

**IMPROVING STUDENTS' DESCRIPTIVE TEXT WRITING SKILL  
THROUGH DIGITAL MULTIMODAL COMPOSING MEDIA  
AT THE FIRST GRADE OF MADRASAH ALIYAH NURUS SYAM**

**THESIS**



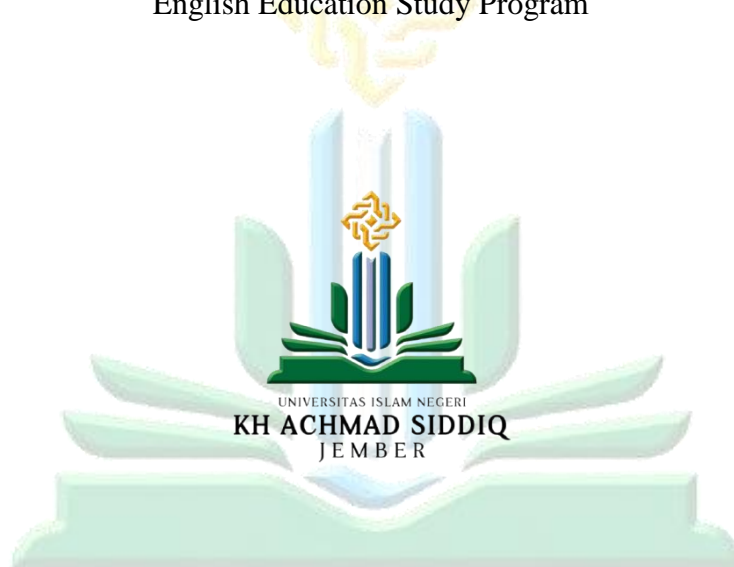
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**STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
JUNE 2023**

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Submitted to the State Islamic University  
Kiai Haji Achmad Siddiq Jember  
To fulfill one of the requirements to obtain Bachelor degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Study Program



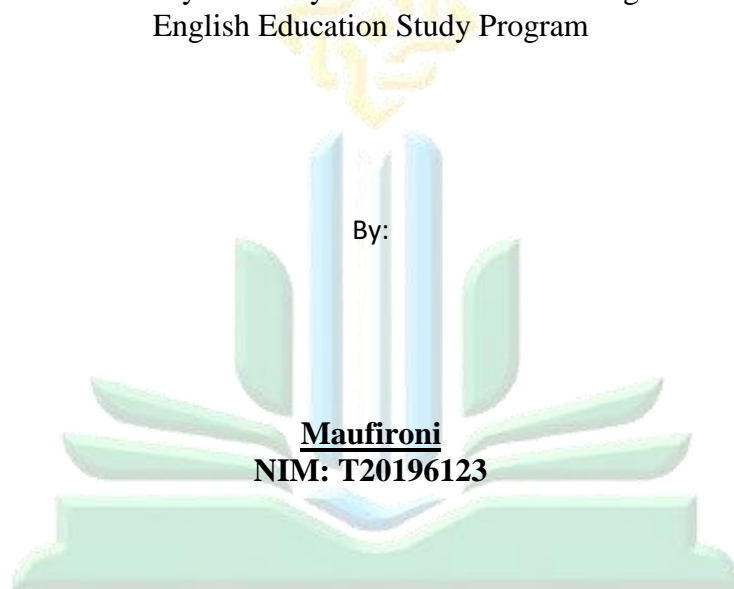
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**THESIS**

Has been examined and approved as the requirements to obtain  
A bachelor degree of Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Study Program

Day : Friday

Date: June, 23<sup>th</sup> 2023

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## MOTTO

إِذَا سَمِعْتَ شَيْئًا فَأَكْتُبْهُ وَلَوْ فِي الْحَائِطِ

Meaning: When you hear a science, and then write it even on the wall. (HR. Abu Khaitamah in Al-Ilmu no.146).\*



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\* Jufra Udo, "Rasulullah Menganjurkan Menulis, Sudahkah Kamu Menulis?" assessed May 25, 2017, <https://islami.co/rasulullah-saw-menganjurkan-untuk-menulis-sudahkah-kamu-menulis/>

## DEDICATION

I proudly dedicate this thesis to:

1. My beloved Father and Mother. I appreciate it to Mr. Busairi as my father and Mrs. Rokaiyah as my mother for their support, love and prayers for me to complete this thesis, especially for my cherished mother who is never tires of supporting me.
2. My whole family, notability my sister, Mrs. Lutviah and my brother-in-law, Mr. Kurtubi, who have always encouraged me to complete my thesis.
3. My close friends Oriana Kendra R.N, who has always been devoted to listen to my stories while I was studying here, and A. Choirul Akbar, who has accompanied me from the beginning to the completion of my thesis.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity and inspiration to finish my thesis. Secondly, Sholawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to the following people

1. Prof. Dr. H. Babun Suharto, S.E., MM as a Rector of State Islamic University of KH. Ahmad Siddiq of Jember who has given opportunity for me to study in this university.
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4. Mr. As'ari, M.Pd.I as the Coordinator of English Educational study program.
5. My advisor, Dr. Suparwoto Supto Wahono, M.Pd who helped, guided and supported me during the writing of the thesis.
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8. The Principal of Madrasah Aliyah Nurus Syam, Samsul Huda, S.E and the staffs for giving me a permission and helping me during my research in Madrasah Aliyah Nurus Syam.
9. The English teacher, Mohammad Kurtubi, S.Pd who has given me support and help in conducting my research in Madrasah Aliyah Nurus Syam and the students of tenth graders who given their time to participate in this research.
10. The students of Tenth grade Madrasah Aliyah Nurus Syam who helped the writer during the research.

I realize that this thesis is far from being perfect. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember,.....2023



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Researcher



## ABSTRACT

**Maufironi, 2023:** Improving Students' Descriptive Text Writing Skill through Digital Multimodal Composing Media at The First Grade of Madrasah Aliyah Nurus Syam.

**Key words:** *Descriptive Text, Writing skill, Digital Multimodal Composing*

This research was about Improving Students' Descriptive Text Writing Skill through Digital Multimodal Composing at The First Grade of Madrasah Aliyah Nurus Syam. The preliminary study of the present research found that students in tenth grade of Madrasah Aliyah Nurus Syam had problem in writing caused by some reason such as lack of vocabularyies, confused in grammatical structure and difficult developing their ideas. In this era of technology, digital tools are most prefered among students. This school never implemented technology in teaching and learning process because the limitation of facilities. Then, the researcher interested to apply media based on technology the name is Digital Multimodal Composing Media.

The research focus of this research were: 1) How is the implementation of Digital Multimodal Composing media to improve students' descriptive writing skill? 2)how were the students' writing skill in Descriptive text improved by Digital Multimodal Composing media.

This research was conducted at tenth class of Madrasah Aliyah Nurus Syam, Bondowoso. This research was classified as Classroom Action Research (CAR) of Kemmis and McTaggart which consist of four procedures, namely planning the action, implementing the action, observing and reflecting. This research conducted in two cycles. Each cycle consisted of three meetings. To collect the data, the researcher used the student's writing test, observation, interview, and document review. The test was used to find out the improvement of students' speaking skill after implementing the action.

The researcher implemented the action using Slide Presentation and Video as Digital Multimodal Composing media for teaching writing descriptive text. The students' score in post-test cycle 1 increased 60% after implementing Digital Multimodal Composing Media. The percentage still below the criteria and it cannot be categorized successful. The researcher revised the plan for cycle 2 with different treatment like explain the material slowly, giving additional vocabulary, and choose more detailed video. The result of post-test cycle 2 showed improvement in content, vocabulary, organization, grammatical structue and mechanics. The different treatment of Digital Multimodal Composing Media in cycle 2 was successful and the percentage of students who got the standard minimum score improved 75% and it has reached the criteria of success. Based on the data analysis, the researcher concluded that the implementation of using Digital Multimodal Composing Media in the classroom gained positive respons from students and improved their writing skill.

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# CHAPTER I

## INTRODUCTION

This chapter presents the background of the research, the research problem, problem solving, the research objectives, and significance of the research.

### A. Background of The Research

English is a global language that is used for communication. There are even several countries that have made English as their official or main language, such as the United States, Canada, Australia, Ireland, New Zealand, and various island countries in the Caribbean Sea and Pacific Ocean.<sup>1</sup> There are also several countries, especially former British colonies in particular Singapore, Philippines, Ireland, Nigeria, India, Pakistan and Malaysia place English as a second language that must be mastered after their native language. Meanwhile, countries such as Spain, Brazil, Japan and Indonesia still place English as a foreign language which is widely taught in schools, but it does not play an essential role in national or social life.<sup>2</sup> English is a widely used in all aspects for example science, business, internet, travel and tourism, media and newspapers, medicine, engineering, information technology, entertainment, banking and education.

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<sup>1</sup> David Crystal, *English as a Global Language second edition*, (New York: Cambridge University Press 2003), 3.

<sup>2</sup> Geoffrey Broughton et al., *Teaching English As Foreign Language*, (London and New York: Taylor Francis e-Library 2003), 6

English has been instilled for peoples from an early age through education. We can see this in kindergarten and elementary schools which introduce English using short vocabulary for instance memorizing numbers and the English alphabet. Through education from an early age, English becomes a language that is easily understood by students. The four English skills namely listening, speaking, reading, and writing must be learned by students in the field of English education, particularly language teaching and learning. To understand the English language, students must learn all of the aforementioned skill, especially writing skill because it is particularly crucial for their academic goals.

Writing is one of the four language skill that very important for learners. Writing in English is thought to be the most difficult skill to perfect when compared to reading, listening, and speaking. It is regarded as one of the essential academic skills.<sup>3</sup> Writing is used to express an idea, feeling, or thought in a written language. People frequently distribute news or information in the form of articles, newspapers, or even brief notes. A student might, for instance, put down their thoughts in a paper, journal, essay, or even a diary. Writing is a language of communication that is widely used by humans especially in the era of technology and globalization. Sending message, email, and sharing blog is an effective way to communicate with relations or friends in different cities, islands, and even countries. Those are

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<sup>3</sup> Audi yundayani et al., "Investigating The Effect Of Canva On Students' Writing Skills", *English Review: Journal of English Education* 7, No.2 (June 2019), 169



some important points of writing in everyday life. Its relates to the Nobel Qur'an Surah Al Alaq Verse 4:

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

The meaning: “Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)],”<sup>4</sup>

In surah Al-Alaq, Allah SWT orders his people to write using a pen. Pens were rarely used in the days of the ancient Arabs. They prioritize memorization rather than writing. The Arabs used to be able to write, but with their strong memorization, writing with a pen was rarely done. Then Allah mentions that among the teachings of Allah SWT to mankind is writing. Writing is a very important component in human life. All the knowledge that came from previous scholars can be brought to the present day because of writing. Likewise the Al Quran and hadiths which are sources of Islamic teachings can be maintained until now thanks to writing. Writing is a medium for conveying messages from generation to generation. If there is no writing, humans will lose their way because there is no trace of knowledge from previous peoples. Therefore the prophet once went, "bind knowledge with writing".

Among the four language skills taught in schools, writing is often complicated skill to learn. For many EFL students, however, learning to write is a difficult challenge because they lack sufficient exposure to the real

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<sup>4</sup> Al-Hilali and Khan, The Nobel Qur'an, translation (Medina: Dar-us Salam Publication, 1996)

language outside of class.<sup>5</sup> Although the writer already has the concepts for writing in his or her head, writing still requires analysis techniques, a great deal of structure, and originality. Therefore, how well the developing of the critical thinking will affect on the process of effective writing.<sup>6</sup> According to J.B Heaton, Writing is a complex talent that can be challenging to teach since it requires an understanding of not only grammar and rhetorical tactics but also conceptual and judging factors. According to Jeremy Harmer, Students usually have more time to think during writing assignments than during spoken ones. They can mentally review what they already know and even seek assistance from dictionaries, grammar guides, or other reference materials. When students want to convey their opinions, feelings, and ideas through writing, it can be challenging for them since they are sometimes confused about sentence structure and word choice. It makes students considered writing an English text is a difficult lesson and boring to be learned.

Based on preliminary research by interview with Mr. Kurtubi as an English teacher at the first grade of Madrasah Aliyah Nurus Syam, he stated that the first grade students have weaknesses in students' ability to achieve writing. It can be seen when the English teacher has been conducting assessments for writing skills recently. The teacher gave an individual assignment of short dialogues related to possessives. The teacher analyzed

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<sup>5</sup> Audi yundayani et all., "Investigating The Effect Of Canva On Students' Writing Skills," 169

<sup>6</sup> Rika Riwayatningsih, "Improving Writing Skill with Questioning: A Path on Critical Thinking Skill," *Metathesis: Journal Of English Language Literature And Teaching* 3, no.2 (October 2019): 204

their works and he found several wrong sentences that dominant in the grammar and word choice. In addition, pupils showed not understanding in the writing component. Usually, they wrote without thinking about whether correct or not what they had written was accurate. They wrote freely without consulting the truth to the teacher. This lack of student understanding of writing aspects causes the weaknesses students' writing achievement.<sup>7</sup>

Additionally, students had difficulty to express their ideas into writing. They stated writing is a skill that is difficult to learn because it requires critical thinking. They have no idea to write about. Therefore, giving directions and views might make it easier for them to express their ideas. Students also said that vocabulary and grammar was the most difficult aspect to learn. They can't remember vocabulary and grammar formulas well so they are desperate and don't care whether their works is correct or not. The students also stated that they did not interest for learning English as their foreign language because English is difficult to learn.

Based on the results of observations, the teacher taught in the classroom used visual media in the form of whiteboards and students' worksheets. The teacher taught material about the function and structure of announcements using oral explanations and whiteboards. The teacher asked students to make short announcements about events in the school utilizing the structure of announcement including opening, content, and closing. Researchers found that students need a long time to figure out their ideas.

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<sup>7</sup> M. Kurtubi, Interviewed by Researcher, Bondowoso, November, 28<sup>th</sup> 2022.

When class was over, some students said that they were confused and had not finished their work yet to submit. Then, the teacher asked students to submit their work immediately on his desk. The result of their work showed many incorrect word choice, grammar and spelling. After the lesson, researcher asked students about their feeling of the lesson just now. They stated that the lesson was bored and not interesting so that they carry out their assignment freely without regard to the truth.<sup>8</sup>

In line with the facts above, the cause that makes students' writing skill still weak is students lack vocabulary, confused in grammatical structure and difficult developing their ideas. Writing is one of the difficult skill, but if the teacher uses an appropriate medium when teaching it, it will be entertaining and engaging.<sup>9</sup> The teachers must add more instructional media to attract students' interest in learning English. Teachers utilize instructional media as a technique to clarify concepts in the classroom which refers to everything that can be used to arouse pupils' feelings, thoughts, and attention in order to promote learning.<sup>10</sup> The use of additional media in teaching English can stimulate students' attention so that students easily understand what is conveyed by the teacher.

In the current era of technology, digital tools are the most preferred media among students. Digital technology-based learning provides an easier and more effective transfer of knowledge because technological tools can

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<sup>8</sup> Observation at Madrasah Aliyah Nurus Syam, February, 15<sup>th</sup> 2023.

<sup>9</sup> Wahono and Afifah, "The Record Of Using Picture Series To Develop Students' Writing Skills", *ENGLISH REVIEW: Journal of English Education* 10, no.3 (October 2022): 966

<sup>10</sup> Resti and Rachmijati, "Analysis The Use Of Instructional Media On Teaching English To Young Learner At Elementary School In Bandung", *Project 3, No.4* (Spring 2020).

encourage students to be more interactive and full of interesting areas.<sup>11</sup> One of the digital technology-based learning models that can be applied in the classroom is Digital Multimodal Composing. In general, DMC refers to a textual activity that incorporates the use of digital technologies to compose texts by merging several semiotic modalities, such visual mode, linguistic mode, spatial mode, gestural mode, and aural mode. The form of Digital Multimodal Composing could be in the form of brochures, pamphlets, video information, slide presentation, social media posts and digital stories.

In addition, this research has similarities with several studies using the Digital Multimodal Composing model in teaching writing. Juliani Nur mustika sari (2022) used Wattpad Application as digital media that include semiotic modes in teaching writing. Students consider Wattpad to be a collection of interesting stories that they can read wherever and whenever they are relaxed. The finding of her research showed that students achieve good writing score and they give positive opinions about the used Wattpad as Digital Multimodal Composing.<sup>12</sup> In addition, Trisanti, Sukyadi & Suherdi (2022), the perception of English teacher, they often used video and audio podcasting as Digital Multimodal Composing media in teaching and learning process. Another English teacher often used power point in delivering the lesson materials by implementing digital multimodal texts. The use of those media increase students' motivation and comprehension of the text.

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<sup>11</sup> Raja and Nagasubramani, "Impact of modern technology in education," *Journal of Applied and Advanced Research* 3, (Spring 2018): s33

<sup>12</sup> Juliani Nur Mustika Sari, "Using Wattpad As A Digital Multimodal Composing Of Narrative Text", *Retain (Research on English Language Teaching in Indonesia) (e-Journal)* 10, no.1 (Spring 2022): 100-108

Therefore, the researcher is interested in using Digital Multimodal Composing to solve the problem of students' writing achievement. This learning model can increase students' attention in learning English so that they can solve their problems in writing. Researchers had different procedures in applying Digital Multimodal Composing in teaching writing. The researcher will present all the material used Digital Multimodal Composing media in the form of slide presentation and video so that they can better understand what is conveyed by the teacher. After that the researchers will give a test to find out how far they understand the material that has been studied. This learning model is expected to improve students' writing ability, especially in writing descriptive text.

The researcher next proceeded to the material on descriptive text that was based on the requirements and fundamental skills in the senior high school 2013 curriculum. The subject was covered during the first semester of the X class. The teacher has not yet covered the subject of descriptive texts. Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, and place.<sup>13</sup> The researcher then will go teaching over the definition of a descriptive text, its function, its general structure, and its linguistic characteristics while providing an example.

Based on the explanation above, the researcher would like to conduct the research on Digital Multimodal Composing in writing descriptive text at Madrasah Aliyah Nurus Syam, Bondowoso. The reason of the researchers

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<sup>13</sup> Muhammad D. Arsyad, "An Analysis On The Use Of Pronouns In Descriptive Text Made By Seventh Grade Students At Smpn 2 Parepare" (Thesis, State Islamic Institute (IAIN) Parepare, 2021) 14

conducted this research at Madrasah Aliyah Nurus Syam was based on the results of observations and interviews, the teacher said that there are weaknesses in students' writing ability because most student understanding in learning English is low. Therefore, the researcher wants to employ digital multimodal composition media to pique pupils' understanding in learning English so that they could care about their mistakes in writing. Then, the researcher is interests in doing research entitled, *“Improving Students’ Descriptive Text Writing Skill through Digital Multimodal Composing Media at The First Grade of Madrasah Aliyah Nurus Syam”*

#### **B. Research Question**

Based on the research background above, the research questions were:

1. How to implement Digital Multimodal Composing media to improve students' descriptive writing skill?
2. How do the students' writing skills in descriptive text improve by Digital Multimodal Composing media?

#### **C. Problem Solving**

The problem solving in this research is implementing digital multimodal composing. This method is expected to improve students' ability to write descriptive text at the first grade of Madrasah Aliyah Nurus Syam in academic year 2023/2024. The indicator of success that was measured in this study is the improvement of students' writing ability which was measured through the pre-test and post-test scores as well as the learning process.



#### **D. Research Objective**

The following goals were derived from the aforementioned study questions:

1. To know how to implement Digital Multimodal Composing media to improve students' skills in writing descriptive text.
2. To know the students' skill in writing descriptive text improved by using Digital Multimodal Composing

#### **E. Research Significant**

The researcher anticipates that the findings of this study will be beneficial for the English teaching and learning process, particularly for students' ability to write descriptive texts.

##### **a. For students**

This research can provide new experiences for students in learning English through digital multimodal composing to increase student interest and student writing skills.

##### **b. For English Teacher**

The outcome of this study hopefully could be reference and new idea in English teaching-learning process especially on writing skills of descriptive text. Meanwhile, using Multimodal Activity the teacher could create a fun atmosphere that can attract students' attention in learning English.



**c. For the school**

This study can help school administrators better understand how to use digital multimodal composition as an engaging, creative, effective, and enjoyable learning tool for teachers of English education.

**d. For researcher**

The findings of the study could be helpful to other researchers who wish to carry out research on the same subject, which is enhancing writing abilities.

**F. Hypothesis**

1.  $H_1$ : There is significant improvement in students writing ability of descriptive text through Digital Multimodal Composing at the first grade of MAS Nurus Syam.
2.  $H_0$ : There is no significant improvement in students writing ability of descriptive text through Digital Multimodal Composing at the first grade of MAS Nurus Syam

**G. Systematic Discussion**

Systematic discussion is a temporary framework used to understand the thesis's content in relation to the entire conversation as a whole. Systematic discussion includes a description of the progression of the thesis discussion from the opening chapter to the concluding chapter. In order to make it simple to evaluate and reply to the content, the systematic discussion also aimed to demonstrate how the study was organized and laid out. The systematic analysis in this study is as follows:

Chapter I contains the introduction of the thesis, such as background of research, problem solving, research question, research objective, significance of research, hypothesis, and systematic discussion.

Chapter II contains a review of relevant literature, including prior research and research theory that is pertinent to the researcher's own research.

Chapter III includes discussion of research methodology. This section includes the research design, study setting, study subject, study method, study data collection approach, study data analysis approach, study success criteria, validity data, performance indicator, and research schedule.

Chapter IV comprises of a description of the study object, research findings, and data analysis, as well as a commentary of the data analysis's findings.

Chapter V is the final chapter includes a conclusion and a recommendation. In this chapter, the researcher provides a clear solution to the issues. As a follow-up recommendation to the additional researcher.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consisted the previous studies that are relevant with this current research about Digital Multimodal Composing and students' writing ability. In the next point discussed about the theoretical review that include the description of writing, Descriptive Text, Instructional media, and Digital Multimodal Composing.

#### A. Previous research

There are several previous studies that are relevant to the present research that has been conducted by other researchers. In this previous study, there were differences in research locations, the object of the research, and research literature used by researchers. This can be a reference to help this current research. The author has selected 5 recent researchers:

1. Juliani Nur Mustika Sari in 2022 entitled "*Using watpadd as digital multimodal composing of narative text*". Juliani employed the qualitative method in this study and used observation and interview to gather data. The researcher is interested in investigating how to teach narrative text in vocational high schools, particularly at SMKN 10 Surabaya, using digital multimodal composition. In order to demonstrate if Digital Multimodal Composing is effective for teaching, researchers analyzed data and spoke with a number of students at X PKM 4 who were engaged in Digital Multimodal Composing learning activities.

Based upon the research, the teachers use Digital Multimodal Composing media (wattpadd) as learning material to teach writing. First, the teacher forms the students into six groups using the Whatsapp Application and gave every group different title of story that they must learned. Students will read the story to the end and then they rewrite the story and divide tasks to find orientations, complications, and conclusions. The result their writing transferred to a paper with correct format provided.<sup>14</sup>

The result of Juliani's research found that pupils give positive opinion and good scores after using Digital Multimodal Composing media in the form of Wattpad application. Students interested in reading a story by wattpad because it make them understand the material well, enjoy the lesson, able to access short story in watpatt by their phones, and it gain students motivation to learn. On the other hand the result of students' assignment still showed some mistakes in grammar and vocabulary.

2. Novia Trisanti, Didi Sukyadi, and Didi Suherdi in 2022 entitled "*Digital Multimodal Composing Usage in EFL Secondary Classroom, A Study of In-Service EFL Teachers' Perception*". This employed a qualitative approach (Case Study) to learn about the phenomena of in-service EFL teachers' thoughts on digital multimodal composing usage. Six EFL in-service instructors who teach in junior high school and senior high

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<sup>14</sup> Juliani Nur Mustika Sari, "Using Wattpad As A Digital Multimodal Composing Of Narrative Text", *RETAIN (Research on English Language Teaching in Indonesia) (e-Journal)* 10, No.1 (Spring 2022), 100-108

schools made up the study's participants. Four of them are junior high teachers and two are senior high school teachers. A Google doc's survey, interview by Zoom meeting, and interview by WhatsApp were the tools utilized to get the data.

According to the respondents, video and audio podcasts were the technology utilization methods most frequently used. Another possibility is to include digital multimodal texts in Power Point while still using it to deliver the instructional contents. Additionally, they kept using video as their primary teaching tool to ensure that students understood the content. For the most part, the participants had no trouble creating the digital multimodal text that served as materials of the lesson. They did, however, voice their displeasure with the amount of time and work needed to create multimodal texts that are aligned with learning objectives. Once more, the choice for employing technology in teaching and understanding multimodal texts has been profoundly impacted by the employment of DMC. All participants agreed that giving students a digital multimodal composing work or project increases their willingness to learn. In this instance, the classroom environment has altered as a result of the switch from conventional to using digital tools and multiple modes to study the texts.

Everyone in the discussion agreed that offering students a digital, multimodal writing assignment or project boosts their interest in learning.

Here, the use of digital tools and numerous modalities of text study has replaced more traditional methods, changing the classroom environment.

3. Yiqin Xu in 2021, entitled *"Investigating the Effects of Digital Multimodal Composing on Chinese EFL Learners' Writing Performance: A Quasi-Experimental Study."* This study was conducted at a public key university in eastern China. The design of this study was a quasi-experimental design to explore the outcome of DMC on students writing. The experimental group was asked to complete three multimodal projects and the control group was asked to write about the same topic but without completing the multimodal project. The study's participants were drawn from three concurrent courses doing College English, a comprehensive English course. In total, 118 pupils were enrolled in the three classes. 96 pupils made up the experiment's final sample. Two classes of students from each of the three parallel classes were randomly assigned to the experimental group (n = 66), and one class was randomly assigned to the control group (n = 30).

The experimental group's students were separated into 4-5 groups for the multimodal arrangement, where they worked together to create three multimodal projects on three distinct topics. The argumentative subject is relevant to students' everyday life. The multimodal project must be finished within three to four weeks, at which time students must show their work to the class. Although the students in the control group did not participate in DMC activities, they did get the identical

instructions as the experimental group. The control group's classroom activities consisted of group discussions and oral presentations that did not emphasize utilizing multimodal semiotic sources.<sup>15</sup>

The study's findings revealed that the experimental group significantly outperformed the control group in five areas of L2 writing, including text length, mean length per T-unit, task requirement, content, and comprehensibility. The results of the current study are somewhat in line with earlier studies on how DMC affects students' L2 writing. Regarding the language component, the study's findings indicated that it had a favorable impact on total complexity.

4. Diyah R. Wulan, Nur A. Drajadi, and Slamet Supriyadi in 2022, entitled *“Exploring EFL Students’ Digital Multimodal Composing (DMC) Affordance: Stories from a Vocational School.”* This study uses a narrative inquiry method to explore and reflect on the stories of students who use DMC in learning English. Participants consisted of 25 students who were in Indonesian vocational high schools, and they had experience using DMC in learning English. The students were required to produce persuasive essays on Breakwater and Seawater Agribusiness that incorporated a variety of media, including pictures, videos, and audio. Open-ended questions and semi-structured interviews were used to gather the data. Students were given surveys via a Google form, and after

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<sup>15</sup> Yiqin Xu, ‘Investigating the Effects of Digital Multimodal Composing on Chinese EFL Learners’ Writing Performance: A Quasi-Experimental Study’, *Computer Assisted Language Learning*, 0.0 (2021), 1–21.



collecting the answers and quickly assessing them, interviews were conducted.

As a result of this study, 25 students who participated in an interview and written diary about their experiences using DMC shared those experiences and viewpoints. Students that use DMC have total control over their assignments based on the data gathered. They have the adaptability to find solutions, the creativity to express themselves through a variety of readily available mediums, and the accountability to fulfill the obligations placed upon them. Additionally, they use modern digital tools like text translation, video editing, and voice recording. Using a variety of modes, they are able to express themselves freely and can share their opinions.<sup>16</sup>

5. The last research was conducted by Sevda Balaman in 2018, entitled “*Digital storytelling: A multimodal narrative writing genre*”. The research was quasi experimental design and present study was conducted with 43 intermediate levels EFL from the two classes. Researchers divided into 2 groups, an experimental class and a control class. The control class received traditional (narrative) writing training while the experiment class received DS-integrated (narrative) writing instruction. This study investigated the effects of a digital storytelling (DS)-integrated technique on the narrative writing abilities of English as foreign language (EFL) students. Digital storytelling (DS) was a learning

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<sup>16</sup> Wulan, Drajiati, Supriyadi, Exploring EFL Students’ Digital Multimodal Composing (DMC) Affordance: Stories from a Vocational School, I-Ishlah: Jurnal Pendidikan 14, no.2 (June 2022): 2007-2018



media employed in the study. The term "dynamic storytelling" (DS) refers to the process of conveying a tale using various multimedia components, such as visuals, music, and narrated voice, to produce stories that are more potent, real, and successful.<sup>17</sup>

The finding of the research showed that the types of instruction they are traditional paper based writing and Digital Storytelling writing practices were affective in increasing students writing skill in narrative. But based on the post-test quantitative data presented that experimental in class have significantly higher score than the control class.

**Table 2.1**  
**The comparisons and differences between the earlier research and this present study**

No	Author and Title	Similarities	Differences
1.	Juliani Nur Mustika Sari in 2022 " <i>Using watpadd as digital multimodal composing of narrative text</i> ".	<ul style="list-style-type: none"> <li>- Both research about Digital Multimodal Composing</li> <li>- Both research analyzed students writing using digital multimodal composing</li> </ul>	<ul style="list-style-type: none"> <li>- This research use Classroom Action Research, while Juliani's research use Qualitative Design</li> <li>- The object of this research are students X class at MAS Nurus Syam, while juliani's research was X PKM 4 at SMKN 10 Surabaya</li> <li>- This research focus on Descriptive Text while Juliani's focus on Narrative Text</li> <li>- This current research the teacher implements DMC media in the form of slide</li> </ul>

<sup>17</sup> Sevda Balaman, "Digital storytelling: A multimodal narrative writing genre", *Journal of Language and Linguistic Studies* 14, no.3 (July 2018), 202-212.

			presentation and video to teach writing. While the previous research, the teacher implement watsapp as DMC media in teaching writing.
2.	Novia Trisanti, Didi Sukyadi, and Didi Suherdi in 2022 “ <i>Digital Multimodal Composing Usage in EFL Secondary Classroom, A Study of In-Service EFL Teachers’ Perception</i> ”.	<ul style="list-style-type: none"> <li>- The topic of digital multimodal composition was covered in both the current study and earlier studies.</li> </ul>	<ul style="list-style-type: none"> <li>- This current research use Classroom Action Research while previous researches use Qualitative design.</li> <li>- The subject of current research are students X class MAS Nurussalam while previous research are six EFL in-service teachers that worked in junior and senior high school.</li> </ul>
3.	Yiqin Xu in 2021, “ <i>Investigating the effects of digital multimodal composing on Chinese EFL learners’ writing performance: a quasi-experimental study.</i> ”	<ul style="list-style-type: none"> <li>- Both research analyze students writing skill</li> <li>- Both research discuss about Multimodal Composing</li> </ul>	<ul style="list-style-type: none"> <li>- This current research use Classroom Action Research while previous research used Quasi-Experimental method.</li> <li>- The participant of current research are students X class of MAS Nurussalam, while previous research were 118 students at 57 third-year students at a university in central China.</li> <li>- This previous research focus on giving DMC project to students. While the current research focus on the implement of DMC media by the researcher.</li> </ul>
4.	Diyah R. Wulan, Nur A. Drajiati, and Slamet Supriyadi in 2022, “ <i>Exploring</i>	<ul style="list-style-type: none"> <li>- Both research discussed about Digital Multimodal</li> </ul>	<ul style="list-style-type: none"> <li>- This current research use Classroom Action Research while previous research used</li> </ul>

	<p><i>EFL Students' Digital Multimodal Composing (DMC) Affordance: Stories from a Vocational School."</i></p>	<p>composing in language teaching and learning</p> <ul style="list-style-type: none"> <li>- Both research analyze student writing skill using Digital Multimodal Composing</li> </ul>	<p>Narrative Inquiry Method.</p> <ul style="list-style-type: none"> <li>- The participant of current research is students X class MAS Nurus Syam while previous research were 25 students in Indonesian vocational high school.</li> <li>- This current research is the beginning of using technology and DMC media by the researcher, while the previous research is conducted in the school that have used Digital Multimodal Composing and researcher analyze the students perspective after using Digital Multimodal Composing.</li> </ul>
5.	<p>Sevda Balaman in 2018 "<i>Digital storytelling: A multimodal narrative writing genre</i>".</p>	<ul style="list-style-type: none"> <li>- Both research analyze students writing skill</li> <li>- Both research discuss about Digital Multimodal Composing</li> </ul>	<ul style="list-style-type: none"> <li>- This current research focus on Descriptive Text while previous research focus on Narrative text</li> <li>- This current research use Classroom Action Research while previous research use Quasi-Experiment design</li> <li>- This current research focus on the implement of DMC media by the researcher to improve students' writing ability. while Balaman's research using quasi-experimental design which experiment class asked by researcher to</li> </ul>

			use Digital Storytelling as their final writing and control class asked by researcher to use traditional writing.
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The differences of current research with the fifth research above, this research focused on improving students writing skill of descriptive test through Digital Multimodal Composing media that provided by the researcher at the first grade of Madrasah Aliyah Nurussyamiyyah. This current research did not focus on creating students' multimodal project but focus on the effect of Digital Multimodal Composing media in the form of slide presentation and video to improve students' writing skills.

## **B. Theoretical framework**

### **1. Writing**

#### **a. Definition of writing**

Writing is one way for humans to communicate with each other. One means of communication used by people is writing. Written words allow someone to express their thoughts, ideas, or imagination. Writing, in David Nunan's opinion, is the mental process of coming up with ideas, considering how to communicate them, and putting those ideas into sentences and paragraphs that are understandable to a reader. In educational, writing is one of the fourth skills that must be mastered by students. Students must compose academic texts for their programs, including essays,

projects, reports, lecture notes, and theses.<sup>18</sup> Considerations for writing include word choice, acceptable grammar, syntax, mechanics, and the structuring of ideas into clear and cohesive form.<sup>19</sup> Students can be said to achieve writing skills if they are able to follow the component of writing well.

#### **b. Kinds of writing**

The author may intend for their writing to entertain or persuade the reader. The most prevalent type is prose that informs; depending on what it is about, this type is sometimes known as exposition, description, or narrative.<sup>20</sup>

*Exposition*, The exposition covers concepts, realities of daily life, history, hot-button problems, and more. Exposition makes clear what a specific mind is aware of, believes, or thinks. The introduction is constructed logically. Cause and effect, true or false, less or more, positively or negatively, generally or specifically, and assertion or denial are the organizing principles.

*Descriptions*, The topic of description are perception or most often visual perception. Making sense of what we observe into a meaningful pattern is its main challenge. The pattern is spatial, as opposed to the logic of exposition, and it goes above/below,

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<sup>18</sup> Endar R. Linuwih and Yohanes K. Winardi, "Improving Students' Writing Skill Using A Mobile Learning Application, *Journal Basis* 7, No.2 (October 2020): 281

<sup>19</sup> Yulianti, Nuraeni and Parmawati, "Improving Students' Writing Skill Using Brainswriting Strategy," *Project: Professional Journal of English Education* 2, No.5 ( September, 2019), 714

<sup>20</sup> Thomas S. Kane, *Essential Guide to Writing*, (Berkley: Oxford University Press, 2000), 6-7

before/behind, right/left, and so on. The subject of *narration* is a series of related events or a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance

*Persuasion*, aims to change readers' attitudes or convictions. It typically addresses contentious subjects and frequently employs an argumentative style, supporting it with facts or logical reasoning. Satire is another method of persuasion that mocks foolishness or evil, sometimes gently and other times overtly and harshly. Lastly, eloquence, appealing to principles and lofty impulses are all forms of persuasion.

### c. Types of Writing

According to Brown, There are four categories of writing effectiveness as follow:<sup>21</sup>

#### 1. *Imitative*,

Students learn fundamental writing techniques and exercises in the imitative class, including how to write letters, words, punctuation, and short sentences. This skill also includes the capacity to correctly spell words or letters and to recognize phoneme-grapheme correspondences in the English spelling system. At this level, students are attempting to master the rules of writing.

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<sup>21</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (Longman, 2004), 220

2. *Intensive* (controlled)

Writing intensively emphasizes the use of relevant words in context, collocations, and idioms, as well as the proper grammatical construction and sentence length. Grammatical transformations, such as shifting all verbs to the past tense, picture ordering, visual descriptions, brief sentence completion, and sequencing exercises are a few examples of activities.

3. *Responsive*,

Sentences are developed into paragraphs in responsive writing. Brief reports, lab reports, and summaries, brief replies to readings, short narratives and descriptions, and the interpretation of graphs and charts are examples of writing genres. Writers can choose between various ways to present their ideas when specific circumstances are met.

4. *Extensive*,

Extensive writing refers to writing that is responsive over an entire essay or research paper. Students can organize goals, objectives, main points, conclusions, etc. into an integrated paper. To produce the desired result, writers concentrate on requesting a goal, arranging and developing ideas logically, employing specifics to support or demonstrate concepts, exhibiting syntactic and lexical variations, and frequently engaging in the drafting process.



#### d. Aspect of writing

Hughes classify five significant component of writing, they are Content, Organization, Grammar, Vocabulary and Mechanic.<sup>22</sup>

1. *Content*, the capacity to use knowledge and information that is clear and understandable, to construct a thesis and to show how various aspects interact with the subject matter.
2. *Vocabulary*, Roy Johnson declares Amazingly, English is a very rich language. Despite the Oxford English Dictionary's more than 500,000 entries, the majority of people manage with a basic vocabulary of three to four thousand words.<sup>23</sup>
3. *Grammar*, Nunan stated most people believe that grammar consists of a set of rules that define the proper word order at the sentence level.<sup>24</sup> Good writing is writing that has correct sentences, using appropriate tenses, words, and others.
4. *Organization*, the act of writing that divides the thoughts into a clear outline. The students start by writing a main sentence, then they expand on it or add supporting sentences.
5. *Mechanic*, the new language, concepts, and textual constructions that are introduced in this section are reinforced. Before introducing the section, the instructor should go through the

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<sup>22</sup> Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003), 101-102

<sup>23</sup> Roy Johnson, *Improve Your Writing Skills*, (Manchester: Clifton Press, 2012), 75

<sup>24</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill/Contemporary, 2003), 154



capitalization or punctuation rules with the class and write the section's example or initial issue on the board.<sup>25</sup>

The researcher used all writing-related factors to examine the students' writing scores in this study, including content, vocabulary, grammar, and mechanics.

**e. Process of writing**

Zemach classify the steps of writing divided into four steps as follow:<sup>26</sup>

1. *Pre-Writing*, The first step begins with choosing a topic, developing ideas and organizing the sentences.
2. *Drafting*, write the entire paragraph from beginning to end based on pre-writing notes.
3. *Reviewing and revising*, after writing the entire paragraph, you should check if there are any errors in writing or if there are additional sentences that you want to include.
4. *Rewriting*, use your ideas to rewrite the revised writing by improving the content, spelling and grammar then making final corrections whether there are still errors that need to be corrected.

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<sup>25</sup> Patricia W. Peterson, *Writing Skill Practice Book for EFL*, (Washington: United States Department of State, 2003), ix

<sup>26</sup> Dorothy E. Zemach and Lisa A. Rumusek, *Academic Writing from Paragraph to Essay* (Macmillan, 2005), 3

## 2. Descriptive Text

### a. Definition

Descriptive text is one that aims to accurately capture the writer's mental image of a particular person, place, object, or idea. Oshima and Hogue (2007:16) assert that descriptive writing engages the reader's senses by describing how objects appear, hear, smell, and/or taste. With an excellent description, the reader may mentally image the thing, place, or person being described. Writing about a specific person, item, or location serves as the social purpose of descriptive text. It implies that descriptive texts deal with an object's description that enables the reader to describe something in particular.<sup>27</sup>

The good component in writing descriptive must evaluated the content, vocabulary, organization, grammar and mechanics. Contents refer to the area of expertise being discussed or written about. The organization makes reference to the concept and specifics of the descriptive structure used to introduce the object. Vocabulary is the use of the appropriate words to convey an idea when writing a paragraph (adjectives, adverbs, nouns, and verbs). Grammar in descriptive text focus on the use of tenses and mechanics, students should figure out the rules of the written language, such as capitalization, punctuation and spelling.

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<sup>27</sup> Aprizon and Puspa Gunday, "Improving Students' Writing Skill Of Descriptive Text By Using Example Non-Example Strategy At Grade X Of Vocational Madrasah Aliyah Adzqia Belimbing," *Al-Ishlah: Jurnal Pendidikan* 11, no.1 (Spring 2019): 19.

## b. Generic Structure

According to Halim (7:2017), Identification and Descriptions make up the general organizational framework of descriptive texts.

**Identification** : Specify who or what is being described (person, place, or thing). This time, it identifies a phenomenon or a topic that will be discussed.<sup>28</sup>

**Descriptions** : Describes parts, qualities and characteristic of the person, place, or thing. A description is a collection of topic-specific paragraphs, each of which usually starts with a topic sentence. In order to develop the description subject, each paragraph should describe one aspect of the subject.<sup>29</sup>

## c. The steps of Writing descriptive

Oshima and Hogue (2007:75) stated there are several steps to make descriptive paragraph. The steps could be seen below:

- a. **Step 1 Prewrite to get ideas.** In this step, you choose a topic and collect ideas to explain the topic
- b. **Step 2 Organize the ideas.** Select the spatial ordering type you will employ. Draw up a plan. As many specifics as you can think of in the description.

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<sup>28</sup> Ade D. Jayanti, "Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang" *English Franca : Academic Journal of English Language and Education* 3, no. 1 (Spring 2019): 77

<sup>29</sup> Rizka Evitania, "Improving The Students' Writing Skill Of Descriptive Text By Using Presentation, Practice, Production Method At Mts N 2 Deli Serdang," (Thesis State Islamic University of North Sumatera, 2019).

- c. **Step 3 Write the rough draft.** Publish a first draft. The topic sentence should come first. Make your description interesting by including illustrative information.
- d. **Step 4 Polish the rough draft.** When you exchange papers with a classmate, ask that person to use peer editing to review your rough draft. After discussing the completed worksheet, decide what modifications are necessary, and create the second draft.
- e. **Step 5 Write a final copy.** The page including the two editing worksheets, along with your rough draft, second draft, and final copy, should be turned in. Additionally, your prewriting paper may be required for submission by your teacher.

### 3. Instructional Media

#### a. Definition of instructional media

Media is A source of information and a tool for communication. Anything that transmits information between a source and a receiver is referred to by this word.<sup>30</sup> According to Gagne and Briggs (1979:19), learning media includes tools that are physically used to convey the content of learning material, such as books, tape recorders, cassettes, videos, video recorders, films, slides (picture frames), photos, pictures, graphics, television, and computers. Muhammad Ramli (2012) stated media is anything that may be utilized as a route for communications from the sender to the

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<sup>30</sup> Wahono dan Qodriah, "Improving Students Writing Skill Using English Movie With Subtitle", *International Journal of Scientific and Research Publications* 9, no.12 (December 2019): 594

recipient, and it should be used to pique students' interests and trigger their thoughts in order for the learning process to be as effective as possible. Learning media can be seen as a hardware or software tool that teachers employ to provide materials to their pupils during the learning process. According to the goals of learning, media is anticipated to make the learning process more effective and efficient.<sup>31</sup>

#### **b. Type of instructional media**

Every teaching tool has a few distinctive features. These characteristics are discernible in the media's ability to stimulate the senses of sight, hearing, touch, taste, and smell. Visual media, audio media, and audio visual media are three of the different types of media. These can be used in instruction to ensure that all students thoroughly comprehend a subject during teaching and learning.<sup>32</sup>

##### **a. Visual media**

Visual media is divided into 2 components, namely projected and non-projected visual media. Projected visual media is media that belongs to digital forms such as cameras, OHP, slide presentations, and digital images that are used with software such as an LCD connected to the screen. Meanwhile, non-projected visual media is media that includes pictures, posters, tables, and

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<sup>31</sup> Puspitasari and Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School," *Anatolian Journal of Education* 4, no 2 (October 2019),

<sup>32</sup> Durratul hikmah, "Media For Language Teaching And Learning In Digital Era," *IJOEEL* 1, no.2 (December 2019), 86

graphics, whiteboard, and student worksheets. This media can be obtained easily even though it is relatively expensive but requires creativity to design, develop and manipulate it according to the needs of students.<sup>33</sup>

b. Audio media

Audio media related to hearing. Learning material that can be delivered in the form of sound and excite students' thoughts, feelings, attention, and abilities is known as audio media in the area of education. This type of media helps students learn by stimulating their thoughts, feelings, attention, and abilities. Based on the development of learning, audio media is considered as an economical, fun, and easy to prepare and use learning material for teachers and students.<sup>34</sup> Radio, music, CDs, and tape recorders are all examples of audio materials that can be used in the classroom.

c. Audio visual media

A combination of both visual and audio media is known as audio-visual media or hearing media. Audio-visual media can compensate for the limitations of audio or visual media by having more comprehensive qualities. When audiovisual media are given motion features, their abilities and powers will expand. It is able to convey messages that are more complicated and lifelike. A

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<sup>33</sup> Muhammad yaumi, "Ragam Media Pembelajaran," Paper presented at *Seminar Nasional dan Workshop tentang Pemanfaatan Media Pembelajaran*, STAIN Pare-Pare, December 30<sup>th</sup> 2017

<sup>34</sup> Durratul Hikmah, 87

YouTube video, a movie, or a television show could be considered audio-visual media.

In the 21th century, digital media are preferred to transfer knowledge in teaching and learning. Teachers need to be innovative when it comes to learning media in the digital age. The success will be achieved when the students receive easily information of subject materials.<sup>35</sup> An interesting learning media that teachers can apply is Digital Multimodal Composing model. Digital Multimodal Composing media is texts that include several mode of communication that could attract students' attention in learning English. Media which implement Digital Multimodal Composing could be in the form of visual, audio, or audio visual media.

#### **4. Digital Multimodal Composing**

##### **a. Introduction of Multimodal Text/Composition**

Early proponents of multimodal composing, Pamela Takayoshi and Cynthia L. Selfe (2007:1), two significant figures in the field of writing studies, define multimodal texts as “texts that exceed the alphabetical and may include still and moving images, animators, color, words, music, and sound”. Sometimes multimodality is linked to technology or digital writing environments. New kinds of representation, such as hypertext, multimodal web pages, and social media posts that blend word,

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<sup>35</sup> Akrim, Media Learning in Digital Era, Advances in Social Science, Education and Humanities Research, volume 231 2018, 458



image, and other modes, are used for "writing" in digital media.<sup>36</sup> Since the shape of a multimodal text can be a semiotic good or event, multimodal texts can be developed digitally in the form of posters, slide presentations, web pages, videos, and animations.<sup>37</sup> To create multimodal text, you don't always have to use technology or digital. Multimodal texts can be created with non-digital tools such as photo collages accompanied by compelling descriptions that can cover multiple modes of communication. The intended communication modes are visual mode, aura mode, spatial mode, linguistic mode and gestural mode. The explanation can be seen below:<sup>38</sup>

a. Visual mode

The term "visual mode" describes what may be seen by an audience, such as moving and still images, colors, and the size and style of alphabetical text. A social media post is one example of this graphic format.

b. Linguistic mode

Alphabetic text or spoken words are both examples of linguistic modality. Its focus is on language and the verbal and written forms of word usage. The linguistic style is important in

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<sup>36</sup> Christoph A. Hafner, "Digital Multimodal Composing: How to Address Multimodal Communication Forms in ELT," *English Teaching* 75, No. 3 (Spring 2020): 135

<sup>37</sup> Huan Wang, A Case Study of English Language Learners' Multimodal Compositions and Identity Representations, (Dissertation: Georgia State University, 2018), 21-22

<sup>38</sup> Melanie Gagich, 67-72



a traditional five paragraph essay, but it is also present in some digital works.

c. Spatial mode

The spatial mode of a text describes how it handles space. This also pertains to the arrangement, structuring, emphasis, and comparison of various forms in a work.

d. Gestural mode

Movement and gesture are referred to as gestural mode. This style is frequently seen in speech delivery, particularly in the way that speakers fix their facial expressions and use their hands, as well as in other texts that depict movement, such as videos, movies, and television.

e. Aural mode

The term "aural mode" describes what a viewer can or cannot hear. Podcasts, music videos, live performances, television programs, motion pictures, and radio discussion shows are a few examples of texts that prioritize the auditory modality.

In conclusion, multimodal text combines various modes above. Each of these modes (image, text, speech, and gesture) contributes to unique meaning to the overall message.<sup>39</sup>

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<sup>39</sup> Emily Elmich et al, "Student perspectives on multimodal composing in the L2 classroom: tensions with audience, media, learning and sharing", *English Teaching: Practice and Critique* (December 2020)

## b. Digital Multimodal Composing

The increased use of media and communication technologies has forced academic institutions throughout the world to realize the necessity of multiliteracy development in both schools and universities. Teachers started adopting Digital Multimodal Composing (DMC) to instruct their students as a result, which can incorporate semiotic modes in the text, picture, and sound to present an additional layer of literacy.

Multimodal Composing (MC) is the process of creating texts using a variety of symbol resources, including language and other expressive mediums (such pictures, sounds, and videos).<sup>40</sup> DMC, in general, refers to a textual activity that uses digital technology to combine many semiotic modalities, such as picture, word, and audio, to create texts.<sup>41</sup> The term Digital Multimodal Composing (DMC) refers to the use of many modes by leveraging technology to inform the texts to students in order to obtain a deep comprehension. It concerns the teacher's practice on using multimodal texts related to technology in the language learning classroom.<sup>42</sup>

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<sup>40</sup> Zhang, Liu, and Chen, *Enhancing EFL Learners' English Speaking Performance Through Vlog-Based Digital Multimodal Composing Activities*, (Springer Nature Switzerland AG, 2021), 93

<sup>41</sup> Wulan, Drajadi and Supriyadi, "Exploring EFL Students' Digital Multimodal Composing (DMC) Affordance: Stories from a Vocational School," *I-Ishlah: Jurnal Pendidikan* 14, No.2 (June 2022), 2008-2009

<sup>42</sup> Trisanti, Sukyadi, and Suherdi, "Digital Multimodal Composing Usage in EFL Secondary Classroom A Study of In-Service EFL Teachers' Perception", *Universitas Pendidikan Indonesia*, 2022, 375

Lim & Polio (2020) argued that Digital multimodal composition enables teachers and students to collaborate on text, images, graphics, and other digital media to deliver the material. Finding any kind of media that can assist teachers teach the subject more effectively is beneficial. Students' comprehension of the subject matter is also aided by digital multimodal composition. In order to engage students' knowledge of the topic and grab their attention, teachers may, for instance, adapt the information from a textbook into different media, such as posters or info graphics, to explain it. To use multimodal, there are numerous models available. For instance, in primary school, teachers use music into lessons to help pupils enjoy the lesson.<sup>43</sup>

**c. Advantages and disadvantages of multimodal composing**

Digital Multimodal Composing as a learning trend in ELT classes has the advantage of delivering authentic learning, encouraging creative students and encouraging critical thinking.<sup>44</sup>

Digital Multimodal Composing has been found to bring various benefits in language learning. Based on Huan Wang's research (2018), there are several student perceptions in multimodal composing.<sup>45</sup> There were 4 respondents in the study. Four participants claimed that their work on multimodal texts had given them insights into other people's learning processes as well as

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<sup>43</sup> Juliani N. M. Sari (2022), 100

<sup>44</sup> Wulan, Drajadi, and supriyadi (2022), 2008

<sup>45</sup> Huan Wang, "A Case Study", 266

helping them remember their own prior learning experiences. They thought he was making friends and getting better at speaking English during the writing process. Every participant said that multimodal composition was fascinating and beneficial. Three of them noted that writing in numerous modes gave them more alternatives and methods to express themselves. Everyone who participated in the survey about students' self-expression believes that multimodal materials were helpful and could in some way aid them in their writing routines or in the act of expressing themselves.

The Disadvantages to using multimodality is that there may be limitations from schools in using digital technology, whether it's the limited technological facilities from schools and regulations prohibiting students from bringing digital media to school. Multimodal can only work well in schools that fully support digital technology as a medium for teaching and learning in schools. On the other hand, students may have limitations in digital technology tools at home. Weaknesses on the other hand, teachers may not understand how to implement multimodal composing in the classroom. For example, some teachers do not understand the various modes that must be applied in creating multimodal texts.<sup>46</sup>

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<sup>46</sup>“Teaching Multimodality,” Webador, accessed February 1<sup>th</sup>, 2023, <https://www.teaching-multimodality.co.uk/advantages-disadvantages>

## CHAPTER III

### RESEARCH METHOD

This chapter provided details on the methodology used for this study. It included the description of the research design, setting and research subject, research procedures, research cycles, instrument of collecting data, instrument of research, technique of analyzing data, the validity of data, performance indicators, research team and research schedule.

#### **A. Research design**

The research design of this research is Classroom Action Research (CAR). Action research is a type of investigation that allows practitioners to observe and assess teaching and learning activities in the classroom whether they are going well or whether there are problems that can hinder student learning development. His practice report shows how he tries to improve learning that can influence students to develop their knowledge.<sup>47</sup> Kemmis and McTaggart defined in the majority of cases, classroom action research entails the use of qualitative, interpretive modes of inquiry and data collecting by teachers (sometimes with assistance from academic partners) with the goal of instructors making assessments about how to improve their own practices.<sup>48</sup> Action research demonstrates the teacher's efforts to address a challenge in the teaching and learning process such as student errors, teacher-

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<sup>47</sup> Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research* (London: SAGE Publications, 2006), 7.

<sup>48</sup> Stephen Kemmis, McTaggart and Rhonda Nixon, *The Action Research Planner* (Singapore: Springer, 2014), 11.

student interaction, learning models, and teacher and student feelings before, during and after learning takes place and so on. In this study, the researcher applied a multimodal text learning model to attract students' attention and improve students' writing skills in descriptive text material.

This study uses classroom action research as a method to address a classroom issue, particularly one involving students' writing abilities. To obtain the data, the researchers conducted observations and interviews with English teachers and some first grade students of Madrasah Aliyah Nurus Syam who have low writing skills. This research was a collaborative Classroom Action Research. The researcher worked together with English instructor of Madrasah Aliyah Nurus Syam's. In conducting the research, the researcher's role was as an English teacher especially teaching about writing. Researchers carry out action of the research in class as teachers to find solutions to the problems found. Researchers take 2 cycles and every cycle consists of 3 meetings, each meeting has 2 hours of lessons, and every hour has 45 minutes. 2 meetings are used to convey the entire material and 1 meeting is used for the final writing test. If the results are less than optimal, then researcher will be revised the plan and continued the next cycle.

#### **B. Setting and subject of the research**

This research was conducted at Madrasah Aliyah Nurus Syam. It is located in Wringin, Bondowoso. It is one of the private schools in Wringin village. Subjects had taken range from general subjects to Islamic religious education. The research subject involved the English teacher and the students

of Madrasah Aliyah Nurus Syam especially the students of X class. Through interviewing the English teacher in Madrasah Aliyah Nurus Syam, the teacher asked me as the teacher to implement the action in class X who had difficulty in writing skill.

### **C. Research procedures**

Researcher used Kemmis and McTaggart model of Cyclical Action Research. It has four steps every cycle that include planning, action, observing, and reflecting.

#### *1. Planning*

Throughout the teaching and learning process, a variety of issues have arisen. Finding the source of the issue is the first step towards solving it. To address the issues that arise in their learning, a plan is created after understanding the causes of the issue. Before this research's action is supplied to the research subject, a number of preparations are made, including the following:

- a. The researcher interviewed Mr. Kurtubi, an English instructor, and some students in the tenth grade to learn more about their writing challenges.
- b. The researcher observed how students were learning English in a classroom.
- c. Consultation with the English teacher to determine the best course of action.
- d. Create a lesson plan about descriptive text.



- e. The researcher prepared the material and writing test.
- f. Preparing the equipment for the collaborator observation guide and some tool that needed in implement the action.

## 2. *Action*

The process of carrying out the planning is called action. This action typically takes the shape of learning utilizing a certain method as the planning. Based on the lesson plan created during the planning phase, the researcher conducts the acting phase during this phase. The researcher assumes the role of an English teacher who used digital multimodal composition to teach writing, with the instructor serving as an observer and collaborator. Here the steps are:

- a. In the first meeting, the researcher presents multimodal text in the form of slide presentation about descriptive text.
- b. The researcher asked students to work in group to make descriptive text about theme that researcher provided.
- c. In the second meeting, researcher gives written feedback to their work and explains all mistakes of students' writing to make revision.
- d. In the third meeting, the researcher present video about historical place and tourist spot then students describe it individually as their writing test.

## 3. *Observing*

Observing involves looking at the results of a planned action by recognizing the responses, viewpoints, and behaviors of everyone



involved.<sup>49</sup> This is also regarded as the data-collection phase, during which the researcher employs unbiased techniques to compile information regarding what is occurring. The following steps were included in this phase by the researcher and the collaborator:

1. The researcher and collaborator observed the classroom environment and managed the students' writing instruction through digital multimodal composition during teaching and learning activity.
  2. To monitor and learn more about how the students' writing skills were improving, the researcher administered a test (a writing test) to the class.
  3. The collaborator completes the student and teacher observation forms.
  4. Discuss about areas of weakness or activity noticed during the inspection with the English teacher.
4. *Reflecting*

In this stage, the researcher evaluated the areas where teachers needed improvement and looked at how well they were using digital multimodal composition. In addition, as part of the data analysis, the researcher examined the results of the writing test taken by the students using the formula for the average score and the proportion of the class that met the minimal mastery level criterion (KKM). The research can be stopped if the outcome was successful. But, when the result was still failed, the researcher should revise the plan and continue to the next cycle.

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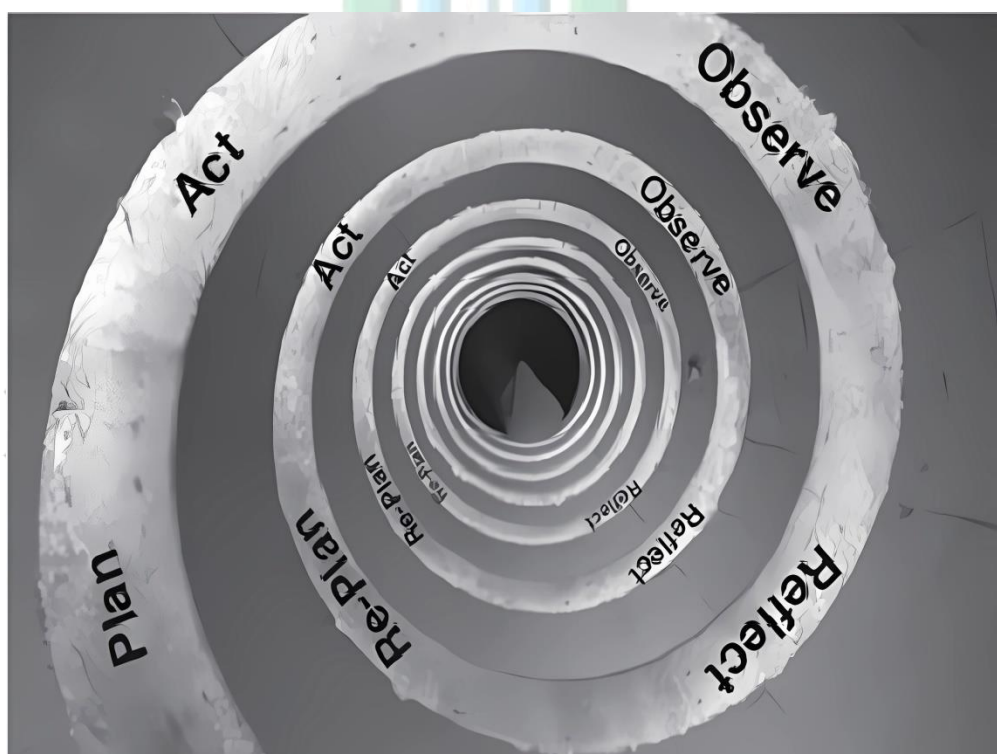
<sup>49</sup> Alex Kasula, "Conducting Action Research in a Practicum: A Student Teacher's Perspective", *The Catesol Journal* 27, No.2 (Spring 2015): 231

### 5. *Revising the plan*

The revision plan carried out when the first cycle did not meet the target of success. Researchers will make revisions to some things that are lacking in implementing the method in the classroom. If in cycle 1 the success target has been achieved, then the revision plan in cycle 2 does not need to be carried out.

### D. Research cycles

Researcher used Kemmis and McTaggart model of Cyclical Action Research, it has four steps every cycle that include planning, action, observing, and reflecting. The design of Classroom Action Research showed in picture below.



Picture 3.1 Action Research Process from Kemmis and McTaggart model.<sup>50</sup>

<sup>50</sup> Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *The Action Research Planner: Doing Critical Participatory Action Research*. (Springer: Acid-free Paper, 2014): 18

This research use 2 cycles to improve students' descriptive text through digital multimodal composing which every cycle has 3 meeting, 2 meeting for teaching and learning 1 meeting for students writing test.

### E. Technique of collecting data

#### 1. Primary data (*writing test*)

In data collection, researchers took data from written tests. The written test will be carried out after implementing the method. The type writing test is making a description of an object based on the video provided. The teacher's and the researcher's scores were tolerated through inter-rater. When evaluating the students' writing test, the researcher and English teacher employed the identical scoring criteria. The tolerance score in this study between the researcher and the English teacher is 5. If a researcher gives a score of 70, the rater should give a number between 65 and 75.

In this test, the researcher adapted aspects of writing from Hughes consisting of content, Organization, grammar, vocabulary, and mechanics. The analytic scoring rubric of writing adapted from Jacob et al,'s (1981) cited by Hughes.<sup>51</sup>

**Table 3.1**  
**Scoring Rubric for Writing Test**

ASPECT	SCORE	LEVELS	INDICATORS
<b>Content</b>	30-27	Excellent to very good	Relevant to the topic at hand, accurate in describing the occurrence, and able to create the idea.

<sup>51</sup> Arthur Huges, *Testing for Language Teachers*, 101-102.

	26-22	Good to average	Thoughts may still be produced that are mostly pertinent to the topic.
	21-17	Fair to poor	Possibly underdeveloped but still pertinent to the topic.
	16-13	Very Poor	Description is missing, there is significant irrelevant information, and the ideas are not developed sufficiently.
<b>Vocabulary</b>	20-18	Excellent to very good	The paragraph demonstrates the proper use of nouns, verbs, conjunctions, and adjectives
	17-14	Good to average	The paragraph contains 2-4 faults word choice, including noun, verb, conjunction, and adjective usage.
	13-10	Fair to poor	The paragraph contains 5-6 faults word choice, including noun, verb, conjunction, and adjective usage.
	9-7	Very Poor	The paragraph contains more than 7 errors of word choice, including noun, verb, conjunction, and adjective.
<b>Organization</b>	20-18	Excellent to very good	Well organized with identification, description and conclusion for descriptive text, appropriate identification, description and conclusion, well paragraph with topic sentence, communicating only one major point.
	17-14	Good to average	The basic point is clear throughout the paragraph; however it isn't always logical or choppy.
	13-10	Fair to poor	Students lack focus and disorganized, lack logical sequencing or development, ambiguous or missing from the paragraph.
	9-7	Very Poor	The student did not organize their sentences or their paragraph not enough to be evaluated.
<b>Grammar</b>	25-22	Excellent to very good	No serious errors in grammatical structure well in present tense, plural singular, and preposition.
	21-18	Good to average	There are 2-3 errors in the present tense, plural singular, and preposition forms
	17-11	Fair to	There are 4-6 errors in the present

		poor	tense, plural singular, and preposition forms
	10-5	Very Poor	There are 7-9 errors in the present tense, plural singular, and preposition forms
<b>Mechanics</b>	5	Excellent to very good	Almost no mistakes in spelling, capitalization, or punctuation.
	4	Good to average	The sentence demonstrates that there are 1-3 errors in spelling, capitalization, and punctuation.
	3	Fair to poor	The sentence demonstrates that there are 4-5 errors in spelling, capitalization, and punctuation.
	2	Very Poor	The sentence demonstrates that there are 6-7 errors in spelling, capitalization, and punctuation.

Source: Arthur Huges, *Testing for Language Teachers*, 101-102

## 2. Secondary data

### A. Interview

Researcher conducted interview with Mr. Kurtubi as English teacher at MAS Nurus Syam and several students from low writing class to identify the problem of students' writing skill. So, The researcher obtained information regarding students' writing abilities by interviews with the English teacher and some students.

### B. Document review

The data in the research were described and supported by a review of related documents. Document review could take the form of an observation checklist, list of students' present, information from the school profile, such as its history, goals, and number of teachers and students, as well as information about the preliminary study's results and the researcher's requirements for this study.

### C. Observation checklist

As a result, to make the observation process more organized, the researcher created an observation checklist that included a list of potential events or activities. An observation checklist is a type of table that lists the steps taken by the researcher to carefully observe the object in order to take note of the environment in the class. Teacher and observer worked together to see students participate in the classroom's teaching and learning process.

### F. Instrument of research

The main data collection techniques in this study were Interview, observation, and writing test. In conducting interviews, the researcher prepared research instruments and interview guidelines, namely in the form of written questions related to experiences, opinions, feelings, desires, and knowledge of data sources regarding students' writing abilities in class X Madrasah Aliyah Nurus Syam. The results of interview are written in interview notes and some documentation. At the time of observation activities, researcher observing the activities and habits of students during learning takes place or after learning takes place. The results of the observations are written in observation checklist and some documentation. The last is implementing the action research. The researcher prepared the material needed in implementing the action research. Researchers prepared lesson plans, learning materials, learning tools, scoring rubric, and writing tests. The result of writing test is written in a document.

## G. Data Analysis

Data from both qualitative and quantitative sources were used in this study. There were various steps to gain data analysis from both methodologies, and they were as follows:

### 1. Qualitative data

In general, there are 3 (three) steps in qualitative data analysis that mentioned miles and Huberman, they are including data reduction, data display and conclusion verification.<sup>52</sup>

#### 1. Data reduction

Data reduction is the procedure of reducing data that happens frequently. Data reduction is the process of choosing, concentrating on the most crucial elements, and then abstracting, modifying, and altering the data that occur in transcribing.

#### 2. Data display

Data display came after data reduction. In order for the research to be mastered in the data collected as the fundamental of coming to the right conclusion, data display is the process of exhibiting data simply in the form of words, sentences, narrative, tables, and graphics.

#### 3. Conclusion drawing and verification

The final phase was drawing conclusions and verifying. In this step, the researcher came to a decision and received the data

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<sup>52</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (USA: Sage Publications 1994), p.10.



analysis' findings. The conclusion intended to provide a clear explanation of what had already been conveyed in the data display.

## 2. Quantitative data

The researcher attempted to calculate the mean score for the students' writing test when analyzing the quantitative data. It served as a gauge of students' writing proficiency. It used the formula:<sup>53</sup>

$$Mx = \frac{\sum x}{N} \times 100\%$$

Notes:

Mx = the average score of the students score

X = the total of students score

N = the quantity of students

The result of students writing was analyzed by using the following formula to find out the percentage score:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of students who obtain the required score minimum

n = the total of students who achieved the standard minimum score

N = the quantity of students.

## H. The Validity of data

The validity of an assessment tool is the extent to which it measures what it was designed to measure, without contamination from other characteristics. For example, a test of writing comprehension should not

<sup>53</sup> Mundir, *Statistik pendidikan* (Jember: STAIN Jember Press, 2012), 51



require mathematical ability.<sup>54</sup> According to brown, the degree to which a test truly measures what it is supposed to measure is known as validity, and it is the most difficult criterion to assess.<sup>55</sup> When measuring something, it is important to take into account a test's validity to ensure that the test is actually measuring what it is supposed to.<sup>56</sup> The researcher uses content validity in this study. The relationships and linkages between the test items and the material they are related to be referred to as content validity.<sup>57</sup> The researcher wrote a test specification before starting creating the test. The test's specifications contained details on the subject matter, the kind and length of the text, the timing, and scoring guidelines.

#### **I. Performance Indicator**

In this section, the researcher explains the indicators used to measure the level of student success from the efforts made by the teacher. The study is deemed successful if the research objective indicator is attained,. The achievement indicator used in this study is described as follows:

The proportion of students who achieve the required score (70) is equal to or greater than 70% of all students participating in the research.

#### **J. Research team**

This research consists of two people as researchers and collaborators.

This writer acts as the researcher who conducts the research in Madrasah

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<sup>54</sup> Hutaaruk, "A Complication Material of English Language Testing" (Pematangsiantar: Universitas Hkbp Nommensen 2015) , 48

<sup>55</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Longman 2001), 387

<sup>56</sup> Dewi Furwana, "Validity and Reliability of Teacher-Made English Summative Test", *Language Circle: Journal of Language and Literature* 13 No.2 (April 2019): 112

<sup>57</sup> Bushra Mustaq, "Validity of Test", *JOJ Nursing & Health Care* 9 No.3 (September 2018): 001

Aliyah Nurus Syam, while M. Kurtubi, S.Pd is an English teacher who acts as a collaborator for this research.

#### K. Research schedule

In this section the researcher present the research schedule from the beginning to the end of the research report.

**Table 3.2**  
**Research schedule**

No.	Activities	N O V	D E S	J A N	F E B	M A R	A P R	M E I	J U N	J U L
1.	Interview and Observation	✓	✓							
2.	Preparing the Proposal		✓	✓						
3.	Proposal Examination				✓					
4.	Revising and preparing instrument					✓				
5.	Implementing the Action					✓	✓			
6.	Analyzing and Consulting the result							✓		
7.	Writing Report							✓	✓	
8.	Consulting the Report							✓	✓	
9.	Thesis Examination								✓	

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## CHAPTER IV

### FINDING AND DISCUSSION

This chapter includes the research findings and discussion based on the findings of the data analysis was gathered.

#### **A. Profile of Madrasah Aliyah Nurussyamsyah**

Madrasah Aliyah Swasta Nurussyamsyah is a private school with B accreditation located in Wringin Regency, Bondowoso, east Java. The school is under the auspices of the Ministry of Religion. The vision of MAS Nurussyamsyah is "To Develop Superior Students in Excellent Islamic Religious Development in Academic and Non-Academic Fields, as well as Environmentally Friendly", while the mission is "1) Prepare a curriculum that is able to meet the needs of students and the community, 2) Providing provision of basic skills as an expansion and increasing knowledge both general and religious, 3) Providing strong and stable basic capital of monotheism and akhlakul karimah, Preparing students to have skills, science, and technology so that they have meaning and significance in life and family, society, nation, and state. MAS Nurussyamsyah has 3 grades, including grades X, XI, and XII. The school has teaching and learning facilities in the form of 3 classrooms for Madrasah Aliyah, 2 computer labs, a room of principal, a TU room, a room for teacher, UKS, a library, a canteen, a sports yard, a bathroom, and a praying room.<sup>58</sup>

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<sup>58</sup> MAS Nurussyamsyah, "Visi dan Misi Madrasah Aliyah Swasta Nurussyamsyah", 17 March 2023

## B. Research Finding

This part describes the results of this study based on the findings of researchers during the teaching and learning process. Researchers conducted research on improving students' descriptive text writing skills at Madrasah Aliyah Nurus Syam. In this study there were two cycles and every cycle has 3 meetings, 2 meetings for material, and 1 meeting for the wiring test. Before implementing this cycle, the researcher conducted a preliminary study in the form of a pre-test to determine students' writing skills before using Digital Multimodal Composing media and as a comparison tool for students' writing abilities after using Digital Multimodal Composing media. The data can be seen in the table below:

**Table 4.1**  
**Students' writing score in the preliminary study**

No	Name	Aspect					Score	Criteria
		C	V	O	G	M		
1	AR	17	12	11	13	2	55	Unsuccessful
2	AS	20	12	13	17	3	65	Unsuccessful
3	A	21	14	14	18	3	70	Successful
4	AM	21	15	13	18	3	70	Successful
5	BR	19	11	11	15	2	58	Unsuccessful
6	IH	21	14	16	16	3	70	Successful
7	IIM	17	10	10	11	2	50	Unsuccessful
8	IM	19	13	12	14	2	60	Unsuccessful
9	KA	24	12	15	18	3	72	Successful
10	MH	18	12	10	13	2	55	Unsuccessful
11	MAH	19	11	10	13	2	55	Unsuccessful
12	MH	19	11	12	14	2	58	Unsuccessful

13	MR	18	13	12	15	2	60	Unsuccessful
14	NU	22	14	13	17	4	70	Successful
15	RH	20	13	14	18	3	68	Unsuccessful
16	RKN	20	12	12	15	3	62	Unsuccessful
17	SHA	19	10	10	14	2	55	Unsuccessful
18	SRJ	20	14	13	18	3	68	Unsuccessful
19	WU	21	13	13	16	2	65	Unsuccessful
20	ZB	21	14	14	18	3	70	Successful
<b>Total</b>							<b>1256</b>	

The table displayed the result of the students' writing skills pre-test. The researcher analyzed the data using the previously mentioned formula. The researcher determined the mean score and analyzed the percentage of student who passed the criteria of success (KKM).

The average students score:

$$Mx = \frac{\sum x}{N} \times 100\%$$

$$Mx = \frac{1256}{20} \times 100\%$$

$$Mx = 62,8$$

Notes:

Mx = mean score of students

X = the sum of students score

N = the total of students

Next, to find out the class percentage that passed the target of minimum standard score, researcher use formula:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{6}{20} \times 100\%$$

$$E = 30\%$$

Notes:

E = students percentage who passed the standard minimum score

n = the total of students who achieved the minimal score

N = the total number of students.

Based on the results of the preliminary study, the data showed that the average score of the student's pre-test was 62,8. From the total number of students (20), it shows that students who achieve the minimum standard score were six students, in the percentage there are 35% of students. After analyzing the results of the preliminary study, most of the tenth-grade students had difficulties in writing skills. Therefore, to overcome these problems, the researcher is interested to use Digital Multimodal Composing media in the form of slide presentations and video information which include several semiotic modes of multimodal composing in teaching writing to attract students' interest and help them to figure out their ideas. Previously, the English teacher had never used this medium in teaching writing.

This research was carried out in two cycles of planning, acting, observing, and reflecting. Every cycle consists of 3 meetings: 2 meetings for teaching materials and 1 meeting for the writing test. Below is a detailed explanation of the study's findings.

## **a. The first cycle**

### **1. Planning**

The researcher and English instructor decided to use digital multimodal composition media to improve students' writing abilities adapted to school facilities and student conditions. Digital Multimodal Composing refers to using digital media in teaching and learning process. To carry out this action research, the researcher made the necessary preparations. The researcher discussed with the English teacher as a collaborator about lesson plans and writing tests related to the application of Digital Multimodal Composing. The researcher taught descriptive text material for senior high school contained in the syllabus standard and basic competence in the curriculum of education level 2013. The researcher completed all of the elements for planning such as lesson plans, learning materials, writing tests, scoring rubrics, and observation checklists. Planning of the action was done collaboratively with the English teacher.

### **2. Action**

In the action, the researcher teaches writing descriptive text with the media that had prepared. This cycle consists of three meetings. Two meetings were for teaching and one meeting was for the writing test. The steps of teaching writing were based on the

lesson plan that had been discussed with the collaborator.<sup>59</sup> The finding of the first meeting was below:

### **1. Finding of the first meeting**

The first meeting in cycle 1 was held on March 20<sup>th</sup>, 2023 at 07.30-09.00 am. The researcher leads the teaching and learning process with the English teacher serving as a collaborator. During the teaching-learning process, the English teacher assisted the researcher in observing the students and taking observation checklist. Furthermore, the English teacher assisted the researcher in maintaining control of the students in the classroom. The researcher taught the materials based on the lesson she created with the English teacher.

Based on the lesson plan, researchers prepared everything needed for teaching the lesson. The media used are students' worksheets and digital multimodal composing media in the form of slide presentations and video information. Because digital multimodal composition isn't distant from digital tools, the researcher employs the LCD and sound that provided by the school as the primary instrument to deliver the slide presentation and the videos. Besides that, additional equipment such as whiteboards, markers, and students' worksheets is required.

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<sup>59</sup> Appendix 6



The researcher began the lecture by introducing herself, asking the students to pray, confirming their attendance, and informing them of the topic they would be talking about. At this meeting, every student in the class was present. Students seem to appreciate the class a lot. They looked very happy with the arrival of the new teacher.

On the main activity, the researcher began explaining the material of descriptive text including the definition of descriptive text, social function, generic structure, linguistic feature, and terminology widely used in descriptive writing. The researcher delivered the material using slide presentation as Digital Multimodal Composing Media. The students listened intently while the researcher provided an explanation and paid attention to the material that the researcher presented on the screen.



Picture 4.1 Slide Presentation as the learning media

In the next material, the researcher gives directions to students to make descriptive text. First, we have to determine the topic to be discussed. The researcher gave an example of Komodo Island. Then we make important points on the topic. Like a Komodo Island, what do they know about this Tourist place? The researcher gave one example as a “Lake”. The students followed answer tourist place, green, blue, komodo, beautiful, etc. After gathering several points, the researcher explained the next step, namely outlining. They develop the points they get so that they become an outline of their writing. For example “Beautiful”, we can develop a topic like “Aerial views prove that it is inarguably, among the most beautiful places in Indonesia”. After everything is spelled out, all the outlines are combined to form a coherent paragraph, we call it a draft. The final step is revising and polishing if there are some errors in the writing. All students understand the steps of writing descriptive well.

After explaining the step of writing descriptive text, the researcher gave an example of descriptive text describing a place (Komodo Island). The researcher describes a description of Komodo Island accompanied by text that describes the image. After that, the researcher and the students analyzed the features of descriptive text including social function, generic structure,

and language features. Besides that, the researcher also examined the level of students' understanding of the descriptive text with several questions about the material that had been explained.

In the next activity, the researcher divided the total of students into 5 groups which contain 4 members. Then the researcher presented 5 different pictures on the screen. The researcher asked every group to describe the picture that has been determined by the researcher. They used the step of writing a descriptive text from the researcher. They also actively share ideas with each other for their writing. The researcher examined the process of doing the assignments for each group. Researchers also offer assistance to students if they have difficulties. During the learning process, on average all students have difficulty remembering vocabulary. Researchers assisted them in translating words they did not know. On the other hand, the researcher also asked the students to record all the new vocabulary to add to their knowledge about vocabulary.

After class ended, the researcher asked the whole group to submit the results of their assignments to the researcher. After that, the researchers asked students about their feelings in this meeting. Most of the students answered "funny". The researcher also asked students about their opinion on using Digital

Multimodal Composing media in the teaching and learning process, they answered that the class was not boring and made them understand the material well. At the last, the researcher closed the lesson by leading students to pray and closes the class by leaving taking.

## **2. Finding of the second meeting**

The second meeting was held on Tuesday, March 21st, 2023 from 09.30 - 10.30 am. After entering the room, the researcher greeted everyone, said a prayer, and checked the class registers before beginning the teaching and learning process. 19 students attended the second meeting. 1 student was absent from class and did not send a letter of permission.

Before the researcher told what would be conveyed at this second meeting, the researcher gave several questions related to the material that has conveyed in the last meeting to

ensure that the students still remember the material. The researchers asked the students about what descriptive text is, what are the generic structures of descriptive text and several vocabularies in describing a place. Several of them did not feel confident answering the researcher's questions. But after being given directions, they began to be confident to answer. After that, the teacher gives a conclusion on their answers in the form of a brief explanation of the descriptive text.

At this meeting, the researcher discussed the results of the student group assignments at the previous meeting. Researcher has provided written feedback on the results of their group work writing. The researcher gave corrections by correcting the wrong or missing words in his writing using red ink. Some of their mistakes lie in spelling, capitalism, prepositions, and plural singular. But they could arrange the outline into paragraphs well.

The main activity in this meeting is for the researcher to give more explanation about their mistakes in writing descriptive text. The researcher explained nominal and verbal sentences because some of their writings did not understand their use. And the other, the researcher gave more explanation about plural and singular which are often used in descriptive text, and corrected some incorrectly written vocabulary. After that, the researcher asked every group to revise their work and they could consult the researcher if they were confused.

After all students revised their work, the researcher told students that tomorrow they will have a writing test. The researcher told student the blueprint of the writing test. The researcher asked students to study what they have learned at the last meeting and this meeting. Before the lesson ended, the researcher asked the students about their feelings toward today's

lesson. Some of them were heard answering "The lesson was fun". They also feel that they understand better with feedback from researchers and they know where their mistakes are in writing. After that, the researcher closed the lesson by leading students to pray and close the class by leave-taking.

### **3. Finding of the third meeting**

In this stage, the students took a writing assessment to help the researcher gather information about how Digital Multimodal Composing media improved their writing. The writing assessment was given On March 27th, 2023. The researcher administered writing tests to each student individually to gauge their writing proficiency and progress. Students were required to describe "Borobudur Temple" for their writing test topic. The students should write a paragraph about Borobudur Temple not least then 8 sentences.

Researchers brought LCD and Sound for writing test equipment. These tools were obtained from this school itself. The researcher asked for help to several students to prepare the LCD as their writing test media. When everything was ready, the researcher opened the class by greeting everyone a good day, leading a prayer, and verifying that everyone was present. All of the pupils showed up to this meeting and participated in the test. Twenty students were enrolled in this class.



After that, the teacher gave a sheet of writing test to every student. First, the researcher asked students to complete their names and ID number in the space provided. Then, the teacher showed the digital multimodal composing media in the form of a video about Borobudur Temple to make them easier to develop their minds. Students pay close attention to the video that is displayed on the screen. The video is presented for approximately 5 minutes and then students write descriptive text of no less than 8 sentences for 45 minutes.



Picture 4.2 video of Borobudur Temple as the test media

After watching the video presented on the screen, students write several important points or words that represent the picture, such as the steps of writing descriptive text that was taught previously. After that students develop the words they write into correct sentences and then organize them into the correct paragraph. Every student gets the same questions, but researchers and collaborators tighten this exam by forbidding

them to discuss, are prohibited from copying their friends' belongings, are prohibited from asking questions, and are prohibited from opening books in the hope that student writing can be measured properly.

Up to the end of the test, everything can go without complications. Students did a good job of adhering to the researcher's directions. Students submit the test in accordance with a predetermined time. The researchers take their test by force and don't care if they haven't finished it or not. This is done by researchers to apply the teachings of time discipline and justice to other students.

In the last class, the researcher asked about students' feelings during the test. They stated that the test is not too difficult because they know what to write after getting the views from the video that was presented. They can imagine what the place is like and then describe it in writing. The videos help them to figure out their ideas. Then, the researcher closed the lesson by praying before leaving the class. Besides that, the researcher asked for the help of several students to clean up the equipment and took it to the teacher's room.

After closing the class, the researcher and the collaborator took the students' writing scores immediately. From this activity, the researcher took the score with the collaborator



as the rater to check the improvement of the students' writing achievement. As a result, the researcher and the English teacher each evaluated one of the students' writing examinations. There was an inter-rater tolerability for the score on this writing exam between the researcher and the teacher. Chapter 3 provided additional details regarding the inter-rater. The difference between the researcher's and the teacher's scores determined the students' final writing test score. The researcher and collaborator assessed students writing by giving written feedback.

**NASKAH SOAL POST-TEST BAHASA INGGRIS  
MADRASAH ALIYAH NURUS SYAM**

Name : Siti Paudatul Jannah      Lesson : English Language  
ID : 18      Timer : 45 Minutes  
Class : X (Tenth Grade)      Teachers : Moh. Kurtubi, S.Pd  
Maufironi

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**Direction:**

1. Write your name and ID number on the available place.
2. After the teacher presented the video about "**Borobudur Temple**", please describe the place by paying attention to the *Identification* and *Descriptions*.
3. You can follow the keywords on the available place.
4. Write out the descriptions not less than 8 sentences.
5. Using dictionary is not allowed!!!

**Keywords**

Location	: Yogyakarta, Indonesia
Attractions	: View.
How to Go There	: walk
Activity	: Learn history, photo
View	: Beautiful
Situation	: crowded

Borobudur temple

Borobudur is located<sup>ed</sup> in Yogyakarta, Indonesia.  
This is<sup>a</sup> historical place that alway<sup>often</sup> visits by people.  
Borobudur is<sup>a</sup> very beautiful and very big building. The building has many ~~to~~ small temples and one very big temple. Borobudur is building from Budha ~~in~~ a long time ago. You can go there by transportation and walk to the Borobudur. The situation is very crowded because many people visited. You can learn history when<sup>you</sup> visits~~is~~ Borobudur.

Picture 4.3 students' writing in cycle 1

The elements of writing that would be assessed in this writing exam are content, organization, vocabulary, grammar, and mechanics. The researcher identified the content to ascertain the students' comprehension of the subject. Next, the researcher evaluated the organization to know students understanding about the structure of descriptive text. The researcher also assessed the vocabulary to see if the students understood how to utilize word form. The researcher next assessed the grammar to see how well the students understood the basic present tense and the grammatical framework for descriptive texts. The last researcher evaluated the text to see if the student understood capitalization, punctuation, and spelling.

According to the findings of the post-test first cycle, students' writing skills improved from 62,8 in the preliminary study (pre-test) to 69 in the post-test first cycle. The details may be seen as follows:

**Table 4.2**  
**Students' writing score of cycle 1**

No	Name	Researcher					Total Score	English Teacher					Total Score	Mean Score	Criteria
		C	V	O	G	M		C	V	O	G	M			
1	AR	19	12	13	13	3	60	18	12	13	13	2	58	59	Fail
2	AS	22	13	15	16	4	70	23	13	15	17	4	72	71	Pass
3	A	22	14	17	18	5	76	22	14	16	18	4	74	75	Pass
4	AM	22	17	15	17	4	75	21	16	14	18	4	73	74	Pass

5	BR	19	13	13	15	2	62	19	13	13	17	2	64	63	Fail
6	IH	21	15	17	18	4	75	21	15	17	16	4	73	74	Pass
7	IIM	18	12	12	13	3	58	18	12	12	12	2	56	57	Fail
8	IM	21	15	15	15	4	70	21	14	16	15	4	70	70	Pass
9	KA	28	14	16	17	3	78	27	14	16	18	3	78	78	Pass
10	MH	20	13	12	15	2	62	20	13	14	15	2	64	63	Fail
11	MAH	20	13	14	14	3	64	20	12	12	13	3	60	62	Fail
12	MH	20	12	13	16	3	64	20	14	14	15	3	66	65	Fail
13	MR	20	13	14	15	4	66	20	15	14	15	4	68	67	Fail
14	NU	22	15	15	18	4	74	24	15	15	18	4	76	75	Pass
15	RH	21	16	15	17	4	73	21	17	16	18	3	75	74	Pass
16	RKN	22	15	13	16	4	70	23	14	13	16	4	70	70	Pass
17	SHA	19	13	12	15	3	62	20	13	13	15	3	64	63	Fail
18	SRJ	23	14	15	20	2	74	24	15	15	20	2	76	75	Pass
19	WU	21	16	15	17	3	72	21	14	16	16	3	70	71	Pass
20	ZB	22	16	15	18	4	75	22	15	15	18	3	73	74	Pass
<b>Total of Score</b>													<b>1380</b>		
<b>Average</b>													<b>69</b>		

The table above showed the result of the post-test in cycle 1. Firstly, the writer calculates the average score with the formula that has already been pointed out.

The average students score:

$$M_x = \frac{\sum x}{N} \times 100\%$$

$$M_x = \frac{1380}{20} \times 100\%$$

$$M_x = 69$$

Notes:

$M_x$  = mean score of the students' score

X = the sum of students score

N = the number of students

Next, to find out the class percentage that passed the target score of minimum standard score, researcher use formula:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{12}{20} \times 100\%$$

$$E = 60\%$$

Notes:

E = students percentage who passed the standard minimum score

n = the number of students who achieved the minimum score

N = the total number of students.

Based on the table above 4.2, the data showed that the mean score of the post-test in cycle 1 is 69. There were 12 of 20 students who got a score equal to or higher than the Minimum Mastery Criterion (KKM 70). The percentage of students who

passed the standard minimum score was 60%, that means this research has not reached the target of success, namely 70% of students. So the conclusion is this cycle is not successful to achieve the indicator of success and need to revise the plan to continue the next cycle.

### 3. Observing

The researcher and the collaborator examined the conditions in the classroom during the teaching and learning

process, as well as the participation and enthusiasm of the students. The information was summarized as follow:

**Table 4.3**  
**Students' observation checklist cycle 1**

No	Indicator	1 <sup>st</sup> Meeting					2 <sup>nd</sup> Meeting					
		1	2	3	4	5	1	2	3	4	5	
1.	<i>Pre-Teaching</i>				✓					✓		
	1. Speak politely in respond teacher's greeting.				✓					✓		
	2. Speak politely in respond teacher question about students' situation.				✓					✓		
	3. Pay attention when the teachers conveying the competencies to be achieved.			✓					✓			
2.	<i>While-Teaching</i>		✓						✓			
	4. Students focus attention when the teacher delivers the material until finish											
	5. DMC media attract student' attention to the material				✓					✓		
	6. DMC help students to figure out their ideas		✓						✓			
	7. Students comply with the rules of the researcher in the class		✓						✓			
	8. Display appreciation and enthusiasm for learning activities.			✓					✓			
	9. Do not do other things outside of learning activities.		✓						✓			
	10. Students are active in writing practice activities both in groups and individually			✓						✓		
	11. The students participating in question and answer session		✓							✓		
	12. The students enjoy the learning process				✓						✓	
	13. Students record what is explained by the teacher	✓							✓			
	3.	<i>Post-Teaching</i>	✓							✓		
		14. Answer questions regarding students' learning difficulties.										
15. The students conclude the subject matter with the teacher.				✓					✓			
	16. Students share their opinion			✓					✓			

	about the learning process											
	17. Students have good opinion about the learning process			✓						✓		

Note:

1: Fail      2: Poor      3: Average      4: Good      5: Excellent

At the first meeting, the researcher come to the class and greeted the students. They responded well to the researchers and told their situations with polite speech. When the researchers deliver the topics that will be discussed in this meeting, most of them pay attention to the researchers. In this section, there were several students did not pay attention, but after being given a warning by the English teacher as the class controller, the students were silent and focused on the researcher.

In the main activity, most of the students focus their attention when the teacher delivers the material to finish. In this meeting, the researchers used DMC media in the form of a Slide Presentation and video information. These media consist of several semiotic modalities that can attract students' attention. This media also helps students to understand the material well and figure out their ideas better. On the other hand, they showed a sense of pleasure and enthusiasm for learning activities. Most students comply with the rules of the researcher in the class. In group work activities, they actively discuss with their friends. They can work well in groups and enjoy the learning process. In this section, students still have weaknesses in recording material

that has been explained by researchers and did not confidence to ask questions to the researchers.

At the end of the class, the researcher asked students difficulty of this learning process. They were still confused to answer. The researcher also asked students' opinions about the teaching and learning process. Several of them said that the learning poses are fun and different that before. They have good opinions about the teaching and learning process.

There aren't many differences between the first and second meetings. Along with the English teacher, the researcher entered the classroom to assist in maintaining order. The researcher enters the class by saying hello and greeting. Students respond to the researcher's questions well and enthusiastically. Students also pay close attention to the teacher when explaining material from the beginning to the end of the lesson. Students also show a happy and active attitude in class.

At this meeting, the students' situation was slightly better than in the previous meeting. Based on the results of observations, students look more active and pay full attention to learning by using Digital Multimodal Composing media. Students look very comfortable in teaching and learning process activities. Students also seemed very active in writing training activities. However, in the questioning activity, many students



were still hesitant to ask questions and consult their writing. The researcher checked each of their group work and asked where the students' difficulties were. Some students showed their lack of understanding and some still looked hesitant to ask questions. Some of them wrote the feedback given by the teacher and some of them still seemed lazy to take notes.

At the end of the lesson, the researcher asked students about the difficulty in the learning process. Some of them started to feel confident by answering questions that were difficult to memorize vocabulary. Then the teacher motivated students about their difficulties by encouraging them to study and read the notes they wrote. The teacher also asked about students' opinions on using Digital Multimodal Composing media in teaching writing. Most of the students answered the researcher's question and they shared a positive response about Digital Multimodal Composing media in teaching writing.

#### 4. **Reflecting**

The reflection was completed following the computation of the students' writing exam scores and observation checklist. A scoring criteria that included multiple factors, including content, organization, vocabulary, grammar, and mechanics, was used to determine how well the students' exams were rated.<sup>60</sup> Then the score was calculated using the formula to get the students'

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<sup>60</sup> Appendix 11



percentage score. The observation list was credible because its purpose was to evaluate how well teaching and learning were being implemented, how well students were responding, and how interested students were in learning English through digital multimodal authoring.

The reflection has been carried out by the researcher and the English teacher and it's found that some students still have problems in their writing. There were significant weaknesses that the researcher and collaborator found in the first cycle.

1. The researcher too quickly explains the material.
2. The researcher does not pay attention to student notes.
3. The researcher did not provide additional grammar to the students.
4. The researcher just provided Slide Presentation in teaching descriptive text.

5. The selection of videos in post-test 1 was not very detailed so that students did not develop their ideas properly.

From the problem above, some students are still under the criteria of success (KKM) because they still have difficulties in grammatical structure, developing ideas, and word choice. However, the percentage of the students who passed the test was 60%, which means it is still below the target of success (70%). we concluded that the first cycle still did not find the target of

success. So, researchers and collaborators need to revise the plan and continue to the second cycle. In the second cycle, the researcher will give more explanation about the material and discuss their mistakes in writing descriptive text post-test 1. On the other hand, the researcher will add some additional vocabulary in describing place. Researchers and collaborators also design classes to use more videos for a more enjoyable teaching and learning process that will generate student enthusiasm in learning.

#### **b. Second Cycle**

After reflecting the cycle 1, researchers and collaborators revised the plan and continued to the second cycle. The second cycle was conducted because the first cycle still did not find the target of success. The explanation of the research implementation cycle 2 is described as follows:

##### **1. Planning**

After discussing and reflecting on the teaching and learning with the collaborators, The first cycle's results necessitated more effective treatment in the second round. The researcher will explain in more detail about the descriptive text material. The material used is still the same as the material in cycle 1 but the examples of descriptive text presented are different. In this cycle, the researcher will provide a more detailed explanation of the use of grammar in descriptive text, choosing vocabulary, and developing good

sentences. All students are required to record the material that has been explained by the teacher. Researchers also provide additional vocabulary that is often used in describing places. Researchers and collaborators also design classes to use more videos for a more enjoyable teaching and learning process that will generate student enthusiasm in learning..

## 2. Action

The action in cycle 2 has the same meetings as cycle 1, namely 3 meetings, 2 meetings for teaching, and 1 meeting for writing tests. The findings described below:

### a. Finding of the first meeting

The first meeting was conducted on Thursday, June 28th, 2022. The researcher came into the X class and asked students to help the researcher prepare the LCD projector. After all media was ready, the researcher started the class by greeting, praying, and checking attendance. The researcher continued the activity by asking about students' readiness for the learning process then the researcher asked the students to open their notebooks.

Before explaining the material, the researcher presented a video about Indonesia's tourist spots. They were silent and paid attention to the video. They looked happy and interested in the video that the researcher presented. After the video was played, the researcher asked the students "What do you know from the video?". Several students answer "Indonesia", "pantai",

“gunung”, “air terjun”, “kesenian”, “desa”, “sawah”, etc. then, the researcher gave a conclusion video that presented the researcher about Indonesia with the tourist spot and the culture. The researcher told students that we will learn again about a description of tourist attractions and historical buildings in Indonesia.



Picture 4.4 video of Indonesian tourist spot

Before delivering the material to be studied, the teacher gave several questions related to the descriptive text that had been studied in the previous cycle. Many of them can remember the material that has been studied well. After that, the researcher concluded again by giving a brief explanation of descriptive text material.

In this learning activity, the teacher gives a little explanation about descriptive text and focuses on students' problems in writing the test, namely: using correct grammar, justifying mechanics, and adding new vocabulary about

describing places. Researchers require students to record the material explained so that they can study well before the exam. The researcher told the students that their notebooks would be graded. By saying that, the students became active in taking notes on everything the researcher explained.

After that, the researcher presented a video about Mahameru Mountain. After watching the video, the researcher gave examples of text that described the place starting from the identification and descriptions sections. In this explanation, the researcher focused attention on the use of grammar in sentences, vocabulary, and mechanics in the text. Researchers also provide repeated explanations to ensure students can receive the material well. Students are required to record what has been explained by the researcher.

By the end of the lesson, the researcher had inspired them to get into the learning mood and participate actively.

After that, the researcher concluded class by thanking all of the students for their efforts in studying and leading the class by praying together.

b. Finding of the second meeting

The second meeting was completed on May, 3rd 2023. Similarly to the first meeting, the second meeting started out identically. In the beginning of the class, the researcher

welcomed everyone, prayed, and counted the students present. The researcher next went over the information presented during the earlier meeting.

The main activity at the second meeting was not different from the previous meeting in cycle 1. The researcher describes digital multimodal media composing in the form of video information about the Prambanan Temple. Students practice describing pictures of tourist attractions presented by paying attention to social functions and language features in descriptive text. The researchers accompany students during the process of doing their writing exercises and help those who have difficulties in the process. Students consult researchers about their writing to find out which ones are wrong. Researchers provide written feedback with a red mark on their writing that must be corrected. After getting feedback from the teacher they revised their writing.

At the end of the class, the researcher asked students about difficulties and motivated them so that they could have a spirit and be active in the learning process. Before the researcher closed the class, she told the students that in the next meeting they would take the writing test they had studied. The researchers asked students to study hard so that they could pass

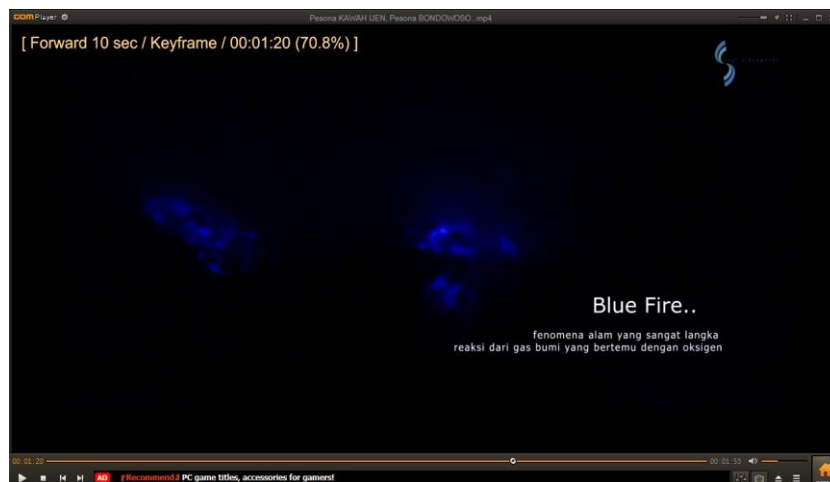
the test. Then, the researchers closed the class by giving appreciation to students and leading them to pray together.

c. Finding of the third meeting

The third meeting was conducted on May, 4<sup>th</sup> 2023. In this meeting, the researcher gave writing test cycle 2. The researcher prepared the tools that were used in this learning in the form of LCD projector and Sound. After everything was ready, the researcher opened the class by greeting, praying, and checking students' attendance. After opening the class, the researcher shares the test paper with the students.

The topic test in cycle 2 is different from the previous test. The previous test was about historical places, while this cycle 2 it's about tourist attractions. The researcher played an information video about Ijen Crater and then the students described it based on the appearance of the place. The students required to write descriptive text not less than 8 sentences. They also asked to follow the steps of writing descriptive text as previously explained. The time given by the researcher to the students to do the test was 45 minutes after the video was played.





Picture 4.5 video of Ijen Crater as the test media

As long as every student finishes the test, everything should go smoothly. Students did a good job of adhering to the researcher's instructions. When the allotted time has passed, the researchers force them to take their test and don't care if they finish it or not. The researcher carried out this in order to apply the lessons of justice and time management.

In the last of class, the researcher asked the students' difficulties while doing the test. After that, the researcher gave motivation to students to study even more enthusiastically. On the other hand, researchers asked their opinion about the use of Digital Multimodal Composing media in their learning. Many of them said that learning to use digital multimodal composing media is fun and keeps them from getting bored.

The researcher and the collaborator immediately collected the students' writing score after the class ended. In order to gauge the progression of the students' writing abilities,

the researcher used the score from this activity along with the collaborator as the rater. There was an inter-rater tolerability for the score on this writing test between the researcher and the teacher. The difference between the researcher's and the teacher's scores determined the students' final writing test score.

**NASKAH SOAL POST-TEST BAHASA INGGRIS  
MADRASAH ALIYAH NURUS SYAM**

Name : <u>ning uifah</u>	Lesson : English Language
ID : <u>19</u>	Timer : 45 Minutes
Class : X (Tenth Grade)	Teachers : Moh. Kurtubi, S.Pd Maufironi

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**Direction:**

1. Write your name and ID number on the available place.
2. After the teacher presented the video about "**Kawah Ijen Mountain**", please describe the place by paying attention to the *Identification* and *Descriptions*.
3. You can follow the keywords on the available place.
4. Write out the descriptions not less than 8 sentences.
5. Using dictionary is not allowed!!!

**Keywords**

Location	: Bondowoso - Banyuwangi
Attractions	: Blue fire, green water, mountain
How to Go There	: Climbing, transportation
Activity	: Photo
View	: Beautiful, wonderful, Amazing
Situation	: Cold, crowded.

Kawah Ijen mountain

Kawah Ijen is wonderful mountain in Bondowoso and Banyuwangi. It is <sup>2</sup>tourist destination that always visited by people. You can go there by transportation and to came <sup>4</sup>the mountain is by climbing.

Kawah Ijen is wonderful view from above. There <sup>23</sup>are blue fire when night. The fire is very beautiful. There <sup>23</sup>also green water is the mountain. Many people can photo there. This place can visit when holiday. This place <sup>43</sup>are popular because away visit by people to holiday.

Picture 4.6 students writing post-test of cycle 2

Based on the data generated from the post-test of cycle 2, the value is obtained in the following table:

**Table 4.4**  
**Students' writing score of post-test cycle 2**

No	Name	Researcher					Total Score	English teacher					Total Score	Mean	Criteria
		C	V	O	G	M		C	V	O	G	M			
1	AR	19	14	14	15	3	65	20	13	12	15	3	63	64	Fail
2	AS	24	15	14	17	4	74	24	15	15	18	4	76	75	Pass
3	A	25	16	17	18	4	80	25	15	16	18	4	78	79	Pass
4	AM	26	16	17	16	5	80	26	16	17	16	5	80	80	Pass
5	BR	25	14	13	14	4	70	24	15	15	14	4	72	71	Pass
6	IH	25	16	18	16	5	80	25	16	18	16	5	80	80	Pass
7	IIM	20	13	14	15	4	66	20	14	15	15	4	68	67	Fail
8	IM	22	17	17	18	4	78	21	16	17	18	4	76	77	Pass
9	KA	25	16	16	18	5	80	24	16	17	18	5	80	80	Pass
10	MH	20	14	14	16	4	68	20	14	12	16	4	66	67	Fail
11	MAH	20	14	14	15	3	66	20	14	13	14	3	64	65	Fail
12	MH	22	14	13	15	4	68	22	16	14	16	4	72	70	Pass
13	MR	22	16	15	17	4	74	21	15	15	16	3	70	72	Pass
14	NU	27	17	15	17	4	80	27	17	17	17	4	82	81	Pass
15	RH	25	17	18	19	5	84	25	17	18	16	4	80	82	Pass
16	RKN	22	15	15	18	5	75	22	15	15	16	5	73	74	Pass
17	SHA	21	14	14	15	4	68	20	13	13	14	4	64	66	Fail
18	SRJ	25	17	15	18	5	80	25	17	15	18	5	80	80	Pass
19	WU	23	16	15	18	4	76	23	16	17	18	4	78	77	Pass
20	ZB	26	17	16	18	5	82	25	16	16	18	5	80	81	Pass
<b>Total of Score</b>													<b>1488</b>		
<b>Average</b>													<b>74,4</b>		

The researcher calculated the mean score and the percentage of students who passed the test using the formula below:

The average students score:

$$Mx = \frac{\sum x}{N} \times 100\%$$

$$Mx = \frac{1488}{20} \times 100\%$$

$$Mx = 74,4$$

Notes:

Mx = the students' mean score

X = the sum of students score

N = the number of students

Next, to find out the class percentage that passed the target score of minimum standard score, researcher use formula:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{15}{20} \times 100\%$$

$$E = 75\%$$

Notes:

E = the percentage of students who achieve the minimum standard score

n = the number of students who achieved the minimum score

N = the total number of students.

The cycle 2 mean score has met the success requirements, according to table 4.4. Based on the data, cycle 2's post-test had an average score of 74,4. Out of a total of 20, 15 students received a score that was equal to or higher than

the Minimum Mastery Criteria (KKM 70). 75% of pupils achieved a score higher than the required mark. Cycle 2 might be considered a success.

### 3. Observing

The second cycle's observation phase is the same as the first cycles. The teaching-learning process, student participation, and students' excitement for learning were all observed by the researcher and collaborator in the classroom. The data were described as follows:

**Table 4.5**  
**Observation checklist for students cycle 2**

No	Indicator	1 <sup>st</sup> Meeting					2 <sup>nd</sup> Meeting					
		1	2	3	4	5	1	2	3	4	5	
1.	<i>Pre-Teaching</i>					✓						✓
	1. Speak politely in respond teacher's greeting.					✓						✓
	2. Speak politely in respond teacher question about students' situation.					✓						✓
	3. Pay attention when the teachers conveying the competencies to be achieved.				✓						✓	
2.	<i>While-Teaching</i>					✓						✓
	4. Students focus attention when the teacher delivers the material until finish					✓						✓
	5. DMC media attract student' attention to the material					✓						✓
	6. DMC help students to figure out their ideas					✓						✓
	7. Students comply with the rules of the researcher in the class				✓							✓
	8. Display appreciation and enthusiasm for learning activities.				✓							✓
	9. Do not do other things outside of learning activities.			✓						✓		
10. Students are active in writing				✓							✓	

	practice activities both in groups and individually												
	11. The students participating in question and answer session			✓									✓
	12. The students enjoy the learning process				✓								✓
	13. Students record what is explained by the teacher					✓							✓
3.	<i>Post-Teaching</i>			✓									✓
	14. Answer questions regarding students' learning difficulties												
	15. The students conclude the subject matter with the teacher.			✓									✓
	16. Students share their opinion about the learning process					✓							✓
	17. Students have good opinion about the learning process					✓							✓

Note:

1: Fail      2: Poor      3: Average      4: Good      5: Excellent

The teaching and learning process in the second cycle was very good than before. The researcher came to the class with the English teacher to help control the class. The researcher enters the class by saying hello and greeting. Students respond to the researcher's words well and enthusiastically. When the researcher wanted to convey the material to be explained at the meeting, the students paid full attention to the researcher's presentation. Students also pay close attention to the teacher when explaining material from the beginning to the end of the lesson.

In this cycle 2 learning activity, the researcher provides some additional vocabulary to students to make it easier for them to write. They are required to record the material explained

and record the new vocabulary they get. In this cycle, students are more active in taking notes than in cycle 1 because the researcher checks their notes between lessons. For students who do not record the teacher gives threats to get punishment. As a result, students are more active in taking notes during the learning.

Based on the results of observations, students look more active and pay full attention to learning by using Digital Multimodal Composing media. Students look very comfortable in teaching and learning process activities. Students also seemed very active in writing training activities. However, in the questioning activity, many students were still hesitant to answer. Some students are confident to answer and some students are not confident to answer. But the questioning activity is still better than before.

At the end of the lesson, the researcher asked students about the difficulty in the learning process. Some of them answered that it was difficult to memorize vocabulary and some of them answered that they had no difficulty. Then the teacher motivated students about their difficulties by encouraging them to study and read the notes they wrote. The teacher also asked about students' opinions on using Digital Multimodal Composing media in teaching writing. Most of the students



answered the researcher's question and they shared a positive response about Digital Multimodal Composing media in teaching writing.

#### 4. Reflecting

In this stage, the researcher reflected on the implementation of Digital Multimodal Composing in teaching writing. This cycle consists of 3 meetings, 2 meetings for teaching and learning, and 1 meeting for writing tests. While teaching and learning, the researcher assessed the students' writing abilities. By examining the acquired data, the researcher assessed it. From the first to the last meeting, the researcher employed an observation checklist written by the English teacher.

Based on the observation checklist, students responded well to the researcher. Students show a happy attitude during learning. They listened to the teacher's explanation well until the end of the lesson. Students are required to record the material and vocabulary to improve their writing test. By controlling student notebooks, they become more active in taking notes. The important point is, the use of Digital Multimodal Composing media could attract students' interest in learning English. They paid attention to the researcher's explanation well. The use of video as Digital Multimodal Composing media in teaching

descriptive text makes them easier to describe what they see in written form.

On the other hand, the researcher still found a few of the students still had a problem in writing such as developing the topic into good sentences, memorizing new vocabulary, and some grammatical structures. Students have a period of approximately one day to study before they carry out writing test. The relatively short study schedule makes it difficult for them to memorize some vocabulary. But despite these deficiencies, students' writing scores were still able to achieve equal or higher than the minimum standard criteria of success.

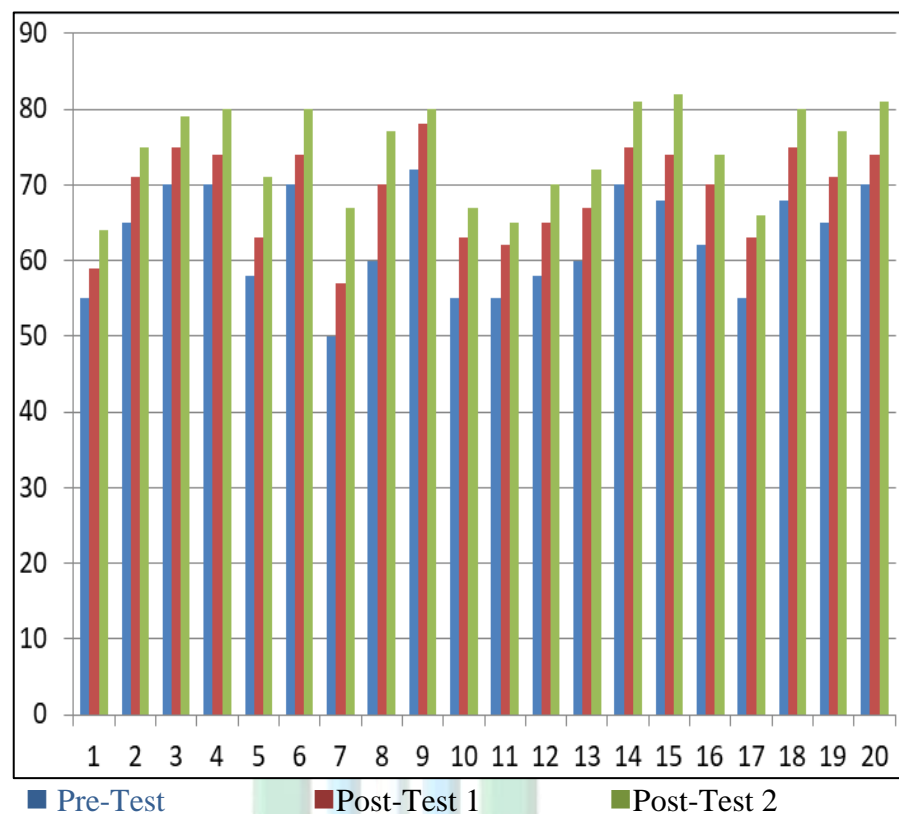
The data of students' writing scores in the second cycle showed improvement from the data in cycle 1. The students got an improvement in mechanics (capitalization and spelling), word choice, and grammatical structure. The table of scores from the preliminary study, post-test 1, and post-test 2 will be presented in the following table.

**Table 4.6**  
**The Recapitulation of Students' writing score**

<b>NO</b>	<b>Name</b>	<b>Pre-test</b>	<b>Post-test 1</b>	<b>Post-test 2</b>
1	AR	55	59	64
2	AS	65	71	75
3	A	70	75	79
4	AM	70	74	80
5	BR	58	63	71

6	IH	70	74	80
7	IIM	50	57	67
8	IM	60	70	77
9	KA	72	78	80
10	MH	55	63	67
11	MAH	55	62	65
12	MH	58	65	70
13	MR	60	67	72
14	NU	70	75	81
15	RH	68	74	82
16	RKN	62	70	74
17	SHA	55	63	66
18	SRJ	68	75	80
19	WU	65	71	77
20	ZB	70	74	81
<b>JUMLAH NILAI</b>		<b>1256</b>	<b>1380</b>	<b>1488</b>
<b>RATA-RATA</b>		<b>62,8</b>	<b>69</b>	<b>74,4</b>
<b>SISWA DIATAS KKM</b>		<b>6</b>	<b>12</b>	<b>15</b>
<b>PERCENTAGES</b>		<b>30%</b>	<b>60%</b>	<b>75%</b>

From the table above, students' percentage who achieve the KKM are 30% in Pre-Test, 60% in Post-Test 1, and 75% in Post-Test 2. It indicated that students who were getting improved writing skills increased up to 45% from the Pre-Test. The comparison of the student's scores from the Pre-Test to Post-Test 2 is shown in the following diagram.



Picture 4.7 graphics of students' writing score

The students' Pre-test and Post-test scores were improved, as seen in the diagram above. On the basis of KKM 70 or above, several pupils achieved their desired score. Digital

Multimodal Composing was a suitable medium for enhancing students' writing abilities, in our opinion. The researcher and collaborator chose to stop the action since it satisfied the requirements for a successful study. No plan revisions or cycle transitions were required by the researcher.

### C. Discussion of the Research

This section presented a discussion of the research findings which are related to the research theories. Improving students' writing skills by using Digital Multimodal Composing media could help students' difficulty in writing. It could be seen from the students' score which was gradually improved after teaching used Digital Multimodal Composing media. From the data of the preliminary study, the students' mean score was 64,1 and the percentage of the students who achieve the standard minimal score was 30%. It proved that the students writing skill was low.

Based on the preliminary research by interviews with the English teacher and the students, the thing that makes students' writing still weak is students lack vocabulary, confused in grammatical structure, and difficult developing their ideas. Then, the researcher planned an instructional media to attract their interest in learning English. Using media in assessing student writing is much more interesting and exciting.<sup>61</sup> In this era of technology, digital tools are the most preferred among students. Using technology in teaching and learning is more interactive, as well as full of interesting areas, and the transfer of knowledge becomes very easy and convenient, as well as effective. The Researcher found an instructional media based on digital technology to solve students' problems in writing that were Digital Multimodal Composing media. Digital Multimodal Composing helps the teacher and students communicate the material using other digital media for

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<sup>61</sup> Wahono and Afifah, "The Record Of Using Picture Series To Develop Students' Writing Skills", ENGLISH REVIEW: Journal of English Education 10, No. 3 ( October 2022), 966

example transferred material into a poster, info graphic, slide presentation, etc. this media helps students easily understand the material and also attracts students' attention.<sup>62</sup>

This action consists of two cycles. There were 3 meetings every cycle, which 2 meetings were for teaching the material and one meeting for writing tests. The researcher explained the material as a whole at the first meeting and then did some exercises describing the place as a group. In the next meeting, the researchers reviewed the material from the previous meeting and focused on providing feedback on some of the writing errors in their group work. The procedure in cycle two was not much different from the first cycle, but the researcher put special emphasis on discussing some of their writing mistakes in post-test 1 and provided some additional vocabulary that is often used in describing places.

The researcher uses slide presentation for teaching the material and video information for creating descriptive text as the learning media. All material of descriptive text from a book transferred to the slide presentation. While the video gained from YouTube and taken according to a predetermined theme. PowerPoint is a medium for conveying subject matter by implementing digital multimodal text.<sup>63</sup> By using PowerPoint, the students pay more attention to the material presented by the researcher using slide

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<sup>62</sup> Juliani Nur Mustika Sari, "Using Wattpad As A Digital Multimodal Composing Of Narrative Text", *RETAIN (Research on English Language Teaching in Indonesia) (e-Journal)* 10, No.1 (Spring 2022), 100-108

<sup>63</sup> Trisanti, Sukyadi, and Suherdi, "Digital Multimodal Composing Usage in EFL Secondary Classroom A Study of In-Service EFL Teachers' Perception", *Universitas Pendidikan Indonesia*, 2022, 378

presentations. On the other hand, the video could help students to figure out their ideas for creating descriptive text. Video media can make it easier for students to pay attention to the material so they can describe it in writing.<sup>64</sup>

The value of students writing skill got good average score after using Digital Multimodal Composing media. It's related to Sari's statement that the students' writing scores were good and many students give positive responses after using digital multimodal composing media.<sup>65</sup> Digital Multimodal Composing media gained good responses from the students. It could improve the students' writing skills. Digital Multimodal Composing created different situations in the class because it made students more active in learning. This media could attract students' attention and help them figure out their ideas. The students' response when applying Digital Multimodal Composing media indicated that students were really interactive in the class. This is in line with Wang's research, all participants in his research stated that multimodal resources were useful and could help them in some way in their writing practices or in the process of expressing themselves.<sup>66</sup>

The improvement also could be seen in the students' scores after the researcher implemented Digital Multimodal Composing media. The students' average score in the preliminary study was 62,8 and the percentage of students who achieved the minimum score was 30% (6 of 20) students. After

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<sup>64</sup> Guswar Dwifadrijin and Mundriyah Y Pamungkas, "The Use Video As Media In Teaching Writing Descriptive Text", *PROJECT (Professional Journal of English Education)* 3, no.5 (September 2020), 265

<sup>65</sup> Juliani Nur Mustika Sari, 107

<sup>66</sup> Huan Wang, A Case Study of English Language Learners' Multimodal Compositions and Identity Representations, (Dissertation: Georgia State University, 2018), 21-22



the researcher implemented Digital Multimodal Composing media, post-test 1 getting improved there was 69 and the percentage of students who achieve the minimum score is 60% (12 of 20 students) and the average of post-test 2 improved by 74,4 and the percentage of students who achieve the minimum score is 75%. It proved that there was an improvement in the student's writing skills. It also could be seen from the students' behavior changing while the researcher was explaining the material using Digital Multimodal Composing media. They followed the teacher's instructions well, answered the researcher's question correctly, and asked some questions actively.

In contrast, Digital Multimodal Composing also has drawbacks. In using this learning model students should be involved in using technological media. After implementing Digital Multimodal Composing media, students are given project assignments to create multimodal writing. However, the focus of this study was more on the influence of Digital Multimodal Composing media in improving students' writing abilities. For project makers it was not implemented because some students did not have technological facilities. The teachers should find digital multimodal composing suitable for their students.<sup>67</sup> So this research implementing digital multimodal composing adapted to the conditions of the students and the facilities in the school.

In the data of students' writing scores (Post-Test 2), five students still had low writing scores. 2 of them missed the second meeting of cycle 2. At the second cycle, the researchers gave detailed explanations about the

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<sup>67</sup> Juliani Nur Mustika Sari, 102

material. Students who do not present in the class, do not get material and feedback from researchers, so they may do not have improvements to their writing. According to Byrne (1995; referenced in Dewi and Nurviyani, 2022) three aspects affect the writing process, including a) psychological difficulties, b) linguistics problems, and c) cognitive problems. Referring to the contributing factors, numerous examples demonstrate how many students believe it to be very difficult to develop writing skills. They write less frequently, with less practice, and with less comprehensive prior knowledge.<sup>68</sup>

The researcher decided to stop the action since the result of the action in cycle 2 showed good improvement in students' writing skills and it had reached the target criterion of success. So the researcher does not need to revise the plan to continue to the next cycle. It could be seen in the research finding above.



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<sup>68</sup> Dewi, and Nurviyani, "Composing Digital Multimodal Notices Using the InShot Application as Learning Media" *Linguistics and English Language Teaching Journal* 10 No. 2 (December 2022), 41

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion of the research including the process of implementing the media in the classroom and the improvement of students writing skill after using Digital Multimodal Composing media. Then, the suggestions are given related to further implementation of Digital Multimodal Composing media to further studies.

#### **A. Conclusion**

After conducted this research, the researcher summarized several processes in implementing DMC media in the classroom. Particularly in this research, the researcher chose learning media in the form of slide presentation and video which are media that implement Digital Multimodal Composing. The researcher transforms the learning material into a slide presentation as teaching media and provided videos as the test media to make them easier to describe the places. After that, the researcher started the action by teaching writing descriptive text with the media had prepared above. The researcher presented the slide presentation followed by giving an oral explanation. In the writing test, the researcher presented a video then students were asked to describe the place based on the video presented. After giving the treatment and test, there were some improvements in students' ability whether quantitative and qualitative data in every cycle.

The implementation of Digital Multimodal Composing media could improve students' writing abilities. There were 75% of students achieved

the standard minimum score (KKM) in the last cycle and achieve the target of success (70%). The slide presentation helps students to understand the material well and the videos help students to figure out their ideas. In addition, the students felt enjoyed the learning process. The students were pay attention to the researcher when explaining the material till the end.

### **B. Suggestions**

Following the completion of this study on the implementation of Digital Multimodal Composing, the researcher offers suggestion to the English teacher and potential future researchers.

#### 1. For the English teacher

The researcher hope that the English teacher could use Digital Multimodal Composing media in this era of technology as instructional media for teaching writing as it made students active and enjoy the learning process and improved their writing skill.

#### 2. For the future researcher

The researcher hopes this research can be a reference for the next researcher in order to have better strategy in teaching learning process.

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## Appendix 1

### PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Maufironi

NIM : T20196123

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Institusi : UIN Kiai Haji Achmad Siddiq Jember

Menyatakan sebenar benarnya bahwa bahwa hasil dalam penelitian ini tidak terdapat unsur unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat orang lain, kecuali yang secara tertulis dikutip dalam naskah ini dan disebutkan dalam sumber kutipan dan daftar pustaka.

Apabila di kemudian hari ternyata hasil penelitian ini terbukti terdapat unsur unsur penjiplakan dan ada klaim dari pihak lain, maka saya bersedia untuk di proses sesuai peraturan perundang-undangan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenarnya dan tanpa paksaan dari siapapun.

Jember, 20 Mei 2023

Saya yang menyatakan



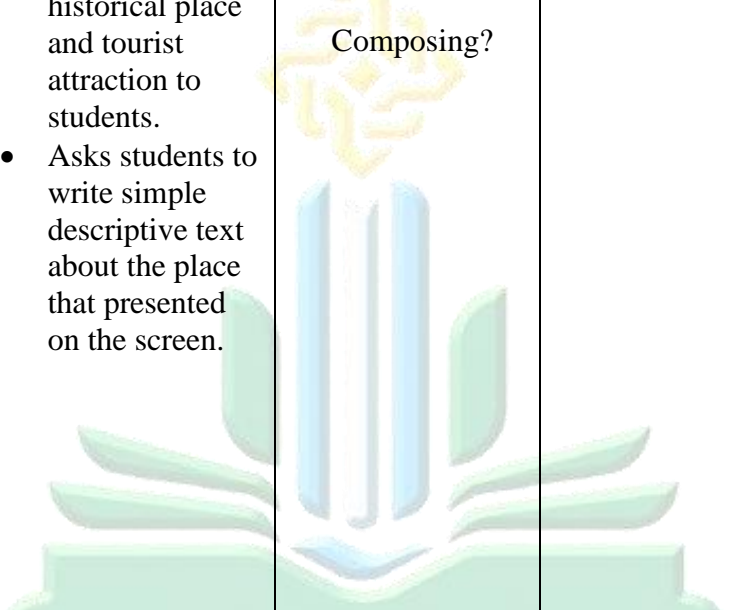
**MAUFIRONI**

NIM.T20196123

## Appendix 2

### RESEARCH MATRIX

TITLE	VARIABLE	INDICATOR	RESEARCH QUESTION	SOURCES OF DATA	RESEARCH METHOD
Improving Students' Descriptive Text Writing skill Through Digital Multimodal Composing at The First Grade Of Madrasah Aliyah Nurus Syam	<ol style="list-style-type: none"> <li><b>Independent variable :</b> the using Digital Multimodal Composing in teaching writing</li> <li><b>Dependent variable :</b> students writing skills of descriptive text</li> </ol>	<ol style="list-style-type: none"> <li>Content</li> <li>Grammar</li> <li>Vocabulary</li> <li>Mechanic</li> <li>Organization</li> </ol> <p>The use of Multimodal Composing method in teaching writing</p> <p><b>Procedure :</b></p> <ul style="list-style-type: none"> <li>Teacher explain the material using Digital Multimodal composing media in the form of slide presentation and video</li> <li>Asks students to pay attention.</li> </ul>	<ul style="list-style-type: none"> <li>How to implement Digital Multimodal Composing to improve students' descriptive writing skill?</li> <li>How does the students' writing skill in descriptive text improved</li> </ul>	<p><b>Primary data :</b> Students writing test score</p> <p><b>Secondary data :</b></p> <ul style="list-style-type: none"> <li>Observation data</li> <li>Interview data</li> <li>Documents</li> <li>Field note</li> </ul>	<ol style="list-style-type: none"> <li>Research Design: Classroom Action Research (CAR). The step of each cycle are: <ol style="list-style-type: none"> <li>Planning</li> <li>Acting</li> <li>Observing</li> <li>Reflecting</li> </ol> </li> <li>Research object : The First Grade students Of MA Nurus Syam</li> <li>Data Collection ; <ul style="list-style-type: none"> <li>Primary data <ul style="list-style-type: none"> <li>Writing test</li> </ul> </li> <li>Secondary data <ul style="list-style-type: none"> <li>Interview</li> <li>Observation</li> <li>Documentation</li> </ul> </li> </ul> </li> <li>Technique of Analysis data <ul style="list-style-type: none"> <li>Averages scores</li> </ul> </li> </ol>

		<ul style="list-style-type: none"> <li>• Teacher show video about historical place and tourist attraction to students.</li> <li>• Asks students to write simple descriptive text about the place that presented on the screen.</li> </ul>	<p>by Digital Multimodal Composing?</p> 	$M_x = \frac{\sum x}{N}$ <p>Mx : Mean X : sum of students score N : number of students</p> <ul style="list-style-type: none"> <li>• Pass Scores <math display="block">E = \frac{n}{N} \times 100\%</math></li> </ul> <p>Notes : E : percentages achieve minimum score n : total students achieve percentages score N : number of students</p>
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## Appendix 3

### RESULT OF INTERVIEW

#### A. Time and place of interview

Day/date : Monday 28<sup>th</sup> November 2022

Time : 10.00 WIB

Place : Madrasah Aliyah Nurus Syam

#### B. Respondent

English Teacher

Student's first grade

#### C. Note

R : Researcher

ET: English Teacher

S : Students



#### THE SCRIPT INTERVIEW WITH ENGLISH TEACHER

- R** : *Bagaimana kemampuan writing siswa di kelas X pak, secara kan kelas X itu kelas pertama atau kelas lanjutan dari MTS?*
- ET** : *bicara soal kemampuan writing siswa kelas X saya rasa masih kurang. Siswa memiliki Banyak kelemahan dalam mencapai aspect writing mereka.*
- R** : *kira kira apa factor yang menyebabkan siswa kesulitan dalam writing?*
- ET** : *selama saya mengajar, saya rasa siswa kurang menunjukkan anthusiast terhadap pembelajaran bahasa inggris. Sehingga mereka kurang memperhatikan mata pelajaran saya. Dengan demikian timbulah kelemahan mereka dalam writing seperti kebingungan apa yang akan mereka tulis, kosa kata yang minim, dan grammar yang masih salah.*
- R** : *jadi yang menjadi dasar masalahnya adalah kurangnya anthusiast siswa dalam belajar bahasa inggris sehingga mengimplikasi kemampuan writing mereka ya pak?*
- ET** : *iya, selain itu siswa kurang mampu dalam mengeluarkan ide mereka kedalam tulisan.*
- R** : *kira kira berapa persen dari mereka yang mampu mencapai KKM writing pak ?*
- ET** : *data terbaru kelas X terdapat 20 siswa, (menunjukkan data nilai siswa) yang mampu menguasai writing hanya sekitar 6-7 siswa. (menghitung persentase) Jadi sekitar 30% nan yang mampu menguasai writing.*
- R** : *lumayan banyak yang belum berhasil ya pak. Kira kira bagaimana upaya bapak dalam meningkatkan kemampuan writing siswa? pernahkah bapak menggunakan metode pembelajaran yang unik untuk menarik perhatian siswa supaya tidak bosan?*

- ET** : biasanya saya mengajar menggunakan game supaya tidak suntuk. Siswa mengikuti pelajaran dengan aktif. Namun kekurangannya game itu, suasana kelas menjadi tidak kondusif.
- R** : selain game, apa ada metode lain yang pernah bapak terapkan ? atau pernahkah bapak menerapkan media teknologi sebagai media pembelajaran?
- ET** : media teknologi belum pernah sih mbk, disini sekolah swasta dan memiliki keterbatasan fasilitas juga. Tapi dalam waktu dekat sekolah kami akan mengadakan fasilitas LCD sebagai alat pembelajaran.
- R** : kalau begitu bolehkan saya melakukan penelitian meningkatkan kemampuan writing siswa dengan Digital multimodal composing media disini pak?. DMC media itu bisa berupa PPT, film, gambar dan animasi yang menggabungkan mode visual, mode gestural, mode linguistic, mode spatial, dan mode aural.
- ET** : boleh mbak. Sepertinya sangat menarik. Penelitian mbk mungkin bisa menjadi pengantar pembelajaran berbasis teknologi disini. Disini kan belumpernah pakai itu. Fasilitasnya nanti kami dukung
- R** : baik pak. Untuk informasi lebih lanjut nanti saya hubungi bapak nggeh. Terimakasih pak katas waktunya
- ET** : nggeh mbak sama sama.

### **SCRIPT INTERVIEW WITH STUDENTS**

- R** : kira kira dalam bahasa inggris kalian lebih suka skill writing, speaking, listening atau reading?
- S1** : mungkin yang paling mudah itu reading kak. tapi kalau saya pribadi tidak suka semuanya. Menurut saya Bahasa inggris itu sulit dipahami dan pembelajarannya kurang menarik.
- R** : menurut kalian skill writing apakah sulit ?
- S3** : ya lumayan sulit kak. Kami bingung Cara menyusun kalimatnya. kalau writing itu kan grammarnya harus benar dan Kosa katanya juga harus sesuai. Kadang kesulitan juga mau nulis topic apa kak
- R** : jadi kalian masih kesulitan di writing ya? Apa upaya kalian untuk bisa mencapai kemampuan writing kalian
- S2** : ya upaya mencoba terus belajar tetapi kadang tidak memikirkan benar atau salah, yang penting dikumpulkan.
- R** : kalau misalnya nanti saya implementasikan media teknologi seperti ppt, film, gambar, animasi dan lain lain tersebut di kelas kalian gimana?
- S2** : wah seperrtinya sangat menarik kak. mungkin kami jadi tidak bosan.
- R** : yasudah terimakasih ya, inshaallah nanti saya implementasikan media tersebut di kelas kalian
- S3** : iya kak



## Appendix 4

### RESEARCH JOURNALS' ACTIVITIES

Name : Maufironi  
 NIM : T20196123  
 Title : Improving Students' Descriptive Text Writing Skills through Digital Multimodal Composing Media at the First Grade of MAS Nurus Syam  
 Location : MAS Nurus Syam, Wringin, Bondowoso

No	Day/Date	Activities	Initials
1.	November, 28 <sup>th</sup> 2022	Giving observation permission letter to conduct interview and observation.	
3.	February, 15 <sup>th</sup> 2023	The researcher conducted classroom observation	
4.	March, 15 <sup>th</sup> 2023	The researcher giving research permission letter to the school and discussed about validity instrument	
5.	March, 16 <sup>th</sup> 2023	The researcher and collaborator conducted students' pre-test	
6.	March, 20 <sup>th</sup> 2023	The researcher implement the action (First meeting)	
7.	March, 21 <sup>th</sup> 2023	The researcher implement the action (Second meeting)	
8.	March, 27 <sup>th</sup> 2023	The researcher gives a writing test to students	
9.	March, 28 <sup>th</sup> 2023	The researcher implement the second cycle (first meeting)	
10.	April, 3 <sup>rd</sup> 2023	The researcher implement the second cycle (second meeting)	
	April, 4 <sup>th</sup> 2023	The researcher gives a writing test to students	
11.	May, 29 <sup>th</sup> 2023	The researcher asks for a letter of research finishing	

Bondowoso, 29 May 2023

The Head Master of School





## Appendix 5

### SURAT KETERANGAN LOLOS CEK TURNITIN

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136  
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
Website: www.uinkhas.ac.id

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**SURAT KETERANGAN LOLOS CEK TURNITIN**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Maufironi  
NIM : T20196123  
Program Studi : Tadris Bahasa Inggris

telah lolos cek similarity dengan menggunakan aplikasi turnitin dengan skor sebesar 14,2%

BAB I : 16%  
BAB II : 14%  
BAB III : 18%  
BAB IV : 15%  
BAB V : 8%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 9 Juni 2023  
Petugas Ruang Baca

  
(Uifa Dina Novienda, S.Sos.I, M.Pd.)

## Appendix 6

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MA Nurussyamsyah
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/ Ganjil
Materi Pokok	: Teks Deskriptif; Tempat Wisata dan Bangunan Bersejarah Terkenal
Alokasi Waktu	: 2 pertemuan (4 JP x 45 Menit)

#### A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"><li>• Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li><li>• Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li></ul>
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan	<ul style="list-style-type: none"><li>• Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</li></ul>

bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	
---	--

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal dengan menyimak penjelasan guru dengan benar.
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal dengan menyimak penjelasan guru dengan benar.
- Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### D. Materi Pembelajaran

- Fungsi Sosial  
Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
- Struktur Teks  
Identification : bagian pembuka dan gambaran umum tentang suatu topik. Identifikasi berfungsi sebagai pengenalan dari apa yang sedang di jelaskan.  
Description : pada bagian deskripsi ini menjelaskan ciri-ciri umum sampai khusus atau sifat-sifat yang ada dalam benda, orang, tempat. Atau binatang yang sedang dijelaskan.
- Unsur kebahasaan
  - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
  - Adverbia terkait sifat seperti quite, very, extremely, dst.
  - Kalimat deklaratif dan interogatif dalam tense yang benar
  - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik  
Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI.

### E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Inquiry Based Learning
- 3) Metode : Diskusi dan Tanya jawab

### F. Media Pembelajaran

#### 1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian
- ❖ Digital Multimodal Composing media (slide presentation and video)

#### 2. Alat/Bahan

- ❖ papan tulis dan spidol
- ❖ Laptop, HP, LCD, & sound

#### G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ <https://www.youtube.com/watch?v=Juvmq5Nvr3s>
- ❖ <https://www.youtube.com/watch?v=BOIMERLcSfw>
- ❖ [https://www.youtube.com/watch?v=dwIN\\_k4ZQSU](https://www.youtube.com/watch?v=dwIN_k4ZQSU)
- ❖ <https://www.zenius.net/blog/descriptive-text>
- ❖ Kamus Bahasa Inggris

#### H. Langkah-Langkah Pembelajaran

PERTEMUAN PERTAMA		
Langkah Pembelajaran	Aktivitas pembelajaran	Waktu
<b>Pre-Activity</b>	<ul style="list-style-type: none"> <li>- Guru memberi salam</li> <li>- Guru meminta siswa untuk memimpin doa dan selanjutnya menanyakan kabar peserta didik</li> <li>- Guru mendata kehadiran siswa</li> <li>- Guru menyampaikan tujuan pembelajaran kepada siswa</li> <li>- Siswa memperhatikan apa yang disampaikan oleh guru.</li> </ul>	<b>10 Menit</b>
<b>Whlist-Activity</b>	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Guru menyampaikan materi tentang Descriptive text.</li> <li>- Guru menjelaskan unsur kebahasaan yang digunakan untuk menulis Descriptive text</li> <li>- Guru memberikan penjelasan tentang step menulis descriptive text</li> <li>- Guru menunjukkan contoh paragraph tentang descriptive text kepada siswa.</li> <li>- Siswa mengamati ciri-ciri kalimat descriptive text (fungsi sosial, struktur teks, dan unsur kebahasaan) yang ada di contoh.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Siswa bertanya kepada guru tentang apa yang tidak mereka pahami</li> <li>- Guru bertanya kepada siswa mengenai materi descriptive text yang sudah dijelaskan untuk mengetahui sejauh mana pemahaman siswa tentang descriptive text</li> </ul> <p><b>Exploring/experimenting</b></p> <ul style="list-style-type: none"> <li>- Peserta didik diminta untuk membaca rujukan dari berbagai sumber, termasuk buku LkS, untuk mengetahui lebih detail tentang fungsi social, struktur teks dan unsur kebahasaan dari teks deskripsi</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- Guru membagi siswa menjadi 5 kelompok</li> <li>- Guru memaparkan gambar tempat wisata dan bangunan bersejarah</li> </ul>	<b>70 menit</b>

	<ul style="list-style-type: none"> <li>- Guru meminta siswa untuk membuat teks deskriptif tentang Tourism Place dan Historical Building sesuai dengan topik yang sudah disiapkan oleh guru</li> <li>- Siswa menggunakan informasi yang sudah dikumpulkan untuk menyusun teks deskripsi</li> </ul>	
	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Secara berkelompok siswa berlatih untuk mendeskripsikan tempat berdasarkan gambar yang telah dibagikan kepada setiap kelompok.</li> <li>- Setiap kelompok mengumpulkan hasil tulisan mereka</li> </ul>	
<b>Post-Activity</b>	<ul style="list-style-type: none"> <li>- Guru memberi penguatan dengan menyampaikan materi yang dipelajari.</li> <li>- Siswa dengan guru membahas kesulitan yang dihadapi siswa selama pembelajaran.</li> <li>- Siswa dibimbing oleh guru menyimpulkan materi yang dipelajari.</li> <li>- Guru menyampaikan materi yang akan dibahas pertemuan selanjutnya sebelum menutup pelajaran hari ini.</li> <li>- Guru menutup pembelajaran hari ini dengan berdoa bersama</li> </ul>	<b>10 menit</b>

## PERTEMUAN KEDUA

Langkah Pembelajaran	Aktivitas pembelajaran	Waktu
<b>Pre-Activity</b>	<ul style="list-style-type: none"> <li>- Guru memberi salam</li> <li>- Guru meminta siswa untuk memimpin doa dan selanjutnya menanyakan kabar peserta didik</li> <li>- Guru mendata kehadiran siswa</li> <li>- Guru menyampaikan tujuan pembelajaran kepada siswa</li> <li>- Siswa memperhatikan apa yang disampaikan oleh guru.</li> </ul>	<b>10 menit</b>
<b>Whlist-Activity</b>	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan hasil tulisan siswa yang telah diberi feedback</li> <li>- Guru menjelaskan kesalahan dalam tulisan siswa yang sering muncul atau yang sering dilakukan dalam menulis</li> </ul>	<b>70 menit</b>
	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Siswa diberi kesempatan untuk bertanya mengenai hasil tulisan mereka yang telah di beri feedback secara bergantian</li> </ul>	
	<p><b>Exploring/experimenting</b></p> <ul style="list-style-type: none"> <li>- Siswa mencatat feedback daru guru sebagai perbaikan tulisan mereka</li> <li>- Peserta didik diminta untuk membaca rujukan dari berbagai sumber, termasuk buku LkS, untuk mengetahui lebih detail tentang fungsi social, struktur teks dan unsur kebahasaan dari teks deskripsi</li> </ul>	

	<p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- Siswa merevisi tulisan mereka yang telah diberi feedback</li> <li>- Guru mendampingi siswa untuk merevisi</li> </ul>	
	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Setiap kelompok mengumpulkan hasil revisi mereka kepada guru</li> </ul>	
<b>Post-Activity</b>	<ul style="list-style-type: none"> <li>- Guru memberi penguatan dengan menyampaikan materi yang dipelajari.</li> <li>- Siswa dengan guru membahas kesulitan yang dihadapi siswa selama pembelajaran.</li> <li>- Siswa dibimbing oleh guru menyimpulkan materi yang dipelajari.</li> <li>- Guru menyampaikan materi yang akan dibahas pertemuan selanjutnya sebelum menutup pelajaran hari ini.</li> <li>- Guru menutup pembelajaran hari ini dengan berdoa bersama</li> </ul>	<b>10 menit</b>

#### I. Penilaian Penulisan

No	Nama	Aspect					skor
		content	organization	vocabulary	grammar	mechanic	

2023

Bondowoso, .....,.....

Mengetahui  
Kepala Sekolah MA Nurus Syam

Guru Mata Pelajaran

SAMSUL HUDA, S.E  
NUPTK. 2849762663200022

MOHAMMAD KURTUBI, S.Pd  
NUPTK.6350765666200003











## Appendix 9

### VALIDITY INSTRUMENT

#### INSTRUCTIONS

1. Put a check mark (✓) in the column according to your opinion
2. If there is a need to be revised, please write in the column "Catatan"

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
<b>A.</b>	<b>Isi</b>					
	1. Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar 3.4 dan 4.4.			✓		
	2. Indikator sesuai dengan Materi			✓		
	3. Petunjuk cara pengerjaan soal sesuai dengan soal yang disediakan.			✓		
	4. Pedoman penskoran sesuai dengan rubric skor yang telah di tetapkan.				✓	<i>Ada beberapa yang harus di susutkan</i>
	5. Kesesuaian alokasi waktu dengan dengan soal yang telah disediakan.				✓	
<b>B.</b>	<b>Konstruk</b>					
	1. Soal disusun menggunakan test tulis untuk mengetahui kemampuan "writing" siswa.			✓		
	2. Soal writing test focus kepada satu object yang akan di desripsikan.			✓		
	3. Soal writing test disusun dengan mengharuskan siswa untuk menulis identification dan description descriptive text.			✓		

	4. Penilaian kemampuan writing siswa diadaptasi dari buku Arthur Hughes.					✓
<b>C.</b>	<b>Bahasa</b>					
	1. Petunjuk soal menggunakan kaidah bahasa inggris yang benar dan mudah dipahami					✓
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian.					✓
	3. Rumusan soal tidak mengandung kata kata yang menyinggung peserta didik.					✓

*Note:*

- 4 : Sangat Baik
- 3 : Baik
- 2 : Kurang
- 1 : Sangat Kurang

Jember. 15. / 03. / 2023

Validator

Mahammad Kurubi, S.Pd.

## Appendix 10

### KISI – KISI WRITING TEST KELAS X SEMESTER GENAP TAHUN PELAJARAN 2023 /2024 MAS NURUS SYAM

Jenjang : MA  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X / 2  
Silabus : K – 13  
Penyusun kisi – kisi : Maufironi

Kompetensi Dasar	Kelas	Materi	Indicator	Bentuk Soal
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	X	Descriptive text	Disediakan sebuah kolom siswa mampu menyusun teks tulis deskripsi sederhana tentang <i>historical place</i> atau <i>tourist destination</i> yang di paparkan dalam layar oleh guru minimal 8 kalimat yang mengandung struktur teks deskripsi, <i>identification</i> and <i>description</i> .	Essay

KH ACHMAD SIDDIQ  
JEMBER

Appendix 11

**SCORING RUBRIC FOR WRITING**

<b>ASPECT</b>	<b>SCORE</b>	<b>LEVELS</b>	<b>INDICATORS</b>
<b>Content</b>	30-27	Excellent to very good	Relevant to the topic at hand, accurate in describing the occurrence, and able to create the idea.
	26-22	Good to average	Thoughts may still be produced that are mostly pertinent to the topic.
	21-17	Fair to poor	Possibly underdeveloped but still pertinent to the topic.
	16-13	Very Poor	Description is missing, there is significant irrelevant information, and the ideas are not developed sufficiently.
<b>Vocabulary</b>	20-18	Excellent to very good	The paragraph demonstrates the proper use of nouns, verbs, conjunctions, and adjectives
	17-14	Good to average	The paragraph contains 2-4 faults word choice, including noun, verb, conjunction, and adjective usage.
	13-10	Fair to poor	The paragraph contains 5-6 faults word choice, including noun, verb, conjunction, and adjective usage.
	9-7	Very Poor	The paragraph contains more than 7 errors of word choice, including noun, verb, conjunction, and adjective.
<b>Organization</b>	20-18	Excellent to very good	Well organized with identification, description and conclusion for descriptive text, appropriate identification, description and conclusion, well paragraph with topic sentence, communicating only one major point.
	17-14	Good to average	The basic point is clear throughout the paragraph; however it isn't always logical or choppy.
	13-10	Fair to poor	Students lack focus and disorganized, lack logical sequencing or development, ambiguous or missing from the paragraph.
	9-7	Very Poor	The student did not organize their

			sentences or their paragraph not enough to be evaluated.
<b>Grammar</b>	25-22	Excellent to very good	No serious errors in grammatical structure well in present tense, plural singular, and preposition.
	21-18	Good to average	There are 2-3 errors in the present tense, plural singular, and preposition forms
	17-11	Fair to poor	There are 4-6 errors in the present tense, plural singular, and preposition forms
	10-5	Very Poor	There are 7-9 errors in the present tense, plural singular, and preposition forms
<b>Mechanics</b>	5	Excellent to very good	Almost no mistakes in spelling, capitalization, or punctuation.
	4	Good to average	The sentence demonstrates that there are 1-3 errors in spelling, capitalization, and punctuation.
	3	Fair to poor	The sentence demonstrates that there are 4-5 errors in spelling, capitalization, and punctuation.
	2	Very Poor	The sentence demonstrates that there are 6-7 errors in spelling, capitalization, and punctuation.

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KH ACHMAD SIDDIQ  
JEMBER



**Appendix 12**

**STUDENTS' ATTENDANCE  
TENTH GRADE MAS NURUS SYAM**

No	Name	Pre-Test	Cycle 1			Cycle 2		
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
			M	M	M	M	M	M
1	AR	✓	✓	A	✓	✓	A	✓
2	AS	✓	✓	✓	✓	✓	✓	✓
3	A	✓	✓	✓	✓	✓	✓	✓
4	AM	✓	✓	✓	✓	✓	✓	✓
5	BR	✓	✓	✓	✓	✓	✓	✓
6	IH	✓	✓	✓	✓	✓	✓	✓
7	IIM	✓	✓	✓	✓	✓	✓	✓
8	IM	✓	✓	✓	✓	✓	✓	✓
9	KA	✓	✓	✓	✓	✓	✓	✓
10	MH	✓	✓	✓	✓	A	✓	✓
11	MAH	✓	✓	✓	✓	✓	✓	✓
12	MH	✓	✓	✓	✓	✓	✓	✓
13	MR	✓	✓	✓	✓	✓	✓	✓
14	NU	✓	✓	✓	✓	✓	✓	✓
15	RH	✓	✓	✓	✓	✓	✓	✓
16	RKN	✓	✓	✓	✓	✓	✓	✓
17	SHA	✓	✓	✓	✓	✓	✓	✓
18	SRJ	✓	✓	✓	✓	✓	✓	✓
19	WU	✓	✓	✓	✓	✓	✓	✓
20	ZB	✓	✓	✓	✓	✓	✓	✓

Note :

M : Meeting

A : Absent

S : Sick

P : Permit

## Appendix 13

### STUDENT'S PRE-TEST

#### NASKAH SOAL PRE-TEST BAHASA INGGRIS MADRASAH ALIYAH NURUS SYAM

Name : Alifia Siskawati  
ID : 2  
Class : X (Tenth Grade)

Lesson : English Language  
Timer : 40 Minutes  
Teachers : Moh. Kurtubi, S.Pd  
Maufironi

#### Direction:

1. Write your name and ID number on the available place.
2. Make a descriptive text not less than 7 sentences about "tourist attractions or historical building" you have visited.
3. Pay attention for generic structure of descriptive text, *identification* and *descriptions*.
4. Using dictionary is not allowed!!!

\* pasir putih beach beach located  
\* pasir putih beach is in sribandjo. I go there with motor.  
pasir putih have fine door. The sand ~~is~~ is white.  
The water is blue. There many people you can  
play people to have fun. you also can swimming.  
~~The situation is~~ very hot in afternoon. you can see  
Sunset in evening.

- word choice

- Spelling

65

NASKAH SOAL PRE-TEST BAHASA INGGRIS  
MADRASAH ALIYAH NURUS SYAM

Name : abdur rahman  
ID : 1  
Class : X (Tenth Grade)

Lesson : English Language  
Timer : 40 Minutes  
Teachers : Moh. Kurtubi, S.Pd  
Maufironi

**Direction:**

1. Write your name and ID number on the available place.
2. Make a descriptive text not less than 7 sentences about "tourist attractions or historical building" you have visited.
3. Pay attention for generic structure of descriptive text, *identification* and *descriptions*.
4. Using dictionary is not allowed!!!

Utama raya beach

I <sup>went</sup> go to utama raya beach last year. The <sup>location</sup> place  
in Situbondo. The beach is <sup>beautiful</sup> biutyfui. The prise to  
enter is 5000. I love the piase. It have  
<sup>beautiful</sup> beutyfui cafe. You can ~~sewa~~ sewa motor bike  
if you want play. <sup>rented</sup>

SS

**NASKAH SOAL PRE-TEST BAHASA INGGRIS  
MADRASAH ALIYAH NURUS SYAM**

Name : Amelia  
ID : 3  
Class : X (Tenth Grade)

Lesson : English Language  
Timer : 40 Minutes  
Teachers : Moh. Kurtubi, S.Pd  
Maufironi

**Direction:**

1. Write your name and ID number on the available place.
2. Make a descriptive text not less than 7 sentences about "tourist attractions or historical building" you have visited.
3. Pay attention for generic structure of descriptive text, *identification* and *descriptions*.
4. Using dictionary is not allowed!!!

Arak-Arak Bondowoso

Arak-arak is ~~touris~~ <sup>real</sup> attraction that location in Wringin Bondowoso. I am always go <sup>to</sup> arak-arak when I want holiday. The place are in <sup>is</sup> perbatasan <sup>the border of</sup> bondowoso and Situbondo. Arak-arak have beautiful <sup>view</sup> pemandangan. We can see green <sup>hill</sup> bukit at Arak-arak. There also many monkeys.

70





**NASKAH SOAL POST-TEST 1 BAHASA INGGRIS  
MADRASAH ALIYAH NURUS SYAM**

Name : Aufia Subawati  
ID : 2  
Class : X (Tenth Grade)

Lesson : English Language  
Timer : 45 Minutes  
Teachers : Moh. Kurtubi, S.Pd  
Maufironi

**Direction:**

1. Write your name and ID number on the available place.
2. After the teacher presented the video about "**Borobudur Temple**", please describe the place by paying attention to the *Identification* and *Descriptions*.
3. You can follow the keywords on the available place.
4. Write out the descriptions not less than 8 sentences.
5. Using dictionary is not allowed!!!

**Keywords**

Location	: Indonesia, Yogyakarta
Attractions	: History, temple, tourist
How to Go There	:
Activity	:
View	:
Situation	:

Borobudur Temple

Borobudur is building history that located in Yogyakarta. This place always come by many people. The people is from Indonesia or tourist.

Borobudur is building building in a long time ago. The place very big. The temple is many. The building are beautiful and big. The situation are fresh and hot. How to go there can with car, motor or bus.

ET = 72  
R = 70

NASKAH SOAL POST-TEST 2 BAHASA INGGRIS  
MADRASAH ALIYAH NURUS SYAM

Name : Amelia  
ID : 3  
Class : X (Tenth Grade)

Lesson : English Language  
Timer : 45 Minutes  
Teachers : Moh. Kurtubi, S.Pd  
Maufironi

**Direction:**

1. Write your name and ID number on the available place.
2. After the teacher presented the video about "**Borobudur Temple**", please describe the place by paying attention to the *Identification* and *Descriptions*.
3. You can follow the keywords on the available place.
4. Write out the descriptions not less than 8 sentences.
5. Using dictionary is not allowed!!!

**Keywords**

Location	: Yogyakarta, Indonesia
Attractions	: Temple
How to Go There	: By Car or bus
Activity	: learning history
View	: Wonderful, Beautiful
Situation	: fresh

Borobudur Temple

Borobudur temple located at Yogyakarta Indonesia. This tourist spot is famous for people in Indonesia and other Country. This place is building ~~dead~~ dead budha. This is Very big building. How to go there is by car or bus. You can study history when Visit borobudur. The Views is Very wonderful and beautiful. The situation maybe fresh because there is many tree, I am want to come there

ET=74 R=76



## STUDENT'S POST-TEST 2

### NASKAH SOAL POST-TEST BAHASA INGGRIS MADRASAH ALIYAH NURUS SYAM

Name : abdur rahman  
ID : 1  
Class : X (Tenth Grade)

Lesson : English Language  
Timer : 45 Minutes  
Teachers : Moh. Kurtubi, S.Pd  
Maufironi

#### Direction:

1. Write your name and ID number on the available place.
2. After the teacher presented the video about "**Kawah Ijen Mountain**", please describe the place by paying attention to the *Identification* and *Descriptions*.
3. You can follow the keywords on the available place.
4. Write out the descriptions not less than 8 sentences.
5. Using dictionary is not allowed!!!

#### Keywords

Location	: Bondowoso
Attractions	: mountain, blu fire
How to Go There	: waiting
Activity	: photo-photo
View	: beautiful
Situation	: cool

#### Kawah Ijen Bondowoso

Kawah Ijen is located in bondowoso. Kawah Ijen is beautiful place for holiday. People come it when holiday. Kawah Ijen it mountain. It have <sup>has</sup> blu fire. It have <sup>has</sup> danau blue. It <sup>is</sup> very beautiful. you can photo-photo there for remember it. The situation very cool. ~~people~~ To come mountain are with waiting.

ET = 63

P. = 65

NASKAH SOAL POST-TEST BAHASA INGGRIS  
MADRASAH ALIYAH NURUS SYAM

Name : Aupia Siswanti  
ID : 2  
Class : X (Tenth Grade)

Lesson : English Language  
Timer : 45 Minutes  
Teachers : Moh. Kurtubi, S.Pd  
Maufironi

**Direction:**

1. Write your name and ID number on the available place.
2. After the teacher presented the video about "Kawah Ijen Mountain", please describe the place by paying attention to the *Identification and Descriptions*.
3. You can follow the keywords on the available place.
4. Write out the descriptions not less than 8 sentences.
5. Using dictionary is not allowed!!!

**Keywords**

Location	: Bondowoso Banyuwangi
Attractions	: Blue fire and water
How to Go There	: climbing
Activity	: take photo holiday
View	: wonderful
Situation	: cool

Kawah Ijen Bondowoso

Kawah Ijen is located in Bondowoso and Banyuwangi.  
Kawah Ijen is beautiful tourist place in Indonesia. many  
people come it when holiday.

Kawah Ijen have blue fire and blue water in the  
mountain. it is very beautiful, how to go there climbing  
in the mountain. The view is very wonderful. Situation  
is very cold. I want come kawah Ijen next time.

ET = 76  
R = 74

NASKAH SOAL POST-TEST BAHASA INGGRIS  
MADRASAH ALIYAH NURUS SYAM

Name : Amelia  
ID : 3  
Class : X (Tenth Grade)

Lesson : English Language  
Timer : 45 Minutes  
Teachers : Moh. Kurtubi, S.Pd  
Maufironi

**Direction:**

1. Write your name and ID number on the available place.
2. After the teacher presented the video about "Kawah Ijen Mountain", please describe the place by paying attention to the *Identification* and *Descriptions*.
3. You can follow the keywords on the available place.
4. Write out the descriptions not less than 8 sentences.
5. Using dictionary is not allowed!!!

**Keywords**

Location	: Banyuwangi - Bondowoso
Attractions	: blue fire - lake
How to Go There	: climb
Activity	: Holiday
View	: Beautiful
Situation	: cold

Kawah Ijen Bondowoso

Kawah Ijen is located in Banyuwangi and Bondowoso.

There is two way <sup>access</sup> from Banyuwangi and Bondowoso. You can go there with car or motor and then climb <sup>to</sup> visit <sup>the</sup> mountain.

Kawah Ijen <sup>has</sup> beautiful view. There is <sup>are</sup> blue fire and green lake. it is very wonderful. the situation is very cold. This place is recommended to having holiday with your friend or your family because this place very amazing. ~~I~~ will go ~~ther~~ Sometime

ET = 78

R = 80



Appendix 15

**STUDENTS' WITING SCORE**  
**TENTH GRADE OF MAS NURUS SYAM**

NO	NAMA SISWA	PRE-TEST	POST-TEST 1			POST-TEST 2		
			R	ET	Final Score	R	ET	Final Score
1	AR	55	60	58	59	65	63	64
2	AS	65	70	72	71	74	76	75
3	A	70	76	74	75	80	78	79
4	AM	70	75	73	74	80	80	80
5	BR	58	62	64	63	70	72	71
6	IH	70	75	73	74	80	80	80
7	IIM	50	58	56	57	66	68	67
8	IM	60	70	70	70	78	76	77
9	KA	72	78	78	78	80	80	80
10	MH	55	62	64	63	68	66	67
11	MAH	55	64	60	62	66	64	65
12	MH	58	64	66	65	68	72	70
13	MR	60	66	68	67	74	70	72
14	NU	70	74	76	75	80	82	81
15	RH	68	73	75	74	84	80	82
16	RKN	62	70	70	70	75	73	74
17	SHA	55	62	64	63	68	64	66
18	SRJ	68	74	76	75	80	80	80
19	WU	65	72	70	71	76	78	77
20	ZB	70	75	73	74	82	80	81
<b>JUMLAH NILAI</b>		<b>1256</b>			<b>1380</b>			<b>1488</b>
<b>RATA-RATA</b>		<b>62,8</b>			<b>69</b>			<b>74,4</b>
<b>DIATAS KKM (70)</b>		<b>6</b>			<b>12</b>			<b>15</b>
<b>PERCENTAGES</b>		<b>30%</b>			<b>60%</b>			<b>75%</b>
<b>DIBAWAH KKM (70)</b>		<b>14</b>			<b>8</b>			<b>5</b>
<b>PERCENTAGES</b>		<b>70%</b>			<b>40%</b>			<b>25%</b>

## Appendix 16

### OBSERVATION CHECKLIST CYCLE 1

No	Indicator	1 <sup>st</sup> Meeting					2 <sup>nd</sup> Meeting					
		1	2	3	4	5	1	2	3	4	5	
1.	<i>Pre-Teaching</i>				✓					✓		
	1. Responds to teacher greetings with polite speech.				✓					✓		
	2. Responds to teacher questions about the situation of students with polite speech.				✓					✓		
	3. Focus on teachers conveying the competencies to be achieved.			✓					✓			
2.	<i>While-Teaching</i>		✓						✓			
	4. Students focus attention when the teacher delivers the material until finish				✓					✓		
	5. DMC media attract student' attention to the material				✓					✓		
	6. DMC help students to figure out their ideas		✓					✓				
	7. Students comply with the rules of the researcher in the class		✓					✓				
	8. Show a sense of pleasure and enthusiasm for learning activities.			✓					✓			
	9. Do not do other things outside of learning activities.		✓					✓				
	10. Students are active in writing practice activities both in groups and individually			✓					✓			
	11. The students active in asking and answering session		✓						✓			
	12. The students enjoy the learning process				✓					✓		
	13. Students record what is explained by the teacher	✓						✓				
	3.	<i>Post-Teaching</i>	✓						✓			
		14. Respond to questions about student learning difficulties.								✓		
15. The students conclude the subject matter with the teacher.				✓					✓			
16. Students share their opinion about the learning process				✓					✓			
	17. Students have good opinion about the learning process			✓					✓			

Note:

1: Fail      2: Poor      3: Average      4: Good      5: Excellent



## OBSERVATION CHECKLIST CYCLE 2

No	Indicator	1 <sup>st</sup> Meeting					2 <sup>nd</sup> Meeting					
		1	2	3	4	5	1	2	3	4	5	
1.	Pre-Teaching					✓					✓	
	1. Responds to teacher greetings with polite speech.					✓					✓	
	2. Responds to teacher questions about the situation of students with polite speech.				✓						✓	
	3. Focus on teachers conveying the competencies to be achieved.			✓						✓		
2.	While-Teaching					✓					✓	
	4. Students focus attention when the teacher delivers the material until finish					✓					✓	
	5. DMC media attract student' attention to the material					✓					✓	
	6. DMC help students to figure out their ideas					✓					✓	
	7. Students comply with the rules of the researcher in the class				✓					✓		
	8. Show a sense of pleasure and enthusiasm for learning activities.				✓					✓		
	9. Do not do other things outside of learning activities.			✓					✓			
	10. Students are active in writing practice activities both in groups and individually				✓					✓		
	11. The students active in asking and answering session			✓						✓		
	12. The students enjoy the learning process				✓						✓	
	13. Students record what is explained by the teacher					✓					✓	
	3.	Post-Teaching			✓							✓
		14. Respond to questions about student learning difficulties.			✓							✓
15. The students conclude the subject matter with the teacher.				✓							✓	
16. Students share their opinion about the learning process					✓						✓	
	17. Students have good opinion about the learning process				✓						✓	

Note:

1: Fail      2: Poor      3: Average      4: Good      5: Excellent



## Appendix 17



**YAYASAN NURUS SYAM  
MADRASAH ALIYAH NURUS SYAM  
WRINGIN – BONDOWOSO**

*Sekretariat : Jl Raya Wringin No 56. Tlp. 085235682476 Kode POS 68252. Email: masnurusyama@gmail.com*

**SURAT KETERANGAN PENELITIAN**

Nomor : 032/SK.P/MA.NS/V/2023

Yang bertanda tangan dibawah ini :

Nama : SAMSUL HUDA, S.E  
Jabatan : Kepala Madrasah  
Unit Kerja : Madrasah Aliyah Nurus Syam  
Alamat : Wringin – Bondowoso

Dengan ini menerangkan bahwa :

Nama : MAUFIRONI  
NIM : T20196123  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Jurusan : Pendidikan Bahasa  
Perguruan Tinggi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Adalah benar-benar melakukan Penelitian / Riset Mengenai “ IMPROVING STUDENTS DESCRIPTIVE TEXT WRITING SKILL THROUGH DIGITAL MULTIMODAL COMPOSING MEDIA AT THE FIRST GRADE OF MADRASAH ALIYAH NURUS SYAM “ di Madrasah Aliyah Nurus Syam Wringin – Bondowoso Selama 90 ( Sembilan Puluh ) Hari dari Tanggal 15 Maret – 29 Mei 2023.

Demikian Surat ini saya buat agar digunakan sebagaimana mestinya

Bondowoso, 29 Mei 2023

Mengetahui,  
Kepala Madrasah



## Appendix 18

### Photos of the research



The researcher did an interview with English teacher about students writing skill



The researcher did an interview with students about their writing skill



The researcher observe the classroom



The researcher implements the action first cycle



The researcher implements the action second cycle



The researcher give students paper of test

## Appendix 19

### THE DATA OF RESEARCHER



#### Personal Information

- Full Name : Maufironi
- Student Registration Number (SRN) : T20196123
- Gender : Female
- Place, Date of Birth : Bondowoso, October, 20<sup>th</sup> 2000
- Address : Kembangan, Binakal, Bondowoso
- Religion : Moslem
- Department/Majors Courses : Language Education/English
- Email address : [mopybe770@gmail.com](mailto:mopybe770@gmail.com)

#### Education Background

- 2004-2006 : TK Negeri Kembangan
- 2006-2012 : SD Negeri Kembangan
- 2012-2015 : MTsN II Bondowoso
- 2015-2018 : SMA Negeri 1 Bondowoso