IMPROVING THE WRITING SKILLS

OF CLASS VII A STUDENTS OF SMP N II WATES BY USING

PICTURE-CUED TASKS IN THE ACADEMIC YEAR OF 2012/2013

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment of the

Sarjana Pendidikan Degree in English Education of State University of

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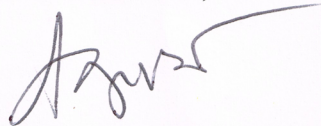
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SURAT PERNYATAAN

Yang bertandatangan di bawah ini

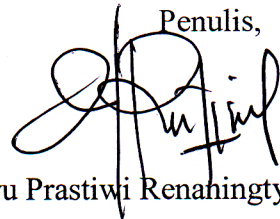|	
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Wates by Using Picture-Cued Tasks in the Academic Year of 2012/2013

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

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

Yogyakarta, 21 January 2014

Penulis,

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DEDICATION

This thesis is lovingly dedicated to:

My father and my mother..

<center>**MOTTOS**</center>

<center>"We walk by faith, not by sight"
(2 Corinthians v.7.)</center>

<center>"Where your treasure is, there will your heart be also."
(Mathew vi.21.)</center>

<center>"Try a little harder to be a little better."</center>

<center>"Either find a way, or make one."</center>

<center>"Unless you try to do something beyond what you have already mastered, you will never grow."</center>

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I realize that this thesis is not yet perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Hopefully, this thesis may give some contribution to the future investigation in the English teaching and learning process.

Yogyakarta, 21 January 2014

Florentina S.

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ABSTRACT

This research was conducted to improve the writing skills of Class VII A students of SMP N II Wates by using picture-cued tasks in the academic year of 2012/2013.

This study was action research. It consisted of two cycles. The research followed some steps such as reconnaissance, planning, action, observation, and reflection. The researcher used picture-cued tasks in the action of the research. There were two kinds of data presented in this research, namely qualitative and quantitative data. The validity of the research data was gained by applying the democratic, outcome, process, catalytic, and dialogic validity. The qualitative data were obtained by observing the teaching and learning process and interviewing the students and the teacher. The data were collected in the form of field notes, interview transcripts, and documentations. The qualitative data were analyzed by reducing, displaying, and verifying data. The quantitative data were analyzed by comparing the students' mean scores of the pre-test to the post-test.

The results of the study show that the students' writing skills improved after the implementation of picture-cued tasks. It was supported by the students' mean scores which increased by 15 points from 56.59 to 71.59. Moreover, the students were more active in the writing activities than before. They wrote more sentences in their text.

Keywords:picture-cued, students' writing skills

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a skill that students should learn. It is a skill that cannot merely be acquired. Harmer (1988) says that in terms of education, writing has to be taught. Teachers should teach students to write. Different from the speaking skill, writing has to be consciously learned. Students should learn writing because it is used for a wide variety of purposes in human daily life, for example, writing email, letters, curriculum vitae, and biography.

Due to the importance of learning writing, in Indonesia, writing has been included into the curriculum. Regarding the School-Based Curriculum (2006), junior high school students are expected to have good ability in text types: descriptive, procedure, recount, narrative, report, and short functional texts. Having good ability in texts is not only to understand the texts itself but also to produce the texts. However, in producing texts, some students find several difficulties. In the followings, there will be some explanation about the problems in students' writing.

The first problem in writing is the writing conventions. When a student writes a text, he needs to pay attention to a number of writing conventions. Writing conventions can be found in terms of handwriting, spelling, layout and

punctuation. Harmer (2001) finds that students have problems in spelling, layout and punctuation. One of reasons that spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious (Harmer, 2001). Some students are confused facing that not all English words are spelled in the same way. The other difficulty in writing is about layout and punctuation. The conventions of layout and punctuation are not obviously the same both, between, and within cultures. Harmer (2001) says that some punctuation conventions, such as the capitalization of names, months, and the pronoun I, are specific to only one or a few languages. Therefore, it is the English teacher's duty to help students to be aware of these conventions, and use it when appropriate.

The second problem in writing an English text is about students' lack of idea to write. Since generating the idea or topic in writing is not an easy thing to do, English teachers should decide the suitable way to help their students. Students often find it hard to generate their idea to write a text. Therefore, they need an idea stimulant to make them familiar to the topic to write.

The students' third writing problem is about the grammar rules. Students often use incorrect tenses and pronouns into their works. It is because many rules are considerably complex e.g. students often find difficulty with the use of tenses, whether they should use simple past, simple present, or simple continuous tense in their writing.

The next problem in writing a text is about vocabulary mastery. Vocabulary mastery definitely influences the product of writing. The biggest

problem when students try to generate their idea is the lack of vocabulary. They often have difficulty in using the diction and fitting the context. Sometimes, students directly use the words they found in dictionary without considering the context of their sentence.

Meanwhile, the other problem in writing can be found in terms of students' skill itself. Nunan (1999) says that in terms of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing to do in language learning. Students, sometimes, have so many ideas in their mind, but they cannot write them down in a coherent, fluent, and extended piece of writing.

Some of the writing problems mentioned above are also found in Class VII A of SMP N II Wates. To overcome the students' problems in writing English texts, the researcher tried to fit the class activities with the method that provides necessary information to enable the students in learning to write an English text. Therefore, the researcher used picture-cued tasks to activate their schemata, so that they would be familiar with the topic to write. Familiarity enhances the students' enthuasiasm with the task that asks them to work in.

B. Identification of the Problem

The researcher observed the English teaching and learning in class VII A, SMP N II Wates, to identify the existing problems. After doing the observation and interview, the researcher got information about sources of the problem related to the teaching and learning process of writing in the classroom. The sources of

the problem found in the classroom are classified into two categories. They are the teacher and students.

The first category is the teacher. Based on the observation, the teacher rarely used interesting activities in her teaching. She rarely combined her teaching with the interesting activity such as using pictures as a media, using game, etc. As a consequence, it made the students find it difficult to generate their idea. Moreover, most of the activities in the English class were only based on *Lembar Kerja Siswa* (Students' Worksheet). Based on the information gained from the interview, the teacher said that she only used the tasks provided in students' worksheet as a preparation for the students' final examination. The students' worksheet only provides reading activities. It made less improvement for the students' writing skills.

The second factor that affects the students' performance in writing is the students' learning motivation. The students were not interested in the English class activity. When the teacher was explaining the material, some of the students made noise, some of them were striking the desk, and the other students were talking to their friends. Another problem found related to the students is the students' lack of vocabulary. They often asked the teacher to translate the Indonesian words into English. They also had problem in using diction. They directly used words they found in dictionary to make a text without considering whether the words are appropriate for their sentences or not.

The students' last problem is their inability to compose the ideas into a text. When the students were asked to write a text, some of them were not able to

finish their writing because they did not know what to write. The other students only copied the model text and changed it a little. Furthermore, they find difficulty in producing a fluent and coherent writing.

C. Limitation of the Problems

The researcher only focuses on improving the students' writing skills because conducting research that covers all of the students' problems will be very hard and long work. After disccusing with the teacher, the researcher limited the problems. The researcher conducted a research to improve the writing skills of class VII A students of SMP N II Wates by using picture-cued tasks in the academic year of 2012/2013.

D. Formulation of the Problems

Based on the explanation of the English teaching and learning problem that has been mentioned in the identification of the problems and based on the focus of the study, the problem is formulated as follows:
How can the writing skills of class VII A students of SMP N II Wates be improved through picture-cued tasks?

E. Research Objective

This research has an objective to improve the class VII A students' writing skills by using picture-cued tasks in SMP N II Wates.

F. Significance of the Research

The researcher hopes that this study provides benefits to some parties practically and theoretically.

1. Practically

   a. This research can be used for the English teacher in improving students' writing skill by using picture-cued tasks that enhance students' idea and learning motivation.

   b. This research is used as a reference about learning style that suitable for the students to generate their ideas when they are writing.

   c. This research can be used as a reference to teachers in general that conduct the improvement for their teaching, to take into account students' interest in learning.

2. Theoretically

   This research is used as a basis for the next researchers who want to discuss the topic of writing skill and the use of picture-cued tasks.

CHAPTER II

REVIEW OF RELATED THEORIES

As stated in the previous section, this research study is aimed at improving the students' writing skill. Hence, the discussion in this chapter focuses on the review of related theories that underlie the research. They include theoretical description, relevant studies, and conceptual framework highlighted in this chapter.

A. Theoritical Description

1. Writing

a. The Definitions of Writing

In the process of language learning, writing is one of the macro skills that students should master. There are four macro skills in English subject. They are listening, speaking, reading, and writing. Writing skill is the last step after students learn listening, speaking, and reading skill. In other words, students should be able to listen, speak, and read before they can write.

Writing can be defined as an activity of language production in the classroom. Writing is an output after students learn receptive skills. Harmer (2001) characterizes writing as a language production since the purpose of writing is using all and any language to accomplish a communication between writers and readers. The activity of language production is more than the activity of practicing specific points, such as, grammar and vocabulary.

Writing is an activity of language production that requires process. To make a final product of writing, writers follow some steps. The process of writing at least includes prewriting, drafting, revising, and editing.

Writing is a skill training. It is because writing is not a natural skill. Writing cannot be directly acquired. In other words, it should be consciously learned. Lenneberg in Brown (2001) illustrates writing is like swimming. Swimming is different from walking and speaking. People can naturally learn speaking and walking to adapt to their environment. However, to swim, they need an instructor or a person that can swim to teach them. In addition, they need many chances to practice and practice so that finally they can swim. Similar to swimming, writing should be taught because it is not a skill that students can learn it naturally. Students also need a teacher as an instructor to guide them in practicing writing. Besides that, they should be given chances to practice writing.

In conclusion, writing can be defined in several perspectives. In the process of language learning, writing is one of the macro skills that students should master. Writing can be defined as an activity of language production in the classroom. Writing is an activity of language production that requires process. Writing is also a skill training.

b. The Aspects of Writing

In this discussion, some important points will be outlined regarding the aspects of writing. They are: 1) mechanical components of writing, 2) micro and macro skills of writing, and 3) cohesion and coherence in writing.

The first aspect of writing is mechanical components. The mechanical components of writing can be found in terms of spelling, layout, and punctuation. The first mechanical component of writing is spelling. Since the sound of a word and the way it is spelled are not always obvious, spelling may be difficult for students. Improving students' spelling can be done through reading and copying written models as what Harmer (2001) states. The last mechanical components of writing are layout and punctuation. Both between and within cultures, the conventions of layout and punctuation are not obviously the same. Harmer (2001) points out that some punctuation conventions, such as the capitalization of names, months, and the pronoun *I*, are specific to some languages. Therefore, it is English teacher's duty to help students to be aware of these conventions, and use them when appropriate.

The second aspect of writing is micro- and macroskills of writing. Brown (2004) lists out the writing skills into two parts, they are micro and macro skill. Micro skill contains producing graphemes and orthographic patterns of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and use appropriate word order patterns, using grammatical system (e.g., tense, agreement, and

pluralization, patterns, and rules), expressing a particular meaning in different grammatical forms, and using cohesive devices in written discourse.

In contrast, macroskills consist of using the rhetorical forms and conventions of written discourse; appropriately accomplishing the communicative functions of written text according to form and purpose; conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; distinguishing between literal and implied meanings when writing; correctly conveying culturally specific references in the context of the written text; and developing and using 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 feedback, and using feedback for revising and editing.

Cohesion and coherence of writing are the last aspects in writing. Halliday and Hasan (1976) in Tangkiengsirisin (2013) claim that cohesion is a factor that indicates whether a text is well-connected or merely a group of unrelated sentences. In other words, cohesion is concerned on how the writing is constructed. While, coherence is well-organization of propositions and ideas presented in writing. It is how the writer can make unity written-text.

c. The Types of Writing Performance

There are four types of writing performance taken from Brown (2004). They are imitative, intensive (controlled), responsive, and extensive.

The first type of writing performance is imitative. Imitative writing deals with basic tasks of writing. The writing tasks are concerned with the fundamental skills such as letters, words, brief sentences, and punctuation. The second writing performance is intensive or controlled. The writing task requires students to bring their ability in producing appropriate vocabulary within a context, idioms, collocation, correct grammar, and the length of a sentence. As the name implied, intensive or controlled writing performance is more strictly controlled by the design of the task. The next category of writing performance is responsive. The writing task is more focused on how students connect the sentences into a paragraph and create sequenced paragraphs. Responsive writing emphasizes context and meaning. The last type of writing performance is extensive. It involves the long process of multiple drafts to construct a final product.

2. Teaching Writing

The theory of teaching writing will be divided into two main headings. They are approaches to teaching writing and the roles of teacher in teaching writing.

a. Approaches to Teaching Writing

1) Product-Oriented approach

Product-oriented approach concern on the product of writing activity. This statement is supported by Brown (2001) that many years ago, the writing teachers only focused on the final product of writing. He also adds that the attention in product-oriented approach was on how students imitate the "model" compositions. It is how well students include a list of criteria such as content, organization, vocabulary use, grammatical use, spelling and punctuation on their final writing. When using product oriented approach, students are to analyze a model text and generate ideas of a text they want to write. Students use their skill about the structures, the tenses, and the vocabulary that they get from analyzing a model text to build a text.

The writing activity in product-oriented approach is simpler than the process-oriented approach. Jordan (1997) states that the writing activity includes a model text. After students are given a model text, they have to do various exercises that direct them to be familiar with some important features of the text. Next, students are required to produce a similar text. This process requires students to be aware of the target product.

2) Process-Oriented approach

Another approach in writing is process-oriented approach. One of the teaching models to develop writing skills is by involving the writing process. Process-oriented approach concerns on the activity of composing the writing work rather than the form. Jordan (1997) says that the teaching approach is focused on the principles of learner-centredness, encouraging individuals to

take more responsibility for their own learning. The activities include discussion, tasks, drafting, feedback, revisions, and informed choices to make clearer decisions about the direction of the students' writing, as Jordan (1997) states. Another expert, Shih (1986) in Brown (2001:335) states that the process approaches do most of the following:

a) focusing on the process of writing that leads to the final written product,
b) helping student writers to understand their own composing process,
c) helping them to build repertoires of strategies for pre-writing, drafting, and re-writing,
d) giving the students time to write and rewrite,
e) placing central importance on the process of revision,
f) letting students discover what they want to say as they write,
g) giving students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention,
h) encouraging feedback from both the instructor and peers, and
i) including individual conferences between teacher and student during the process of composition

Process oriented approach requires some steps that focus on the development of language use in writing. Trammel (1992) in Palmer, Hafner and Sharp (1994) emphasizes that teachers should keep the concept of writing process when teaching writing. Below are the stages of the writing process, presented in Maimon's in Palmer, Hafner and Sharp (1994):

a) Prewriting. Sometimes called "rehearsal", prewriting is the time to gather information, to experiment with ideas, and to plot a course. In this activity, teacher should encourage all types of processes of discovery—daydreaming, role-playing, drawing, reading, any activity that prepares students for writing. Students should also experiment exercises as listing, clustering, cubing, and journal writing.
b) Drafting. During this stage, students translate their thoughts and ideas into sentences and paragraphs.

c) Sharing. The writer reads the piece aloud—either to peers or to the teacher. The listeners then respond with question and comments. The purpose of the conference is to help the writer clarify the piece for its intended audience.
d) Revising. During the process of revision, the writer expands ideas, clarifies meanings, and reorganizes information.
e) Editing. During the editing phase, the writer focuses on the conventions of language. Spelling, punctuation, syntax, and structure are analyzed and corrected.
f) Publishing. The publishing of student work can take a variety of forms: individual books, class books, newsletters, literary magazines, bulletin board displays.

Process-oriented approach is more complex and it takes more time to produce a writing work than in product-oriented approach. As Harmer (2001:258) says that

"One of the disadvantages of getting students to concentrate on the process of writing is that it takes time: time to brainstorm the idea or collect them in some other way; time to draft a piece of writing and then, with the teacher's help perhaps, review it and edit it in various ways before, perhaps changing the focus, generating more ideas, redrafting, re-editing and so on."

Writing teachers should be aware of the writing process which a writer goes through in order to produce a final version of writing. For Harmer (2004) the process of writing follows the Process Wheel: planning, drafting, editing, and final version.

The first step in Process Wheel is planning. Planning about what the writers are going to write, they should consider three main issues, they are the purpose, the audience, and the content structure of a piece of writing. Firstly, the writers should not only pay attention on the text type they want to produce but also the language they use, and the information they choose to include. Next, when the writers start to write, the consideration they should take is

about who are the readers. And the last is the content structure. The writers have to organize the ideas, the facts, or arguments in order to generate a sequenced piece.

The second step of composing writing is drafting. Draft is the first form of writing. Nunan (1999) states that there is no perfect text. However, what the writer can do is writing the text that is closer to the perfection through producing, reflecting on, discussing, and reworking successive drafts of a text. Therefore, the writers may produce a number of drafts on the way to editing process.

The next step of process wheel is editing. When editing, the writers reflect and revise their draft. In this process, the writers are often helped by the reader or the editor who comment and make suggestion.

The last step is final version. After reflecting and revising the draft, the writers produce their final version. This version may be different from the first one, but this product of writing is ready to its intended audience.

b. The Roles of Teacher in Teaching Writing

Teacher has crucial roles in teaching writing. The facilitative role of the writing teacher has inspired research on the role of teacher as a responder to students' writing (Brown 2001). Brown agrees that as a facilitator, teacher should offers guidance in helping students to engage with the thinking process of composing the writing. Nevertheless, teacher cannot impose his or her thoughts on the students' writing. The students' opinion should be

respected. Therefore, being a facilitator, a teacher should not give too much interference. Hyland (2002) suggests that a teacher should provide the space to students to construct their own meanings. It can be done through facilitating them with an encouraging, positive, and cooperative environment and minimal interference. And instead of helping students in constructing their writing, teacher can offer useful feedback that respects students' values and beliefs. Based on Harmer (2004) there are five roles that teachers do in teaching writing: 1) demonstrating, 2) motivating and provoking, 3) supporting, 4) responding, and 5) evaluating.

The first role is demonstrating. What the teacher should do in the beginning of teaching cycle is demonstrating the lesson. It is used to introduce to students about what they are going to do. In writing, teacher has to make sure that the students are aware of writing convention, language use, and genre constraints in specific types of writing.

The second teacher's role is motivating and provoking. What the teacher should do, when students get stuck in their work, is stimulate their idea. Harmer (2004) points out that the time for teacher to prepare interesting writing task will not be wasted. It helps students to be more engaged to the writing activity. Therefore, motivating and provoking can be held through giving students particular task before they start to write.

The next role is supporting. Teacher has to support students when they need a help. Harmer (2004) agrees that teacher needs to be extremely supportive when students are writing in the classroom. Teacher should be

always available to overcome the students' difficulties except during the writing examination.

The forth teacher's role is responding. Responding can be done by giving students feedback of their writing. It is supported by Jordan's statement in his book (1997) that in order to accomplish the acceptability and accuracy, feedback is needed to check the students' writing. Teacher can respond to the students' writing by checking the content and construction. In addition, to make improvement on the students' writing, teacher can make suggestions if it is needed. (Harmer, 2004).

The last role is evaluating. This is how teachers react to students' written work. The purpose of evaluating students' work is to know what they have achieved so far. Harmer (2004) says that even though in test purpose, the teacher's way of evaluating the students' work can be done by responding. It will give the students opportunity to learn. It will give students explanation where they wrote well and where they made mistakes. Furthermore, the teacher may award grades. By evaluating, teachers are telling how well their students have done.

To conclude, in this discussion of the teachers' role in teaching writing, the essential tasks of writing teachers are giving guidance to students and lead them to produce a good writing work.

3. Teaching Writing in Junior High School

1. Writing in Junior High School

Based on *Badan Standar Nasional Pendidikan* (2006), the seventh grade students of junior high school are expected to have good ability in text types: descriptive, procedure, recount, narrative, report, and short functional texts:

"...kemampuan memahami dan menciptakan berbagai teks fungsional pendek dan monolog serta esei berbentuk procedure, descriptive, recount, narrative, dan report. Gradasi bahan ajar tampak dalam penggunaan kosa kata, tata bahasa, dan langkah-langkah retorika;..."

Teaching writing in Class VII A students of SMP N II Wates is based on *Badan Standar Nasional Pendidikan* (2006) that is listed out in the table below:

Table 1: **Standard of Competence and Basic Competence of Writing Skill in grade 7 of Junior High School Students.**

Grade 7, Semester 2

Standard of Competence	Basic Competence
Writing 11. Expressing meaning through very simple functional written texts and short essays in the form of descriptive and procedure texts to interact with surroundings	11.1. Expressing meaning through very simple functional written texts accurately, fluently, and appropriately to interact with the surroundings. 11.2. Expressing meaning and

	rhetorical steps through very simple short essays in written work accurately, fluently, and appropriately to interact with the surroundings in the form of descriptive and procedure texts.

The table above shows that grade seven students of junior high school should produce procedure and descriptive texts. In this research, the researcher only focused on descriptive texts as limited time consideration. According to Martin (1989) in Hyland (2003), descriptive text has purpose to give a description about imagined or factual events and phenomena. Meanwhile, Wardiman, et al. (2008) identify the generic structure of descriptive text into two parts, they are introduction and description. Introduction is the part of paragraph that introduces the character, while, description is the part of a paragraph that describes the character. In this research, the students followed the generic structure of descriptive text and wrote it in a particular topic.

2. The Genre-Based Approach (Text-Based Syllabus Design)

This study involved Genre-based Approach (GBA) as the methodology in teaching language. GBA is a method that requires social activities and interactions. The researcher tried to improve the students writing ability by scaffolding them with a lot of activities and interactions during the teaching-learning process.

GBA has five stages in the cycle of teaching-learning activities (Feez & Joyce, 1998). Since GBA is developed from the believe that students learn better if they are scaffolded, five stages of GBA will help students to gradually improve their skills by achieving the purpose in every stage. Here is the illustration of the teaching-learning cycle of GBA in Feez and Joyce (1998).
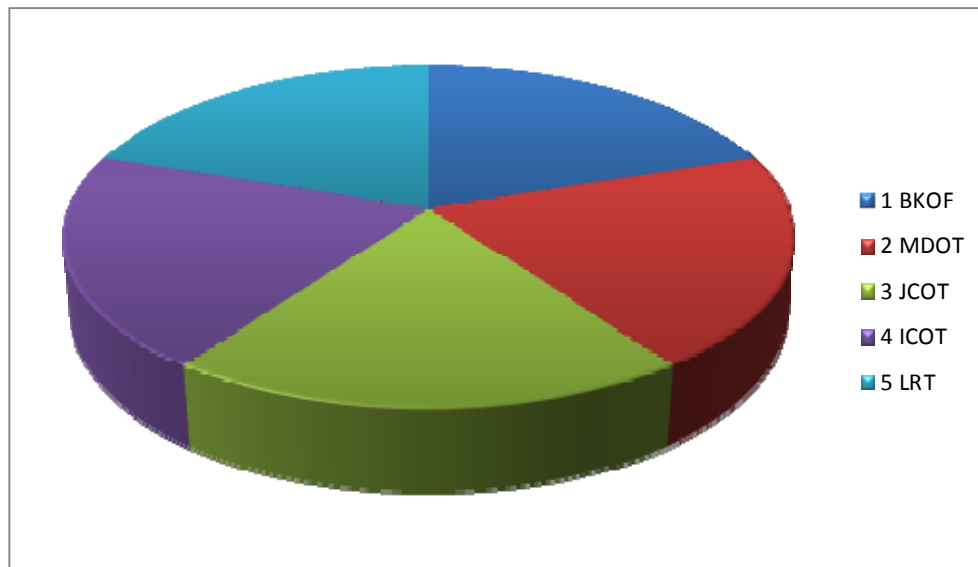
Figure 1. Stages of the Teaching and Learning Cycle.

1) Building Knowledge of a Field

   The purpose of this stage is to enable students to recognize the social background of a text which is being studied. Students were being introduced by the field they are going to deal with and the vocabulary. In this stage, the researcher brought pictures to the classroom and guided the students to explore the topic by giving tasks and questions.

2) Modeling and Deconstructing a Text

   It is a stage where students analyze how a particular type of text is organized in a certain way to make meaning. In this stage, the students analyze the structural pattern and language features of the model text.

3) Joint Construction of a Text

   Students learn how to construct a text-type guided by teacher. Teacher give opportunity to students to practice writing in collaboration with the other students. In this stage, the students were to write a text in peers. And they might ask the researcher if they have difficulties in doing the task.

4) Independent Construction of a Text

   In this stage, students require everything they learned in the three previous stage to do an independent activity. They construct a text through some drafting and then producing a final text. Throughout this stage, the researcher provided a chance for the students to write a text based on the topic and then, assessed it.

5) Linking to Related Texts

This stage is when students link what they learned to other related text. It can be considered as extra stage. Students can relate their knowledge about a certain text-type to the other text-type but still in the same context. They also can compare the activity, for example, from writing activity to speaking in the same context.

3. Writing Assessment

Assessing writing is not a simple thing to do. Teacher should consider purposes and text types. Purposes affect how teachers determine the aspects of writing and how they grade the aspects. If teachers want their students to write descriptive texts, the aspects can be content, organization, language use, vocabulary, and mechanical components of writing. If the purpose is to produce a narrative text, the aspects can be about ideas, plot, organization, sentence fluency, and conventions.

In addition, teachers should be clear in what text types their students are working on. The types of writing performance to consider include: imitative, intensive (controlled), responsive, and extensive.

The writing assessment in this research adapts the scoring profile from Jacobs et al.'s (1981) in Weigle (2002). The writing aspects include: content (30%), organization (20%), vocabulary (25%), language use (20%), and mechanics (5%). Below is the scoring rubric to assess the students' writing:

Table 2: **Scoring Scheme of Writing in Five Components Adapted from Jacobs et al.'s (1981) in Weigle (2002).**

Score	Level	Criteria
CONTENT	30-27	EXCELLENT TO VERY GOOD: relevant to assigned topic and give detile ● matches the social purpose of the text
	26-22	GOOD TO AVERAGE: mostly relevant to topic, but lacks detail ● limited development
	21-17	FAIR TO POOR: inadequate development of topic
	16-13	VERY POOR: not related to topic ● does not match the social purpose of the text
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression ● ideas clearly stated ● well-organized ● logical sequencing ● cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy ● loosely organized but main ideas stand out ● logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent ● ideas confused or disconnected ● lacks logical sequencing and development
	9-7	VERY POOR: no organization ● does not communicate
VOCABULARY	25-22	EXCELLENT TO VERY GOOD: effective words ● word form mastery
	21-18	GOOD TO AVERAGE: occasional errors of word, choice, or usage
	17-11	FAIR TO POOR: frequent errors of word, choice, usage
	10-5	VERY POOR: essentially translation

LANGUAGE USE	20-18	EXCELLENT TO VERY GOOD: few errors of tense, pronouns, and prepositions
	17-14	GOOD TO AVERAGE: several errors of tense, pronouns, and prepositions
	13-10	FAIR TO POOR: frequent errors of tense, pronouns, and prepositions
	9-7	VERY POOR: dominated by errors of tense, pronouns, and prepositions
MECHANICS	5	EXCELLENT TO VERY GOOD: few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional of spelling, punctuation, capitalization, paragraphing
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing ● poor handwriting
	2	VERY POOR: dominated by errors of spelling, punctuation, capitalization, paragraphing

4. Media in Teaching Writing

Teaching writing cannot be separated from the use of media. This sub chapter discusses the roles of media in teaching, kinds of media, and the picture-cued as the media in teaching writing.

a. Roles of Media in Teaching

Media in teaching writing connect students with the materials. Media stimulate students to learn. Ruis, Muhyidin, and Waluyo (2009) illustrate

good media as a window that facilitate students to learn and increase their understanding of materials. They also state that media have many roles in teaching as follows:

1) Media solve the lack of students' experiences.

2) Media reach everything out of the class.

3) Media create the possible direct interaction between students and their environment.

4) Media stimulate some observation.

5) Media keep the basic, concrete and real concepts of the teaching.

6) Students' motivation is aroused by using media in learning.

7) Media integrate the experience from the concrete things to the abstract ones.

Using media in teaching has many advantages. According to Sukartiwi in Ruis, Muhyidin, and Waluyo (2009), there are some advantages of using media in teaching-learning process. Those are increasing students' motivation, avoiding students' boredom, making students easy to understand the material, and making the teaching learning process more systematic.

b. Kinds of Media

Vernon in Ruis, Muhyidin, and Waluyo (2009) states that there are six kinds of media:

1) Drawing or teacher mode drawings

In the process of teaching and learning, the teacher can draw on the white board to explain the material. This drawing supports the topic which is being

taught. In spite of drawing spontaneously while the process of teaching, the teacher can prepare it at home and then apply it in the classroom.

2) Still pictures

The other media that can be used in teaching is still pictures. It is a copy of a real object which may be longer or smaller than the real object or events. The examples of still pictures are photograph, bulletin board material, and brochure.

3) Audio recording

Audio recording is commonly used in teaching listening skill. The recording represents the actual event in the form of sound effects.

4) Motion picture and TV

This media is a moving image that is produced from live action. It can be on color or black and white. It can be silent or having sound. Depending on the goals of the teaching, the Objects or events may be in normal motion and edited for abbreviating or high lighting.

5) Real object, simulation and models

This kind of media requires people, events, objects and demonstration. The teacher can often use it if possible. Real objects cannot be substituted by a copy of objects or events. Simulation is a set of situation that has been designed to teach. A model is a replica of reality. It is often smaller in scale and may be in exact side or an enlargement.

6) Programmed and computer-assisted instruction

The last type of media is programmed and computer-assisted instruction. Sequenced information is designed to create response. The examples of this kind of media are programmed text books and instructional programs prepared for computers.

Considering the types of media in teaching is important. Firstly, it is because teachers should fit media with their teaching objectives. Secondly, media should be suitable for students. For example, programmed and computer-assisted instruction is not suitable for very young students who have not been able yet to operate computer.

c. Picture-cued Tasks

Students with the high need of guidance and motivation can be taught through visual aids. One of the types of visual aids is picture. In writing, picture helps teachers when they want to hold a guided writing. Brown (2004) defines the use of picture-cued as a nonverbal means to stimulate written responses. In other words, students are easier to generate the idea in writing when they are given pictures as stimulant. It is supported by what Raimes (1983) states about pictures. He finds that pictures can be valuable resources for teaching writing. Pictures can be used as a powerful way to provide context and background for any writing. The use of pictures as stimulus in teaching activities was developed specifically for teaching young students to read and write (Adams, Johnson, & Connors, 1980 in Calhoun 1999). Olson

(1992) in Fleckeinstein, Calendrillo and Worley (2008) points out why both images and words are effective in teaching students is because the young students are both visual and verbal learners. It can be inferred that the use of visual aids in teaching writing is valuable for the students because visual aids can prompt students' writing.

There are three kinds of picture-cued tasks for teaching writing according to Brown (2004). They are short sentences, picture description, and picture sequenced description. The first kind of picture-cued tasks is short sentences. In this task, students are to write a brief sentence based on a drawing of some simple action which is shown. The second type of picture-cued task is picture description. Students describe the picture, for example, describing the characteristics, the position, or the setting. Picture description is more complex than picture in the short sentences. The last kind of picture-cued task is picture sequence description. Brown (2004) states that a sequence of some pictures that are connected by a story can be valuable stimulus for students to construct their own writing. Picture sequence description should be uncomplicated and unambiguous; therefore, the students are not given too many options.

In order to provide the background of students' knowledge, picture-cued tasks namely short sentences can be used in the begining of the lesson. If teachers want to stimulate their students to write, they can use picture descriptions or picture sequenced.

B. Relevant Studies

There are some researches that proved the use of picture to improve the students' writing skills. The first research is conducted by Campiglia and Widmayer (2008). They conducted a study using photo essays to enhance the writing process in ESOL literacy classrooms. The study concluded that the students seem to write more when describing the photos than they had previously when asked to write without the photos. The photos helped the students to generate ideas before they began composing on paper. Campiglia and Widmayer also found that the students are highly motivated, and they spend a lot of time practicing to read for their partner. The similarity between their study and this research is the use of visual aid as the media to improve the students' writing ability.

Meanwhile, a study by Randle (2010) investigated the use of visual arts in the classroom as an effective means to enhance students' creative writing abilities. The findings of this research suggested that visual imagery increases the students' ability to write more creatively. There was also overwhelming support for the use of visual arts in the classroom to encourage creative writing and improve academic achievement. The study conducted by Randle (2010) and this research have the same type of media used in the effort to improve the students' writing skill, that is visual aid.

C. Conceptual Framework

To identify the existing problems in teaching writing in Class VII A SMP N II Wates, the researcher observed the process of teaching and learning in the classroom. There are several problems found in the classroom. First, the teacher rarely uses interesting activities in her teaching. The second problem is that the students are not interested in the English class activities. Another problem found related to the students is the students' lack of vocabulary. They also had problem in using diction. The students' last problem is their inability to compose the ideas into a text. Furthermore, they find it difficult in producing a fluent and coherent writing.

Visual aids can be valuable resource for teaching writing. One of the kinds of visual aids is picture-cued. Pictures-cued task can be used as a powerful way to provide context and background for writing. An attractive and stimulating picture can prompt students' writing. When the teachers use pictures as an idea stimulant, the students will be familiar to the topic to write. Familiarity enhances the students' enthusiasm with the task that requires them to write. By using picture-cued tasks in teaching writing, the students are expected to develop their idea systematically and coherently.

From recently studies, it can be inferred that the use of visual aids or pictures help the students to improve their writing ability. Campiglia and Widmayer (2008) conducted a study using photo essays to enhance the writing process in ESOL literacy classrooms. A study by Randle (2010) investigated the use of visual arts in the classroom as an effective means to

enhance students' creative writing abilities. Both of these researches concluded that the use of visual aids as media in teaching writing has successfully improved the students' writing skill.

CHAPTER III

RESEARCH METHOD

The discussion of this chapter will be about how the researcher carries out her study. It includes the explanation of the research design, the research setting, subjects of the research, time of the research, instruments, data collection techniques, data analysis techniques, validity and reliability of the data, and procedure of action research.

A. Research Design

This research aims at improving the writing skills of Class VII A students of SMP N II Wates by using picture-cued tasks in the academic year of 2012/2013. Hence, this research is categorized as an action research study. Burns (2010) points out that the central idea of the action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. It is supported by what Carr and Kemmis (1986) say in Burns (2010) that the definition of action research is 'self-reflective enquiry' undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. Thus, the researcher followed an action research cycle, suggested by Kemmis and McTaggart (1988) in Burns (2010). Kemmis and McTaggart classify

four broad phases in a cycle of action research. They are planning, action, observation, and reflection.
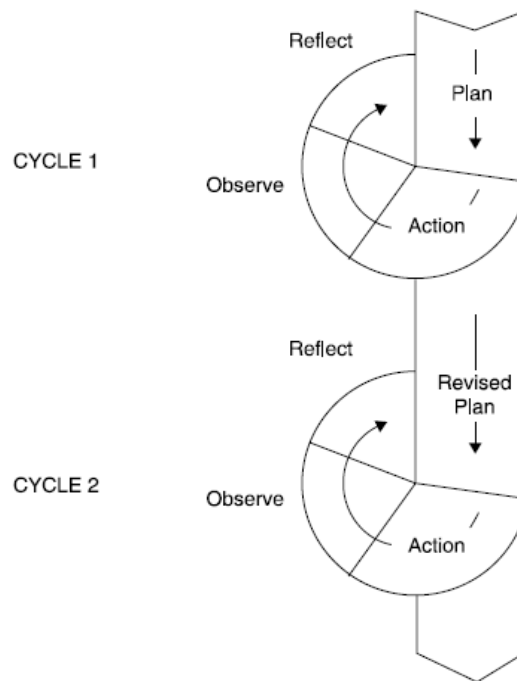
Figure 2: Action Research model developed by Kemmis and McTaggart.

B. Research Setting

The research was conducted in SMP N II Wates. It is located on Jalan Raya Bendungan, Wates, Kulon Progo, Yogyakarta. The researcher observed the school when she was doing KKN-PPL in the academic year of 2012/2013. The school has 30 teachers and 12 classrooms. Each of the classrooms consists of approximately 32 students. The number of the students is 381:

1. Grade 7 : 128 students

2. Grade 8 : 126 students

3. Grade 9 : 127 students

      SMP N 2 Wates has new buildings and a court in the middle of the buildings. There are also many facilities: library, computer laboratory, biology laboratory, OSIS room, and so on. Unfortunately, there is no language laboratory which is very useful in teaching English. However, the library provides some English books as sources that help the teacher and the students get materials or information related to English.

C. Subjects of the Research

      The participants of the study were the teacher as the collaborator, the researcher, and the students of Class VII A of SMP N II Wates. There were 32 students as participants consisting of 12 males and 20 females. They were all in a beginner level. They were about 13 years old. They learn English as a foreign language.

D. Time of the Research

      This research was done in the semester two of the academic year of 2012/2013. The whole process of the research lasted for six months, starting from April 2013 to September 2013. The detailed research schedule will be explained in the following paragraphs.

The observation was done on Wednesday, April 17th 2013. The researcher identified the problems or issues related to the teaching and learning English in Class VII A in SMP N II Wates. Then, on Saturday, May 11th 2013, the pre-test was held in Class VII A. After that, the researcher interviewed students to investigate their attitude toward writing English text. The researcher also made a field note in this activity. After observing and conducting the pre-test, the researcher held some meetings to elaborate the use of picture-cued tasks as guidance in practicing the writing skills. It was held on Wednesday, May 15th 2013, Thursday, May 16th 2013, Saturday, May 18th 2013, and Wednesday, May 22nd 2013, Thursday, May 23rd 2013. The post-test was done on Saturday, May 25th 2013.

E. Data Collecting Instruments

The researcher used several instruments to collect the data needed in this research. The instruments were the observation sheet, interview guidelines, and the scoring rubric.

The observation sheet is the first instrument used in this research. It is used to collect the information about the teaching and learning activities in the classroom. The researcher also used interview guidelines as the instrument. It assisted the researcher to interview the English teacher and some students. The next instrument used in this research is the scoring rubric of writing. The scoring rubric contains four aspects of writing:

language use, vocabulary, content, and organization. It was used to measure the students' writing skills.

F. Data Analysis

The type of this research is action research. However, the data of this research were analyzed in both qualitative and quantitative ways. The research analyzed the interview transcripts and the field notes qualitatively. In addition, the quantitative analysis was used to examine the students' score.

The interview transcripts and the field notes were analyzed qualitatively. The purpose of analyzing interview transcripts was to gather information from the English teacher and the students about the students' feeling and attitude in writing before and after the research was conducted. The researcher analyzed the data in three steps, namely reducing, displaying, and verifying the data. After collecting the data, she took the data that were really appropriate to what this research needed. Then, the data were displayed and concluded.

The quantitative data were collected from the tendency of the students' writing score. The researcher used descriptive analysis to find out the mean of the students' score. After that, the results of the pre-test and the post-test were compared to investigate the improvement of the students' writing.

G. Data Validity

1. Democratic validity

    In this research, the democratic validity was gained through interviews. Because democratic validity relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices (Burns, 1999), the researcher had interviewed some participants to get the data. She had interviewed some students to investigate their feeling and attitude in writing before and after the implementation of the action. She also had interviewed the English teacher and the second collaborator to plan the next action of the research.

2. Outcome validity

    This research had the criterion of outcome validity by involving the students' scores and the students' writing skills improvement as the outcome.

3. Process validity

    This research followed some steps and involved the participants and the data needed for this research.

4. Catalytic validity

    According to Burns (1999), catalytic validity is the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. To

gain this criterion, the researcher identified the changes occurring before and after the action of the research.

5. Dialogic validity

    This criterion allows the result of the research to be discussed by the researcher and the participants. In this research, the researcher showed the result of the action to be reviewed by the English teacher as the collaborator.

H. Data Reliability

The reliability of the data is one that can answer the question of whether the assertions about the data are trustworthy. Therefore, this research employed the genuine data from the interview transcripts, the students' scores, and the photographs.

In addition, triangulation was used to test out the trustworthiness of the data. Burns (1999) states the aim of triangulation is to gather the multiple perspectives on the situation which is being studied. Therefore the researcher enhanced the trustworthiness by employing time triangulation, space triangulation, investigator triangulation, and theoretical triangulation to process the data.

1. Time triangulation

    The data were collected in the period of time. The action of this research was held over 6 lessons.

2. Space triangulations

The data were collected from a group of participants.

3. Investigator triangulation

   The researcher conducted the research with a collaborator as observer.

4. Theoretical triangulation

   The data were analyzed from several theories.

I. **Procedure of Action Research**

This research is an action research investigating how the use of picture-cued tasks improves the writing skills of Class VII A students of SMP N II Wates. The cyclical model was used in doing the research. The researcher followed each of the steps. Each cycles consisted the following steps.

1. Planning

   In this step, the researcher identified the problems or issues related to the teaching and learning English in Class VII A in SMP N II Wates. The researcher did the classroom observation. She came into the classroom and noted down some activities held from the beginning to the end of the class. She also used the observation checklist to gather information about the teacher's role during the lesson, the learning process, the students' behavior, and the classroom situation. After that, she interviewed some students about what they fell toward the lesson. She also interviewed the English teacher about the teaching and learning English. She then conducted pre-test to measure how

deep the students' knowledge and ability in writing English. In doing the pre-test, the students had to write their own text without any guidance. After that, the researcher interviewed students to investigate their attitude toward writing English text.

2. Action

After conducting the pre-test, the researcher held some meetings to elaborate the use of picture-cued tasks as the guidance in practicing the writing skills. First, the students were asked to describe the picture-cued by using short and simple sentences. This kind of activity was held in some meetings. After that, the students were given some model texts. They were guided by the teacher to discuss the structure, the vocabulary, and the characteristics of the text. Then, there were some writing activities with the more complex picture-cued. The students were asked to produce a text by the picture-cued as the guidance. After that phase, they had to develop the sentences into some paragraphs (post-test).

3. Observation

In this phase, the researcher observed systematically the implementation of picture-cued and documented the context, action and opinions of those involved. She conducted a direct observation in a classroom. Interview were also used to investigate directly about the students feeling after the research conducted.

4. Reflection

The researcher analyzed the data quantitatively and qualitatively. She and the collaborator reflected on what had been implemented. They evaluated and described the use of picture-cued in improving the students' writing skills. If the process of teaching writing by using picture-cued tasks still needed revision, the researcher would continue to the next cycle. However, if the use of picture-cued tasks had successfully improved the students' writing skills, the research then could be ended.

J. Schedule of the Research

Table 3. **Schedule of the Research**

No	Steps	Month															
		April 2013				May 2013				November 2013				December 2013			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Observation		■														
2	Planning			■	■												
3	Pretest						■										
4	Action Cycle 1																
	Implementation							■									
	Observation							■									
	Reflection							■									
5	Planning Cycle 2							■									
6	Action Cycle 2																
	Implementation							■									
	Observation								■								
	Reflection								■								
7	Post test								■								
8	Analyzing Data and Reporting									■	■	■	■	■	■	■	■

CHAPTER IV

THE RESEARCH FINDINGS

This chapter provides information about the process of the research in Cycle 1 and Cycle 2, the result of the research, and the quantitative data in the form of students' mean scores obtained during this research.

A. Research Process

1. Reconnaissance

The researcher conducted reconnaissance to identify the existing problems in teaching writing in class VII A in SMP N II Wates. The researcher did class observation, interview, and gave a pre-test to gain information needed about the process of teaching and learning in the classroom. Generally, it can be said that the students' writing skills had not met the expectation yet. The problems were about vocabulary, idea, learning motivation, and diction. The problems are revealed on the field notes, one of the students' writing on the pre-test and lists of interview transcripts below.

The first problem was that the students found it difficult to generate the idea. It is revealed on the field notes in the following.

R: *Kalau kamu diminta bu guru untuk menulis kalimat atau paragraf dalam bahasa Inggris, ide yang keluar cepat atau lama?* (Do you need a long time to develop your idea when you are asked to make sentences or paragraphs in English?
S: *Lama..* (Long time)
R: *Kenapa?* (Why?)
S: *Bingung miss mau nulis apa hehe* (**I have no idea about what to write**, miss hehe)

(Student-interview 1, Wednesday, April 17th 2013)

The second problem was about the media in teaching. One of the students said that the teacher never used the media to teach writing. The statement can be found in the interview transcript below.

R: *Bu guru sering membawa media ke kelas nggak?* (Did your teacher often bring **media** to the classroom?
S: *Maksudnya apa Miss?* (What do you mean, miss?)
R: *Misalnya video atau gambar untuk mengajar di kelas.* (For example, videos or pictures for teaching.)
S: *Oh, nggak pernah.* (Oh, **never**.)

(Student-interview 2, Wednesday, April 17th 2013)

The students' third problem was the vocabulary. One of them said that he did not know the English words of what he wanted to write. The interview transcript below describes the statement.

R: *Hei. Tanya tanya sebentar ya.* (Hi, can I give you some questions for a while?)
S: *Oke, miss.* (Ok, miss.)
R: *Gimana tadi test nya, gampang kan?* (How was your test? Is it easy?)
S: *Susahe miss.* (It is hard, miss)
R: *Loh kenapa?* (Why?)
S: *Nggak tau bahasa Inggrisnya..* (**I do not know the English words**.)

(Student-interview 3, Saturday, May 11th 2013)

The vocabulary matter still can be found in the classroom situation that is written in the field note below.

...The first 15 minutes, the female students looked calm and serious in doing the task. Meanwhile, the male students looked confused. They had not started to write yet. Sometimes they talked to the other male students and made some noise by striking the table. The researcher approached the male students and asked why they were so noisy. Some of the male students said "*Ini belum selesaie, miss. Udah tau bahasa Indonesianya tapi kalau bahasa Inggrisnya nggak tau*" (I haven't finished yet, miss. **I don't know how to write in English**). After that, the researcher asked whether they had question or not. *Bahasa Inggrisnya ada sebuah tu apa* miss?" (What is *ada sebuah* in English miss?). The researcher answered "You may use 'there is'". The next 20 minutes, all of the students

looked serious in doing the task. There were most of the students using dictionary...

(FN02, Saturday, May 11th 2013)

Thr next problems described in the following were about vocabulary, tenses, and diction. It can be seen from the interview transcript between the researcher and the teacher below.

R: *Selanjutnya, Bu. Untuk skill writing sendiri. Bagaimanakah skill writing mereka? Sudah bagus atau perlu ditingkatkan?* (The next is about the writing skills itself, ma'am. How is their writing skill? Is it good enough or still needed to be improved?
T: *Perlu ditingkatkan mbak..* (It is still needed to be improved.)
R: *Dalam hal apa, bu?* (In what matters, ma'am?)
T: *Kosa kata dan tenses. Kadang, mereka masih bingung mengenai hal tersebut.* (**Vocabulary, tenses**. Sometimes, they are confused about that.)
R: *Bagaimana dengan diction, bu?* (How about the diction, ma'am?)
T: *Oh iya, mbak. Diksi juga.* (Oh ya. The **diction** too.)

(Teacher-interview 1, Wednesday, April 17th 2013)

The students were less enthusiastic in learning. This problem is revealed in the classroom situation that is described in the following field notes.

… Finished with the discussion, the teacher gave explanation about the structure of procedure text. She said that the procedure text consists of title, ingredients/materials, utensils if necessary, and the steps. She also emphasized that the characteristics of the procedure text is using conjunctions such as next, then, after that, finally, etc. In the same time, **some students made noise by striking the table**. The teacher then warned them to focus on her explanation..

(FN01, Wednesday, April 17th 2013)

The students' last problem is about the use of plural and singular verbs. They often made mistakes in using verb is and are. The following is one of the students' writing taken from the pre-test.
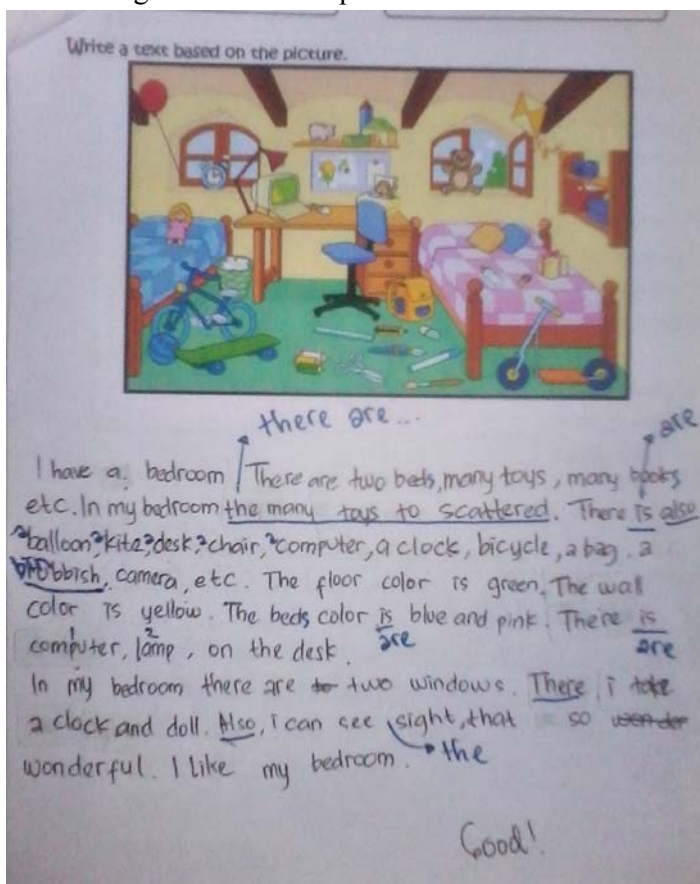
Figure 3. The student's Writing in the Pre-test

Regarding the field notes, interview transcripts and the student's writing above, there are some problems found in the teaching learning activities in Class VII A students of SMP N 2 Wates. The problems are listed in the following:

a. The teacher rarely used interesting media.

b. The students lack vocabulary.

c. The students found difficulty in generating their idea.

d. The students were less enthusiastic in learning.

e. The students were not accurate in using plural and singular verbs.

f. The students found difficulty in using diction.

g. The students were not accurate in spelling and capitalization.

h. The students made mistakes in using tenses.

From the findings of the interviews and the classroom observations, it can be concluded that the students found difficulty in learning English, especially writing skills. There were various problems found in the field. Firstly, the teacher rarely brought interesting media into classroom. She only used *LKS* (Students' Worksheet) as the material in teaching. Secondly, the students found it difficult to generate the idea. They often asked the teacher to translate their words or sentences. Fourthly, the students were less enthusiastic in learning activities. They made noise by striking the table. They also needed a long time to do the tasks. The next problem is that the students were not accurate in using plural and singular verbs. It can be seen from their writings in the pre-test. They still made mistakes in using 'there are' and 'there is'. The students' last problems were about diction, tenses, spelling and capitalization. Sometimes, they directly used the words they found in dictionary without considering the context. In addition, they were not accurate in tenses, spelling and capitalization.

In order to know the students' writing skills before conducting the action, the researcher held a pretest. The students were to write a descriptive text about the things in the bedroom. Their writing was scored based on a writing scoring rubric. Here is the mean of the students' pretest score.

Table 4. **Mean of the Students' Pretest Score**

Pretest	
Mean Score	56.59

The result of the pretest indicates that it had not met the expectation yet according to the standard score of the school and the curriculum applied. The mean score of the pretest is 56.59. The *KKM* (the standard score of the school) is 65. Therefore, the students' writing skills still need to be improved.

After defining the problems related to the teaching and learning writing in Class VII A of SMP N II Wates, the researcher tried to find the solution to the problems. Since the focus of this research is on writing skills, the researcher tried to make solution to the problems related to writing skills. The problems were summarized as follows.

a. The students found difficulty in generating their idea.

b. The students were lack of vocabulary mastery.

c. The students found difficulty in using diction.

d. The students were not accurate in spelling and capitalization.

From the findings about problems in teaching and learning English in Class VII A students of SMP II Wates, the researcher offered some plans to solve those problems. The actions plans were disccused with the teacher.

In order to overcome the problems, the researcher applied picture-cued tasks. Since the students problems were about the ideas, vocabulary, diction,

spelling, and punctuation, the researcher tried to use picture-cued tasks to provide contexts and background for writing activities. The researcher hoped that picture-cued tasks offered the opportunities for the students to practice writing.

The researcher applied two kinds of picture-cued. Those are short sentence and picture description. Short sentence picture-cued tasks gave the students chance to practice spelling and enrich their vocabulary. In these tasks, the students were to write some simple sentences based on the pictures provided. In the second type of picture-cued tasks namely picture description, the students were asked to write the description of the more complex pictures.

2. Report of Cycle 1

Cycle 1 in this research was divided into three parts. Those were planning, action and observation, and reflection.

a. Planning

1) Determining the actions to overcome the problems

To improve the students' writing skills in the descriptive text, the researcher and the collaborator planned some actions:

a) Using picture-cued tasks to stimulate the students to generate the ideas in writing activities.

b) Showing some kinds of descriptive texts as a model to enable the students in recognizing the descriptive texts.

c) Giving feedback about the students' writing to help them in revision.

2) Preparing the materials and the media

First, the researcher decided the theme of the teaching. The theme was about things in the house. After that, the material related to the theme was gathered. The researcher collected some examples of descriptive texts and some pictures.

3) Preparing lesson plan

In this part, the researcher prepared the course grid and the lesson plan. The course grid and the lesson plan were formulated based on the school curriculum and the topic of the teaching. Cycle 1 of this research consists of three meetings.

b. Action and Observation

Cycle 1 was conducted in three meetings considering the teacher's suggestion. The other consideration was that it was closed to the preparation of the semester examination. The teacher became the observer and the researcher acted as the action taker. The action is described as follows.

1) First Meeting

The first meeting of this cycle was held on Wednesday, May 15th 2013. The researcher started by greeting the students. Then, she had a little talk with the students and checked the students' attendance. The researcher led the students to the topic that was about things in the house. The researcher began the lesson by asking the students what the things are in their house. The students answered enthusiastically. After that, the researcher gave them the handout. She asked to them to pay attention to the first activity. The first activity was about vocabulary

exposure related to the theme. They were to write down the name of things in the house based on some pictures. While they were doing the activity, the researcher moved around to check their work. Here is the description of the situation.

... After that, the researcher gave them the handout. She asked to them to pay attention to the activity 1. They were to write down the name of things in the house based on some pictures. They might use dictionary or discuss it with their friend. The researcher gave them 15 minutes to do that. She moved around to check their work. Most of the students did the task well. They could write the names of the things in the house based on the pictures provided. Next, the researcher discussed it together with the students. The researcher said, "Now let's discuss the task together. *Kalau jawaban kalian masih ada yang salah, silahkan dibenarkan* (If you still find mistakes in your work, please correct it.)" ...

(FN03, Wednesday, May 15th 2013)

The field notes above infer that most of the students could recognize the vocabulary of the things in the house. However, there were still some of them made mistakes in spelling. This situation is also stated in the interview between the researcher and the teacher.

R: *Baik, bu. Selanjutnya pasti saya tulis. Lalu bagaimana pendapat ibu tentang penggunaan picture-cued tasks tadi?* (Ok, ma'am. I will write it. Then, what is your opinion about the use of picture-cued task intoday's English class?)
T: *Kalau menurut saya itu ide yang bagus sekali karena kan bisa memudahkan siswa dalam menulis. Dan tadi juga banyak yang bisa mengerjakan soalnya kan mbak. Jadi menurut saya, gambar yang mbak Nina pakai dalam pembelajaran dapat membantu siswa siswa.* (I think it is a good idea since it assists the students to write. In addition, there were many of the students finished the task well. Therefore, I think, pictures that you used in the teaching could help the students.)
R: *Iya, bu. Tapi kadang-kadang spelling mereka masih ada yang kurang tepat.* (Yes, ma'am. However, sometimes, their spelling is not accurate.)
T: *Tidak ada yang sempurna. Tapi kesalahan bisa diminalisir dengan latihan dan latihan, mbak.* (Nothing is perfect. But, mistakes can be reduced by practicing and practicing.)

After the discussion of the first task, the researcher asked the students to move on to the second activity. The second activity gave opportunity for the students to recognize the prepositions of place. They were shown a picture of things in bathroom and some sentences that describe it. The researcher explained about the prepositions of place in this activity. After that, the students were given an opportunity to practice using prepositions of place appropriately. They were to complete some blank sentences in the third activity with the words provided, based on the picture. After finishing the activity, the researcher asked the students to come in front of the class to write their answer on the white board. However, there were many of the students came and competed to write their answer. Therefore, the researcher called on ten students to write down their answers. Then, they discussed the right answer guided by the researcher. Most of the students made many mistakes. They were not accurate in using prepositions of place. This situation is also reflected on the interview transcript between the researcher and the student.

R: Mutia, *boleh tanya-tanya?* (Mutia, can I ask some questions?)
S: *Apa ya, miss?* (What is it, miss?)
R*: G*imana pelajaran bahasa Inggris hari ini? Menyenangkan atau tidak? (How was the English class today? Did you enjoy it?)
S: *Iyaaa... (Yes.)*
R*: Menurutmu, gambar yang miss Nina pakai dalam mengajar cukup membantu kamu untuk memahami kata-kata dalam bahasa Inggris tidak?* (What do you think about the picture that I used in teaching, does it help you to understand the English words?)
S: *Ho'o, miss. (Yes, miss.)*
R: *Tadi kamu masih menemui kesulitan nggak?* (Did you still find any difficulty?)
S: *Apa ya.. Emm, yang 'in, on' tadi sulit e miss.* (What is that.. Emm **about 'in,**

> **on'**. That was difficult.)
> R: **Prepositions of place**?
> S: *Iya*. (Yes.)
> R: *Yasudah, trimakasih*. (That is all, thank you.)
>
> (Student-interview 4, Wednesday, May 15th 2013)

After that, the students were to do Activity 4. The picture-cued task in this activity was short sentence. In this task, the students were given ten pictures. They should write a sentence for each of the pictures. But because the time was up, the researcher asked them to do it as homework. The researcher ended the class by praying and saying goodbye. After that the researcher asked one student to be interviewed.

2) Second Meeting

The second meeting in Cycle 1 was conducted on Thursday, May 16th 2013. The researcher came into the classroom at 11.30. At the beginning of the class, the researcher greeted the students. After greeting, one of the students led the prayer. Next, the researcher checked the role. After that, the researcher asked the students to show their homework. There were three of the students did not do the homework. Therefore, the researcher asked them to do it outside the classroom. While some of the students did their homework outside, the researcher discussed the homework in the classroom. Unexpectedly, the students made many mistakes in their work. They made mistakes on the use of prepositions of place. This situation was also reflected on the interview between the researcher and one of the students as follows.

R: Hi, Nurul, can I ask you some questions?
S: Yes, miss.
R: *Gimana pelajaran bahasa Inggris hari ini?* (How was the English lesson today?) Did you enjoy it?
S: *Enak, miss.* (Good, miss.)
R: *Kenapa?* (Why?)
S: *Banyak gambarnya.* (There were many pictures.)
R: *Oh ya, apakah kamu masih memiliki kesulitan dalam menulis?* (Do you still have difficulty in writing?)
S: Iya sih, miss. (Yes, miss.)
R: Tentang apa? (What about?)
S: *Yang* 'behind, beside, on', *masih sering lupa artinya.* (About **the use of 'behind, beside, on' I often forgot the meaning**.)
R: Oh okay.

(Student-interview 5, Thursday, May 16th 2013)

… The researcher gave the first descriptive text in Activity 5 to the students and asks them to read it and answer the questions provided. About ten minutes later, the researcher gave the first descriptive text to the students. She asked one of the students to read the text in front of the class, but there was no one was dared to do it. Finally, the researcher read it by herself and discussed the text. Then the researcher and the students discussed the right answer for the questions together….

(FN04, Thursday, May 16th 2013)

To sum up, the researcher controlled the situation. The students lost their enthusiastic in the teaching and learning activities on that day. This situation also reflected on the conclusion of the interview between the researcher and one of the students.

R: *Roni, gimana pelajaran bahasa Inggris hari ini?* (Roni, how was the English class today?)
S: *Bagus, miss, banyak gambar.* (Good, miss. There were many pictures.)
R: *Iyakah? Tapi kok tadi kamu nggak mau baca text di depan kelas?* (really? But, why you did not want to read a text in front of the class?)
S: *Hehe udah capek, miss.* (Hehe. **I am tired, miss**.)
R: *Kenapa? Karena sudah siang ya?* (Why? Because its already noon?)
S: *Iya.* (Yes.)

(Student-interview 6, Thursday, May 16th 2013)

After that, the researcher and the students discussed the answer of some questions regarding the first text. Finish with the discussion, the researcher asked to the students if the text is easy to understand. They answered yes. Then the researcher gave the second descriptive text in Activity 6 and answered the questions provided. The second text was more complex than the first text. However, most of them could answer the questions. To discuss the activity, the researcher called one student to read the text in front of the class. While he read the text, the researcher fixed his pronounciation. Then, the researcher guided them to discuss the right answers of the questions. After the discussion, the researcher explained the characteristics of the descriptive text. Then she asked them to underline the verb and the prepositions of place and decide the generic structure of both texts. And then the bell rang. It means that they have to end the lesson. Therefore, the researcher made sure that the students are ready to end the class. She said goodbye and left the classroom.

3) Third Meeting

The class began with the greeting and praying. Then, the researcher called the roles. The researcher prepared the students to be ready for the lesson to go. After they were ready, the researcher called their memory about prepositions of place. The researcher would give exercise about prepositions of place again because on the last meeting, the students were still not accurate in using it. She gave some questions about the position of something. The students enthusiastically answered the questions. After that, the students were to do the task in Activity 8. They should complete the blanks in the descriptive text with the

words provided (prepositions of place). After that, the researcher asked the students to write down their answer on the white board. In this activity, the students made many mistakes. They found difficulty in selecting the appropriate prepositions of place. This situation is also stated in the interview between the researcher and the student below.

R: *Hei Bagas, apa pendapatmu tentang aktifitas-aktifitas tadi? Mudah mudah atau sulit?* (Hi, Bagas. What is your opinion about the previous activities? Were those easy or difficult?
S: *Lumayan, miss.* (Not bad, miss.)
R*: Mudah atau sulit? (*Were those easy or difficult?)
S*: agak sulit.* (Those were a little bit difficult.)
R*: Kenapa?* (Why?)
S*: Kadang masih bingung mbedain in sama on.* (Sometimes, **I still feel confused to differ the use of 'in' and 'on'**.)
R*: Kalau gitu, besok kita pelajari itu lagi, ok?* (So, tomorrow we are going to learn about that, ok?
S: Ok, miss.

(Student-interview 7, Saturday, May 18th 2013)

It is also found that the students still found it hard in using prepositions of place appropriately. It is reflected on the situation written in the field notes below.

... Next, the students were to do the task in Activity 8. They should complete the blanks in the descriptive text with the words provided. When the researcher checked their work, she found many mistakes in the students' work. They were still not accurate in using prepositions of place. After that, the researcher asked the students to write down their answer on the white board. Then, the researcher and the students discussed the answer together...

(FN05, Saturday, May 18th 2013)

The notes above show that the students had difficulty in using prepositions of place. Then, the researcher, again, explained to the students about the prepositions of place using some examples. After that, the researcher asked the

students to practice about prepositions of place again in Activity 9. The researcher went around the class to check their work. She found that most of the students could do the activity well. After that, the researcher guided the students to discuss the activity. And then, they had a discussion about it. After that, the students were to write a simple descriptive text in Activity 10 based on the picture in Activity 9. Below is the example of the students' writing in Activity 10.
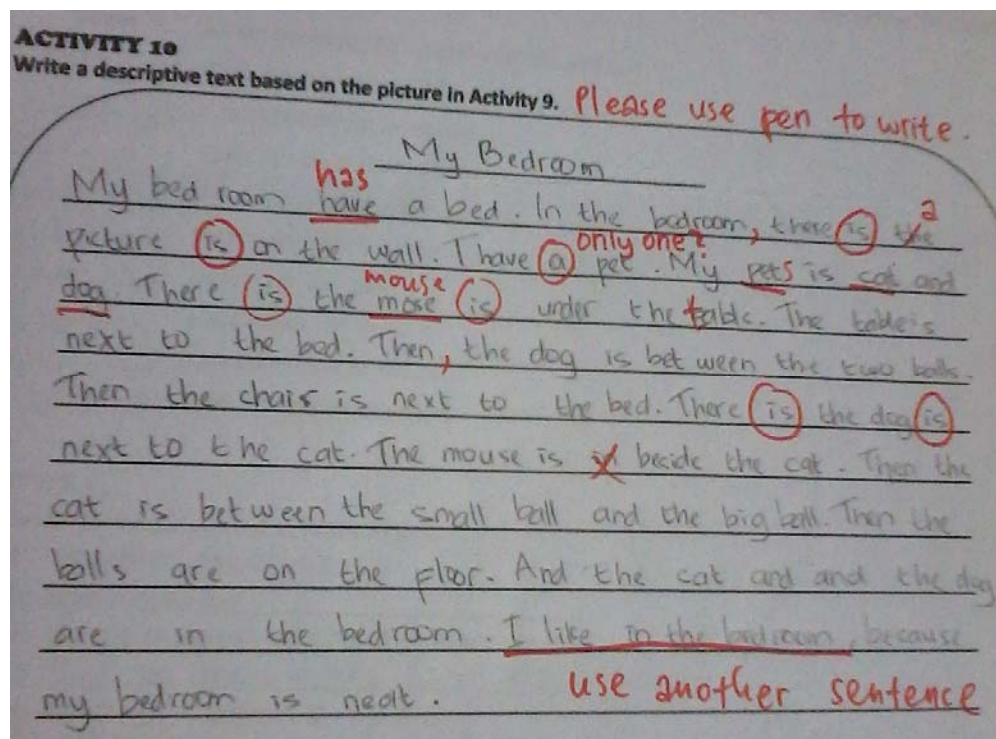
Figure 4. The student's writing after Cycle 1.

There were still few mistakes in the example of the student's writing above. Mostly, the students were not accurate in using verb 'is' and constructing a sentence. The researcher also found this situation when she interviewed the teacher.

R: *Permisi, bu. Saya mau bertanya mengenai kemampuan siswa sejauh ini. Menurut ibu apakah ada peningkatan?* (Excuse me, ma'am. I would like to ask about the students' ability so far. Is there any development?)

T: *Ada, mbak. Mereka sekarang mau untuk latihan menulis. Vocabulary mereka juga bertambah.* (Yes. Now, they want to practice writing. Their vocabulary is also increased.)

R: *Kira-kira adakah hal yang perlu ditingkatkan lagi ya, bu?* (Is there anything to improve, ma'am?)

T: *Itu, mbak. Mereka sepertinya masih perlu latihan untuk menyusun kalimat yang benar. Mereka masih sering terbalik-balik, iya kan? Coba mbak Nina membuat latihan-latihan untuk menulis kalimat yang benar supaya mereka terbiasa.* (They might still need to practice composing a good sentence. **They often make disorder sentences**, am I right? Try to give more activities about writing sentences to make them more familiar.)

R: *Baik, bu. Mungkin itu akan saya masukkan ke cycle 2 ya, bu. Lalu bagaimana pendapat ibu tentang penggunaan picture-cued tasks tadi?* (Alright, ma'am. Maybe I can do it in Cycle 2. Then, what is your opinion about the use of picture-cued tasks in today's English class?)

(Teacher-interview 3, Saturday, May 18th 2013)

After 30 minutes, the time was up but some of the students did not finish the writing yet. Therefore, the researcher asked them to finish it at home. The researcher ended the class by praying and saying goodbye. Then, the researcher asked one student to be interviewed. After interviewing the student, the researcher and the teacher discussed the actions and made a plan for the next action for the next meeting at the teacher's office.

c. **Reflection**

After the implementation of picture-cued tasks in Cycle 1, the researcher made some reflections. She collected evidence in order to prove whether the actions in Cycle 1 can solve the problems or not. In this phase, the researcher also

held a discussion with the teacher. The discussion was about the students'
progress in writing the descriptive text. The reflection was from the observations
during the actions and the interviews with the teacher and the students. It was
also the evaluation that would be used as the basis to plan Cycle 2.

There were some comments regarding the use of picture-cued tasks in
improving the students' writing skill in the first cycle. Firstly, the comments came
from the teacher. She agreed that picture-cued tasks helped the students' writing.
It is reflected on the interview transcript below.

> R: *Baik, bu. Mungkin itu akan saya masukkan ke cycle 2 ya, bu. Lalu
> bagaimana pendapat ibu tentang penggunaan picture-cued tasks tadi?*
> (Alright, ma'am. Maybe I can do it in Cycle 2. Then, what is your opinion
> about the use of picture-cued task in today's English class?)
> T: *Kalau menurut saya itu ide yang bagus sekali karena kan bisa memudahkan
> siswa dalam menulis. Dan tadi juga banyak yang bisa mengerjakan soalnya
> kan mbak. Jadi menurut saya, gambar yang mbak Nina pakai dalam
> pembelajaran dapat membantu siswa siswa.* (**I think it is a good idea since
> it assists the students to write**. In addition, there were many of the
> students finished the task well. Therefore, I think, pictures that you used in
> the teaching could help the students.)
>
> (Teacher-interview 3, Saturday, May 18th 2013)

In addition, the teacher said that the pictures that the researcher used in the
teaching could help the students in understanding English words. The teacher also
stated that after the implementation of using picture-cued tasks, the students
wanted to practice writing. Their vocabulary also increased. However, she said
that the students might still need to practice composing a good sentence because
they often make disorder sentences.

Secondly, the students stated some comments dealing with the use of picture-cued tasks in the first cycle. They said that they enjoyed the process of teaching and learning using pictures. The followings are the interview transcripts between the researcher and the students.

R: *Vivi, dari kemarin kan kita belajar memakai gambar, nah, kamu menyukainya tidak?* (Vivi, we had learned with pictures, nah, do you like it?)
S: Suka. (**I like it**.)
R: *Apakah pembelajaran di kelas menjadi menyenangkan atau tidak?* (Did you enjoy it?)
S: *Iya.* (Yes.)

(Students-interview 8, Wednesday, May 22nd 2013)

R: Hi, Nurul, can I ask you some questions?
S: Yes, miss.
R: *Gimana pelajaran bahasa Inggris hari ini?* (How was the English lesson today?) Did you enjoy it?
S: *Enak, miss.* (**Good**, miss.)
R: *Kenapa?* (Why?)
S: *Banyak gambarnya.* (There were many pictures.)

(Student-interview 9, Saturday, May 18th 2013)

The students also stated that pictures help them in understanding the English words. However, some students still found it difficult to use the prepositions of place accurately. After the last activity of Cycle 1, the students said that pictures helped them to generate the idea to write.

The following is one of the student's writings.
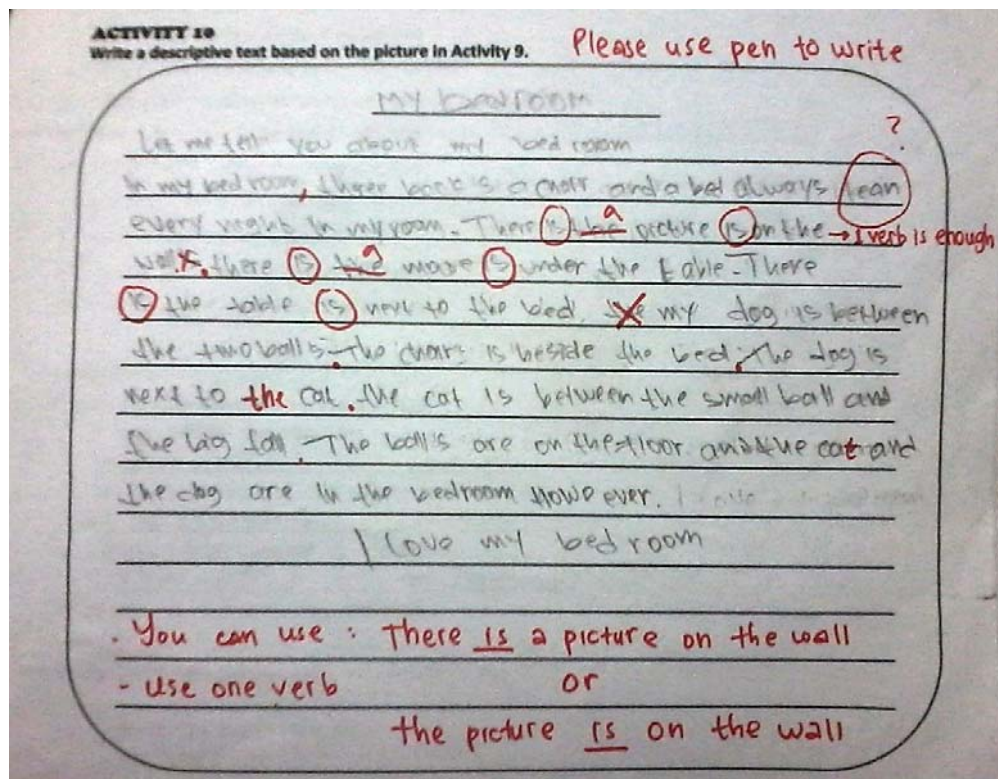
Figure 5. The student's Writing after Cycle 1.

From the writing above, the researcher believed that the students' writing ability had improved. It can be seen that the students were more accurate in prepositions of place. However, they still found difficulty in using plural and singular verbs.

In conclusion, the picture-cued tasks could help the students in writing. After the actions in Cycle 1, the picture-cued tasks increased the students' motivation and interest when practicing writing. In addition, it stimulated the students to generate ideas when they write a text. It was rather difficult when they did not get pictures.

In order to estimate the improvement of students' writing ability before and after the actions of Cycle 1, the researcher scored the last task as a post-test in Cycle 1. The following is the mean and standard deviation of students' score after Cycle 1.

Table 5. **The Mean of the Students' Score after Cycle 1**

After Cycle 1	
Mean Score	63.62

The result score after Cycle 1 indicates that it is not good yet. The mean of the students' score after Cycle 1 is 63.62. The standard score of the school (*KKM*) is 65. The mean is still under the KKM, but the score is increasing. Therefore, the students' writing skill still needs to be improved.

3. Report of Cycle 2

a. Planning

1) Determining the actions to overcome the problems

   The second cycle was held in order to overcome the students' problems in the Cycle 1. Therefore, the researcher and the collaborator planned some actions:

   a) Using picture-cued tasks to stimulate the students' ideas in writing activities.

   b) Providing activities about practicing using verbs 'is/are'.

c) Providing activities about arranging words into ordered sentences.

d) Giving feedback about the students' writing to help them in doing revision.

2) Preparing the materials and the media

With the same theme as in the first cycle, the researcher gathered the materials. The researcher collected some pictures and activities about things in the house. This Cycle 2 was focused on practicing to write sentences and a descriptive text.

3) Preparing the lesson plan

The course grid and the lesson plan were prepared based on the school curriculum and the theme of the teaching. Cycle 2 of this research consists of two meetings.

b. Action and Observation

Cycle 2 was conducted in two meetings. It started from Wednesday, May 22nd 2013 to Thursday, May 23rd 2013. The type of the text was the descriptive text. The topic of the teaching was things in the house. The researcher taught the students to arrange the sentences, use appropriate prepositions of place, and compose a descriptive text. The implementation of the actions is described as follows.

1) First Meeting

The class was started at 09.15 am. The researcher came in the classroom and greeted the students. One student led the prayer. After that, she checked the students' attendance list. Then, the researcher asked the students to submit their writing from the activity 10. All of the students submitted their work on the teacher desk. After that, the researcher started the lesson by giving handouts to the students. She asked the students what are the things they see on the picture on the handout. This situation is reflected on the field note below.

> ...Then the researcher started the lesson by giving the handouts to the students. The handout contained of two pictures. She asked the students what are the things they see on the first picture. The students made some noise. They answered enthusiastically. It seemed that they have already familiar with the vocabulary related to the things in the house...
>
> (FN06, Wednesday, May 22nd 2013)

From the note above, it is obvious that the students had already mastered the vocabulary related to the theme. This conclusion is also reflected on the interview transcript between the researcher and the student below.

> R: *Okta, bisa ganggu sebentar? Miss Nina mau tanya-tanya.* (Okta, can I interrupt you for awhile? I want to ask you some questions.)
> S: Ok, miss.
> R*: Bagaimana pelajaran bahasa Inggris hari ini? Menyenangkan?* (How was the English class today? Did you enjoyed it?)
> S: *Iya.* (Yes.)
> R: *Kenapa?* (Why?)
> S: *emm.. menarik, miss.* (Emm.. interesting, miss.)
> R: *Apa yang menarik?* (What was interesting?)
> S: *Ada gambar lagi yang beda.* (There was another picture again.)

R: *Oh.. tadi kamu masih ada kesulitan tidak dalam menyebutkan barang-barang yang ada di gambar?* (Oh.. **did you still have difficulty in defining the name of the things in the picture**?)

S: *Tidak, miss.* (**No**, miss.)

R: *Berarti besok lagi kalau diminta membuat deskripsi tentang gambar kayak tadi sudah bisa ya?* (So, you will find no difficulty if tomorrow you are asked to make a description of the similar picture, right?)

S: *Mudah mudahan.* (I wish.)

(Student-interview 10, Wednesday, May 22nd 2013)

After that, the researcher asked them to practice in Activity 11. The students were asked to complete the sentences by adding "there is, there isn't, there are, or there aren't" according to the given picture. The researcher explained it first by giving an example. The students were allowed to open the dictionary. After doing the task, ten students were pointed to come in front of the class to write their answer. Then the researcher discussed it. Most of the students could complete the sentences. The following field note describes the situation.

... After that, the researcher asked them to do the Activity 11. The students are asked to complete the sentences by adding "there is, there isn't, there are, or there aren't" according to the given picture. The researcher explained it first by giving an example. While the students were doing the task, the researcher went around the classroom to check their work. In about 10 minutes they were finished. It was faster than the researcher's approximation. After that, the researcher pointed ten students to come in front of the class to write their answer. Then the researcher discussed it. All of the answers they wrote on the whiteboard were right...

(FN06, Wednesday, May 22nd 2013)

Regarding the field notes above, the researcher concluded that the students surprisingly understood the use of verb 'is/are'. When the researcher checked how many mistakes they made, only few of them had some mistakes.

Next, the researcher explained about the structure of the sentence. The general sentence usually contained of at least one subject and one verb. Then the researcher gave examples of the subject and the verb. After that, she asked whether the students had questions or not. The students said no. Next, the researcher asked the students to do Activity 12 according to the picture in the previous activity. In this activity, the students should arrange the jumbled words to make correct sentences based on the picture. While they were doing the task, as usual, the researcher went around checking their progress. The situation is described as in the note below.

> ...The next activity is Activity 12. The students are given opportunity to practice composing sentence. They should arrange the jumbled words to make correct sentences based on the picture in Activity 11. While they were doing the task, the resercher checked their work by going around the class. The students looked serious. They occasionally asked their tablemate about the task. But, when the researcher offered to help, they did not want to ask. About twenty minutes later, they started to make noise again. Then the researcher asked whether they have finished the work or not yet. Many of them said that they have finished doing the task and they want to write their answer on the whiteboard. To control them, the researcher pointed only ten students to come in front of the class and write down their answer. After ten students wrote on the whiteboard, the researcher led the discussion to check whether the answers are right or wrong. At last, all of their answers were right. Not long after, the bell was ringing. It noticed that they have to end the lesson. The researcher made the discussion faster. She asked the students if they still find difficult in doing the last task. They said no. Therefore, the researcher made sure that the students are ready to end the class. She said goodbye and left the classroom.
>
> (FN06, Wednesday, May 22nd 2013)

From the field notes above, the researcher concluded that the students' participation increased. It can be seen from how they were serious in doing the task. They also take part by writing their answers on the whiteboard. It can be seen when the students came in front of the class to participate writing on the white board as shown on the following figure.

Figure 6. Five students were writing on the white board.

The students' participation can also be seen from the interview transcript between the researcher and the teacher. Here is the interview transcript after the first meeting in Cycle 2.

R: *Selamat siang, bu Mulat. Saya mau bertanya sedikit.* (Good afternoon, ma'am. I would like to ask something.)
T*: Iya, mari di sini saja ya mbak?* (Ok, let's do it here.)
R*: Iya, bu. Begini, bagaimana tentang proses belajar mengajar di kelas tadi, bu?*(Yes, ma'am. How was the teaching learning process that I conducted, ma'am?
T*: Baik, mbak Nina. Tadi sudah ada latihan-latihan arange jumbled words ya.* (That was good. You have provided some exercises in arranging jumbled words, did not you?)

R*: Iya, bu. Supaya mereka bisa menyusun kalimat yang urut. Tapi tadi anak-anak lumayan rame, bu.* (Yes, ma'am. To make them practice composing ordered sentences. But the students made some noise, ma'am.)

T*: Oh ya tidak papa. Selama ramenya anak di kelas itu tentang aktifitas belajar tidak papa, mbak.* (That was ok. **As long as the noise was about the learning activities, that was ok**.)

R*: Benar, bu. Kira-kira masih ada yang perlu saya revisi tidak ya bu?* (Right, ma'am. Is there anything I should revise?)

T*: Sepertinya tidak. Tinggal melanjutkan planning mbak Nina saja.* (I do not think so. You just have to follow your plans.)

R: *O yasudah, matur nuwun, bu, atas waktunya.* (Alright. Thank you for your time.)

(Teacher-interview 4, Wednesday, May 22nd 2013)

2) Second Meeting

At 08.20, the researcher came into the classroom and greeted the students. She called on one student to lead the prayer. After praying, the researcher called the roll. Then, she gave the previous pre-test writing to the students. She had put her feedback in the form of writing. She said that if there is unclear feedback on their writing, the students may ask her at that time. One female student raised her hand and asked, "*Ini maksudnya apa miss?*" (What does it mean, miss?). She showed her work to the researcher. The researcher explained the feedback until the students understood. After that, the researcher reviewed about the last activity. She wrote some jumbled words on the whiteboard and asked one of the students to arrange the words to make a meaningful sentence. The student could arrange the words well. And then, the researcher wrote the jumbled words again and asked another student to arrange the words. A male student came in front of the class and wrote the sentence. He also could make ordered sentences. From this

situation, the researcher concluded that the students' ability in arranging the words into a sentence (structure) was improved. This conclusion is reflected on the interview transcript between the researcher and the students below.

R: *San, miss Nina tanya-tanya sebentar ya.*
S: *Apa, miss?*
R: *Apa pendapatmu tentang aktifitas di pelajaran bahasa Inggris hari ini?* (What is your opinion about the English class activity today?)
S: *Bagus.* (Good.)
R: *Tadi tadi kamu belajar tentang menyusun kata acak, kan? Menurutmu dengan latihan tadi cukup membantu kamu menyusun kalimat yang benar tidak?* (You have learned how to arrange jumbled words, did not you? Do you think that the activity helps you to **make sentence**?)
S: *Lumayan.* (A little.)
R: *Lumayan bagaimana?* (What do you mean?)
S: *Ada peningkatan gitu, jadi lebih bisa.* (There is improvement, now my skill is improved)
R: *Bagus. Jangan salah lagi ya kalau nulis kalimat.* (Good. So, do not make mistake again, ok?)
S: *Hehe.*

(Students-interview 11, Wednesday, May 22nd 2013)

R: Vivi, a*pa pendapatmu tentang aktifitas menyusun kata kata acak di kelas tadi?* (What is your opinion about the activity of arranging the jumbled words today?)
S: *Bagus, miss.* (Good, miss.)
R: *Kenapa?* (Why?)
S: *Ada gambarnya jadi lebih gampang.* (The picture helped us in doing it.)
R: *Latihan tadi bisa membuat kamu bisa menyusun kalimat tidak?* (Is the activity help you to **compose sentence**?)
S: *Iya.* (Yes.)

(Students-interview 12, Wednesday, May 22nd 2013)

The interview transcripts above show that the students' ability in structure is improved. In Cycle 1, the students still had difficulty in structure. They could not arrange the words to make a meaningful sentence. After doing

the exercise in the first meeting of Cycle 2, most of the students could deal with the structure.

The researcher continued the lesson. She gave the last activity for the students. It was the last writing exercise before they would have a post-test activity. The students were to write a descriptive text based on a picture on the previous activity. Before the students started to write, the researcher reminded them about the structure of descriptive text. She also encouraged the students to feel free adding their imagination into their writing. They were given fifty minutes to write. While they were writing, the researcher moved around to check their work. Here is one of the students' writing:
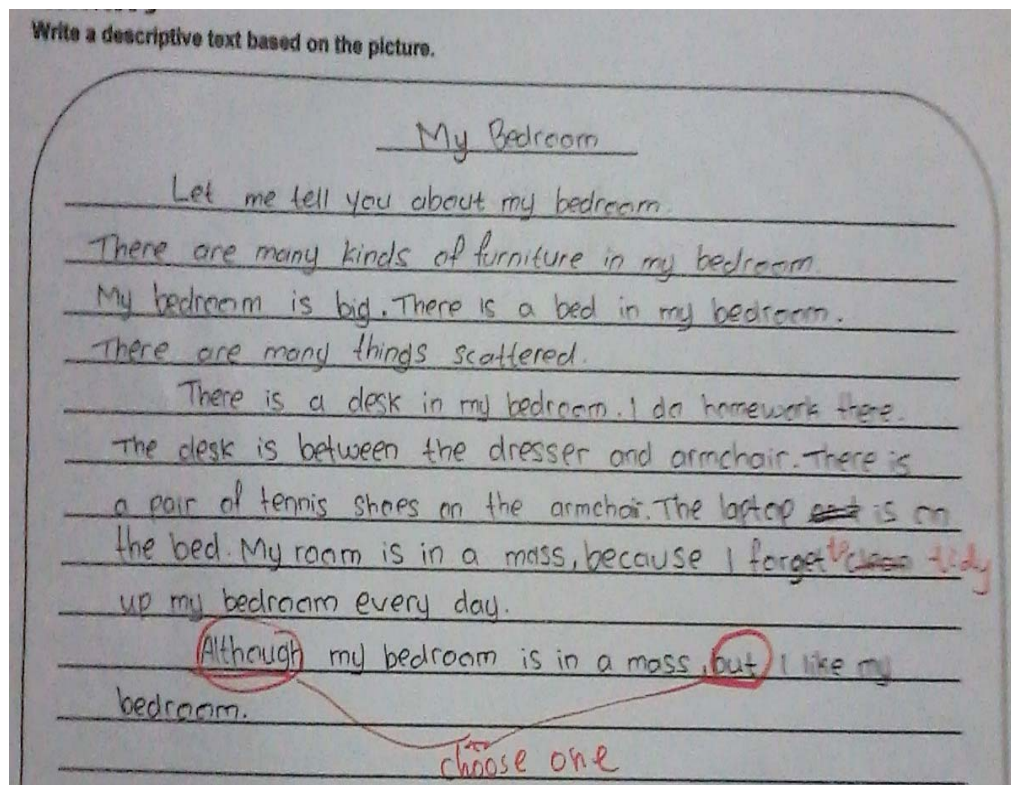
Figure 7. The student's writing in Cycle 2.

When the time was up, they submitted their work to the researcher. The researcher ended the class and asked one student to be interviewed.

c. Reflection

In this phase, the researcher collected evidence to prove whether the result of implementation in this research met the expectation or not. The researcher reflected what she had done by collecting information from the observations during the actions and the interviews with the teacher and the students. The researcher also held a discussion with the teacher. The discussion was about the students' progress in writing the descriptive text.

The researcher collected some comments regarding the use of picture-cued tasks in improving the students' writing skill in the second cycle. Firstly, the comments came from the teacher. She agreed that the actions in Cycle 2 was running well. Below is the extract of interview transcript between the

R*: Benar, bu. Kira-kira masih ada yang perlu saya revisi tidak ya bu?* (Right, ma'am**. Is there anything I should revise**?)
T*: Sepertinya tidak. Tinggal melanjutkan planning mbak Nina saja.* (**I do not think so**. You just have to follow your plans.)
R: *O ya sudah, matur nuwun, bu, atas waktunya.* (Alright. Thank you for your time.)

(Teacher-interview 4, Wednesday, May 22nd 2013)

The teacher also stated that picture-cued tasks gave benefits to the students. It is reflected on the extract of interview transcript below.

R: *Ibu kan juga ikut mengamati dari cycle one sampai cycle two kemarin. Sekarang, apa pendapat ibu mengenai penggunaan picture-cued tasks dalam pelajaran writing? Apakah berpengaruh terhadap writing skill anak-anak atau tidak?* (You also had observed the cycle 1 and cycle 2. Now, what is your opinion about the use of picture-cued tasks in teaching writing? Does it influence the students writing skills?)

T: *Berdasarkan pengamatan saya, gambar yang mbak nina pakai sangat bermanfaat untuk murid-murid. Selain mereka jadi mau latihan menulis, kemampuan mereka sendiri juga kelihatannya meningkat. Saya lihat mereka sudah bisa mendeskripsikan gambar dengan kalimat yang benar. Jadi ya, gambar-gambar tersebut cukup berpengaruh, mbak. Terhadap skill menulis mereka.* (Based on my observation, pictures that you used give benefits to the students. **They, now, want to practice writing and their writing skills also seemingly be improved. I think, now, they can describe the pictures by appropriate sentences.** In conclusion, the pictures give effect toward the students' writing skill)

R: *Jadi menurut ibu, apakah mereka sudah siap untuk mengahadapi post-test?* (So, do you think that they are ready for the post-test?)

T: *Monggo, mbak, langsung post-test saja.* (You can give them post-test.)

R: *Baik, bu. Matur nuwun.* (Ok, ma'am. Thank you.)

Secondly, the comments came from the students. They said that pictures helped them in generating ideas when they wanted to write. It is reflected on the interview transcript below.

R*: Untuk kegiatan writing yang terakhir tadi kamu masih kesulitan untuk mengeluarkan ide tidak?* (On the last writing activity, **did you still find difficulty in generating idea**?)

S: Tidak. (**No**.)

R: Kenapa? (Why?)

S: Soalnya ada gambarnya. (Because there was picture.)

(Students-interview 13, Wednesday, May 23rd 2013)

In addition, the students admitted that their ability in writing sentences is improved. They were no longer confused to arrange some words into meaningful sentence. Here is the extract of interview transcript between the researcher and the student.

> S: *Ada gambarnya jadi lebih gampang.* (**The picture made it easier to do the task**.)
>
> R: *Latihan tadi bisa membuat kamu bisa menyusun kalimat tidak?* (Did the activity help you to compose sentence?)
>
> S: *Iya.* (Yes.)
>
> (Students-interview 14 Wednesday, May 23rd 2013)

In order to estimate the improvement of the students' writing skills, the researcher conducted a post-test. It was held in the end of cycle 2. The post-test was writing a descriptive text based on the picture given. The situation of the post-test activity was written in the field note below.

> On that day, the researcher held a post-test activity. The researcher came 15 minutes late to the school because she was sick and that was raining. At 11.45 the researcher gave explanation about the rules of the post-test. The students should do the test individually. They might use their dictionary. Their time was 60 minutes to do the test. After that, the students made noise. The researcher warned them not to talk with their friends but did the test. The female students looked serious in doing the test, while the male students looked confused. At 12.00, all of the students were very quiet. They looked serious doing the test. While they were doing the test, the researcher moved around the classroom. The students were to submit their work at 12.45. When the time was up, the researcher said, "Well, the time is up. Listen to me. Please all of you submit your writing on my desk now." All of the students submitted their writing on the desk. After that, the researcher said thank you and farewell to the students. Then, to end the lesson, one student led the prayer. They shaked hands to the researcher and went home. The researcher asked one student to be interviewed.
>
> (FN08, Saturday, May 25th 2013)

Here is one of the students' writing in the post-test.
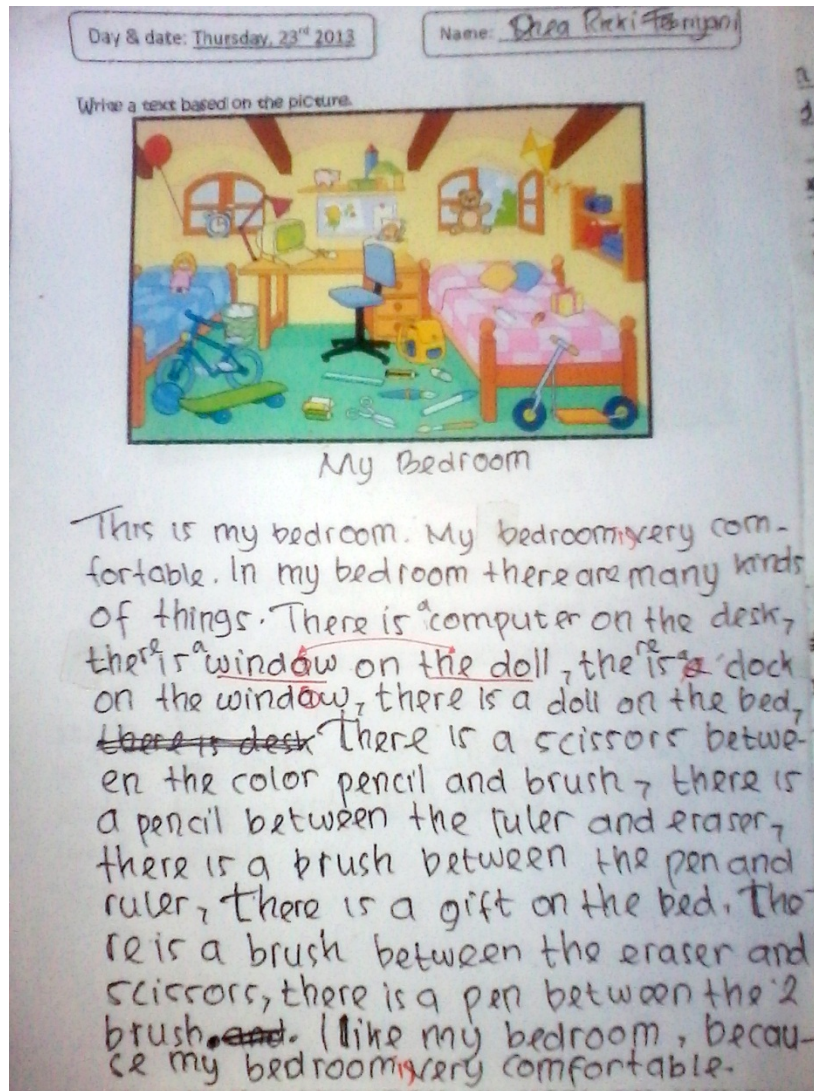
Figure 8. The student's writing in the Post-test.

The students' writing in the post-test were scored based on a writing scoring rubric. The following table presents the mean of students' score in post-test.

Table 6. **The Mean of the Students' Post-test Score**

Post-test	
Mean Score	71.59

The result of the post-test indicates that it meets the expectation according to the standard score of the school and the curriculum applied. The mean score of the post-test is 71.59. The *KKM* (the standard score of the school) is 65.

The researcher also compared the students' score in pre-test, after cycle one, and in post-test. The comparison of the means can be seen from the table below.

Table 7. **The Mean of the Students' Score in Pre-test, after Cycle 1, and in Post-test**

	Pretest	After Cycle 1	Post-test
Mean Score	56.59	63.62	71.59

In order to evaluate the actions of the research in Cycle 2, the researcher and her collaborator did a reflection. They discussed the students' score in the pre-test, after cycle one, and in the post-test.

Table 6 shows that the students' writing skills generally increased. In the pre-test, the students' mean is 56.59. After Cycle 1, the mean of the students' score is 63.62. The last, in post-test, the students' mean is 71.59.

B. Research Findings and Discussion

The result of the research is classified into qualitative and quantitative data. Firstly, the qualitative data deal with the interview and observation about the students' behaviour toward writing the descriptive text using picture-cued tasks. Secondly, the quantitative data come from the students score in the pre-test, after Cycle 1, and the post-test. All of the data were collected to estimate how the writing skills of class VII A students in SMP N II Wates can be improved through picture-cued tasks.

From the interview and observation, the researcher got some findings. First, the implementation of picture-cued tasks in teaching writing increased the students' motivation and interest. The students were more enthusiastic in practicing writing. Based on interview transcript between the researcher and the teacher on Wednesday, May 23rd 2013, the students were more active in the writing activities than before. Second, pictures stimulated the students to generate ideas when they wanted to write a text. It proves what Brown (2004) points that picture-cued is a nonverbal means to stimulate written responses. The use of picture-cued tasks is valuable since it helped the students to generate the idea to write. Third, picture-cued tasks improved the students' vocabulary. It because picture-cued tasks that the researcher used in the teaching could help the students in understanding English words. Next, the other finding about the use of picture-cued tasks is that the students were more accurate in prepositions of place. By seeing the pictures, it is easier for the students to imagine prepositions of place.

In order to support the findings, the researcher analyzed the quantitative data. The quantitative data were collected from the students' mean scores in the pre-test, after Cycle 1, and the post-test. In the pre-test, the students' mean is 56.59. After Cycle 1, the mean of the students' score is 63.62. The last, in post-test, the students' mean is 71.59. It can be said that the students' mean score gradually increased. After comparing the students' mean score, the researcher concluded that the students' writing skills generally increased after the implementation of picture-cued tasks.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

This study is action research. It was conducted to improve the writing skills of class VII A students of SMP N II Wates by using picture-cued tasks in the academic year of 2012/2013. This research was done in the 1st semester of the academic year of 2012/2013. The actions of the research started from April 2013 to May 2013. The participants of the study are the teacher as the collaborator, the researcher, and the students of class VII A, in SMP N II Wates.

In reference to the data analysis in this research, the use of picture-cued tasks is believed to be effective to improve the students' writing skills. To strengthen this result, there are two kinds of data presented in this research, namely qualitative and quantitative data.

From the qualitative data, this study shows that the students' motivation and interest increased after the implementation of picture-cued tasks in teaching writing. The students were more enthusiastic in practicing writing. They were more active in the writing activities than before. Picture-cued tasks also stimulated the students to generate ideas when they wanted to write a text. The use of picture-cued tasks is valuable since it helped the students to generate the idea to write. In addition, picture-cued tasks had improved the students' vocabulary. It is because picture-cued tasks that the researcher used in the

teaching could help the students in understanding English words. Next, the other finding about the use of picture-cued tasks is that the students were more accurate in prepositions of place. By seeing the pictures, it is easier for them to imagine prepositions of place.

The quantitative data were collected from the students' mean scores in the pre-test, after Cycle 1, and the post-test. It is used to support the qualitative data. In the pre-test, the students' mean is 56.59. After Cycle 1, the students' mean score is 63.62. The last, in the post-test, the mean of the students' score is 71.59. Therefore the improvement of the students' mean score from the pre-test until the post-test is 15. After comparing the students' mean score, the researcher concluded that the students' writing skills generally increased after the implementation of picture-cued tasks.

B. Implications

Conducting the research to improve the students' writing skills, the researcher used picture-cued tasks. It was used to solve the students' problems, such as, lack of vocabulary mastery, difficulty in generating ideas, using diction, and in spelling and capitalization. The implementation of picture-cued tasks tasks gave benefits to the teacher and the students. The implication of the action applied in this research are presented as follows.

1. From the findings of this research, it can be implied that picture-cued tasks help the teacher when she wants to improve the students' writing skills.

The teacher can apply picture-cued task in the classroom as a teaching technique.

2. The teacher can use picture-cued tasks as media which are interesting to the students. It is valuable because picture-cued tasks can enhance the students' motivation to learn writing.

3. In addition, the teacher can use picture-cued tasks as activities that can be done in the classroom to improve the students' vocabulary mastery and to stimulate the students to develop ideas.

C. Suggestions

After conducting this research, the researcher proposes the following suggestions for the English teacher, students, and other researchers as presented below:

1. For the English teacher

    a. This research is expected to be a reference for the teacher to vary their teaching activities.

    b. Besides, the English teacher can use this study as a reference to conduct the improvement for her teaching, to take into account students' interest in learning.

2. For the students

    The students' experiences in learning writing in this study can be used as a reference when they need to write the other text. Through the picture-cued tasks, the students are also suggested to learn English creatively.

3. For other researchers

    This research is used as a basis for the next researchers who want to discuss the topic of writing skill and the use of picture-cued tasks. Other researchers can conduct further studies in this area. They also have more opportunity to use other kinds of text types. This study may be used as one of references before they conduct research related to the students' writing skills.

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APPENDICES

APPENDIX A:
FIELD NOTES

FIELD NOTES

Observation Day
No. : FN01
Day & Date : Wednesday, April 17th 2013
Time : 08.20
Place : Classroom

The teacher came in to the class at 08.20. She greeted the students by saying "Good morning, students. How are you today?" The students answered, "Good morning ma'am. I am fine, and you?" After that, the teacher checked the roll and made sure that the class was ready. Next, the teacher and the students were asking and answering about the topic to learn. The topic was about Food & Beverage. The teacher also told the purpose of the teaching that they would be able to produce a procedural text.

Before writing activity, the students were to read some texts and answer the questions. The first text was about the procedure to make cocktail. The teacher walked around to check the students whether they have any difficulty or not. About 5 minutes later, the teacher led the students to discuss the answer of the questions based on the text. After that, they moved to the second text entitle "How to make Satay". Firstly, the teacher discussed the text by translating it. Next, she asked the students to answer 4 questions that follow the text. They might discuss the answer to their friends. About 5 minutes later, the teacher discussed the answer of the questions. Finish with the discussion, the teacher gave explanation about the structure of procedure text. She said that the procedure text consist of title, ingredients/materials, utensils if necessary, and the steps. She also emphasized that the characteristics of procedure text is using conjunction such as next, then, after that, finally, etc. While, some students were make noise by striking the table. The teacher then warned them to focus on her explanation. However, every the teacher gave questions about the material, the students could give right answers.

The bell was ringing noticing a break time, but the lesson kept go on. The teacher decided to take 15 minutes in the end of the lesson to their break time.

The teacher said that the next activity will be the writing activity. She gave a text with blanks and asked the students to fill them with some instruction words provided. The title of the text is "How to Make a Cup of Tea". At 09.00 the teacher guided the students to come in front of the class and write their work. She said that the students do not need to worry to make mistakes because they are in the process of learning. After that, the teacher checked their answer. At 09.30, the teacher gave the last task which requires the students to write a simple text based on some topics provided. Because the time was up, the teacher asked them to finish their work at home. The lesson ended on 09.40. The teacher said good bye to the students.

Pre-test Day
No. : FN02
Day & Date : Saturday, May 11ᵗʰ 2013
Time : 09.00
Place : Classroom

The researcher arrived at the school and met the English teacher. The researcher said to the teacher that she would hold a pre-test today. The English teacher allowed her and took her to the VII A classroom. The activity was started at 9.15 am. The researcher greeted the students and led the prayer. After that, the researcher checked the roll and then explained what the activity is for that day. She said "I want to know your ability in writing a text, especially in descriptive text. Have you learnt about descriptive text?". Some of the students answered "*Belum*, miss" (Not yet, miss). The other students said " *Wee, sudah yoo*!" (Yes we have!). Next, the researcher gave a piece of paper to each of the students. The paper is contained of a picture. The researcher explained to the students that they should write a text by seeing the provided picture. She also told them that they had 60 minutes to write the text. The researcher allowed them to use dictionary, but they were not allowed to have a discussion with the other students. The first 15 minutes, the female students looked calm and serious in doing the task. Meanwhile, the male students looked confused. They had not started to write yet. Sometimes they talked to the other male students and made some noise by striking the table. The researcher approached the male students and asked why they were so noisy. Some of the male students said "*Ini belum selesaie, miss. Udah tau bahasa Indonesianya tapi kalau bahasa Inggrisnya nggak tau*" (I haven't finished yet, miss. I don't know how to write in English). After that, the researcher asked whether they have question or not. *Bahasa Inggrisnya ada sebuah tu apa* miss?" (What is *ada sebuah* in English miss?). The researcher answered "You may use 'there is'". The next 20 minutes, all of the students looked serious in doing the task. There were almost all of the students using dictionary. But then, there are 3 male students had a conversation and forgot to finish their task. The researcher remained them to continue their writing. The researcher said that they should be confident to do the task individually. In 15 minutes before the time was up, all of the students looked serious doing their task. After the bell was ringing, the students are to submit their writing to the researcher. The class was end by saying good bye. After that, the research asked one of the students to be interviewed.

Meeting 1
No. : FN03
Day & Date : Wednesday, May 15th 2013
Time : 08.20
Place : Classroom

The researcher came to the school at 08.10 am. She met the teacher and said that she would hold the activity of teaching and learning in VII A on that day. The researcher introduced her collaborator to the English teacher. The researcher also gave the lesson plan that had been revised. The researcher, the teacher, and the collaborator came in the classroom at 08.20 am. The researcher waited for the students to be ready to study. The researcher asked the students, "Are you ready?". The students answered "Yessssss!". Then, the researcher greeted them by saying "Good morning, students! How are you today?". They answered, "Good morning. I'm fine, thanks, and you?". The researcher answered, "I'm fine too, thank you." After that the researcher talked about their pre-test, she said " Well, *saya sudah membaca tulisan kalian kemarin. Bagaimana menurut kalian? Sudah puaskah dengan tulisan kemarin*?" (Well, I have read your writing. How do you feel about that? Are you satisfy with your writing?) Some of the students answered "Hehe. *Belum* miss" (Hehe. Not yet, miss). Then, the researcher said, "*Maka dari itu, kita akan belajar tentang cara mendiskripsikan sesuatu.* (Therefore, we are going to learn about how to describe something) Nah what we are going to learn is about things in the house". And then, the researcher asked the students what are the things in their house. The students answered enthusiastically. After that, the researcher gave them the handout. She asked to them to pay attention to the activity 1. They were to write down the name of things in the house based on some pictures. They might use dictionary or discuss it with their friend. The researcher gave them 15 minutes to do that. She moved around to check their work. Most of the students did the task well. They could write the names of the things in the house based on the pictures provided. Next, the researcher discussed it together with the students. The researcher said, "Now let's discuss the task together. *Kalau jawaban kalian masih ada yang salah, silahkan dibenarkan* (If you still find mistakes in your work, please correct it.)" After the discussion, the researcher asked the students to move to the activity 2. After that, the students were to complete some blank sentences in Activity 3 with the words provided, based on the picture. After finishing the task, the researcher pointed 10 students to come in front of the class and write down their answers on the white board. Then, they discussed the right answer guided by the researcher. The students were to do Activity 4. But due to the time was up, the researcher asked them to do it as homework. The researcher ended the class by praying and saying goodbye. After that the researcher asked one student and her collaborator to be interviewed.

Meeting 2
No. : FN04
Day & Date : Thursday, May 16th 2013
Time : 11.00
Place :Classroom

The researcher and her collaborator came to the school at 11.00 am. After that, they came in to the classroom at 11.30. At the beginning of the class, the researcher greeted the students by saying "Hi, how are you today?". After greeting, one student led the prayer. Next, the researcher checked the role. After that, the researcher asked the students to show their homework. There were 3 students did not do the homework. Therefore, the researcher asked them to do it outside the classroom. While some students did their homework outside, the researcher discussed the homework in the classroom. After the discussion, the students who did not do their homework came in to the class and joined to the next activity. The researcher gave the first descriptive text in Activity 5 to the students and asks them to read it and answer the questions provided. About ten minutes later, the researcher gave the first descriptive text to the students. She asked one of the students to read the text in front of the class, but there was no one was dared to do it. Finally, the researcher read it by herself and discussed the text. Then the researcher and the students discussed the right answer for the questions together. After that, the students were to read the second descriptive text in Activity 6 and answer the questions provided. After that, the researcher pointed one student to read the text in front of the class. While he read the text, the researcher also fix his pronounce. Then, the researcher guided them to discuss the right answers of the questions. After the discussion, the researcher explained the characteristics of descriptive text. Then she asked them to underline the verb and the preposition of place and decide the generic structure of both texts. The researcher ended the class by praying and saying goodbye. After that the researcher asked one student to be interviewed.

Meeting 3
No. : FN05
Day & Date : Saturday, May 18th 2013
Time : 09.00
Place : Classroom

The researcher arrived at school at 09.00 am. The class was started at 09.15 am. The researcher came in the classroom and greeted the students. One student led the prayer. Next, the students were to do the task in Activity 8. They should complete the blanks in the descriptive text with the words provided. When the researcher checked their work, she found many mistakes in the students' work. They were still not accurate in using prepositions of place. After that, the researcher asked the students to write down their answer on the white board. Then, the researcher and the students discussed the answer together. After the

discussion, the researcher asked the students to do task in Activity 9 individually. And then, they had a discussion about it. After that, the students were given a home work to write a simple descriptive text in Activity 10 based on the picture in Activity 9.

Meeting 4
No. : FN06
Day & Date : Wednesday, May 22nd 2013
Time : 08.00
Place : Classroom

The researcher arrived at school at 08.00 am. She waited for the English class in front of the teacher office. At 08.20, the researcher came in to the classroom and greeted the students. She pointed one student to lead the prayer. After praying, the researcher gave their previous pre-test writing. She had put her feedback in the form of writing. She said, "*Kalau ada yang kurang jelas mengenai feedback saya di tulisan kalian, bisa menanyakan langsung sekarang*." (If there is unclear feedback on your writing, you may ask me now). One female student raised her hand and asked, "*Ini maksudnya apa miss?*" (What does it mean, miss?). "Use your pen *itu pakailah bolpoint untuk menulis, karena pensil yang kamu pakai ini bikin tulisanmu terlihat tipis dan sulit dibaca*" (Use your pen means that you should use pen to write because you only use pencil and it makes your writing hard to read). Then the researcher started the lesson by giving the handouts to the students. The handout contained of two pictures. She asked the students what are the things they see on the first picture. The students made some noise. They answered enthusiastically. It seemed that they have already familiar with the vocabulary related to the things in the house. After that, the researcher asked them to do the Activity 11. The students are asked to complete the sentences by adding "there is, there isn't, there are, or there aren't" according to the given picture. The researcher explained it first by giving an example. While the students were doing the task, the researcher went around the classroom to check their work. In about 10 minutes they were finished. It was faster than the researcher's approximation. After that, the researcher pointed ten students to come in front of the class to write their answer. Then the researcher discussed it. All of the answers they wrote on the whiteboard were right. The next activity is Activity 12. The students are given opportunity to practice composing sentence. They should arrange the jumbled words to make correct sentences based on the picture in Activity 11. While they were doing the task, the resercher checked their work by going around the class. The students looked serious. They occasionally asked their tablemate about the task. But, when the researcher offered to help, they did not want to ask. About twenty minutes later, they started to make noise again. Then the researcher asked whether they have finished the work or not yet. Many of them said that they have finished doing the task and they want to write their answer on the whiteboard. To control them, the researcher pointed only ten

students to come in front of the class and write down their answer. After ten students wrote on the whiteboard, the researcher led the discussion to check whether the answers are right or wrong. At last, all of their answers were right. Not long after, the bell was ringing. It noticed that they have to end the lesson. The researcher made the discussion faster. She asked the students if they still find difficult in doing the last task. They said no. Therefore, the researcher made sure that the students are ready to end the class. She said goodbye and left the classroom.

Meeting 5
No. : FN07
Day & Date : Thursday, May 23rd 2013
Time : 11.00
Place : Classroom

After that the researcher gave them the last activity for this chapter. This is the last writing exercise before they would have post-test activity. The students were to write a descriptive text based on a picture on the previous activity. They were given 50minutes to write. While they were writing, the researcher moved around to check their work. Many students were active in asking questions. When the time was up, they submitted their work to the researcher. The researcher ended the class and asked one student to be interviewed.

Post-test Day
No. : FN08
Day & Date : Saturday, May 25th 2013
Time : 09.00
Place : Classroom

On that day, the researcher would hold a post-test activity. The researcher came late to the school because she was sick and that was raining. At 11.45 the researcher gave explanation about the rules of post-test. The students should do the test individually. They might use dictionary. Their time was 60 minutes to do the test. After that, the students made noise. The researcher warned them not to talk with their friends and do the test. The female students looked serious in doing the test, while the male students looked confused. At 12.00, all of the students were very quiet. They looked serious doing the test. While they were doing the test, the researcher moved around to the classroom. The students were to submit their work at 12.45. When the time was up, the researcher said, "Well, the time is up. Listen to me, please all of you submit your writing on my desk now." All of the students submitted their writing on the desk. After that, the researcher bade farewell to the students. Then, to end the lesson, one student led the prayer. They shake hands to the researcher and went home. The researcher asked one student to be interviewed.

APPENDIX B: INTERVIEW TRANSCRIPTS

Student-interview 1, Wednesday, April 17th 2013
R: *Kalau kamu diminta bu guru untuk menulis kalimat atau paragraph dalam bahasa Inggris, ide yang keluar cepat atau lama?* (Do you need a long time to develop your idea when you are asked to make sentences or paragraphs in English?
S: *Lama..* (Long time)
R: *Kenapa?* (Why?)
S: *Bingung miss mau nulis apa hehe* (**I have no idea about what to write**, miss hehe)

Student-interview 2, Wednesday, April 17th 2013
R: *Bu guru sering membawa media ke kelas nggak?* (Did your teacher often bring **media** to the classroom?
S: *Maksudnya apa Miss?* (What do you mean, miss?)
R: *Misalnya video atau gambar untuk mengajar di kelas.* (For example, videos or pictures for teaching.)
S: *Oh, nggak pernah.* (Oh, **never**.)

Student-interview 3, Saturday, May 11th 2013
R: *Hei. Tanya tanya sebentar ya.* (Hi, can give you questions for a while?)
S: *Oke, miss.* (Ok, miss.)
R: *Gimana tadi test nya, gampang kan?* (How was your test? Is it easy?)
S: *Susahe miss.* (It is hard, miss)
R: *Loh kenapa?* (Why?)
S: *Nggak tau bahasa Inggrisnya..* (**I do not know the English words**.)

Student-interview 4, Wednesday, May 15th 2013
R: Mutia, *boleh tanya-tanya?* (Mutia, can I ask some questions?)
S: *Apa ya, miss?* (What is it, miss?)
R: G*imana pelajaran bahasa Inggris hari ini? Menyenangkan atau tidak?* (How was the English class today? Did you enjoy it?)
S: *Iyaaa... (Yes.)*
R*: Menurutmu, gambar yang miss Nina pakai dalam mengajar cukup membantu kamu untuk memahami kata-kata dalam bahasa Inggris tidak?* (What do you think about the picture that I used in teaching, does it help you to understand the English words?)
S: *Ho'o, miss. (Yes, miss.)*
R: *Tadi kamu masih menemui kesulitan nggak?* (Did you still find any difficulty?)
S: *Apa ya.. Emm, yang 'in, on' tadi sulit e miss.* (What is that.. Emm about 'in, on'. That was difficult.)
R: Preposition of place?

S: *Iya*. (Yes.)
R: *Yasudah, trimakasih*. (That is all, thank you.)

Student-interview 5, Thursday, May 16th 2013

R: Hi, Nurul, can I ask you some questions?

S: Yes, miss.

R: *Gimana pelajaran bahasa Inggris hari ini?* (How was the English lesson today?) Did you enjoy it?

S: *Enak, miss.* (Good, miss.)

R: *Kenapa?* (Why?)

S: *Banyak gambarnya.* (There were many pictures.)

R: *Oh ya, apakah kamu masih memiliki kesulitan dalam menulis?* (Do you still have difficulty in writing?)

S: Iya sih, miss. (Yes, miss.)

R: Tentang apa? (What about?)

S: *Yang* 'behind, beside, on', *masih sering lupa artinya.* (About the use of 'behind, beside, on' I often forgot the meaning.)

R: Oh okay.

Student-interview 6, Thursday, May 16th 2013

R: *Roni, gimana pelajaran bahasa Inggris hari ini?* (Roni, how was the English class today?)

S: *Bagus, miss, banyak gambar.* (Good, miss. There were many pictures.)

R: *Iyakah? Tapi kok tadi kamu nggak mau baca text di depan kelas?* (really? But, why you did not want to read a text in front of the class?)

S: *Hehe udah capek, miss.* (Hehe. I am tired, miss.)

R: *Kenapa? Karena sudah siang ya?* (Why? Because its already noon?)

S: *Iya.* (Yes.)

Student-interview 7, Saturday, May 18th 2013

R: *Hei Bagas, apa pendapatmu tentang aktifitas-aktifitas tadi? Mudah mudah atau sulit?* (Hi, Bagas. What is your opinion about the previous activities? Was it easy or difficult?

S: *Lumayan, miss.* (Not bad, miss.)

R: *Mudah atau sulit? (*Was it easy or difficult?)

S*: agak sulit.* (It was a little bit difficult.)

R*: Kenapa?* (Why?)

S*: Kadang masih bingung mbedain in sama on.* (Sometimes, I still feel confused with the different of 'in' and 'on'.)

R*: Kalau gitu, besok kita pelajari itu lagi, ok?* (So, tomorrow we are going to learn about it, ok?

S: Ok, miss.

Student-interview 8, Saturday, May 18th 2013
R: *Vivi, dari kemarin kan kita belajar memakai gambar, nah, kamu menyukainya tidak?* (Vivi, we had learned with pictures, nah, do you like it?)
S: Suka. (I like it.)
R: *Apakah pembelajaran di kelas menjadi menyenangkan atau tidak?* (Did you enjoy it?)
S: *Iya.* (Yes.)

Student-interview 9, Saturday, May 18th 2013
R: Hi, Nurul, can I ask you some questions?
S: Yes, miss.
R: *Gimana pelajaran bahasa Inggris hari ini?* (How was the English lesson today?) Did you enjoy it?
S: *Enak, miss.* (Good, miss.)
R: *Kenapa?* (Why?)
S: *Banyak gambarnya.* (There were many pictures.)

Student-interview 10, Wednesday, May 22nd 2013
R: *Okta, bisa ganggu sebentar? Miss Nina mau tanya-tanya.*
S: Ok, miss.
R: *Bagaimana pelajaran bahasa Inggris hari ini? Menyenangkan?* (How was the English class today? Did you enjoyed it?)
S: *Iya.* (Yes.)
R: *Kenapa?* (Why?)
S: *emm.. menarik, miss.* (Emm.. interesting, miss.)
R: *Apa yang menarik?* (What was interesting?)
S: *Ada gambar lagi yang beda.* (There was another picture again.)
R: *Oh.. tadi kamu masih ada kesulitan tidak dalam menyebutkan barang-barang yang ada di gambar?* (Oh.. did you still have difficulty in defining the name of the things in the picture?)
S: *Tidak, miss.* (No, miss.)
R: *Berarti besok lagi kalau diminta membuat deskripsi tentang gambar kayak tadi sudah bisa ya?* (So, you will find no difficulty if tomorrow you are asked to make a description of the similar picture, right?)
S: *Mudah mudahan.* (I wish.)

Student-interview 11, Wednesday, May 22nd 2013
R: *San, miss Nina tanya-tanya sebentar ya.*
S: *Apa, miss?*
R: *Apa pendapatmu tentang aktifitas di pelajaran bahasa Inggris hari ini?* (What is your opinion about the English class activity today?)
S: *Bagus.* (Good.)

R: *Tadi tadi kamu belajar tentang menyusun kata acak, kan? Menurutmu dengan latihan tadi cukup membantu kamu menyusun kalimat yang benar tidak?* (You have learned how to arrange jumbled words, did not you? Do you think that the activity helps you to make sentence?)

S: *Lumayan.* (A little.)

R: *Lumayan bagaimana?* (What do you mean?)

S: *Ada peningkatan gitu, jadi lebih bisa.* (There is improvement, now my skill is improved)

R: *Bagus. Jangan salah lagi ya kalau nulis kalimat.* (Good. So, do not make mistake again, ok?)

S: *Hehe.*

Student-interview 12, Wednesday, May 22nd 2013

R: Vivi, a*pa pendapatmu tentang aktifitas menyusun kata kata acak di kelas tadi?* (What is your opinion about the activity of arranging the jumbled words today?)

S: *Bagus, miss.* (Good, miss.)

R: *Kenapa?* (Why?)

S: *Ada gambarnya jadi lebih gampang.* (The picture helped us in doing it.)

R: *Latihan tadi bisa membuat kamu bisa menyusun kalimat tidak?* (Is the activity help you to compose sentence?)

S: *Iya.* (Yes.)

Student-interview 13, Wednesday, May 23rd 2013

R*: Untuk kegiatan writing yang terakhir tadi kamu masih kesulitan untuk mengeluarkan ide tidak?* (On the last writing activity, did you still find difficulty in generating idea?)

S: *Tidak.* (No.)

R: *Kenapa?* (Why?)

S: Soalnya ada gambarnya. (Because there was picture.)

Student-interview 14, Saturday, May 25th 2013

R: *Hei, boleh tanya-tanya*? (Hei, can I ask you some questions?)

S: Ok, Miss.

R: *Sejauh ini, kamu merasakan perbedaan nggak dalam menulis dengan bahasa Inggris? Apakah ada peningkatan?* (So far, do you feel any differences when writing an English text? Is there any improvement?)

S: *Ada gambarnya jadi lebih gampang.* (The picture helped us in doing it.)

R: *Latihan tadi bisa membuat kamu bisa menyusun kalimat tidak?* (Is the activity help you to compose sentence?)

S: *Iya.* (Yes.)

Student-interview 14, Saturday, May 25th 2013

R: *Nurul, gimana tadi post-testnya? Gampang kan?* (Nurul, how was your post-test? It was easy, was not it?)

S: *Emm susah, Miss. Tapi lumayan lah.* (Emm it was difficult, Miss. However, it was not bad.)

R: *Kenapa kok lumayan?* (Why was it not bad?)

S: *Kan udah latihan.* (It is because we have practiced about it before.)

R: *Kalau menurut kamu, gambar kita pakai untuk latihan cukup membantu nggak?* (What is your opinion about pictures that we used in the writing task? Did them help you?)

S: *Iya.* (Yes)

The Teacher's Interview Transcripts

Teacher-interview 1, Wednesday, April 17th 2013

R: *Selanjutnya, bu. Untuk skill writing sendiri. Bagaimanakah skill writing mereka? Sudah bagus atau perlu ditingkatkan?* (The next is about the writing skills itself, ma'am. How is their writing skill? Is it good enough or still need to be improved?

T: *Perlu ditingkatkan mbak..* (It is still need to be improved.)

R: *Dalam hal apa, bu?* (In what matters, ma'am?)

T: *Kosa kata dan tenses. Kadang, mereka masih bingung mengenai hal tersebut.* (**Vocabulary, tenses**. Sometimes, they are confused about that.)

R: *Bagaimana dengan diction, bu?* (How about the diction, ma'am?)

T: *Oh iya, mbak. Diksi juga.* (Oh ya. The **diction** too.)

Teacher-interview 2, Wednesday, May 15th 2013

R: *Baik, bu. Selanjutnya pasti saya tulis. Lalu bagaimana pendapat ibu tentang penggunaan picture-cued tasks tadi?* (Ok, ma'am. I will write it. Then, what is your opinion about the use of picture-cued task in today's English class?)

T: *Kalau menurut saya itu ide yang bagus sekali karena kan bisa memudahkan siswa dalam menulis. Dan tadi juga banyak yang bisa mengerjakan soalnya kan mbak. Jadi menurut saya, gambar yang mbak Nina pakai dalam pembelajaran dapat membantu siswa siswa.* (I think it is a good idea since it assists the students to write. In addition, there were many of the students did the task well. Therefore, I think, pictures that you used in the teaching could help the students.)

R: *Iya, bu. Tapi kadang-kadang spelling mereka masih ada yang kurang tepat.* (Yes, ma'am. However, sometimes, their spelling is not accurate.)

T: *Tidak ada yang sempurna. Tapi kesalahan bisa diminalisir dengan latihan dan latihan, mbak.* (Nothing is perfect. But, mistakes can be reduced by practice and practice.)

Teacher-interview 3, Saturday, May 18th 2013

R: *Permisi, bu. Saya mau bertanya mengenai kemampuan siswa sejauh ini. Menurut ibu apakah ada peningkatan?* (Excuse me, ma'am. I would like to ask about the students ability so far. Is there any progression?)

T: *Ada, mbak. Mereka sekarang mau untuk latihan menulis. Vocabulary mereka juga bertambah.* (Yes. Now, they want to practice writing. Their vocabulary also increase.)

R: *Kira-kira adakah hal yang perlu ditingkatkan lagi ya, bu?* (Is there anything to improve, ma'am?)

T: *Itu, mbak. Mereka sepertinya masih perlu latihan untuk menyusun kalimat yang benar. Mereka masih sering terbalik-balik, iya kan? Coba mbak Nina membuat latihan-latihan untuk menulis kalimat yang benar supaya mereka terbiasa.* (They might still need to practice composing a good sentence. They often make a disorder sentence, am I right? Try to give more activities about writing sentences to make them more familiar.)

R: *Baik, bu. Mungkin itu akan saya masukkan ke cycle 2 ya, bu. Lalu bagaimana pendapat ibu tentang penggunaan picture-cued tasks tadi?* (Alright, ma'am. Maybe I can do it in cycle 2. Then, what is your opinion about the use of picture-cued task in today's English class?)

T: *Kalau menurut saya itu ide yang bagus sekali karena kan bisa memudahkan siswa dalam menulis. Dan tadi juga banyak yang bisa mengerjakan soalnya kan mbak. Jadi menurut saya, gambar yang mbak Nina pakai dalam pembelajaran dapat membantu siswa siswa.* (I think it is a good idea since it assists the students to write. In addition, there were many of the students did the task well. Therefore, I think, pictures that you used in the teaching could help the students.)

Teacher-interview 4, Wednesday, May 22nd 2013

R: *Selamat siang, bu Mulat. Saya mau bertanya sedikit.* (Good afternoon, ma'am. I would like to ask something.)

T: *Iya, mari di sini saja ya mbak?* (Ok,

R: *Iya, bu. Begini, bagaimana tentang proses belajar mengajar di kelas tadi, bu?* (Yes, ma'am. How was the teaching learning process that I conducted, ma'am?

T: *Baik, mbak Nina. Tadi sudah ada latihan-latihan arange jumbled words ya.* (That was good. You have provided some exercises in arranging jumbled word, did not you?)

R: *Iya, bu. Supaya mereka bisa menyusun kalimat yang urut. Tapi tadi anak-anak lumayan rame, bu.* (Yes, ma'am. To make them practice composing an ordered sentence. But the students made some noise, ma'am.)

T: *Oh ya tidak papa. Selama ramenya anak di kelas itu tentang aktifitas belajar tidak papa, mbak.* (That was ok. As long as the noise was about the learning activities, that was ok.)

R: *Benar, bu. Kira-kira masih ada yang perlu saya revisi tidak ya bu?* (Right,

ma'am. Is there anything I should revise?)

T*: Sepertinya tidak. Tinggal melanjutkan planning mbak Nina saja.* (I do not think so. You just have to follow your plans.)

R: *O yasudah, matur nuwun, bu, atas waktunya.* (Alright. Thank you for your time.)

Teacher-interview 5, Wednesday, May 23rd 2013

R: *Ibu kan juga ikut mengamati dari cycle one sampai cycle two kemarin. Sekarang, apa pendapat ibu mengenai penggunaan picture-cued tasks dalam pelajaran writing? Apakah berpengaruh terhadap writing skill anak-anak atau tidak?* (You also had observed the cycle 1 and cycle 2. Now, what is your opinion about the use of picture-cued tasks in teaching writing? Does it influence the students writing skills?)

T: *Berdasarkan pengamatan saya, gambar yang mbak nina pakai sangat bermanfaat untuk murid-murid. Selain mereka jadi mau latihan menulis, kemampuan mereka sendiri juga kelihatannya meningkat. Saya lihat mereka sudah bisa mendeskripsikan gambar dengan kalimat yang benar. Jadi ya, gambar-gambar tersebut cukup berpengaruh, mbak. Terhadap skill menulis mereka.* (Based on my observation, pictures that you used give benefits to the students. Not only they want to practice writing, their writing skills also seems like increasing.)

R: *Jadi menurut ibu, apakah mereka sudah siap untuk mengahadapi post-test?* (So, do you think that they are ready for the post-test?)

T: *Monggo, mbak, langsung post-test saja.* (You can give them post-test.)

R: *Baik, bu. Matur nuwun.* (Ok, ma'am. Thank you.)

APPENDIX C: COURSE GRID

IMPROVING THE WRITING SKILLS
OF CLASS VII A STUDENTS OF SMP N II WATES BY USING PICTURE-CUED TASKS IN THE ACADEMIC YEAR
2012/2013

COURSE GRID

School   **: SMP N 2 WATES**
Grade   **: VII**
Subject   **: English**
Semester   **: 2**
Skill   **: Writing**
Standard of competence **: 11. Writing**

Expressing meaning through very simple functional written texts and short essays in the form of descriptive and procedure texts to interact with surroundings

Basic Competency	Learning Activities	Learning materials	Indicators	Assessment			Time	Media	Source
				Technique	Instruments	Sample			
11.2. Expressing meaning and rhetorical steps through very simple short essays in written work	1) The teacher shows some pictures in **Activity 1** and asks the students to identify the names of the things in the pictures. 2) Guided by the teachers, the students are asked to pronounce the names of things in the house. 3) Then, the teacher	- Some sentences about preposition of place: **Read this carefully. Study the preposition of place.** The clock is **on** the wall. The bottle is **on**	1. Identifying the vocabulary related to the topic 2. Using preposition of place appropriately 3. Writing simple description sentences based on given	Written test	1. Completion 2. Picture-cued activities	- See the pictures. Write down the names of the things in the house below. - Comple	4x40	- Picture cued:	*Esl-lab.co m*

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accurately, fluently, and appropriately to interact with the surroundings in the form of descriptive and procedure texts.	gives a picture in **Activity 2** and lead the students to identify the preposition of place used in describing the location/position of some things in the kitchen shown in the picture. 4) After that, the students are to complete some blank sentences in **Activity 3** with the words provided, based on the picture. (carefulness) 5) After finishing the task, point 10 students to come in front of the class and write down their answers on the white board. (self-confidence) 6) Then, they discuss the right answer guided by the teacher. 7) The students are to do **Activity 4**. They are to write some sentences based on some	the microwave. The microwave is **above** the bin. The sink is **beside** the microwave. The table is **opposite** the stove. The fruits are **under** the teapot. The chairs are **next to** the table. The refrigerator is **behind** the table. The refrigerator is **next to** the door. The eggs are **between** the blender and the microwave. The spoon and fork are **on** the table. The spoon is **between** the cup and the glass. The bread is **in front of** the burger. - Tense used in	pictures			te the sentences by seeing the picture above. - Write a sentence based on the picture.		

	pictures. While they are doing Task 4, the teacher moves around to the class to help the students. (carefulness and autonomy) 8) Then, the teacher guides them to discuss the right sentences.	descriptive text: simple present tense - Vocabulary: 1. Preposition of place: In, on, under, in front of, behind, near, beside, etc. 2. Parts of the house: Kitchen, bedroom, bathroom, living room, garage, etc. 3. Things in the house: Bed, television, radio, telephone, wardrobe, stoilet, bathtub, refrigerator, sofa, stove, table, chair.							

Basic Competency	Learning Activities	Learning materials	Indicators	Assessment			Time	Media	Source
				Technique	Instruments	Sample			
11.2. Expressing meaning and rhetorical steps through very simple short essays in written work accurately, fluently, and appropriately to interact with the surroundings in the form of descriptive and procedure texts.	1) The teacher gives the first descriptive text in **Activity 5** to the students and asks them to read it and answer the questions provided. (carefulness) 2) The teacher guides the students to discuss the right answer of the questions. 3) Then, the teacher asks them to underline the verb and the preposition of place used in the first descriptive text. (carefulness) 4) The students are to read the second descriptive text in **Activity 6** and answer the questions provided. (carefulness) 5) After answering the questions, the students are guided to discuss the right answer.	- Tense used in descriptive text: simple present tense - Vocabulary: 1. Preposition of place: In, on, under, in front of, behind, near, beside, etc. 2. Parts of the house: Kitchen, bedroom, bathroom, living room, garage, etc. 3. Things in the house: Bed, television, radio, telephone, wardrobe, stoilet, bathtub,	1. Finding out the specific information from the descriptive text 2. Identifying the generic structure of descriptive text 3. Using preposition of place appropriately 4. Writing a descriptive text based on given picture	Written test	1. Completion 2. Picture-cued activities	- **Read this text carefully and answer the questions.** - **Read the text in the activity 4 again. Decide the structure of the text.** - **See the picture above. Read the paragraph and complete with the right**	2x40	*Picture-cued* 	*Esl-lab.com*

6) Then, the teacher explains the generic structure of the descriptive text. 7) Next, the students are to identify the generic structure of the second descriptive text. (carefulness) 8) The students are to do the task in **Activity 8**. They should complete the blank in the descriptive text with the words provided. (cooperation and carefulness) 9) After that, the teacher point 10 students to write down their answer on the white board. 10) The teacher and the students discuss the answer together. 11) the teacher asks the students to do task in **Activity 9** individually. 12) After that, the students are asked to write a	refrigerator, sofa, stove, table, chair, etc. - Descriptive texts: My Bedroom Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the center of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket on my bed. On the left side of my bed, there is a bookshelf. I put my books there. There is a table and a chair next to the self. I usually sit there to study. There is a lamp on my table. When I study in the evening, I always turn on the lamp. There is also an alarm clock on my table. I set the alarm in the evening before I go to bed. It will wake me up in the morning. Above the table, there is a painting. I				**preposition of place.** - **Write a text based on the picture.**	

	simple descriptive text in **Activity 10** based on the picture in Activity 9. (autonomy and carefulness)
	13) The students submit their writing to the teacher.
	14) The students are asked to write a descriptive text based on a picture (Post-test)
		paint it by myself.
		    I always clean my bedroom every day. I put the things neatly to make my bedroom comfortable to live in.
		
		My House
		    I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed, it is a small house; but I like living in here for wasting my spare time.
		    When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.
		    My bedroom is in the left side of the living room. In this room, there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.						

		Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room, there is the kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.							

Acknowledging,   Yogyakarta, May 18th 2013
English Teacher of SMP N 2 Wates,

Mulat Wahyanti, S.Pd   **Florentina S.**
NIP. 196706141993032003   NIM. 09202241032

Basic Competency	Learning Activities	Learning materials	Indicators	Assessment			Time	Media	Source
				Technique	**Instruments**	**Sample**			
11.2. Expressing meaning and rhetorical steps through very simple short essays in written work accurately, fluently, and appropriately to interact with the surroundings in the form of descriptive and procedure texts.	1) The teacher gives a picture to do the **Activity 11**. The students are asked to complete the sentences by adding "there is, there isn't, there are, or there aren't" according to the given picture. (carefulness and autonomy) 2) After that, the teacher guides the students to discuss the correct sentences. 3) Next, the teacher asks the students to do the **Activity 12** according to the picture in activity 11. In this activity, the students should arrange the jumbled words to make a correct sentences based on the picture. (carefulness) 4) After arranging the jumbled words, the teacher point 10 students	- Tense used in descriptive text: simple present tense - Vocabulary: 1. Preposition of place: In, on, under, in front of, behind, near, beside, etc. 2. Parts of the house: Kitchen, bedroom, bathroom, living room, garage, etc. 3. Things in the house: Bed, television, radio, telephone, wardrobe,	1. Using preposition of place appropriately 2. Arranging the jumbled words based on given picture 3. Writing a descriptive text based on given picture	Written test	1. Completion 2. Jumbled sentences 3. Picture-cued activities	- **Complete the sentences by adding "there is, there isn't, there are, or there aren't" according to the picture above.** - **Reorder the sentence according to the picture** - **Write a descriptive text based on the**	4x40	Picture-cued	*Esl-lab.com*

						picture.			
	to write down their answer on the white board. 5) The teacher and the students discuss the answer together. 6) In this phase, the students are asked to write a simple descriptive text in **Activity 13** based on the picture in Activity 11. (autonomy and carefulness) The students submit their writing to the teacher. 15) The students are asked to write a descriptive text based on a picture (Post-test)	stoilet, bathtub, refrigerator, sofa, stove, table, chair, etc. # # # # # #							

Acknowledging,   Yogyakarta, Thursday, May 16th 2013
English Teacher of SMP N 2 Wates,

Mulat Wahyanti, S.Pd   **Florentina S.**
NIP. 196706141993032003   NIM. 09202241032

APPENDIX E:
UNITS

WELCOME TO MY HOUSE

ACTIVITY 1

Hello my friends, I'm home. I have many things in my house. Here they are!

See the pictures. Write down the names of the things in the house below. Number 1 was done for you.

1.

_____There is a bed_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

7.

_____

8.

_____

9.

_____

10.

_____

11.

_____

12.

_____
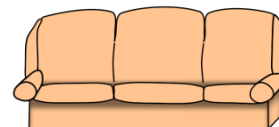
13.

_____

14.

_____

15.

_____

16. _____

17. _____

18. _____

19. _____

20. _____

ACTIVITY 2

This is my kitchen. My kitchen is neat and clean. My mother loves being there.

Read this carefully. Study the preposition of place.

The clock is **on** the wall.

The bottle is **on** the microwave.

The microwave is **above** the bin.

The sink is **beside** the microwave.

The table is **opposite** the stove.

The fruits are **under** the teapot.

The chairs are **next to** the table.

The refrigerator is **behind** the table.

The refrigerator is **next to** the door.

The eggs are **between** the blender and the microwave.

The spoon and fork are **on** the table.

The spoon is **between** the cup and the glass.

The bread is **in front of** the burger.

ACTIVITY 3

Here is my bathroom. It is not very neat but I promise to put the things neatly soon.

Complete the sentences by seeing the picture above.

next to on above	between under in front of	in behind

1. The toilet is ………………..the bathtub.

2. The curtain is…………………the toilet and the bathtub.

3. The shelf is ……………the wall.

4. The toothbrush is …………… the glass.

5. The mirror is ……………the washbasin.

6. The cupboard is …………………..the washbasin.

7. The mat is ………………..the floor.

8. The comb is ……………… the stool.

9. The bin is ………………..the cupboard.

10. The towels are ……………..the cupboard.

ACTIVITY 4

Write a sentence based on the picture.

1.
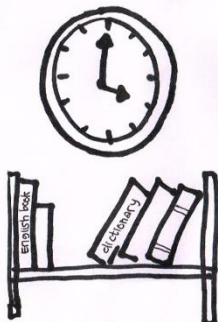
Where is the clock?

_____

6.
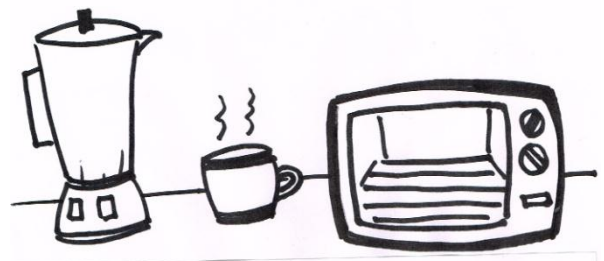
Where is the cup?

_____

2.

Where is the vase?

_____

3.

Where is the television?

_____

4.

Where is the bottle?

_____

5.

Where is the chair?

_____

7.

Where is the teddy bear?

_____

8.

Where is the teapot?

_____

9.

Where is the bin?

_____
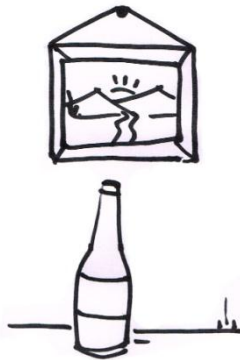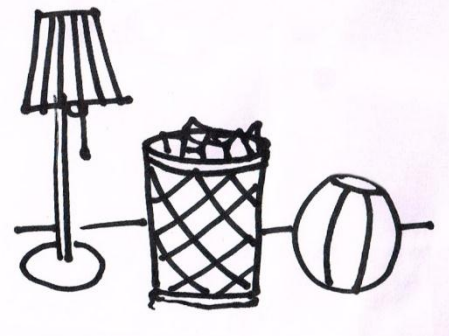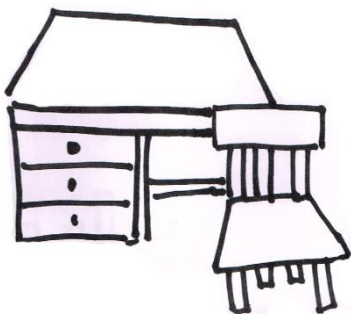
10.

Where is the glass?

_____

ACTIVITY 5

Read this text carefully and answer the questions.

My Bedroom

Let me tell you about my bedroom.

There are many kinds of furniture in my bedroom. In the center of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket on my bed. On the left side of my bed, there is a bookshelf. I put my books there. There is a table and a chair next to the self. I usually sit there to study. There is a lamp on my table. When I study in the evening, I always turn on the lamp. There is also an alarm clock on my table. I set the alarm in the evening before I go to bed. It will wake me up in the morning. Above the table, there is a painting. I paint it by myself.

I always clean my bedroom every day. I put the things neatly to make my bedroom comfortable to live in.

Adapted from Practice Your English Competence, Erlangga

1. The text mainly tells us about ….
   a. The furniture in the writer's bedroom
   b. The kinds of furniture in a bedroom
   c. The bed in the writer's bedroom
   d. The writer's bedroom

2. What is the bed like?
   a. A cozy wooden bed
   b. In the center of the room
   c. Nice and large
   d. Small but nice

3. Where is the location of the desk lamp?
   a. On the table
   b. Next to the bed
   c. Next to the table
   d. Behind the alarm clock

4. What is the alarm clock for?
   a. To give information about the weather
   b. To wake the writer up in the morning
   c. To make the writer sleep
   d. To tell the time to sleep

5. What does the writer do to make his/her bedroom comfortable?
   a. Study in the evening
   b. Set up the alarm
   c. Put the things neatly
   d. Put the painting

ACTIVITY 6

It is the best place I have ever seen.

Read this text carefully and answer the questions.

My House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed, it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room, there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room, there is the kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

1. How many bedrooms are in the writer's house?

2. Mention the furniture in the living room.

3. What does the writer like to do in the living room?

4. Where is the writer's bedroom from the living room?

5. Why does the writer not know what is inside his/her mother's bedroom?

ACTIVITY 7
Read this.

Characteristics of Descriptive Text
• *A descriptive text* is a text that describes the features of someone, something, or a certain place.
• The structure of descriptive text:
1. *Introduction* is the part of the paragraph that introduces the character.
   Example : Let me tell you about my bedroom.

2. *Description* is the part of the paragraph that describes the character.
   Example : There are many kinds of furniture in my bedroom. In the center of my room, there is my bed. The bed is made of wood.

Activity 8

Hi, guys. I have a big living room.

See the picture above. Read the paragraph and complete with the right preposition of place.

On, behind, in, under, in front of,   next to, opposite, between

Our living room is big. There is a sofa 1.__opposite__ the television, and a DVD player 2._____ the television. There is a table 3._____ the sofa and the television. My mother always puts a vase 4._____ the table with flowers 5._____ it. There is a carpet under the table. There is a computer 6._____ the desk. The bookcase is 7._____ the desk. My father puts all his books 8._____ the bookcase. There is a big window 9._____ the television. There is a lamp on a table. The telephone is 10._____ the door. My mom's cell phone is 11._____ the vase.

ACTIVITY 9
Complete the sentences by seeing the picture.
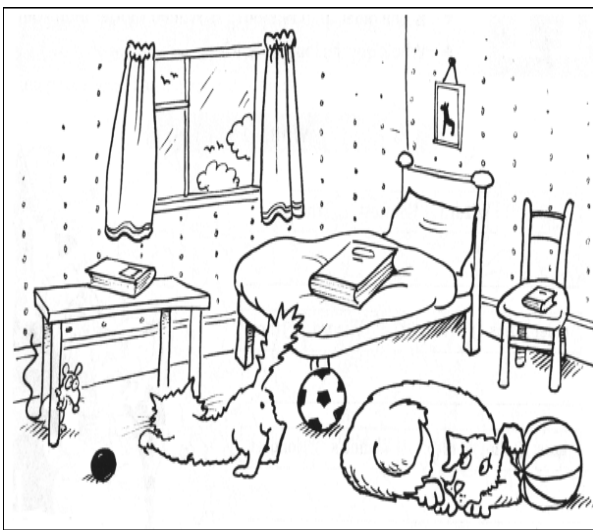
1. The picture is ……………… the wall.
2. The mouse is ……………… the table.
3. The table is ………………… the bed.
4. The dog is ………………… the two balls.
5. The chair is ………………..the bed.
6. The dog is ………………… the cat.
7. The mouse is …………………… the cat.
8. The cat is …………………… the small ball and the big ball.
9. The balls are …………………….. the floor.
10.The cat and the dog are …………… the   bedroom.

ACTIVITY 10
Write a descriptive text based on the picture in Activity 9.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

This picture is for activity 11-13

ACTIVITY 11

Complete the sentences by adding "there is, there isn't, there are, or there aren't" according to the picture above.

1. There is   a desk between the dresser and the armchair.
2.   three pillows on the bed.
3.   a picture next to the laptop.
4.   a pair of tennis shoes on the armchair.
5.   a teddy bear on the bed.
6.   three t-shirt on the floor.
7.   a clock on the shelf.
8.   a bag under the desk.
9.   a shelf in front of the bed.
10.   some binders on the desk.

ACTIVITY 12

Reorder the sentence according to the picture:

1. IS - THE LAPTOP - THE BED – ON

    The laptop is on the bed. _____

2. ON - IS - THE ARMCHAIR - THE PAIR OF TENNIS SHOES

    _____

3. THE RED T SHIRT – UNDER - IS - THE BED

    _____

4. BESIDE – IS - THE DESK - THE DRESSER

    _____

5. BETWEEN - IS - THE BED AND THE DRESSER - THE DESK

    _____

6. OVER - IS - THE SHELF - THE BED

    _____

7. THE TEDDY BEAR - IS - THE CHAIR – ON

_____

8. ARE - ON - THE BED - THE PILLOWS

_____

9. IS - IN - THE DRAWER - THE PURPLE SWEATER

_____

10. NEXT TO - THE LAMP - THE DESK – IS

_____

ACTIVITY 13

Write a descriptive text based on the picture.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX G:

PRE-TEST

WORKSHEET

PRE-TEST WORKSHEET

<div>

.3   _____

</div>

Write a text based on the picture.

APPENDIX H:

POST-TEST

WORKSHEET

POST-TEST WORKSHEET

Write a text based on the picture.

APPENDIX I: OBSERVATION SHEETS

OBSERVATION CHECKLIST

Date   : Wednesday, May 15th 2013
Meeting   : 1
Observer   : Mrs. Mulat Wahyanti, S.Pd

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation items	Yes	No	Comments
A	PRE-TEACHING			
	1. The teacher greets the students	✓		
	2. The students respond to the greeting addressed by the teacher	✓		
	3. The teacher asks the students' condition	✓		
	4. The students tell their condition to the teacher	✓		
	5. One of the students leads the prayer	✓		Very good
	6. The teacher explains the goal of the teaching and learning	✓		
	7. The teacher gives lead-in question	✓		
B	WHILST-TEACHING			
	1. The students are ready to learn the materials	✓		
	2. The teacher introduces some vocabularies related to the material by giving the students examples and exercise	✓		The students need more example
	3. The students are motivated in doing the exercise	✓		
	4. The students use dictionary in doing the exercise	✓		
	5. The students do the exercise with mostly correct answer	✓		
	6. After the students have finished, the teacher and the students discuss the exercise	✓		
	7. The students practice making a very simple sentence guided by the teacher	✓		
	8. The teacher gives chance to the students to ask questions	✓		
	9. The students deliver questions to the teacher	✓		
	10. The teacher gives an exercise about making sentence		✓	The exercise was given as a home work
	11. The students are motivated in doing the exercise		✓	
	12. After the students have finished, the teacher and the students discuss the exercise		✓	Due to the limited time, the discussion was held on the next day

C	POST-TEACHING			
	1. The teacher summarize and reflects the lesson	✓		
	2. The students reflect their learning	✓		
	3. The teacher previews on the upcoming materials	✓		
	4. One of the students leads the praying to end the lesson	✓		
D	CLASS SITUATION			
	1. The students have enthusiasm/motivation during the teaching process	✓		Very good
	2. The students actively take parts in each class activity	✓		
	3. The time allocation is appropriate		✓	
	4. The media used by the teacher are sufficient in the teaching process	✓		
	5. The teacher's instruction are clear	✓		

OBSERVATION CHECKLIST

Date   : Thursday, May 16th 2013
Meeting   : 2
Observer   : Mrs. Mulat Wahyanti, S.Pd

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation items	Yes	No	Comments
A	PRE-TEACHING			
	1. The teacher greets the students	✓		
	2. The students respond to the greeting addressed by the teacher	✓		
	3. The teacher asks the students' condition	✓		
	4. The students tell their condition to the teacher	✓		
	5. One of the students leads the prayer	✓		
	6. The teacher explains the goal of the teaching and learning	✓		
	7. The teacher gives lead-in question	✓		
B	WHILST-TEACHING			
	1. The students are ready to learn the materials	✓		
	2. The teacher gives the model of descriptive text and the picture-cued	✓		
	3. The teacher leads the students to discuss the text	✓		
	4. The teacher gives chance to the students to ask questions	✓		
	5. The students deliver questions to the teacher	✓		Very good
	6. The students do exercise based on the provided text	✓		
	7. The students are motivated in doing the exercise	✓		
	8. The students use dictionary in doing the exercise	✓		
	9. The students do the exercise with mostly correct answer	✓		
	10. After the students have finished, the teacher and the students discuss the exercise	✓		
	11. The students practice making a very simple descriptive text based on the picture-cued	✓		
	12. The teacher gives chance to the students to ask questions	✓		
	13. The students deliver questions to the teacher	✓		
	14. The students are motivated in doing the exercise	✓		
	15. After the students have finished, the teacher and the students discuss the exercise		✓	Due to the limited time, the discussion was held on the next day

C	POST-TEACHING	✓		
	1. The teacher summarize and reflects the lesson	✓		
	2. The students reflect their learning	✓		
	3. The teacher previews on the upcoming materials	✓		
	4. One of the students leads the praying to end the lesson	✓		
D	CLASS SITUATION			
	1. The students have enthusiasm/motivation during the teaching process	✓		
	2. The students actively take parts in each class activity	✓		
	3. The time allocation is appropriate		✓	
	4. The media used by the teacher are sufficient in the teaching process	✓		
	5. The teacher's instruction are clear	✓		

OBSERVATION CHECKLIST

Date   : Saturday, May 18th 2013
Meeting   : 3
Observer   : Mrs. Mulat Wahyanti, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation items	Yes	No	Comments
A	PRE-TEACHING			
	1. The teacher greets the students	✓		
	2. The students respond to the greeting addressed by the teacher	✓		
	3. The teacher asks the students' condition	✓		
	4. The students tell their condition to the teacher	✓		
	5. One of the students leads the prayer	✓		
	6. The teacher explains the goal of the teaching and learning	✓		
	7. The teacher gives lead-in question	✓		
B	WHILST-TEACHING			
	1. The students are ready to learn the materials	✓		
	2. The students practice to make sentences	✓		
	3. The students are motivated in doing the practice	✓		
	4. The students use dictionary in doing the practice	✓		
	5. The students do the practice with mostly correct answer	✓		
	6. After the students have finished, the teacher and the students discuss the exercise	✓		
	7. The students practice making a descriptive text based on provided picture-cued	✓		
	8. The teacher gives chance to the students to ask questions	✓		
	9. The students deliver questions to the teacher	✓		
	10. The students are motivated in doing the exercise	✓		
	11. After the students have finished, the teacher and the students discuss the exercise		✓	Due to the limited time, the discussion was held on the next day
C	POST-TEACHING			
	1. The teacher summarize and reflects the lesson	✓		
	2. The students reflect their learning	✓		
	3. The teacher previews on the upcoming materials	✓		
	4. One of the students leads the praying to end the lesson	✓		
D	CLASS SITUATION			

		✓		
	1. The students have enthusiasm/motivation during the teaching process	✓		
	2. The students actively take parts in each class activity	✓		
	3. The time allocation is appropriate		✓	
	4. The media used by the teacher are sufficient in the teaching process	✓		
	5. The teacher's instruction are clear	✓		

OBSERVATION CHECKLIST

Date   : Wednesday, May 22nd 2013
Meeting   : 4
Observer   : Mrs. Mulat Wahyanti, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation items	Yes	No	Comments
A	PRE-TEACHING			
	1. The teacher greets the students	✓		
	2. The students respond to the greeting addressed by the teacher	✓		
	3. The teacher asks the students' condition	✓		
	4. The students tell their condition to the teacher	✓		
	5. One of the students leads the prayer	✓		
	6. The teacher explains the goal of the teaching and learning	✓		
	7. The teacher gives lead-in question	✓		
B	WHILST-TEACHING			
	1. The students are ready to learn the materials	✓		
	2. The teacher introduces some vocabularies related to the material by giving the students examples and exercise	✓		
	3. The students are motivated in doing the exercise	✓		
	4. The students use dictionary in doing the exercise	✓		
	5. The students do the exercise with mostly correct answer	✓		
	6. After the students have finished, the teacher and the students discuss the exercise	✓		
	7. The teacher gives chance to the students to ask questions	✓		
	8. The students deliver questions to the teacher		✓	
	9. The teacher gives an exercise about making sentence	✓		
	10. The students are motivated in doing the exercise	✓		
	11. After the students have finished, the teacher and the students discuss the exercise	✓		
C	POST-TEACHING			
	1. The teacher summarize and reflects the lesson	✓		
	2. The students reflect their learning	✓		
	3. The teacher previews on the upcoming materials	✓		
	4. One of the students leads the praying to end the lesson	✓		
D	CLASS SITUATION			
	1. The students have enthusiasm/motivation during the teaching process	✓		
	2. The students actively take parts in each class	✓		

	activity			
	3. The time allocation is appropriate	✓		
	4. The media used by the teacher are sufficient in the teaching process	✓		
	5. The teacher's instruction are clear	✓		

OBSERVATION CHECKLIST

Date   : Thursday, May 23rd 2013
Meeting   : 5
Observer   : Mrs. Mulat Wahyanti, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation items	Yes	No	Comments
A	PRE-TEACHING			
	8. The teacher greets the students	✓		
	9. The students respond to the greeting addressed by the teacher	✓		
	10. The teacher asks the students' condition	✓		
	11. The students tell their condition to the teacher	✓		
	12. One of the students leads the prayer	✓		
	13. The teacher explains the goal of the teaching and learning	✓		
	14. The teacher gives lead-in question	✓		
B	WHILST-TEACHING			
	12. The students are ready to learn the materials	✓		
	13. The teacher introduces some vocabularies related to the material by giving the students examples and exercise	✓		
	14. The students are motivated in doing the exercise	✓		
	15. The students use dictionary in doing the exercise	✓		
	16. The students do the exercise with mostly correct answer	✓		
	17. After the students have finished, the teacher and the students discuss the exercise	✓		
	18. The teacher gives chance to the students to ask questions	✓		
	19. The students deliver questions to the teacher		✓	
	20. The teacher gives an exercise about making sentence	✓		
	21. The students are motivated in doing the exercise	✓		
	22. After the students have finished, the teacher and the students discuss the exercise	✓		
C	POST-TEACHING			
	5. The teacher summarize and reflects the lesson	✓		
	6. The students reflect their learning	✓		
	7. The teacher previews on the upcoming materials	✓		
	8. One of the students leads the praying to end the lesson	✓		
D	CLASS SITUATION			
	6. The students have enthusiasm/motivation during the teaching process	✓		
	7. The students actively take parts in each class	✓		

		✓		
	activity			
	8. The time allocation is appropriate	✓		
	9. The media used by the teacher are sufficient in the teaching process	✓		
	10. The teacher's instruction are clear	✓		

APPENDIX J:
STUDENTS' SCORE

The students' writing score before the action

no	NAMA	Aspects being assessed					Total score
		Content	Organization	Vocabulary	Language use	Mechanics	
1	ALFIAN BASITH	17	9	10	11	3	50
2	ANDRE GAGAS SAMPURNA	15	9	10	9	2	45
3	ANGGI EXA ESTEFAN	16	13	10	11	2	52
4	ARDITA DWI KHARUNISA	22	12	10	13	3	60
5	ASENDI REZA ARDINSYAH	16	10	10	11	4	51
6	CINDY PUTRI SINTIYA	17	10	10	15	5	57
7	DAFFA BAGAS ADI BINTANG	17	10	10	15	4	56
8	DHEA RIZKI FEBRIYANI	17	10	10	9	4	50
9	DIAN ENDAH PARAMITA	20	14	10	9	5	58
10	DINI FAUZI RAAMADHANTI	17	10	10	9	3	49
11	DUWI RESTU PRASETYO	17	10	10	9	4	50
12	ELFIRA NOVITASARI	17	9	10	13	4	53
13	FAJAR MAHANANI	22	14	10	11	5	62
14	IMAM WAHYUDI	20	10	10	9	5	54
15	IRA AYU KUSUMA WARDANI	16	10	10	9	3	48
16	ISNA NURUL SALIMAH	28	15	10	15	4	72
17	LAILATUL JAENAF	18	15	16	13	3	65
18	LATIFATUL MAHMUDAH	22	13	10	11	4	60
19	MUHAMMAD NUR HIDAYAT	17	12	10	10	4	53
20	MUTIA DAMAYANTI	15	10	10	11	5	51
21	NOVIT TRI KUSUMA	17	14	10	11	4	56
22	NUR AHSAN TRI NUGROHO	18	15	10	14	4	61
23	NUR IKA MAULIDA	20	15	16	15	4	70
24	NURUL DA'WATUL LAILI	20	13	16	9	3	61
25	OCTA SAPUTRA	17	13	10	11	4	55
26	OKTA VIANA EKA KURNIA	17	15	10	11	4	57
27	RAFITA SUGIARTI	17	15	10	11	4	57
28	RISKA NUR AFIFAH	16	12	10	9	4	51
29	RONI PRAYOGO	15	12	10	9	4	50
30	SINTAYENI MARDIPRATIWI	24	14	13	10	4	65
31	SITI SOLEHA INDASARI	20	13	10	14	5	62
32	VIVI ASTIKA	24	14	13	14	5	70
	MEAN						56,593

The students' writing score after Cycle 1

no	NAMA	Content	Organization	Vocabulary	Language use	Mechanics	Total score
		Aspects being assessed					
1	ALFIAN BASITH	22	14	10	10	3	59
2	ANDRE GAGAS SAMPURNA	16	13	10	10	4	53
3	ANGGI EXA ESTEFAN	16	13	10	11	2	52
4	ARDITA DWI KHARUNISA	16	9	10	9	2	46
5	ASENDI REZA ARDINSYAH	18	13	10	11	4	56
6	CINDY PUTRI SINTIYA	27	15	22	18	4	86
7	DAFFA BAGAS ADI BINTANG	22	15	10	12	3	62
8	DHEA RIZKI FEBRIYANI	17	15	10	16	3	61
9	DIAN ENDAH PARAMITA	20	13	10	12	3	58
10	DINI FAUZI RAAMADHANTI	16	9	10	9	2	46
11	DUWI RESTU PRASETYO	17	13	10	12	4	56
12	ELFIRA NOVITASARI	16	15	10	12	4	57
13	FAJAR MAHANANI	22	15	10	9	5	61
14	IMAM WAHYUDI	22	10	18	10	2	62
15	IRA AYU KUSUMA WARDANI	22	12	17	14	3	68
16	ISNA NURUL SALIMAH	20	12	17	17	4	70
17	LAILATUL JAENAF	16	13	20	17	3	69
18	LATIFATUL MAHMUDAH	18	12	15	15	4	64
19	MUHAMMAD NUR HIDAYAT	20	12	10	12	4	58
20	MUTIA DAMAYANTI	27	10	19	12	3	71
21	NOVIT TRI KUSUMA	17	12	14	12	2	57
22	NUR AHSAN TRI NUGROHO	18	15	14	12	4	63
23	NUR IKA MAULIDA	20	15	19	16	4	74
24	NURUL DA'WATUL LAILI	25	15	19	16	5	80
25	OCTA SAPUTRA	17	15	17	15	2	66
26	OKTA VIANA EKA KURNIA	22	15	19	13	4	73
27	RAFITA SUGIARTI	20	13	17	13	4	67
28	RISKA NUR AFIFAH	16	12	10	10	4	52
29	RONI PRAYOGO	16	13	16	12	4	61
30	SINTAYENI MARDIPRATIWI	20	13	22	18	3	76
31	SITI SOLEHA INDASARI	22	18	18	13	3	74
32	VIVI ASTIKA	22	13	22	16	5	78
	MEAN						63,62

The students' writing score after Cycle 2

no	NAMA	Content	Organization	Vocabulary	Language use	Mechanics	Total score
		Aspects being assessed					
1	ALFIAN BASITH	27	16	22	15	3	83
2	ANDRE GAGAS SAMPURNA	16	15	10	12	4	57
3	ANGGI EXA ESTEFAN	16	15	13	15	3	62
4	ARDITA DWI KHARUNISA	17	15	10	12	5	59
5	ASENDI REZA ARDINSYAH	18	15	10	14	4	61
6	CINDY PUTRI SINTIYA	16	16	22	18	5	77
7	DAFFA BAGAS ADI BINTANG	22	16	18	14	3	73
8	DHEA RIZKI FEBRIYANI	22	16	18	15	3	74
9	DIAN ENDAH PARAMITA	26	16	22	14	5	83
10	DINI FAUZI RAAMADHANTI	22	15	18	10	4	69
11	DUWI RESTU PRASETYO	17	16	20	15	3	71
12	ELFIRA NOVITASARI	16	14	13	14	4	61
13	FAJAR MAHANANI	22	16	16	15	3	72
14	IMAM WAHYUDI	22	15	22	15	4	78
15	IRA AYU KUSUMA WARDANI	22	14	10	14	4	64
16	ISNA NURUL SALIMAH	26	16	10	15	4	71
17	LAILATUL JAENAF	28	16	22	15	4	85
18	LATIFATUL MAHMUDAH	22	14	13	13	4	66
19	MUHAMMAD NUR HIDAYAT	21	14	16	15	4	70
20	MUTIA DAMAYANTI	26	14	22	14	4	80
21	NOVIT TRI KUSUMA	22	14	17	14	4	71
22	NUR AHSAN TRI NUGROHO	21	16	16	14	4	71
23	NUR IKA MAULIDA	22	16	22	18	5	83
24	NURUL DA'WATUL LAILI	27	16	22	15	4	84
25	OCTA SAPUTRA	16	15	13	15	3	62
26	OKTA VIANA EKA KURNIA	26	16	17	14	4	77
27	RAFITA SUGIARTI	22	13	16	10	4	65
28	RISKA NUR AFIFAH	16	13	10	10	4	53
29	RONI PRAYOGO	21	14	16	13	4	68
30	SINTAYENI MARDIPRATIWI	25	16	15	14	4	74
31	SITI SOLEHA INDASARI	27	16	22	17	4	86
32	VIVI ASTIKA	25	16	21	14	5	81
	MEAN						71,59

APPENDIX K:

PHOTOGRAPHS

The students were writing a descriptive text in the pre-test.

One student were reading a descriptive text in front of the class.

Some of the students were coming in front of the class to write their answers on the white board.

The students were writing a descriptive text in the post-test.

APPENDIX L:
LETTERS