

**IMPROVING THE WRITING LEARNING PROCESS
OF GRADE VIII STUDENTS OF SMP NI DLINGO
BY IMPLEMENTING PICTURE-CUED ACTIVITIES
IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

Submitted as Partial Fulfillment of the Requirement for the Attainment of Degree of SPdIn
English Language Education



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2013/2014**

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**IMPROVING THE WRITING LEARNING PROCESS
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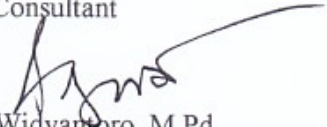
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Picture-Cued Activities

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya karya ilmiah ini tidak berisi materi yang di tulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, April 2014

Penulis



Sulistya Ambarsari

DEDICATIONS

I great fully dedicate this thesis to:

- ❖ *My beloved parents, especially for my Mom,*
- ❖ *My lovely daughter and husband, who always gave
me support,*
- ❖ *My friends,*
- ❖ *And all who have contributed to the writing this
thesis.*

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At last, needless to say this thesis is still far from being perfect even though it is a result of hard work. The researcher hopes that this thesis will give some contributions to the improvement of the English language teaching and learning in language program of SMP.

Yogyakarta, April 2014

Sulistya Ambarsari

TABLE OF CONTENTS

	Page
APPROVAL SHEET.....	i
RETIFICATION SHEET.....	ii
PERNYATAAN.....	iii
MOTTO.....	iv
DEDICATIONS.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS	vii
LIST OF APPENDICES.....	viii
LIST OF TABLES.....	ix
ABSTRACT	x
CHAPTER I INTRODUCTION.....	1
A. Background of the problem.....	1
B. Identification of the problem	2
C. Limitation of the problem.....	4
D. Formulation of the problem.....	4
E. Objective of the problem.....	5
F. Significant of the problem.....	5

CHAPTER II LITERATURE REVIEW.....	6
1. Theoretical review	6
1. Writing	6
2. Teaching Writing.....	9
3. Teaching Writing in Junior High School.....	14
4. Picture –Cued Activities.....	15
2. Conceptual Framework.....	17
CHAPTER III RESEARCH METHOD	19
A. Setting	19
B. Data Collecting Techniques.....	19
C. Data Collecting Instruments.....	20
D. Data Analysis.....	21
E. Procedure of The Research.....	22
F. Data Validity.....	24
G. Data Reliability.....	25
CHAPTER IV RESEARCH FINDINGS.....	27
A. Reconnaissance.....	27
B. Report Cycle 1	32
1. Planning.....	32
2. Action and Observation.....	32
3. Reflection of Cycle 1.....	37
C. Report Cycle 2	44
1. Planning.....	44

2. Action and Observation.....	44
3. Reflection of Cycle 2.....	49
D. General Findings.....	54
1. Cycle 1.....	54
2. Cycle 2.....	55
3. Students Scores.....	57
E. Research Discussion.....	59
CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS.....	63
A. Conclusions.....	63
B. Implications.....	64
C. Suggestions.....	64

LIST OF APPENDICES

1. Field Note
2. Interview Transcript
3. Course Grid
4. Lesson Plan
5. Students' Writing
6. Students' Score
7. Attendance List
8. Photograph
9. Permit Letter

**IMPROVING THE WRITING LEARNING PROCESS OF GRADE VIII
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ABSTRACT

The aim of this research is to improve the writing learning process by implementing picture-cued activities. The subject of the research was eighth grade students of SMP.

The research is Classroom Action Research type. The researcher applied some instruments to obtain the research data, i.e. observation sheet, interview guidelines, and test. The data from the observation sheet and interview guidelines was analyzed qualitatively while the test was analyzed quantitatively. Before doing the action, the researcher conducted observations and interviews both the students and the teacher as collaborator. The researcher found that there were some problems in the writing learning process of writing. The students still have difficulties in developing and generating idea in writing. Based on the situations, the researcher offered picture-cued activities to solve the problem in the writing learning process. Picture-cued activities used to stimulate the students' written responses. It means by giving the students pictures, it will be much easier to them develop and generate the ideas from the picture. There are three kinds of picture-cued activities; they are a short sentence, a picture description, and a picture sequence description. After she conducted the action, she would hold a test to know the improvements of their writing ability.

In this research, the researcher took a test of their improvement in each cycle. In the first cycle found the mean of the score of the students' writing was 44,4. In the second cycle found the mean of the score of the students' writing was 50,3. The result of the research shows that the students improve their ability in writing descriptive text using picture-cued activities.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English in Indonesia covers four language skills; they are listening, speaking, reading, and writing. Those skills related to one another. In this case, the researcher is going to focus on the writing skill. It is because written language also becomes important as a means of communication, especially when the learners have worked in a formal worked field. Their writing ability will be useful for equipping them to communicate ideas, messages and information in the form of written products, such as essay, application letter, curriculum vitae, note of meeting, memo, report, etc. In order to be able to write such those written products, the learners need to be equipped with the qualified writing ability.

Writing is the top level of language. The learners have to master this last macro skill in order to be able to communicate perfectly. Writing is also productive skills. The learner will produce written language. They should construct the ideas perfectly to make it understandable, so that the other people can catch the meaning or the purpose of the message (idea) in writing.

Teaching writing needs more attention. There are some details in writing that cannot be ignored. When students write something, they have to pay more attention to word spelling, punctuation marks, dictions, grammar, purposes of their writing, and ideas of their writing itself. The first thing that they have to

understand is getting the idea to write. That is the main of writing because it contains messages to be delivered to readers. However, the researcher finds that it is difficult for students to get and generate ideas. They are confused about what they will write. It happens because they are usually only given example of text types. After that they should write or produce their own text with limited guidance. It is the main problem that the researcher tries to solve by conducting this research.

Base on the reasons, the solution that the researcher offered was to apply picture-cued activities when teaching them writing. By using picture-cued activities, they would consider that it is easier to get and develop an idea. Picture- cued activities contain picture telling or illustrating someone, something, or somewhere. They guide students to explore and to generate the ideas to write. The students would not be confused about what they would write anymore.

B. Identification of the Problem

Generating idea can reflect students' skills in writing. They have to be able to generate ideas. However, they were sometimes still confused about how to develop or generate ideas. The ideas here mean the main message that the writers want to present to the readers. Generating ideas means constructing the message in order to be acceptable when it is read by the readers. It is also related to the purpose of the writing itself. An idea that is developed perfectly will reach the purpose when the readers read it. However, they still found that

it was difficult to generate ideas in writing. The indicator is that the meaning or the purpose of their writing is hard to accept.

Grammar can also be an indicator whether a student's writing is good or not. There is a relationship between grammar and the writing skills. Having a good understanding in grammar is needed in writing skills. In this case, the researcher focused on one of the grammar aspect that is the tense. At least, there are three major tenses. Those are past tense, present tense, and future tense. However, most of the students still found difficulties to apply the appropriate grammar in their writing. They were still confused when they had to decide what kind of tenses that should be used. Grammar was one of the problems that have in writing.

Another indicator of a writing quality is diction. It deals with the selected words in writing. When they write something, they also have to consider their words they use. They have to select the most appropriate words to write in their sentence or their written text. Indirectly, it is also related to their vocabulary mastery. The learners who have good vocabulary mastery will think it easy to select the most suitable words in their writing. However, most of them still have low vocabulary mastery. Their vocabulary was still limited and needed to be developed.

A good writing should have exact punctuation. The learners sometimes still confused of using the punctuation marks correctly. There are many punctuation marks. In this case, they are hoped to be able to use simple or standard punctuation marks.

Those paragraphs explain the problems that are commonly found at the eighth grade students of SMP N 1 Dlingo. Based on those problems, the researcher purposes that one of the good strategies in teaching writing in this case is using picture-cued activities. Their main problem is how to find and generate ideas. Considering the main problem, the use of picture-cued activities may be helpful to them. Picture can stimulate their ideas. Picture can be a good guidance for them when they get stuck in finding and developing ideas. It can help them to write. Once they have ideas and know how to develop them, it will be easier for them to write.

C. Limitation of the Problem

In this research, the researcher focused on the process of teaching writing that is enjoyable and interesting for the students. By conducting an enjoyable teaching and learning process, the researcher tried to stimulate them to explore their writing ability. They also focus on generating ideas. It will be easier to write if they have already had the basic ideas. The researcher focused on the eighth grade students. The text type that was used in this research is the descriptive text. They learn how to produce a short sentence, a description, and a sequence story based on picture. The researcher showed the picture to the students by passed a loose leaves to them.

D. Formulation of the Problem

How can picture-cued activities be implemented to improve the eighth grade students' writing skills at SMP N 1 Dlingo?

E. Objective of the Research

The aim of the research is to know how picture-cued activities can be implemented to improve the eighth grade students' writing skill at SMP N1 Dlingo.

F. Significance of the Research

The results of the research are expected to:

1. Give some contribution to the teachers of English to solve problems relating to the media.
2. Conclude a kind of appropriate media in writing for the students, and
3. Become a basis for the other researchers to conduct similar studies.

CHAPTER II

LITERATURE REVIEW

A. THEORETICAL REVIEW

1. Writing

a. The Nature of writing

Writing is one of the important skills that students need to develop. The ability to write is very important for the academic context, business and personal relation in the global community (Weigle, 2002:1). In the academic context, this ability is used to measure the students' writing proficiency such as composing academic essays or writing some texts which are included in the curriculum. In the business context, the ability to write is important for those who make business relation with others across the relation by sending email or composing business report. Writing letter or message is also means of communication which can connect the relationship between people indirectly.

Writing and speaking are productive skills. It means that the writers and speakers go through producing a language (Harmer, 2007: 7). Furthermore, Rivers (1981:291) states that writing is more difficult than speaking as writing is 'communicating into space'. In face to face communication, there is a little to think and produce it. However, the product of writing is not as instant as speaking. Writing does not only put the idea into a paper but how the written text can be understandable by paying attention to some aspects to create a good written text. Writing involves complex thinking that must integrate all of the

components such as the topic or theme, word choices, organization, purpose, audience, clarity, sequence, cohesion, and transcription (Westwood, 2008:56).

Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create good written text. Brown (2001:335) states that the nature for composing process of writing which as the products of writing is the result of thinking, drafting and revising a procedure that require specialized skills. Firstly, students have to think of the topic or theme that they are going to write. Next, they can generate the ideas by making a draft for their writing and finally students can organize and make the revision for the final product.

b. The Writing Process

The writing process is the stage that the writer goes through in order to produce something in his final written form (Harmer, 2004: 11). Still he states that there are four stages in writing. The first stage is planning. In this stage, students plan some ideas that they are going to write. Students start gathering information and ideas for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues. They are the purpose of writing, the audience they are writing for and the content structure to sequence the facts.

After finishing their plan, students are led to second stage, which is drafting. Drafting is the students' first effort to write ideas on paper. In this stage, students start writing their ideas or topics they have selected before.

They can also make an outline about their writing content before they start writing well. They can write their outline without paying attention to the errors.

The third stage is editing. Here, they are checking the drafts they have written. After they check and edit their writing, they will start writing well based on their own style. Meanwhile, the fourth or the last stage of the writing process is final draft. Harmer (2004:4) assumes the final draft as the finished product. It is considered as the best writing after they pass the stage of checking and editing in this stage, they are allowed to publish their writing to readers.

All of the writing process above cannot be separated because those are elements in composing a good written text.

c. Micro Skills of Writing

Every skill has its own micro skills. Brown (2001:343) describes the micro skills for writing production as follows:

- 1) Produces graphemes and orthographic pattern of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical system (e.g. tense, agreement, and pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.
- 7) Use the rhetorical forms and conventions of written discourse.

- 8) Appropriately accomplish the communication functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meaning when writing.
- 11) Correctly convey culturally specific references in the context of written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts. Using paraphrases and synonyms, soliciting peer and instructor, and using feedback for revising and editing.

2. Teaching Writing

a. Teaching English Writing

Teaching writing is easy, but teaching writing well is not that easy. There are several steps to teach English writing well. Harmer (2004:41) explains that there must be five steps at least in teaching writing.

The very first step in this case is demonstrating. In this stage, the teachers give the students examples of a text type that is going to be learned. The details of the text are explained, such as its purpose, its social functions, and its grammatical features. They are given an explanation selected the differences among text type.

After demonstrating, the second stage is motivating and provoking. Here, the teachers are about to provoke and motivate them in finding ideas with simple and easy ways. Before entering the class, it will be better for the teacher to prepare what they will do in order to stimulate the students' ideas. For example, the teachers prepare some picture to be shown. From the picture, the students can find clues to generate their ideas. They can ask the teacher for the correct sentences after they get ideas.

The third step in teaching English writing is supporting. Actually, the students need a lot of help from teacher. Therefore, the teacher should be available anytime when the students need their help in the classroom. In the writing process, the students must have question to ask. They will ask about grammar, vocabulary, punctuation, and anything dealing with writing features.

The fourth to do after supporting is responding. In this step, the teachers give suggestions to the students' work. It is about how the teachers correct their writing. Instead of giving any correction symbol on their works, the teachers will give comments of suggestions. For example, the teachers say "You have to be careful with your future tense. You can do it, actually, it's just about your carefulness". The italic sentence is an example of suggestions from the teachers in responding to a students' work.

The last step is evaluating. They must have it in every task or activity. In evaluating, the teachers judge their work as the final produce. When evaluating, the teachers will get each their score. They actually give

corrections symbols on the students work. It can also be used to as a learning opportunity. After they receive back their scripts that are already filled correction symbols, they can learn the grammatical errors and the missued word that they made and how to revise them.

b. Strategies in Teaching Writing

Harmer (2004:11) states that students should pay attention not only in what to write but also in how to write. Writing is more than to write. There are several strategies to write well. They are the way to get the students to plan, the way to encourage them to draft, reflect and revise, and the way to respond to the students' writing.

1. The way teachers get students to plan

Teachers need to encourage students to plan or to think about what they are going to write. The simplest way is to plan the content of their writing and its outline. In this case, there are a lot of ways to get the students' plan. However, there are two common ways that are usually used in this state. They are brainstorming and guided task. Brainstorming can be applied in pairs and group discussion. In the discussion, they can share anything that can e used as their writing topic or content. Meanwhile, guided tasks are more related to some activities that will lead them to find their ideas to write. The teachers can also encourage them to think about the purpose of their writing and for whom they are writing.

2. The way teachers encourage students to draft, reflect, and revise

The teachers need to encourage students to reflect what they have written, to treat the first drafts as first attempts not as finished product. One way to encourage students' drafts, reflect, and revise is by collaborative writing. In this process, they will work collaboratively with their classmates in order to produce a good writing. They will respond to each other's drafts in terms of language and content and give suggestions to each other. They will share any ideas that are significant to their writing. Finally, their contribution will create a good finished product.

3. The way teachers respond students' writing

There are several ways to respond the students' writing. The first way the teachers can do is responding to a work-in-progress. It is applied when a teacher is talking to a student in a group while the others are still working on their own. The second way is giving reformulation to them. In this way, the teacher can make written comments or write their own version of a good writing for the students draft after they read them. It will be crucial for the students as a comparison with their work. The last way is conducting peer response. It will be really pleasant for them because they can discuss together. It means that each student will get suggestion as what they need.

c. Teaching Writing Using Pictures

Picture can stimulate students' creativity, especially in writing. Pictures work in provoking their imagination and creativity so that they can produce a good piece of writing. Harmer (2004:67) explains that some situations,

grammar and vocabulary work can be particularly presented by pictures. Furthermore, when they look at the picture, each student will have their own imagination inside the picture. Starting from that, they will have something (an idea) to write.

According to Harmer (2004:67), there are various ways to use pictures as media to teach writing. Describing pictures, suspect and object, writing a postcard, portraits, and story tasks are some ways to use pictures as the media in the use two of them. Describing pictures and story tasks are selected to be used during implementation.

Describing pictures is the simplest way in using pictures as media to teach writing. In these activities, they are asked to describe someone or something. They write the description on a piece of paper. The teachers can conduct a really simple game. The students are only given short time to see the pictures and to write the description. They will have a kind of competition. A student who can write the description of the picture shown fast may raise her or his hand as quick as possible. It must be very appropriate to start the class. This activity is considered as brainstorming for them. It will be very engaging for students.

The second way that is going to use is story tasks. Harmer (2004:69) writes that there are several different story tasks students may undertake. They are dramatic pictures, a series of pictures of random objects, a series of pictures in sequence of headline or caption. However, there will only be two of them.

1. A series of pictures of random objects

Students are shown a set of random objects, such as a tree, a house, a car, a boy, a cow, and an old man. Then they are assigned to write a text containing all those objects. The text has to connect one picture to the other.

2. A series of pictures in sequence

It is easy for students. In this activity, they are faced with sequence of picture. What they have to do is to write a story based on their own imagination or idea the pictures as a clue.

3. Teaching Writing in Junior High School

a. Writing in Junior High School

The teachers rarely use some interesting media. They usually give the students examples of any kind of texts that will be learned on that day. However, they seldom have a class discussion about the text. They are directly asked to write a text in writing after the teachers show the examples. They do not have enough chance to sharpen their writing ability. This situation is one of the causes why they still find difficulties in developing ideas.

The researcher will only deal with the eighth grade students of class VIII B. in the first semester in the academic year of 2013/2014. Standard of competency of writing as in Indonesian English Curriculum for the eighth grade students in the first semester in National Standardized School cover:

Table 1: Standard of competences and basic competences of writing skills
for Junior High School students at the eighth grade semester one.

Standar Kompetensi	Kompetensi Dasar
6. mengungkapkan makna dalam teks fungsional tulis dan esai pendek sederhana berbentuk descriptive, recount, exposition untuk berkomunikasi dengan lingkungan sekitar dan dalam konteks akademik.	6.1 mengungkapkan informasi dalam teks fungsional tulis pendek sederhana secara akurat, runtut, dan berterima untuk berkomunikasi dengan lingkungan sekitar dan dalam konteks akademik 6.2 mengungkapkan makna dalam esai pendek sederhana berbentuk descriptive, recount, eksposisi secara akurat, runtut dan berterima untuk berkomunikasi dengan lingkungan sekitar dan dalam konteks akademik.

From the table, researcher can conclude that the standard of competency of writing in Junior High School is producing the meaning of simple essay related to several text types in the written form in the context of daily life and academic purposes to interact with the environment. In this case, he is going to focus on the text type only. The text type that is going to be used here is the descriptive text.

4. Picture-cued Activities

According to Brown (2003:226), picture-cued activities offer a nonverbal means to stimulate written responses. It means that by giving students pictures, it is easier for them to get the idea from the picture. After they understand the idea, it will be much easier for them to generate the idea. There are actually three kinds of picture-cued activities. They are a short sentence, a picture description, and a picture sequence description.

In the first type of picture-cued activities namely a short sentence, they are given a drawing of simple action. After recognizing the pictures, they will write a brief sentence. In a picture description, they are shown more complex picture, for example they are shown a picture of a dining room. Then, they are asked to write the description of the dining room. The last type of picture-cued activities is a picture sequence description. As its name, there will be a sequence of picture telling something, such as how something occurs. It can provide an appropriate stimulus to write with the guidance of the sequence pictures.

In this research, there is a connection between the picture-cued activities and the micro skills of writing. Micro skills deal with imitative and intensive writing. Brown (2004:220) explains the terms of imitative, intensive, responsive, and extensive writing. In imitative writing, students have to gain the basic sub skills; vocabulary, generating ideas, punctuation, sentences, and spelling belong to those fundamental sub skills. Meanwhile, Brown (2003:226) also states that picture-cued activities stimulate students' responses. That is why the first advantages of the use of picture-cued activities are that it is much easier for students to get ideas from pictures. After they get the ideas, it will be much easier for them to generate the ideas by using picture-cued activities. The next advantage of the use of picture-cued activities is that it offers students an opportunity to improve their vocabulary mastery. They can mention things in the pictures. If they do not know the names of the things, they can open their dictionary. As the effect,

picture-cued activities can also improve students' vocabulary mastery. Another advantage of the use of picture-cued activities is that it can help students to learn the use of prepositions correctly. For example, they can write a descriptive sentence about the position of a thing in a picture. In short, it can be said that picture-cued activities are appropriate for the students to improve the writing skill in general, and the micro skills of writing in particular.

B. Conceptual Framework

Writing ability of the eighth grade students at SMP N 1 Dlingo in the academic year of 2013/2014 still needs to be developed. This situation is caused by several reasons; one of them deals with the media used in writing class. The teaching media and strategy may not be appropriate for the students' wants and needs. This situation may lead them have less motivation to learn. They only learn writing to complete their duty as students who learn English. They do not have more expectorations in their writing. They actually, need an appropriate strategy in order to make them motivate to learn. For example, they should have enjoyable activities. If the strategy is appropriate, students will enjoy the lesson. If they enjoy the lesson, they will explore their skills better. As a result, they will produce good writing.

Brown (2003:226), picture-cued activities offer a nonverbal means to stimulate written responses. It means that by giving them picture-cued activities, it easier for them to get the idea. After they understand the idea, it will be much easier for them to generate the idea. Harmer (2004:67) explains

that some situations can be presented by pictures. Furthermore, they can also be used to stimulate the students' creative imagination.

The result of the previous studies claimed that pictures could improve the students' writing skills. A study by Huang (2009) using wordless picture books to teach English writing resulted several benefits. They are enhancement of enjoyment of the writing process, promotion of creative writing and thinking skills, and the fostering of cooperative learning. Al-Jarf (2011) conducted a study on writing using mind-mapping software. The report said that these mind mapping strategy could improve the students' word and concept knowledge. Sriwiji (2011) carried a study through a series of pictures in teaching writing. The result was that pictures could improve their writing ability, the effectiveness of the teaching and learning process, and the cooperative learning among them.

That is why, a solution related to the teaching strategy should be found out. The solution should lead the students to enjoy writing class without any pressure and boredom. Therefore, the solution is taken based on some consideration. It is teaching writing through picture-cued activities. Picture-cued activities offer a nonverbal means to stimulate written responses. It means that by giving students pictures, it is easier for them to get the idea from picture. After they understand the idea, it will be much easier for them to generate the idea.

CHAPTER III

RESEARCH METHODS

A. Setting

Based on the objectives of this research to improve students' writing skill, the research approach used in this research is classroom action research. Burns (2010:2) states that the main aim of action research is to identify a 'problematic' situation that the participants consider worth looking into more systematically. There was one group of participants in this research. The research was conducted at SMP N 1 Dlingo, Bantul, Yogyakarta. The school consists of fifteen classes divided into five classes for each grade. Each class consists of 36 students. The subjects of the research were the eighth students in class VIII B of SMP N 1 Dlingo in the academic year of 2013/2014.

The school also provided some facilities to support the teaching and learning process. It has a language laboratory, a science laboratory, a computer laboratory, and also a library.

B. Data Collecting Techniques

This research was built on quantitative and qualitative data collection. The qualitative data were in the form of opinions of the research participants' conditions. Meanwhile, quantitative data were in the form of scores that were collected from the pretest and posttest.

C. Data Collecting Instruments

In collecting the data, the researcher used several instruments. There were the observation sheets, the interview guidelines, and the tests. The instruments used in this research are as follows:

1. Observation sheets

Observation sheets were used during the teaching and learning process to observe the students. They contain the data related to the students' behaviors and motivation. In this stage, there was an observation whether the students enjoyed the process by using picture-cued activities or not.

2. Interview guidelines

It contains some question related to the data which the researcher wants to get. This instrument was used when researcher conducted the interview with both the teacher and the students. It also covered any information related to English teaching and learning at SMP N 1 Dlingo. So, from the interview the researcher got the information whether the picture-cued activities could improve the students' writing ability or not.

3. Tests

The last instrument that was used was the tests. There were the pretest and posttest. Both of the tests showed the students' writing performance. The researcher held pretest and posttest to see whether there was improvement on the students' writing or not.

D. Data Analysis

The data in this research consists of and quantitative data. The quantitative data were presented in the score of students' tests. The qualitative data were the description of the process during the action, interview transcripts, observation, and students' writing. The researcher analyzed the qualitative data through three steps: reducing, displaying, and verifying the data. After they were collected, the researcher took the data that were really appropriate to what the researcher needs. The next step was displaying them. After that, the researcher concluded what they meant. The researcher also analyzed the quantitative data to know the tendency of the students' writing scores. She identified the progress of the development of the students' writing skill due to the actions. Furthermore, the instruments that were analyzed qualitatively were the result of pretest and posttest.

In this case, there were three ways in analyzing the quantitative data. They were mean value, standard deviation, and T-test. Mean value is the average of the students' scores. It was calculated by adding up all scores and dividing them by the number of the students in the classroom. It was called empirical mean, because it was gained by involving overall scores in the classroom. It should be above the ideal mean to define that the group of participants has a good achievement. Ideal mean was to measure the standard group achievement. It was calculated by adding up the highest score and the lowest scores, and then dividing it by two. If the students'

mean score was higher than the ideal mean. It means that the students have a good achievement.

Standard deviation aims to identify whether a distribution is heterogeneous or homogeneous. It was used to measure the variability. If it was lower than ideal standard deviation, it means that the class was homogeneous and their achievement was equivalent.

The last is T-test. It is to compare two means. Those means will be taken from the pretest and posttest. T-test was used to see whether the improvement was significant or not. The results of the test were compared in each cycle to see the improvements. The researcher employed SPSS 17,0 to analyze the quantitative data.

E. Procedure of The Research

Before doing some stages in classroom action research, the researcher did reconnaissance step to know about the problem that the researcher and the students faced in writing class. The researcher did an observation when the teacher taught writing to her students and observed their writing. After having found the problems, the researcher did some stages based on the classroom action research. Kemmis and Mc Taggart (1998) in Burns (2010:07) have developed a simple model of cyclical nature of the typical action research process (Figure 1). Each cycle has four steps: planning, acting, observing, and reflecting.

1. Planning

At this stage, the researcher identified the problems or issues and developed a plan of actions in order to make improvement in students' writing skill and teaching writing to the students. The researcher and the English teacher made some scenarios of the teaching and learning process as well as immediate strategies to deal with classroom disturbance.

2. Acting

In this phase the researcher implemented the use of picture-cued to teach writing for a certain period of time. She was critical in doing the research and planned new alternative ways of making improvement after doing the actions.

3. Observing

Observation was done by the researcher and English teacher in the class or during the teaching learning process. Based on the observation, they discussed the implementation of the actions. It was done in order to know whether the actions improve the students writing ability or not.

4. Reflecting

After the action was done, the researcher and English teacher discussed the implementation of picture-cued activities based on the result of the data collection instruments. If the result same with the target, the implementation of picture-cued activities is successful, if it is not, the next cycle must be continued.

F. Data Validity

The validity of the data in this research was based on the criteria proposed by Anderson (1998:30-33). To enhance the validity of the data the researcher used these five types of validity; democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity as follows:

1. Democratic Validity

To get democratic validity, the researcher did some interviews with the English teacher and the students to express their opinions, comments, and ideas about the actions implemented in this research. She used the opinions to draw the next actions plan.

2. Outcome Validity

The outcome validity was related to research data taken by the researcher. She got this kind of data by scoring the students' writing and asking them questions related to the research.

3. Process Validity

The process validity means that the actions done in the research are believable. Process validity was gained during the process of implementing picture-cued activities in writing class. The researcher collected the data by interviewing the English teacher and the students and making field notes to observe the teaching learning process. It included the students' behavior and the students' competency in achieving the materials.

4. Dialogic Validity

The dialogic validity was opened by the researcher through dialog with the English teacher about what she had done during the process of teaching and learning. The dialogic validity aimed to decide the accomplishment aspects and the weaknesses found during the actions.

5. Catalytic Validity

The catalytic refers to the extent to which the research allowed the participants to get deeper understanding of the materials and on how they can create changes in their understanding of their actions.

G. Data Reliability

The researcher showed the genuine data such as the interview transcripts and the field notes to assess the reliability of the data. They came from more than one resource to get the same data and were collaborated with the English teacher. To observe the process of teaching learning, she also took some pictures.

In order to get rounded perspective and to avoid the subjectivity in analyzing the data the researcher used 2 kinds of triangulations; time triangulation and researcher triangulation. Burns (1999:163) as follows:

1. Time Triangulation

The data were collected over a periods of time to identify the factors involved in the actions. The researcher got the data on the students' improvement in writing by conducting pre test and post test. The researcher also collected the data by observing the teaching and learning process,

interviewing the students and collaborator before and after the actions and making field notes.

2. Researcher Triangulation

The data were collected by more than one research member in order to avoid biased interpretation. In this research, the researcher and the collaborator collected the data together to be compared.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the process, the result, and the interpretation of the findings of the research conducted in cycle I and cycle II. Each cycle consists of planning, actions, observations, and reflection.

A. Reconnaissance

To identify the problems of the process of teaching and learning writing in VIII C class, the researcher conducted classroom observation and interviewed the English teacher and also the students. In general, it was found that their writing skill still low. Most of the problems were; organizing the idea, constructing sentences, vocabulary, and using correct punctuation and spelling.

Those problems were identified from the interview with the students and the English teacher. The first transcript below shows that the students found difficulties in vocabulary. They were confused in choosing appropriate words and translate the words into English.

<p><i>R: well, how about writing English. Do you think it is difficult?</i></p> <p><i>S: yes.</i></p> <p><i>R: why?</i></p> <p><i>S: when I asked to write, I feel difficult to translate the words from Indonesia into English.</i></p> <p><i>R: o, I see.</i></p>

They were also still confused about how to arrange the sentences.

It was supported by the following interview transcript.

R: good morning. Sorry...what is your name?
S: good morning, my name is Brinta.
R: well, Brinta do you like English lesson?
S: no, I don't like.
R: why?
S: I cannot make a good sentence. I always confused to arrange the sentences.
R: well, okay.

The following transcript involved the teacher and the researcher. From the interview transcript, it could concluded that the students still had difficulties in using correct words, tenses, punctuation and spelling, they were also lack of interest in writing.

R: Mrs. Parmi, I want to know the students' respond in English lesson.
T: well, the students willing to study English was still low. They regard if English lesson is difficult, so they were so lazy to study English.
R: oh, okay. So their skill in English was still low. What are the specific things that make them difficult to study English especially in writing?
T: the students difficult in generating their ideas, they hard to express their ideas into writing form. I think the students also still confused in choosing the words which appropriate in the theme. For example, sometimes they were confused in differentiate the words "kind" and "friendly". They were confused to choose between the two words, which one is more appropriate with the context.
R: oh. I see. So it means that they still have low vocabulary.
T: yes, they also still confused in using the tenses. I think it also make them lazy to learn English. Besides that the students still confused in giving punctuation mark, they don't know where have to put the punctuation in the sentences.

From the interview transcripts, the researcher found some problems, they are:

1. The students have low motivation in study English.
2. The students feel difficult in generating their ideas.
3. The students had low vocabulary and difficult in translating the words.
4. The students had difficulties in tenses.
5. The students were confused in arranging the sentences into paragraph.
6. The students were not accurate in punctuation and spelling.

Based on the interviews with the students and the teacher and also observation in the classroom, the researcher found that the students' writing skill still low and have not expected. She concluded that the reason why their writing skill still low was that they have not treat with the interesting ways.

Reflecting on the findings of the interviews and the classroom observations, there were some problems found in the field. A lot of them found that it was difficult to learn English, especially to learn English writing. The problem between one student and the others are different. Some students have ideas, but they could not express in English. It might be caused by their low vocabulary. The other students could not arrange the words and sentences into good paragraph. They were also had difficulties in using tenses and punctuation.

To recognize how good their writing was before conducting the action, the researcher administered a test which was generally called as the Pre-test. They had to write a descriptive text. In this case, they particularly wrote a descriptive text about famous people. From the result of the pre-test, she found that they had

various scores. The mean score of their pre-test was 34,5. The table bellow presents their pre-test scores in details.

The students' writing scores in the pre-test:

Scores	Categories	Frequency	Percentage
70 - 80	Excellent	0	0%
60 - 70	Very good	0	0%
50 - 60	Good	1	3,33%
40 – 50	Fair	6	20%
30 - 40	Poor	10	33,33%
20 - 30	Very poor	12	40%
Mean	34, 5		
SD	15.1		

From the result of the pre-test, she found that the mean score of the students' writing in the class was 34,5, it indicated that the result was not satisfying. After the researcher conducted interviews, observations, and pre-test, she and the teacher as well collaboratively discussed advanced to find the solution of the problem. To perform the democratic validity, she interviewed both the students and the English teacher to share their beliefs that were used to build the action plans. The formulations of the problems were as follows:

1. The students felt so hard to organize the ideas.
2. The students were lack of vocabulary mastery.
3. The students found it was difficult to construct the sentence.

4. The students were not accurate in using correct punctuation and spelling.

After the problems were formulated, the researcher was asked by the teacher to offer some plans to solve those problems in the field. She then stated she should consider the restriction of time, finance, and capability of her in conducting the research when she outlines the plans.

She could say that the students' problem in English writing were complex. There were some problems and each student had different problems. Their opportunity to have writing practice was limited. It might be one of the causes why their writing skill was still poor. Considering those problems in the field, she proposed some plans to overcome them.

In this case, she applied picture-cued activities. Picture-cued activities can stimulate the students' written responses. By giving the students picture, it was easier for them to get the idea. After they got the idea, it was much easier for them to generate the idea. She applied a kind of picture-cued activities. It was picture description.

In picture descriptive, the students were given a drawing of simple picture. After recognizing the picture, they were asked to write the description of the picture. Furthermore, to meet the expectation, she also gave the students integrated materials containing vocabulary, spelling and capital. She consulted the plans to the teacher to get suggestions.

B. Report Cycle I

1. Planning

In the action stage, the researcher acted as the teacher, while the teacher acted as the observer. At the end of the action the observer gave the feedback to the researcher about her performance. The researcher made the lesson plans which were rooted in the syllabus and organized the related media. She considered giving some examples of descriptive text and picture associated to the topic. To keep away from the students' boredom, she planned to have various class activities. She also thought to lead them recognize the descriptive text by using its generic structure. Finally, to evaluate their writing ability, she planned to give the students chance to write a descriptive text.

In this cycle, the researcher began to use picture-cued activities. The students should create short sentences related to the pictures. They wrote their sentences in a piece of paper. Then there would be a discussion about their sentences. The researcher would correct directly within the discussion. She also planned to give students vocabulary drills. It focused on adjective actually, but it also covers other parts of speech like verbs, nouns, and prepositions.

2. Action and Observation

The researcher administered this cycle in two meetings. It was very short because there were some considerations that had to be accomplished. The first meeting consisted of 70 minutes (2 x 35 minutes). Therefore, the researcher was only given limited time conducting the study.

Moving to the topic, it was focused on descriptive text. She prepared the materials according to the students' needs, interests, and the curriculum applied in the school. She prepared to apply the PPP syllabus design in the teaching and learning process. This syllabus led the students to construct a text, to be able to work both in pairs and individually, and to enlarge their writing skills.

a. First Meeting

The researcher conducted the first meeting on January 27th, 2014. She began the class by greeting the students. After she greeted them she led the students to have a prayer. She then checked the attendance. In the first meeting she focused on describing people. As a lead in activity, she gave them a descriptive text entitled *famous people*. Firstly, she asked the students to read the text by themselves. After they had read the text, she explained about the definition and the purpose of descriptive text. Then, she turned to explain the generic structures of a descriptive text. The students were expected to be familiar with how to write the orientation and the description,. The last one, she explains about the language features of descriptive text. The students looked serious when the researcher explained.

Field Note 5

Hari/ Tanggal: Senin/ 27 Januari 2014

9.P kemudian memberikan penjelasan tentang purpose dari teks deskriptif, yaitu untuk mendeskripsikan atau menggambarkan ciri-ciri khusus dari seseorang, benda, atau tempat, dan pada kali ini yang akan dibahas mengenai orang. Setelah para siswa paham, P melanjutkan dengan menjelaskan apasaja ciri-ciri umumnya atau generic structure dari teks deskriptif. P mulai menjelaskan dari identification atau bagian dari kalimat yang bertujuan untuk memperkenalkan. Kemudian dilanjutkan dengan description atau bagian kalimat yang berisi uraian atau penggambaran tentang sesuatu yang di deskripsikan tersebut. Sebelum melanjutkan pada pembahasan berikutnya, P menanyakan pada siswa apakah sudah jelas dengan penjelasan yang P berikan. Mayoritas siswa menjawab dengan lantang bahwa mereka sudah jelas. P melanjutkan penjelasan tentang language features dari descriptive text yaitu menggunakan tenses simple present tense dan menggunakan adjective atau kata sifat.

After finished explain the characteristic of descriptive text, the researcher asked the students to look for the words that usually used to described people. They can use the dictionary to find the meaning of the words. She also asked them to mention the tenses that used in the text and also the specific information of the text. The next activity was answering questions based on the text. After finished answering the questions, there was a discussion about the answers.

After discussed, she gave the students another exercise. It was an individual task. In this case, they focused on the use of the part of speech related to the physical appearance. In the first task, they had to match the adjective with the noun. For example, the adjective were blonde, brown, and black; therefore the noun should be hair. They used their dictionary to find the meaning of the

words. After finished matching the words, there was oral discussion about the task. The researcher asked them one by one to read their answer.

The following task was filling in the blank space with the suitable words based on the picture as a clue. Still, they used their dictionary to find the meaning of the words. In this case, they work in pairs. While the students were doing the task, the researcher supervised their activity. After they finished doing the task, the researcher led the students to discuss the task together and she corrects it directly. She also involved them to correct the wrong sentences. The following field note gives the justification related to the students' activities.

Field Note 5

Hari/ Tanggal :Senin/ 27 Januari 2014

12. P dengan cepat melanjutkan latihan, karena setiap soal latihan kemudian dibahas bersama-sama, supaya jika ada kesalahan siswa bias langsung mengoreksinya. P melanjutkan dengan soal berikutnya yaitu tentang mengisi bagian rumpang pada kalimat dalam suatu paragraph .Para siswa dibantu dengan gambar untuk mempermudah di dalam mengerjakan.Pada bagian ini siswa di minta bekerja berpasangan atau in pairs. Sementara siswa mengerjakan P berkeliling untuk memantau para siswa

The last two tasks were arranging jumbled words and jumbled sentences based on the picture. In these assignments, they perform better. Because they helped by the picture. Around last ten minutes, the students were going to be noisy. Then, she gave them the summary and feedback about the materials given on that day. She asked them whether they had a question or not. After closing the activity, she spent time to ask the students about the last pre-test. After that,

she met the English teacher in the teacher office and asks for comment about the last performs.

b. Second Meeting

The second meeting was held on January 29th, 2014. In this meeting, she as usual came to the classroom. She greeted the students cheerfully. She then led the students to have a prayer and checked students' attendance list.

After they were ready to get the lesson, the researcher explained to the students if they would have a test on that day. The students looked surprise and started to be noisy. The researcher explained more clear to them. This meeting they had to write a descriptive text about their favorite person or their idol. Their writing would score as the post-test of cycle 1.

On that day, nobody was missing and that was good because all of them could participate in the test. Firstly, before she started the test, the researcher reviewed the material about descriptive text, especially the generic structure and the language features.

After the researcher finished reviewed the materials, she considered that the test could be started. She then passed the answer sheet to them and instructed them to start writing. It was free to develop their idea. They had to apply what they had learned about descriptive text. She said no cheating and no discussion. However they were permitted to use their dictionary, but the ideas should come from their own mind.

They wrote the text seriously. The situation in the classroom was so quiet. The researcher walked around to control them doing the test. Sometimes

she reminded them not to discuss with their friends. She informed to submit their work. Some of them still try to finish their writing. The following box contains a note taken on that day that reflected the teaching and learning process.

Field Note 6

Hari/ Tanggal

9. Para siswa tampak serius dalam mengerjakan test yang di berikan oleh P. Suasana kelas juga sangat kondusif. **P sesekali berkeliling untuk melihat pekerjaan para siswa.** P juga mengingatkan para siswa untuk tidak bertanya kepada temannya. P juga mengingatkan kalau waktu sudah hampir habis. P meminta para siswa yang sudah selesai untuk mengumpulkan pekerjaan mereka ke meja guru. Sebagian siswa masih tampak panic dan berusaha menyelesaikan pekerjaan mereka, sebagian lagi sudah mulai mengumpulkan pekerjaan mereka.

Finally, the time was up and the students collected their works. They were ready to submit their writing. Some of them looked nervous because she would give mark on their writing.

3. Reflection of Cycle 1

Having done with the actions, the researcher together with the collaborator discussed the result of the implementation of picture-cued activities in writing learning process. Overall, the use of picture-cued activities gave positive effect to the students' ability in writing especially descriptive text.

Before the researcher implemented the actions, she found that many students had difficulties to generate their ideas. They also still had difficulties in vocabulary. The following interview transcript presents the students' statement about their difficulties to write descriptive text before conducting the actions.

P : pagi dek, ngobrol sebentar boleh ya...?

S : boleh mbak,

P :dek, kamu suka gak sama pelajaran bahasa inggris gak?

S : aduh mbak, ngerti aja enggak gimana bias suka.

P : gak ngerti gimana?

S : yak kan bahasa inngris itu susah mbak, pokokke anti lah

P : ya susahnya itu apanya?

S : itu loh mbak, kalau pelajaran bahasa inggris kan pake bahasa inggris semua, lha aku gak ngerti artinya.

Students Interview-transcript/ Senin, 20 Januari 2014

In the modeling section in cycle 1, picture-cued activities facilitated the students to catch the ideas of the text in term of the generic structure and the language features. In the writing section, picture-cued activities also helped them to organize a text into good order. The teaching strategies in implementing picture-cued activities not only influenced the organization of the text but also the content, vocabulary, and the language use aspect.

In the second meeting, there were also improvements on the students' writing, their writing was well-organized. They could state the generic structure of the text coherently. Some students also did not make a lot of errors in vocabulary and language use aspect than they did before implementing the actions. They were also motivated to write descriptive text. However, they could only produce limited development of the topic.

Besides that after implementing picture-cued activities, the students were motivated to write descriptive. They were more enthusiastic on learning process.

They seemed attracted and began to pay attention to the researcher's explanation. They also could easily find ideas that they wanted to write in their text by observing the picture. These could be observed from their result of writing and the interview transcript which was held by the researcher.

P : gimana dek tadi tesnya?

S : ya lumayan bias mbak. Kan kemarin udah di ajarin.

P : kok baru lumayan, berarti masih ada kesulitannya?

S : iya itu loh mbak, kalau ada kata yang ga kada di kamus aku bingung, Tanya sama temen juga gak boleh.

Students Interview- transcript/ Rabu, 29 Januari 2014

The result of individual work in the last meeting showed the students' improvement in their writing skills especially in organizing the text. They also made improvement in content, vocabulary, and language use aspects. To see the result of the students' writing, the samples of the students' improvement were taken randomly are presented below:

Pre - Test

Name : HERMAN AGUS, P

Class/Number : VIII^C / 16

Write a descriptive text about your favorite actress, singer, or other famous people!

LIONEL MEZZI

Orientation: This is lionel messi

He is my favorite

He is the real football of Barcelona club

Description: He is about 150

He has oval and smart football

He is my favorite

Reorientation: Most of the real football like, he is my idol

• She will be angry when i don't want to study

POST-TEST

Name : Melina Ayu Setianingsih

Class/Number : VIII C/ 19

Write a descriptive text about your favorite actress, singer, or other famous people!

"My Beloved Mom"

My mother's name is Sudalmi. She is about 155 cm tall. She has oval face and dark brown^{skin} She has short black hair. She has brown eyes and reasonable pointed nose. She is a beautiful.

She like cooking. Every morning she make break fast for her family. She will be angry when i don't want to study. But, she is kind and helpful. So, i really really really love my mother. :)



Before the implementation of the actions, most students' writing was not well-organized. They did not know what they should write in each generic structure. Most of their writing was difficult to understand because they only translated the Indonesian words in to English. They often made errors in tenses, word order, preposition, punctuation, and capitalization. After the researcher and the collaborator conducted the action in cycle 1, there were some improvements in all aspects of writing especially in organization of text. The example above could represent the students' improvement.

From two samples above, it can be found that the students made an improvement in the organization of the text. Her first writing was loosely organized and she lacked development of the topic. In the identification, she did not provide the information which needed to introduce the phenomenon being described. In the description, she did not write the description about something being described. In short, she could not organize her text well. In cycle 1, her writing was well-organized. She wrote the structures of the descriptive text clearly.

By mentioning the object of the picture-cued activities, the students could enrich her vocabulary. However, she still made mistakes in selecting the appropriate vocabulary. In the grammatical aspect, the writer used past tense in her writing. However, she should use simple present tense in writing her text in cycle 1.

To fulfill the democratic and dialogic validity, the researcher and the collaborators expressed their opinions, comments, and suggestions related to the

implemented actions. The result of cycle 1 showed that there were improvements and weaknesses. The result of the actions could be presented as follows:

1. The implementation of picture-cued activities in cycle 1 could stimulate the students' ideas to write descriptive text. They were more interested in writing; they also did not look confused to start their writing. However, they produce limited development in writing their text. They only could write a sentence representing each picture and they could not add some supporting details for developing the topic base on the picture.
2. The implementation of picture-cued activities could help the students to organize their ideas into logical development. They knew what they should write in each structure of the descriptive text orderly with the use of the picture.
3. Giving feedback on students' writing could help them to identify and correct their mistakes. However, they needed more clear explanation of their mistakes. In reference to the result, the students still had difficulties to find the appropriate diction and to use the correct grammatical aspect. The students still only translated the Indonesian words into English. Some of them also did some mistakes in word choices. In the language use, the students already knew that simple presents tense was used in writing descriptive text. Because the time was only 2x35 minutes, the researcher could not explain the students' mistakes in more specific ways. She only gave marks in their mistakes.

The result of the reflection showed that cycle 1 reached the criteria of success. Although the students made some improvement in the writing skill

especially in organization aspect, there were not more than ...students got...for each aspect. Besides that, the students still made several errors in tenses, word order, word choice, and language use, so the researcher and the collaborator wanted to conduct cycle II.

C. Report Cycle 2

1. Planning

In cycle 2, the researcher still used the picture-cued activities to improve the students' writing skill. In the previous cycle, they showed some improvements related to their writing skill. They got improvement on generating ideas, sentence structure, tenses, and vocabulary. However those aspects still could be optimized in the second cycle. As the discussion between the researcher and the teacher, in this cycle she focused on describing *places*. She also wanted to optimize the students' awareness in using punctuation, preposition, capitalization, and spelling. The second cycle only contained one meeting before the students got their post-test.

2. Action and Observation

The actions in the second cycle were conducted in two meetings. They were on Monday 3rd February and Wednesday 5th February, 2014. The text type was still descriptive. The researcher gave the students text on describing *places*. She chooses the theme based on their needs, interests, and the curriculum applied in the school. She taught how to organize a paragraph, arrange the sentence, use appropriate preposition, and compose a descriptive text. The implementation of the action is described as follows.

a. First Meeting

The meeting was held on Monday 3rd February, 2014. On that day, the researcher led the students to learn how to describe *the place of thing*. The researcher started the class by greeting the students, praying, and checking the attendance. After they were ready to start the class, she started passing the materials to them. She asked to pay attention. Firstly, she reviewed the last materials about the generic structure of a descriptive text. Then, she explained about how to describe the place of things. She explained about the preposition used to describe the place of things. After they were understood, she moved to next activity.

The researcher passed the materials to the students. She gave worksheet included a picture about *a living room*. There were many things in the living room that had to be described by the students. The picture looked simple. She explained what the students should do with the picture. After they understood, the researcher instructed them to do the task. They looked enthusiastic in doing the task. They often asked whether their work were right or not. It reflected that they want to do the task perfectly.

Field Note 7

Hari/ Tanggal : Senin/ 03 Februari 2014

- 6. Para siswa mengerjakan soal dengan semangat. Sesekali ada beberapa siswa bertanya kepada P tentang jawaban mereka. Para siswa bertanya apakah jawaban yang mereka sudah benar atau belum.***

The researcher then asked some of the students to write their sentence on the whiteboard. After they finished writing on the white board, she led them to discuss their work together. The researcher still found some mistakes in their writing such as the use of preposition and capital.

Field Note 7

Hari/ Tanggal : Senin/ 03 Februari 2014

7. *Pbertanya kepada para siswa apakah mereka sudah selesai dengan pekerjaan mereka. Setelah mereka selesai, P meminta beberapa siswa untuk menuliskan pekerjaan mereka di papan tulis. Setelah selesai menuliskan pekerjaan mereka, P kemudian membahas pekerjaan dari para siswa bersama-sama. P juga meminta para siswa untuk mengoreksi pekerjaan mereka yang belum benar. Di sini P masih menemukan beberapa kesalahan dari pekerjaan para siswa, diantaranya penggunaan preposisi, contohnya yang seharusnya menggunakan "on" tapi di tulis menggunakan "in". Selain itu P juga masih menemukan kesalahan pada penggunaan huruf besar.*

The researcher moved to next activity. She focused on the use of preposition at the moment. She showed the students a picture of a *room*. In that room there were many children that could be found anywhere. She explained what they should do was state where the children were. They should pay attention the use of preposition. They should be aware of that. After they have understood they did the activity. They felt interested by the picture which was colorful. She then asked them to write their sentence on the whiteboard. After they finished writing on the whiteboard, she checked their work.

Field Note 7

Hari/ Tanggal : Senin/ 03 Februari 2014

8. *Setelah selesai membahas task 1, P melanjutkan ke task 2. Di sini para siswa di beri gambar sebuah ruangan yang berisi beberapa anak. Anak-anak tersebut terdapat di berbagai tempat atau posisi. Para siswa diminta untuk membuat kalimat yang menerangkan posisi dari anak-anak tersebut. Pada task 2 ini, siswa di fokuskan pada penggunaan preposisi. Setelah para siswa mengerti dengan instruksi dari P, para siswa langsung mengerjakan task 2. Para siswa Nampak bersemangat mengerjakan task 2, hal ini mungkin di karenakan gambar yang diberikan P cukup menarik. P menanyakan apakah S sudah selesai dengan task 2. Setelah S selesai mengerjakan task 2, P meminta beberapa siswa untuk menuliskan pekerjaan mereka di papan tulis. P kemudian mengoreksi pekerjaan dari para siswa. P meminta para siswa untuk mengoreksi pekerjaan mereka jika masih ada kesalahan.*

The researcher continued to next activity. This was the last activity on that day before they had task for cycle 1. It was about correcting the wrong punctuation and capitalization in a passage. She gave italic that they have to be aware of this task. Punctuation and capitalization were actually simple, but if they were not aware of them they would get low score. After they listened to the researcher explanation, they started to do the task. They may use their dictionary to find the meaning of some difficult words. She walked around the class to monitor them doing the task. Most of them asked the researcher related to text. After finished, she asked them to switch their work to each other they corrected their friends work.

Field Note 7

Hari/ Tanggal : Senin/ 03 Februari 2014

9. *P melanjutkan pembahasan latihan berikutnya yaitu task 3. Pada task 3 ini siswa diminta untuk mengkoreksi penggunaan huruf besar dan penempatan tanda baca. Setelah para siswa mengerti instruksi dari P, siswa mulai mengerjakan task 3. P sesekali berkeliling untuk memonitor siswa di dalam mengerjakan. Saat P berkeliling ada beberapa siswa yang bertanya apakah jawaban mereka sudah benar atau belum. Setelah selesai mengerjakan task 3, P meminta siswa untuk menukarkan pekerjaan mereka dengan teman di sebelahnya untuk di koreksi.*

b. Second Meeting

The second meeting was held on Wednesday 5th February, 2014. In this meeting, the students had to write a descriptive text. It was about the students' favorite things. Their writing would be scored as the post test of cycle 2 .

On that day, the researcher entered the classroom and greeted the students warmly. She led the students to have a prayer and then checked the students' attendance list. Before she started the test, she had a little dialogue with the students. It aimed to relax them before they did the test. Besides that, it aimed to remind them about the descriptive text.

After the researcher had a little dialogue with the students, she then considered that the test should be started. She passed the students answer sheet. She explained what they had to do. They had to write a descriptive text about the students' favorite things. It was free to develop their ideas. They had to apply what they have learned about descriptive text in the previous meeting.

After they were ready, the researcher instructed them to start writing descriptive text. They were doing their work seriously and quietly. The researcher sometimes walked around and remind them not to cheating and had discussion with their friends. They only permitted to use their dictionary. She informed to the students that fifteen minutes were left. Some of the students were noisy and the others were ready to submit their work. The following field note taken on that day that reflected the teaching and learning process.

Field Note 8

Hari/ Tanggal: Rabu/ 05 Februari 2014

7. P sesekali berkeliling untuk memantau parasiswa di dalam mengerjakan. P juga menginformasikan bahwa mereka tidak boleh mencontek atau berdiskusi dengan temannya, mereka hanya di perbolehkan menggunakan kamus. P juga mengingatkan para siswa tentang waktu yang masih tersisa untuk menyelesaikan pekerjaan mereka

Finally, the time was up and the students submitted their works. Some of them looked disappointed and the others looked nervous. She would give marks as the post test in cycle 2. Before she gave the class back to the teacher. The researcher thanked the students very much for the participations and she also gave souvenirs to them. Finally, the researcher said goodbye to them and then went outside the classroom.

3. Reflection of Cycle 2

Finally, the researcher did not find any significant problems in the second cycle. The students did good progress on their writing skill. They looked enthusiastic and interested in learning English writing. Picture-cued activities were one of the reasons why they enjoyed the teaching and learning process. The

materials that were given by the researcher were various than before. The following box consists of the discussion between the researcher and the teacher about the actions that had been done. The conclusion can be said as the process validity.

- P : Bu, kalau menurut ibu cycle 2 tadi bagaimana?*
- T : sudah bagus ya mbak, nampaknya sudah bias mengatasi anak-anaknya. Meman gharus kaya gitu mbak, kadang harus bisa jadi teman tapi kadang juga harus tegas.*
- P : hehe iya bu, tapi katanya anak-anak saya galak bu.*
- T : ah enggak kok, ya masih wajar kalau untuk mengatasi anak-anak yang seperti itu.*
- P : bu, kalau materi yang saya berikan tadi bagaimana?*
- T : iya, sudah bagus mbak. Anak-anak tadi Nampak antusias waktu mengerjakan soal latihannya. Terus tadi juga udah kelihatan perkembangannya. Penyampaianya juga cukup jelas mbak. Saya seneng kok.*
- P : aduh, terima kasih ya bu.*

Teacher Interview Transcript/ Senin, 03 Februari 2014

When they had picture with them, they could find their ideas. When they had in pairs and group works, they could share their idea to each other. They could also work independently when they were having individual tasks. They had positive responses on the materials. The conclusion are by supported by following interview transcript between the researcher and the teacher it was taken in teacher office and it can claimed as process validity.

- P : bu, kalau menurut ibu media yang saya gunakan sudah cukup menarik belum?*
- T : iya, sudah bagus kok mbak, saya malah gak pernah pakai media seperti itu mbak.*
- P : biasanya ibu pakai media apa?*
- T : saya biasanya hanya mengacu pada buku yang saya pakai mbak. Kalau tadi kan ada latihan yang di kerjakan individu dan grup. Anak-anak Nampak bersemangat sekali dalam mengerjakan. Biasanya ya mbak kalau di suruh mengerjakan soal pasti ada saja alasannya.*

Based on those facts, the picture-cued activities can be claimed that they can improve the students' writing skill.

The facts that picture-cued activities can improve their writing skill were supported by the transcript of the interview between the teacher and the students. The teacher as an observer said that the students were more passionate in learning English writing. The teacher also stated that the researcher prepared various materials that could attract the students' attention. In fact, they did not get bored easily during the teaching and learning process. The researcher gave so clear explanation or instruction to them that they could simply catch the instructions. The most significant difference between before and after the actions was that the students' skill on writing increased because of well-prepared materials. The conclusion is also supported by the transcript of interview between the researcher and the students. It can be said as process validity.

P : dek gimana tadil atihannya, bias ngerjain gak?

S : lumayan mbak, kalau ada gambar-gambarnya gitu jadi gampang mbak mikirnya.

P : loh kok gitu, maksudnya gimana?

S : ya kalau disuruh bikin kalimat gitu, terus udah ada gambarnya. Kan kita tinggal ngikuti kaya yang di gambar mbak. Jadi gak susah-susah cari ide.

P : oh gitu. Tapi suka kalau di kasih materi kaya gitu?

S : ya suka lah, mendingan gitu low mbak jadi gak terlalu susah.

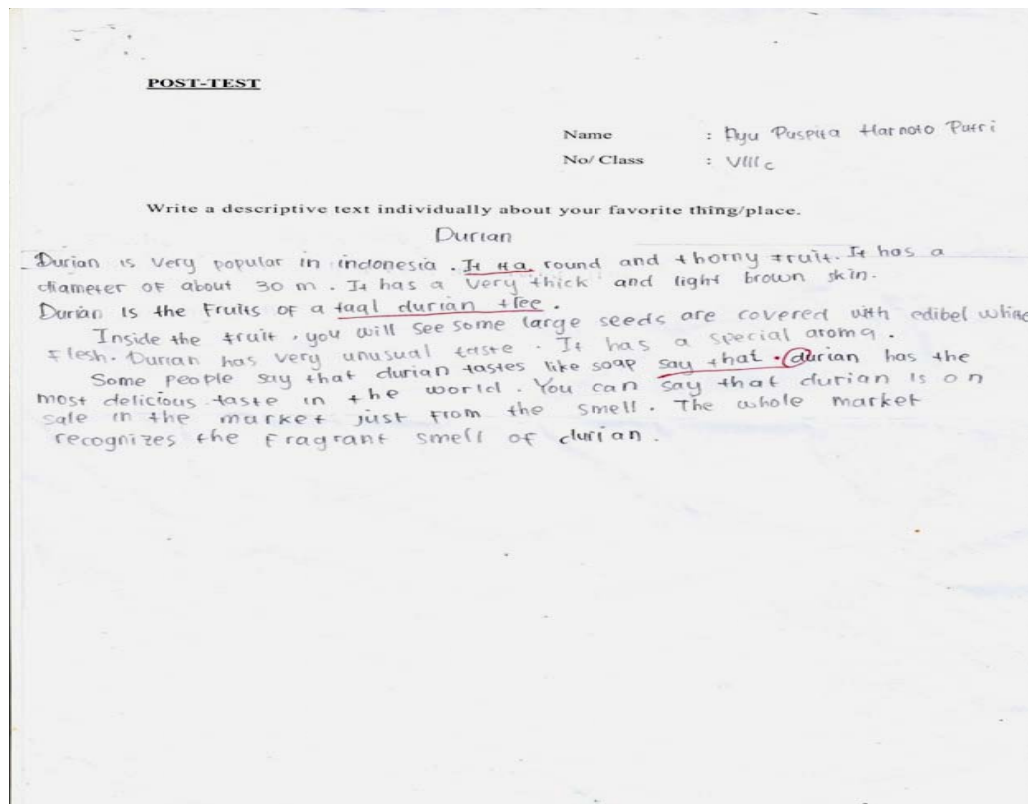
Students Interview Transcript/ Senin, 03 Februari 2014

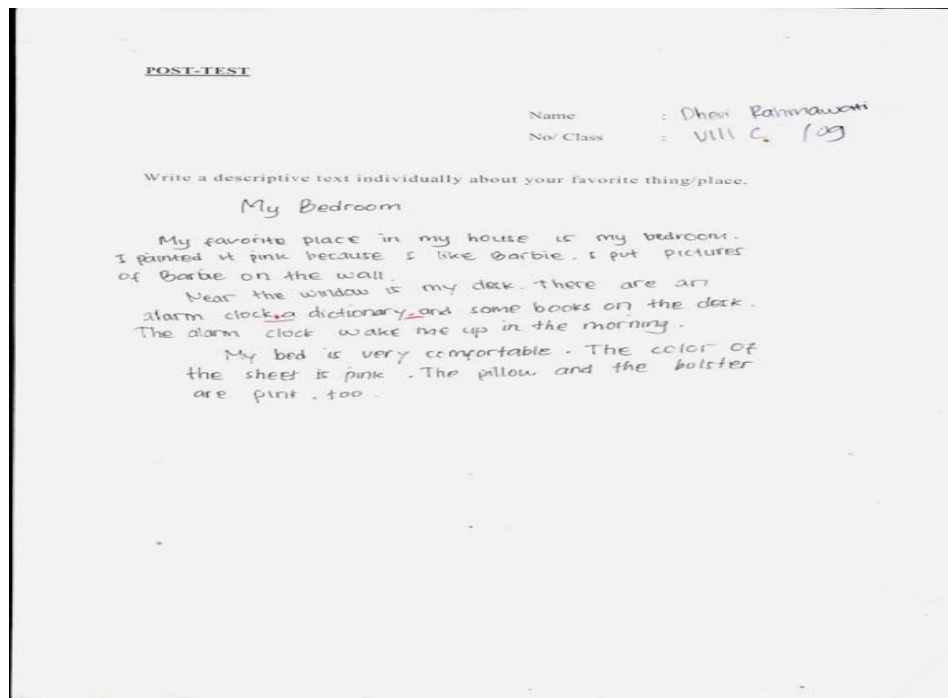
Overall, the students said that the implementation of picture-cued activities could make their writing better. This conclusion is supported by the following interview transcript.

- P : terus kalau menurut kamu, gambar-gambar yang saya kasih gimana?
- S : iya itu loh mbak yang bikin senang, aku jadi bisa kalau di suruh bikin kalimat atau bikin karangan. Soalnya kan jadi gampang cari idenya, tinggal liat gambarnya terus ditulis deh. Kalau gak tahu bahasa inggrisnya tinggal cari di kamus.
- P : wah syukur kalau kaya gitu. Berarti menurut kamu, kamu jadi bisa gitu ya kalau di suruh bikin karangan atau kalimat gitu.
- S : iya. Tapi kalau dibantu pakai gambar loh mbak.

Student Interview Transcript/ Senin, 03 Februari 2014

At the end of the cycle 2, the researcher gave a mark as the post test of cycle 2. The following is an example of the students' writing.





From the students' writing, it is obvious that they still made some mistakes but those were not as many as the mistake in previous task. This conclusion is also supported by the similar conclusion based on the result of interview between the researcher and the students as presented bellow. This conclusion can therefore be said to have outcome validity.

- P : dek kalau menurut kamu materi yang ke 2 ini gimana?*
- S : ya udah lebih gampang sih mbak. Kan kemarin udah di jelasin, terus juga di kasih gambar-gambar biar gampang kita cari idenya.*
- P : kalau susah nya di bagian apa sih dek?*
- S : kalau menurut aku ya mbak, di bagian yang di suruh benerin huruf besarnya sama tanda bacanya itu. Kelihatanya gampang, tp susah juga. Sama ini mbak, bedain preposisi.*
- P : oh gitu ya,*
- S : tapi kemarin kan udah di koreksis ambil dikasih penjelasan, jadi udah lumayan ngerti mbak.*

Students Interview Transcript/ Senin, 03 Februari 2014

The teacher also stated that overall, picture-cued activities had made the students' writing better. This statement is stated in the following conversation between the researcher and the teacher.

- P : jadi menurut ibu, gambar-gambar yang saya gunakan cukup membantu anak-anak dalam pelajaran menulis?*
- T : iya mbak, saya merasa kalau media gambar yang di berikan pada anak-anak sangat membantu sekali. Hasilnya kan sudah bisa di lihat mbak. Nilainya anak-anak meningkat secara signifikan. Terima kasih ya mbak.*

Teacher Interview Transcript/ Senin, 03 Februari 2014

After giving some tasks to the students in cycle 2, the researcher gave second test. The test was used to know the improvement of the students' writing skills. After implementing the actions in cycle 2 and the post test, the researcher and the teacher reflected the actions. From the implementation of the actions in cycle 2 and the post test, it was revealed that the application of picture-cued activities can improved students' writing ability. The students only had few mistakes on organization idea, using correct spelling and using appropriate vocabulary.

D. General Findings

This section consists of qualitative data. The qualitative data deal with the general findings of the result in each cycle, while the qualitative data presents the result of the students' writing scores. The following descriptions are the findings on the use of picture-cued activities in improving their writing skills.

1. Cycle I

a. The Successful Actions

- 1) Using picture to vary the materials was helpful to attract students' interests to the materials given. They were motivated to write. They become enthusiastic when they composed a text individually. According to Brown (2003:226) picture-cued activities offer non verbal means to stimulate written responses. It means that by giving the students pictures, it is easier for them to get the idea.
- 2) The students were actively involved in a discussion. They could share and develop their ideas when they composed writing.
- 3) Picture works in provoking students' imagination, so that they can produce a good piece of writing. Harmer (2004:67) explains that some situations particularly related to grammar and vocabulary work can be presented by picture. Furthermore, they can also be used to provoke the students to creative imaginations.
- 4) Some detailed tasks given helped the students to minimize their mistakes in grammar, spelling, and punctuation. The tasks could train their skill before they wrote a whole text.

b. The unsuccessful actions

- 1) Some students did not take a part in discussion. They did not pay attention on the researcher explanation or instruction.
- 2) Some students got difficulties in sentence structure.
- 3) Some students were not aware on punctuation, capital, and spelling.

2. Cycle 2

a. The Students' Improvements

- 1) The students can compose paragraph cohesively and develop the paragraph better. The researcher gave the steps of writing and gave the clue. It could help them to develop their ideas and make a sentence.
- 2) The students' writing skills improved well. Brown (2003:226), picture-cued activities offer non verbal it means that by giving students picture, it easier for them to get the ideas. After they understand the idea, it will be much easier for them to generate ideas.
- 3) The students took part in writing process. They were actively doing the task in pairs and individual working. This condition provided them with many benefits. In pairs, they could discuss some topics with their partner in order to develop their idea. When they worked individually, they could develop self-ability in writing.

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

Table 2. The improvement of the actions

<i>Preliminary condition</i>	<i>Cycle I</i>	<i>Cycle 2</i>
<i>Many students were less interested in learning English writing.</i>	<i>Half of the students seemed enthusiastic in learning writing.</i>	<i>Most of the students enthusiastic in learning writing.</i>
<i>Most of the students were easily getting bored because there was no media used.</i>	<i>Some students started to enjoy learning English writing because there were some media.</i>	<i>Most of the students' enjoy learning English writing because they were given various media.</i>
<i>Most of students could not develop ideas to write.</i>	<i>Some students seemed able to get ideas to write.</i>	<i>Most of the students could develop their ideas better.</i>
<i>Many students found difficulties in structuring</i>	<i>Some students could structures sentence</i>	<i>Many students could structures sentence well.</i>

<i>sentences.</i>	<i>better.</i>	
<i>Most of students were not able to write with the generic structure.</i>	<i>Some students could not write with generic structure.</i>	<i>Many students could compose a text with the generic structure.</i>
<i>Most of students used simple word because they were lack of vocabulary</i>	<i>Many students used simple word.</i>	<i>Some students used simple word.</i>
<i>Many students made mistakes in using grammar especially in using verb.</i>	<i>The students made fewer mistake than before.</i>	<i>The students' mistakes in using grammar decreased significantly.</i>
<i>Many students werenot aware of applying punctuation, capitalization, and spelling.</i>	<i>Some students weremore aware of applying punctuation, capitalization, and spelling.</i>	<i>Many students weremore aware of applying punctuation, capitalization, and spelling.</i>

4. Students' Score

In this part, the researcher presents the students' writing scores pre test, after cycle 1, and after cycle 2. The researcher analyzes the students' score in six aspects of writing, namely, idea and development organization, vocabulary, sentence structure, spelling, capitalization, and punctuation as follows:

Table 3.the students' mean score of writing in the pre test, cycle 1, and cycle 2.

Score	Pre Test	Cycle 1	Cycle 2
Mean	34, 5	44,4	50,3
SD	15,1	11,8	9,9

The table shows an increase of the mean of the six aspects of writing obtained by the students from the pre test to cycle 1 and cycle 2. The result of the analysis of their scores in pre test show that the mean was 34,5 in cycle 1 and in cycle 2 was 50,3. The highest and the lowest score also increased from the pre test to cycle 2.

The researcher analyze the percentage of writing score development. It was divided into six categories, excellent, very good, good, fair, poor, and very poor for each cycle. The analysis result of the each cycle is presented in table 4.

Table 4. The improvements of the students' writing scores in the pre test, cycle 1, cycle 2.

Categories	Frequency		
	Pre test	Cycle 1	Cycle 2
Excellent	0	0	0
Very good	0	0	4
Good	1	5	9
Fair	6	12	11
Poor	10	10	5
Very poor	12	3	1

The table shows that the students' writing skill generally increased. Overall, the frequency on the poor category decreased from 10 to 5 students on the poor category, the very poor frequency also decreased from 12 to 1. Furthermore the frequency on excellent category still remains. Meanwhile on each fair, good, and very good increased significantly. Here are the details of the improvement good category from 1 to 9. It means that the students' writing skill improved significantly.

Comparing the pre test mean score with the writing post test mean score at the end of cycle 2, the students' writing score increased because of the use of

picture cued activities. The mean increased from 34, 5 to 50, 3. The following table presents the result of students writing scores in pretest and post test.

Table 5. The comparison of the students' writing scores in the pre test and cycle 2.

Score	Categories	Pre test		Cycle 2	
		Frequency	Percentage	Frequency	Percentage
70 – 80	Excellent	0	0%	0	0%
60 – 70	Very good	0	0%	4	13,33%
50 – 60	Good	1	3,33%	9	30%
40 – 50	Fair	6	20%	11	36,66%
30 – 40	Poor	10	33,33%	5	16,66%
20 – 30	Very poor	12	40%	1	3.33%
Mean		34,5		50,3	
SD		15,1		9,9	

The use of picture-cued activities shows a significant difference in the students' writing skills seen from the result of the pre test and the post test scores. Finally, it can be said that the use of picture-cued activities can improve the students' writing skills.

E. Research Discussion

The use of picture-cued activities can solve the problems in writing. There are six aspects that are assessed in this case. The following explanations will tell how each aspect is improved.

1. Idea and development

The students found the difficulties in generating ideas previously. After they got picture –cued activities, they were stimulated to develop their idea. They had imagination about what they would write. According to Brown (2003:226) picture –cued activities offer non verbal it means that by giving students picture, it easier for them to get the idea, after they understood the idea it will be much easier for them to generate the ideas. That was why the researcher adapted the materials with their interests and their ability.

2. Organization

The second problem was related to the organizing the text. By using picture cued activities, the students knew how to organize text well. What they could see in the picture would be dominantly the description of the text. They were not focused anymore about the sequence of the descriptive text. The second paragraph would be the description of the text. Brown (2003:226) explain that picture cued activities can stimulate students' responses. It means that the students got ideas from picture they saw before writing the second paragraph. Their descriptive sentences were place in the second paragraph as the description of the text.

3. Vocabulary

The next problem was limited vocabulary. Harmer (2004:67) explains that some situations, particularly related to grammar and vocabulary works can be presented by pictures. The students got more new words within picture-cued activities. When they had a picture and they did know some words to describe

the picture, they tried to find them by using their dictionary. Therefore picture cued activities enriched the students' vocabulary.

4. Sentence Structure

The next problem was about the sentence structure. In the field, the students were previously confused how to use the appropriate prepositions. By using picture-cued activities they could apply the preposition better. Brown (2003:226) explains that one of the types of picture-cued activities is a picture description. During the actions, the students were shown a picture of living room. From the picture, they tried to write sentences using correct preposition.

5. Spelling

The spelling was getting better together with the improvement of the vocabulary mastery as well. Harmer (2004:67) states that grammar and vocabulary work can be presented by the picture. By using picture-cued activities, the students got more new words when they had a picture and they did not know some words to describe the picture, they tried to find them by using the dictionary. At the moment they also learned the spelling of the words.

6. Capitalization and Punctuation

Besides focusing on the use of picture cued activities, the researcher also explained the rules of capitalization and punctuation. The students got some practice in this case. They were instructed to correct the wrong letters and punctuation marks. Besides, they wrote sentences based on picture as Brown (2003:226) says that picture cued activities can stimulate students' written responses. Their capitalization and punctuation in their sentences were checked

continuously by the researcher. At the end, the students were more aware of using capitalization and punctuation. Actually their problem in this case was that they were not careful in applying capitalization and punctuation. They now realize that capitalization and punctuation are very significant in writing.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This study belongs to action research. This research was conducted in the English class at SMP N 1 Dlingo. It was held from January to March 2014. The research involved one of the English teachers and a class of the eighth grade students.

In reference to the findings of the study, the use of picture-cued activities was believed to be effective in improving the students' interest in writing especially writing descriptive. The students are more motivated because they have attractive picture that help them to improve their imaginations or ideas.

The students found difficulties in generating the ideas previously. After they got picture-cued activities, they were stimulated to develop their ideas. They had imagination about what they would write. By using picture-cued activities, they knew how to organize the text well. What they could see in the picture would be dominantly the description of the text.

The students also have the low vocabulary mastery. They got more new words within picture-cued activities. When they had a picture and they did not know some words to describe the picture, they tried to find them by using the dictionary. Therefore, picture-cued activities enriched their vocabulary.

B. Implications

According to the research findings, the implementation of picture-cued activities positively affects the students' writing skill, because of several reasons.

1. The implementation of picture-cued activities helps to attract the students' interest to the material given. So the students motivated to write and became enthusiastic when they composed the text.
2. Picture-cued activities stimulated their written responses. It was easier to them to generate ideas by using picture-cued activities.
3. They can compose a paragraph well, the researcher gave the steps of writing and gave the clue to help them develop their ideas and make a sentence.

C. Suggestions

After implementing the picture-cued activities, the researcher has some suggestions for the English teacher and other researcher.

1. For the English Teachers

The result of this study states that the use of picture-cued activities is effective to improve the students' writing skill. The use of picture-cued was helpful to attract their interest to the material given and they were motivated to write. They become enthusiastic when they composed a text. Therefore, the English teacher suggested using the picture-cued activities in teaching writing especially teaching writing descriptive.

2. For the Other Researchers

The use of picture-cued activities can improve the students' skill of writing descriptive text. Other researchers are recommended to use picture-cued activities on different grades of education such as senior high school to see the effectiveness of using this strategy in composing descriptive text or other genre of the text to improve their writing skill. The other researchers who will be conduct similar research also need to be well-prepared, so the research can run well

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Field Note 1

Hari/Tanggal : Senin/ 13 Januari 2014

Jam : 08.00 WIB

Tempat : SMP N I DLINGO

Kegiatan : Menyerahkan surat ijin penelitian

Responden : - P : Peneliti

- WKS : Wakil Kepala Sekolah

- GP : Guru Piket

1. Peneliti (P) datang ke sekolah untuk menyerahkan surat ijin penelitian yang akan dilakukan di sekolah tersebut. P datang ke sekolah kemudian menemui GP dan menyampaikan maksud kedatangannya. P menanyakan apakah kepala sekolah ada di tempat pada hari itu, namun kepala sekolah sedang berada di luar kota. GP mempersilahkan untuk langsung menemui WKS di ruangannya.
2. P kemudian menuju ruang WKS. P masuk ruang WKS dengan memberi salam dan di persilahkan masuk. WKS kemudian menanyakan maksud kedatangan P ke sekolah.
3. P menyampaikan maksud kedatangannya. WKS menanyakan judul penelitian. P menjelaskan kepada WKS.
4. WKS menanyakan prosedur penelitian dan waktu pelaksanaan. P menjelaskan.
5. WKS memberikan ijin dan mempersilahkan menemui GBI (Ibu Suparmi) di ruang guru.

6. P menuju ruang piket dan bertanya apakah Ibu Suparmi ada di tempat. GP menjelaskan kalau Ibu Suparmi tidak hadir pada hari itu.
7. P kemudian memohon ijin untuk pamit pulang terlebih dahulu.

Field Note 2

Hari/ Tanggal : Jum'at/ 17 Januari 2014

Jam : 07.30 WIB

Tempat : SMP N 1 DLINGO

Kegiatan : Menemui Guru Bahasa Inggris

Responden : - P : Peneliti

- GBI : Guru Bahasa Inggris

1. P datang ke sekolah kemudian langsung menuju ruang guru untuk menemui GBI.
2. P masuk ke ruang guru dan disambut dengan ramah oleh para guru.
3. P bertanya kepada salah satu guru, dimana meja GBI kelas VIII. Guru menjawab dan mempersilahkan untuk menemui GBI.
4. P menuju meja GBI dan memberi salam. GBI menjawab salam kemudian mempersilahkan duduk.
5. P menyampaikan maksud kedatangannya. GBI menanggapi dengan ramah dan mempersilahkan untuk melakukan penelitian.

6. GBI menanyakan waktu pelaksanaan dan aspek skill apa yang akan diteliti. P kemudian menjelaskan kalau P akan meneliti proses belajar menulis siswa kelas VIII.
7. GBI menerangkan bahwa minggu pertama masuk sekolah jadwal pelajaran belum efektif dan mempersilahkan P datang lagi pada minggu berikutnya.
8. P kemudian memohon ijin untuk pamit pulang terlebih dahulu.

Field Note 3

Hari/ Tanggal :Senin/ 20 Januari 2014

Jam : 09.30 WIB

Tempat : SMP N 1 DLINGO

Kegiatan : Observasi ke kelas

Responden : - P : Peneliti

- GBI : Guru Bahasa Inggris

1. P datang sekolah kemudian langsung menuju ruang guru untuk menemui GBI.
2. GBI menyambut P dengan ramah, kemudian P dan GBI berbincang (interview) sebentar sambil menunggu bel pergantian jam. P menanyakan bagaimana kemampuan siswa dalam pelajaran bahasa inggris khususnya menulis. GBI menjawab bahwa minat siswa dalam pelajaran bahasa inggris masih sangat kurang, terlebih lagi menulis. Hal ini dikarenakan para siswa menganggap pelajaran bahasa inggris itu sangat sulit untuk

dipelajari. Jadi hal tersebut juga menyebabkan kemampuan siswa dalam pelajaran bahasa inggris masih sangat terbatas.

3. Setelah bel pergantian jam pelajaran, P dan GBI menuju ruang kelas VIII C untuk melakukan observasi atau melihat proses pembelajaran terlebih dahulu.
4. P dan GBI masuk kelas. GBI memberi salam kepada para siswa.
5. GBI membuka pelajaran kemudian menjelaskan maksud kedatangan P.
6. P kemudian di minta untuk memperkenalkan diri kepada para siswa terlebih dahulu serta menjelaskan maksud kedatangannya.
7. P memperkenalkan diri dan menyampaikan maksud kedatangannya.
8. P kemudian diminta duduk di bagian belakang supaya tidak menjadi pusat perhatian dan mengganggu pelajaran.
9. GBI memulai pelajaran dan P mengikuti proses pembelajaran sampai dengan selesai.
10. Setelah selesai P meminta izin kepada GBI untuk berbincang (interview) terlebih dahulu dengan beberapa siswa tentang pelajaran menulis (writing). P bertanya kepada beberapa siswa apakah menyukai pelajaran bahasa inggris khususnya menulis. Mayoritas siswa tidak menyukai pelajaran bahasa inggris. Kebanyakan alasan dari para siswa tidak menyukai pelajaran bahasa inggris adalah karena mereka susah menterjemahkan kata dari bahasa Indonesia menjadi bahasa inggris. Selain itu mereka juga sulit untuk menemukan ide pada waktu diminta untuk membuat karangan. Dari sini dapat diambil kesimpulan kalau kosa kata para siswa masih sangat

terbatas dan diperlukan cara untuk membangkitkan ide-ide mereka pada waktu menulis karangan. Setelah merasa cukup, P berpamitan.

11. P kemudian menemui GBI di ruang guru dan melanjutkan interview. P masih menanyakan seputar motivasi siswa dalam belajar bahasa inggris. Selain itu P juga menanyakan tentang metode apa saja yang digunakan di dalam mengajar bahasa inggris. GBI menjelaskan memang sangat sulit untuk menumbuhkan motivasi siswa untuk menyukai pelajaran bahasa inggris, disamping karena para siswa sudah terlanjur menganggap pelajaran bahasa inggris itu sulit keberadaan sekolah atau lingkungan yang berada di pelosok juga menjadi salah satu penyebabnya. Hal ini dimungkinkan karena kurangnya interaksi dan pemahaman siswa akan modernisasi. Selain itu GBI juga sering mencoba metode lain untuk menumbuhkan minat siswa akan pelajaran bahasa inggris, tapi siswa sudah sangat tergantung pada metode drilling. Setelah merasa cukup mendapat informasi P pamit pulang untuk mempersiapkan Pre-test pada pertemuan berikutnya.

12. GBI mempersilahkan P untuk pamit pulang.

Field Note 4

Hari/ Tanggal : Rabu/ 22 Januari 2014

Jam : 07.30 WIB

Tempat : SMP N 1 DLINGO

Kegiatan : Melakukan Pre-Test

Responden : - P : Peneliti

- GBI : Guru Bahasa Inggris

1. P datang ke sekolah langsung menemui GBI di ruang guru.
2. P meminta konfirmasi pada GBI bahwa P akan melakukan Pre-Test. P juga menyerahkan RPP yang telah P persiapkan untuk mengajar di kelas.
3. GBI membaca sekilas dan memberikan sedikit komentar pada RPP yang diserahkan. GBI meminta P untuk memberikan teks yang sederhana dan gambar artis supaya siswa lebih tertarik. GBI lalu mempersilahkan P untuk melakukan Pre-Test
4. P dan GBI menuju kelas VIII C setelah bel masuk berbunyi.
5. GBI membuka pelajaran dengan memberi salam dan kemudian memberi penjelasan bahwa jam pelajaran akan di ambil alih oleh P untuk melakukan Pre-Test. Siswa nampak bingung dan panik ketika mendengar kata Pre-Test karena mungkin sebelumnya mereka belum pernah mendengarnya.
6. GBI mempersilahkan P untuk memulai Pre-test.

7. P kemudian mengambil alih kelas dengan memberi salam terlebih dahulu dan kemudian memberikan sedikit penjelasan tentang Pre-Test yang akan dilakukan. Setelah selesai memberi penjelasan, P menanyakan apakah siswa sudah paham tentang pre-test yang akan di lakukan.
8. Setelah para siswa paham, P membagikan worksheet kepada para siswa dan kemudian meminta siswa untuk mulai mengerjakan sesuai dengan perintah yang ada pada lembar worksheet. Siswa diminta untuk menulis atau membuat karangan deskriptif tentang tokoh favorite mereka. Kebanyakan dari siswa tidak tahu apa yang akan ditulis walaupun mereka sudah punya tokoh idola mereka.
9. Setelah selesai mengerjakan Pre-Test, P meminta siswa mengumpulkan lembar worksheet dengan tertib.
10. P kemudian berpamitan kepada para siswa dan GBI.

Field Note 5

Hari/ Tanggal :Senin/ 27 Januari 2014

Jam : 08.00 WIB

Tempat : SMP N 1 DLINGO

Kegiatan : Memberikan materi tentang deskriptif teks

Responden : - P : Peneliti

- GBI : Guru Bahasa Inggris

- S : Siswa

1. P datang ke sekolah kemudian menemui GBI sebelum menuju ke kelas.

2. P menanyakan tentang RPP yang telah di serahkan, apakah perlu revisi atau sudah cukup baik.
3. GBI menyetujui RPP yang di serahkan P dan mempersilahkan P untuk mulai mengajar di kelas.
4. P dan GBI menuju kelas dan langsung memberikan kesempatan kepada P untuk langsung membuka pelajaran.
5. P membuka pelajaran dengan memberi salam, berdo'a, dan mengecek kehadiran siswa.
6. P memulai pelajaran dan GBI mengamati
7. P memberikan materi descriptif teks tentang "orang". Pada hari itu P memberikan teks tentang *Famous People*. Sebelum membahas tentang teks, P mereview para siswa dengan menanyakan apakah sudah pernah mendapat pelajaran tentang deskriptif teks. Dengan kompak para siswa menjawab "*sudah...*".
8. P melanjutkan pertanyaan dengan menanyakan fungsi atau tujuan dari teks deskriptif. Sebagian dari siswa dengan fasih menjawab, namun sebagian lagi masih tampak bingung.
9. P kemudian memberikan penjelasan tentang *purpose* dari teks deskriptif, yaitu untuk mendeskripsikan atau menggambarkan ciri-ciri khusus dari seseorang, benda, atau tempat, dan pada kali ini yang akan di bahas mengenai orang. Setelah para siswa paham, P melanjutkan dengan menjelaskan apa saja cirri-ciri umumnya atau *generic structure* dari teks deskriptif. P mulai menjelaskan dari *identification* atau bagian dari

kalimat yang bertujuan untuk memperkenalkan. Kemudian dilanjutkan dengan *description* atau bagian kalimat yang berisi uraian atau penggambaran tentang sesuatu yang di deskripsikan tersebut. Sebelum melanjutkan pada pembahasan berikutnya, P menanyakan pada siswa apakah sudah jelas dengan penjelasan yang P berikan. Mayoritas siswa menjawab dengan lantang bahwa mereka sudah jelas. P melanjutkan penjelasan tentang *language features* dari *descriptive text* yaitu menggunakan tenses simple present tense dan menggunakan adjective atau kata sifat.

10. Setelah selesai menjelaskan, P mengajak para siswa untuk focus pada teks deskriptif yang di berikan. Pertama-tama P meminta siswa untuk membaca teks tersebut terlebih dahulu. Setelah selesai membaca di lanjutkan dengan membahas teks tersebut bersama-sama.
11. Setelah selesai membahas teks, P melanjutkan dengan soal latihan berikutnya, yaitu memasangkan antara *adjective* dengan *noun*. Pada bagian ini siswa sudah mulai mengikuti walaupun sebagian siswa masih menggunakan kamus. Soal latihan ini bertujuan untuk menambah kosa kata atau vocabulary para siswa.
12. P dengan cepat melanjutkan latihan, karena setiap soal latihan kemudian dibahas bersama-sama, supaya jika ada kesalahan siswa bisa langsung mengoreksinya. P melanjutkan dengan soal berikutnya yaitu tentang mengisi bagian rumpang pada kalimat dalam suatu paragraph. Para siswa dibantu dengan gambar untuk mempermudah di dalam mengerjakan. Pada

bagian ini siswa di minta bekerja berpasangan atau *in pairs*. Sementara siswa mengerjakan P berkeliling untuk memantau para siswa.

13. Pada dua soal latihan terakhir siswa diminta untuk menyusun kata dan kalimat acak menjadi kalimat yang runtut. Para siswa nampak lebih mudah mengerjakan karena dibantu dengan gambar. Setelah selesai mengerjakan siswa diminta untuk menuliskan pekerjaan mereka di papan tulis dan kemudian dibahas bersama-sama.
14. Setelah selesai membahas soal, P memberikan *feedback* tentang pelajaran pada hari itu.
15. P berbincang dengan beberapa siswa tentang Pre-test yang di lakukan kemarin setelah pelajaran usai. S merasa kalau pre-test itu sangat sulit, karena mereka bingung apa yang harus ditulis. Selain itu ada juga yang bingung untuk menterjemahkan dalam bahasa inggris dan menyusun kalimatnya. Kebanyakan dari siswa tidak mempunyai idea untuk di tulis.
16. P juga bertanya tentang pelajaran yang baru saja di berikan. Apakah menurut S sudah cukup menarik atau belum. Sebagian S merasa kalau materi yang diberikan P cukup menarik sehingga S dapat berimajenasi dengan gambar-gambar yang di berikan.
17. Setelah P merasa cukup mendapat informasi, kemudian menyusul GBI ke ruang guru.
18. P menemui GBI di ruang guru untuk meminta pendapat tentang pelajaran yang telah berlangsung. GBI memberi komentar cukup baik, hanya saja

GBI merasa terlalu cepat dalam memberikan penjelasan sehingga untuk beberapa siswa sulit untuk mengikuti.

19. Setelah mendapat masukan, P pamit pulang untuk mempersiapkan materi berikutnya.

Field Note 6

Hari/ Tanggal : Rabu/ 29 Januari 2014

Jam : 08.30 WIB

Tempat : SMP N 1 DLINGO

Kegiatan : Post-test cycle 1

Responden : - P : Peneliti

- S : siswa

1. P datang ke sekolah, kemudian menuju ruang guru.
2. P dipersilahkan untuk memulai pelajaran di kelas karena GBI belum hadir.
3. P menuju ke kelas sendiri tanpa GBI dan kemudian memulai pelajaran.
4. P membuka pelajaran dengan memberi salam, berdo'a, dan mengecek kehadiran siswa.
5. P melanjutkan pelajaran tentang mendeskripsikan orang. Kali ini P hanya mereview pelajaran pada pertemuan sebelumnya.
6. Setelah selesai mereview materi tentang descriptive text, P menjelaskan bahwa pada hari itu akan di adakan test menulis teks deskriptif.
7. Para siswa tampak terkejut dan mulai bising di dalam kelas.
8. P kemudian membagikan lembar jawaban kepada para siswa dan menjelaskan apa yang harus di lakukan oleh para siswa. P menjelaskan

bahwa para siswa harus menuliskan tentang tokoh idola mereka sesuai dengan structure teks deskriptif. P juga meminta para siswa untuk tidak saling mencotek satu sama lain atau berdiskusi. P memperbolehkan jika para siswa ingin mempergunakan kamus.

9. Para siswa tampak serius dalam mengerjakan test yang di berikan oleh P. Suasana kelas juga sangat kondusif. P sesekali berkeliling untuk melihat pekerjaan para siswa. P juga mengingatkan para untuk tidak bertanya kepada temannya. P juga mengingatkan kalau waktu sudah hampir habis. P meminta para siswa yang sudah selesai untuk mengumpulkan pekerjaan mereka ke meja guru. Sebagian siswa masih tampak panik dan berusaha menyelesaikan pekerjaan mereka, sebagian lagi sudah mulai mengumpulkan pekerjaan mereka.
10. Karena setelah pelajaran bahasa Inggris adalah jam istirahat, P memanfaatkan waktu untuk berbincang dengan beberapa siswa. P bertanya tentang post-test yang baru saja di lakukan. P bertanya kepada S apakah masih ada kesulitan. S kebanyakan siswa menjawab kalau mereka sudah lumayan bisa mengeluarkan ide mereka, hanya saja masih ada kesulitan untuk menterjemahkan kedalam bahasa inggris.
11. Setelah selesai menginterview beberapa siswa P kembali ke ruang guru untuk menemui GBI, namun ternyata pada hari itu GBI tidak hadir. P kemudian pamit pulang terlebih dahulu kepada para guru yang ada di kantor.

Field Note 7

Hari/ Tanggal : Senin/ 03 Februari 2014

Jam : 09.30 WIB

Tempat : SMP N 1 DLINGO

Kegiatan : Menyampaikan materi cycle 2

Responden : - P : Peneliti

-GBI : Guru Bahasa Inggris

-S : Siswa

1. P datang ke sekolah seperti biasa langsung menuju ke ruang guru. P disambut dengan ramah oleh para guru dan GBI.
2. P dan GBI bersama-sama menuju kelas VIII. Agenda pada hari itu adalah menyampaikan materi deskriptif teks *tentang place of things*.
3. P langsung membuka pelajaran dengan memberi salam, berdo'a, dan kemudian mengecek kehadiran siswa. Setelah siswa siap menerima pelajaran, P membagikan materi pada hari itu. P mulai pelajaran dengan mereview tentang generic structure dan language features dari teks deskriptif. P kemudian melanjutkan dengan menjelaskan tentang penggunaan *preposisi*.
4. Setelah S paham dengan penjelasan P, kemudian P melanjutkan dengan kegiatan berikutnya yaitu latihan soal.
5. P membagikan lembar soal kepada para siswa. Lembar soal berisi gambar sebuah ruang tamu yang terdapat berbagai macam barang di dalamnya. P meminta siswa untuk mendeskripsikan letak atau posisi dari benda-benda yang ada di dalam ruang tamu tersebut. Setelah para

siswa mengerti dengan instruksi dari P, kemudian P meminta siswa untuk mulai mengerjakan soal tersebut.

6. Para siswa mengerjakan soal dengan semangat. Sesekali ada beberapa siswa bertanya kepada P tentang jawaban mereka. Para siswa bertanya apakah jawaban mereka sudah benar atau belum.
7. P bertanya kepada para siswa apakah mereka sudah selesai dengan pekerjaan mereka. Setelah mereka selesai, P meminta beberapa siswa untuk menuliskan pekerjaan mereka di papan tulis. Setelah selesai menuliskan pekerjaan mereka, P kemudian membahas pekerjaan dari para siswa bersama-sama. P juga meminta para siswa untuk mengoreksi pekerjaan mereka yang belum benar. Di sini P masih menemukan beberapa kesalahan dari pekerjaan para siswa, diantaranya penggunaan preposisi, contohnya yang seharusnya menggunakan “*on*” tapi di tulis menggunakan “*in*”. Selain itu P juga masih menemukan kesalahan pada penggunaan huruf besar.
8. Setelah selesai membahas task 1, P melanjutkan ke task 2. Di sini para siswa di beri gambar sebuah ruangan yang berisi beberapa anak. Anak-anak tersebut terdapat di berbagai tempat atau posisi. Para siswa diminta untuk membuat kalimat yang menerangkan posisi dari anak-anak tersebut. Pada task 2 ini, siswa di fokuskan pada penggunaan preposisi. Setelah para siswa mengerti dengan instruksi dari P, para siswa langsung mengerjakan task 2. Para siswa nampak bersemangat mengerjakan task 2, hal ini mungkin di karenakan gambar yang

diberikan P cukup menarik. P menanyakan apakah S sudah selesai dengan task 2. Setelah S selesai mengerjakan task 2, P meminta beberapa siswa untuk menuliskan pekerjaan mereka di papan tulis. P kemudian mengoreksi pekerjaan dari para siswa. P meminta para siswa untuk mengoreksi pekerjaan mereka jika masih ada kesalahan.

9. P melanjutkan pembahasan ke latihan berikutnya yaitu task 3. Pada task 3 ini siswa diminta untuk mengoreksi penggunaan huruf besar dan penempatan tanda baca. Setelah para siswa mengerti instruksi dari P, siswa mulai mengerjakan task 3. P sesekali berkeliling untuk memonitor siswa di dalam mengerjakan. Saat P berkeliling ada beberapa siswa yang bertanya apakah jawaban mereka sudah benar atau belum. Setelah selesai mengerjakan task 3, P meminta siswa untuk menukarkan pekerjaan mereka dengan teman di sebelahnya untuk di koreksi.
10. Setelah selesai membahas task 3, P menutup pelajaran pada hari itu. Sebelum P berpamitan, P menyampaikan pada siswa bahwa masih akan ada satu pertemuan lagi. Siswa menyambut gembira, karena mereka tidak tahu kalau pertemuan terakhir itu akan di isi dengan test menulis deskriptif.
11. P kemudian menutup pelajaran dan berpamitan.
12. P dan GBI kemudian menuju ruang guru. Di ruang guru P meminta komentar pada GBI tentang materi pelajaran yang baru saja P berikan di kelas VIIIC. GBI memberikan komentar cukup baik tentang

penampilan P di kelas. GBI memuji P yang sudah bisa mengatasi kondisi kelas.

13. Selain itu P juga menanyakan kepada GBI tentang materi yang di berikan. Kesimpulan dari GBI bahwa materi dan panyampaian P sudah cukup baik. Hal tersebut dapat di lihat dari antusias anak-anak saat proses belajar mengajar selain itu juga peningkatan hasil belajar yang cukup signifikan.
14. Saat jam istirahat, P meminta ijin pada GBI untuk berbincang dengan siswa kelas VIIIC. P menanyakan kepada beberapa siswa tentang soal latihan yang di berikan. Sebagian siswa menjawab kalau mereka bisa mengerjakan. Menurut mereka, mereka cukup terbantu dengan adanya gambar yang di berikan P. Para siswa juga menyatakan kalau gambar-gambar yang diberikan oleh P cukup menarik dan cukup membantu siswa untuk menumbuhkan ide-ide mereka ketika mereka diminta untuk membuat kalimat atau karangan deskriptif.
15. Setelah jam istirahat selesai, P berpamitan pada para siswa untuk pulang terlebih dahulu. P kemudian menuju ruang guru untuk berpamitan pada GBI.
16. P kemudian pamit pulang terlebih dahulu pada bapak ibu guru yang masih ada di ruang gur

Field Note 8

Hari/ Tanggal : Rabu/ 05 Februari 2014

Jam : 08.30 WIB

Tempat : SMP N 1 DLINGO

Kegiatan : Post-test cycle 2

Responden : - P : Peneliti

- GBI: Guru bahasa Inggris
- S : siswa

1. P datang ke sekolah seperti biasa langsung menuju ruang guru.
2. P disambut GBI dengan ramah. P menyampaikan materi yang akan di berikan P pada hari itu. P menjelaskan bahwa pada hari itu akan di adakan post test untuk cycle 2.
3. GBI menanggapi penjelasan P dengan baik dan mempersilahkan P untuk melaksanakan post test.
4. P dan GBI kemudian bersama-sama menuju kelas VIIIC. P seperti biasa dengan ramah masuk ke kelas dan membuka pelajaran pada hari itu. P kemudian memimpin anak-anak untuk berdo'a dan mengecek kehadiran siswa. P memastikan kalau pada hari itu tidak ada yang absen.
5. Setelah selesai P menjelaskan kegiatan yang akan di lakukan pada hari itu. Anak-anak tampak terkejut dan beberapa dari mereka ada yang mengeluh. P kemudian menyemangati anak-anak sambil mereview pelajaran pada pertemuan sebelumnya. Mayoritas anak-anak masih mengingat materi yang di berikan oleh P.

6. P melanjutkan kegiatan dengan membagikan answersheet kepada para siswa. Setelah P memastikan semua siswa mendapat answersheet, P kemudian menjelaskan apa yang harus dikerjakan oleh para siswa. Setelah semua siswa mengerti dengan penjelasan P, P kemudian menginstruksikan para siswa untuk mulai mengerjakan.
7. P sesekali berkeliling untuk memantau para siswa di dalam mengerjakan. P juga menginformasikan bahwa mereka tidak boleh mencontek atau berdiskusi dengan temannya, mereka hanya di perbolehkan menggunakan kamus. P juga mengingatkan para siswa waktu yang masih tersisa untuk menyelesaikan pekerjaan mereka.
8. Setelah selesai mengerjakan para siswa diminta untuk mengumpulkan pekerjaan mereka di meja guru. Setelah semua siswa mengumpulkan pekerjaan mereka, para siswa di minta untuk duduk kembali. Sebelum menutup pelajaran P berpamitan kepada para siswa dan mengatakan bahwa pada hari itu adalah pertemuan terakhir. P memberikan coklat pada anak-anak sebagai tanda ucapan terima kasih.
9. P kemudian menutup pertemuan pada hari itu dan meninggalkan kelas VIII C bersama-sama dengan GBI.
10. Di ruang guru P berpamitan kepada GBI dan mengucapkan terima kasih atas waktu dan bantuan yang di berikan. P juga memberikan kenang-kenangan kepada GBI sebagai ucapan terima kasih.
11. P kemudian pamit pulang dan berpamitan kepada bapak ibu yang ada di ruang guru.

Teacher-Interview

Hari/Tanggal : Senin/ 20 Januari 2014

Tempat : Ruang Guru/ SMP N 1 Dlingo

P : Peneliti

G : Guru

P : Permissi, selamat pagi ibu Parmi.

G : Selamat pagi mbak Ambar, sudah siap hari ini ikut saya ngajar di kelas?

P : Siap bu, pengen cepet kenalan sama anak-anaknya. Kira-kira nakal-nakal enggak ya bu?

G : Waduh mbak, jangan tanya kalau soal nakal. Ya maklum mbak di sini kan sekolahe agak di pelosok jadi mungkin mereke kurang bersosialisasi. Eh nanti jangan heran ya mbak kalau ada siswa yang pake bahasa jawa ngoko sama gurunya.

P : Walah, mosok sampe ada yang seperti itu bu? Terus kalau soal kemampuan berbahasa inggris para siswa di sini bagaimana bu?

G : Ya begitulah mbak, kemampuan anak-anak di sini kalau di bidang bahasa inggris sangat kurang sekali, ya mungkin ada satu dua siswa yang menonjol, tapi selebihnya masih di bawah rata-rata.

P : Kalau bisa di jelaskan, kira-kira penyebabnya kenapa ya bu?

G : Ya kalau menurut saya ya mbak, minat anak-anak terhadap bahasa inggris atau kemauan untuk belajar bahasa inggris saja sangat rendah atau bisa di bilang tidak ada. Setiap pelajaran bahasa inggris mereka pasti ramai di kelas atau mengeluh. Setiap saya sudah masuk kelas, pasti ada yang beralasan ke belakang atau pinjam kamus di perpustakaan.

P : Biasanya teknik atau metode apa bu yang digunakan dalam mengajar bahasa Inggris?

Apakah penggunaan gambar sudah pernah di lakukan untuk menggajar dalam bahasa inggris khususnya menulis?

G : Wah, seingat saya belum mbak. Anak-anak disini itu sangat tergantung dengan teknik drilling. Mungkin sebenarnya ada teknik yang lebih baik dan efektif, tp saya belum menemukan mbak, jadi tolong di bantu ya mbak Ambar.

P : hehe, insyaallah ya bu, saya juga mohon bimbingannya dari ibu supaya penelitian saya bisa berjalan lancar dan bermanfaat.

G : iya, pasti mbak. Ya sudah mari ke kelas dulu, nanti di teruskan ngobrolnya. Sudah siap kan ketemu anak-anak?

P : siap bu, tp sedikit deg-degan, hehe.

Teacher-Interview

Hari/Tanggal : Senin/ 27 Januari 2014

Tempat : Ruang Guru/ SMP N 1 Dlingo

P : Peneliti

G : Guru

P : selamat siang ibu.

G : siang mbak, gimana kemarin hasil pre-testnya?

P : waduh bu, hasilnya masih kurang dari memuaskan. Ternyata kelas VIIIC ramai sekali ya bu, saya sampai sulit mengatasinya.

- G : iya, kan saya sudah bilang mbak. Jadi harap maklum ya. O ya, ini ada yang bias saya bantu?
- P : iya bu, saya mau minta pendapat ibu soal pelajaran tadi. Menurut ibu sudah baik atau belum?
- G : oh iya, saya seneng ya sama mbak Ambar, semangat sekali, suaranya nggak mau kalah sama anak-anak.
- P : hehe, habisnya anak-anaknya ramai bu, jadi suara saya juga saya naikkan. Saya sudah bilang *attention please* mereka ketawa-tawa saja.
- G : iya memang begitu anak-anaknya mbak, jadi harus sabar. O ya soal pelajaran tadi saya rasa sudah cukup baik, anak-anak cukup tertarik dengan adanya gambar-gambar tadi. Cuma itu ya mbak, ngomongnya atau jelasinnya jangan terlalu cepat, sesekali juga di selipi bahasa indonesia, supaya anak-anak juga paham. Soalnya kemampuan anak yang satu dengan yang lainnya kan beda, jadi mungkin ada yang ketinggalan dan belum paham.
- P : oh iya bu, besok akan saya perbaiki bu.
- G : ini Cuma menurut saya ya mbak, jadi jangan di ambil hati.
- P : ya enggak bu, kalau di kritik untuk jadi lebih baik saya malah seneng.
- G : iya, mungkin karena mbak Ambar yang di hadapi itu terbiasa dengan anak kuliah, jadi gayanya masih terbawa. Kalau di sini kan anak SMP ya mbak, jadi harus di sesuaikan. Gak apa-apa kan mbak?
- P : gak apa-apa bu, saya malah seneng dapat masukan. Ya sudah kalau begitu bu, saya pamit pulang dulu.
- G : iya, jangan lupa hari rabu ya mbak jam ke-3.
- P : iya, mari ibu.

**COURSE GRID OF TEACHING AND LEARNING PROCESS OF WRITING SKILL
FOR THE SECOND GRADE STUDENTS OF SMP N 1 DLINGO VIIC CLASS IN THE CADEMIC YEAR OF 2013/2014**

Cycle 1	Standard Competence	Basic competence	Language Focus	Material	Input Text	Activities	Indicators	Time
Meeting 1	Students express meaning of short functional written texts in the forms of descriptive and recount text to interact with others in daily life context.	Students express meaning in a short essay using written languages accurately in the form of descriptive and recount text to interact with other in daily life context.	<ul style="list-style-type: none"> ▪ Generic structure of descriptive text ▪ Language features ▪ Signal words 	<ul style="list-style-type: none"> ✓ Generic structure of descriptive text (orientation, description, and reorientation) ✓ Part of speech (adjective and noun) ✓ Descriptive text about people <i>Entitled famous people</i> 	Descriptive text	<ul style="list-style-type: none"> • Presentation <ul style="list-style-type: none"> - Introducing an example of descriptive text - Explaining and analyzing the language features and the generic structure of the text • Practice <ul style="list-style-type: none"> - Finding out the generic structure of a descriptive text - Finding out the signal words of descriptive text - Answering questions based on the text • Production 	<ul style="list-style-type: none"> - identifying the generic structure of descriptive text correctly - identifying the language features of descriptive text correctly - answering questions based on descriptive text 	2 x35'

Meeting 2	Students express meaning of short functional texts in the forms of descriptive and recount text to interact with others in daily life context.	Students express meaning in a short essay using written language accurately in the form of descriptive and recount text to interact with other in daily life context.	<ul style="list-style-type: none"> ▪ Generic structure of descriptive text ▪ Language features ▪ Adjective used 	<ul style="list-style-type: none"> ✓ Generic structure of descriptive text ✓ Language features ✓ Parts of speech 	Descriptive text	<ul style="list-style-type: none"> - Matching the adjective with the noun - Arranging jumbled words into good order based on picture - arranging jumbled sentence based on the picture • Presentation - Review the generic structure and language feature of descriptive text • Practice - Answering questions based on picture - Mentioning adjective used • Production - Writing a descriptive text 	- writing a descriptive text	3 x35'
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Cycle 2	Standard Competence	Basic competence	Language Focus	Material	Input Text	Activities	Indicators	Time
Meeting 1	Students express meaning of short functional written texts in the forms of descriptive and recount text to interact with others in daily life context.	Students express meaning in a short essay using written languages accurately in the form of descriptive and recount text to interact with other in daily life context.	<ul style="list-style-type: none"> ▪ Generic structure of descriptive text ▪ Language features ▪ Preposition ▪ Capitalization ▪ Punctuation 	<ul style="list-style-type: none"> ✓ Preposition and capitalization ✓ Descriptive text about <i>place of things</i> 	Descriptive text	<ul style="list-style-type: none"> • Presentation <ul style="list-style-type: none"> - Reviewing about the language features and the generic structure of the descriptive text - Explaining about the use of preposition and capitalization • Practice <ul style="list-style-type: none"> - Answering questions based on picture • Production <ul style="list-style-type: none"> - Making descriptive sentences based on picture - Correcting the use of capitalization 	<ul style="list-style-type: none"> - Identifying a picture - answering questions based on picture - analyzing the use of punctuation and capitalization - making a sentence based on picture 	2 x35'

Meeting 2	Students express meaning of short functional texts in the forms of descriptive and recount text to interact with others in daily life context.	Students express meaning in a short essay using written language accurately in the form of descriptive and recount text to interact with other in daily life context.	<ul style="list-style-type: none"> ▪ Generic structure of descriptive text ▪ Language features ▪ Preposition ▪ Capitalization ▪ Punctuation 	<ul style="list-style-type: none"> ✓ Parts of speech ✓ Preposition ✓ Capitalization ✓ Punctuation ✓ Descriptive text about place/things 	Descriptive text	<p>and punctuation</p> <ul style="list-style-type: none"> • Presentation <ul style="list-style-type: none"> - Reviewing the use of preposition, punctuation and capitalization • Practice <ul style="list-style-type: none"> - Answering questions about the use of preposition, capitalization, and punctuation • Production <ul style="list-style-type: none"> - Writing a descriptive text about students' favorite place/things 	- writing a descriptive text	3 x35'
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LESSON PLAN

School : SMP N 1 DLINGO

Study Programm : English Language

Class/ semester : VIII B/ I

Teks : Descriptive text

Aspek/Skill : Writing

Time allocation : 5 x 35' (2 meeting)

A. Standard of Competence

6. To express meaning in short functional text and simple essay in the form of descriptive, recount, and exposition to interact in daily life and in academic context.

B. Basic competency

- 6.2 To express meaning in a simple short essay accurately, fluently, and appropriately in the form descriptive, recount, and exposition to interact in daily life and in academic context.

C. Indicator

1. Students identify the social function of descriptive text
2. Students identify and apply the tenses used in descriptive text by correcting and writing sentences
3. Students answer question based on descriptive text
4. Students recognize verb and adjective commonly used in descriptive text
5. Students identify the order of descriptive text and then construct the text

D. Learning Objectives

By the end of the lesson, students are expected to be able to:

1. Express the social function of descriptive text correctly
2. Apply the tense used in descriptive text correctly

3. Find information from descriptive text
4. Apply common words and term related to descriptive text correctly
5. Construct/write descriptive text

E. Technique

PPP (*Presentation, Practice, Production*)

F. Materials

DESCRIPTIVE TEXT

1. Definition

Descriptive text is a text which says what a person or a thing is like.

The purpose is to describe and reveal a particular person, place, or thing.

(Teksdeskripsidigunakanuntukmenggambarkanciri-cirikhususdariseseseorang, benda, ataupatempat)

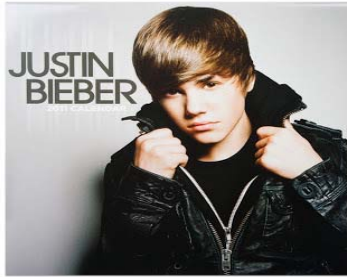
2. Generic Structure

Identification: identifying the phenomenon to be described.

Description: describing the phenomenon in parts, qualities, or/and characteristics.

3. Language features

- ✓ Using attributive and identifying process.
- ✓ Using adjective and classifiers in nominal group
- ✓ Using simple present tense



His name is Justin Bieber. He is very famous singer nowadays. He begins to be a star after his voice was published at youtube.com. Justin was born on 1 March 1994 in Stratford, Ontario, Canada. His father's name is Jeremy Jack Bieber and his mother's name is Patricia (Pattie) Lynn Mallette. Justin has red hair, sharp nose and blue eyes. People say that his face is cute. It makes his fans being crazy when they meet him.

Justin is a very talented musician. He can sing beautifully. He also can play some music instruments, for instance piano, drum, guitar, and saxophone. Justin Bieber starts his career by releasing his first single "One More Time" and his album in 2009 entitled "My World." "Baby, Somebody to Love, and Never Say Never" are very popular to everyone in the world.

Question:

1. Who is Justin Bieber?
2. How old is he?
3. What is the color of his eyes?
4. Does he have pointed nose?
5. How does his face look?

Pay attention to the following words. Match them to the most appropriate spot.

Nose	black, brown, blonde
Hair	flat, pointed
Eyes	thin, thick
Lips	slanted, rounded
Face	oval, rounded, square

1. Look at the picture carefully. Fill in the blanks of each sentence. You can use the picture as a clue.

She is Angelina Jolie. She is an actress.

She often has a role in action movies.

She has _____ hair and the color of her hair is _____

Her hair is really pretty. She has _____ eyes.

The color of her eyes is _____

Most of Indonesian people have brown eyes.

She has _____ nose.

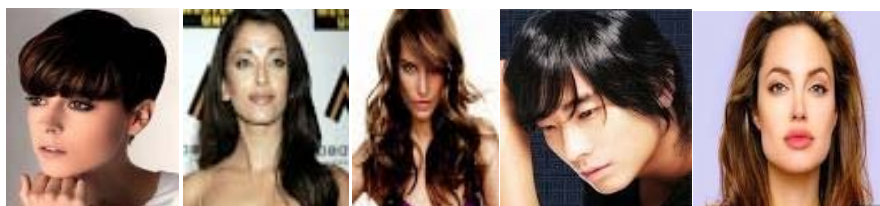
There are no many people with pointed nose in my country.

She has _____ lips and she also has _____ face.

Her skin tone is _____.



2. You have jumbled words below. Arrange them into good descriptive sentences based on the pictures.



1

2

3

4

5

1. has – short – She – hair
2. She – black – has – hair – long
3. nose – she – pointed – has
4. slanted – eyes – He – has
5. lips – thick – has – She

3. Arrange the following jumbled sentences into good descriptive text. Each text has a picture as its illustration. Give a title in each text.



- She is famous actress in Korea.
- She has slanted eyes and thin lips.
- Her famous film is “Full House”.
- Her skin is fair and she has wavy hair
- She is Song HyeKyo.



- He knows as an actor and comedian in Indonesia.
- He is still young and handsome.
- He is Raffi Ahmad.
- He has square face and his nose is flat
- The color of his hair is black.
-



- He comes from England.
- He is David Beckham.
- He is very famous football player.
- His skin tone is fair.
- He is handsome with his oval face and his blue eyes.
- He has blonde hair and thin lips.

4. Write a descriptive text about your idol or other famous people.

Title

Orientation :

Description :

G. Teaching Activities

First meeting

Eksplorasi:

- ✓ Greeting
- ✓ Prayer
- ✓ Checking attendance list
- ✓ Reviewing about descriptive text

Elaborasi:

- ✓ Teacher explains about the social function of descriptive text.
- ✓ Teacher gives an example of descriptive text with a picture.
- ✓ Teacher explaining vocabulary used to construct a descriptive sentences
- ✓ Teacher asks the students to do the exercises
- ✓ The teacher and the students discuss the exercises

Konfirmasi:

- ✓ Teacher asks the students about the difficulties
- ✓ Closing

Second meeting

Eksplorasi:

- ✓ Greeting
- ✓ Prayer
- ✓ Checking attendance list
- ✓ Reviewing about descriptive text

Elaborasi:

- ✓ Teacher asks the students to write descriptive text about their idol

Konfirmasi:

- ✓ Teacher asks the students about the difficulties
- ✓ Closing

H. Source

<http://funkreatifittaz.blogspot.com/2011/11/teaching-tips-writing-descriptive-text.html>

<http://www.sekolahoke.com/2011/04/descriptive-text-justine-biebier.html>

<http://www.google.co.id/>

I. Assessment

Each student is asked to produce or to write a descriptive text. The assessment involves the indicators that have been learned by the students before. The indicators are:

- Students identify the social function of descriptive text
- Students identify and apply the tenses used in descriptive text by correcting and writing sentences
- Students answer question based on descriptive text
- Students recognize verb and adjective commonly used in descriptive text
- Students identify the order of descriptive text and then construct the text

J. Scoring Rubric

Writing scoring rubric based on Anderson (2003:92)

Score	4	3	2	1
Idea and development	Extensive development of topic strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely	Fairly well	Sparsely	Not

	organized, smooth flow with strong sequence	organized, flow and sequence evidence	organized, lack of sequence	organized
Vocabulary	Vivid imagination word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or in appropriate words choice
Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Few error (1-5)	Some errors (6-10)	Many errors (over 10)
Capitalization and Punctuation	Error free	Very few error (1-5)	Some errors (6-10)	Many errors (over 10)

Dlingo,

Mahasiswa

SulistyaAmbarsari

LESSON PLAN

School : SMP N 1 DLINGO

Study Programm : English Language

Class/ semester : VIII B/ I

Teks : Descriptive text

Aspek/Skill : Writing

Time allocation : 5 x 35' (2 meeting)

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D. Learning Objectives

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3. Language features

- ✓ Using attributive and identifying process.
- ✓ Using adjective and classifiers in nominal group
- ✓ Using simple present tense

1. Pay attention to the following picture and answer the questions correctly.



Questions:

1. What is the color of the wall?
2. Where the TV is lies?
3. How many lamps are there?
4. Does the room have table?
5. Where the plant is place?

2. Pay attention to the picture bellow. In pairs, make a sentences based on the picture.



3. Look at the following picture. The picture has its own text. Read the text carefully and correct in appropriate capitalization, preposition, and punctuation.



Borobudur is Hindu-Buddhist temple. it was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom, Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed in a hill 46 m high and consist of eight step like stone terrace, The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa on the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples in angkor. Cambodia.

Borobudur temple which is rededicated as an Indonesian monument *on 1983* is a valuable treasure for Indonesian people.

4. Write a descriptive text individually about your favorite things.

Explore all words, adjective, preposition, and everything you know dealing with descriptive text.

G. Teaching Activities

First meeting

Eksplorasi:

- ✓ Greeting
- ✓ Prayer
- ✓ Checking attendance list
- ✓ Reviewing about descriptive text

Elaborasi:

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- ✓ The teacher and the students discuss the exercises

Konfirmasi:

- ✓ Teacher asks the students about the difficulties
- ✓ Closing

Second meeting

Eksplorasi:

- ✓ Greeting
- ✓ Prayer

- ✓ Checking attendance list
- ✓ Reviewing about descriptive text

Elaborasi:

- ✓ Teacher asks the students to write descriptive text about their favorite things

Konfirmasi:

- ✓ Teacher asks the students about the difficulties
- ✓ Closing

H. Source

<http://funkreatifittaz.blogspot.com/2011/11/teaching-tips-writing-descriptive-text.html>

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Vocabulary	Vivid imagination word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or in appropriate words choice
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Dlingo,

Mahasiswa

SulistyaAmbarsari

ATTENDENCE LIST

N0.	NAME	MEETING				
		1	2	3	4	5
1.	Aditya Febriawan	✓	✓	✓	✓	✓
2.	Alfit Abdulloh	✓	✓	✓	✓	✓
3.	Amelia Nur Utami	✓	✓	✓	✓	✓
4.	Ardian Andi Saputra	✓	✓	✓	✓	✓
5.	Ayu Puspita H.P	✓	✓	✓	✓	✓
6.	Bayu Chandra P.	✓	✓	✓	✓	✓
7.	Brinta Prihatina Utami	✓	✓	✓	✓	✓
8.	Cahya Damayanti	✓	✓	✓	✓	✓
9.	Dhevi Rahmawati	✓	✓	✓	✓	✓
10.	Diky Dwi Cahyo P.	✓	✓	✓	✓	✓
11.	Emmi Dwi Nur' Aini	✓	✓	✓	✓	✓
12.	Erwin Ftkhu R.	✓	✓	✓	✓	✓
13.	Etha Maelani Tamara	✓	✓	✓	✓	✓
14.	Fiki Kirdiyana	✓	✓	✓	✓	✓
15.	Galang Aji Prasta W.	✓	✓	✓	✓	✓
16.	Herman Agus P.	✓	✓	✓	✓	✓
17.	Ikhsan Wijanarko	✓	✓	✓	✓	✓
18.	Maya Firanti	✓	✓	✓	✓	✓
19.	Melina Ayu S.	✓	✓	✓	✓	✓
20.	Nurul Q.S	✓	✓	✓	✓	✓
21.	Oktavian R.R	-	✓	✓	✓	✓
22.	Ova Arjun Kusuma	✓	✓	✓	✓	✓
23.	Putrid Tissa Sekar P.	✓	✓	✓	✓	✓
24.	Rika Fatmawati	✓	✓	✓	✓	✓
25.	Rina Rismawati	✓	✓	✓	✓	✓
26.	Roy Chandra Purnama	✓	✓	✓	✓	✓
27.	Risky Norita Utami	✓	✓	✓	✓	✓
28.	Shinta Asma'in	✓	✓	✓	✓	✓
29.	Sigit Tri Purnomo	✓	✓	✓	✓	✓
30.	Yanwar Ega P.	✓	✓	✓	✓	✓

SCORING RUBRIC

N0.	Name	Pre-test	Cycle 1	Cycle 2
1.	Aditya Febriawan	36,6	50	60
2.	Alfit Abdulloh	20	30	33,3
3.	Amelia Nur Utami	40	50	63,3
4.	Ardian Andi Saputra	30	40	40
5.	Ayu Puspita H.P	50	56,6	60
6.	Bayu Chandra P.	30	33,3	30
7.	Brinta Prihatina Utami	36,6	50	46,6
8.	Cahya Damayanti	43,3	50	63,3
9.	Dhevi Rahmawati	30	40	43,3
10.	Diky Dwi Cahyo P.	36,6	40	50
11.	Emmi Dwi Nur' Aini	43,3	56,6	60
12.	Erwin Fatkhur R.	30	36,6	43,3
13.	Etha Maelani Tamara	43,3	50	50
14.	Fiki Kirdiyana	40	50	46,6
15.	Galang Aji Prasta W.	30	33,3	46,6
16.	Herman Agus P.	20	26,6	33,3
17.	Ikhsan Wijanarko	33,3	40	43,3
18.	Maya Firanti	30	46,6	60
19.	Melina Ayu S.	46,6	50	63,3
20.	Nurul Q.S	53,3	60	63,3
21.	Oktavian R.R	Absent	40	46,6
22.	Ova Arjun Kusuma	26,6	30	40
23.	Putri Tissa Sekar P.	40	43,3	50
24.	Rika Fatmawati	30	40	56,6
25.	Rina Rismawati	40	46,6	50
26.	Roy Chandra Purnama	40	53,3	53,3
27.	Risky Norita Utami	30	50	60
28.	Shinta Asma'in	50	53,3	60
29.	Sigit Tri Purnomo	40	50	53,3
30.	Yanwar Ega P.	20	36,6	40
mean		34,5	44,4	50,3

Name : Emmi Dwi Nur'Aini

No/ Class : 11 / VIII. C

Write a descriptive text individually about your favorite thing/place.

My favorite thing

My favorite thing is teddy bear. My teddy bear is name Momo.
Momo has body hair color is pink. Momo has two hands
and two feet. Momo is special present of my birthday.
That special present from my sister.

Momo is my favorite doll. Momo always accompany me.

Momo is very cute and funny. Momo always accompany
me before I am sleeping.

Momo is my friend in every days. I am always
share my story to Momo.

POST-TEST

Name : Melina Ayu Setianingsih

No/ Class : 19 / VIII C

Write a descriptive text individually about your favorite thing/place.

My Pet

I have a pet . It is a chicken cock . It color is heart red and black .
It has cock's comb on the head and cock's spur beside
the foot . I call it "Jabrik " . I feed it corn and hulled rice .
I really love him .

POST - TEST


Name : Emmi Dwi Nur'Aini

Class/Number : VIII - C / 11

Write a descriptive text about your favorite actress, singer, or other famous people!

My Beloved Mom

My mother's name is Sri Martini.

She is a teacher in elementary school and junior high school. She has long black hair. She has big eyes and pointed nose. She is not too tall and cute. My mother is a beautiful .

My mother seldom cooking. Because, she has to go to work early. Every night she asks me to study.

I really love my mother

She will be angry when i don't want to study

POST - TEST

Name : Melina Ayu Setianingsih

Class/Number : VIII C / 19

Write a descriptive text about your favorite actress, singer, or other famous people!

"My Beloved Mom"

My mother's name is Sudalmi. She is about 155 cm tall. She has oval face and dark brown ^{skin} skin. She has short black hair. She has brown eyes and reasonable pointed nose. She is a beautiful.

She like cooking. Every morning she make break fase for her family. She will be angry when i don't want to study. But, she is kind and helpful. So, i really really really love my mother. :)





The researcher delivered the material about descriptive text.



The researcher responds to the students' questions.



The students checked the difficult words on the dictionary.



The students were seriously in doing the tasks.



The researcher walked around
to monitor students' writing.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 2204a/UN.34.12/DT/I/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

17 Desember 2013

Kepada Yth.
Kepala SMP Negeri 1 Dlingo Bantul

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING THE WRITING LEARNING PROCESS OF GRADE VIII STUDENTS OF SMPN 1 DLINGO BY IMPLEMENTING PICTURE-CUED

Mahasiswa dimaksud adalah :

Nama : SULISTYA AMBARSARI
NIM : 06202244095
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Januari - Maret 2014
Lokasi Penelitian : SMPN 1 Dlingo

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001



**DINAS PENDIDIKAN DASAR
KABUPATEN BANTUL**

SMP N 1 DLINGO

Alamat : Temuwuh , Dlingo, Bantul Kode Pos 55783

email : smp1dlingo_btl@yahoo.com Website: smpn1dlingo-bantul.sch.id

SURAT KETERANGAN

Nomor : 423.4 / 014 / 2014

Yang bertanda tangan di bawah ini saya:

Nama : **Drs. SUNARSO**
NIP : **19600519 198111 1 002**
Pangkat/Golongan : **Pembina / IVa**
Jabatan : **Kepala SMP Negeri 1 Dlingo**

Menerangkan dengan sungguh bahwa:

Nama : **SULISTYA AMBARSARI**
NIM : **96202244095**
Jurusan/Prodi : **Pendidikan Bahasa Inggris**
Lembaga : **Universitas Negeri Yogyakarta**

Diterima permohonannya untuk melaksanakan Penelitian untuk memperoleh data guna menyusun Tugas Akhir Skripsi/Tugas Akhir Karya Seni/Tugas Akhir Bukan Skripsi

Demikian surat keterangan ini dibuat, semoga dapat digunakan sebagaimana mestinya.

Dlingo, 12 Februari 2014

Kepala SMP Negeri 1 Dlingo



Drs. SUNARSO

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