

**IMPROVING STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT
BY USING SCRAPBOOK AT SEVENTH GRADE OF MTS AT
THAHIRIYAH SAMBUNG MAKMUR**

THESIS

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**NAHDLATUL ULAMA UNIVERSITY OF SOUTH KALIMANTAN
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
AUGUST 2024**



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THAHIRIYAH SAMBUNG MAKMUR**

AN UNDERGRADUATE THESIS

Presented to
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In partial fulfillment of the requirements for the undergraduate degree program

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Declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Muhammad Musleh, 2024. *Improving Students' Writing Skills of Descriptive Text by Using Scrapbook at Seventh Grade of MTS At Thahiriyah Sambung Makmur*. A Thesis. English Education Study Program. Faculty of Teacher Training and Education of Nahdlatul Ulama University of South Kalimantan in Academic Year 2023/2024. The first supervisor is Lailatun Najmiah, M.Pd. The second supervisor is Fikri Fuadi Azmy, M.Pd.

Keywords: *Descriptive Text, Scrapbook, Writing Skills*

The aim of this study was to examine how using scrapbook media enhances seventh-grade students' achievement in writing descriptive texts at MTs. Atthahiriyah Sambung Makmur. The research employed an experimental method with a control class. The participants included 23 students from class VIIA as the experimental group and 24 students from class VIIB as the control group. A pretest assessed the initial writing abilities of both groups (P1). The experimental group received targeted instruction using picture media, while the control group engaged in traditional learning methods. Following this, a post-test was administered to evaluate the outcomes for both groups (P2). The findings indicated an improvement in students' writing skills, particularly in descriptive text. Data analysis revealed that scrapbooks effectively enhance writing skills in this context. Prior to using scrapbook media, students' writing abilities were relatively low, with an average pre-test score of 52.36 for the experimental group and 50.62 for the control group. In the control class, only three students scored 60, resulting in a post-test average of 55 (approximately 12% success rate). In contrast, the experimental class achieved higher scores, with an average post-test score of 70 and a 14% success rate. This suggests a significant improvement in students' descriptive writing skills when using scrapbook teaching media.

ABSTRAK

Muhammad Musleh, 2024. *Improving Students' Writing Skills of Descriptive Text by Using Scrapbook at Seventh Grade of MTS At Thahiriyah Sambung Makmur*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas Nahdlatul Ulama Kalimantan Selatan Tahun Akademik 2023/2024. Pembimbing I Lailatun Najmiah, M.Pd. Pembimbing II Fikri Fuadi Azmi, M.Pd.

Keywords: *Descriptive Text, Scrapbook, Writing Skills*

Tujuan penelitian ini adalah untuk mengkaji peningkatan prestasi siswa dalam menulis teks deskriptif menggunakan media scrapbook pada siswa kelas tujuh di MTs. Atthahiriyah Sambung Makmur. Penelitian ini menerapkan metode eksperimen dengan kelas kontrol. Peserta terdiri dari 23 siswa kelas VIIA sebagai kelompok eksperimen dan 24 siswa kelas VIIB sebagai kelompok kontrol. Pretest dilakukan untuk mengukur kemampuan awal kedua kelompok (P1). Kelompok eksperimen mendapatkan perlakuan khusus menggunakan media gambar, sedangkan kelompok kontrol mengikuti pembelajaran konvensional. Setelah itu, post-test dilaksanakan untuk menilai hasil akhir dari kedua kelompok (P2). Hasil menunjukkan adanya peningkatan kemampuan menulis siswa, khususnya dalam teks deskriptif. Dari analisis data, dapat disimpulkan bahwa media scrapbook efektif dalam meningkatkan kemampuan menulis siswa di MTs. Atthahiriyah Sambung Makmur untuk Tahun Pelajaran 2024/2025. Sebelum menggunakan scrapbook, kemampuan menulis siswa dalam teks deskriptif masih rendah, dengan nilai rata-rata pre-test 52,36 untuk kelas eksperimen dan 50,62 untuk kelas kontrol. Dalam kelas kontrol, hanya tiga siswa yang memperoleh nilai 60, dengan rata-rata post-test 55 (sekitar 12%). Sementara itu, di kelas eksperimen, rata-rata post-test mencapai 70 dengan persentase sekitar 14%. Ini menunjukkan peningkatan signifikan dalam kemampuan menulis deskriptif siswa melalui penggunaan media scrapbook.

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Hopefully all the help and support that you provide will be rewarded and blessed by Allah SWT. I hope the results of this research will be useful for me and for all of us as educators to improve teacher professionalism in the future.

Banjar, August 2024

Muhammad Musleh
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CHAPTER I

INTRODUCTION

This chapter provides an in-depth exploration of the research background, identifying the key issue that underpins the study, and establishing the limitations within which the research is conducted. It then proceeds to formulate the problem statement, outline the research objectives, and emphasize the significance of the study within the broader context of educational development.

A. Background of the Study

Education plays a crucial role in human development, especially in the modern era, where it is considered an essential tool for progress and personal advancement. Education provides individuals with the necessary skills and knowledge to navigate the complexities of the future. One of the most important aspects of modern education is learning the English language, which has become a key skill in today's globalized world. English has emerged as the dominant language for international communication, used widely in various sectors such as trade, politics, technology, and especially education. It is a vital medium of communication not only for daily interactions but also for achieving professional success in the competitive landscape of the 21st century.

The importance of English education cannot be overstated, as it enables individuals to communicate effectively across borders and cultures. Mastering English opens up opportunities for both personal and professional development. As Pattymahu (2012) noted, learning English is a crucial step for those who wish to remain competitive and be ahead in society. The ability to communicate fluently in

English is especially important for students, as it equips them with one of the most essential skills for their academic and professional futures.

English learning encompasses several key skills, including speaking, listening, reading, writing, and understanding grammar. Among these, writing is often considered the most challenging skill to master. Writing is not merely about stringing words together; it is a comprehensive process that involves generating ideas, organizing them logically, and revising drafts to create coherent and purposeful texts. According to Oshlma and Allce (2007), good writing standards require mastery of several elements: grammar, content, paragraph structure, writing processes, and mechanics.

In Indonesia, the national curriculum emphasizes the development of writing skills, recognizing writing as one of the five core competencies that students must acquire. Writing is introduced at various educational levels, from elementary school to junior high school and beyond. Within the framework of the 2013 curriculum (K13), students, particularly those in grade VII, are required to write descriptive texts, which involve discussing and describing people, animals, and objects. The ability to write descriptive texts is crucial for students, as it helps them develop their writing skills and enhances their ability to communicate ideas clearly.

A descriptive text is designed to inform readers about the characteristics of a particular person, place, animal, or object. These texts provide a detailed description that allows the reader to visualize the subject being described. The structure of a descriptive text typically consists of an identification and description section, making it one of the key genres that English language learners must master.

Writing descriptive texts requires students to have a good command of vocabulary, sentence structure, and the ability to organize their thoughts effectively. However, not all students possess these skills, particularly at the junior high school level, where writing can be a challenging task.

The researcher observed that a significant number of students, approximately 60%, struggled with writing descriptive texts during both classroom activities and practical teaching experiences (PPL). Despite receiving instruction from teachers using visual aids such as pictures, many students continued to face difficulties in producing descriptive paragraphs. In particular, students found it challenging to maintain interest in the materials provided by the teacher, as the images were often in black and white, making them less engaging.

Although the teacher employed methods such as small group discussions, where students were divided into groups to describe images, these approaches did not significantly improve student performance. The researcher observed that while these teaching methods were sound, they did not capture the students' attention effectively, primarily due to the lack of stimulating media. This lack of engagement contributed to students' struggles with writing descriptive texts, as they found the tasks uninteresting and, in some cases, difficult to follow.

To address this issue, the researcher decided to explore the use of more engaging media to improve students' writing skills, particularly in descriptive text. One such medium is the use of scrapbooks, which can help make the learning experience more interactive and enjoyable for students. A scrapbook is a creative method of organizing and displaying information using pictures, printed materials,

and artwork. By incorporating these elements into the learning process, scrapbooks can help students retain information more effectively and encourage them to participate more actively in writing exercises. This study aims to examine whether the use of scrapbooks can improve students' writing skills, particularly in the context of descriptive texts.

B. Identification of the Problem

Several key issues have been identified as contributing to the students' difficulty in writing descriptive texts:

1. A lack of motivation among some students, leading them to view English lessons as uninteresting and boring.
2. Limited access to learning resources, such as dictionaries, which are necessary for language learning.
3. Students' lack of interest in the media provided by the teacher, such as black-and-white images, which fail to capture their attention.

C. Scope and Limitation

This study focuses on improving students' writing skills, specifically in the area of descriptive text, by introducing scrapbooks as an instructional medium.

D. Research Question

Based on the provided background, this study aims to address the question: Does the use of scrapbooks enhance the writing skills and abilities of seventh-grade students in producing descriptive texts at MTS At Thahiriyah?

E. Objective of the Study

The primary objective of this study is to enhance students' descriptive writing skills through the use of scrapbook media as a tool for engaging students and making the learning process more interactive and enjoyable.

F. Significance of the Study

The findings of this study are expected to provide several benefits to the educational sector:

1. The results may help teachers engage students who feel bored or disinterested in English lessons, particularly in writing descriptive texts.
2. The study's outcomes could foster a greater interest in English language learning among students, encouraging them to participate more actively in writing activities.
3. Additionally, the research is expected to provide valuable insights for readers and educators who are interested in innovative teaching methods, particularly in the area of language learning and English instruction.

CHAPTER II

LITERATURE REVIEW

This chapter will explain about literature review, research theory, writing, descriptive text, scrapbook, . Advantages of Scrapbooks

A. Previous Studies

Numerous studies have explored the impact of scrapbooks on education, focusing on how they can enhance students' learning experiences. In this literature review, two key studies are highlighted to provide context for the current research.

The first study, conducted by Rahma Darini at UIN Sultan Syarif Kasim Riau in 2020, is titled "The Effect of Using Scrapbook and Students' Learning Motivation on Ability in Writing Recount Text MA Al-Qasimiyah Sorek Satu." This research aimed to determine whether scrapbooks positively influence students' motivation and ability to write. The study employed a quasi-experimental design with a non-equivalency control group, using data from two classes—an experimental group (X A) and a control group (X B)—out of a population of 102 students. The study involved writing tests and surveys to measure the impact of scrapbook use. The analysis showed that scrapbooks significantly improved students' motivation and writing skills. The t-test results indicated a probability (Sig.) value of 0.001 for the experimental group's writing tests, confirming the effectiveness of scrapbooks in enhancing students' writing abilities. The eta-squared value of 0.59 further supported the moderate effect of scrapbooks on students' writing performance. Overall, the study concluded that scrapbooks are a valuable tool for improving both writing skills and motivation.

The second study, conducted by Desak Putu Parmiti, I Gede Wahyu

Suwela Antara, and I Gusti Ayu Agung Manik Wulandari from Universitas Pendidikan Ganesha in 2022, is titled "The Effectiveness of E-Scrapbook Media Containing HOTS Questions on Science Learning Outcomes of Elementary School Students." This research aimed to evaluate the effectiveness of e-scrapbook media incorporating higher-order thinking skills (HOTS) questions on the science learning outcomes of fourth-grade students. Using a one-group pretest-posttest design, the study involved 30 primary school students. Data analysis, conducted using IBM SPSS and paired-sample t-tests, revealed that students' learning outcomes improved significantly after using e-scrapbook media. The results demonstrated that the e-scrapbooks were effective in enhancing student learning, particularly in engaging students and promoting critical thinking through HOTS-based activities.

B. Writing

1. Definition of Writing

Writing is an essential skill in language learning, serving as a powerful tool for communication and expression. It involves more than simply putting words on paper; it requires careful planning, organization, and revision. According to Mayers (2005), writing is a complex process that involves the use of symbols to convey meaning. To produce effective writing, one must apply appropriate grammar, select suitable vocabulary, and maintain coherence and cohesion throughout the text. Writing enables individuals to articulate thoughts, emotions, and ideas, making it a fundamental aspect of human communication.

2. The Writing Process

According to Harmer (2007), the writing process consists of four key stages: planning, drafting, revising, and producing the final result.

- a) **Planning:** Before writing, the writer must decide on the topic and consider the purpose of the text, the audience, and how to organize the content effectively.
- b) **Drafting:** This stage involves putting the initial ideas down on paper, without focusing too much on perfection, to create a rough draft.
- c) **Revising:** After drafting, the writer reviews the text, making necessary changes to improve clarity, coherence, and accuracy. Feedback from others can be helpful in this process.
- d) **Final Result:** The final draft is the polished version of the text, reflecting the revisions made during the editing process. It is the version intended for the audience.

3. Writing Ability

Writing ability refers to the capacity to communicate thoughts, ideas, and emotions clearly and effectively through written language. Good writing requires mastery of grammar, vocabulary, and the ability to structure ideas logically. Writers must be able to convey their messages in a way that is comprehensible and engaging for the reader. Strong writing skills are crucial for academic success and effective communication.

4. Teaching Writing

The National Education Standards Agency emphasizes the importance of writing in junior high school curricula. The goal is to develop students' functional language skills, including grammar, vocabulary, and the ability to write structured texts such as essays and various genres (e.g., recounts, narratives, and descriptions). Teachers play a pivotal role in guiding students to improve their writing skills, providing instruction, feedback, and opportunities for practice.

5. The Role of the Teacher in Teaching Writing

Harmer (2007) identifies several key roles that teachers must fulfill to help students develop their writing skills:

- a. **Demonstrating:** Teachers must explain the different genres of writing and their specific characteristics, so students can understand how to approach each type of text.
- b. **Motivating and Provoking:** Teachers should encourage students by giving assignments that challenge their skills and demonstrating that writing can be a fun and rewarding activity.
- c. **Supporting:** Throughout the writing process, teachers should offer guidance, helping students refine their ideas and providing reassurance.
- d. **Responding:** Teachers should provide constructive feedback on students' writing, focusing on both content and form.
- e. **Evaluating:** Teachers need to assess students' writing, highlighting areas of strength and areas for improvement. Feedback should help students recognize their progress and areas needing more focus.

C. Descriptive Text

Descriptive text is a type of writing that aims to depict a person, place, or object in vivid detail, allowing the reader to visualize the subject. The term "descriptive" comes from the verb "to describe," which means to illustrate or portray an object or concept. Descriptive texts often include sensory details to enhance the reader's experience and understanding.

1. Generic Structure

Descriptive texts are typically structured in two parts:

Identification: This part introduces the subject of the description, whether it be a

person, place, or object.

Description: This section provides detailed information about the subject's characteristics, qualities, and features.

2. Characteristics of Descriptive Text

According to Rosa Avrinia (2019), the characteristics of descriptive text include the use of sensory details (sight, sound, smell, taste, and touch), varied vocabulary, and the simple present tense. Adjectives are commonly used to describe the attributes of the subject.

D. Scrapbook

A scrapbook is a creative medium used to organize and display information, memories, or ideas through a combination of photographs, decorations, and text. As Debnam (2005) and Knoninch (2007) explain, scrapbooks can incorporate various materials such as magazine clippings, drawings, and written captions, allowing for a highly personalized and artistic presentation. In educational settings, scrapbooks can be used as an effective teaching tool to engage students and enhance their learning experiences by combining visual and written elements.

E. Advantages of Scrapbooks

Scrapbooking offers several benefits, both as a hobby and an educational tool. According to Widiyanto et al. (2015), scrapbooks can be used to preserve memories, showcase photographs, and celebrate special occasions. In the classroom, scrapbooks encourage creativity, help students organize their thoughts, and provide a hands-on, interactive approach to learning. They also allow students to express their ideas visually and textually, which can make writing tasks more enjoyable and meaningful.

CHAPTER III

RESEARCH METHOD

This chapter will explain about the research method, investigating the effect of using pictures on students' ability to write descriptive text.

A. Research Design

This study employed a quasi-experimental design to investigate the effect of using pictures on students' ability to write descriptive texts. Quasi-experimental designs are useful in educational research when random sampling is impractical due to time or financial constraints (Hatch & Farhady, 1982). In this research, two groups were involved: an experimental group and a control group. A pre-test (P1) was conducted to assess the initial writing skills of both groups. The experimental group then received a specific treatment (X) using pictures, while the control group was taught using conventional methods. After the treatment, a post-test (P2) was administered to both groups to measure any improvements in writing skills.

The research design is summarized in the following table:

Note:

G1 = Experimental group

G2 = Control group

P1 = Pre-test (students' initial writing skill)

X = Treatment (using pictures)

P2 = Post-test (students' writing skill after treatment)

B. Data Collection

To gather valid and reliable data, the research utilized both quantitative methods and quasi-experimental design techniques. The primary instrument for

data collection was a writing test, designed to evaluate students' descriptive text writing skills.

Tests were administered to measure students' skills, particularly their ability to write descriptive texts (Arikunto, 2007). Two types of tests were used in this study. Pre-test conducted before the treatment, this test assessed the baseline writing skills of students in both the experimental (Class VIIA) and control (Class VIIB) groups. Post-test administered after the intervention, the post-test required students to describe two images, similar to the pre-test, and aimed to measure any improvements in their writing abilities. The students were given 45 minutes to complete the task.

C. Hypothesis

The study tested the following null hypothesis (Ho): There is no significant difference in the descriptive writing ability of the experimental group before and after the treatment, compared to the control group. This hypothesis was derived from the assumption that both groups would perform similarly if the treatment (use of pictures) had no effect (Hatch & Farhady, 1982).

D. Variables

This research included two variables:

1. Independent Variable: The use of pictures in teaching descriptive writing.
2. Dependent Variable: The students' ability to write descriptive texts.

E. Population and Sample

The population of this study consisted of seventh-grade students from MTs Atthahiriyah. Sampling was done based on the teacher's recommendation, ensuring

that students in both classes had similar characteristics and abilities. A total of 47 students were selected for each group (experimental and control), comprising students aged 12 to 13 years, with an equal number of males and females in each group.

F. Research Instruments

Three main instruments were used in this research: pre-tests, post-tests, and descriptive writing assessments. The instruments were designed to measure students' initial proficiency in descriptive writing, as well as any improvements following the treatment.

1. Pre-test

The pre-test was administered to both the experimental and control groups before the treatment, assessing students' baseline writing skills in descriptive texts. This ensured there were no significant differences between the two groups at the outset.

2. Post-test

After the treatment, both groups completed a post-test to measure any changes in their writing abilities. The results were compared to the pre-test to determine whether the treatment (use of pictures) had a significant impact on the experimental group.

G. Research Procedure

1. Organizing Teaching Procedures

The teaching procedure was divided into two steps:

Step 1: Preparation of instructional materials, including four images representing various themes such as seasons, people, rooms, and animals.

Step 2: Development of lesson plans for both the experimental and control groups. The experimental group used scrapbooks as part of the writing process, while the control group followed traditional methods without visual aids. The treatment sessions took place over four meetings, excluding the pre-test and post-test.

2. Administering Pre-test

The pre-test was conducted before the treatment to determine students' initial writing proficiency. Both the experimental and control groups participated in the pre-test, which took place from July 31 to August 15, 2024. Students were asked to describe an image as part of the test.

3. Giving the Treatments

The treatment involved teaching the experimental group how to write descriptive texts using pictures integrated into scrapbooks, while the control group received traditional instruction (with text written on the whiteboard). The schedule for both groups was designed to ensure that the teaching methods were consistently applied across all sessions.

CHAPTER IV

FINDING AND DISCUSSION

This chapter will explain about finding; pre- test, implementation tretmen, post-test and discucion.

A. Findings

1. Pre-test

After collecting data on students from both the control and experimental groups, the next step involved administering a pre-test to both groups. The test focused on writing descriptive texts based on the theme: "Indonesian Natural Conditions During the Rainy and Dry Seasons." Twenty-three students from the experimental group and twenty-four students from the control group participated. The purpose of the pre-test was to assess the initial writing abilities of the students in both groups.

The students were given by the researcher time of 80 minutes to complete the test. During the process, the researchers played an active role in distributing the test questions and answer sheets, as well as monitoring the classroom environment. This was done to better understand the conditions the students faced during the test. The pre-test results for the control group are presented in Table 4.1 below.

Based on the statistical analysis, the average pre-test score for the experimental group was 52.39, while the control group scored an average of 50.62. These results show only a slight difference between the two groups, with the experimental group's average being 1.76 points higher than the control group's..

Data on students' initial test results (pre-test) for both control and control groups experiment will served in form table distribution frequency which ranges five numbers and starting from the lowest score to the highest score obtained by control class.

Data on the initial test results (pre-test) of experimental group students are presented in table 4.1 following This.

Table 4.1 1 . Pre-Test Score of experimental group.

NO	SCORE	FREQUENCY (STUDENTS)	PERCENTAGE (%)
1	40	2	8.69%
2	45	3	13.04%
3	50	8	34.78%
4	55	4	17.39%
5	60	4	17.39%
6	65	2	8.69%
TOTAL		23	

As can be observed from the above table, the greatest score is 65 (sixty five), and the lowest score is 40 (forty). Considering the data displayed in Table 4.1 It is clear from this example that two students scored forty, three students scored forty, eight students scored fifty, four students scored fifty, four students scored sixty, and two students scored sixty-five. The following data results for each test (pre-test)

control class are shown in table 4.1 2:

Table 4.1 2 Pre-Test Score control class

NO	SCORE	FREQUENCY (STUDENTS)	PERCENTAGE (%)
1	40	3	12.5%
2	45	6	25%
3	50	6	25%
4	55	3	12.5%
5	60	6	25%
6	65	0	0%
TOTAL		24	

The table above reveals that the highest score is 60, while the lowest score is 40. According to Table 4.1, three students scored 40, six students scored by 45, six students has achieved a score of 50, three students received a score of 55, and six students attained a score of 60. It is evident from the explanation above that the two groups differed from one another. The highest value is where the difference lies. Students in the experimental group scored as high as 65, while those in the control group scored as high as 60.

After conducting the initial test (pre-test) has been completed, the following steps are taken further researcher give treatment which form method of using Scrapbook. Giving treatment done during two weeks in activity learning. One subtheme consists from four learning activities.

2. Implementation Treatment

Implementation treatment only done on group experiment.

Treatment in study is using method Scrapbook Media as follows:

August 4th, 2024 Treatment: using images

Theme: My Favorite Animal Treatment Methods, Experiments and Conventional

Theme: My Favorite Animal

August 7th, 2024 Treatment: using images

Theme: Me and My Family Treatment: Experimental and Conventional Methods

Theme: Me and My Family

August 11th, 2024 Treatment: using images

Theme: Wild Animals: Experimental and Conventional Methods

August 14th, 2024 Treatment: using pictures

Theme 1 Meeting 1 Treatment: using pictures in Pet theme.

After that, the researcher prepare the materials which will be used and determine the time implementation, in this case 80 minutes per meeting for 3 times, twice a week.

In the control class, the activities were carried out using conventional methods that is lectures and assignments.

3. Post-Test

In addition, the investigator included a post-test in both groups to determine how well Scrapbook helped students develop their descriptive

text-writing abilities.

The following is a brief summary of the post-test results for both the experimental and control groups:

Table 4.1 3 Results of post-test experimental group and control group

NO	NUMBER OF STUDENTS	AVERAGE
1	23	70
2	24	55

Based on the table provided above, it can be concluded that the average scores for the experimental group and the control group are 70 and 55, respectively. The table shows a clear difference between the average scores of the experimental and control classes. The experimental group saw an increase of approximately 20 points, rising from an initial test score of 52.39 to 70.00. In contrast, the control group only improved by around 5 points, increasing from an initial score of 50.62 to 55.00. The improvement in the control class was not as significant as in the experimental group. The frequency distribution of the post-test results for both the experimental and control groups will be presented in the following tables:

Table 4.1 4 Final results (Post-test) Experimental group.

NO	SCORE	STUDENT FREQUENCY	PERCENTAGE (%)
1	65	7	30.43%
2	70	9	39.13%
3	75	7	30.43%
TOTAL		23	

Based on the data presented, it can be concluded that the lowest post-test score in the experimental group is 65, while the highest score is 75. Additionally, the post-test results for the experimental group (Table 4.1.4) indicate that seven students scored 65, nine students scored 70, and seven students achieved a score of 75.

Table 4.1 5 Final Results (Post-test) Group Control.

NO	SCORE	STUDENT FREQUENCY	PERCENTAGE (%)
1	50	7	29.16%
2	55	10	41.66%
3	60	7	29.16%
TOTAL		24	

According to the above table, the control class's lowest post-test score for a student was 50 (fifty), and the highest score was 60 (sixty).

It is evident from the data in Table 4.1-5 that 7 students received a score of 50, 10 students had a score of 55, and 7 students received a score of 60.

B. Discussion

The results of the data analysis demonstrate a clear and significant distinction in the writing performance of students in the experimental group compared to those in the control group, particularly in terms of their ability to craft descriptive texts. This distinction is most evident when examining the post-test results. Students in the experimental group, who were exposed to the scrapbook technique, achieved an impressive average score of 70, with the highest individual score reaching 75. These findings suggest that the use of the scrapbook approach positively impacted their descriptive writing skills, enabling them to organize their ideas more effectively and enhance their overall writing proficiency.

The scrapbook technique involved a hands-on, creative process that likely fostered a deeper level of engagement from students. By combining visual elements with written descriptions, students were encouraged to think critically about how to represent and communicate the qualities of the objects or scenes they were describing. This method may have appealed to different learning styles, especially for visual or kinesthetic learners, providing them with a more interactive and stimulating learning experience. The structured use of images, along with the creative freedom to design and arrange their scrapbook pages, likely helped students to better internalize the concepts of descriptive writing, such as using vivid adjectives, creating coherence in their texts, and organizing their ideas logically.

In contrast, the control group, which relied on conventional methods of instruction, showed notably lower performance. Their average post-test score was 55, with the highest score being 60 and the lowest falling to 50. These traditional methods likely involved more passive learning techniques, such as teacher-led instruction, note-taking, and textbook exercises, which might not have engaged students in the same dynamic way as the scrapbook approach. The lack of a tangible, interactive component in the conventional method could have limited students' ability to fully develop their descriptive writing skills, resulting in a significant gap between their performance and that of the experimental group.

The comparison between pre-test and post-test results for both groups further underscores the effectiveness of the scrapbook technique. Prior to the treatment, both groups exhibited similar levels of writing ability, as evidenced by comparable pre-test scores. However, the experimental group demonstrated a marked improvement in their post-test results, indicating that the intervention had a substantial impact on their writing development. This improvement was not merely a modest increase in scores but a notable leap in their ability to structure their writing, use descriptive language, and convey information effectively through words.

On the other hand, the control group's progress was far less pronounced. Although there was some improvement in their post-test scores, the increase was minimal, suggesting that the conventional methods did not offer sufficient stimulation or practical application to significantly enhance their descriptive writing abilities. The lack of creative involvement and the more rigid structure of traditional

instruction may have limited students' ability to engage with the material and apply it effectively in their writing tasks.

The success of the scrapbook technique can also be attributed to its alignment with modern educational theories that emphasize active learning, student engagement, and the importance of catering to diverse learning styles. By allowing students to physically manipulate materials, such as cutting out pictures and arranging them in a meaningful way, the scrapbook method helped bridge the gap between abstract writing concepts and concrete application. This hands-on process likely made the learning experience more memorable and enjoyable for the students, leading to better retention of writing principles and a higher level of skill development. The incorporation of visual aids, combined with the requirement to write about those visuals, may have enhanced students' ability to form more detailed and coherent descriptive texts, as they were able to directly relate their writing to the images in their scrapbooks.

Moreover, the creative freedom provided by the scrapbook approach likely motivated students to engage more deeply with the writing process. Instead of viewing writing as a mechanical task, the experimental group may have seen it as an opportunity to express themselves creatively, which in turn could have led to more thoughtful and enthusiastic participation. This aligns with research suggesting that when students are given a more active role in their learning, they tend to show higher levels of motivation and achievement.

In conclusion, the data from this study highlights the significant advantages of incorporating innovative, interactive teaching methods, such as the scrapbook technique, into the classroom, particularly for tasks that require creativity and detail, like descriptive writing. The stark contrast in performance between the experimental and control groups provides compelling evidence that the scrapbook method not only improves students' engagement but also significantly enhances their ability to write descriptively. This study suggests that traditional, passive methods of instruction may be less effective in fostering the development of complex writing skills, whereas more dynamic, student-centered approaches can lead to better learning outcomes and greater skill acquisition. Therefore, educators should consider integrating such creative techniques into their teaching practices to promote more effective learning and skill development across various subjects.

CHAPTER V

CONCLUSION

This chapter will explain about Conclusion and suggestion.

A. Conclusion

Based on the data analysis presented in the previous chapters, it can be concluded that incorporating scrapbooks as a learning tool has the potential to significantly improve students' writing skills, particularly in crafting descriptive texts. This was evidenced in the case of seventh-grade students at MTs At Thahiriyah Sambung Makmur during the 2024/2025 academic year. Prior to the implementation of the scrapbook technique, the students' ability to write descriptive texts was notably limited, as reflected in the pre-test scores. The average pre-test score for the experimental class was 52.36, while the control class had an average of 50.62, indicating that both groups began with a similar, relatively low level of proficiency.

However, after introducing the scrapbook method as a teaching medium, a noticeable improvement in the students' descriptive writing abilities was observed. The post-test results revealed that the experimental group, which utilized the scrapbook technique, achieved an average score of 70, indicating a significant leap in their writing proficiency. In contrast, the control group, which continued with conventional teaching methods, managed an average post-test score of 55. In terms of performance distribution, seven students from the control group scored 60 or higher on the post-test, representing about 41.66% of the class, while the

experimental group had an average success rate of approximately 39.13%, with overall better individual performance levels than the control group.

These results clearly demonstrate that the use of scrapbook media had a positive effect on students' ability to write descriptive texts. Not only did students' writing scores improve, but they also displayed increased enthusiasm and participation during the learning process. The hands-on, creative nature of scrapbooking seemed to engage the students more deeply, making the learning experience both enjoyable and educationally enriching. This method provided them with a new way to organize their thoughts and creatively express ideas through a combination of visual and written elements.

Additionally, teachers responded favorably to this approach, suggesting that scrapbooks could serve as a valuable addition to the current pedagogical strategies used in teaching descriptive writing. The integration of scrapbook materials encouraged more dynamic interaction and creative thinking, making the overall learning experience more effective. As a result, it is evident that using scrapbook media can be a powerful tool for enhancing students' descriptive writing skills.

B. Suggestion

The promising results of this study suggest several recommendations for educators, students, and future researchers, particularly regarding the teaching of descriptive writing through creative media like scrapbooks.

1. For English Teachers

English teachers are encouraged to incorporate scrapbook media as part of their instructional methods in the classroom. Scrapbooking offers a creative

and engaging way for students to participate in the learning process, making it more dynamic and interactive. Teachers can use this technique as one of the various tools to motivate students, helping them to develop a deeper interest in learning English, particularly in writing descriptive texts. Scrapbooks offer a way to diversify the teaching approach, making it more appealing to students who may not respond as well to traditional methods.

2. For Students

Students can benefit greatly from using scrapbooks to enhance their descriptive writing skills. The process of creating scrapbooks helps them visualize their ideas and translate those visuals into descriptive prose, improving their ability to express themselves clearly and effectively. By engaging with both written and visual content, students are able to develop a stronger understanding of how to structure their writing and use descriptive language more effectively. Therefore, students are encouraged to explore scrapbook techniques not only as a learning tool but also as a creative way to practice and refine their writing abilities.

3. For Other Researchers

Future researchers who are interested in exploring the effects of scrapbook media in educational contexts could build upon this study by employing different research methodologies or exploring other subject areas. Given the positive results of this study, further research could investigate the use of scrapbooks in other aspects of language learning, such as narrative writing or vocabulary development. Additionally, researchers might consider

studying different age groups or educational settings to determine whether the positive effects of scrapbooks observed in this study can be generalized to other populations. By expanding the scope of research on this topic, future studies can offer deeper insights into the pedagogical benefits of creative media in language education.

In conclusion, the use of scrapbook media has proven to be an effective method for enhancing students' writing skills, especially in the context of descriptive texts. The findings of this study highlight the potential of creative, hands-on learning techniques to engage students more effectively and improve their academic outcomes. Educators, students, and researchers alike are encouraged to explore and implement these innovative methods to foster better learning experiences and outcomes in language education.

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**APPENDIXES I
PRETEST RESULTS**

A. Experimental Class

NO	NAME	SCORE
1	AR	40
2	AS	55
3	BI	55
4	FA	40
5	JD	55
6	KH	50
7	MA	50
8	MS	50
9	MA	60
10	MH	45
11	MI	60
12	MSP	50
13	MS	65
14	MY	45
15	MZ	50
16	NR	50
17	NJ	45
18	SA	50
19	ST	55
20	UH	50
21	ZS	60
22	ZA	65
23	AR	60
	TOTAL	1205
	AVERAGE	52,3913

B. Control Class

NO	NAMA	NILAI
1	AJ	40
2	ABM	50
3	ABM	60
4	ABR	45
5	ABS	55
6	IW	60
7	JML	40
8	MN	50
9	MU	60
10	MFA	50
11	MAA	45
12	MA	60
13	MB	60
14	MFA	45
15	MFAA	55
16	MF	60
17	MM	45
18	MR	45
19	MSA	40
20	TGR	55
21	TY	50
22	MD	45
23	MF	50
24	MG	50
	TOTAL	1215
	AVERAGE	50,625

APPENDIXES II

POST-TEST RESULTS

A. Post-Test Scores of Experimental Class and Control Class

Experiment			Control		
NO	NAME	SCORE	NO	NAME	SCORE
1	AR	65	1	A.J	60
2	AS	70	2	ABM	55
3	BI	75	3	ABM	55
4	FA	65	4	ABR	50
5	JD	70	5	ABS	60
6	KH	75	6	IW	55
7	MA	75	7	JML	55
8	MS	70	8	MN	60
9	MA	65	9	MU	60
10	MH	70	10	MFA	50
11	MI	75	11	MAA	50
12	MSP	65	12	MA	55
13	MS	70	13	MB	55
14	MY	75	14	MFA	60
15	MZ	70	15	MFAA	50
16	NR	65	16	MF	55
17	NJ	65	17	MM	50
18	SA	70	18	MR	60
19	ST	75	19	MSA	50
20	UH	65	20	TGR	55
21	ZS	70	21	TY	50
22	ZA	70	22	MD	60
23	AR	75	23	MF	55
TOTAL		1610	24	MG	55
			TOTAL		1265
AVERAGE		70	AVERAGE		55

APPENDIX III
SCRAPBOOK MATERIALS



Figure 1.1 Two different seasons in Indonesia



Figure 2.1 My Family



Figure 3.1 My Pet



Figure 4.1 My Classroom

