

**THE IMPLEMENTATION OF TEACHING WRITING
DESCRIPTIVE TEXT THROUGH POP-UP BOOK:
A CASE STUDY AT JUNIOR HIGH SCHOOL 2 RAMBIPUJI**

THESIS

Submitted to State Islamic University KH. Achmad Siddiq Jember in Partial
Fulfillment of the Requirement of Bachelor Degree (S.Pd)
Education and Teacher Training Faculty Language Education Major
English Education Program



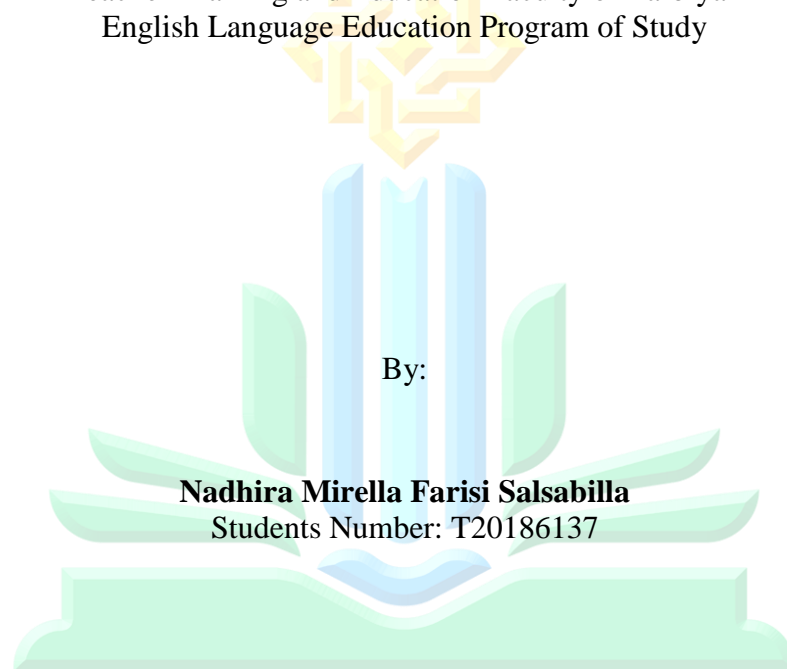
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**STATE ISLAMIC UNIVERSITY OF K.H ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
DECEMBER 2022**

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AN UNDERGRADUATE THESIS

Presented as partial fulfilment of requirements
For the degree of bachelor in Islamic Education (S.Pd)
Teacher Training and Education Faculty of Tarbiyah
English Language Education Program of Study



By:

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Has been examined and approved as the requirements for Bachelor Degree (S.Pd)
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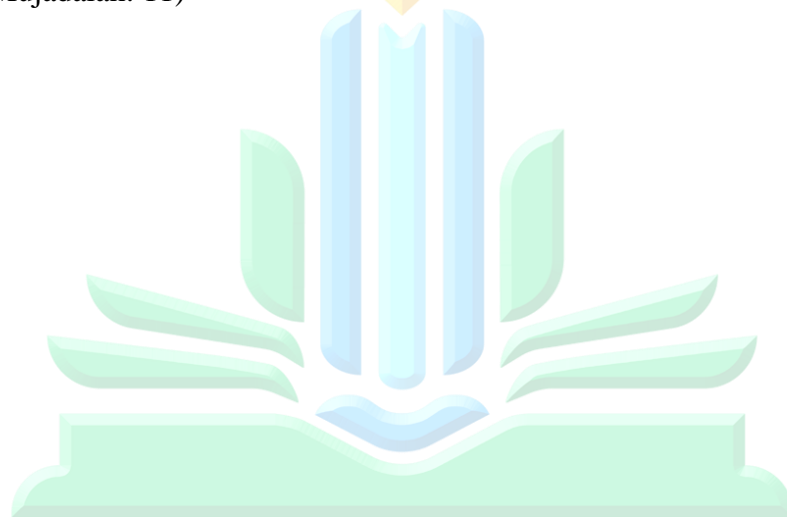


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MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ اُنشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

“O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.” (Q.S. Al Mujadalah: 11)¹



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¹ Agus Hidayatullah, Siti Irhamah Sail, Imam Ghazali Masykur, and Fuad Hadi, *Al-Wasim Al-Qur'an Tajwid Kode Transliterasi Per Kata Terjemah Per Kata* (Bekasi: Cipta Bagus Segara, 2013).

DEDICATION

I proudly dedicated this thesis for:

1. Mama has gone through a lot of struggles and pain in surviving stage 3 cervical cancer, but never a day she forgets to pray for my success. Mama I hope that even now mama is no longer with me you can see me proud because I have passed this process. I miss u so bad mama.
2. My hero papa who has always been supportive, able to be a single parent for me and my younger siblings. thank you for supporting and facilitating my dream, stay strong papa hopefully you long life and can always accompany us to become successful people and make papa proud of us.
3. My family, thank you for always supporting me and now I've made it through, hopefully after this I can make you happy with the dream I chose, I hope you all live a long life
4. For my classmates and my hangout friends, thank you for giving me support and always wanting to bother me in every activity, I hope we all become successful people
5. My fiancé Dhimas Rivaldhi thank you for the support that has been given so far, the only place for me to be sad and happy, I hope that my achievements will make you proud of me.

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All the thanksgiving of the writer was conveyed to Allah, because of His mercies and graces, the planning, process, and completion this thesis can be carried out well. The writer also can get this success because of the support of many parties. Therefore, the writer realizes and expresses his deepest gratitude to:

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May Allah SWT reward all the kindness of the people who helped me to finish this thesis.

Jember, 06 December 2022

Nadhira Mirella F.S.

ABSTRACT

Nadhira Mirella Farisi Salsabilla, 2022: *“The Implementation of Teaching Writing Descriptive Text through Pop-Up Book: A Case Study at Junior High School Rambipuji”*.

Keyword: Teaching Writing, Descriptive text, Pop up book

In recent years writing has become prominent issue in education. Writing has become one of the compulsory subjects in Indonesia curriculum and descriptive text is the basic material in increasing student's ability in writing. Sometimes students get the difficulty in writing descriptive text, such as developing ideas, organizing the ideas into descriptive text, difficulties in grammar and lack of vocabulary. Responding to the students' difficulties, the teacher can use some learning media such as Pop-Up Book.

The research focus on this study are: 1) What is the material of teaching descriptive text through pop-up book in Junior High School 2 Rambipuji, 2) What is the steps of teaching descriptive text through pop-up Book in Junior High School 2 Rambipuji, 3) What is the evaluation of teaching descriptive text through Pop-Up Book in Junior High School 2 Rambipuji, and 4) What is the benefits of teaching teaching descriptive text through pop-up Book in Junior High School 2 Rambipuji.

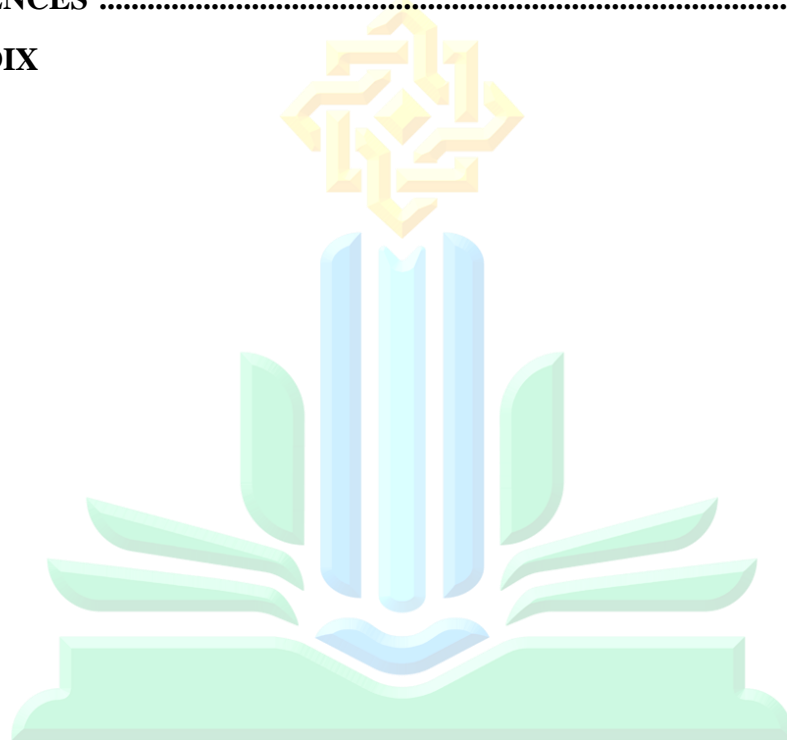
This study used qualitative approach and the research design was case study. The research subjects were teacher and students of Junior High School 2 Rambipuji. Data collecting techniques used in this study were observation, interview, and document review. To analyse the data researcher used theory from Suherdi. For data validity used source triangulation and technique triangulation.

The research findings showed that: 1) The material was: definition about function, structure, and example of descriptive text. The material adopted from Pop-Up Book Media, 2) The steps of teaching writing descriptive text through pop-up book: in the first 20 minutes teacher doing opening, teacher said salam and told the goals of teaching before explaining the material. Teacher then took 50 minutes in whilst teaching activity to transfer the material. Lastly, teacher ended the class with closing activity. In this part, both teacher and student made a conclusion of the day discussion. Teacher told the important points of teaching and learning process at that day, gave a simple motivation, then closed the class with salam, and 3) The evaluation of teaching writing descriptive txt through pop-up book: a) attitude assessment, by looking activeness of students in class in the first and second meeting, and b) knowledge assessment, it was used to assess how good the students to write a simple paragraph use pop-up book as a media by looking several aspects such as grammar and writing organization. 4) The benefits of teaching writing descriptive text through pop-up book: a) make a simple sentence easily, b) students are able to mention structure of descriptive text briefly, and c) students are able to know about the purpose of descriptive text,

TABLE OF CONTENT

COVER	i
APPROVAL OF ADVISOR	ii
APPROVAL OF EXAMINERS	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDMENT	vi
ABTRACT	vii
TABLE OF CONTENT	viii
CHAPTER I INTRODUCTION	1
A. Introduction	1
B. Research Question	5
C. Research Objective	6
D. Research significant.....	6
E. Definition of Key Term.....	6
CHAPTER II REVIEW OF RELATED REVIEW	8
A. Previous Research	8
B. Theoretical Framework	12
CHAPTER III RESEARCH METHODS	35
A. Research Design	35
B. Research Participant	35
C. Location Research	36
D. Source of Data	37
E. Data Collection Technique	38
F. Data Analysis	39
G. Validity of Data	41
H. Research Procedure	42
CHAPTER IV FINDINGS AND DISCUSSION	46

A. Research Findings	46
B. Discussion	58
CHAPTER V CONCLUSSION	65
A. Conclusions	65
B. Suggestion	67
REFERENCES	68
APPENDIX	



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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I

INTRODUCTION

A. Introduction

In recent years writing has become prominent issue in education. As Nuran & Erlita showed that writing has crucial role such as in works and education.² Additionally, the use of writing skills is not only necessary for writing business letters, but it is also needed in educational context. Refnaldi and Asirika Destri highlighted that writing is one of skill that every student should achieve.³ Writing has become one of the compulsory subjects in Indonesia curriculum.

Based on the Curriculum of 2013, there are three genres of text that have to be taught in teaching English writing for Junior High School.⁴ These genres are descriptive, recount, and procedure text. According to Tamba students of junior high school are forced to be able to compose proper written descriptive text.⁵ Additionally, Dongoran & Siregar highlighted that descriptive text is the basic material in increasing student's ability in writing.⁶

Descriptive text is a kind of text that purposes to give information.

Descriptive text is commonly used to explain the particular things such as an

² Ade Aini Nuran & Yeni Erlita, "English Education Program Department, Universitas Negeri Medan, 2020: *Descriptive Text: Developing Media by Using Pop Up Poster*", 5.

³ Destri Asirika & Refnaldi. "Universitas Negeri Padang, 2017: Teaching Writing Narrative Texts by Using the Pictures of Pop-Up Book as a Media to Junior High School Students". Vol 6, No 1: 243.

⁴ Kementrian dan Kebudayaan 2013. Kurikulum 2013 Untuk Sekolah Menengah Pertama/Madrasah Tsanawiyah

⁵ Elga & Panjaitan Efrini. "English Teaching and Linguistics Journal, STKIP Budidaya Binjai, 2020: The Correlation Between Adjective Mastery and Students' Writing Descriptive Text at SMA Swasta Persiapan Stabat". Vol 1, No 1:16

⁶ Sri Rahmadhani Siregar & Nursahara Dongoran. "English Journal for Teaching and Learning, IAIN Padangsidempuan, 2020: Students' Ability in Writing Descriptive Text". Vol 08, No 01: 82.

animal, person, place, scene, or something happen in nature. Writing descriptive text refers to an activity for Junior High School students that not only enhance their writing skills but also in critical thinking.

However, students sometimes get the difficulty in writing descriptive text, such as developing ideas, organizing the ideas into descriptive text, difficulties in grammar and lack of vocabulary. For this reason, the teachers play a crucial role in the process of teaching writing. The teacher must ensure that their students learn something that will be useful, beneficial and lasting in the future. Teacher is one of the facilitators for students learning process. By the teacher, students are taught to read, write and count. In addition, the teacher has three roles in the writing teaching and learning process: motivator, resource (clarification and facilitation), and feedback provider. In short, students need new things to guide them in getting ideas for making texts.

Responding to the students' difficulties, the teacher can use some learning media to attract the students during writing descriptive activities. Additionally, Mulyadi, Wijayatiningsih, and Rosyida showed that the use of media in the learning process has several advantages, including making learning activities more attractive, enhancing learning materials, and increasing the variety of learning approaches.⁷ The media is a tool in the learning process that helps teacher to transfer learning materials to the students. Therefore, the use of media in education would be highly beneficial

⁷ Irma Khoirur Rosyida, Testiana Deni Wijayatiningsih, and Dodi Mulyadi. "Universitas Muhammadiyah Semarang, 2019: Developing a Pop-Up Book for Written Descriptive Text for Senior High School Students".

to the learning process. In addition, learning media is used to support the material learned in the teaching and learning process. By using learning media, it is expected that teachers and students can be easier to complete the learning objectives. Syafei and Oktrifiani highlighted that in the learning process, media can function as a motivator for students to acquire learning materials.⁸ As it happened at Junior High School 2 Rambipuji as one of the junior high schools located in Jember, East Java. One of the English teachers at that school used Pop-Up Book as the media in teaching descriptive text at 7th grade. Teacher used the Pop-Up Book media to attract students' motivation in the class.

The Pop-Up Book is a kind of media that can be used in the teaching and learning process. According to Widyaningrum Pop-Up Book is a three-dimensional book that moves when the pages are opened, it is a kind of book that contains a beautiful three-dimensional picture.⁹ Prawoto and Sari added that Pop-Up Book includes display graphics that move as the page is opened, as well as books with moving sections or three dimensional elements that create interesting story visualization.¹⁰ Therefore, Pop-Up Book can attract students' attention to the lesson, excite their interest and improve classroom atmosphere.

⁸ Rice Oktrifiani and An Fauzia Rozani Syafe'i. "English Department, University of Padang, 2013: Using Writing Models as a Technique in Teaching Writing to Elementary School Students". Vol 2, No 1: 449.

⁹ Kusuma Widyaningrum. "Application of Pop-Up Media Based on Culture for Skill Writing Short Stories of Fourth Grade Students". 2017.

¹⁰ Sri Adelila Sari & Agung Prawoto. "Jurnal Magister Psikologi UMA, Universitas Negri Medan, 2018: Learning Activities of Students Using Developed Innovatife Pop-Up Book". Vol 10, No 2: 113.

There are some previous researches that observed the use of Pop-Up Book in ELT classroom. Humairah, Asbah, & Aqsha Darul found out that pop-up book media can improve reading ability at 7th grade students of SMPN 3 Alas Barat.¹¹ By using a picture, students' attention will be more focused. It means that pictures can motivate and inspire students in teaching and learning process. Another research from Nuran and Erlita showed that developing media by using Pop-Up Poster is categorized as relevant for tenth grade students.¹² Additionally, Indarti Titik, Hendarto, & Wulandari found out that the practicality of pop-up book media based on a balanced literacy approach has a very practical category, both based on the observation of teacher and student activities as well as student and teacher responses.¹³

Junior High School 2 Rambipuji is an institution that teach students of junior high level in Jember. This school utilized some innovative learning media in teaching and learning process, especially in teaching English as foreign language while some other schools in Rambipuji prefer to use a conventional book only as a learning media. Based on the observation that researcher have made regarding the number of public junior high school in Rambipuji such as in SMP 1 and SMP 3 Rambipuji, that these schools have never used Pop-Up Book media before. The school realized that the used of

¹¹ Darul Aqsha, Asbah, and Humairah. "Jurnal Pendidikan Berkarakter, FKIP UM Mataram, 2018: The Use of Pop-Up Book Media to Improve Reading at the Seventh Grade Students of SMPN 3 Alas Barat". Vol 1, No 1: 93

¹² Ade Aini Nuran & Yeni Erlita. "Universitas Negri Medan, 2020: Descriptive Text: Developing Media by Using Pop-Up Poster" Vol 31, No 2: 7

¹³ Novi Wulandri, Hendratno, and Titik Indarti. "International Journal of Multicultural and Multireligious Understanding, Universitas Surabaya, 2020: Development of Pop-Up Book Media Based on Balanced Literacy Approach Improve Skill of Reading Class 1 Students Basic School" Vol 7, No 5: 621.

innovative learning media is significant to create an innovative class atmosphere. Specifically, in teaching descriptive text of seventh grade, Junior High School 2 Rambipuji chose to use Pop-Up Book as learning media. It is used to help teacher to attract students' motivation. Furthermore, there are several reasons the researcher implements of research project in this school as follow; (1) the school has well accredited, (2) principals and teachers were open and supported research projects to be carried out by researchers, (3) finally, some facilities that support students learning processes such as computer labs, LCD projectors, and libraries.

The use of Pop-Up Book in Junior High School 2 Rambipuji as a learning media to teach descriptive text became something unique because it wasn't applied in other schools in Rambipuji. Therefore, the researcher interested in doing research about the implementation of teaching descriptive text through pop-up book.

B. Research Question

1. What is the materials of teaching descriptive text through pop-up Book in Junior High School 2 Rambipuji?
2. What is the steps of teaching descriptive text through Pop-Up Book in Junior High School 2 Rambipuji?
3. What is the evaluations of teaching teaching descriptive text through pop-up Book in Junior High School 2 Rambipuji?
4. What is the benefits of teaching descriptive text through pop-up Book in Junior High School 2 Rambipuji?

C. Research Objective

1. To describe the material of teaching descriptive text through Pop-Up Book in Junior High School 2 Rambipuji.
2. To describe the steps of teaching descriptive text through Pop-Up Book in Junior High School 2 Rambipuji.
3. To describe the evaluations of teaching descriptive text through Pop-Up Book in Junior High School 2 Rambipuji.
4. To describe the benefits of teaching descriptive text through Pop-Up Book in Junior High School 2 Rambipuji.

D. Research significant

The researcher hopes that the finding of this research will give benefits for English teachers and other researchers.

1. For English Teacher

The finding of this research is expected to help teachers to determine a compatible learning media for the students in ELT classroom

2. For Researcher

This research could be used for reference in conducting further research. The finding of this research could be a comparison to carry out the same research.

E. Definition of key term

To avoid misunderstanding in this research, there are three terms that need to be explained more by the researcher, those are:

1. **Pop-Up Book**

Pop-up book is a book that can display three-dimensional images when we open each page.

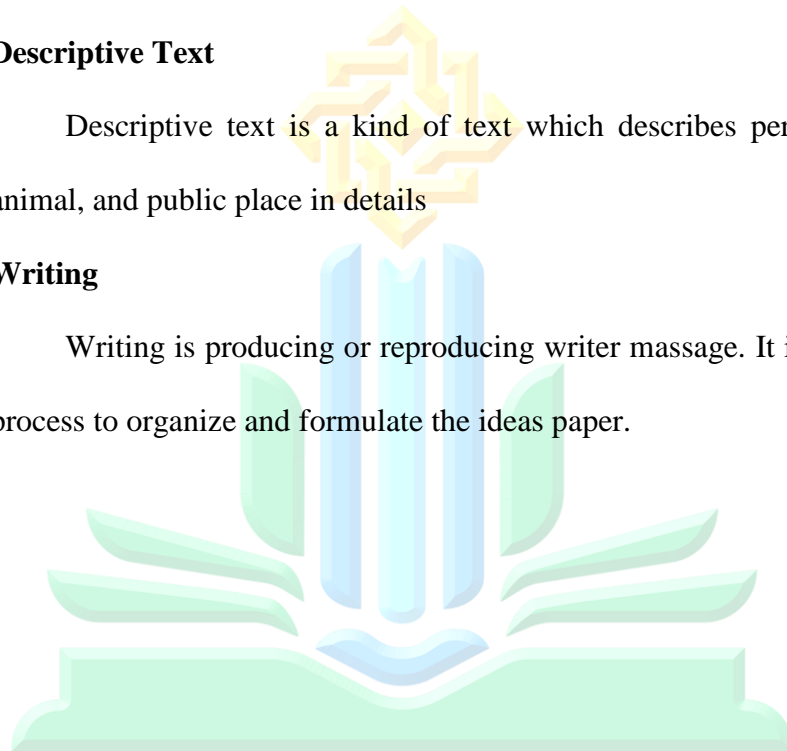
This image that appears looks more real because it appears in the middle of the book compared to ordinary books.

2. **Descriptive Text**

Descriptive text is a kind of text which describes person, thing, animal, and public place in details

3. **Writing**

Writing is producing or reproducing writer message. It is an active process to organize and formulate the ideas paper.



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CHAPTER II

REVIEW OF RELATED STUDY

A. Previous Research

Some previous researches are needed by the researcher to find a novelty of the research. In this case, researcher found some similar researches conducted before this research.

1. First, the study entitled 'The Use of Pop-Up Book Media to Improve Reading at the 7th Grade Students of SMPN 3 Alas Barat'. It was conducted by Darul Aqsha, Asbah, & Humairah from FKIP UM Mataram. The result of this research showed that there is an improvement of reading skill of the students of seventh grade in SMPN 3 Alas Barat after using Pop-Up Book as the media. The students reached the average of 65 score before treatment (pre-action), while after using Pop-Up Book the students reached the average of 72 at first cycle and reached the average of 83 at the second cycle.
2. Second, the study entitled 'Descriptive Text: Developing Media by Using Pop-Up Poster' conducted by Ade Aini Nuran & Yeni Erlita. This research was conducted by using Research and Development (R&D) design. In conducting this research, the research procedure was gathering the data and information, conducting the need analysis, designing the first draft of media, revising the media, and producing the final product as the pop-up poster. The data was gathered using a combination of two strategies: interview and questionnaire. The interview and questionnaire

result proved that the students needed writing media. The product had been validated by the experts. The overall assessments reached 92.8. It means that developing writing media categorized as relevant for tenth grade students.

3. Third, the study entitled 'Development of Pop-Up Book Media on Balanced Literacy Approach to Improve Skills of Reading Class I Students Basic School'. This research was conducted by Novi Wulandari, Hendratno, & Titik Indarti. The method used in this study was the method of developing Research and Development (R&D). Based on the research objectives and research results from the pop-up book media validator based on a balanced literacy approach, it was declared valid and feasible to use in teaching and learning activities. The practicality of pop-up book media based on a balanced literacy approach had a very practical category, both from the observation of teacher and student activities as well as student and teacher responses. The results of the posttest reading skills on the use of pop-up book media based on a balanced literacy approach were stated to be very effective. This is in accordance with the results of the data analysis of the reading skills test which has increased.

4. Fourth, the study entitled "The Use of Pop-Up Book Media on the Reading and Writing Skills of Class I Elementary School Students" conducted by Loliyana, Dinda Tri Anggraini, & Maman Surahman. This research used quantitative research; the type of research is experimental research with a quasi-experimental research method. Furthermore, the

population were class IA and IC, totaling 80 students. The research sample were class IA and IC which consisted of 52 students. In determining the sample, this study used a purposive sampling technique. The data collection technique was test and non-test. The results of the analysis using simple linear regression showed that $r_{count} > r_{table}$ ($0.845 > 0.381$) reading skills and ($0.869 > 0.381$) writing skills. This means that there is an effect on the application of the pop-up book on the reading and writing skills of grade I students at SD Negeri 6 Gedong Air, Bandar Lampung city.

5. Last, the study entitled 'Effectiveness of the Writing Poetry Guidebook with Pop-Up Book Media to the Student Learning Outcomes of Third Grade Students'. This research was conducted by Hartati. The type of this research was development research (R&D) and the data was taken by questionnaires on the needs of students and teachers, media and material validation, student learning outcomes, student and teacher responses to the development guidebook. The findings of the posttest students were given the traditional completion standard of 100 percent in the large-scale test. The average percentage of the calculation results was 97.22 percent. The N-Gain formula was used to determine the growing average, with an average of 0.7 in the high category. The teacher's reaction was 86.7 percent (very feasible), and the pupils' responses were 96.3 percent (extremely practical) (very feasible). The handbook for composing poetry with pop-up book media for third grade students was very feasible and

effective to be used for writing poetry.

Table 2.1
Similarities and Differences of Previous Research

No	Title of the Research	Similarities	Differences
1	" The Use of Pop-Up Book Media to Improve Reading at the 7 th Grade Students of SMPN 3 Alas Barat" This study conducted by Darul Aqsha, Asbah, & Humairah from FKIP UM Mataram..	1) Both researches use Pop-Up Book as a learning media 2) The subject of both researches was young learner	1) In the previous study focused to improve reading skill, but in this study focused on writing skill. 2) The previous research used mix method to analyzed the data, while this research will use the qualitative research analysis.
2	"Descriptive Text: Developing Media by Using Pop-Up Poster" conducted by Ade Aini Nuran & Yeni Erlita.	1) Both researches used Pop-Up media as a learning media.	1) The previous research used R&D method to analysed the data, while this research will use the qualitative research analysis. 2) The previous research chooses tenth grade of Senior high school as the subject of study whereas this study chooses young learner as the subject of study.
3	"Development of Pop-Up Book Media on Balanced Literacy Approach to Improve Skills of Reading Class I Students Basic School" conducted by Novi Wulandari, Hendratno, & Titik Indarti.	1) Both researches used Pop-Up Book as a learning media	1) The previous research chooses the students basic school as the subject of study whereas this study chooses young learner as the subject of study. 2) The previous research used an R&D method to analysed the data whereas in this study researcher used a qualitative approach in form of case study.

4	“The Use of Pop-Up Book Media on the Reading and Writing Skills of Class I Elementary School Students” conducted by Loliyana, Dinda Tri Anggraini, & Maman Surahman.	1) Both researches used Pop-Up Book as a learning media.	1) The previous research used a quantitative method to analysed the data, whereas in this research used qualitative method. 2) The previous research focused both writing and reading skill, while in this research only focus on writing skill.
5.	“Effectiveness of the Writing Poetry Guidebook with Pop-Up Book Media to the Student Learning Outcomes of Third Grade Students” conducted by Hartati.	<ul style="list-style-type: none"> • Both researches used Pop-Up Book as a learning media. • Both researches focused on writing skills. 	<ul style="list-style-type: none"> • The previous research used an R&D method to analysed the data, while in this study used qualitative method. • The previous research chooses elementary school students as the subject of study whereas this study chooses young learner as the subject of study.

B. Theoretical Framework

1. Learning Media

Learning media is a tool to communicate learning message.

Learning is a communication process between learner, lecturer, and learning material. In the other hand, communication will not run well without facility to express message. Stimulus system which used as media, there is: human interaction, reality, animation picture or common picture, written, and record.

a. The objective of learning media as the tool of learning are:

- 1) To make learning process in class easier
- 2) To increase the efficiency of learning process

- 3) To prevent the relevance between learning and goal of material.
- 4) To help the concentration of learner in learning process

b. The benefit of learning media

The benefits of learning media as a tool of learning for teacher and learner generally and specifically are:

- 1) The learning is more interesting for learner so that increase learning motivation.
- 2) The learning material is clearer so that easy to be understood and also easy to be mastered by learner.
- 3) The media create a variety of learning atmosphere. Students will not only see an oral explanation of teacher, by using them, learner will be not bored, and teacher will not lose the energy.
- 4) Learners do practice more. The media help teachers to create a learning atmosphere invites students to practice more by such action: observe, act, demonstrate, etc. c

c. Consideration of choosing media

After knowing the goal and benefit of learning media, the next step is determining the chosen media in class. The consideration will be used in learning process as the main consideration, because the chosen media must be appropriate with:

- 1) The goal of teaching
- 2) The Learning material
- 3) The learning method

- 4) The provided tool
 - 5) The character of teacher
 - 6) The condition, interest and ability of learner
 - 7) The teaching situation in learning activity
- d. The function of learning media

The functions of learning media to stimulate the learning are:

- 1) To present the real and rare object.
- 2) To make duplicated object.
- 3) To create abstract concept.
- 4) To give the similar perception.
- 5) To overcome the barrier of time, place, number, total, and distance.
- 6) To reserve the information consistently.
- 7) To bring fun learning, enjoy, interesting, so that achieve learning goal.

2. Kind of Learning Media

a. Definition of Learning Media

Media are all forms employed for the process of sharing information.¹⁴ Oemar Hamalik defines media as a tool used to improve communication between teachers and students when they are learning in schools.¹⁵ Furthermore, learning media is defined by Raiser and Gagnes as a physical means by which an instructional

¹⁴ Talizaro Tafonao, "The Role of Instructional Media to Improving Students Interest," *Jurnal Komunikasi Pendidikan*, Vol. II, No. 2 (2018), 105.

¹⁵ Oemar Hamalik, *Media Pendidikan*. (Bandung: Citra Aditya Bakti, 1989), hal 11

message is delivered.¹⁶

The definition of learning media can be described as something (a tool, a resource, or a circumstance) that is employed as communication intermediate in learning activities. Learning media is completely beneficial in the learning and teaching process since it stimulates the learner's thoughts, feelings, attention, and abilities, as well as their motivation to learn.

b. Kinds of Learning Media

One of the teacher's efforts to overcome the lack of interest and enthusiasm of students in learning is to employ media, because it is useful for overcoming the limitations of space, time, and sensory power.

Oemar Hamalik, grouped this media based on its type into three types; audio, visual, and audiovisual media.¹⁷

- 1) Audio media contains messages in auditive form (audible only).
- 2) Visual media, such as flashcards, illustrations, poster, and map.
- 3) Audiovisual media or media with both sound and image parts.

This kind of media has more capabilities, and it is divided into two types:

- a) Silent audiovisual, which displays silent sound and visuals, such as a slide sound film

¹⁶ Robert M. Gagne, Leslie J. Briggs, Walter W. Wager, "Principles of Instructional Design", (America: Harcourt Brace Collage, 1992), 208.

¹⁷ Oemar Hamalik, *Media Pendidikan*, (Bandung: Citra Aditya Bakti, 1989), hal. 5

- b) Audiovisual motion, which shows sound parts and moving pictures, like films, video cassettes, and VCD.

In this research, the researcher only takes visual media as one of many types of media. The researcher will use Pop-Up Book media with consist of picture book for teaching writing descriptive text.

c. Function of Learning Media

The following are some functions of learning media, the subsequent will be emphasized:

- 1) As a way of helping in the creation of a more effective learning environment.
- 2) As one of the components that work along with others to create the desired learning environment.
- 3) Students do more activities during learning activities, not only listening but also observing, demonstrating, directing, and acting.
- 4) Can foster students' motivation because teaching will attract their attention more.
- 5) Teaching method will be more varied, not based solely on verbal communication through words.

According to Ruis, Muhdiyini and Waluyo there are some the advantages of using media in teaching and learning process, those are:¹⁸

¹⁸ Nuhung Ruis, Muhidyini, and Tri Waluyo, "Instructional Media: Center for Development and Empowerment of Language Teachers and Educational Personnel" (Jakarta: Ministry of National Education, 2009), 4.

- 1) To increase the learners' motivation.
- 2) To avoid the learners bored.
- 3) To make the learners easy to understand the instructional material.
- 4) To make the teaching learning process more systematic.

Students will be more motivated to learn if supporting media is available in the classroom. Students will be able to understand the material presented by the teacher and will not be bored while learning. Teaching and learning have become more methodical as a result of the availability of learning material.

3. Pop-Up Book

A Pop-Up Book is a book that has moving parts or a three-dimensional aspect that allows for more engaging tale visualization, such as moving display images when the page is opened.¹⁹ The purpose of using pictures is to assist students in visualizing the objects. The book size can be adjusted to meet the demands of the students. A Pop-Up Book is one of the options for combining pictures and text in big books.

Many pictures are provided in Pop-Up Book to engage students' creativity and fantasy on abstract topics. It also includes words that students are likely to recognize. Pop-Up Book with good illustrations can help students absorb the information. Students' characteristics matched well with this medium so they can write in English enjoyably, attractively, and creatively.

¹⁹ Irma Khoirur Rosyida, Testiana Deni, Dodi Mulyadi "Developing a Pop-Up Book for Written Descriptive Text for Senior High School Students"

In choosing books for their students, teachers follow a set of guidelines. To add, Bluemel and Taylor emphasized that picture books and factual books should be judged by using three criteria's there are: ²⁰

1. The content and format of Pop-Up Book
2. The accuracy of the information if using the informational content
3. The quality of paper.

a. The Steps of Teaching Writing Descriptive Text Through Pop-Up Book

The step of teaching writing descriptive text by using pop-up book as the media in this research were done as follows:²¹

- 1) Giving leading question related to the story
- 2) Giving the example of descriptive text using pop-up book containing 2 pages and the is write under pop-up book picture
- 3) Giving a chance to the students to ask questions
- 4) Asking the students to do task based on the pictures
- 5) Students in groups develop sentences into a paragraph
- 6) Checking the result about their task

b. Benefits of Teaching Writing Descriptive Text Through Pop-Up Book

The following are the benefits of teaching writing descriptive text

²⁰ Nancy Larson Bluemel, Rhonda Haris Taylor. Pop-Up Book: A Guide for Teachers and Librarians. (2012). p. 49

²¹ Ulfatul Mazidah Arifin, "The Effect of Using Pop-Up Book on the Eight Grade Students' Reading Comprehension Achievement". Thesis, Universitas Negeri Jember, 2019.

using Pop-Up Book Media:²²

Visualizing is the best way to teach new words for all subjects. It means that the teacher in teaching and learning process can use visual things as media namely Pop-up book that can develop and motivate the students to learn English easily including writing simple sentences. So, the students can visualize their ideas using the Pop-up book given. Therefore, the researcher offered the types of pictures that were represented by using media namely Pop-up book.

4. Aspects of Teaching

a. Teaching Goal

Teaching goal is also known as teaching objective. The teaching goal is an intended outcome of every teaching method. According to H. Daryanto, teaching goal is a goal that draws knowledge, ability, skill, and attitude that students must have as a result of classroom activities in term of an action that could be analysed or measured.²³

The goal of teaching has most crucial factor in teaching process.²⁴ Therefore, teaching goal is the main point to be determined before teacher decides the media and step of teaching.

The goal of English teaching and learning is focusing students to the ability of using English as means of communication among

²² Nancy Lharson Bluemel, Rhonda Hariss Taylor, Ebook: *Pop-Up Book a Guide for Teacher and Librarians*, (California: ABC-CLJO, LLC, 2012) 4.

²³ Daryanto. *Evaluasi Pendidikan* (Jakarta: Rineka Cipta, 2005), 58

²⁴ Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2010), 80

people they interact with. In the activity of teaching and learning English, there are four language skills (listening, speaking, reading, and writing) that are performed as materials in the classroom. Normally, English as Foreign Language (EFL) learners do not use the words of English in their daily situations. Students possess inability in a correct and appropriate English interaction or communication. This leads to learners' lack of mastering any words and self-confidence when they communicate.

b. Teaching Material

In the process of teaching teachers need to determine a material used in the class in order to control the process of transferring knowledge. In order to make the teaching strategy as reflection of the goal from student's attitude. The choosing of teaching material should be in line with the content of curriculum based on the course. There are some criteria in choosing teaching strategy. They are:²⁵

- 1) The material should be in line with goal of teaching.
- 2) The material should be measured and identified.

Identifying teaching material is based on the goal of teaching that identified and detailed specifically, can be observed and measured.

²⁵ Imas Kurniasih , Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif (Pustaka Diantara, 2017), 23-24

- 3) Relevance with student's necessity.

Earning material should be provided based on the strategy to develop student's ability completely.

- 4) Relevance with condition of society.

Teaching material should help them to give valued educated experience for them to be human who can adapt well everywhere.

- 5) The material consists of ethics values.

The material should be in line with ethics values that appropriate with student's moral value development.

- 6) Teaching material is arranged in logic and systematic concept.

- 7) Teaching material should be sourced from authentic sources, characteristic of teacher master, and society.

c. Steps of Teaching

Teaching involves a basic three-step process:²⁶

- 1) Preparation : Preparation involves activities associated with determining learning outcomes (objectives), researching the topic, lesson planning, and selection of delivery methodologies. Each of these are important to effective teaching and must be given adequate thought and preparation to ensure we are presenting the best lesson and most useful for our learners.

²⁶ Laton David. *Teaching Involves a Basic Three-Step Process: Preparation, Delivery, and Evaluation*. (2019).

2) Delivery : There are generally three categories of delivery methods for teaching: presentation strategies, action strategies and inter-action strategies. None of these methods are inherently better than the other but are selected depending on several factors such as learning outcomes, learning environment, and experience of the teacher, and maturity and readiness of the learners. Using a variety of delivery methods as appropriate enhances the potential for learners to be successful in meeting the objectives.

3) Evaluation : Evaluation is the process of determining that learners have achieved the learning outcomes of the lesson. When we think of evaluation it is usually in the form of determining pass or fail of some form of written test. Evaluation takes on many forms from formal evaluations such as written or performance evaluations or informal types such as overhead questions and observation.

d. Teaching Evaluation

Evaluation, as the last component in teaching plan is used to assess how far the goal has been achieved and the next action after the evaluation.²⁷

In teaching evaluation, there are generally 4 types of evaluation.²⁸

²⁷ Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2000), 283-284

²⁸ Imas Kurniasih and Berlin Sani, *Sukses Mengajar Panduan Lengkap Menjadi Guru Kreatif dan Inovatif*, (Pustaka Diantara, 2017), 126

1) Placement evaluation

It is used in setting of the position of students in some programs.

2) Formative evaluation

It is used to look for the feedback as to repair process of teaching. Formative evaluation is a judgment of how strong and weak the classroom instruction is, it purposes revising the instruction to improve its effectiveness in the next classroom activities.²⁹

3) Summative Evaluation

It is used to measure how good the achievement of the student's understanding. Then, to determine the pass of students.

4) Diagnostic Evaluation

It is for looking for the cause of difficulty in teaching, such as psychology background, physic, and student's social economy.

According to Biggs quoted by Taghi Jabbarifar in classroom assessment, since teachers themselves develop, administer and analyze the questions, they are more likely to apply the results of the assessment to their own teaching. Therefore, it provides feedback on the effectiveness of instruction and gives students a measure of their progress. Taghi Jabbarifar argued that two major functions can be

²⁹ Tessmer, Planning and Conducting Formative Evaluations (London: Routledge,1993) p.11

pointed out for classroom assessment:³⁰ One is to show whether or not the teaching has been successful, and the other one is to clarify the expectations of the teachers from the students.

Evaluation is done by using methods and measurements to analyze student's understanding of the material for the purposes of grading and reporting. Evaluation is feedback represented by the teacher to the students about the student's learning performance. Teaching evaluation commonly consist of three aspects: cognitive, affective, and psychomotor. A cognitive aspect related to the assessment about how far the students understand the material. Aspect of affective related to the students' attitude during the class. A psychomotor aspect related to the creativity of students.

The example of cognitive aspect in teaching and learning English is assessing student through some questions related to the English topic discussed in the class. Affective dimension could be measured by observing student acts in the class during the discussion.

Psychomotor is measured by ordering students to practice the words of English of to do an English conversation at class with the partner.

The purpose of evaluation and assessment is to develop indicators and measures of system performance that show a good understanding of how well classroom activity is being carried out. Using these data, teachers and school stakeholder can analyze

³⁰ Taghi jabbarifar , The Importance of Classroom Assessment and Evaluation in Educational System,(Malaysia: INTI University College, 2009), 2

performance and identify problems found in teaching and learning activities to create better planning, implement a new program and policy. Using the evaluation, schools are able to develop the process of schooling because they were already known the weakness of the program they implemented previously. Other phases include ensuring systematic collection to agreed definitions of existing information at different levels in the system; promoting data quality improvement; undertaking research to shed light on some of the 'gaps' where systematic collection is too costly/not feasible; and developing a long-term strategy to improve measurement tools for future information needs.³¹

In this study, teaching evaluation used by teacher is formative evaluation which means the process of collecting information about how far the students' improvement in understanding the material. The information is then used to decide the most effective teaching and learning activity for the next meeting in order to make students optimally master the material being discussed.³² The techniques used in the formative evaluation are:

³¹ Paulo Santiago, *Evaluation and Assessment Frameworks for Improving School Outcomes, Education and Training Policy*. (OECD, 2009), 8.

³² Tim Pusat Penelitian Pendidikan, *Model Penilaian Formatif* (Jakarta: Pusat Penelitian Pendidikan, 2019), 13.

1) Test technique

a) Essay test

Essay test is a test related to some questions that contain problems and force students to answer it word by word representing students' thought.³³ In this test, students answer the questions by writing their own opinion.

b) Objective test

Objective test is a test that just need simple answer and it contains the questions that can be answered by choosing one simple answer or more. There are a kind of objective test including completing sentence, multiple choice, matching test, choosing right or wrong answer. Objective test means a test that let students to choose one or more answer among some probability of right answer.³⁴

c) Oral test

This test defines as a test used to measure students' ability in communication, oral test could be carried out to students in group or individually.³² In this test, students are forced to answer the question through face-to-face communication in order to measure the result of classroom activities orally.

³³ Haryanto, *Evaluasi Pembelajaran* (Yogyakarta: UNY Press, 2020), 155.

³⁴ Asrul, Rusydi Ananda, dan Rosita, *Evaluasi Pembelajaran* (Bandung: Ciptapusaka Media, 2015), 45.

2) Non-test technique

a) Observation

Observation is a technique to find out some information about students' understanding through the process of monitoring the class activity and giving a note systematically toward phenomena. This technique encourages teacher to be observer for his/her own classroom.

b) Attitude assessment

Attitude assessment is non-test instrument using closed questionnaire where the questions contain a value of teaching and learning purpose. This technique is usually used by teacher to appreciate students' attitude in classroom.

5. Definition of Writing

a. The definition of Writing

Writing is one of the language skills that students who are learning a language must acquire. Harmer defines writing to be one of humanity's most significant cultural achievements.³⁵ It helps us to save and share information and stories that aren't relevant right now.

In the field of second language teaching, only a half-century ago that writing was primarily technique for recording speech and reinforcing grammatical and lexical features of language.³⁶ Content, grammar, vocabulary, coherence, and cohesion are all important

³⁵ Jeremy Harmer, *How to Teach Writing* (England: Pearson Longman, 2004), 44.

³⁶ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Longman: San Francisco State University, 2004), 218.

aspects of writing. Now widely recognized, that writing plays a vital role, not only in conveying information but also in transferring knowledge to create new knowledge. Furthermore, writing has a meaning that encompasses not just a style of thinking and learning, but also a contribution to personal growth. Writing encourages students to think critically. By recording, clarifying, and organizing their personal experiences, they will become more creative thinkers and active learners.

b. Types of Writing

There are some types of writing taught in junior high school. Based on the competencies standard and basic competencies recommended by the government, the types of writing which have to be taught in junior high school are (Rojas):

- 1) Procedure text: The purpose is to tell the reader how to do or make something.
- 2) Descriptive text: Descriptive is use in all forms of writing to create a vivid impression of person, place, object, or event.
- 3) Recount text: the purpose of recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with purpose of informing or entertaining (or both).
- 4) Narrative text: the basic purpose is to entertain, to gain and hold a reader's interest. However, narratives can also be written to teach

or inform, to change attitudes or social opinions. Narratives sequence people or characters in time, place and set up one or more problems which must eventually be resolved.

6. Writing Skill

a. Aspects of Writing Skill

Huges stated there are five important aspects to consider while evaluating a piece of writing. Content, organization, vocabulary, grammar, and mechanics are the five aspects.³⁷

1) Grammar

In addition to writing well, you must consider the grammatical aspect. Grammar is a set of rules that help a writer to produce sentences in English that that make sense and acceptable. It means that grammar is the crucial in construction in understandable sentences.³⁸ Writing grammatically correct sentences are not easy. If the sentences are not grammatically correct, the paragraph will be difficult to understand.

Furthermore, students make a variety of very common grammatical errors. The example of common grammatical error includes constructing sentences without the word “to be” or using verbs do not agree with noun, pronoun, or tense. Because one of the employing the technique.

³⁷ Arthur Huges, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003) 104.

³⁸ Fairbairn & Wunch, *Reading, Writing and Reasoning: A guide for students* (Buckingham: Open University Press) 145.

2) Vocabulary

Vocabulary is one of the most obvious parts of language and one of the first things dealt with by applied linguists' attention. Thornbury stated that without vocabulary nothing can be conveyed, this proves how the importance of vocabulary learning.

3) Organization

Organization is the ability of writer to arrange the ideas in a logical sequence and cohesion, making a united contribution to the entire paragraph. The writer must consist of an introduction, body, and conclusion.

4) Mechanics

Mechanics refers to punctuation and spelling.³⁹ These are the nuts and bolts of writing skill, and they must be focused at different stages of learning to write in English.⁴⁰ The focus of this study was on students' grammatical errors as they related to linguistic categories.

5) Content

In order for the reader to understand the topic of the writing the writer must consider about the ideas and feelings expressed in his or her writing. Furthermore, content relates to the ways of development and completeness with which ideas are communicated, as well as their ability to develop and express their

³⁹ J.B. Heaton, *Writing English Language Tests*, (London and New York, 2000), 148.

⁴⁰ Jeremy Harmer, *How to Teach Writing* (England: Pearson Longman, 2004), 47

relevant idea to the issue. Meanwhile, completeness refers to the presence access to sufficient information to provide the reader with a clear picture or a through discussion of the crucial details. As a result, in order to make the writing flow smoothly and easily understandable the writer must have sufficient knowledge of the topic.

7. Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is used to describe a person, place, or thing in such detail that the reader can imagine it in his or her mind.⁴¹ Description presents the appearance of things that occupy space, whether they are object, people, building, or cities.⁴² Based on the previous explanation, a descriptive text is a type of text that has the objective of describing a specific thing, person, place, or animal.

b. Characteristic of Descriptive Text

A generic structure is a type of genre that is broadly defined. Each genre has an own generic structure. Identification and description are the basic elements of descriptive text.

1) Identification

The goal of identification is to find the phenomenon that has to be described to identify the person or the thing being described. The identification is usually stated in the first

⁴¹ Wong, L. Essential Writing Skills (Boston: Houghton Mifflin Company: 1999) 373.

⁴² Stanley L. Ways to Writing (New York: MacMillan, 1998).

paragraph to introduce the reader to the topic that will be discussed in the next paragraph.⁴³

2) Description

The aim of description is to describe the parts, qualities, and characteristics of anything. The writer goes into detail regarding the issue in this section. It functions as proof of identification in descriptive text. There are three language aspects. They are as follows:

a) Focusing on Specific Noun

The purpose of descriptive text is to describe a specific person, thing, or place. A good description has to include details to help the reader in seeing the object. The subject that will be discussed is more than general. We can discuss about a particular person, such as my mother, my school, my city, etc.

b) Using Different Kinds of Adjectives

Another characteristic of descriptive text is the use of various adjectives. The adjective is used to describe physical characteristics, options, or to classify something. Some examples: good, tall, excellent, etc.

⁴³ Priyana, *Interlanguage: English For Senior High School Students X* (Jakarta: Pusat Perbukuan Departmen Pendidikan Nasional 2008) 8.

c) Using Simple Present Tense

Simple present tense is usually used in writing a descriptive text. For the present state, a feeling, an opinion, or the fact that something belongs to someone, the simple present tense is used. It's also used for activities that happen on a daily basis, such as routines, habits, jobs, and hobbies.

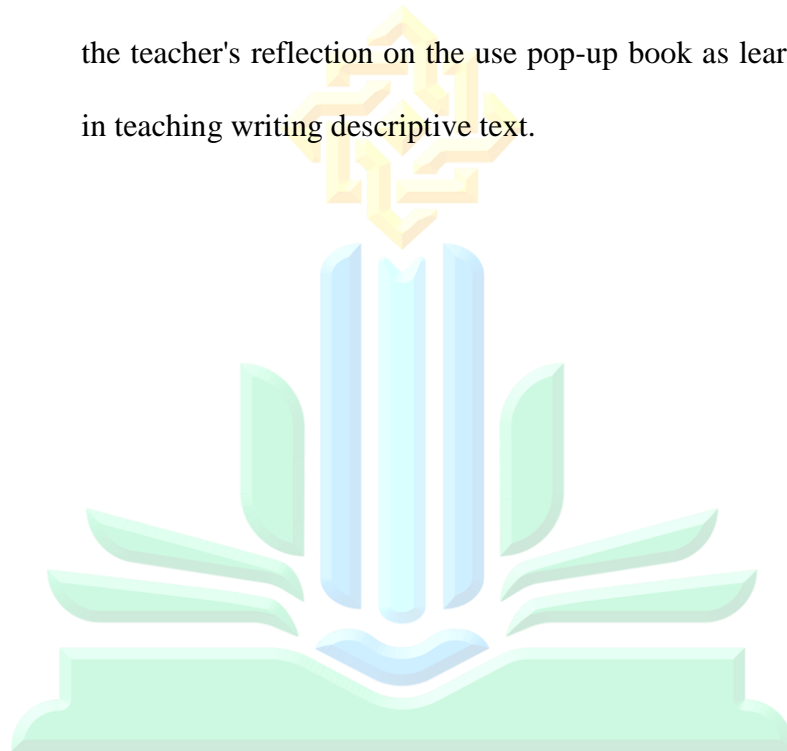
3) The Differences between the Descriptive Text in Junior High School and Senior High School

Based on Lesson Plan of Descriptive Chapter in Curriculum 2013 is written that the students are able to arrange the descriptive by oral and written type in a very short and simply relates to the person, animals, and things. While in Senior High School, the descriptive chapter is written that the students are able to differentiate social function, text structure, and linguistic elements of some oral descriptive and written descriptive in asking and giving information relates to the tourist attractions and historical buildings.

In this research the researcher conducts to use the theory by Calhoun that is PWIM (Pictures Word Inductive Models).⁴⁴ PWIM is a teacher-facilitated process, in which children are directed by the teacher to find words from a picture, increase the

⁴⁴ Calhoun E.F. *Teaching Beginning Reading and Writing with the Picture Word Inductive Model (PWIM)*. Alexandria, VA: Association for Supervision and Curriculum Development (2019). p. 23

number of words from observations and write down their vocabulary, formulate phonetic and structural principles, and finally apply observational analysis and logical thinking to read and write them. It connected with the purpose of this research that is to engage the students' writing descriptive text and to figure out the teacher's reflection on the use pop-up book as learning media in teaching writing descriptive text.



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CHAPTER III

RESEARCH METHODS

A. Research Design

In this study, the researcher used qualitative research method. According to Sukmadinata and Syaodih, qualitative methods are research to describe and analyze phenomena, event, beliefs, attitudes, and social activities individually or in groups.⁴⁵ Qualitative method is a collection of methods to analyze and understand more deeply about the meaning of some individuals or groups considered as humanitarian problems or social problems Creswell.⁴⁶

Hence the researcher used a case study as a research design. According to Frankel and Wallen, case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization.⁴⁷ Therefore, the study case approach allowed the researcher to study particular students in an attempt to understand the method of teaching writing descriptive text.

B. Research Participant

The researcher employed the purposive sampling technique in this research. According to Arikunto, purposive sampling is a sample strategy

⁴⁵ Sukmadinata, Nana Syaodih . *Metode Penelitian Pendidikan*. Bandung : Remaja Rosdakarya (2009). p. 60

⁴⁶ Creswell, J. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New York: Pearson (2015). p. 204

⁴⁷ Fraenkel Jack and Norman E. Wallen. "New York, McGraw-Hill Companies, 2009: How to Design and Evaluate Research in Education". P 340.

used when there is a limited time or information.⁴⁸ According to Marguerite *et,al* purposive sampling is a frequent method used in qualitative research to find key informants or people with specific knowledge about the topic being studied.⁴⁹ It means that the researcher chose the subject according to the need and purpose of the research. The research subjects in this study were:

1. Teacher of Junior High School 2 Rambipuji

Mr. Cuk Eko Hari P, S.Pd as English teacher is chosen to be the subject of the research. He is teacher of English subject for seventh class who has been implementing the pop-up book as learning media in the class.

2. Students of Junior High School 2 Rambipuji

The researcher chose five students to be interviewed. The students were from seventh B class. The chosen students have participated well in a writing class with pop-up book as learning media.

C. Location of Research

The location of the research is a place where the research is conducted. Determining the place of research is significant to search and find the data as it is mention in the research focus. Research location also determine whether the data complies with the request and could be taken or not as an information needed in the research. The consideration of geographical set up, time, cost and energy is significant to be noticed by researcher as well. In addition, the

⁴⁸ Arikunto Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010). p. 4

⁴⁹ Marguerite, *et.al*, *Methods in Educational Research: from Theory to Practice* (San Francisco: Jasey-Bass, 2006) p.152

location of research is determined because of the uniqueness or gap that found in the activities or program implemented in the intended place. Then, researcher chose the place to investigate a various data required in the research.

In this research the researcher chose a junior high school located in Jl Widuri No. 1, Pecoro, Kec. Rambipuji, Kab. Jember (Junior High School 2 Rambipuji) as the research location because this school has implemented learning media for teaching and learning activities. The school has been applying various innovative ways in the teaching and learning process including the use of pop-up books in English learning classes and which is relevant to be investigated in educational research.

D. Source of Data

The research's goal is to collect information. The data, which comes in the form of field phenomena, is an important tool in study. The researcher will be able to determine the researcher's outcome based on the data. Data collection must be relevant to the research problem. Data in this research will be obtained from conducting interviews with the participants (the implementation of teaching writing descriptive text through pop-up book : a case study at Junior High School 2 Rambipuji). The data source was the subject of the study and the location where the information could be collected. When conducting research, the importance of data sources cannot be overstated. As a result, the data source is material from which the research

will be obtain the necessary information. data.⁵⁰

E. Research Instruments

The first method the researcher used in gathering data was document analysis. Document analysis can be written or text-based artifacts-textbooks, transcripts, novels, journal, lesson plan, etc or of non-written records- photographs, audiotapes, videotapes, YouTube videos, etc. the document here has a wide range of written and visual material. Yet in this research, the researcher analyzed written document of the subjects in form of their lesson plan that they used in teaching writing descriptive text through Pop-Up Book.

In the first method the researcher used observation. Observation was done during teaching and learning in the class. It was done in order to gather data about teaching writing descriptive text through Pop-Up as the media, it was also used to confirm the data from document review. Observation in qualitative research is to describe setting, behavior and interaction, in order to unfold situation in natural setting. In qualitative research researcher could be a participant and non-participant. In this study used non participant because the researcher was not directly involved and the subject are students and teacher.

In other hand, interview is one of the methods in gathering the qualitative research. In collecting the data, non-structured interview was used. Non-structured interview seems like having a regular conversation with interviewees. Furthermore, the interview can freely arrange the sequence of questions that are delivered to the interviewees. In this investigation, non-

⁵⁰ Ary, Donald Jacobs, Lucy Cheser Razavieh, Asghar. *Introduction to Research in Education* (New York : Holt Rinehart and Winston, 1985). p. 332.

structured interview is used.

In gathering data, researcher used RPP for document analysis, observation sheet, and interview guide as the support. Observation sheet was also used to see the situation experienced by students and teachers in the classroom during learning. Last but not least, interview guide comprises a set of questions related to teaching writing descriptive text through Pop-Up Book. This was also used to confirm data from observation.

F. Data Collection Technique

A case study's data is gathered using a variety of methods, including direct or participant observations, interviews, archival records or papers, physical objects, and video resources. (Carrie Williams, Journal of Business & Economic Research)⁵¹ In this research, researcher use three techniques to collect the data, there are:

1. Interview

According to Alsaawi, there are many different types of interviews that can be considered in social research. Each type has its own goals and objectives.⁵² These types are structured as follows: structured interview, unstructured interview, semi-structured interview and focus group interview. The researcher used the type of semi-structured interview. The semi-structured interview is where the questions are pre-planned before the interview, but the interviewer gives the respondent the opportunity to explain and explain specific issues through the use of open-ended

⁵¹ Carrie Williams. *Research Methods* (March, 2007) Vol. 5. p. 65

⁵² Ali Alsaawi. *A Critical Review of Qualitative Interviews* (July, 2014) Vol. 3. p. 149

questions (Blandford).⁵³ The researcher wants to use semi-structured interviews because the questions can be prepared in advance. This allows the interviewer to be prepared and appear competent during the interview.

This interview is suitable for researchers who have an image of their subject in mind so that they can ask open-ended questions. Therefore, it was recommended to test these open-ended questions in advance. Such a format is an easy way to keep the conversation firmly focused on the target topic (Alsaawi).⁵⁴ Therefore, this type of interview is suitable for researchers who know exactly what information they are looking for.

2. Observation

Observation is the process of gathering open-ended, firsthand information at a research site by observing people and places (Sugiyono).⁵⁵ In this research, the researcher will conduct participant observation to observe the situation during the process of learning English in the classroom. Activities that will be observed include teacher activities in the development of classroom materials and media, student responses in learning writing descriptive text through the use of pop-up book media, as well as the evaluation by students of the use of pop-up books as a medium in learning English. The researcher will take notes, take pictures or record the situation in the classroom. The observation techniques chosen by the researcher are participant

⁵³ Blandford, A. (2013). Semi-structured qualitative studies. In *The Encyclopedia of Human-Computer Interaction*, 2nd Ed. p 201.

⁵⁴ Ali Alsaawi. *A Critical Review of Qualitative Interviews* (July, 2014) Vol. 3. p. 156

⁵⁵ Sugiyono. *Metode Penelitian Administrasi* (Bandung: Alfabeta, 2003). p. 165-166

observation and non-participant observation.

3. Document Review

Document review is a structured document verification procedure. The document can be illustrated or written. Data collection effort review written object.⁵⁶ The researcher collects the written data such as the result of the observation in the class and reports the necessary information. In addition, document verification is supported by recordings and transcripts.

In this research, some documents are required by researcher, such as:

- a. School profile of Junior High School 2 Rambipuji
- b. Vision, mission, and goals of Junior High School 2 Rambipuji
- c. The data of 7th grade students of Junior High School 2 Rambipuji
- d. Photo of teaching and learning process of English
- e. Lesson plan

G. Data Analysis

The next step that has to be done after collecting the data, is analyze the data. After the data was gathered through observation, interview, and document review the data will be analyzed based on the steps using Suherdi's Theory.⁵⁷ The steps are as follow:

1. Transcribing the data of interview and observation results in order to display the language that is used in classroom.

⁵⁶ Mudir. *Metode Penelitian Kualitatif dan Kuantitatif* (Jember, STAIN Jember Press, 2013). p. 186

⁵⁷ Didi Suherdi. *Classroom Discourse Analysis: A Systemiotic Approach* (Bandung, Celtics Press, 2009). p. 39

2. As indicated in the second chapter, the transcript was coded using a teacher's questioning strategy framework. By taking the *redline* that were connected to the study problem, the transcription approach was also employed to transcribe the data from the interview.
3. Collecting the relevant data from the interview session and reducing it.
4. As indicated in the first chapter, the researcher attempted to respond to the problem formulation. The fourth chapter detailed the analysis. To make things easier and clearer to understand, some specifics can be provided in a table or chart. According to Alwasilah the display, such as a flowchart or diagram, allows the researcher to clarify the interpretation.⁵⁸

H. Validity of Data

Qualitative research is conducted to answer meaningful problems, so the value of the results is very important. Data validation is the accuracy between the data appearing in the research object and the reported data.⁵⁹ In this study, the researcher validates the data using triangulation. Triangulation is one of the analytical techniques for interpreting qualitative data.⁶⁰ The use of triangulation as a tool for data validation in qualitative research in education. The goal is to test existing data to strengthen and improve interpretation based on existing data. The type of triangulations:

⁵⁸ Chaedar Alwasilah. *Pokoknya Kualitatif: Dasar-Dasar Merancang dan Melakukan Penelitian Kualitatif* (Bandung, PT Dunia Pustaka Jaya, 2017). p. 107

⁵⁹ Yati Afiyani, Validitas dan Reabilitas Dalam Penelitian Kualitatif, (Article, <http://jki.ui.ac.id/index.php/jki/article/view/212>)

⁶⁰ Nunes, A. K. F., Barroso, R. D. C. A., & Santos, J. F. *The use of Triangulation as a tool for validation of data in qualitative research in Education. In World Conference on Qualitative Research.* (2019, October). Vol. 1. p. 334

1. Source Triangulation

It means comparing and double-checking the information obtained through different results. In this study, the data that will be compared will be the result of observations and interviews.⁶¹

2. Technique Triangulation

This means that the data was collected through various methods such as observation, interview and document review. Data from observation, interviews and document review were collected and compared by the researcher.

3. Time Triangulation

This means that the data was collected through various methods such as observation, interview and document review. Data from observation, interviews and document review were collected and compared by the researcher.

4. Method Triangulation

This means that the data was collected through various methods such as observation, interview and document review. Data from observation, interviews and document review were collected and compared by the researcher.

5. Theory Triangulation

Triangulation theory involves using two or more theories to compare or condense them. He needs to plan the research more comprehensively,

⁶¹ Bachri, B. S. *Meyakinkan validitas data melalui triangulasi pada penelitian kualitatif. Jurnal teknologi pendidikan.* (2010). Vol. 10. p. 46

starting with data collection through to data analysis. Therefore, the result may be more complete.

Based on the above explanation, the type of triangulation used by researcher in this research was source triangulation and technique triangulation. The source triangulation meant to test credibility of what data was done by checking the data that had been obtained through multiple sources. The technique triangulation is a method to examine the credibility of data by checking data in the same source with different technique. Data is collected from interview, observation, and document review. If any different data from those three-collecting techniques, the researcher should discuss more with the concerned data source to decide the validity data.

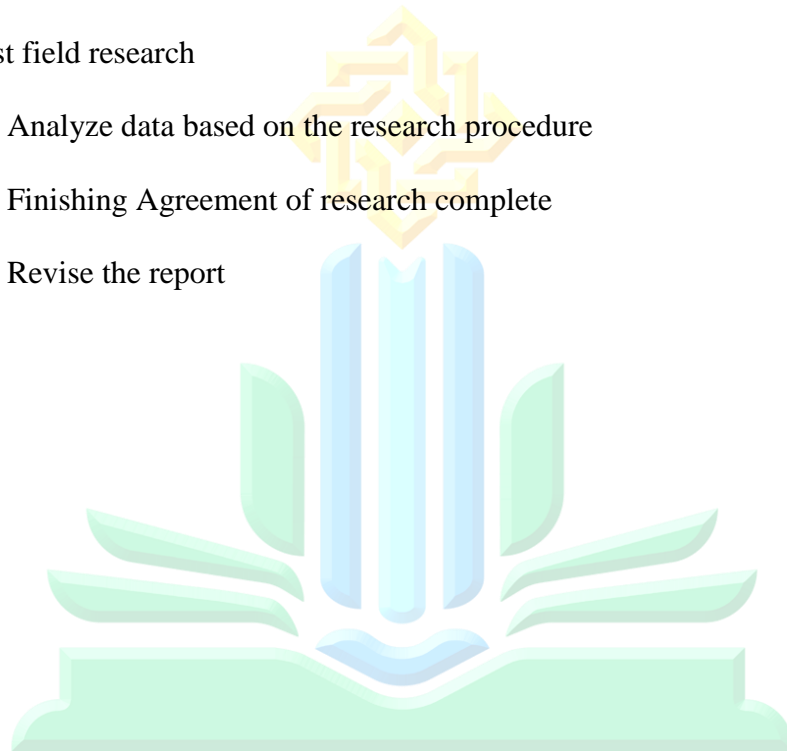
I. Research Procedure

The steps of research outline the planning of research done by researcher, beginning with the introductory study, the study of design, the actual research, and the writing of the report. The steps of this research are as follow:

1. Pre field research stage

- a. Arrange research design
- b. Choose the research location
- c. Finishing Agreement
- d. Deciding the informant
- e. Prepare the research instruments

2. Field research stage
 - a. Apprehend background and objective of research
 - b. Enter the research location
 - c. Participate actively in teaching and learning activity and collect data
 - d. Complete the data
3. Post field research
 - a. Analyze data based on the research procedure
 - b. Finishing Agreement of research complete
 - c. Revise the report



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CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher presents the data collected in the research. The data was taken by observing the steps applied by the EFL teacher as well as observing the teacher's reflection and interviewing the teacher regarding the learning outcomes using the Pop-Up Book media. There was one teacher who was interviewed in this study. The researcher also has conducted pre-observation to school and found that at Junior High School 2 Rambipuji applying learning using Pop-Up Book media. The findings that are displayed based on the two research questions raised as follows:

1. Material of Teaching Writing Descriptive Text Through Pop-Up Book

The material of teaching writing skill in this case was adapted and adopted from some literature chosen by the teacher of seventh grade of Junior High School 2 Rambipuji for 'descriptive text' material. Teacher copied the material from the book 'When English Rings a Bell' pages 130-131. It was a book containing the materials that matched with main competency and basic competency of seventh grade of junior high school, especially for English subject, as Mr. Eko said;⁶²

“This book is given by the school for students. Its materials matched the main and basic competency of class seventh for English subject. I used this book for my teaching every time. And from this book, I explain the vocabulary and grammar related to the material being discussed in the class.”

⁶² Cuk Eko Hari P, S.Pd. interviewed by Nadhira Mirella F.S, Rambipuji, 20 September 2022

He also combined the material with dictionary and internet source, he used dictionary and internet source to help the students in finding vocabulary, the definition of the material and the examples. He sometimes also uses media to make students better understand the material described. He briefly said:⁶³

“I also use the dictionary to help me finding some vocabulary. An additional example is also necessary for this meeting because of lack example in the book”.

The students group interview also showed that teacher always bring the book entitled ‘When English Rings a Bell’ to the class. Teacher brought the book to help him explaining any material. Salman said:⁶⁴

“Mr. Eko always bring the book entitled ‘When English Rings a Bell’ to the class, he uses the book to explain materials discussed in the class. We also have that book because that book is given by the school to us”

Additionally, the interview gains from another student by Vivi:⁶⁵

“We have to bring that book every meeting, who doesn’t bring that book will be punished by teacher”.

From these interviews, it can be concluded that the vocabularies and grammar related to the material of descriptive text was adopted from the book entitled ‘When English Rings a Bell’ pages 130-131. The book explanation was also combined on internet source and dictionary to enrich the vocabulary, definition and example about descriptive text.

⁶³ Cuk Eko Hari P, S.Pd. interviewed by Nadhira Mirella F.S, Rambipuji, 20 September 2022

⁶⁴ Focus group interview toward students of seventh class, Rambipuji, 20 September 2022

⁶⁵ Focus group interview toward students of seventh class, Rambipuji, 20 September 2022

This data gathered was supported by class observation, researcher noted that teacher used material book from government with the title “When English Rings a Bell” and the teacher combined with dictionary and internet source to found additional example. The lesson plan also viewed that the learning sources used teaching writing descriptive text through Pop-Up Book were book entitled “When English Rings a Bell” combined with internet source and dictionary. The teaching media was Pop-Up Book which also contain the material discussed in the class.⁶⁶

In the second meeting the material adapted by pop-up book media. On the every page there is 3d animal pictures and there are examples of paragraphs regrading pictures of animals about lion, then students can continue the paragraphs that have been written at the bottom of the picture, as Mr. Eko said;

“On the first page of this media, there is a simple paragraph about pictures of animals such as lion, not only on the first page but also on the next page there is a gap paragraph under the animal picture, so students can continue these paragraphs and develop it into at least 10 sentences”

It is supported by interview with students, Vivi said;

“On the first page there is a 3d lion picture and there is a gap paragraph”

Salman add;

“Right, but on the next page there is also a gap paragraph that we have to finish”

⁶⁶ Observation at class 7 (B) of Junior High School 2 Rambipuji, 20 September 2022.

This data is supported by the class observation, during in the second meeting teacher used pop-up book as a tool for descriptive text material, in which the media contained 3d animal picture and under the picture there was a gap paragraph which and student must compilate and develop into at least 10 simple sentences.⁶⁷

Based on these data, it was concluded that the material of teaching writing descriptive text through Pop-Up Book media are; 1) definition or the meaning of descriptive text, 2) structure and social functions descriptive text, 3) make a simple sentence easily. The discussion writing descriptive text was adopted from book entitled “When Book Rings a Bell” that matched with main competency and basic competency of seventh class junior high school, especially in English subject. An additional explanation is also adapted by teacher from the internet source and dictionary. In the second meeting the material adapted by pop-up book media. On every page there are 3d animal pictures and there are examples of paragraphs regrading pictures of animals about lion, then students can continue the paragraphs that have been written at the bottom of the picture.

2. Steps of Teaching Writing Descriptive Text Through Pop-Up Book

In the implementation of pop-up book as the media of learning there are some steps done by teacher as follows:

⁶⁷ Observation at class 7 (B) of Junior High School 2 Rambipuji, 21st September 2022.

Mr. Eko said:⁶⁸

” In second meeting I apply the media, first I show the Pop-Up Book to the students, when I show the media, all students are interested because in the pop-up book there are 3d pictures when the book opened and in the Pop-Up Book, I used the animal theme. Then I explain how to use the media to write descriptive text. In the next step I instruct to the students have to make simple paragraph consisting of at least 10 sentences by looking that already exist in the media in groups that have been made in the last meeting”

This was supported by interview to the students, Salman said:⁶⁹

“In this meeting Mr. Eko told us to write simple paragraph by looking at the pictures in the Pop-Up Book, when we all saw Mr. Eko showing the Pop-Up Book we all felt interested because in the media there were colourful 3d pictures”

Vivi add:⁷⁰

“It’s true that we all feel interested with the media brought by Mr. Eko, then we make descriptive text about animal theme as there in media and we discuss it in group with groups that have been formed at the last meeting and in each group consist 8 students”

This data strengthened with class observation conducted by researcher. In the second meeting almost same with the last meeting, after entering the class, teacher directly greeted the students with salam, made sure that all students are in the good condition to participate in the class activity, and before doing the lesson, students sang the Indonesia Raya anthem together with teacher, he then checks students’ attendance, stated what would be discussed, mentioned teaching goals. In this section teacher took 20 minutes to opening the class.⁷¹

⁶⁸ Cuk Eko Hari P, S.Pd. interviewed by Nadhira Mirella F.S, Rambipuji, 21st September 2022

⁶⁹ Focus group interview toward students of seventh class, Rambipuji, 21st September 2022

⁷⁰ Focus group interview toward students of seventh class, Rambipuji, 20 September 2022

Then, students are given 50 minutes to discussed in their respective groups to made descriptive text in one paragraph, but before the student made descriptive text Mr. Eko showed and open the Pop-Up Book to the students, as long as Mr. Eko showed the media the students look very interested with the media because the book contains 3d pictures about animals' theme with colourful colours. After that the teacher instruct to the students that they must made at least 10 sentences in one paragraph by looking at the pictures that already in the Pop-Up Book Media, then teacher distribute the media to the students. After the time given for 50 minutes ends, they have to collected the results of making descriptive text to the teacher, then the students return the media to the teacher. While the researcher does observation in class, the researcher saw that the students enjoyed the media used. They became more active and interacting with their group mates. Researcher also saw that they were helped by the presence of the media because they could see directly the pictures that had to be described. Lastly, teacher ended the class with closing activity and read prayer together.⁷²

These data were strengthened with lesson plan 21st September 2022, it was mentioned in lesson plan that after participating teaching and learning process, students are able to write a simple paragraph descriptive text easily by used Pop-Up Book Media.⁷³

⁷² Observation at class 7 (B) of Junior High School 2 Rambipuji, 21st September 2022.

⁷³ Document review of lesson plan

3. Teaching Evaluation Writing Text Through Pop-Up Book

Researcher found that the evaluation was conducted after teaching and learning activities. Teacher carried out this activity to find the problem of teaching then give the best solution for the next meeting. Teacher said:⁷⁴

“I carry out the evaluation after every single classroom activity, I need to do that for finding the problem of classroom activities. The classroom activities must be developed to increase its effectiveness in transferring knowledge to the students.”

The measurement of students’ performance is also carried out in this stage. Teacher used two kinds of assessment to assess the students’ performance during the class activities. In the interview between observer and teacher, Mr. Eko said:⁷⁵

“I evaluate the learning process after class observation by using skill assessment and knowledge assessment. To get the value of attitude assessment I used class observation to find out the performance of my students in class by looking at the activeness of students in the first and second meeting. Then to get knowledge assessment I used the results of the assignment I gave in second meeting when applied the pop-up book media, where students have to write simple descriptive text by looking several aspects such as grammar and writing organization. After I finished the assessment, I got the result that their scores had reached the target or same with the KKM. With the application of this media students can understand and create descriptive text easily. In this media consisted 3d pictures when the book is opened and it’s easier for them to describe it because they can see the picture clearly. After application to students Pop-Up Book media is suitable for teaching writing descriptive text to junior high school students.”

It was concluded from an interview by class observation that researcher found there were four from ten steps points in the teaching and

⁷⁴ Cuk Eko Hari P, S.Pd. interviewed by Nadhira Mirella F.S, Rambipuji, 21st September 2022

⁷⁵ Cuk Eko Hari P, S.Pd. interviewed by Nadhira Mirella F.S, Rambipuji, 21st September 2022

learning process by the teacher based on the interview and study document lesson (RPP) by the teacher. The first steps: Planning Content, before the teaching process begins, the teacher has prepared the material, teacher carry out learning activities well, provide learning materials, provide and observe assignments given to students and finally evaluate the results of students work. The second steps: selecting, material the teacher got the material from several sources, from internet sources, book entitled 'When English Rings a Bell' and Pop-Up Book media. That means the teacher could choose the material well and creatively as needed. The third steps: Preparing activities and role, in the learning process the teacher carried out pre activities (opening), main activities and closing activities. Before the learning process begins, the teacher has prepared the material, and the last steps: Evaluating the course, the teacher gave evaluations and assessments to students covering two criteria, namely, Attitude: Observations during learning about critical, cooperative, and communicative attitudes.

Knowledge: The task of writing when applied the Pop-Up Book media, where students have to write simple descriptive text by looking several aspects such as grammar and writing organization⁷⁶

This data was strengthened by document review it was explained in every document of teaching plan that were: a) attitude assessment, by looking activeness of students in class in the first and second meeting, and b) knowledge assessment, it was used to assess how good the students to

⁷⁶ Observation at seventh class (B) of Junior High School 2 Rambipuji, 21st September 2022

write a simple paragraph use Pop-Up Book as a media by looking several aspects such as grammar and writing organization. Teacher used test technique and non-test technique. Then from this assessment students get scores that are in accordance with the target, it is strengthened from students' assessment table made by the teacher and the results of the task that have been collected.

4. The Benefits of Teaching Writing Descriptive Text Through of Pop-Up Book

Before entering to the classroom, Mr. Eko as a teacher prepared a lesson plan that contains the intended process of teaching and learning. In this preparation, teacher also prepared the goal of teaching. As he said at interview:

“In this meeting I discussed about descriptive text with an animal theme. My teaching goals are to make students know the about the meaning of descriptive text and the structure of descriptive text.”⁷⁷

It supported by interview done by the researcher after the class with

students. Vivi Wulandari, students said:

“Mr. Eko said that we have to understand the purpose of descriptive text”⁷⁸

M. Salman Alfarisi add:

“Yes, that's right. Mr. Eko also said that have to know about structure from descriptive text.”⁷⁹

Researcher concluded from interview that there two goals of teaching in first meeting about descriptive text, those are: a) students are

⁷⁷ Cuk Eko Hari P, S.Pd. Interviewed by Nadhira Mirella F.S, Jember, 20 September 2022.

⁷⁸ Focus group interview toward students of class sevent, Jember, 20 September 2022.

⁷⁹ Focus group interview toward students of class sevent, Jember, 20 September 2022.

able to mention the meaning of descriptive text, b) students are able to mention a structure of descriptive text.

This data also supported by class observation that conducted by researcher at 20 September 2022 in Junior High School 2 Rambipuji. The class consisted of 35 students. Researcher noted that before teacher started the explanation of descriptive text, he said salam and greeted the students by asking their condition at that time. The English teacher also checked the students' attendance list. Then, he mentioned two goals of teaching descriptive text material, those are; student could mention structure of descriptive text and the meaning of descriptive text. In this meeting the teacher explained about the descriptive text material by used book from school and then supported by learning media that is LCD projector. In the next explanation the teacher provides an example of descriptive text. In the end of learning activities, the teacher made a small group which consist 8 students and showed the media that used on the next meeting, the media used is Pop-Up Book.⁸⁰

Researcher also found the goals of teaching mentioned in the lesson plan was arranged by teacher to guide his teaching and learning process at classroom meeting of 20 September 2022. It was mentioned that after the process of teaching and learning, the students are intended to be able to mention of structure from descriptive text and understand about the

⁸⁰ Observation at seventh class (B) of Junior High School 2 Rambipuji, 20 September 2022

meaning of descriptive text.⁸¹

In the next meeting the teacher applied the media of learning descriptive text. The teacher said:

“In this meeting, my teaching goals are almost same with my last meeting, but now I add one goal, I asked them to make a group which consisted 8 students in one group. I will more focus on the students’ ability to write the text in a group. That’s why in this meeting the pop-up book is used to support the student in making a descriptive text easily. Then I asked my students to write 10 sentences in one paragraph by looking the picture in the pop-up book media”.⁸²

It was supported by the interview to the students of class seventh after classroom activities. M. Salman Alfarisi said:

” We remember that in this meeting we must be able to make a simple sentence. Because we have learned, and Mr. Eko also has given an example of descriptive text in the last meeting.”⁸³

One of student strengthened another interview as follow:

“That’s right, by used Pop-Up Book Media the students are easier to write descriptive text”

From the interviews, researcher concluded that in meeting 2 of ‘descriptive text’ the teacher added one more goal toward his last goals of teaching. Then, one goals of teaching in this meeting which is students are able to write a simple paragraph easily.

These data were strengthened by document review include lesson plans. Researcher also found the goals of a teaching mentioned in the lesson plan was arranged by teacher to guide his teaching and learning process at classroom meeting of 10th September 2022. It was mentioned

⁸¹ Document review, lesson plan of 20 September 2022

⁸² Cuk Eko Hari P, S.Pd. Interviewed by Nadhira Mirella F.S, Rambipuji, 21st September 2022

⁸³ Focus group interview toward students of seventh class, Rambipuji, 21st September 2022

that after the process of teaching and learning, the students are intended to be able to: a) make a simple sentence easily, b) know about social functions, structure text briefly, c) to know purpose about descriptive text.⁸⁴

Furthermore, this data also supported by class observation that conducted by researcher at 21 September 2022 in Junior High School 2 Rambipuji. The class consisted of 35 students. Researcher noted that before teacher started the explanation of descriptive text, he said salam and greeted the students by asking their condition at that time. The English teacher also checked the students' attendance list. In this meeting the teacher explained how to write a descriptive text well by used Pop-Up Book media then the student's giving attention to the teachers' explanation. Then the teachers ordered the students to write descriptive text which consist of 10 sentences, but before that the teacher ordered the students to gathered with the group that had been made by teacher in the last meeting, then the teacher distributed a media (a pop-up book).⁸⁵

Based on the interview, observation and document review, researcher concluded that the benefits of teaching writing descriptive text through pop-up book of Junior High School 2 Rambipuji were: 1) make a simple sentence easily, 2) students are able to mention structure of descriptive text briefly, and 3) students are able to know about the purpose of descriptive text.

⁸⁴ Document review, lesson plan of 21st September 2022

⁸⁵ Observation at seventh class (B) of Junior High School 2 Rambipuji, 21st September 2022

B. Discussion

This section was researcher's idea, the correlation between categorizes and dimensions, the findings and the previous findings, with interpretation and explanation in findings of field.

1. Materials of Teaching Writing Descriptive Text Through Pop-Up

Book Media

According to the findings of materials that are arranged in teaching writing descriptive text through of pop-up book media, it was concluded that the materials are; 1) definition, structure, and social function of descriptive text, 2) make simple sentence using pop-up book media. Those material consist of the discussion about grammar and vocabulary. The discussion of vocabulary and grammar was adopted from book entitled "When English Rings a Bell" that material matched with main competency and basic competency of seventh class junior high school, especially for English subject. An additional explanation is also adapted by teacher from internet source and vocabulary. In the second meeting the material adapted by pop-up book media. On every page there is 3d animal pictures and there are examples of paragraphs regarding pictures of animals about lion, then students can continue the paragraphs that have been written at the bottom of the picture.

In other hand, teaching material is arranged systematically according concept of psychology in order to make the teaching strategy as reflection of the goal from student's attitude. Based on Kurniasih, there are

some criteria in choosing teaching method they are: The material should be in line with goal of teaching, the material should be measured and identified, it should be relevant with student's necessity, relevant with condition of society, the material consists of ethics values, teaching material is arranged in logic and systematic concept, teaching material should be sourced from authentic sources, characteristic of teacher master, and society.⁸⁶

Based on the findings and theory explained, researcher concluded that in implementation of teaching writing descriptive text through pop-up book media at Junior High School 2 Rambipuji, teacher has applied the theory of how to choose the material by Kurniasih. The material was in line with goal of teaching. Teacher chose the material the material that relevance with student necessity.

The chosen materials were adapted and adopted from authentic sources as it was stated by Kurniasih that teaching material should be from an authentic source. The material of definition, structure, and social function and making simple sentences. Teacher used an English guidelines book to adopt the material of descriptive text. He also provided a pop-up book media to the students adapting the way to make simple sentences easily. Teacher also used the explanation from article of internet source to strengthen his own explanation in the class. He used internet source to enrich examples of descriptive text and definition being discussed as well.

⁸⁶ Imas Kurniasih, *Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Pustaka Diantara, 2017), 23.

2. Steps of Teaching Writing Descriptive Text Through of Pop-Up Book

Media

From the data finding about the steps of teaching writing descriptive text through of pop-up book media at seventh grade of Junior High School 2 Rambipuji, researcher concluded that in the first meeting teacher divide into three times steps during the process of teaching and learning, there are: a) steps one is opening section, b) whilst-teaching activities, and c) the last is closing section. Then in the next meeting teacher has applied the Pop-Up Book Media in learning descriptive text.

According to Ulfatul Mazidah, there are six steps process must be underline in choosing teaching process, they are: 1) Giving leading question related to the story, 2) Giving the example of descriptive text using Pop-Up Book containing 2 pages and the is write under Pop-Up Book picture, 3) Giving a chance to the students to ask questions, 4) Asking the students to do task based on the pictures, 5) Students in group develop sentences into a paragraph, and 6) Checking the result about their task.⁸⁷

In the second meeting almost same with the last meeting, after entering the class, teacher directly greeted the students with salam, made sure that all students are in the good condition to participate in the class activity, and before doing the lesson, students sang the Indonesia Raya anthem together with teacher, he then checks students' attendance, stated

⁸⁷ Ulfatul Mazidah Arifin, "The Effect of Using Pop-Up Book on the Eight Grade Students' Reading Comprehension Achievement". Thesis, Universitas Negeri Jember, 2019.

what would be discussed, mentioned teaching goals. In this section teacher took 20 minutes to opening the class.

Before discussing in the group that was created at the last meeting, the teacher shows the media to be used and the teacher also open the pop-up book, when the media opened the students look interested in the media because it contains 3d and colourful animals' pictures. Then students are given 50 minutes to discussed in their groups to made descriptive text in one paragraph and the teacher instruct that they must made at least 10 sentences in one paragraph by looking at the pictures that already in the Pop-Up Book Media, then teacher distribute the media to the students. After the time given for 50 minutes ends, they have to collected the results of making descriptive text to the teacher, then the students return the media to the teacher. Lastly, teacher ended the class with closing activity and read prayer together.

Based on the explanation above, it concluded that the application of pop-up book media in teaching writing descriptive text in junior high school is in good category because it has fulfilled the standard of implementing learning steps, those are; the teacher explains about definition, structure, and social function of descriptive text and tell to the students to make simple sentences easily using pop-up book media.

3. Evaluation of teaching writing descriptive text through of pop-up book media

Teacher used a formative evaluation for his class. The evaluation was done after every meeting. This evaluation is used to measure students' performance and figure out the problem of classroom meeting then find out a best solution for the next meeting. There were also two models of assessment used by teacher while doing evaluation, those are: a) knowledge assessment, by looking activeness of students in class in the first and second meeting, and b) skill assessment, it was used to assess how good the students to write a simple paragraph use pop-up book as a media by looking several aspects such as grammar and writing organization. Teacher used test technique and non-test technique. Objective test represented test technique that is used in skill assessment and knowledge assessment represented non-test. From the result of the assessment that have done, it can be concluded that the student's score has reached the target, this data is strengthened by the students' assessment table made by teacher.

According to Harjanto, in teaching evaluation, there are generally 4 types of evaluation placement evaluation, formative evaluation, summative evaluation and diagnostic evaluation.⁸⁸ The teacher implemented formative evaluation in teaching writing descriptive text through of pop-up book media at Junior High School 2 Rambipuji. This

⁸⁸ Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2000).

technique is used to look for the feedback as to repair process of teaching. Formative evaluation is used to look for the feedback as to repair process of teaching. It refers to a method used by the teacher to conduct an in-process evaluation of student comprehension, learning needs and progress of students during a lesson. Formative evaluation is commonly used by the teacher after classroom activities. Formative evaluation is a judgment of how strong and weak the classroom instruction is, it purposes revising the instruction to improve its effectiveness in the next classroom activities.

4. Benefits of Teaching Writing Descriptive Text Through Pop-Up Book

Every teaching and learning activities should have a benefit to be achieved. Benefit of learning was target of teaching and learning process. It also called by learning objective. It influenced the chosen method and material. Both method and material should be appropriate with teachers' and students' ability in order to make learning activities run well. In addition, the existence of goal of learning is very important in teaching and learning activities.

According to the finding of benefits teaching writing descriptive text at seventh grade of Junior High School 2 Rambipuji, researcher concluded that the benefits in the implementation of teaching writing descriptive text through pop-up book media in Junior High School 2 Rambipuji were: 1) definition or the meaning of descriptive text, 2) structure and social functions descriptive text, 3) make a simple sentence easily.

These three benefits drew some intended learning outcomes consist of ability and skill of students after classroom activities. All the benefits in the implementation of teaching writing descriptive text through pop-up book media could be analysed and measured by teacher. According to Nancy and Rhonda Visualizing is the best way to teach new words for all subjects.⁸⁹ It means that the teacher in teaching and learning process can use visual things as media namely Pop-up book that can develop and motivate the students to learn English easily including writing simple sentences. So, the students can visualize their ideas using the Pop-up book given. Therefore, the researcher offered the types of pictures that were represented by using media namely Pop-up book.

Based on the findings and theory above, it was concluded that the benefits of teaching writing descriptive text through pop-up book media at Junior High School 2 Rambipuji matched the theory of what the goal of learning is. The benefits must be explained by an action that could be analysed and measured, and the benefits of teaching writing descriptive text found in this case were able to be analysed and measured because teacher used operational verb in taxonomy bloom in every point of benefits. teacher used the words 'analyse', 'differ', and 'practice' in making teaching benefits. those verbs are operational verb that could be analysed and measured as teaching benefits.

⁸⁹ Nancy Lharson Bluemel, Rhonda Hariss Taylor, Ebook: *Pop-Up Book a Guide for Teacher and Librarians*, (California: ABC-CLJO, LLC, 2012) 4.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the research that have done at seventh grade of Junior High School 2 Rambipuji about the implementation of teaching writing descriptive text through pop-up book media using a qualitative approach with observation, interview, and document review as a data collecting method, researcher took the conclusion into some points, those are:

First, the material of teaching writing descriptive text through pop-up book media are: 1) definition or the meaning of descriptive text, 2) structure and social functions descriptive text, 3) make a simple sentence easily. The discussion writing descriptive text was adopted from book entitled “When Book Rings a Bell” that matched with main competency and basic competency of seventh class junior high school, especially in English subject. An additional explanation is also adapted by teacher from the internet source and dictionary. In the second meeting the material adapted by pop-up book media. On every page there is 3d animal pictures and there are examples of paragraphs regarding pictures of animals about lion, then students can continue the paragraphs that have been written at the bottom of the picture.

Third, the steps of teaching writing descriptive text through pop-up book media were: in the first 20 minutes teacher doing opening, teacher said salam and told the goals of teaching before explaining the material. Teacher then took 50 minutes in whilst teaching activity to transfer the material.

Lastly, teacher ended the class with closing activity. In this part, both teacher and student made a conclusion of the day discussion. Teacher told the important points of teaching and learning process at that day, gave a simple motivation, then closed the class with salam.

Last, in the evaluation teacher used a formative evaluation for his class. The evaluation was done after every meeting. This evaluation is used to measure students' performance and figure out the problem of classroom meeting then find out the best solution for the next meeting. There were also two models of assessment used by teacher while doing evaluation, those are: a) attitude assessment, by looking activeness of students in class in the first and second meeting (by looking the observation in class), and b) skill assessment, it was used to assess how good the students to write a simple paragraph use pop-up book as a media by looking several aspects such as grammar and writing organization. Teacher used test technique and non-test technique. Objective test represented test technique that is used in knowledge assessment and attitude assessment represented non-test. From the result of the assessment that have done, it can be concluded that the student's score has reached the target, this data is strengthened by the students' assessment table made by teacher and the results of the writing assignments that have been made in groups.

1. Benefits of Teaching Writing Descriptive Text Through Pop-Up Book Media

The benefits in the implementation of teaching writing descriptive text through pop-up book media at Junior High School 2 Rambipuji are: 1) make a simple sentence easily, 2) students are able to mention structure of descriptive text briefly, and 3) students are able to know about the purpose of descriptive text.

B. Suggestions

By the end of this research, researcher needed to give some suggestions and some people or institutions. Those are:

1. English teacher of seventh grade of Junior High School 2 Rambipuji

Researcher suggested that teacher be more innovative in giving or making media that will be applied by paying attention to the level of students

2. Other researchers

For the next researcher doing more comprehensive study for the next researcher, of course involves all kinds of more sophisticated preparations to find things that were not found in that study. The study can also serve as a reference for other subject-related studies.

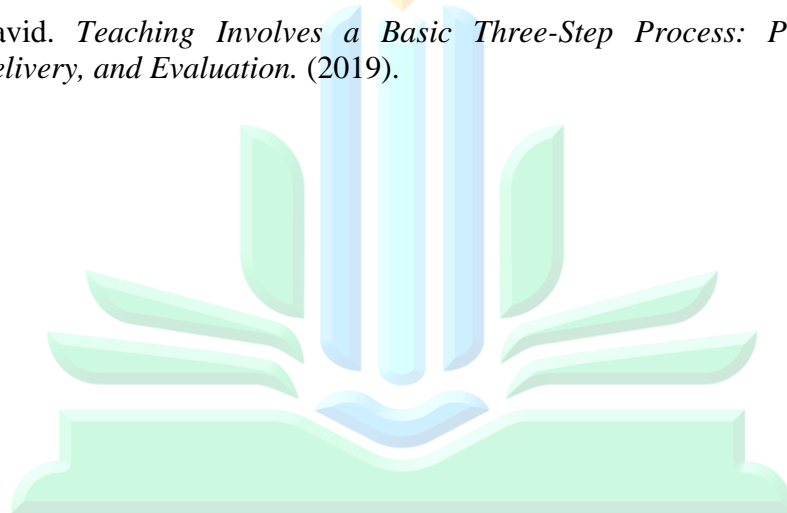
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DECLARATION OF AUTHENTICITY

The undersigned below, I am:

Name : Nadhira Mirella Farisi Salsabilla

NIM : T20186137

Major : Tadris Bahasa Inggris

Faculty : Tarbiyah dan Ilmu Keguruan

State that the thesis untitled 'The Implementation of Writing Descriptive Text through Pop-Up Book Media: A Case Study at Junior High School 2 Rambipuji' is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and bibliography. Do the fact. I am the only one who is responsible for the thesis if there is any objection or claim from other.

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Jember, 7 Desember 2022



4F5AKX202548909

Nadhira Mirella F.S

APPENDIX 1: RESEARCH INSTRUMENT

A. Interview Guide

1. What do you think about the purpose of the implementation of teaching writing descriptive text through Pop-Up Book?
2. What is the material that used in teaching writing descriptive text through Pop-Up Book?
3. What is the method used in teaching writing descriptive text through Pop-Up Book?
4. What is your opinion before using the Pop-Up Book media?
5. What is your opinion after using the Pop-Up Book media?
6. What are the obstacles in using the Pop-Up Book media?
7. How is the evaluation of the implementation of teaching writing descriptive text through Pop-Up Book?
8. How did the students feel before and after using Pop-Up Book in teaching writing descriptive text?

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RENCANA PELAJARAN

PEMBELAJARAN

Satuan Pendidikan : SMPN 2 Rambipuji
Kelas / Semester : 7 / 1

Materi Pokok : Descriptive Text

Topik : Mendeskripsikan hewan

Ketrampilan : Menulis (Writing)

Alokasi Waktu : 90 menit

Kompetensi Inti

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah & sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar

3.7 : Membandingkan fungsi sosial, struktur text, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

A. TUJUAN PEMBELAJARAN

Dengan menggunakan media pembelajaran “Pop-Up Book”, siswa diharapkan mampu menyusun teks deskriptif sederhana tentang hewan dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar.

B. INDIKATOR HASIL PEMBELAJARAN

Siswa dapat menyusun teks deskriptif dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar

C. MEDIA & SUMBER BELAJAR

Media : Pop-Up Book

Sumber Belajar : Buku Pegangan Siswa, Layar Proyektor

D. KEGIATAN PEMBELAJARAN


Pendahuluan	
<ul style="list-style-type: none">- Guru memberi salam- Guru mengajak siswa berdoa- Guru memeriksa kehadiran siswa- Guru menjelaskan tujuan dan langkah langkah pembelajaran- Guru memberikan penjelasan tentang materi descriptive text kepada siswa	
Kegiatan Inti	
Literasi	<ul style="list-style-type: none">- Siswa membaca contoh teks deskriptif tentang mendeskripsikan hewan melalui layar proyektor
Critical Thinking	<ul style="list-style-type: none">- Siswa mengidentifikasi struktur teks, unsur kebahasaan, dan fungsi sosial teks deskriptif dari contoh teks deskriptif yang diberikan
Collaboration & Creativity	<ul style="list-style-type: none">- Guru menjelaskan mengenai media yang akan digunakan di pertemuan berikutnya- Guru membentuk kelompok, masing-masing kelompok terdiri dari 8 orang

Penutup	<ul style="list-style-type: none"> ✓ Siswa dan guru menyimpulkan point point penting dalam kegiatan pembelajaran ✓ Guru mengingruksikan murid untuk berdoa bersama sebelum berakhirnya jam pelajaran
---------	--

E. PENILAIAN PEMBELAJARAN

- a. Penilaian Sikap : Observasi saat proses pembelajaran
- b. Pengetahuan : Hasil penguasaan yang telah dilakukan siswa
- c. Keterampilan : Siswa mampu menyebutkan struktur teks deskripsi

Mengetahui
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RENCANA PELAJARAN PEMBELAJARAN

Satuan Pendidikan : SMPN

2 Rambipuji

Kelas / Semester : 7 / 1

Materi Pokok : Descriptive Text

Topik : Mendeskripsikan hewan

Ketrampilan : Menulis (Writing)

Alokasi Waktu : 90 menit

Kompetensi Inti

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah & sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar

3.7 : Membandingkan fungsi sosial, struktur text, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya

A. TUJUAN PEMBELAJARAN

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B. INDIKATOR HASIL PEMBELAJARAN

Siswa dapat menyusun teks deskriptif dengan menggunakan unsur kebahasaan, struktur teks, dan fungsisosial teks deskriptif dengan baik dan benar.

C. MEDIA DAN SUMBER BELAJAR

Media : Pop-Up Book

Sumber Belajar : Buku Pegangan Siswa

D. KEGIATAN PEMBELAJARAN

Pendahuluan	
<ul style="list-style-type: none">- Guru memberi salam- Guru mengajak siswa berdoa- Guru memeriksa kehadiran siswa- Guru menjelaskan tujuan dan langkah langkah pembelajaran- Guru bertanya jawab dengan siswa, mereview materi sebelumnya untuk mengecek penguasaan kompetensi siswa terkait dengan pengertian teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif, dan fungsi sosial teks deskriptif yang telah dibahas sebelumnya	
Collaboration & Creativity	<ul style="list-style-type: none">- Siswa secara berkelompok memilih 2 gambar yang tersedia di dalam buku Pop-Up Book- Siswa secara berkelompok mengidentifikasi ciri fisik, sifat, dan perilaku dari gambar yang telah mereka pilih- Siswa secara berkelompok mendeskripsikan gambar hewan yang ada di dalam “Pop-Up Book”.

	- Siswa secara berkelompok menuliskan teks deskriptif mengenai gambar hewan yang ada di "Pop-Up Book" dengan menggunakan struktur teks, unsur kebahasaan, dan fungsi sosial teks deskriptif, dengan membolehkan siswa menggunakan bolpoin
Communication	- Perwakilan kelompok masing-masing 2 orang membacakan hasil tulisannya di depan kelas
Penutup	
<ul style="list-style-type: none"> - Siswa dan guru menyimpulkan point point penting dalam kegiatan pembelajaran - Siswa dan guru merefleksi kegiatan pembelajaran - Guru memberikan tugas individu mendeskripsikan salah satu anggota keluarganya - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya - Guru memberi salam 	

E. PENILAIAN PEMBELAJARAN

- a. Penilaian Sikap: Tanggung Jawab, Jujur, Gotong Royong, Percaya Diri
- b. Penilaian Keterampilan:
 - Tes Tulis: Essay

Mengetahui
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Observation Sheet for Teacher

The observation would be done to know the condition of the teacher in the class during teaching and learning process.

NO	INDICATOR	ANALYSIS
1	Teacher's preparation to implement Pop-Up Book media in teaching writing descriptive text.	Teacher prepares the lesson plan before teaching.
2	Teacher explained to the students about the topic to learn in the class.	Teacher tells about descriptive text.
3	Teacher uses Pop-Up Book media in the class	Teacher asks students to make a group consist eight students
4	Teacher asked students to do discussion based on the instruction before.	Teacher gives an example of descriptive text before
5	Teacher asks students to summery their task	Teachers gives a score

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J E M B E R

Observation Sheet for Students

The observation would be done to know the condition of the students in the class during teaching and learning process.

No.	INDICATORS	ANALYSIS
1	Students pay attention to their teacher explanation	Students respond some questions by teacher.
2	Students have a good interaction with their teacher	Students brave to do communication and doing asking and answering with teacher.
3	Students have good interaction with their classmate.	Sometimes, when teacher gives them question, students do discussion with their classmate, also when they are in grouping, they have good communication with others.
4	Students enjoy the class	Everybody looks happy to learn and discuss.
5	Students follow teacher instruction and rules in the learning process.	When teacher asks students to make a group
6	Students responses the teacher	Students answer every question by teacher

APPENDIX 3: THE ATTENDANCE LIST

**DAFTAR NAMA SISWA SMPN 2 RAMBIJUJI
TAHUN PELAJARAN 2022-2023 SEMESTER GASAL**

WALI KELAS VII B: RECHA BATISTA, S.Pd

NO.	NO IN- DUK	NAMA SISWA	L/P	KEHADIRAN																				KET.
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	6816	ACH. KEVIN	L	*	*																			
2	6817	AMELIA DEWI RAMADHANI	P	*	*																			
3	6818	ANDRIYAN	L	*	*																			
4	6819	AULIYA DEWI LESTARI	P	*	*																			
5	6820	CANTIKA MEI RINDIANI	P	*	*																			
6	6821	CINTA LIA SYAFIRA	P	*	*																			
7	6822	DESISKA NATALIA	P	*	*																			
8	6823	DIMAS PUTRA KURNIAWAN	L	S	*																			
9	6824	FARIEL LIANTO PRASETIO	L	*	*																			
10	6825	ILHAM MAULANA ASSIDDIQI	L	*	*																			
11	6826	INDRA AGUS SETYAWAN	L	*	*																			
12	6827	JUNAIIDI SAPUTRA	L	*	*																			
13	6828	M. HADI YANTO	L	*	*																			
14	6829	M. HAIKAL ABDUL Q.	L	*	*																			
15	6830	M. HANDIKA PRATAMA	L	*	*																			
16	6831	MARIO HELMAN SEDDIKI	L	*	*																			
17	6832	MOH. BAGUS SAHDILA	L	*	*																			
18	6833	MOHAMMAD DIMAS RAMADANI	L	*	*																			
19	6834	MUHAMAMD ANGGA PRATAMA	L	*	*																			
20	6835	MUHAMMAD ALDI PUTRA FAKRIAN	L	*	*																			
21	6836	MUHAMMAD EGAR RAHADI	L	*	*																			
22	6837	MUHAMMAD REVANO	L	*	*																			
23	6838	MUHAMMAD SALMAN AL FARISI	L	*	S																			
24	6839	NABILA PUTRI NUR CAHAYA N.	P	*	*																			
25	6840	NADA CAHAYA WULANDARI	P	A	A																			
26	6841	NAYLATUL JANNAH	P	*	*																			
27	6842	NICHO DWI FARDANI	L	*	*																			
28	6843	NUR SYAFIQOH	P	*	i																			
29	6844	PUTRA SAKTI DHARMAWAN	L	*	*																			
30	6845	RAMA KUSUMA NUGRAHA	L	*	*																			
31	6846	SABRINA INTAN AYU INDRIANI	P	*	*																			
32	6847	SANI ROTUL ABDIYAH	P	*	*																			
33	6848	SILVIA MAULIDA	P	*	*																			
34	6849	WIDAD ZAKY ZAKARIA	L	*	*																			
35	6980	VIVI WULANDARI	P	*	*																			

L= 22

P= 12
34

APPENDIX 4: TABLE ASSESSMENT

No	No. Induk	Nama Siswa	Skor
1	6816	ACH. KEVIN	80
2	6817	AMELIA DEWI RAMADHANI	78
3	6818	ANDRIYAN	80
4	6819	AULIYA DEWI LESTARI	80
5	6820	CANTIKA MEI RINDIANI	79
6	6821	CINTA LIA SYAFIRA	78
7	6822	DESISKA NATALIA	80
8	6823	DIMAS PUTRA KURNIAWAN	82
9	6824	FARIEL LIANTO PRASETIO	79
10	6825	ILHAM MAULANA ASSIDDIQI	80
11	6826	INDRA AGUS SETYAWAN	83
12	6827	JUNAIDI SAPUTRA	78
13	6828	M. HADI YANTO	80
14	6829	M. HAIKAL ABDUL Q.	85
15	6830	M. HANDIKA PRATAMA	80
16	6831	MARIO HELMAN S.	79
17	6832	MOH. BAGUS SAHDILA	77
18	6833	MOHAMMAD DIMAS RAMADANI	80
19	6834	MUHAMMAD ANGGA PRATAMA	78
20	6835	MUHAMMAD ALI PUTRA F.	80
21	6836	MUHAMMAD EGAR RAHADI	85
22	6837	MUHAMMAD REVANO	80
23	6838	MUHAMMAD SALMAN AL FARISI	78
24	6839	NABILA PUTRI NUR CAHAYA N.	82
25	6840	NADA CAHAYA WULANDARI	79
26	6841	NAYLATUL JANNAH	82
27	6842	NICHO DWI FARDANI	85
28	6843	NUR SYAFIQOH	77
29	6844	PUTRA SAKTI DHARMAWAN	77
30	6845	RAMA KUSUMA NUGRAHA	78
31	6846	SABRINA INTAN AYU I.	80
32	6847	SANI ROTUL ABDIYAH	79
33	6848	SILVIA MAULIDA	83
34	6849	WIDAD ZAKY ZAKARIA	80
35	6980	VIVI WULANDARI	85

Group 4

1. Nada Cahaya
2. Maylatul Jannah
3. Micho Dwi Fardani
4. Nur Syafiqah
5. Putra Sakti
6. Rama Kusuma
7. Sabrina Intan Ayu
8. Sami Rotul
9. Silvia Maulida

Sharks

Sharks are fishes. He is very big. Shark's teeth are sharp. Sharks are fast swimming. Shark live in the oceans. His mouth so big. He is a predator in the ocean. His skin is gray or black. He live alone. ~~Sharks~~ Sharks is dangerous for human. they may attack.

Group 3

1. Nda Bagus Sahella
2. Muhammad Dimas R.
3. Muhammad Angga P.
4. ~~Muhammad~~ Muhammad Ali
5. Muhammad Egar Rahadi
6. M. Rezano
7. M. Salman M. Fauzi
8. Nabilla Putri

Lion

Lion have ~~two~~ 4 leg. He has big body, he has very ~~strong~~ thick. He is strong animal. He has sharp paw. He lives in the jungle. Lion like jungle animal. He run very fast. He has sharp nail. He call King.

SLAM NEGERI
IMAD SIDDIQ
BER

Group 2.

1. Vanel Yanto.
2. Ilham Maulana.
3. Indra Agus Setiawan.
4. Junardi Saputra.
5. M. Hadiyanto.
6. M. Haikal Abdul.
7. M. Handika Pratama.
8. Mario Helman S.

85

Cat.

I have a cat. they have orange fur. their fur very soft. I like to touch it. they like play ball. he is very cute and adorable. Every morning I feed him with cat food. In one week I shower him twice. He like sleeping in the floor. I love him so much.

Group 1

1. Ach. Kevin
2. Amelia Dewi R.
3. Andryan
4. Aulya Dewi L.
5. Cantika Mei.
6. Desiska Matala.
7. Pimas Putra K.
8. Cintalia Syafira.

90







Crocodile

Crocodile is wild Animal, Crocodile have four leg. Crocodile live in the water. and they can live in the land. they have a sharp teeth and have a sharp claw. crocodile have a strong tail. that can jump with their tail. Usually they eat poultry like chicken, and bird. They have big and strong body. Crocodile like sunbathe.

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APPENDIX 5: JOURNAL OF RESEARCH

JOURNAL OF RESEARCH

No.	Date	Activity	Informant	Signature
1.	5 th Sept 2022	Doing preliminary study	English teacher of SMPN 2 Rambipuji	
2.	7 th May 2022	Doing preliminary study	English teacher of SMPN 2 Rambipuji	
3.	9 th Sept 2022	Sending a permission letter for doing research to the school	Headmaster of SMPN 2 Rambipuji	
4.	22 th Sept 2022	Class observation	Students of 7B	
5.	23 rd Sept 2022	Class Observation	Students of 7B	
6.	30 th Sept 2022	Interview	English Teacher of seventh grades and Students of 7B SMPN 2 Rambipuji	

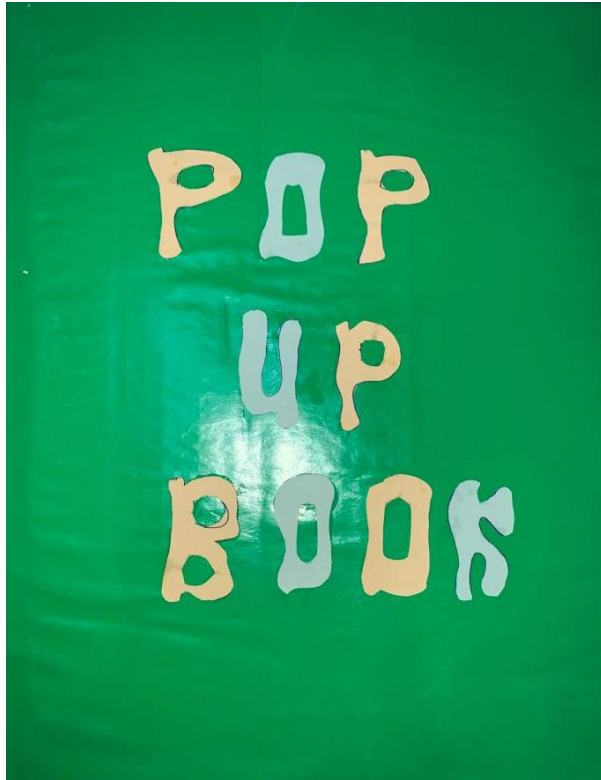
Jember, 29th September 2022

English teacher of SMP 2 Rambipuji



Cuk Eko Hari P, S. Pd.

APPENDIX 6: MEDIA



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PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 RAMBIPUJI
Jalan Widuri 1 Telp (0331) 7501045 Rambipuji
E-mail: smpn2rambipuji.jember@gmail.com Facebook: [spadaragaul](https://www.facebook.com/spadaragaul)



SURAT - KETERANGAN

No. 670/1001 /310.16.20523862/2022

Yang bertanda tangan dibawah ini :
Nama : SUGIARTO, S.Pd
Nip : 19780716 200801 1 016
Jabatan : Kepala Sekolah
Unit Kerja : SMPN 2 Rambipuji

Menerangkan dengan sebenarnya bahwa nama tersebut dibawah ini :

Nama : Nadhira Mirella Farisi Salsabilla
NIM : T20186137
Program /Jurusan : Tadris Bahasa Inggris
Jenjang : Strata (S.1)
Fakultas : Tarbiyah dan Ilmu Keguruan

Terhitung mulai 5 September sampai dengan 01 Oktober 2022 yang bersangkutan telah selesai melaksanakan penelitian di SMPN 2 Rambipuji, dengan judul Skripsi : “ **The Implementation of Teaching Writing Descriptive Text Through Pop-Up Book : A Case Study at SMPN 2 Rambipuji** “ .

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Rambipuji, 1 Oktober 2022
Kepala Sekolah

SUGIARTO, S.Pd
NIP.19780716 200801 1 016



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Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Negeri 2 Rambipuji

Jl Widuri No 1, Pecoro, Kec. Rambipuji, Kab. Jember Prov. Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186137
Nama : NADHIRA MIRELLA F.S.
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Teaching Writing Descriptive Text Through Pop-Up Book : A Case Study at SMPN 2 Rambipuji" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Moh. Rokhim, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 25 Agustus 2022

an Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI

ABOUT THE RESEARCHER



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2007-2012 : SD N 2 Purwoasri
2012-2015 : SMP N 1 Tegaldlimo
2016-2017 : MAN 1 Jember

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