CHAPTER IV
RESEARCH FINDINGS

This chapter discusses the process of the research including the reconnaissance steps, planning, action and observation, and reflection. The research was conducted in two cycles. The first cycle was conducted in three meetings and the second cycle was conducted in two meetings. This chapter also presents the result of the research in the form of qualitative and quantitative data. The discussion is also presented.

A. Reconnaissance

Before conducting the research, the researcher began by recognizing the problems in the classroom especially in the teaching of writing. Then, she selected the problems and some problems had overcome. And then, she tried to plan actions to solve the problems. Each step in the reconnaissance stages is explained below:

1. Identification of the problems

This research was started by gathering information dealing with the teaching of writing of grade VII at SMP Negeri 7 Yogyakarta. She chose VII C class as her object in this research. First, she began by recognizing the problems in the classroom. She began to observe the teaching and learning process in the classroom to know the students’ writing problems. The classroom observation was held on January 25th, 2014. In the classroom observation, the research acted as the observer. The researcher observed the actions during the teaching and learning process. This field notes shows about the condition during the classroom observation:
The bell rang on 10.20. R came to the Language Laboratory. GBI was ready in the class. R started to do classroom observation. GBI opened the class. Then, GBI showed the materials about the procedure text. GBI showed some examples about the procedure text in Projector screen. GBI sat down on her desk and then GBI explained about the materials. GBI did not use any media in teaching. GBI just used LKS as her guidance. Her voice also was very slowly. It made some SS couldn't hear her voice. Without asked some confirmation whether clear or not, GBI continued to the next activity. GBI asked SS to construct the procedure text. The classroom’s condition was very busy. SS were still confused about “what are going to write”. The SS vocabulary mastery was also still low. It could see, that some students were still confused to express about their words or vocabulary in their text. SS still asked many kinds of vocabularies to the GBI. The bell rang on 11.30 . GBI asked SS to submit the students’ works. Without doing review, GBI ended the meeting.

(FN. 03/January, 25th, 2014)

Based on the observation, it showed that there were some problems in the teaching and learning process. The problems not only came from the teacher but also it came from the students. First, it came from the teacher. The teacher was not communicative enough in teaching writing. Sometimes, she only sat in her desk, and explained about the materials by showing some examples about the text and asked the students to write the text without guidance. She did not try to use the media on their teaching and learning. She only used LKS as her guidance. In other hand, her voice was very slow. Some students could not hear her voice. The second problem came from the students. The students’ motivation in writing was low. They were not confident with their writing. They state that writing was difficult thing. They still found some difficulties in writing. They were also afraid if they would make many mistakes when they wrote a text. The researcher also found that the
students’ vocabulary mastery was low. They also state that they found difficulties in generating ideas in writing.

To strengthen the findings, the researcher also held some interviews with the teacher and students. Those interviews were conducted after the researcher conducted the classroom observation. Based on result of the interview with the teacher, she found that the students’ writing ability was still low. The teacher said that there were some writing’s problems in the classroom. They were grammar, generating ideas, and vocabulary. Many students still found difficulties in generating ideas in their writing. They were confused about “what they are going write in their text” It showed that they still found difficulties to get their ideas in writing. Many students were also still confused in using the correct grammar in their text. They found some difficulties to decide about when it used present tense, past tense, and future tense. And the last problem was about vocabulary mastery. The students’ vocabulary mastery was still low. The students did not master many kinds of vocabularies in English. Sometimes, they found difficulties to express their words in the text. It because that they were still low in the vocabulary mastery. This interview transcript below presents about the interview between the researcher and the teacher:

<table>
<thead>
<tr>
<th>R</th>
<th>Ow begitu ya, Buk. Bagaimana kemampuan menulis siswa di kelas ini? (How about the students’ writing ability in this class?)</th>
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<tbody>
<tr>
<td>GBI</td>
<td>Jujur saja, Mbak. Kalau di dalam menulis itu, siswa masih rendah kemampuannya. Mereka masih banyak mengalami beberapa kesulitan di dalam menulis. Ya, bisa disimpulkan, kemampuan menulis mereka masih lebih rendah di bandingkan kemampuan yang skill yang lain. (The students’ writing ability is still low. They still find difficulties in writing. It can conclud that the students’ writing ability is still low than another skills English)</td>
</tr>
<tr>
<td>R</td>
<td>Ow begitu, Buk. Lalu kesulitan dalam menulis yang seperti apa</td>
</tr>
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</table>
Ehm. So, what are the students’ writing problems?

GBI: Ya, itu Mbak. Ada beberapa. Contohnya mereka itu sulit kalau di suruh menulis dengan menggunakan Bahasa Inggris. Mereka itu kadang masih bingung mau menulis apa gitu. Ya bisa di bilang mereka masih sulit dalam menemukan ide dalam menulis gitulah, Mbak. (There are some problems in writing. Sometimes, the Students still find some difficulties in writing. They are still confused about 'what are going to write'. They also still found difficulties to develop or generate their ideas in writing)

R: Owh, jadi siswa masih mempunyai kesulitan dalam menemukan ide ya, Buk? Lalu apa lagi? (So, the students still find difficulties in generating ideas, right? Any other problems, Mom?)

GBI: Siswa juga masih mengalami kesulitan dalam grammar. Hampir semua siswa bingung tentang itu. Dan mereka juga masih sulit membedakan yang mana yang disebut ‘tobe’ dan mana ‘verb. (The students find difficulties in grammar. Almost of the students are still confused about those. And they are still confused to decide which one called as “verb” and “tobe”)

R: Insyallah, saya akan membuat mereka mengerti sedikit tentang grammar, Buk. Ehmm..Lalu masih ada problem yang lain, Buk? (Insyallah, I will make them to more understand about grammar. Ehm, Is there any other problems, Mam?)

GBI: Ada, Mbak. Masalah penguasaan kosakata. Meraka sedikit sekali penguasaan kosakatanya, Mbak. Tidak hanya dialami oleh siswa kelas VII tapi juga kelas VIII dan IX. (Yes. It is about vocabulary mastery. The students’ vocabulary mastery still low. Not only in the grade VII, but also it became the students’ problems in the grade VIII and IX)

( Interviews transcript 3/ January, 15th 2014 )

After the researcher held the interview with the teacher, she also held the students’ interview. She asked some students. The researcher found that there were some the students’ writing problems. First, there were some students which still found difficulties in grammar. They found difficulties in arranging the English sentences. They still confused about the sentence patterns in arranging the sentences in English. The students’
interview below shows that students still found difficulties about grammar:

**R**: Kalau writing suka gak? (Do you like writing?)

**S2**: Gak ah. Susah kalau menulis bahasa inggris itu. (No, I don’t like writing. Because, it is difficult)

**R**: Loh susahnya di bagian apa? (What are your problems in writing?)

**S2**: Dibagian menyusun kalimat, Kak. Aku masih sering kebalik – balik kalau di suruh menyusun kalimat. Aku tidak bisa je, Kak. (I find difficulties when I arrange the sentence in English. I still find difficulties in arranging of English sentences)

**R**: Ow iya. Kalau kamu apa?

**S3**: Grammar, Kak. Masih bingung penggunaannya. (Grammar. I still get confused in using grammar)

*(Interview transcript 4/ January, 25th 2014)*

Not only about grammar, the students told that they found difficulties in getting ideas in writing. They had problems about generating ideas in writing. They also told that they did not master the vocabulary in English. It means that the students’ vocabulary mastery was still low. Based on the interviews with the teacher and the students and also the classroom observation, the researcher found that the students’ writing ability was still low. It was because, the students were not given opportunities enough to practice their writing ability.

The reflection on finding of the interviews and the classroom observation, there were some problems which were found some difficulties in the field. A lot of students still found difficulties to learn writing. There were some students’ writing problems. The students’ problems may be different with others’. First, some students told that
they still found difficulties to express their words in English. It showed that they were still low in vocabulary. Second, another students told that sometimes they got confused about ‘what they must write in writing’. They found difficulties in generating ideas in writing. And the last, the students also told that they got confused about grammar. They was still confused about the differences of present tense, past tense, and future tense.

To recognize the students’ writing ability before conducting the actions, the researcher administered a test. This was generally called as the pretest. The researcher conducted the pretest before she conducted her actions. It was done to know about the students’ writing ability. And the pretest was also conducted to strengthen the students’ writing problems in VII C class at SMP Negeri 7 Yogyakarta.

The pretest held on January 25th, 2014 at The Language Laboratory. First, the researcher entered to the room at 10.20. She prepared anything which was needed in the pretest. She turned on the LCD Projector, and shared the students’ worksheet to the students. Second, she started the pretest at 10.30. She opened the classroom by greeting to the students. The classroom condition was very busy. There was many students were chit – chat with their friends. To get students’ interesting, the researcher showed a picture about “Dian Sastro Wardoyo” in LCD Projector. The students gave attention to the picture. She asked some questions about the picture. The activities will be presented as belows:
R : What do you think about the picture? Who is she?
SS : Dian Sastro, Miss.
R : Yap, that’s right. She is Dian Sastro Wardoyo. Can you tell me about her?
S : Emmm..
S2 : Artis
SS : Model
R : That’s right. Any other students can tell me about Dian Sastro? How about her face?
SS : Beautiful, Oval.
R : How about her hairs?
SS : Brown, long, straight, black.
R : How about her skin?
SS : White

Then, the researcher showed to students about the descriptive text about “Dian Satro Wardoyo” and by using that text, she explained the descriptive text, the generic structure, and the social function of the descriptive text briefly. To make sure that the students understood about the descriptive text, the researcher gave some exercises. She showed some actress photos in LCD Projector, and the students must describe orally. The following conversation presents about the activities:
| The researcher : | Please describe the picture orally. Are you ready? |
| SS : | Yes, Miss. |
| The researcher : | What do you think about the picture 1? |
| SS : | Fatin Shiqia Lubis. |
| The researcher : | Can you describe Fatin? |
| SS : | Singer of X factor |
| S1 : | She use veil. |
| S2,S4,S5 : | Her skin white. |
| The researcher : | **Her skin is white.** How about the second pictures? |
| SS : | Ronaldo |
| S6 : | He is player football. |
| The researcher : | He is football player. Can you describe about him? |
| SS : | He is handsome, his face is oval, and he has brown skin. |

From the table above, it showed that the students still made mistakes in grammar “**Her skin white**”, but the researcher tried directly to correct the students’ mistakes by saying “**Her skin is white**”. After that, the researcher conducted the pretest. She asked students to close their eyes, and asked them to think about their idol. She continued to the next activities. She asked the students to describe about their idol in the students’ worksheet. The students were enthusiastic in the activities. The researcher walked around to the classroom to check the students’ works. The classroom condition was busy. There are some students were still confused about *what they are going to write*. And some of them started to write their descriptive text. Some of them tried to describe about their idols. There were also some students which asked to the researcher and collaborator about some vocabularies. The researcher did not answer the
questions. Then, she asked them to check in the dictionary. Finally, the bell rang at 11.45. It gave a sign that the lesson must be finished. The researcher asked students to submit the worksheet to the researcher. And then, they got a short prayer and they could go home. The researcher and collaborator still stayed in the room to collect the students’ worksheets. After conducting the pretest, the researcher came to the teacher rooms to meet the English teacher. She would report the activities during the pretest. The teacher asked some questions about the pretest activities to the researcher. The following interview transcript presents about the activities during the pretest:

GBI : Kalau siswa – siswanya gimana, Mbak? Ada masalah gak selama pretest berlangsung? (How about the students? Do you found some problem during the pretest?)

R : Iya, ada Buk. Saya sempat menemukan beberapa masalah selama pretest berlangsung. Sepertinya masih ada banyak siswa yang masih mengalami kesulitan dalam menulis, Buk. Sepertinya juga motivasi dalam menulisnya masih rendah. Mereka juga masih mengalami kesulitan di dalam grammar dan vocabulary. Tadi mereka juga masih banyak bertanya mengenai beberapa kosakata ke saya dan kolaborator. (Yes, Mom. I found some problems during the pretest. The students’ motivation in writing was still low, Mom. And they also still found difficulties in grammar and vocabulary. During the pre-test, there were some students which asked to me and collaborator about some vocabularies)

GBI : Iya, Mbak. Memang anak – anak di sini memang penguasaan kosakatanya masih sangat kurang. ( In here, the students are still low in the vocabulary mastery)

R : Iya, Buk. Kalau di lihat sekilas dari hasil tulisan mereka, sepertinya mereka juga masih mengalami masalah dalam mendapatkan ide dalam menulis juga, Buk. Bisa di lihat mereka masih sangat sedikit dalam menuangkan ide di dalam tulisan mereka. (Yes, Mom. If I looks temporary in the pretest, the students still find difficulties in generating ideas in writing. It can be seen, they only wrote by limited ideas in their paragraph)

( Interview transcript 7/ January, 25th, 2014 )

Based on the results of the pretest, temporary the researcher found three problems of the pretest. They were grammar, vocabulary, and
generating ideas It was possible to find and gain some problems again after the researcher finished checking the students’ pretest results.

After conducting the pretest, the researcher was checking the students’ pretest results. During the correction, the researcher found some problems again in writing. They were punctuation, preposition, and spelling. The first problems were preposition and punctuation. Many students still made mistakes about punctuation and capitalization. They did give attention about the punctuation and capitalization roles.

The following students’ pretest results shows about the students’ mistakes in grammar
Appendix 5.1 The students’ pretest results
Appendix 5.1. The students’ pretest result

It showed that students still found difficulties in grammar. They were still confused in using grammar. It could be shown in this sentence “She have long hairs”. Some students made mistakes about this auxiliary. Not only about the using of auxiliary, they were also confused about “verb” and “to be”. Some of them still mixed between “to be” and “verb” in the their sentence, for example “He is has pointed nose “. Sometimes, they also wrote the sentence without the appropriate patterns, such as they did not use ‘verb’ or ‘to be’ in their sentences.
The next problems were about vocabulary and spelling. The students were still low in vocabulary mastery. The following students’ pretest results would be show as below:

Appendix. 5.1. The students’ pretest results

It was showed that the students were low in vocabulary mastery. It could be shown that they students still used the limited vocabulary in
their sentences. During the pretest, they asked some questions to the researcher about some vocabularies. Not only about vocabulary, but also there were some students still made some mistakes about spelling. Sometimes they did not give attention with their spelling, such as they want to write “born” and “beautiful”, but they wrote “bron” and “butiful”. They wrote incorrect spelling.

And the last problem was about generating ideas. Almost of the students found difficulties in generating ideas. They states that they found difficulties in getting ideas in writing. So, they could not express their ideas in the paragraph. Based on the results of the students’ pretest, the researcher could conclude that the students writing ability was still low. The students’ pretest score was unsatisfying enough. It can be shown in the mean score of the pretest. The mean score of the pretest was 50.0. The higher score was 70.8, and the lowest score was 33.3. There were only seven students which could be categorized in ‘good” categories, five students were categorized in “fair” categories, twelve students were categories in “poor” categories, and the rest, there were ten students which were categorized as “very poor” categories. The following table presents about the students’ pretest score:
2. Selection of the problems

There were some problems which found in the research. The researcher did not solve all of the problems. She selected some of the problems related with improving students’ writing skill. The problems were selected by the researcher was:

a) The students’ skill in generating ideas
b) The students’ grammar mastery
c) The students’ vocabulary mastery
d) The students’ spelling mastery
e) The students’ punctuation and capitalization mastery
f) The students’ preposition mastery
3. Determining the action to overcome the problems

After selecting the problems, the researcher decided some actions to do to solve the problems. In order, it was done to improve students’ writing skill. The researcher also discussed her action with the teacher. The actions were:

a) To attract students’ attention, the researcher would use picture-cued to teach writing. She would use colorful picture and some activities.

b) Using pictures. It used to attract students’ interesting in writing.

c) Dealing with teaching writing, by using picture-cued, it not only attracts the students to learn writing, but also it could help students in generating ideas.

d) The researcher also improved the preposition in the descriptive text by using picture-cued activities.

e) To improve students’ vocabulary mastery. The researcher would introduce some new words to the students.

f) The use of correct grammar and mechanic would be emphasized during the production of the writing.

B. Research Process

This part describes the process of the research in the two cycles. The first cycle conducted in four meetings while the second cycles conducted in two meetings.

Each cycle and each meeting are discussed below.
1. Cycle 1

a. Planning

In the planning stage, the researcher conducted some activities to prepare some activities in the first cycle. First, the researcher made the lesson plan for each meeting which rooted in the course grid. In the first meeting, the researcher focused about the descriptive text, the social function of the descriptive text, the generic structure of the descriptive text, grammar, punctuation and capitalization and adjective which was applied in the descriptive text. It focused in describing of the people. In this stage, the researcher also provided some exercises about punctuation and capitalization which was applied in the descriptive paragraph. She also started to use picture-cued to learn about the adjectives.

In the second meeting, the researcher planned to give more the grammar exercises. In this meeting, she would teach about the present tense. She would apply some present tense exercises in form of descriptive text. It was focusing on descriptive text of people. In this stage, there were some exercises about how to arrange the correct descriptive sentence by using picture-cued activities. It was also provided with jumble sentences and paragraph exercises. Not only about grammar, the researcher also provided some exercises about the punctuation and capitalization analysis.

In the third meeting the researcher moved to the other material. It was still about the descriptive text, but it focused in describing of places. In these meeting, she conducted the materials about the preposition. She also gave some preposition exercises by using picture-cued activities.
And in the fourth meeting, the researcher still focused in describing of the place. She conducted two activities to improve students’ writing skill. She guides students to arrange the descriptive text. She still gave some guidance to the students by using picture-cued activities and some new vocabularies.

Before the researcher conducted the actions, the researcher consulted the lesson plan to teacher. The teacher gave some comments and feedback about the plans. The teacher asked the researcher to add some materials about grammar exercises in the first meeting. The researcher added some grammar exercises in the first meeting. She not only conducted consulting about the lesson plan, but also the researcher also made an appointment about the time to do her actions. The teacher asked the researcher to do research on March. It was because, on February the school would conduct TPM activities. So, the students would study at their home. The teacher also told that she had not finished her material about speaking and listening the descriptive text. So, the researcher could conduct her action on March.

b. Observation and action

In implementing the actions, the researcher worked collaboratively with the collaborator and the English teacher. Sometimes the English teacher did not come to observe during the actions. She got sick. So, the researcher asked her friend as the collaborator in her action. The collaborator sat in the back of the class. Then, the collaborator also noted about anything happens during the actions. The first cycle
constructed in four meetings. It started from 10.20 until 11.45. Each meeting was described as below:

a) First meeting

The bell rang at 10.20. The researcher, collaborator, and the teacher entered to the classroom. The students were still busy with their business. There were students sat down in the out the class, and there were also some students which were still chit-chat with their friends. The teacher asked all the students to enter to the classroom while the researcher and observer prepared some material and media which were needed during the action.

The following field notes presents about the activity:

| The bell rang at 10.20. SS entered to the classroom. There were some SS still sat in out the class. R asked SS to enter The classroom. R and CO prepared the media which was used during the action, such as turn on the LCD and prepared some material in the first meeting. It took 15 minutes. CO and GBI sat down in the back and the collaborator observed and noted anything happens during the action. | (FN.6/March, 8th 2014) |

First, the researcher opened the class by greeting to the students. The students were still busy with their business. And the researcher repeated the greeting. Suddenly, the students became calm down for several time. The researcher tried to check the students’ attendance. In the first activity, the researcher tried to build the students’ background knowledge by using a picture. She showed the picture about “Dian Sastro Wardoyo”.
R : Ok, please pay attention to the picture?
SS : (Silent.)
R : What do you think about the picture? Who is she?
SS : Dian Sastro Wardoyo.
R : Ok. She is Dian Sastro Wardoyo.
SS : Coba deskripsikan tentang Dian Sastro. Dian sastro itu
kayak gimana sih orangnya kalau dilihat dari gambar?
(So, can you describe about Dian Sastro? How does Dian
Sastro look like based on the picture?)
S1 : Beautiful
R : She is beautiful
SS : long hairs
R : She has long hairs.
SS : Kulitnya putih (Her skin is white)
R : Her skin is white

Based on the activity above, all of the students were enthusiastic
with the activity. They gave attention to the picture and answered
the researcher’s questions. The researcher wrote the students’
answers in the white board. Then, the researcher made
collection about the topic for today. She did not conclude by
herself, but she tried to stimulate the students to conclude the
topic about. She asked some questions to the students. There
were some students which can answer the questions, but there
were also some students which were still confused. To stimulate
the students, she gave some clues. The following conversation
shows about the activity:
R : Ok, tadi kan kalian sudah mendeskripsikan tentang Dian Sastro Wardoyo. Dia kulitnya putih, rambutnya panjang, dan cantik. Jadi, kalian tau gak hari ini kita mau belajar tentang apa? (Ok. You had been describing about Dian Sastro Wardoyo, You said that her skin is white, She is an actress, her hairs is black, and she is beautiful. So, do you know what we are going to study for today?)

SS : Mengambarkan seseorang. (Describing someone)

R : Iya, betul. Hari ini kita akan belajar tentang descriptive text. (That’s right. Today we are going to study about the Descriptive text)

Then, the researcher explained about the descriptive text. All of the students gave attention to the explanation.

The researcher moved to the second activity. She shared the students’ worksheet. She shared the descriptive text about Dian Sastro Wardoyo. She also showed the text in the LCD projector. She asked students to read the text. She gave the instruction to the students “Ok. Please, read the text carefully. If you find the difficult words, you can search them in your dictionary”’ The students read the text. Some students asked some difficult words to the researcher. Because, there were students did not bring dictionary, the researcher asked students to bring dictionary in the next meetings. Then, she discussed the text together with the students. The researcher tried to guide the students to read the text. She focused in some words. During the discussion, the students still made mistakes in vocabulary. And then, the researcher tried to correct the mistakes directly. By using that text, the researcher explained about the descriptive text. She also explained about the social function of the descriptive text and language features of the descriptive text. The students were interesting. In the end of the explanation, the
researcher tried to check students’ understanding by asking again about the explanation to the students. The students answered the questions, but there were some students did not answer the questions.

After that, the researcher continued to the next activities. The researcher showed the descriptive text about “David Beckham”. In the task, students must give attention to the underline words and the students must correct them into the appropriate punctuation and capitalization. By using the text, the researcher explained about punctuation and capitalization. The students were very busy. There were some students which involved in these activities, and there were also the students were busy with their business and did not give attention to this activity. After then, the researcher moved to another activity. She shared the students’ worksheet to the students, and asked them to work in pairs with their friends. The researcher read the instruction about the task. The students must answer some questions related with descriptive text; entitled “David Becham”. They must also identify the generic structure of the text. The following field notes describes about the activity:

| R asked students to work in pairs, and asked the questions related with the descriptive text about “David Beckham”. SS also must analyze the generic structure of the text. R walked around the class to check the students work. SS was seriously working with their friends. SS discussed the generic structure of the text. R discussed the students’ answered briefly in the class. R concluded that SS understood about the generic structure. |
| (FN.6/March,8th 2014) |
The researcher showed the grammar exercises in LCD Projector. The students must decide which one “to be” or “verb”. The researcher gave example, and the students must continue the next activity. The following activity involved the task:

**TASK 6**
Work with your friends! Read the sentences below. Then, identify the “verb or to be”.

1. She has a popular name in entertainment.
2. She is one of model of Lux.
3. She acts in several movies.
4. There is a famous actress in Indonesia.
5. He has blonde hair and blue eyes.
6. He ends his career as soccer player.
7. He is an ex-soccer player.
8. He becomes entertainer.
9. They have a son named Syailendra Sutowo.
10. There are some famous movies in world.

*(The lesson plan / 8th March, 2014 / 1st meeting)*

In this activity, the students were very enthusiastic. The students tried to analyze the “to be” and “verb”. Sometimes, the students still made mistakes, but the researcher tried to correct their mistake directly. The researcher explained again and again to get students’ understanding. After that activity, the researcher gave more about the grammar exercise. The following task shows about the activity.

**TASK 7**
In pair! Pay attention to the underline word below. And change the sentences to the present tense forms.

1. He was the son of Ted Beckham.
2. She had black hair, pointed nose, thin lips, and white skin.
3. They had a son named Syailendra Sutowo.
4. There was some his favorite music.
5. She acted in several movies.
6. He worked as an actor and model.
7. Dian Sastro was beautiful.
8. Her natural beauty represented Indonesian Women.

*(The lesson plan / 8th March, 2014 / 1st meeting)*
In this section, the students must change sentence to the present tense form. The students worked in pairs with their friends. The researcher walked again in the classroom to check the students’ works. Some students were still confused those. There were some students asked some questions about their answer. The students said “Mis, kalau kayak gini, betul gak, Miss?” then the researcher gave direct feedback to students if she found the students’ mistakes. She decided to discuss together. She asked students to write their answer in the white board. The students were very enthusiastic in this activity. Many students want to write their answers in the front of the class. The researcher read the students’ answers and tried to check the student’s answers. There were some students still made mistakes in grammar. Then, the researcher asked to another student to correct the answers. The students were enthusiastic to correct their friends’ answers.

After the researcher taught about grammar, she taught about adjective. In this section, she started to use picture-cued activity. The researcher still asked students to work in groups. She shared the student’s worksheet, and she read the instruction. The students must match the antonym of the words. The following activity presents about the task:
In this activity, the students looked very busy. The students discussed their answer with their friends. The researcher walked around the class to check the students’ answers and she discussed with students. The researcher continued to the last activity, but the bell rang at 11.45. Before she ended the meeting, she evaluated the lesson for today by giving the students some questions about the materials which had learned for today. The students answered the questions. And in the last, the researcher asked a student to guide praying. And the researcher ended the meeting.

b) Second meeting

The second meeting conducted on March 15th, 2014. The bell rang at 10.20. The researcher, the teacher and collaborator entered to the classroom. The students were still busy. Some of them were still busy with their activities. The researcher prepared the media. The researcher opened the class by greeting. She tried to check the students’ attendance.

The first activity, the researcher conducted some reviews the previous lesson. Then she shared student’s worksheet. She continued to the previous meeting. She would teach about the
adjective. In this section, she used picture-cued activities. She read the instructions. Some of students gave attention to the researcher but the other students did not give attention. The researcher read again the instruction. In this task, the students must give attention to the pictures and they must find and fill the sentences with adjective. They choose the answer in the answer box. They worked in pairs. The following task below shows about the activity:

The red man has _______ body and the small boy has _______ body.

Jonny has very _______ nose with _______ hair.

(The lesson plan / March, 15th, 2014 / 2nd meeting)

The students were enthusiastic with the activity. The following field notes also presents about the activity:

SS were very busy with their groups. SS was interesting with the activity. Some SS discussed with the difficult words with their groups, some SS tried to check their dictionary to find the meaning of difficult word. Some SS also asked to the R about the difficult word. SS were very enthusiasm in this section

(FN.07 / March, 15th, 2014)

This activity took 10 minutes. Then, the researcher discussed the answer together. She showed the pictures one by one in the LCD Projector. All of students answered the questions. The researcher moved to the second activity. Based on the students’ evaluations
in the previous meeting, they still got difficulties in the grammar, especially the present tense. So, the researcher explained again about the present tense. She explained the present tense briefly. The students gave attention about that. Then, the researcher gave a descriptive text, entitled “My Diva “.

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<tbody>
<tr>
<td>Agnes Monica was a famous pop singer. Most people in Indonesia know her. She certainly look like an angel. She was tall, slim and beautiful. Her hair is black. She always wears fashionable clothes. Her personality is as good as Her voice. She is confident. She is also generous. She gives a lot of money to charity. Her hobby is unique. She keeps a dog as a pet. She does not like cooking.</td>
</tr>
</tbody>
</table>

(The lesson plan / March, 15th, 2014 / 2nd meeting )

First, she asked students to read the text. Then, she asked students to pay attention to the underline words. The students must change the ‘to be’ and ‘verb’ to the present form. After that, she asked students to correct the punctuation and capitalization. The researcher walked around the class. She observed the students’ works. Based on the observation, she found that the students more understood about present tense. Finally, the researcher decided to discuss with the students.

The researcher continued the third activity. It still taught about the present tense. The researcher still gave the grammar exercise in this section. First, she asked students to move to the next task. This task, the researcher provided with the task by some pictures and the jumble sentences. By using pictures, the students must arrange the jumble sentences. They worked in
pairs. The researcher also showed the picture in LCD Projector.
The following task shows about the activity:

( The lesson plan / March, 15th, 2014 )

The researcher walked around the class. She observed the students activity. She moved from the one groups to another groups. Based on the observation, the researcher found that the grammar mistakes decreased. Not all students made mistakes in grammar, but there were some students still made mistakes about those. Some of the students were still confused about the patterns of English sentences. It means that sometimes they still got difficulties in constructing the English sentences. Some group of students asked some questions about to the researcher. Then, the researcher moved to the next task. In this section, the students must work individually. It also started to teach students to make some descriptive sentences by using pictures. First, the researcher asked to open the next task. She asked to pay attention to pictures. Based on the pictures, the students must make a short descriptive text, at least in four sentences. They must give attention to the grammar, vocabularies, and punctuation and
capitalization when they wrote the descriptive text. The researcher gave some examples. And then the students must continue the activity. The researcher observed the activity. Some students worked seriously, but some students did not start to write their text. The researcher approached them. And she asked some questions to them. She tried to give motivation and guided them to do the task. There were some students also asked some questions about their sentences. The researcher tried to check their sentence, and she gave direct feedback if they made mistakes in their sentences. Based on the observation, the researcher found some problems in the students’ writing. The some students still made mistakes in using punctuation and capitalization. The following students’ worksheets present about the students mistakes in punctuation and capitalization:
The students’ works

TASK 10
Pay attention to the picture. And then make a short descriptive sentence using the pictures.

She has long hair.
She has curly hair.
She has blonde hair.
She has white skin.
She has pointed nose.
She has small body.

She has short hair.
She has white skin.
She has straight hair.
Not only about punctuation and capitalization, some students also still made mistakes about grammar. It more decreased than in the first meeting. It just was done by five or four students. Sometimes, they still mixed the “verb” and “tobe” in their one sentences. The students’ mistakes about grammar are presented in as belows:
After that, the researcher continued to the next activity. In this activity, she provided some jumble sentences. And the students must re-arrange to the correct descriptive text. Before conducting the activity, the researcher did not forget to remember to the students about the generic structure of the descriptive text. Then, she gave some opportunities to the students to read the text and found the difficult words. They could search the meaning in their dictionary. It was done to more improve the students’ vocabulary mastery. After that the students
arranged the sentences to the whole descriptive text. Next, the researcher discussed with their students. During the discussion, there were some difference answers from the students. In this case, the researcher tried to solve the problems together. In the last activity, the researcher tried to exercise students to make a short descriptive text by using some guidance. It used pictures and some adjective words as the guidance. She showed the pictures in the LCD Projector. The following task describes about the activity:

```
THE CLUES
Amin, handsome, tall, dark hair, normal eyes.

This is _______________________________________
_____________________________________________
_____________________________________________
_____________________________________________

(The lesson plan / March, 15th, 2014 / 2nd meeting)
```

The students must write the short descriptive text by using the clues which had provided in the task. They worked individually. The students were interesting with this activity. Many students worked seriously. She observed the activity. There were some students asked to the researcher. During this activity, the researcher again and again did not forget to remember about the punctuation and capitalization and also the grammar during the activity. The students were enthusiastic. In this section, the grammar and punctuation and capitalization mistakes decreased.
Some students started to give attention about those aspects in writing. It also showed that the students more easy to get the ideas in writing. It can see, they could write and express a lot of sentences in their paragraph. Finally, the bell rang at 11.45. The researcher must end the meeting. Before the she ended the meeting, she conducted some reviews about the activities. She asked some questions to the students. There were some students answered the question, and some students did not give attention to the questions. Then, the researcher conducted a short prayer. And the class was ended.

c) Third meeting

The third meeting was conducted on March 22\textsuperscript{th}, 2014. Today, the English teacher cannot come. She must check up to the hospital. In this meeting the researcher would conduct other topics. It was still about the descriptive text. It focused on describing of places. The bell rang at 10.20. The researcher and collaborator came to the class. She prepared the media, such as turn the LCD and prepared the material. First, she opened the class. The students were still busy. To get students’ attention, she showed a picture in LCD Projector. She showed a bedroom picture. It was also used to introduce the topic about the descriptive text of places. The students were quite. Then, the researcher asked some questions to the students which related with the picture. The following table shows about the task:
1. What do you think about the picture?
2. There some things in the bedroom. Can you mention it?
3. What is the color of the dolls?
4. What is the color of the watch?
5. What is the color of the floor?
6. Where is the laptop?
7. Where is the radio?

( The lesson plan / March, 23th, 2014 )

By using the picture, the researcher introduced about preposition.

She asked some questions, such as: *Where is the laptop? And where is the radio?* The students answered the questions, but they still used Indonesian language. The researcher asked them to answer by using English. So, some students tried to answer the questions by using English. Sometimes they still made mistakes. They said “ *The radio under the table*”. It did not use ‘to be’. After than the researcher tried to correct the answer by saying directly “*The radio is under the table*”.

The researcher moved to the second activity. First, she showed the descriptive text, entitled “*My Bedroom*”. She asked students to read and gave attention to the underline words. It took about 10 minutes. Second, she asked to answer the questions about the text. They worked in pairs. After some minutes, the researcher and the students discussed the answers. The researcher pointed some students to answer the question. Then, the researcher continued to the third activity. She explained about
preposition. Before she conducted the explanation, she gave the students’ activity. She shared the students’ worksheet. In the students’ worksheet, it was very interesting. The researcher used picture-cued to explain about preposition. She asked students to work in pairs. And she asked to create the rabbit. The activity was named “Where is the white rabbit?”. It was also provided with the answer box. So, the students chose the preposition answer in the box answer. The following task shows about the students’ activity:

<table>
<thead>
<tr>
<th>The rabbit is ___ the box.</th>
<th>The rabbit is ___ the box.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rabbit is ___ the box.</td>
<td>The rabbit is ___ the box.</td>
</tr>
</tbody>
</table>

(The lesson plan / March, 22nd, 2014 / 3rd meeting)

The students were very enthusiastic in these activities. They discussed with their friends. Then, the researcher discussed the task. She also explained about preposition during the discussion. She observed the activity and she found problem in this activity. The students were confused about the differences of using some prepositions “of, on, in and above. Then, the researcher explained about these. After that, the researcher continued to the last activity. She asked students worked in groups. Then, the researcher shared the descriptive text, entitled “My House “. And the researcher showed the map of the house.
There were three the students’ duties in this task. First, based on the map, the students must complete the preposition in the text. Second, the students must change some ‘‘verb’’ and ‘‘to be’’ to the present form. And the third, the students must correct the punctuation and capitalization of the text. Before conducting the activity, the researcher asked students to read the text and to find the difficult words and then they searched it in the dictionary. The students were enthusiastic with the pictures. They discussed with their groups. After some minutes, the researcher discussed together with students. The researcher and the students wrote the text. Some students were still confused, but the researcher explained again. Finally, the bell rang at 11.45. And the researcher conducted some reviews the classroom activities for today. Then she ended the meeting.

d) Fourth meeting

The fourth meeting was held on March, 22\textsuperscript{th}, 2014. It was the last meeting in the first cycle. In this meeting, the researcher planned some actions. She asked students to make a short descriptive text about place. It was used as the preparation before they would conduct the posttest 1.

The researcher and the collaborator entered into the classroom. She prepared the teaching and learning tools. Then, she opened the classroom. She asked students about the students’ attendance. After that, she conducted a review about the previous lesson. Next, she continued the previous
lesson. The researcher started with the first activities. First, she showed the picture in the LCD Projector. And she shared the students’ worksheets. Then she read the instruction. In this activity, she asked students gave attention to the pictures. And they must make a short descriptive text about the picture. It was individual task. The following task presents about the students’ activity:

During the activity, the researcher walked around the class to manage the activity. Some students asked some questions to the researcher about their works, and some students also asked the researcher to check their worksheet. Based on the observation, the researcher concluded that some students had understood in arranging the sentences. They had known how to arrange the appropriate patterns in arranging sentences. The students’ grammar mistakes also decreased, but there were some students also still made some mistakes about the grammar. Then, she discussed together.
After that, the researcher moved to the last activity. In this activity, she asked students to make the whole descriptive text about the place. It was individual works. It was used as the preparation before conducting the posttest 1. First, the researcher showed the pictures about the bedroom in the LCD screen. In the pictures, it provided some vocabularies about the tools. They were used as the clues. She also gave some clues to the students by giving some questions. The following task presents about the students’ activity:

![Picture of bedroom with labels: window, wall, shelf, floor, bed, etc.]

**Clues:**
1. What does the picture discuss?
2. There are some toys on the bedroom. Can you mention them?
3. How are the colors?
4. Where the positions?

*(The lesson plan / March, 22th, 2014 / 4th meeting)*

The students wrote their paragraph seriously. The researcher walked around the class. She tried to check the students’ works. If there were some mistakes in the students’ paragraph, she corrected their mistakes directly. In this activity, some students had made a good descriptive paragraph. Some of them said that they were easier to get
their ideas by using pictures as the guideline. It can be seen in the following the students’ worksheet:

**The students’ worksheets**

Finally, the bell rang at 11.45. The researcher conducted some reviews the materials for today. Before she ended the class, she gave the homework to the students. She asked
students to take photo or draw the picture from their bedroom. They must take the picture on the next Saturday. Then, the researcher ended the meeting by having a short prayer.

c. Reflection

After having done with the actions of the first cycle, the researcher evaluated the actions. The research’s team had discussion to analyze the data obtained in the forms of the field notes, interview transcript, and the students’ writing works which were taken from the observation of the teaching and learning process and interviewed with the collaborator, English teacher and students. To fulfill democratic and dialogic validity, all researcher members had an equal opportunity to give comments, opinions, feelings, and suggestions related to the implementation actions. They comments, opinions, feelings, and suggestions would be used as plan of the actions that would be implemented in the second cycle. The results of the reflection showed that there were weaknesses of the first cycle. In the reflections, it also provided with the improvement on the students’ behavior toward the teaching and learning process. The following field note is conducting the students’ condition before the implementation of the picture-cued activities:
The students’ motivation in writing was low. They were not confident with their writing. They claimed that writing was a difficult thing. They still found difficulties in writing. They were afraid that they would do many mistakes when they wrote a text. The researcher also found that the students had low vocabulary mastery. Many students had limited vocabulary. And they found difficulties in developing their ideas. So, it made students’ which were confused about what they must write in their paragraph.  

( FN.02/ January, 15th, 2014 ) 

Before conducting the actions, the researcher found some the students’ writing problems. The students had low motivation in writing. They still found difficulties in generating ideas, and they were also low in vocabularies mastery. So, they found difficulties to express their ideas in their paragraph. The following interview transcript presents about the students’ writing problems in generating ideas and vocabulary mastery: 

<table>
<thead>
<tr>
<th>R</th>
<th>Kalian menemukan banyak masalah gak ketika sedang menulis bahasa inggris? Do you find the problem in writing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS</td>
<td>Ada banyak, Kak. (Yes, we find some problems in writing)</td>
</tr>
<tr>
<td>R</td>
<td>Apa? (What is it?)</td>
</tr>
<tr>
<td>S6</td>
<td>Kalau di suruh nulis aku bingung mau nulis apa gitu. (I am still confused about what must I write in my writing)</td>
</tr>
<tr>
<td>R</td>
<td>Susah mendapatkan ide buat menulis itu ya? (You still find difficulties in getting the ideas, right?)</td>
</tr>
<tr>
<td>S6</td>
<td>Iya, Kak. (Yes)</td>
</tr>
<tr>
<td>R</td>
<td>Terus yang lain apa? (Is there any other problems?)</td>
</tr>
<tr>
<td>S4</td>
<td>Menulis itu susah e, Mbak. (Writing is a difficult subject)</td>
</tr>
<tr>
<td>R</td>
<td>Loh, kenapa, Dek? (Why?)</td>
</tr>
<tr>
<td>S4</td>
<td>Kosakatanya banyak banget. Enggak hapal. (English has so many vocabularies. I get confused to remember it)</td>
</tr>
<tr>
<td>SS</td>
<td>Bener banget. Kosakatane banyak banget. Gak tau artinya. (Yes, English has so many vocabularies. I did not know about the meaning)</td>
</tr>
</tbody>
</table>

( Interview Transcript 6 / January, 24th, 2014 ) 

The students also still had difficulties to use the correct grammar. The following interview transcript presents about the students’ statement about their difficulties in grammar:

( May I ask some questions? Do you like English? If yes, which one do you like? reading, writing, speaking or listening?)

S2: Aku suka berbicara.
( I like speaking)

S3: Ah aku juga suka berbicara.
( I like speaking too)

R: Loh, kenapa kalian pada suka speaking?
(Why do you like speaking so much?)

S3: Ya. Asyik aja, Kak
( It is interesting)

R: Kalau writing suka gak?
(How about writing? Do you like writing?)

S2: Gak ah. Susah kalau menulis bahasa inggris itu.
(No, I do not. I do not like writing. Writing is very difficult)

R: Loh, susahnya di bagian apa?
(What are your problems?)

S1: Itu lo Kak, yang bagian menyusun kalimat. Masih kebalik – balik kalau di suruh menyusun kalimat.
(I still get difficulties in arranging sentences. I cannot arrange the sentences to the appropriate sentences)

R: Oya iya. Kalau kamu apa?
(How about you?)

S2: Grammar, Kak. Masih bingung penggunanannya.
(It is about grammar. I still get difficulties in using of grammar)

( Interview Transcript 4/ January, 24th, 2014)

In the modeling section in the first cycle, picture-cued activities facilitated the students to catch the ideas of the text in term of generic structure, language features, and the social functions. In teaching strategies in implementing of picture-cued activities was not only influenced the generating ideas of the text but also the grammar,
vocabulary, punctuation and capitalization, spelling, and preposition. The researcher also took some interviews with the collaborator, English teacher and the students in the end of the meetings. The research members gave some evaluation and reflections, comments, and suggestions to the researcher. The reflections would be presented in each meeting.

In the first meeting, the researcher taught about the descriptive text. It focused in describing of the people or person. She introduced the descriptive text to the students. She also taught about the generic structure, social function, and language features of the descriptive text.

The following conversation presents the students statement after the first meeting:

*R*: Hello, Dik. Tadi gimana menurut kalian pelajaran gimana? (Hello. How about the lesson for today? )

*SS*: Iya, bagus. Membuat saya lebih tau tentang deskriptive teks, Miss. (Yes, It is good. I can understand about descriptive text )

*R*: Lalu yang masih bingung pas materi apa tadi, Dik? (So, do you find difficulties in the material? Which one? )

*SS*: Ehm..tadi yang present tense, Miss. Masih agak bingung. (Ehm. It is about present tense, Miss. We get still confused) 

*R*: Ow, present tense ya. Besuk Mbak akan ulangi lagi deh. Lalu ada lagi? (Ow, do you still find difficulties about present tense, right? Tommorow, I would repeat again about present tense. And is there any others problems?)

*SS*: Gak. (No )

*R*: Kalau cara mengajar Mbak tadi gimana menurut kalian?Kalian jelas gak sama penjelasan saya tadi ? (How about my teaching technique during the teaching leaning process? Do you understand about my explanation during the lesson? )
From the students’ interview transcript above, the researcher concluded that the students still found difficulties about the present tense. They also gave comments that the researcher was quickly enough when she explained the materials. Sometimes, the students did not understand about the materials. She not only asked the students’ comments, but also she also asked the comments to the collaborator and English teacher. The following interview transcript presents about the teacher’s statement:

**R**: Menurut ibuk, tadi bagaimana proses pembelajaran pada hari ini? (How do your opinions about the lesson for today?)


(*It is successful. The students are interesting. I observe that the students have more active during the lesson. And you also walked around the class to check the students’ work and you also try to correct the students’ mistake directly. The students understood about present tense. So far, it is good. But, you still find difficulties in the classroom management, especially in your eyes contact. You do not focus to all students, but you only focus to some students.*

( *Interview transcript 9/ March, 8th, 2014 *)

Based on the statements between the English teachers, it was found some evaluations from the first meeting. First, the researcher still got difficulties in the classroom management, especially in the time management and the eyes contacts. She did not manage the
classroom well. And she did not focus to all students in the class. Second, it was about the students’ task or worksheet. The researcher gave more tasks to the students in the first meeting. So, it could make students which were bored. In the second meeting the researcher taught about the present tense. Based on the students’ statement in the first meeting, the students still found difficulties the present tense. So, the researcher repeated the material in the second meeting. In the second meeting, the researcher also started to exercise students to arrange the short descriptive sentences by using picture. In this section, it showed that the students started to understand about the present tense. It could be shown that some of students could arrange the present tense sentence correctly. They also could develop their ideas in writing by using pictures. The following students’ transcript interview presents about that:

<table>
<thead>
<tr>
<th>R</th>
<th>: Hello dek, eh gimana tadi pelajarananya? masih mengalami kesulitan dalam present tense gak nih?</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>: Eh.. dikit – dikit sudah mulai mengerti. (Ehm. I started to understand about present tense)</td>
</tr>
<tr>
<td>S2</td>
<td>: Iya saya juga (Yes, I can understand too)</td>
</tr>
<tr>
<td>SS</td>
<td>: Iya. (Yes)</td>
</tr>
<tr>
<td>R</td>
<td>: Kalau menyusun kalimat dengan menggunakan gambar tadi gimana? Itu membantu kalian dalam menemukan ide dalam menulis gak? (So, what do your opinions about the use of pictures in arranging the descriptive sentences? Do the pictures help you in developing your ideas in writing?)</td>
</tr>
</tbody>
</table>
SS : Iya. Itu membantu banget, Miss. Kami jadi tidak bingung
tau menulis apa gitu. Kita mendapatkan ide dari gambar.
(Yes. It helps us, Miss. Now, we are not confused when we
write a descriptive text. We can get ideas from pictures )

(Interview transcript 10 / March,15th,2014)

To strengthen the evaluation, the researcher also conducted the

interview with collaborator. The following interview transcript

presents about the reflection of the second meeting:

R : Bagaimana menurutmu pertemuan pada hari ini? Kira-kira
masih adakah problem dalam menulis yang masih di alami
oleh siswa?
( what do you think about the meeting for today?Is are there some
students’ problems? )

CO : Untuk pertemuan kali ini lebih baik dari pada kemaren. Bisa
di katakan sudah ada sedikit perkembangan pada siswa
didalam menulis. Mereka sudah mulai mengerti mengenai
deskriptive teks dan setidaknya ada beberapa sudah mulai
bisa membuat kalimat deskriptive dengan menggunakan
susunan grammar yang benar. Meskipun ada beberapa siswa
yang masih melakukan kesalahan di dalam grammar. Beberapa
siswa juga sudah mulai teliti dalam penggunaan punctuation
dan capitalization.
(The meeting for today is better than previous meeting. It could
conclude that there are some students ‘problems decreased in
writing. They have been starting to understand about the
descriptive text and they also can make some descriptive text
by using appropriate grammar. Whenever, some students still
make mistakes about grammar Some students are also aware
about the punctuation and capitalization in their writing.

( Interview transcript 11/March,15th,2014)

Based on the interview transcript of the students and the
collaborator, the second meeting was better than the first meeting.

In the second meeting, the students’ writing problems decreased.

Some students could write the descriptive sentences and they were
also aware in using the capitalization and punctuation in their
writing, but sometimes the students still made some mistakes about
grammar, punctuation and capitalization. The researcher would
give more exercises about the grammar, punctuation and capitalization in the third meeting.

In the third meeting, the research still taught about descriptive text, but it used different topics about the descriptive text. It was focussing on describing of the places. There were some reflections for the third meeting. The students more understood about the descriptive text. They also started to understand about prepositions. The states that by using pictures-cued, it helped students in writing, it helped them in generating ideas in writing. And by using pictures, it could help students to study about preposition. Now, they understood about the use of prepositions. To strengthen the statement, the following interview transcript describes about the students statement:

<table>
<thead>
<tr>
<th>R</th>
<th>: Eh tadi gimana menurut kalian pelajaran hari ini ?Jelaskan? (How about the lesson for today? It is clear enough?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS</td>
<td>: Iya, Kak. Cukup jelas. (Yes. It is clear enough)</td>
</tr>
<tr>
<td>R</td>
<td>: Masih sulit mendapatkan idea dalam menulis gak? (Do you still find get difficulties in generating ideas in writing?)</td>
</tr>
<tr>
<td>SS</td>
<td>: Sudah rumayan enggak, Mbak. Gambar sangat membantu kita menemukan idea menulis. (No. We did not get difficulties in getting ideas, now. The pictures help us to generate the ideas)</td>
</tr>
<tr>
<td>S2</td>
<td>: Gambar juga memberikan kemudahan dalam memahami preposition, Mbak. (Pictures also help us in understanding about preposition, Miss.)</td>
</tr>
<tr>
<td>R</td>
<td>: Ow, jadi gambar membantu kalian di dalam mendapatkan ide menulis dan memahami preposition, ya?Lalu kalian sudah bisa belum membuat kalian deskriptive? (So, the pictures help you in getting ideas in writing and in understanding about preposition, right? So, can you write the descriptive sentences, now? )</td>
</tr>
</tbody>
</table>

(Interview transcrip 12/March, 22th, 2014)
In this meeting, the English teacher couldn’t come. She was sick. So, the research just collaborate with the collaborator. She only conducted the collaborator interview. The following transcript interview below shows about the collaborator reflections in the third meeting:

Based on the interview transcript above, the researcher could conclude that there was some students’ progression in this meeting. The students had understood in using of the preposition. Now, they could use appropriate preposition in the descriptive paragraph. The students and the
collaborator also said that there were some advantages in using picture-cued activities in the lesson. Picture-cued activities were used to help students in generating ideas and understanding the preposition.

In the fourth meeting, the researcher started to guide the students to write a whole descriptive text of places. The theme was about the bedroom. Before conducting the activities, the researcher provided some questions and vocabularies in pictures as the clues. She gave some examples and asked students to write the short descriptive text by using pictures as the clues. The students were very enthusiastic in these activities. The following field note presents about the activities:

<table>
<thead>
<tr>
<th>The students were interesting with this activity. The students wrote their paragraph seriously. The researcher walked around the class. She tried to check the students work. If there were some mistakes in the students’ paragraph, she corrected their mistake directly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(FN.12/March, 29th, 2014)</td>
</tr>
</tbody>
</table>

Based on the activities, the researcher found some successful and unsuccessful actions. Some students had arranged the descriptive paragraph correctly. And their vocabularies mastery increased. They had some ideas which were written in their paragraph. They wrote a lot of sentences in their paragraph. They also used some new words in their paragraph. It was different with the previous meetings. It showed the students’ progression in writing, but some of the students still found some difficulties in spelling and punctuation and capitalization. It was showed in the students’ works. The students still made some mistakes about spelling and punctuation and capitalization. The following students’ statements present about the students’ reflection in the fourth meeting:
R : Hai, Dik. Bisa ceritakan ke saya, apa yang kalian dapatkan dari pelajaran hari ini?
(Hello, Dik. What do you get from the lesson today?)

SS : Tadi dikasih gambar kamar tidur terus tadi disuruh menulis deskriptif teks tentang kamar tidur.
(It get a picture about bedroom. Then we were asked to write a descriptive text about the picture)

R : Ok. Gambar dan beberapa kosakata tadi membantu kalian gak dalam menulis deskriptif text?
(Ok. did the picture and some vocabularies help you in writing?)

SS : Iya. Sangat membantu.
(Yes. It helped us)

R : Membantu kalian gimana?
(How can the pictures help you in writing?)

SS : Kita lebih mudah dalam menyusun paragraph deskriptive dengan menggunakan gambar dan vocabulary tadi, Miss.
(It was more easy to arrange and write descriptive paragraph by using pictures and vocabulary, Miss)

R : Ow jadi kalian lebih mudah menemukan idea menulis dengan menggunakan gambar ya?
(So, you are more easy to generate your ideas by using pictures, right?)

SS : Iya
(Yes)

( Interview transcript 15/March, 29th, 2014)
R : Iya,, Saya juga berfikir seperti itu. Kalau penguasaan kosakatanya gimana menurutmu?
(Yes, I think so. How about the students’ vocabularies mastery?)

(It shows the students’ progression. The students had used a lot of new vocabulary in their paragraph. By giving vocabularies guidance, it could improve the students’ vocabulary mastery)

(Interview transcript 14/March, 29th, 2014)

After conducting the interview to the collaborator, the researcher gave the students worksheets to the English teacher. She asked the teacher to check the students’ worksheet. Then the teacher gave some comments as below:

R : Gimana menurut panjenengan hasil dari kegiatan dari pekerjaan siswa pada pertemuan hari ini?
(How about the result of the students’ worksheet in this meeting, Mom?)

(It was good, Mbak. The students could write descriptive text correctly. By using picture-cued activities, it helped students to generate their ideas in writing. It can be showed that the students more expressed their ideas in writing)

R : Lalu apakah panjenengan masih menemukan beberapa kesalahan pada tulisan siswa, Buk?
(So, did you still find the students’ mistakes in their writing, Mom?)

(Some students still made mistakes in writing. For example, there were some students which made mistakes in grammar. They did
not arrange the sentence completely. Sometimes, their sentence did not complete. They did not use ‘tobe’ or they mixed ‘tobe’ with verb in a sentence. The students also made mistakes in spelling. Some students still wrote incorrect spelling their word. But, it is not all students which make mistake about those, but it only some students.

(Interview transcript 15, March 29th, 2014)

In the end of the first cycle, the researcher conducted the posttest 1. The posttest 1 held on April, 12th, 2014. In this stage, the researcher would ask students to take or draw a picture about their bedroom. All students were ready with their pictures. First, the researcher gave the paper to the students. Then, by using pictures the students must describe about their bedroom. The following field notes presents about the activity:

All students were enthusiastic in this activity. They wrote their descriptive text about their bedroom. There are some students asked to the researcher about some vocabularies, but the researcher asked them to find the meaning on the dictionary. The student condition was quite enough. Many students write their descriptive text seriously.

(FN. 10/April, 12th, 2014)

After that, she collected the students’ worksheet. She would give the mark as the results of the posttest 1. She also would report the results of the posttest 1 to the teacher. The following is an example of students’ writing in the posttest 1:
Appendi 5.2. The students’ posttest results
Appendix 5.2. The students’ posttest results

My Bedroom

My bedroom is very tidy. I always clean my bedroom. I have one cabinet and two small clothes. Color of my bed is green. I clean up my bed when it dirty. I have one desk on my bed. I have one desk beside my bed. Color of my desk is brown. I have any books, exercise book and story book.

I love my bedroom. My bedroom have one tidy. But I always clean up my bedroom. My bedroom beside my desk's bedroom. Color of my bedroom wall is blue. And my bedroom floor is white. I have a clock on the wall. On my bed I have one pillow. And I have five doll. I promise always keep my bedroom.
Appendix 5.2. The students’ posttest result

Based on the students’ posttest results above, it could be seen that the students’ writing ability increased. The students could generate their writing ideas. In the pretest, the students only produced with the limited sentences, but now they had been producing a lot of sentence in their descriptive text. They had also used some new words in the descriptive
text. In other hand, the students also still made some grammar mistakes and punctuation and capitalization in the posttest 1. It could be concluded that the students’ worksheet in the posttest 1 was getting better. This conclusion is also supported by the similar conclusion based on the results of interview between researcher and the English teacher were presented as belows:

**R :** Selamat siang, Buk. Maap mengganggu lagi. Hehehe, Saya mau tanya, bagaimana menurut pandangan hasil dari posttest 1 pertama ini?

(Good Noon, Mom. I am sorry that I disturb you again. I want to asks questions, what do you think about the students’ result of the posttest 1, Mom?)

**GBI :** Hasil dari posttest 1 cukup bagus. Setidaknya siswa sudah bisa menuangkan dan mengekspresikan ide menulis mereka lebih banyak dari pada pretest kemaren. Meskipun disisi lain ada beberapa siswa yang masih melakukan kesalahan dalam grammar dan punctuation.

(The result of the posttest 1 was better. The students could express and generate their writing ideas better than in the previous pretest. In other hand, some students still made mistakes about grammar and punctuation)

**R :** Kalau masalah vocabulary mastery nya gimana, Buk?

(How about the vocabulary mastery, Mom?)


(It was increasing. The students had started to use some new vocabularies in their sentences. Maybe, it cause you always ask them to check the difficult words in dictionary.)

* (Interview transcript 17/April.12th, 2014)

The conclusion is also supported by the similar conclusion based on the interview between the researcher and the students are presented belows:

**R :** Hallo, Dik. Bagaimana menurut kalian mengenai posttest hari ini? Apakah kalian tertarik dengan kegiatan ini?

(Hello, How about the posttest for today? Did you interest with the activity?)
SS : Menarik kok, Miss.
( It was interesting )

R : Lha bisa ndak tadi menulis descriptive textnya?
( Did you get easy in writing of the descriptive text? )

SS : Bisa kok. Kan tadi pakai gambar jadi itu lebih mudah. Dan
gak bingung mau nulis apa.
(Yes, we can. It uses picture. So, it make easy to write
descriptive text. And we was not confused about what must
we write )

R : Ok. Apakah kalian menemukan kesulitan selama menulis
Descriptive text?
(Ok. Do you find the difficulties in writing of the descriptive
text?)

SS : Ada, Miss. Kadang masih sulit grammarnya.
(Yes. Sometimes, we still found difficulties in grammar)

R : Kalau kosakatanya gimana? bertambah gak?
(How about the vocabularies mastery? Is there any progress?)

SS : Iya, meningkat. Kami jadi tau banyak kosakata yang baru.
(Yes. It was increasing. Now, we knew about some new
vocabulary )

(The students’ interview transcript 10/ April, 12th, 2014)

After the implementation of picture-cued activities, the researcher and
collaborator score the posttest 1. It was given to know their writing skill
after the action of the cycle 1. In the table belows, it presents about the
students’ writing score:
The students’ mean score was 62.493. It was still lower than the ideal mean score although it is better than the mean value in the pretest. It means that in writing skill need to be improved. However, if it was compared with the pretest mean score with the students’ mean score of the posttest at the end of the first cycle. The researcher concluded that the students’ writing score increased significantly because of the using of picture-cued activities. It could be seen on the good categories increased. There are 2 students in ‘excellent’ categories, 3 students in ‘very good’ writing categories, 16 students in the ‘good’ categories, 10 students in ‘fair’ categories, 2 students in ‘poor’ categories, and 1 students in ‘very poor’ categories. It increased if it was compared with studentts’ frequency in the previous pretest. The higher score of the posttest 1 was 95.83 and the lower score of the posttest 1 was 33.33. The following table is the

<table>
<thead>
<tr>
<th>Score</th>
<th>Catagories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.5 – 100</td>
<td>Excellent</td>
<td>2</td>
<td>5.88%</td>
</tr>
<tr>
<td>75 – 87.5</td>
<td>Very Good</td>
<td>3</td>
<td>8.82%</td>
</tr>
<tr>
<td>62.5 – 74.9</td>
<td>Good</td>
<td>16</td>
<td>47.05%</td>
</tr>
<tr>
<td>50 – 62.4</td>
<td>Fair</td>
<td>10</td>
<td>29.05%</td>
</tr>
<tr>
<td>37.4 – 49.9</td>
<td>Poor</td>
<td>2</td>
<td>5.88%</td>
</tr>
<tr>
<td>25 – 37.4</td>
<td>Very Poor</td>
<td>1</td>
<td>2.94%</td>
</tr>
<tr>
<td>Mean</td>
<td>62.493</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6. The students’ posttest 1 score
results of the students’ writing score before and after conducted in the first cycle.

**Table 5. The students’ pretest score**

<table>
<thead>
<tr>
<th>Score</th>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.5 – 100</td>
<td>Excellent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>75 – 87.5</td>
<td>Very Good</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>62.5 – 74.9</td>
<td>Good</td>
<td>7</td>
<td>21%</td>
</tr>
<tr>
<td>50 – 62.4</td>
<td>Fair</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>37.4 – 49.9</td>
<td>Poor</td>
<td>12</td>
<td>35%</td>
</tr>
<tr>
<td>25 – 37.4</td>
<td>Very Poor</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Mean</td>
<td>50.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 6. The students’ posttest 1 score**

<table>
<thead>
<tr>
<th>Score</th>
<th>Categories</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.5 – 100</td>
<td>Excellent</td>
<td>2</td>
<td>5.88%</td>
</tr>
<tr>
<td>75 – 87.5</td>
<td>Very Good</td>
<td>3</td>
<td>8.82%</td>
</tr>
<tr>
<td>62.5 – 74.9</td>
<td>Good</td>
<td>16</td>
<td>47.05%</td>
</tr>
<tr>
<td>50 – 62.4</td>
<td>Fair</td>
<td>10</td>
<td>29.05%</td>
</tr>
<tr>
<td>37.4 – 49.9</td>
<td>Poor</td>
<td>2</td>
<td>5.88%</td>
</tr>
<tr>
<td>25 – 37.4</td>
<td>Very Poor</td>
<td>1</td>
<td>2.94%</td>
</tr>
<tr>
<td>Mean</td>
<td>62.493</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It showed that the students’ mean score increased. The students mean score increased from 50 to 62.493. After the researcher conducted the first cycle, there were better improvements in writing skill. In addition,
the researcher analyzed students’ writing problems that got improvement in writing aspects, namely generating idea, grammar, vocabulary, spelling, punctuation and capitalization. She tried to get more improvement by conducting actions in the second cycle, especially to make the mean score better.

2. Cycle 2

a. Planning

After conducting the first cycle, the researcher planned to conduct the second cycle. In this cycle, it still described about the descriptive text. The researcher used the students’ writing problems in the first cycle as her guidance to make the lesson plan in the second cycle. She continued the materials about the descriptive text of places. She also still involved about the grammar, vocabulary and punctuation and capitalization, preposition exercises. First, the researcher made the lesson plan in the second cycle. She consulted and the teacher gave some comments from the English teacher. The following field notes presents about the activity:

| R made the lesson plan. R came to the school to meet GBI to check her lesson plan. GBI gave some comments about her lesson plan. GBI asked R to give the grammar exercise in punctuation and capitalization exercise in her materials. R agreed with GBI comments, and then revises the materials. (FN. 11/ April, 16th, 2014) |

In this cycle and also she would conduct the posttest 2 in the end of the meeting in the second cycle. She planned two meetings in the second cycle. First meeting, she would review the preposition briefly. It was because some students still made mistakes about the preposition in the first cycle. It also provided with some questions related with the
pictures. Not only about that, but also she was given students the grammar and capitalization and punctuation exercises which was involved in the descriptive text. She tried to ask students to analyze the grammar mistakes and the appropriate punctuation and capitalization. She also tried to exercise students to arrange the jumble descriptive paragraph to the appropriate paragraph. And she would hold her action on April, 17th, 2014.

b. Observation and action

In implementing the actions, the researcher worked collaboratively with the collaborator and the English teacher. The collaborator sat in the back of the class. The collaborator also wrote a note about anything’s happening during the actions. And the teacher also sat in the back side of the class. She observed the teaching and learning process during the class. The second cycle constructed in four meetings. It started from 10.30 until 11.45. Each meeting was described below:

a) Fifth meeting

The fifth meeting was conducted on April, 17th, 2014. The bell rang at 10.20. The researcher with collaborator entered to the class. The English teachers come late, because she had a meeting. The researcher prepared all which needed during teaching and learning process. She turned on the LCD and prepared the materials. The classroom condition was busy. There were some students which still sat on the out of the class. Then, the researcher asked them to enter to the class.
First, the researcher opened the class by greeting. Then she asked the students’ attendance. Then, she moved to the second activities, she showed two bedroom pictures. She asked students to mention the differences of between two pictures orally.

**Can you tell me about the differences between the following pictures?**

![Picture 1](image1)
![Picture 2](image2)

*(The lesson plan 5 / April 17th, 2014 / fifth meeting)*

Many students answered the questions. Then, the researcher wrote the students’ answer in the black board and she also tried to correct the students’ mistakes. This task, it was just used to remain about the preposition to the students. Then, she continued to the main activity. She showed the pictures about “Tugu Jogja” and ‘Borobudur”. It was used to enter to the topic about the descriptive text. She also gave some questions related with the picture “What do you think about the picture and where you can find it?” The students were enthusiastic in these activities. They answered the entire questions. After that, the researcher asked the students to work in pairs. She shared the descriptive text, entitled “San Francisco”. She asked students to read and discuss the text with their friends.
SAN FRANCISCO

San Francisco is my favorite city in the United States. It is beautiful, clean, not too big, and it has something for everybody. I love the streets and buildings in San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side.

One of my favorite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It’s not a very comfortable ride, but it’s exciting and the views you get from the car are wonderful. And I like the weather in San Francisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold.

Another thing I enjoy about the city is the restaurants. The seafood restaurants, with crabs and lobster, are my favorites. You can also get great Chinese, Japanese, American and European food in San Francisco.

(The lesson plan 5/April, 17th, 2014/fifth meeting)

The students could check the difficult word in their vocabulary. The following field notes presents about the students’ activity:

R shared the descriptive text, entitled “San Fransisco”. SS worked in pairs. Then, SS read and discuss the text with their friends. SS can check the difficult word in the dictionary. SS were enthusiasm in this activity. SS discussed the text with their friends seriously. Some SS asked to the researcher about the difficult word. Because, they had been searching it in the dictionary, but they did not find the word. After than R asked to the students about the difficult word. And, SS got the answer from another student.

(FN. 12/April, 17th, 2014)

After the students read the text, the students must answer some questions related with the text. The researcher gave 10 minutes to answer the questions. And it was discussed together in the class. She asked students to answer the questions. To remain about the generic structure of the descriptive text, the researcher also asked some questions orally about the generic structure of the text, entitled” San
Francisco”. Next, the researcher continued to the other task. In this task, the students must work in groups. She asked students to count from one until four to decide the groups. The students were busy. They tried to find their groups. Then the researcher gave the descriptive text, entitled “Bali”. She asked students to read the text and analyze to the appropriate grammar and punctuation and capitalization with their friends in their groups. Then, it was discussed together in the class.

**BALI**

bali is an little island that located in middle of indonesia. Bali (has / have) many culture. (Beside / On ) that, Bali also has beautiful place that liked by local and international tourist. One of them is Kuta Beach. kuta beach is located in badung regency. It is a beautiful , white sandy beach and famous in this World. Usually the tourist (went / go ) to this place to jogging, surfing, swimming, sun bathing and recreation. (Beside / On) the edge of beach there was many big tree and around this place there was some soft drink seller, masseur and surf board rental. Kuta beach is located (near/beside ) of some famous place like hard rock cafe, pizza hut, hotels and many more, That makes some tourist like it because completeness. Not only facility around there, but also around there (is/was )many restaurant that has good taste and tourist usually love that. So there (were / are ) some reason Why Kuta Beach is liked (by/with ) tourists.

*(The lesson plan 5/April,15th,2014/fifth meeting)*

Then, the researcher discussed. The bell rang at 11.45. The researcher conducted some reviews and she ended the meeting for today.

b) Sixth meeting

The sixth meeting was conducted on April,19th, 2014. It was the last meeting of the second cycle. In this meeting, the researcher tried to guide students to write the descriptive text. It focused on describing of the places. It was also the continual
activity in the previous meeting. And it also was used to the posttest 2 preparation.

The bell rang at 10.20. The researcher and the English teacher came to the class. Today, the collaborator could not come to the class. So, the English teacher acted as the collaborator today. All of the students had ready in the class. The researcher prepared the materials and turned on the LCD Projector. First, she opened the class by greeting. She conducted some reviews about the lesson in the previous meeting. Then, she moved to other the activities. She asked students to count again from one to four. Then, the students must gather with other students which had same number. The students were very busy. They tried to find their groups. After they were ready, the researcher shared the picture in the LCD projector. The picture was about “House”. Then, she shared the jumble sentences to each group of students. The students must arrange the jumble sentences to the appropriate descriptive text by using pictures as the clues. The students were interesting with the activity, and they discussed it with their friends in their groups. The researcher walked around the class and moved to the one group to another groups. It took about 10 minutes. After that, the researcher and students discussed the task together. Based on the discussion, the students could arrange the descriptive text correctly.

After that, the researcher continued to the next activity. The students still worked in groups. She showed some pictures in
LCD Projector. And then, she asked students to choose the picture. Each group did not get the same pictures. Next, the researcher read the instruction. Each group must write a short descriptive text about the picture. The researcher walked around the classroom. She tried to check the students’ work in each group. There were some groups that started to write the descriptive text, but there were some groups that were still discussing about the picture with their friends in their groups. Based on the researcher’s observation, many students could write their descriptive text correctly. The grammar mistakes decreased. They had also become aware in using punctuation and capitalization. After some minutes, the researcher asked students to submit their works.

In the last, the researcher conducted the last activity. She had provided some pictures about some recreation places in Yogyakarta. It was an individually task. It would be used in the posttest 2. The researcher asked students to choose pictures. One by one of students must choose a picture. Then, the next task, the students must write the checklist about anything’s related with the picture. The researcher walked around the class. And some students asked about the pictures to the researcher. The researcher tried to explain about the pictures. Finally, the bell rang at 11.45. The researcher asked to continue the task as the students’ homework. She asked to get more information about the place in the internet or another media. She also asked the
students to bring the picture in the next meeting. Then, the meeting was ended for today.

c. Reflection

After having done with the actions of the second cycle, the researcher evaluated the actions. The research’s team had discussion to analyze the data obtained in the forms of the field notes, interview transcripts, and students’ writing worksheet which were taken from the observation of the teaching and learning process and she conducted the interview with the collaborator, English teacher and students. To fulfill democratic and dialogic validity, all research members had an equal opportunity to give comments, opinions, feelings, and suggestions related to the implementation of the actions. They comments, opinions, feelings, and suggestions would be used as plan of the actions that would be implemented in the second cycle. The result of the reflection showed that there were some weaknesses of the second cycle.

Based on the first cycle, it found that the students’ writing ability was still low. The students still made mistakes in the grammatical. And some students also were not aware enough in using preposition and capitalization. In the second cycle, it showed the students progression in the students’ writing ability. By using picture -cued activities, they stated that it helped them in writing. It helped them to generate their ideas. In the students’ grammar mistakes also decreased in this cycle. The students gave attention the using of punctuation and capitalization.
In the fifth meeting, the researcher conducted some activities. She still involved the students’ writing ability in the descriptive of the places. She also conducted the grammar, preposition and capitalization and punctuation. The researcher also asked to arrange the jumble sentences into the appropriate descriptive text. Based on the activities in the first meeting, the researcher could conclude that the students had been starting to understand about the punctuation and capitalization correctly. It could be showed in their worksheet. They gave attention in using of the punctuation and capitalization, grammar, and preposition. To strengthen the statements, the researcher conducted the interview with the students. The students’ statement presents as below:

<table>
<thead>
<tr>
<th>R</th>
<th>: Hello, Dik. Tadi gimana pelajaranya? Sudah lebih paham belum dalam menggunakan punctuation dan capitalization? (Hello, Dik. How about the lesson today? Are you more understand about the use of capitalization and punctuation?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS</td>
<td>: Iya. Sudah paham. (Yes. I understand about these)</td>
</tr>
<tr>
<td>R</td>
<td>: Kalau grammar sudah lebih mengerti? (How about the grammar? Do you more understand about these?)</td>
</tr>
<tr>
<td>SS</td>
<td>: Insyalah, sudah mengerti, Miss. (Insyallah, we understand, Miss)</td>
</tr>
<tr>
<td>SS</td>
<td>: Ya. Asyik kok, Miss. Dan lebih menarik dari pada yang kemaren. (Yes. It was interesting. It was interesting that the previous material)</td>
</tr>
</tbody>
</table>

( Interview Transcript 16/April.17th, 2014)
The researcher also conducted the interview with the collaborator. The following interview between the researcher and the collaborator presents about the conclusion of the first meeting in the second cycle:

R: An, gimana menurut kamu pertemuan pertama pad cycle 2 hari ini? Apa saja menurutmu perkembangan yang terjadi pada siswa?
(An, what do you think about the first meeting in the second cycle? Is there any students’ progression in writing?)

(There was some students’ progression. In this first meeting of the second cycle, you introduced the descriptive text about places to the students. So, the students’ progression was the students more understand about the descriptive text. And the students’ writing progression was that almost of the students start to use punctuation and capitalization, grammar correctly. And they also could arrange the descriptive paragraph correctly)

(Interview transcript 19/April, 17th, 2014)

In other hand, the researcher also conducted the second meeting in the second cycle. In the second meeting, the researcher started to guide students to write their descriptive text by using pictures. But before it, she conducted some activities to support its. There was some students’ writing progression. The students had more ideas in their writing. They got easy to express their ideas in their writing. And they the students’ grammar mistakes were decreasing. They also gave attention in using preposition and capitalization. The following interview transcript presents about the students’ comment after conducting the last meeting in the second cycle:
R : Tadi gimana dengan melihat gambar lebih mudah gak mememukan ide menulis?(Do you the picture can help you to generate the writing ideas?)

SS : Iya, Miss. Gambar membuat kita lebih mudah menemukan ide. ( Yes, Miss. Picture helped us to generate our idea, Miss )

R : Berarti sekarang sudah paham ya mengenai descriptive text? Kalau di suruh menulis descriptive text sudah bisa? (Now, you had understood about the descriptive text, Right? If I asks you to write the descriptive text, are you ready? )

SS : Iya, Miss. Insyallah ( Yes, Miss. Insyallah)

(Interview transcript 20 / April,19th,2014)

She also conducted the interview with the English teacher. Based on the interview, she said that they are some students’ progression in writing. Many students could generate their ideas and they also started aware about the using punctuation and capitalization. The students’ vocabulary mastery also increased and the students’ grammatical mistakes were decreased. The following interview transcript with the English teacher discuss about the reflection in the sixth meeting

R : Selamat siang, Buk.Maap saya mengganggu lagi. Ini saya mau melakukan sedikit interview mengenai pelajaran tadi. Menurut panjengan tadi gimana, Buk? apakah sudah ada perkembangan menulis pada siswa? (Good noon, Mom. I am so sorry to distrub you again. I want to conduct interview with you. What do you think about the meeting for today, Mom?Is there any students’ progression?)

GBI : Ada, Mbak. Saya lihat siswa sekarang sudah mulai ada peningkatan didalam menulis. (I saw that there are some students’ writing progression)

R : Peningkatan yang seperti apa, Buk? ( How is it, Mom?)

GBI : Siswa sudah mulai bisa membangun ide menulisnya, Mbak. Itu tentu saja berkat pengunaan gambar. Penguasaan kosakatanya juga sudah mulai bertambah. (Students could generate their ideas. It was influenced by the use of picture as the guidance. The vocabulary mastery also increased)
R : Kalau grammannya gimana, Buk?
(How about the grammar, Mom?)

GBI : Kalau grammar nya sudah mulai ada peningkatan kok. Sebagian siswa sudah bisa menggunakan grammar yang tepat. Itu terlihat dari susunan kalimat mereka. Dan mereka juga sudah mulai sadar akan penggunaan tanda baca yang benar di dalam tulisan mereka.

( The students’ grammatical mastery increased. There were some progressions about it. It could see in their sentences. The students could arrange their sentences correctly and they also was aware in using the punctuation and capitalization in writing)

(Interview Transcript 20 April, 27th, 2014)

After conducting the sixth meeting, the researcher conducted the posttest 2. It held on April, 24th, 2014. It was the last posttest. In the posttest, the researcher conducted preparation in the last meeting. She provided some pictures about the recreation places in Yogyakarta. Then, she asked students to choose one of pictures. After then, the students must make checklist about all information related with the pictures. It can get from any media and it used as the clues to guide them in the posttest. Next, the students must write the descriptive text about the place by using the picture and some clues. All the students involved in these activities.

These are the students’ results of the posttest 2:
The students' posttest results

Monumen Nasional

Monumen Nasional is a place to recreation. Monumen Nasional is located in Jakarta, West Java. Monumen Nasional is usually called Monas.

Every holiday, it's usually many tourists go there. Local and international tourists. Why Monas frequented many tourists? Because on Monas, we can see all of Jakarta City. On the top of building is made of gold. In around Monas, we can found a lot of seller and bicycle rental. Monas is symbol of Jakarta City.
The students’ posttest results

Name: Dinda Aurora H

Name/Class: 07/AC

Keraton is located in Yogyakarta. South of alun-alun and Bank Indonesia. Keraton is tourism. Keraton is also Sri Sultan Hamengkubuwana's home. In Keraton, there have a garden. Near keraton, there is big mosque. Keraton is visited tourist. In front of Keraton, there is field. In field, there is two haringin tree. Keraton is popular tourist and cultural icon for photography, etc. In alun-alun many bus park.

13/3/12/2131
Appendix 5. The students’ posttest results

Torah Lot is a rock formation off the Indonesian island of Bali. It is home of a pilgrimage temple, a Pura, Torah Lot, and a popular tourist and cultural icon for photography and general excursions.

Torah Lot is located in Tabanan, about 20 kilometers (12 miles) from Denpasar. The temple sits on a large offshore rock which has been shaped continuously over the years by the ocean’s wave.

Torah Lot is claimed to be the work of the 12th-century painter Becana. During his travels, he came to see the rock island’s beautiful setting and settled there.

Torah Lot temple was built and has been a part of Balinese mythology for centuries. The temple is one of seven sea temples around the Bali coast. The temple had significant Hindu influence. So, as Indonesian people, we must keep story and beautiful place in Indonesia.
Appendix 5. the students’ posttest results

Parangtritis Beach

Parangtritis is a very famous beach in Yogyakarta. Many people visit this place. Some people is swimming, and other people only enjoy the condition in beach. There is also people who playing a sand.

In this place there is food seller. There is ATV, kereta kuda, and horse rent for past the beach from east to west. And there is a village.

There are two thing in this place. That is, a sunset view is very romantic, and Nyi Poro Kidul myth. Parangtritis beach also famous a big wave and sand mountain. I very like Parangtritis Beach.

Zaida Larasati MY
33/2
13/12/21
Based on the students’ posttest results, it can conclude that the students’ writing ability increased. It means that it showed the students’ progression in writing. There were some students’ progressions in writing. First, the students had developed their writing ideas. It could be seen that the students could express their ideas in their writing. Second, the students’ vocabulary mastery increased. They had known many kinds of vocabulary. And they used the some various vocabularies in their descriptive text. Third, it was about the spelling. Mostly, the students did not make mistakes about spelling. They gave attention when they write the words. Next, it was about punctuation and capitalization and preposition. Now, many students were aware in using of preposition and capitalization and punctuation in their paragraph. And the last was about the grammar. In this cycle, the grammar problems could be solved. The students seldom make mistakes in the grammar aspects. But sometimes, some students still made mistakes in the grammar aspects. In the reflection also provided the students’ results of the posttest 2. The following table presents about the students’ results of the posttest 2:
Table. 7. The posttest 2 score

<table>
<thead>
<tr>
<th>Score</th>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.5 – 100</td>
<td>Excellent</td>
<td>3</td>
<td>8.82%</td>
</tr>
<tr>
<td>75 – 87.5</td>
<td>Very Good</td>
<td>15</td>
<td>44.11%</td>
</tr>
<tr>
<td>62.5 – 74.9</td>
<td>Good</td>
<td>13</td>
<td>38.23%</td>
</tr>
<tr>
<td>50 – 62.4</td>
<td>Fair</td>
<td>3</td>
<td>8.82%</td>
</tr>
<tr>
<td>37.4 – 49.9</td>
<td>Poor</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>25 – 37.4</td>
<td>Very Poor</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Mean</td>
<td>72.47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean score of the students’ posttest 2 results was 72.47. The students writing score increased significantly. It was showed on the ‘good’ categories increased There were 3 students in ‘excellent’ categories, 15 students in ‘very good’ writing categories, 13 students in the ‘good’ categories, 3 students in ‘fair’ categories, and there were not the students which involved in the ‘poor’ and ‘very poor’ categories. These increased if it compared in the students’ frequency in the previous pretest and the posttest 2. The higher score of the posttest 2 was 91.66 and the lower score of the posttest 2 was 45.83.

C. General Findings

This section consists of the results of the first cycle and the second cycle. The whole results of the first cycle and the second cycle will be reported as below:

1. Cycle 1

   a. The successful action

      1) Using picture-cued to vary material was helpful to attract students’ interest to the material given. The students became
more enthusiastic when they composed text individually. Picture-
cued activities stimulate them to generate their writing idea.

2) The students were more communicative. They are actively
involved in a discussion.

3) The students understand about the steps in writing a descriptive
text, the social function and language features of the descriptive
text.

4) Some detail tasks helped the students to minimize their mistakes
in grammar, preposition, spelling and punctuation and
capitalization.

5) The students’ vocabulary mastery increased.

b. Unsuccessful Action

1) Some students did not take part in discussion. Sometimes, they
did not give attention to the researcher instructions.

2) The students still found difficulties in grammar. Some of them
still got confused in arranging the sentences or the text.

3) The students were not aware in using punctuation, capitalization
and preposition.

2. Cycle 2

a. Students’ Improvement

1) The students could compose the paragraph cohesively and
develop the paragraph well. The researcher gave the steps of
writing and gave the clues. It could help them to develop their
ideas and makes the sentences.
2) The students’ writing skill was improved well.
3) The students’ grammar mistakes decreased.
4) The vocabulary mastery and spelling was increasing. Many students could produce some various vocabularies in their text.
5) The students were aware in using of the punctuation and capitalization.
6) The students could generate their idea in writing.

The improvement of the students writing skill by using picture-cued activities can be specifically described in the table below:

**Table 8. The improvement of the actions**

<table>
<thead>
<tr>
<th>Preliminary Conclusion</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many students less interested in learning English writing</td>
<td>Half of the students were seemed enthusiastic in learning English writing</td>
<td>Most of the students were enthusiastic in learning English writing.</td>
</tr>
<tr>
<td>Many students were easily getting bored because there was no media used.</td>
<td>Some students started to enjoy learning English writing because there were some media.</td>
<td>Most of the students enjoyed in the learning writing because they were given various media.</td>
</tr>
<tr>
<td>Most of the students could not develop their idea.</td>
<td>By using picture, some students were seemed to able to get ideas in writing.</td>
<td>Most of the students could generate their idea well.</td>
</tr>
<tr>
<td>Many students found difficulties in structuring sentence.</td>
<td>Some of the students could construct the sentences in English.</td>
<td>Most of the students could construct the sentences well.</td>
</tr>
<tr>
<td>The students did not know how to arrange the descriptive text. They did not know about the generic structure of the descriptive text.</td>
<td>Some students could arrange the descriptive text well. And they started to understand about the generic structure of the text.</td>
<td>Most of the students could arrange the descriptive text. And most of them understood about the generic structure of the descriptive text.</td>
</tr>
</tbody>
</table>
The students’ vocabulary mastery was still low. Some students’ vocabulary mastery increased. Most of the students increased in mastering vocabulary.

The students still made grammatical mistakes. The students’ grammatical mistake decreased. Most of the students did not make mistake in grammar.

The students were not aware in using punctuation and capitalization in their paragraph. Some students were aware in using punctuation and capitalization. Most of the students were aware in using punctuation and capitalization.

D. Students’ Score

In this part, the researcher discusses the mean value as presented in the pretest, after the first cycle, and after the second cycle. She shows the general finding of the students score in the six aspects of writing, namely, ideas and development, organization, vocabulary, structure, spelling, punctuation and capitalization as below:

Table 10. The students mean score of the pretest, posttest 1, and posttest 2

<table>
<thead>
<tr>
<th>Score</th>
<th>Pretest</th>
<th>Posttest 1</th>
<th>Posttest 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>50.0</td>
<td>62.493</td>
<td>72.47</td>
</tr>
</tbody>
</table>

Table 10 shows the increasing of the mean of the six aspects of writing obtained by students from the pretest, the posttest 1, and the posttest 2. The researcher gave analyzed the percentages of writing score development. It divided into six categories, namely excellent, very good, good, fair, poor, and very poor. The analysis of each cycle is presented in the table belows:
Table 11. The improvement of the students writing score in the pretest, the first cycle, and the second cycle

<table>
<thead>
<tr>
<th>Catagories</th>
<th>Frequency</th>
<th>Pretest</th>
<th>Postest 1</th>
<th>Posttest 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Very Good</td>
<td>0</td>
<td>3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>7</td>
<td>16</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>5</td>
<td>10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Very Poor</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Based on the Table 11, it could be seen that the frequency writing score increased. The ‘excellent’ categories increased from 2 to 3 students. Then, the students’ categorize in ‘very good’ categories also increased from 3 to 15 students. After that, there were increasing in ‘good categories’, it from 7 students to 16 students, and 13 students. In ‘fair’ categories, it increased from 5 students to 3 students. In the posttest 2, there were not students which got poor categories. It increased from 12 students to 2 students. There were not also students which got ‘poor’ categories in the posttest 2. It also increased from 10 students to 1 student.

Comparing in writing the pretest mean score with writing the posttest mean score at the end of the second cycle, the students’ writing score increased because of the use of the picture-cued activities. The mean increased from 50.0 to 72.47. The following table presents about the results of the students’ writing score in the pretest and posttest.
Table 12. The comparison of the students writing score in the pretest, the first cycle, and the second cycle

<table>
<thead>
<tr>
<th>Score</th>
<th>Categories</th>
<th>Pretets</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.5–100</td>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75 – 87.5</td>
<td>Very Good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62.5 – 74.9</td>
<td>Good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 – 62.4</td>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.4 – 49.9</td>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 – 37.4</td>
<td>Very Poor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The researcher also provided the comparison chart of the students score in the pretest, the first cycle, and the second cycle. The chart presents the comparison:

Figure 1. Diagram of the students’ writing score