

**IMPROVING THE EIGHTH GRADE STUDENTS' WRITING SKILLS
THROUGH PICTURE-CUED ACTIVITIES AT SMP N 1 WONOSARI
IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS

Submitted as Partial Fulfillment of the Requirement for the Attainment of the Degree
of a *Sarjana Pendidikan* in English Language Education



By:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
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APPROVAL SHEET

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IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS



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A THESIS

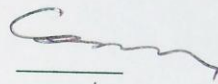
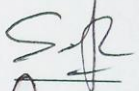
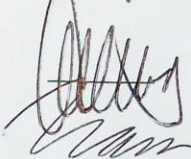

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of 2012/2013*

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, skripsi ini tidak berisi materi yang ditulis oleh orang 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, 14 Februari 2013

Penulis,



Adwidyas Susila Yoga

DEDICATIONS

This thesis is dedicated to:

my beloved mother and father

my self

my true friends

MOTTOS

Lakum diinukum waliyadiin (Al-Kafiiruun: 6)

No Pain No Gain (Anonymous)

A good attitude will make a big difference. (Anonymous)

No need to be perfect, just try your best (Myself)

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I realize that this writing is still far from being perfect. Therefore, all criticisms and suggestions will be appreciated. However, I hope this writing will give contributions to the field of study, especially to the English teaching and learning.

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ABSTRACT

This study was aimed at improving the students' writing skills of the eighth grade at SMP N 1 Wonosari through picture-cued activities. Based on the preliminary observation, there were some problems in the teaching and learning process of writing. They dealt with students' writing skills related to students' participation, motivation, vocabulary, grammar, sentence structure, spelling, punctuation, and capitalization. The solution for these problems was applying picture-cued activities in the teaching and learning process.

This research consisted of two cycles. Each cycle had two meetings. The subjects of the research were the students of VIII C class, the English teacher and the researcher. The data collection techniques were observation, interview and tests. The data were in the forms of field notes, interview transcripts and scores of the pretest and the posttest. The data were analyzed qualitatively and quantitatively. The researcher analyzed the qualitative data through three steps: 1) reducing, 2) displaying, and 3) verifying the data. The quantitative data were analyzed by means of the descriptive technique to obtain the mean and the standard deviation. Meanwhile, the t-test was used to investigate the improvement. The validity of the research was accomplished by adopting five criteria of validity: 1) democratic validity, 2) outcome validity, 3) process validity, 4) catalytic validity and 5) dialogic validity.

The results of the research showed that the use of picture-cued activities was able to improve students' writing skills. Based on the qualitative data, the students could develop their ideas to produce a descriptive text with appropriate use of vocabulary, sentence structure, punctuation, spelling, and capitalization. They also enthusiastically joined the teaching and learning activities. Based on the quantitative data, the students' mean score for the writing skill improved. In the pretest, the students' mean score was 48.61. Then, after Cycle 1 (posttest 1), the students' mean score was 60.60. At last, after Cycle 2 (posttest 2), the students' mean score was 76.22.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language learners need to master the four language skills in order to communicate well. They are listening, speaking, reading, and writing. Those skills are related to one another. In this case, the researcher is going to focus on the writing skills owing to the fact that writing is language skills that is very important for some reasons.

The first significance of writing is that it is the top level of a language. People have to master this last macroskills in order to be able to communicate perfectly. The second significance is that it is productive skills. It involves producing language rather than receiving it. In writing, people will produce written language. The third significance is that it is the most complex macroskills in language mastery. In writing, people apply everything that they have got in the three stages before. The forth or the last significance is that it is one of the stages of language mastery where people can generate ideas. In writing, people should construct the ideas perfectly to make it so understandable that other people can catch the meaning or the purpose of the message (idea) in writing.

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

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

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

B. Identification of the Problem

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

writing. The indicator is that the meaning or the purpose of their writing is hard to accept.

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

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

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

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

C. Limitation of the Problem

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

D. Formulation of the Problem

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

E. Objective of the Research

The aim of the research is to know how picture-cued activities can be implemented to improve the eighth grade students' writing skills at SMP N 1 Wonosari. If it can improve their writing ability, it can be continued further with advanced development.

F. Significance of the Research

The results of this research are expected to:

1. give some contribution to teachers of English and other subject matter teachers in the field of the research to solve problems relating to teaching media,
2. conclude a kind of appropriate media in writing for students., and
3. be a basis for the other researchers to conduct similar studies.

CHAPTER II

LITERATURE REVIEWS AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. Theory of Writing

a. Definitions of Writing

One of the most important skills that foreign language students need to develop is writing. It is the last stage in learning language after listening, speaking, and reading. In other words, it can be said that writing is an indicator of their achievement in learning language. Before they write, they should be able to listen, to speak, and to read. Writing skills is different from other skills like speaking and listening. Brown (2001: 334) states that trends in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking.

For example, when they are asked by their teachers to write related to certain topics, they may collect information from a radio, a television, a magazine, internet, and an expert of related topics. After they get sufficient information, they can start writing. When collecting the information, they are applying listening, speaking, and reading skills. Therefore, nobody can master writing ability directly.

Writing belongs to productive skills rather than receptive one. It produces a message to communicate. Spratt, Pulverness, and Williams (2005: 26) state that writing and speaking belong to productive skills. They say that speaking and writing produce language rather than receive it. It means that in writing, an output

will be needed as an indicator that students have learned and understood the skills. It is clearly that the output of writing skills can be written stories, letters, or other text types.

Hyland (2004: 09) explains that writing is a way to share personal meanings. The people construct their own views on a particular topic. They will share their views on that certain topic to the other. A person's views may be different from others'. It depends on their belief. Therefore, when constructing their views, the people have to make it understandable and acceptable.

Writing is the last output after students learn separated aspects continuously. Wallace (2004: 15) states that writing is the final product after they learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is complex skills. It covers many subskills that they have to pass before producing a good piece of writing. Writing seems so complicated with its subskills, but it is actually can be learn with in a very fun way. Writing is very important for them when they should take notes from their teachers, make a report, and finish assignments from their teachers. It can be also an indicator to show that they have gained the information. Moreover, it is significant for them to master writing skills. If they do not master it, it will be difficult for them to share their ideas to their teacher or their friends in a written form.

Writing is actually a developmental process. Students try to express their views or ideas well with teachers' guidance. Teachers have to provide them with the chance to create their own meanings within a positive and cooperative environment. What they need is to practice more and more. Brown (2001: 334) illustrates that writing is like swimming. When people want to be able to swim, they must have an instructor to show them the basic ways or tricks to swim although the instructor is only their parents or their friends, not professional ones. After they get the basic ways to swim, they will develop their swimming ability based on their own style. The more chance they get to swim, the more perfect they will be. Writing is simply similar with swimming. At the first time, there will be teachers who guide students to write. They will show students the principles of writing. After students understand the principles, they will try to develop their writing according to their own style. They should get sufficient writing practices to acquire good writing ability. These practices are aimed to stimulate their skills in expressing thoughts in a good passage. It is impossible to be able to write effectively without any sufficient practices.

Writing deals with a language acquisition as students' experiences with words, sentences, and paragraphs to deliver their meanings effectively. They also reinforce grammar and vocabulary mastery they got in the class. Writing is also stated as a production of an original text based on their mind and linguistic resources. They use their own vocabulary to write sentences or stories, to practice handwriting, and to fill in the blanks.

b. Process of Writing

In writing students cannot only focus on their final output (their writing). They should also pay attention to the processes or steps of writing to produce a good writing in terms of language, content, and purpose. Hyland (2004: 10) illustrates the stages of writing to give students clear understanding that writing process is significant to produce a good writing. The first stage is selecting the topic which can be done by both students and teachers. Students can find their own topic or with teachers' help. Another way, teachers can decide the topic that students should use to write. The next stage is prewriting. In this case, students are involved in brainstorming, collecting data, note-taking, and outlining. The third stage is composing. Composing is another term of drafting. In this stage, they begin to write down their ideas on paper. After composing, the next step is responding to revisions. The review can be conducted by teachers or peers. It is about responding to ideas, organization of the text, and text styles. After they are sure with their ideas, organization of the text, and text styles, they will step on proofreading and editing. In this stage, there will be checking and correcting the form, the evidences, the layout, and so on.

When the stage of proofreading and editing has been carried out, it means that they have finished their writing. It is the time to step on to the seventh stage, which is the evaluation. In this case, teachers judge the progress that they achieve within the process. They should get their progress by the time. After teachers finish evaluating their writing, the next step to do is publishing. It means allowing

people to read the writing as the final product. It can be presented in a class or showed on notice boards, or even in website. The ninth or the last stage is having follow-up tasks. It is conducted to conclude the weaknesses of their writing. By holding this stage, later, they are hoped to have better writing.

In another book related to steps of writing, Harmer (2004: 4) proposes a simpler process of writing. It consists of four stages. They are planning, drafting, editing, and final draft.

The first stage of writing is planning. According to Harmer (2004: 4), there must be three considerations in this stage. The first consideration is thinking the purpose of writing. It will influence other features such as the text type, the language use, and information or the content of the text. The second one is related to the audiences students refer to. It will have impacts in other cases. One of them is dealing with the language choice, whether they will use formal or informal language. The last consideration is the content structure. It is about the sequence of the text. In his book, Harmer exemplifies how to sequence facts, ideas, and arguments well.

After finishing their plan, students are led to step on to the second stage which is drafting. In this stage, they start writing their ideas or topics they have selected before. They can also make an outline about their writing content before they start writing well.

The third stage is editing. Here, they are checking the drafts they have written. After they check and edit their writing, they will start writing well based

on their own style. Meanwhile, the fourth or the last stage of the writing process is final draft. Harmer (2004: 4) assumes the final draft as the finished product. It is considered as the best writing after they pass the stage of checking and editing. In this stage, they are allowed to publish their writing to readers.

c. Microskills and Macroskills of Writing

When the researcher talks about microskills and macroskills, it is about assisting teachers to define the most appropriate criteria to assess the students' writing. Microskills deal with imitative and intensive writing. Meanwhile, macroskills will be most appropriate for mastering responsive and extensive writing.

Brown (2004: 220) explains the terms of imitative, intensive, responsive, and extensive writing. In imitative writing, they have to gain the basic subskills. Vocabulary, punctuation, sentences, and spelling belong to those fundamental skills. In this stage, the form is the main focus, while the meaning and the context are the secondary ones. Intensive writing is similar with the imitative one. In this stage, they involve other subskills like vocabulary based on a context, collocations and idioms, and correct grammatical features within a sentence. They still focus on the form, but they also concern the meaning and the context. The next stage is responsive writing. They involve discourse level. They try to connect sentences into a paragraph, and relate a paragraph to other paragraphs in a sequence way. They here have mastered the fundamental skills mentioned in the two stages before. They now will concern the discourse in order to reach the objective of

their writing. Focusing on the form is still mostly concerned, but the meaning and the context are also strongly emphasized. The last writing performance is extensive writing. It applies all the processes and the strategies mastered before for all purposes. They write an essay, a paper, and a report. They focus on achieving a purpose, organizing and generating ideas logically, using supporting details, showing the syntactic and lexical varieties, and drafting to produce a final output. Here, grammar is less concerned in temporary editing or proofreading of a draft.

According to Brown's explanation above, the researcher has several sub-topics related to microskills and macroskills of writing employed in this research.

1) Punctuation

There are actually many punctuation marks. A good writing should have exact punctuation. Unfortunately, students are sometimes still confused in using the punctuation marks correctly. After this research, they are hoped to be able to use simple or standard punctuation marks. For example colon (:), comma (,), apostrophe (' '), exclamation mark (!), full stop/period (.), question mark (?), quotation marks (' x ' , " x "), slash (/), semicolon (;), dash (-), etc.

Being able to apply punctuation appropriately is an important ability. People assume that the quality of writing is not only seen from the content, the language, and the tense, but also the use of correct punctuation. Harmer (2004: 49) states that capital letters, commas, full-stops, sentence and paragraph boundaries, etc. have to be used correctly. If students do not use the punctuation

correctly, they cannot only make a negative impression but can also make a text hard to understand.

Sometimes, it is possible for them to have e-mail communication. Accurate punctuation is usually required in this case. It focuses on the content rather than the punctuation. However, they still need to be thought about correct punctuation. Sometimes, they will have formal e-mail communication, such as sending an application letter and CV via internet. Both application letter and CV belong to formal letters. Therefore, they should apply accurate punctuation in their letter.

In this case, the researcher considers that the learners at the eighth grade are still basic or beginners. Therefore, he will only apply some basic punctuation marks. It involves full-stop, coma, question mark, exclamation mark, and capital letter. He considers if students can apply those punctuation marks correctly, their writing must be much better.

2) Grammar

There is a very strong relationship between grammar and writing skills. Having a good sense in grammar is badly needed in writing skills. Grammar deals with tenses of sentence that will be use according to the situation and the time. At least, there are three major tenses which are past, present, and future tense. However, Grammar is one of the problems that students face in writing. Most of them still find difficulties to apply appropriate grammar in their writing. They are still confused when they have to decide what kinds of tense that should be used.

Actually, grammar cannot be thought independently. Grammar is really related to the genre. Both grammar and genre cannot be separated. Teachers will talk about genre when they are talking about grammar. They will also talk about grammar when they are discussing the genre. It indicates how close the relationship between grammar and the genre is. The researcher will take an illustration. When talking about text procedure, it will also discuss the tense used as well which is the simple present tense. Furthermore, when students are discussing a recount text, they must talk about the past tense. In short, as he mentioned in the beginning of this paragraph, grammar and genre cannot be separated.

Teaching or learning grammar independently will only give students unclear understanding. Knapp and Watkins (2005: 31) state that grammar is too abstract to be effectively taught without genre. The researcher can just easily conclude that it is really not effective to teach grammar and genre separately. The only way to teach grammar effectively is to teach the genre with grammar as well.

Although grammar will not be effective if it is thought separately, teachers cannot ignore to teach grammar to students within the genre they are discussing. In grammar, they will be able to identify the parts of speech, the parts of sentence, modals, auxiliary verbs, conjunctions, etc. It is concluded from the explanation stated by Knapp and Watkins (2005: 33). They claim that actually there are two broad categories of grammatical terms: formal and functional. The formal category focuses on classifying the bits and pieces that compose sentences and

texts. The functional category on the other side tries to make them understand what the bits and pieces are doing. For example, terms like nouns, adverbs and adjectives belong to formal categories. It is due to that they properly classify types of words: a noun is the name of a thing, an adverb is considered as a word that adjusts the meaning of a verb or adjective and the like.

Grammar will give students understanding about how to use or apply every word based on its part of speech, and a phrase based on its part of sentence. Finally, it is significant to emphasize that grammar will become meaningful only when it is connected to the function and the purpose of the texts.

3) Generating Ideas

Sundem (2006: 101) proposes that in a good piece of writing, there must be a main idea and many little ideas as well that support the topic. Good supporting details will be much better if they are things readers do not already know or do not expect before. Ideas deal with information that writers want to share in their writing. It can be what happens in the story, when something occurs, who do something, and anything the writers want the readers to know. The challenge now is how to write the interesting details to attract their attention. If they can find really specific and interesting ideas and its details, it means that the writing is quite good.

From the explanation above the researcher can conclude that a piece of good writing should have a main idea as well as the supporting details explaining the main idea. However, it is not the same as the situation that researcher found

when conducting teaching practicum at SMP N 1 Wonosari, especially at the eighth grade students. Their ability in constructing ideas is still need to be developed. Most of them are still confused to decide what idea to write and how to develop it.

Faced with the situation, teachers sometimes have to make a decision. It is recommended to teachers to be able to give them some suggestions dealing with the ideas. Harmer (2004: 63) states that it is really important that teachers are able to suggest ideas to help students finding ideas when they get stuck. In some cases, teachers may only give students a word or two. However, there must be other students who need more treatment. In this case, teachers may need to say a half sentence or even something more significant. Good writing teachers mean that they have an ability to provide students with suggestions without limiting their creativity.

Therefore, teachers have to be able to stimulate their creativity to develop their idea in writing. There are various ways to stimulate their creativity actually. In order to develop their creativity and their writing skills, the researcher proposes picture-cued activities to be implemented in this research. Their writing skills will be drilled up by using picture-cued activities. By selecting this kind of teaching strategy they are hoped to be better in getting and generating ideas.

2. Teaching Writing

a. Teaching English Writing

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

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

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

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

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

The last step is evaluating. They must have it in every task or activity. In evaluating, the teachers judge their work as the final product. When evaluating, the teachers will get each their score. They usually give correction symbols on the students' work. It can also be used as a learning opportunity. After they receive back their scripts that are already filled with correction symbols, they can learn the grammatical errors and the misused words they made and how to revise them.

b. Strategies in Teaching Writing

Harmer (2004: 11) states that students should pay attention not only in *what* to write but also in *how* to write. Writing is more than to write. There are several strategies to write well. They are led to know more how to write. Therefore, he offers some writing strategies:

1) The way teachers get students to plan

Teachers need to encourage students to plan or to think about what they are going to write. The simplest way is to plan the content of their writing and its outline. In this case, there are a lot of ways to get the students' plan. However,

there are two common ways that are usually used in this stage. They are brainstorming and guided tasks. Brainstorming can be applied in pairs and group discussion. In the discussion, they can share anything that can be used as their writing topic or content. Meanwhile, guided tasks are more related to some activities that will lead them to find their ideas to write. The teachers can also encourage them to think about the purpose of their writing and for whom they are writing.

2) The way teacher encourage students to draft, reflect, and revise

In this stage the students are guided to believe that their drafts are not the finished products. They still need to reflect and revise them. It will lead them to collaborative writing. In this process, they will work collaboratively with their classmates in order to produces a good writing. They will respond to each other's drafts in terms of language and content and give suggestions to each other. They will share any ideas that are significant to their writing. Finally, their contribution will create a good finished product.

3) The way teachers respond to students' writing

There are several ways to respond the students' writing. The first way the teachers can do is responding to a work-in-progress. It is applied when a teacher is talking to a student in a group while the others are still working on their own. The second way is giving reformulation to them. In this way, the teachers write their own version of a good writing. It will be crucial for the students as a comparison with their work. The last way is conducting peer response. It will be really

pleasant for them because they can discuss together. It means that each student will get suggestion as what they need.

c. Teaching Writing Using Pictures

Pictures can stimulate students' creativity, especially in writing. Pictures work in provoking their imagination and creativity so that they can produce a good piece of writing. Harmer (2004: 67) explains that some situations, grammar and vocabulary works can be particularly presented by pictures. Furthermore, when they look at a picture, each student will have their own imagination inside the picture. Starting from that, they will have something (an idea) to write.

According to Harmer (2004: 67), there are various ways to use pictures as media to teach writing. Describing pictures, suspects and objects, writing a postcard, portraits, and story tasks are some ways to use pictures as media in the teaching and learning process of writing. However, the researcher is only going to use two of them. Describing pictures and story tasks are selected to be used during the implementation.

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

possible. It must be very appropriate to start the class. This activity is considered as brainstorming for them. It will be very engaging for students.

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

1) A series of pictures of random objects

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

2) A series of pictures in sequence

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

3. Teaching Writing in Junior High School

a. Writing in Junior High School

The teachers rarely use some interesting media in teaching writing. They usually give the students examples of any kind of texts that will be learned on that day. However, they seldom have a class discussion about the text. They are directly asked to write a text in writing after the teachers show the examples. They

do not have enough chance to sharpen their writing ability. This situation is one of the causes why they still find difficulties in developing ideas.

The researcher will only deal with the eighth grade students of the class VIII C in the first semester in the academic year of 2012/2013. Standard of Competency of writing as in Indonesian English curriculum for the eighth grade students in the first semester in international-standardized school covers:

Table 1: Standard of Competences and Basic Competences of Writing Skills for Junior High School Students at the Eight Grade Semester One

<i>RSBI</i>	
<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<i>6. Mengungkapkan makna dalam teks fungsional tulis dan esei pendek sederhana berbentuk descriptive, recount dan exposition untuk berkomunikasi dengan lingkungan sekitar dan dalam konteks akademik.</i>	<i>6.1 Mengungkapkan informasi dalam teks fungsional tulis pendek sederhana secara akurat, runtut dan berterima untuk berkomunikasi dengan lingkungan sekitar dan/atau dalam konteks akademik.</i> <i>6.2 Mengungkapkan makna dalam esei pendek sederhana berbentuk descriptive, recount, dan exposition secara akurat, runtut dan berterima untuk berkomunikasi dengan lingkungan sekitar dan/atau dalam konteks akademik</i>

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

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

When people are having a communication, they are producing a text. It is no matter whether the communication is reflected in written or spoken. When people read or listen to a text, they are trying to catch the meaning. A good text must be easy to understand. A text can be both in written and spoken form. Actually, there are so many notions or terms related to genre. Freedman (1994) in Knapp and Watkins (2005: 21) mentions several definitions of genre.

The first definition is that genre is a concept that is organized for people's cultural practices. The second one is that some fields of genres represent a set of contrasts based on a diversity of considerations. The third is that genre is a place, an occasion, a function, a behavior and interactional structures. It is very ever useful to consider it as a kind of 'text'. The fourth definition of genre is a cultural competence engaging the understanding the appropriateness rule for any genre, understanding the kind of margin you have with it, being able to explore it, knowing how to transfer from one to another and how many aspects would be concerned in any such shift. In short, genre here is the appropriateness among what happen, who do it, how to do, when it occurs, where it happens and how to express them all. It means that the genre approach is an approach to teach that is based on the social activities and interactions.

Feez and Joyce (1998: 24) state that learning language is a social activity. A classroom is considered as a society with a teacher and students as the members. They will do a lot of activities and interactions during the teaching and

learning process. This approach is firstly developed in Australia. However, it is now applied in almost every country.

Applying the genre approach will be closely related to text-based syllabus design. According to Feez and Joyce (1998: 04), text is enlarging a language which is conducted together through meaning cohesively. Meanwhile, syllabus is a plan for a course that is constructed explicitly and coherently. It is considered as a map for both students and teachers containing topics, themes, and materials even for each meeting. By having this guide, both students and teachers can prepare well before the course is started. A syllabus is usually built by teachers involving students to give their ideas. Finally, text-based syllabus is a course plan containing topics, themes, and materials for each meeting that is based on texts which cover how language is structured and how it is used in social context meaningfully.

Discussing the genre approach and the text-based syllabus means to discuss the teaching-learning cycle. Feez and Joyce (1998: 27) explain that there are five stages in teaching-learning cycle using the genre approach.

1) Building the context

In this stage students recognize the social context of an authentic text being studied. They also discover the social purposes of the text and the features of a general culture context in which it is used. In this stage they will also explore the context of situations by analyzing the register of the model text that has been fixed to the course objectives and learners' needs. For example, they are orally

asked about the text being discussed. They should tell what they know about the text. They have a brief discussion about the text with the teacher.

2) Modeling and deconstructing the text

What students do in this stage is to analyze the structural pattern and language features of the model text. They also try to compare the model text with other examples of the text-type. For example, they are given some examples of the text being discussed. They recognize the texts deeper in this stage. They have a discussion about the social function, the grammatical features, and the generic structure.

3) Joint construction of the text

In this third stage, students start to construct a text with teachers' guide. However, the teachers' influence in this stage is gradually reduced. They start having a group discussion related to the text. They can also have self-assessment and peer-assessment activities. For example, they are asked to arrange jumbled words into a good sentence, or to arrange jumbled sentences into a good paragraph in pairs or in groups. They can share their idea to the other.

4) Independent construction of the text

The fourth stage lead students to have independent activities. They write a text that is being studied before independently. The final draft of their writing is called as the final or achievement assessment. There is no influence coming from both teachers and other students in this stage. A student is purely working

individually. For example, they are asked to compose a text being discussed individually. They have to explore their own idea.

5) Linking to related texts

The last stage of the teaching and learning cycle is linking to related texts. It can be considered as extra stage. After students are able to write a text individually, they are hoped to be able to compare the model text with other examples of the text-type. The comparison can be focused on several aspects such as the context, the grammar, and the social purposes. For example, they are asked to differentiate two similar texts. The texts are descriptive text and recount text. They have to tell the social function, the grammatical features, and the generic structure of the two texts.

Text types are used by people to communicate for a particular purpose. The writers of the text have to make right choices to make their text understandable. It includes choices related to words, sentences, and tenses. Those right choices will reflect the purpose and the context. Anderson and Anderson (1998: 02) state that that text types are used to represent the most common way in which language is structured to achieve a particular purpose. Writers use the structures to make the text easy to be understood by the readers. In this case, the researcher is going to use only one kind of text types which is descriptive text. Anderson and Anderson (1998: 26) call factual description as another term of descriptive text. They say that the content of this text is a description of a person, a thing, an animal, or a place. The purpose of this text is to give readers

information about any appearance related to the object without involving any personal opinion.

4. Picture-Cued Activities

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

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

In this research, there is a connection between the picture-cued activities and the microskills of writing. Microskills deal with imitative and intensive writing. Brown (2004: 220) explains the terms of imitative, intensive, responsive, and extensive writing. In imitative writing, students have to gain the basic subskills. Vocabulary, generating ideas, punctuation, sentences, and spelling

belong to those fundamental subskills. Meanwhile, Brown (2003: 226) also states that picture-cued activities stimulate students' written responses. That is why the first advantage of the use of picture-cued activities is that it is much easier for students to get ideas from pictures. After they get the ideas, it will be much easier for them to generate the ideas by using picture-cued activities. The next advantage of the use of picture-cued activities is that it offers students an opportunity to improve their vocabulary mastery. They can mention things in the pictures. If they do not know the names of the things, they can open their dictionary. As the effect, picture-cued activities can also improve students' vocabulary mastery. Another advantage of the use of picture-cued activities is that it can help students to learn the use of prepositions correctly. For example, they can write a descriptive sentence about the position of a thing in a picture. In short, it can be said that picture-cued activities are appropriate for the students to improve the writing skills in general, and the microskills of writing in particular.

B. Relevant Studies

A study by Huang (2009) using wordless picture books to teach English writing proved that there are several advantages in using wordless picture books in teaching writing. These benefits included enhancement of enjoyment of the writing process, promotion of creative writing and thinking skills, and the fostering of cooperative learning. Using wordless picture books can be an effective way to stimulate students in learning English writing. It is believed that it can lead them enjoy within the writing process. Most of them said that using

wordless picture books can improve their creativity in critical thinking skills. They found more flexibility and freedom to develop their stories using their own words with English picture books.

Al-Jarf (2011) conducted a study on writing using mind-mapping software. A mind map is defined as organizing graphic. It can be considered as a visual tool that can stimulate students to generate ideas, develop concepts, organize thinking, and take notes. The report said that this mind mapping strategy could improve their word and concept knowledge. In the study, mind mapping led them to be better in organizing, prioritizing, and integrating teaching material that is presented in a course. They also considered mind mapping (MM) as an interesting and enjoyable approach. The teacher was really enjoying using MM in teaching process. The teacher stated that MM fostered the students' motivation in learning science. Most of them explained that MM could stimulate them think creatively. The similarity between this study and one that is going to be conduct is in the media used. Both mind mapping and picture-cued activities belong to visual media in teaching.

Siriwaji (2011) did a study through a series of pictures in teaching writing. A series of pictures is one of teaching media that can be involved in the process of teaching and learning. The researcher had found three results of the research. The first result is that students' ability in constructing texts could improve by using a series of pictures. The second finding is that a series of pictures showed the effectiveness of the teaching and learning process. It could improve their

motivation and passion to learn English writing. They were more creative to produce their texts. The last result is that the cooperative learning among them could also improve by using a series of pictures. They got more chances to participate. They realized that they had responsibility and confidence when exploring their writing skills.

C. Conceptual Framework

Writing ability of the eighth grade students at SMP N 1 Wonosari in the academic year of 2012/2013 still needs to be developed. This situation is caused by several reasons; one of them deals with the media used in writing class. The teaching media and strategy may not be appropriate for the students' wants and needs. This situation may lead them have less motivation to learn. They only learn writing to complete their duty as students who learn English. They do not have more expectations in their writing. They actually need an appropriate strategy in order to make them motivated to learn. For example they should have enjoyable activities. If the strategy is appropriate, students will enjoy the lesson. If they enjoy the lesson, they will explore their skills better. As a result, they will produce good writing.

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

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

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

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

CHAPTER III

RESEARCH METHODS

A. Setting

This study is action research in nature. There was one group of participants in this research. The research was conducted at SMP N 1 Wonosari, Gunungkidul, Yogyakarta. It has about 546 students. People in Gunungkidul regency consider it as the best junior high school there as it belongs to *RSBI* category. Its plan is to be a real *SBI* in 2013. The environment is really comfortable to the students for learning. The school also has good teachers. There are many teachers who had finished their master degree (S2) program.

B. Participants

The data were taken from the eighth grade students of SMP N 1 Wonosari, Gunungkidul. The researcher used only a group of the eighth grade students because action research only need a group of participants. He directly used one of the classes of the eighth grade. It is because of the limited time. He did not have any opportunity to build up a new class. In this research, there were 26 students as participants. They were 10 males and 16 females. They are about 13 years old. They learn English as a foreign language.

C. Data Collecting Techniques

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

collected from the pretest and the posttest. This data were collected from some techniques. Those techniques were described as follows:

1. Observation

The researcher used this technique to describe the subjects' activities in the classroom at a particular time. He observed the teaching and learning process before, during, and after the actions in the classroom. The purpose of the observations was to gain some data about the effects of the actions that were implemented to the students. The observation technique also provided field notes about the whole condition during the research.

2. Interview

This technique was used to get information from the students and the teacher about the teaching and learning process. It also covered the problems found in the teaching and learning process. The researcher interviewed both the teacher and the students to collect the most complete data about how they saw the problems happened in the class and the effects of the actions.

3. Pretest and Posttest

By conducting the writing pretest and posttest, the researcher wants to get information about the students' writing scores. The pretest was a test which was conducted before the actions. It gave information about the students' writing scores before the actions. Meanwhile, the posttest was to measure their writing scores after the actions. Both the tests measured how the actions affect their writing skill.

The following table shows the scoring rubric according to Anderson (2003: 92)

Table 2: Scoring Rubric of Writing based on Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

D. Data Collecting Instruments

In collecting the data, the researcher used several instruments. There were the observation sheets, the interview guidelines, and the tests. The first instrument was the observation sheets. They were used during the teaching and learning process to observe the students. They contain the data related to the students'

behaviors, and motivation. In this stage, there was an observation whether the students enjoyed the process by using picture-cued activities or not.

Meanwhile, the interview guidelines contain some questions related to the data the researcher wants to get. This instrument was used when the researcher conducted the interview with both the teacher and the students. The answers of the questions were stated in the interview transcripts. They covered any information related to English teaching and learning at SMP N 1 Wonosari. At the end, the information in the interview transcripts was used to build some conclusions whether the picture-cued activities could improve the students' writing ability or not.

The last instrument that was used was the tests. There were the pretest and the posttest. Both the pretest and the posttest showed the students' scores. It included the mean scores and the standard deviation. The researcher compared the scores taken within the pretest and those taken within the posttest to pull the conclusion out.

E. Data Analysis

This research is actually qualitative in nature. However, the data were analyzed both qualitatively and quantitatively. The interview transcripts and the field notes were analyzed qualitatively. The researcher analyzed the qualitative data through three steps; reducing, displaying, and verifying the data. After they were collected, the researcher took the data that were really appropriate to what the researcher needs. The next step was displaying them. After that, the researcher concluded what they meant.

The qualitative data were taken from the field notes and the interview transcripts. The field notes were also analyzed qualitatively. They stated everything happened in the teaching and learning process in the classroom. The interview transcripts were also analyzed qualitatively. From them, the researcher got the students' data. The contents were related to the student's affection within the process of teaching and learning writing.

The researcher also analyzed the quantitative data to know the tendency of the students' writing scores. He identified the progress of the development of the students' writing skill due to the actions. Furthermore, the instruments that were analyzed quantitatively were the results of pretest and the posttest.

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

Standard deviation aims to identify whether a distribution is heterogeneous or homogeneous. It is called empirical standard deviation then. It was used to

measure the variability. If it was lower than ideal standard deviation, it means that the class was homogenous and their achievement was equivalent.

The last is t-test. It is used to compare two means. Those means will be taken from the pretest and the posttests. T-test was used to see whether the improvement was significant or not. The results of the tests were compared in each cycle to see the improvements. The researcher employed SPSS 17.0 to analyze the quantitative data.

F. Procedure of the Research

The researcher firstly conducted the observation on the teaching and learning process of writing at the eighth grade students. After that, he held reconnaissance with the teacher as well. The conclusion was that the eighth grade students were still having difficulties in developing ideas to write. This situation was considered as a problem because when they had no idea to write, they would not write anything. It can be claimed that an idea is the soul of writing itself. He and the teacher saw that the students were less stimulated to find ideas. Finally, picture-cued activities were offered to solve this problem.

Kemmis and McTaggart (1998) in Burns (2010: 07) have developed a simple model of the cyclical nature of the typical action research process (Figure 1). Each cycle has four steps: plan, act, observe, and reflect. There are four phases that are used to conduct the action research:

1. Planning

In this step, the researcher analyzed and interpreted the themes of the research or the study. It was something like interpreting the research data. The researcher used the classroom data, the individual data, or the subgroup data depending on the research questions.

2. Acting

In this step, the researcher began to face the students as the participants of this study. The purpose of this step was to solve the problem which was their low writing skill.

3. Observing

After acting, the researcher elaborated the type of data, the data collecting procedure, and the instruments that were used to collect the data (observation sheets and interview guidelines).

4. Reflecting

In this stage, the researcher evaluated the process during the actions that had been done. The researcher and the teacher had a discussion whether the actions had negative or positive effect to the teaching-learning process. The researcher also interviewed some students to support the reflection.

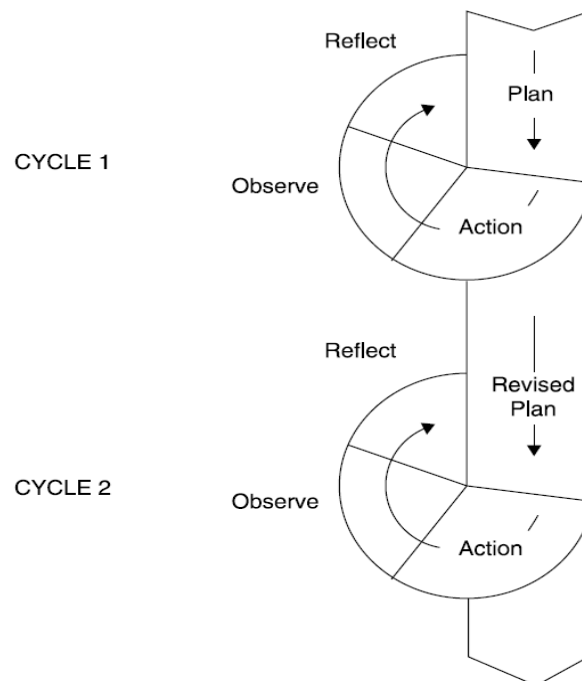


Figure 1: **Simple Action Research Cycle Model by Kemmis and McTaggart**

G. Data Validity

Anderson (1994:30-33) states in Burns (1999:161-162) that there are five criteria of validity to assess the validity of the data. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

An interview guideline was made by the researcher to ask the students' and the teacher's opinions, ideas, and suggestions about the application of the action research. It aimed to get the democratic validity. He used their opinions to draw the next action plan. The outcome validity was related to research data taken by him. He got this kind of data by scoring the students' writing and asking them questions related to the research. The process validity means that the actions done in the research are believable. It was applied by regarding on the classroom

process during conducting the research. The catalytic validity refers to the extent to which the research allowed the participants to get deeper understanding of the materials and on how they can create changes in their understanding of their actions. He identified the changes occurring before, during, and after the actions. The last, the dialogic validity was done by looking at the result of the action. He made a discussion with the teacher who had observed the research process. The dialogic validity aimed to decide the accomplishment aspects and the weaknesses found during the action.

H. Data Reliability

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

He employed triangulation to avoid the subjectivity in analyzing the data and to increase the trustworthiness of the data. Burns (1999:164) states that triangulation is a way of arguing that if different methods of investigation produce the same result then the data are likely to be valid. It aimed to gather various points of view on the situation being studied. The following were the valuable triangulation techniques in action research.

1. Time triangulation

The researcher compared the data collected at one time or over period and used the information to develop the research action.

2. Space triangulation

The researcher collected the data across different subgroup of students. Its purpose was to avoid learning limitation in one group.

3. Investigator triangulation

The researcher and the teacher took notes in observing the teaching and the learning process. They discussed the students problems, the solutions, the implementation of the solutions, and the effects of the solutions applied.

4. Theoretical triangulation

The researcher analyzed the data from more than one perspective.

In conducting this research, the researcher only involved the investigator triangulation because of the limitations he had. The researcher with the teacher as well had a discussion related to the whole process of the study.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research was aimed to improve the eighth grade students' writing skills at SMP N 1 Wonosari, Gunungkidul. The study was held according to the steps that had been prepared before. The researcher focused on using picture-cued activities to improve their writing skill. This chapter provides the research process.

A. Reconnaissance

The research was started by recognizing the problems in the classroom. The researcher began to observe the teaching and learning process in the classroom to know their writing problems. To strengthen the findings, he held interviews to both the students and the teacher as well. Generally, it was found that their writing skill was still low. Their writing competence did not actually meet the expectation yet. Actually, their problems were common ones; organizing ideas, constructing sentences, vocabulary, and using correct punctuation and spelling. Those problems were identified from the interviews with both the students and the teacher. The first transcript below shows that the students found difficulties in vocabulary and grammar. They were confused in choosing appropriate words and in using the correct tense.

<p>P: "What are your problems?" S: "Vocabulary and the forms." P: "What kind of forms?" S: "The forms of verbs." P: "O, I see. It is hard to choose among past, present, and future forms, right?" S: "Yes, it is."</p>

(Students-Interview 2, September 27th, 2012)

They were also still confused about how to arrange sentences. It was supported by the following interview transcript.

P: "Why don't you like it? Is it difficult?"
 S: "I'm afraid of making mistakes."
 P: "What are you afraid of?"
 S: "I'm afraid of making mistakes in making sentences."
 P: "Is it about the structure?"
 S: "Yes, it is."

(Students-Interview 3, September 27th, 2012)

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

P: "I have just interviewed some students. They said that they still have difficulties in writing."
 G: "You're right. Overall, the students in this school still find some problems in writing. However, they are good enough in other skills."
 P: "Based on your experience, what are the causes?"
 G: "In my opinion, they have less motivation. They also have problems in vocabulary and tenses. I will also say that they didn't get interesting media. The teachers here usually use the book only. They don't have enough time to prepare like pictures, video, or music. Hehee. They also seem not having idea to write. They even have problems in using simple punctuation marks."

(Teacher-Interview 1, September 27th, 2012)

From the interview transcripts, the researcher found some problems. They are:

1. The students were less enthusiastic.
2. The students lost their ideas when they are going to write.
3. The students had limited vocabulary.

4. The students had difficulties in translating words.
5. The students made mistakes in using tense.
6. The students were not able to arrange the sentences.
7. The students were confused in making sentences and paragraph in good order.
8. The students were not accurate in spelling and capitalization.

Based on the interviews with both the students and the teacher and also from the classroom observation, the researcher found that the students' writing skills did not meet the expectation yet. They still had low writing skill. He concluded that the reason why their writing skill was still low was that they did not have enough chance to have writing practice.

Reflecting on the findings of the interviews and the classroom observations, there were some problems found in the field. A lot of them found that it was difficult to learn English, especially to learn English writing. The problems were various. A student's problems may be different from the others'. Some of them had an idea but they felt it was hard to express in English. It might be caused by their low vocabulary. The other problem was that some of them could not arrange the words and sentences well. They were also not accurate in using appropriate tense, spelling and capitalization in sentences.

To recognize how good their writing was before conducting the action, the researcher administered a test which was generally called as the pretest. They had to write a descriptive text. In this case, they particularly wrote a descriptive text about their own idol. Therefore, it was about describing people. From the result of

the pretest, he found that they had various scores. The mean score of their pretest was 48.61. The table below presents their pretest scores in details.

Table 3: The Students' Writing Scores in the Pretest

Scores	Categories	Frequency	Percentage
87.5 – 100	Excellent	0	0%
75 – 87.4	Very good	0	0%
62.5 – 74.9	Good	5	20.83%
50 – 62.4	Fair	4	41.67%
37.5 – 49.9	Poor	10	16.67%
25 – 37.4	Very poor	5	20.83%
Mean	48.61		
SD	14.42		

From the result of the pretest, he found that the mean score of the students' writing in the class was 48.61. It indicated that the result was not satisfying. After the researcher conducted interviews, observations, and pretest, he and the teacher as well collaboratively discussed advanced to find the solution of the problems. To perform the democratic validity, he interviewed both the students and the teacher to share their beliefs that were used to build the action plans. The formulations of the problems were as follows.

1. The students felt it was hard to organize the ideas.
2. The students were lack of vocabulary mastery.
3. The students found it was difficult to construct the sentences.
4. The students were not accurate in using correct punctuation and spelling.

After the problems were formulated, the researcher was asked by the teacher to offer some plans to solve those problems in the field. He then stated that

he should consider the restriction of time, finance, and capability of him in conducting the research when he outlined the plans.

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

In this case, he applied picture-cued activities. Picture-cued activities offered a nonverbal means to stimulate the students' written responses. By giving the students pictures, it was easier for them to get the idea. After they got the idea, it was much easier for them to generate the idea. He applied two of three kinds of picture-cued activities. They were short sentence and picture description.

In the first type of picture-cued activities namely short sentence, the students were given a drawing of simple pictures. After recognizing the picture, they wrote a brief sentence. In picture description, they were shown a more complex picture. For example they were shown a picture of a living room. They were asked to write the description of the living room then.

Furthermore, to meet the expectation, he also gave the students integrated materials containing tenses, vocabulary, spelling, punctuation, and capitalization. He consulted the plans to the teacher to get the suggestions.

B. Report of Cycle 1

1. Planning

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

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

2. Action and Observation

The researcher administered this cycle in two meetings. It seemed so short, actually. However, there were some considerations that had to be accomplished. The first one was that one meeting consisted of 120 minutes (3x40 minutes). The school was rather different from other schools. It was International-Standardized School actually. Another consideration was that because of the school was

International-Standardized School, there were so many agendas for the students outside the classroom. Therefore, the researcher was only given limited time to conduct the study. Moving to the topic, it was focused on descriptive text. He prepared the materials according to the students' needs, interest, and the curriculum applied in the school. He preferred to apply the text-based syllabus design in the teaching and learning process. This syllabus led them to construct a text, to be able to work both in pairs and individually, and to enlarge their writing skills. The description of the actions is as follows.

a. First Meeting

The researcher conducted the first meeting on October 11th, 2012. He began the class by greeting the students. After he greeted them and had a little talk with the students, he then checked their attendance. In the first meeting, he focused on describing people. As a lead in activity, he gave them a descriptive text entitled *My Beloved Mother*. They firstly read the text by themselves. They had to look for difficult words. After they finished looking for the difficult words, they answered some questions based on the text. They worked in pairs, in this case. They looked serious in doing the task. It is described by the following field note.

The next activity was to read a text entitled *My Beloved Mother*. The students had to find the difficult words and their meaning as well. They began to read calmly. They opened their dictionary to help them in finding the words meaning.

(Field note 4, October 11th, 2012)

After they finished answering the questions, there was a discussion about the answers. After it had been done, it was continued to have a discussion about the whole text. He led them to recognize descriptive texts. One of the ways was

coming from the tense (language features). The tense used in descriptive text is *Simple Present Tense*. Therefore, the verbs must be in their present forms. He gave some questions to get the specific information based on the text. Then, he and the students analyzed the text together. They discussed the generic structure of the text. The students were expected to be familiar with how to write the orientation, the description, and the reorientation. The transcript below shows how he explained the materials. It belongs to the process validity.

P explained everything about descriptive text then. P explained the social function, the generic structure, and the linguistic feature. Some of the students were paying attention seriously, but some others were busy with their friends.

(Field note 4, October 11th, 2012)

After the text had been discussed, he gave them another exercise. It was an individual task. In this case, they focused on the use of tense. There were some sentences. Their verbs were totally wrong. They had to correct them into the appropriate forms. After they finished doing the task, they wrote their sentences on the whiteboard. A student wrote one of their sentences. There were ten sentences actually, while there were twenty-four students in the classroom. He did not point them one by one. He directly offered the students to go in front. They were very enthusiastic. Even some of them did not get the chance to show their sentences. After the ten sentences were shown on the whiteboard, he began to correct them one by one. He involved the students to correct the wrong sentences. Then, they corrected their own work on their own seat. The situation in the classroom was noisy by having this task. They had discussion with their friends. The description of the situation is as follows.

The situation in the classroom was busy because the students discussed with their partner. While they were doing the task, some students asked P about some words meaning. However, P asked them to find the words in the dictionary. Some students asked their friends who sat far from them. The situation was getting noisier.

(Field note 4, October 11th, 2012)

From the field note above, it could be concluded that the students were noisy in the classroom. They discussed the task with their friends. Even they walked around the classroom to ask for some information. It is obvious that the situation in the classroom was busy.

After the he finished correcting the students' sentences on the whiteboard, the result was good enough. Most students did well on the task. They could replace the wrong verbs into the correct ones. However, they still made some mistakes. They did not start the sentences with the capital letters. They did not end the sentences up with the period. They sometimes also misspelled some words. Related to the mistakes they made, he tried to explain more. The following field note shows what happened on that day. It belongs to the process validity.

After the students wrote on the whiteboard, P checked their sentences. Almost the students could change past verbs into present verbs. However, they made simple mistakes. They didn't start the sentence with a capital letter. They didn't end the sentence up with a period. They wrote ordinary words with a capital letter in the middle of the sentence.

(Field note 4, October 11th, 2012)

The next two tasks were about the adjectives related to the physical appearance. In the first task, they had to match the adjectives with the nouns. For example the adjectives were blond, brown, and black; therefore the noun should be

hair. They used their dictionary to find the meaning of the words (the adjectives). They worked individually in this case. After they finished matching the words, there was an oral discussion on the task. The researcher offered them to read their answers. They then raised their hand one by one. Still, some of them did not get any turn to perform their work. The following field note describes what happened in the classroom.

The students had already understood and directly did the task then. After they finished the task, P led them to check their works. The students competed to get the turn to answer. P gave the turn to them who had not answered yet. Most of the students could answer well.

(Field note 4, October 11th, 2012)

The following task was arranging jumbled sentences based the pictures. Still, they used their dictionary to find the meaning of the difficult words. They worked in pairs in this case.

While they were doing those tasks, the researcher supervised their activity. After they finished doing the second task, the researcher asked them to write their sentences on the whiteboard. They were enthusiastic to go in front. Some of them still did not get any chance to write their sentences. The researcher began to correct them one by one. He involved the students to correct the wrong sentences. Then, they corrected their own work on their own seat. Most of them did well in these two tasks. The following field note describes the situation.

While the students were doing the task, P got around the class to supervise them. Some of them stopped P and asked some questions. Some of the students were confused how to change the verbs from past form into present form.

(Field note 4, October 11th, 2012)

From the note above, it could be said that the researcher supervised the students' activity in the classroom. He walked around in the classroom to monitor their work. Sometimes he had to stop walking to answer their questions.

He then corrected their writing. They were confused and did not know how to correct their writing. Therefore he gave the direct feedback.

Around last ten minutes, he gave them the summary and the feedback about the materials given on that day. He checked whether they had understood or not. After closing the class activities, he and the teacher discussed the actions and made a plan for the next action for the next meeting in the teacher's office.

b. Second Meeting

The second meeting was conducted on Thursday, October 18th, 2011. The researcher on that day led the students to learn prepositions and how to describe things and places. The researcher started the class by greeting the students and checking the attendance list. After they were ready to start the class, he started passing the materials to them. Then he asked them to pay attention to the worksheets. The first task was about a picture about a bedroom. There were many things in the picture that had to be described by the students. The picture was colorful. He explained what they should do with the picture. After they understood, the researcher instructed them to do the first task. The box below contains a note describing the class situation on that day.

The students understood the instruction and began to work. As usual, P walked around the class to observe them while they were doing the task. Some of them asked P whether their sentences were right or not. The situation in the classroom was not fully silent.

(Field note 5, October 18th, 2012)

It can be stated that they looked enthusiastic and serious in doing the task. They asked whether their works were right or not. It reflected that they actually wanted to do the task perfectly.

The researcher then asked them to write their sentences on the whiteboard. After they finished writing on the whiteboard, he checked their works. He found that they made mistakes in capitalization, punctuation, and sentence structure. The following box contains a note taken on that day that reflected the teaching and learning process.

After they wrote on the whiteboard, P checked their answers. Almost the students succeeded answer in complete sentences. However, there were still some mistakes. It was about the sentence structure. They wrote “*bed red*”, “*the pillows is*”, and “*I can see is*”. Their simple mistakes before were decreased; no capital letter in the beginning, no period at the end, and using a capital letter in the middle of the sentence.

(Field note 5, October 18th, 2012)

From the field note, it is obvious that the researcher controlled the situation and the students’ work.

He moved to the next task or activity. He continued to the next activity. He focused on the use of prepositions at the moment. He showed the students a picture of a kitchen. In the kitchen there were so many rats that could be found everywhere. He explained what they should do was to state where the rats were. They should pay attention the use of the prepositions. They should be aware of that. After they got the pint, they did the activity enthusiastically. They felt entertained by the picture of rats that could be seen everywhere.

He then asked them to write their sentences on the whiteboard. After they finished writing on the whiteboard, he checked their works. He found that they

made mistakes in using the prepositions. The following box contains a note taken on that day that reflected the teaching and learning process.

After they wrote on the whiteboard, P checked their answers. Some of the students were able to use the prepositions correctly. However, some of them had to pay more attention in using the prepositions. They wrote “*in the chair*” instead of “*on the chair*”. When P checked their works on the board, they corrected theirs in their book.

(Field note 5, October 18th, 2012)

From the field note, it is obvious that the researcher always controlled the situation and the students’ work.

He moved to the next task or activity. This was the last activity on that day before they had the test for cycle one. It was about correcting the wrong punctuations and capitalization in a passage. He highlighted that they had to be aware of this task. Punctuation and capitalization were actually simple, but if they were not aware of them, they would get low score. After they listened to the researcher explanation, they started to do the last task. They used their dictionary to find the meaning of some difficult words. He walked around the class to monitor them in doing the task. Some of them asked to the researcher related to the text. He then showed them the original text. They switched their work to each other. They corrected their friend’s work. The following box contains a note taken on that day that reflected the teaching and learning process.

P got around the class to check their works. Some of them still asked some questions. A moment later, they finished the task. P then showed the original text through an LCD projector. The students began to correct each their partner’s work.

(Field note 5, October 18th, 2012)

From the field note, it is obvious that the researcher controlled the situation and the students' work. This conclusion is also supported by the similar conclusion based on the result of interview between the researcher and the student as presented below. This conclusion can therefore be said to have process validity.

After checked the students' works, P asked them how many mistakes they did. Some of them said that they were not aware in using capitalization and punctuation. When P asked them whether he should re-explain the materials, they said that they already understood actually. They only needed to be more aware and focus on the using of capitalization and punctuation.

(Field note 5, October 18th, 2012)

The last activity on that day was writing a descriptive based on the students' own idea. It was about their each own bedroom. The researcher asked them to close their eyes. They were figuring their bedroom out. They could mention and describe all the things in their bedroom. After a while, they opened their eyes. They started writing. They had to do that individually. However, they were allowed to open their dictionary.

When they were doing their task, the researcher walked around the class to make sure that they work appropriately as what was instructed. The following note tells what happened in the classroom on that day.

P walked around the class to make sure that the students worked individually. In the last ten minutes, P alarmed them. Some of them had finished writing. Finally the bell rang as the sign that the time was up. They had to submit their writing. Some of them looked busy tidying their writing up.

(Field note 5, October 18th, 2012)

When the bell tinkled, a student helped the researcher to collect their works. Then, the researcher said good bye to them and left the classroom. He corrected their work and gave a mark as the posttest of Cycle 1.

3. Reflection

The researcher and the teacher had a discussion about the influence of the actions to the students' writing ability. The discussion was rooted on the observations during the actions and the interviews with the teacher and the students. It evaluated what happened in the first cycle. The reflection then would be used as a plan of the actions that would be implemented in the second cycle. The interview transcript is shown below. It will belong to the process validity.

P: "I could not manage the time well enough. Sometimes my estimation was not accurate. For example, in task 1, I estimated to use only 10 minutes, but it took 20 minutes. I also had to control those who were noisy."
 G: "It's okay. It's only a matter of your process. You just need to be more patient. Sometimes the students need extra explanation."
 P: "Thank you, Ma'am. I also walked around to make sure that they understand. Sometimes they asked more and I had to re-explain to them."
 G: "Yes, you have to be patient. Sometimes they are shy to ask in front of their friends, so you should get close to them."

(Teacher-Interview 3, October 18th, 2012)

From the transcript above, in Cycle 1, the situation in the classroom was busy enough. The students had discussion with their friends. Even they walked around the classroom to ask some information from their friends.

During the teaching and learning process in Cycle 1, the researcher supervised their activity in the classroom. He walked around in the classroom to monitor their work. Sometimes he had to stop walking to answer their questions. It is described as the following transcript.

P: "Thank you, Ma'am. I also walked around to make sure that they understand. Sometimes they asked more and I had to re-explain to them."
 G: "Yes, you have to be patient. Sometimes they are shy to ask in front of their friends, so you should get close to them."
 P: "Yes, Ma'am. Then, what can you say about the activities?"
 G: "Great. You have both in-pairs activities and individual ones. They are various. They can share ideas in in-pairs activities. In individual tasks, they can optimize their skill independently."

(Teacher-Interview 3, October 18th, 2012)

The students sometimes wanted to have more explanations from the researcher. It indicated that they wanted to really understand the materials. Their enthusiasm increased in this cycle. The interview then can be claimed as the process validity.

P: "I have finished cycle 1 Ma'am. What's your opinion about the materials and my explanation?"
 G: "The materials are good. They are various. The students seemed more enthusiastic. It might be caused by the attractive pictures."
 P: "What about the process then?"
 G: "Overall, you did well. You taught as your lesson plan. However, you have to make some improvisation and modification in the real field sometimes."

(Teacher-Interview 3, October 18th, 2012)

In this stage, the researcher interviewed the students to know whether his explanation was clear or not. The following transcript describes what actually happened. This conclusion can be said as process validity.

P: "Well Rizky, I'd like to ask you more questions. Have you understood about the materials?"
 S: "Yes, I have, but there is still a problem I think."
 P: "What's that?"
 S: "It's about the vocabulary."
 P: "What about the structure of sentence?"
 S: "I know it better now."

(Students-Interview 6, October 18th, 2012)

From the interview transcript above, it can be said that actually the explanation was clear. However, the students still found difficulties in vocabulary. The conclusion is also supported by the following interview transcript.

P: "Good morning, I'd like to disturb you again. I'd like to ask you about the descriptive text. Did you understand the materials yesterday?"

S: "Yes, I did."

P: "Are you sure?"

S: "Pretty sure."

P: "Great! Is there any other confusing thing?"

S: "It's about the sentence structure I think."

(Students-Interview 7, October 18th, 2012)

From the transcript above, they stated that the materials related to the descriptive text were actually understandable. However, they claimed that the difficult thing was in arranging sentences.

The researcher also interviewed them to know their opinion in which he could identify the changes occurring before, during, and after the actions. From the interview, it is obvious that he controlled the class activity. This conclusion can therefore be said to have catalytic validity.

P: "Well Rizky, I'd like to ask you more questions. Have you understood about the materials?"

S: "Yes, I have, but there is still a problem I think."

P: "What's that?"

S: "It's about the vocabulary."

P: "What about the structure of sentence?"

S: "I know it better now."

P: "You wrote based on some pictures, didn't you? Did the pictures help you?"

S: "Yes, they did. It is easier to write"

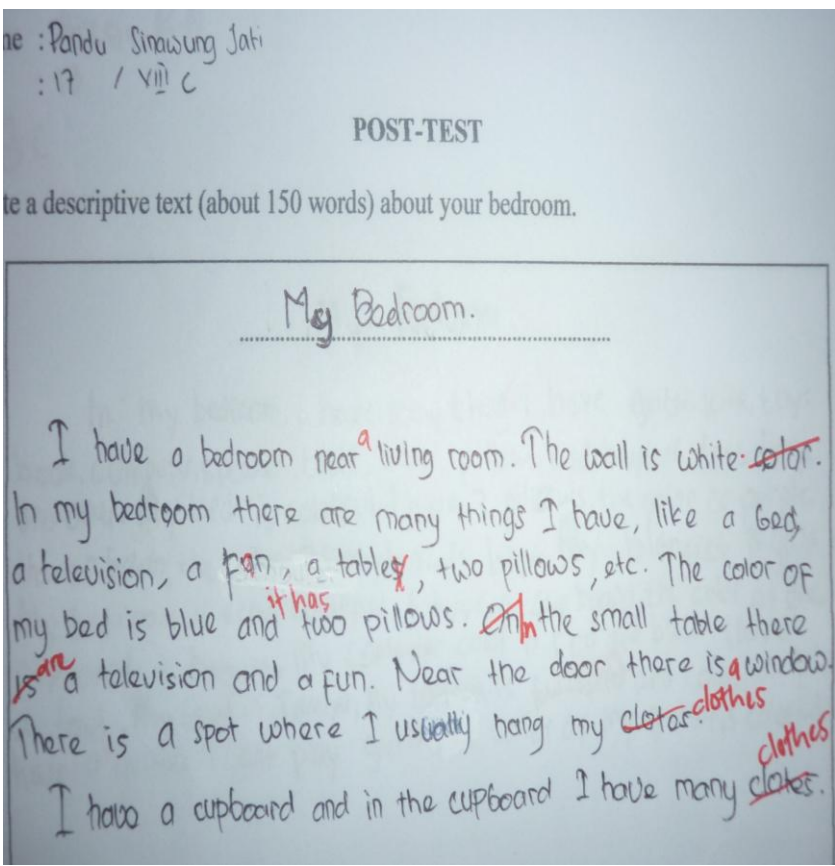
P: "What makes writing using pictures different from writing using no pictures?"

S: "I have more idea with the pictures."

(Students-Interview 6, October 18th, 2012)

From the interview it can be concluded that they had some progress by using picture-cued activities. They felt they were better in generating ideas, in using tense, and in constructing sentences.

At the end of Cycle 1, he collected their works. He gave a mark as the posttest of Cycle 1. The following is an example of students' writing.



Handwritten student work titled "My Bedroom." The text is written on a lined background. The student's name "Pandu Sinawung Jati" and class "VII C" are written at the top left. The title "My Bedroom." is centered. The main text describes the student's bedroom, listing items like a bed, television, fan, table, pillows, and a cupboard. There are several corrections in red ink: "near" is corrected to "near^a", "white color" is corrected to "white", "a fan" is corrected to "a fan", "a table" is corrected to "a table", "two pillows" is corrected to "two pillows", "The color of my bed is blue and two pillows" is corrected to "it has", "On the small table there is a television and a fan" is corrected to "are", "Near the door there is a window" is corrected to "a window", "There is a spot where I usually hang my clothes" is corrected to "clothes", and "I have a cupboard and in the cupboard I have many clothes" is corrected to "clothes".

(Appendix 7, Pandu's work)

From the student's writing, it is obvious that their work were getting better. This conclusion is also supported by the similar conclusion based on the result of interview between the researcher and the teacher as presented below. This conclusion can therefore be said to have outcome validity.

- P: "What's your opinion about the students' writing skill?"
 G: "Their skill after the pretest was still poor. However, it is getting better after cycle 1. I guess it can still be improved in cycle 2."
 P: "OK Ma'am. They did various mistakes actually. Vocabulary, sentence structure, and punctuation are their common problems."
 G: "I had given them the summary related to their problems, but that's the kids. You have to provide them more patience."

(Teacher-Interview 3, October 18th, 2012)

This conclusion is also supported by the similar conclusion based on the result of interview between the researcher and the students as presented below. They stated that they understand the materials better than before. This conclusion can therefore be said to have outcome validity.

- P: "Good morning, I'd like to disturb you again. I'd like to ask you about the descriptive text. Did you understand the materials yesterday?"
 S: "Yes, I did."
 P: "Are you sure?"
 S: "Pretty sure."
 P: "Great! Is there any other confusing thing?"
 S: "It's about the sentence structure I think."

(Students-Interview 7, October 18th, 2012)

There were actually some comments dealing with the implementation of picture-cued activities in the first cycle. The comments came from both the teacher and the students. The students in this case gave positive feedback. They said that they were more interested in English writing. The picture-cued activities helped them to write. They felt that they were better in understanding the materials, especially in writing. They seemed enthusiastic in the teaching and learning process. They keenly paid attention to the researcher's explanation. After they felt that the materials were clear, they did the activities or the tasks seriously.

The picture-cued activities had helped them to write. So far it had at least increased their interest and motivation to write. By using the picture-cued activities, the researcher can conclude that they could easily generate their ideas. Before they got the picture activities, it was rather difficult for them to find ideas. When they had the pictures, their imagination was stimulated by those pictures. The pictures led them feel like living in the pictures. By using picture-cued activities, they could also deeply learn about the prepositions. They could say where actually a thing was located.

After implementing the picture-cued activities to the students, he scored the last task as a posttest in Cycle 1. It was given to know their writing skills after the actions in Cycle. It Table 8 shows the students' writing scores in Cycle 1.

Table 4: The Students' Writing Scores after Cycle 1

Scores	Categories	Frequency	Percentage
87.5 – 100	Excellent	0	0%
75 – 87.4	Very good	5	20.83%
62.5 – 74.9	Good	6	25%
50 – 62.4	Fair	12	50%
37.5 – 49.9	Poor	1	4.17%
25 – 37.4	Very poor	0	0%
Mean	60.60		
SD	11.65		

In general, the percentage of their writing skills was not good yet. There were only 5 students who were categorized as very good and 6 students who were categorized as good. However, the frequency of the very good category is increasing from the previous test. In the pretest, there was no student in the very

good category. Meanwhile there were 5 students in the very good category after Cycle 1. It can be seen from the table that their writing score in the Cycle 1 can be categorized into *excellent* (0 student), *very good* (5 students), *good* (6 students), *fair* (12 students), *poor* (1 student), and *very poor* (0 students). There were 11 students had good writing skills and 13 students had poor writing skills.

From the scoring rubric, the researcher found that the ideal mean score was 62.5 and the ideal standard deviation was 12.5. In fact, the students' mean score was 60.60. It was still lower than the ideal mean score although it is better than the mean value in the pretest. It means that their in writing still needs to be improved. Besides, the standard deviation was 11.65. It was lower than the ideal standard deviation. It means that their achievement was homogeneous. Some students had understood the materials well. However some of them still found difficulties to write. The empirical mean was still lower than the ideal mean. It means that the researcher still had major homework to improve the mean score of the students' writing scores although it improved after Cycle 1.

However, comparing the writing pretest mean score with the writing posttest mean scores at the end of Cycle 1, the researcher concluded that the students' writing score increased significantly because of the use of picture-cued activities. The frequency on the good category increased from 5 students to 6 students. On the very good category, the frequency increased from 0 student to 5 students. Meanwhile, the frequency on the very poor decreased from 5 students to 0 student. Moreover, the mean score in the class increased from 48.61 to 60.60.

The following is the result of students' writing scores before and after the action in Cycle 1.

Table 5: The Comparison of the Students' Writing Scores Before and After Cycle 1

Scores	Category	Pretest		Cycle 1	
		Frequency	Percentage	Frequency	Percentage
87.5 - 100	Excellent	0	0%	0	0%
75 - 87.4	Very good	0	0%	5	20.83%
62.5 - 74.9	Good	5	20.83%	6	25%
50 - 62.4	Fair	10	41.67%	12	50%
37.5 - 49.9	Poor	4	16.67%	1	4.17%
25 - 37.4	Very poor	5	20.83%	0	0%
Mean		48.61		60.60	
SD		14.42		11.65	

Table 6: Paired-Sample Statistic - Pretest and Cycle 1

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	48.6111	24	14.41631	2.94272
	Cycle 1	60.5903	24	11.65496	2.37906

Table 7: Paired-Sample Test – Pretest and Cycle 1

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest – Cycle 1	-11.97917	17.90307	3.65445	-19.53897	-4.41936	-3.278	23	.003

The data above were collected by applying Paired-Samples Test in SPSS 17.0. The t-test employed the students' scores to find the probability value (p value). From the result above, p value is 0.03. The result was statistically

significant because p value was lower than the significance level ($0.03 < 0.05$). It means that the use of picture-cued activities influences the students' writing skills considered from the result of the pretest and Cycle 1. At last, it can be claimed that picture-cued activities can improve their writing skills.

After the researcher conducted Cycle 1, there was a better improvement on their writing skills. In addition, the researcher analyzed the result of their writing and concluded that they got improvement in writing aspects, namely generating idea, using tense, spelling, capitalization, and punctuation and slightly improvement on sentence structure and vocabulary. He tried to get more improvement by conducting actions in Cycle 2, especially to make the mean score higher in.

C. Report of Cycle 2

1. Planning

In Cycle 2, the researcher still used the picture-cued activities to improve the students' writing skill. In the previous cycle, they showed some improvements related to their writing skill. They got the improvements on generating ideas, sentence structure, tenses, and vocabulary. However those aspects still could be optimized in the second cycle. The researcher also had a homework related to the reflection in Cycle 1. It was to make their scores homogenous. As could be seen in Cycle 1, their scores were very various. It indicated that there was a big difference among their scores. It should be homogenous in the second cycle to make sure that their writing skill was similar to each other in the classroom. As the discussion between the teacher and the researcher, in this cycle he focused on describing

places. He also wanted to optimize the students' awareness in using punctuation, capitalization, preposition, and spelling. The second cycle only contained one meeting before the students got their posttest.

2. Action and Observations

The actions in the second cycle were conducted in two meetings. They were on October 25th and on November 1st, 2012. The text type was still descriptive. The researcher gave the students texts on describing places. He chose the theme based on their needs, interests, and the curriculum applied in the school. He taught how to organize a paragraph, arrange the sentences, use appropriate preposition, and compose a descriptive text. The implementation of the actions is described as follows.

a. First Meeting

The meeting was held on Thursday, October 25th, 2012. In this meeting, he as usual came to the classroom. He greeted the students cheerfully. He then checked their attendance list. They looked tired. After the researcher asked them what actually happened, they answered that they had just got mathematics test. Then he did not start the class directly. He thought that they were not ready yet. He suddenly considered having a mini game. It was mime game. He divided them into three groups. Each group consisted of eight people. What they should do was finding three adjectives. After they found that, they had to act like pantomime performer. When one of the group was performing, the two other groups had to compete to guess what the verb was being performed. After they succeeded in guessing the words, they had to make a descriptive sentence orally. The game took

about fifteen minutes. After they finished the game, the researcher led them to start focusing on the lesson.

After they were ready to get the lesson, the researcher started passing them the worksheets. Those worksheets would be used in teaching and learning process on that day. He began the class. He started from the first task. He asked them to pay attention to the first page. There were two similar pictures on the first page. Those pictures were about bedrooms. They would not find differences if they did not pay more attention to the pictures. In this task, they had to find the difference between the two pictures. They should write in sentences then. This is in-pairs work. A student wrote based on the first picture, and another one wrote based on another picture.

They were enthusiastic in doing the task. They were discussing with their tablemate. They opened the dictionary and sometimes asked the researcher. The researcher alarmed them to carefully in writing. They should be aware in using preposition, punctuation, capitalization, and spelling. The following field note describes the situation. From the field note, it is obvious that the researcher controlled the class activities. This conclusion can therefore be said to have process validity.

The students began to do the exercise as what P instructed. They looked for the differences between the two pictures. The situation in the classroom was busy because the students compared the pictures. P got around the class to supervise the students. Sometimes some of them asked P some questions. Their questions were still about vocabulary, sentence structure, and prepositions.

(Field note 6, October 25th, 2012)

They finished their works for about 20 minutes. The researcher then asked them to write their sentences on the whiteboard. After they finished on the whiteboard, the researcher checked their works. He and the students discussed the tasks together. He found that they made mistakes in capitalization, punctuation, and sentence structure. The following box contains a note taken on that day that reflected the teaching and learning process. It belongs to the process validity.

After the students finished the task, P asked them to write their sentences on the whiteboard. As usual, they competed to get a board-marker to write their sentence on the board. After they finished writing on the board, P checked their sentences. The students corrected their sentences in their books. Overall, their sentences were acceptable. However, some of them were not aware and did simple errors. They forgot about the capitalization, the spelling, and the punctuation. P emphasized that the students have to be more aware of the errors.

(Field note 6, October 25th, 2012)

The researcher considered to continue the activities. However, before continue the activities he asked the students whether it was already clear or not. If there was something unclear, he would repeat explaining it. They stated that they actually understood the materials. Therefore the researcher could move to the next activity. He explained the next activity. He gave them a descriptive text about a place. The title of the text was San Francisco. The students in this activity were asked to read the passage. They had to find some strange words. They were allowed to open their dictionary. The following box contains a note taken on that day that reflected the teaching and learning process. It belongs to the process validity.

The students read the text and looked for the strange words. P walked around to make sure that they did well. Some of them asked P about some words meaning but P suggested opening the dictionary first. A moment later, they finished reading and had got the strange words. P led them to discuss the meaning of the words they found. The students mention their words one by one.

(Field note 6, October 25th, 2012)

After they finished reading and finding their strange words, the researcher led them to discuss the text. He asked them about the text. He asked about everything could be found in San Francisco based on the text. They answered together. After discussing the text, the researcher instructed them to answer the questions under the text. They had to answer by writing the complete sentences. He emphasized on their awareness in using preposition, punctuation, spelling, and capitalization more and more. The following box contains a note taken on that day that described how the researcher pushed the students to be aware in using preposition, punctuation, spelling, and capitalization. It can be said as the process validity.

The students began to do the task. They worked individually. The students were instructed to apply the punctuation, the capitalization, and the spelling correctly by P. The students did not take too long time to finish the task.

(Field note 6, October 25th, 2012)

The researcher then asked the students to write their sentences on the whiteboard after they finished doing the task. After they finished on the whiteboard, he checked their works. He and the students discussed the tasks together. The researcher found that their mistakes in using preposition, punctuation, spelling, and capitalization decreased. They understood. It could be

seen by their answer, most of them answered correctly. The following box contains a note taken on that day that reflected the teaching and learning process.

The researcher directly moved to the next task. It was about completing a passage with provided words. The text was about a hotel. There were some missing words in the text. The students should complete the blanks with the words provided. They directly understand. They soon started doing the third task. They opened their dictionary to find some difficult words. The researcher walked around the class to check their work. Sometimes they still asked some questions. The following box contains a note taken on that day that reflected the teaching and learning process.

Some of the students asked whether they could use the dictionary or not. P allowed them to use the dictionary. They began to do task 3. P walked around the class to make sure that the students did the task well. Some of them asked P about some words meaning but P suggested opening the dictionary first.

(Field note 6, October 25th, 2012)

After they finished doing the third task, the researcher led them to discuss their answers orally. They suddenly raised their hand as a signal that they wanted to show their answer. Most of them did well in this task.

Before the researcher continued to the last activity, he had a dialogue with the students. He asked whether there were still significant problems or not related to descriptive text. He considered that it was the last day to give them the materials. Therefore, everything had to be clear on that day. The students, then, stated that the lesson was clear, but they realized that they had to be focus on the lesson more and more. Sometimes they still made some errors, while they could

actually avoid the errors if they were more aware of that. The following box contains a note taken on that day that reflected the teaching and learning process.

Before moving to the next activity, P confirmed whether the materials were clear or not. The students said that overall they had understood the materials. However, they claimed that they needed to focus on and concentrate more and more.

(Field note 6, October 25th, 2012)

The researcher finally continued to the last activity. It was correcting errors of punctuation and capitalization in a descriptive text. The title of the text is Singapore. The instruction was easily caught by the students. They directly started to do the last activity on that day. The researcher walked around to monitor. The following box contains a note taken on that day that reflected the teaching and learning process.

The students caught the point that P instructed and directly did the task 4 carefully. P walked around and supervised the students. The students still had some questions but not many as before.

(Field note 6, October 25th, 2012)

The students finished their work after around twenty minutes. Then the researcher showed the original text by using a screen through an LCD projector. They had already switched their work with their tablemate's. They corrected their friend's work. After they finished correcting their works, the researcher asked them again. He asked whether the materials so far were clear and understandable or not. Most of them said that they had understood about the descriptive more than before. The researcher reviewed the overall materials about the descriptive text started from its language features, social function, generic structure, adjectives, prepositions, punctuation, capitalization, and spelling. The review aimed to

stimulate the students' memory because there would be the posttest in the next meeting.

Suddenly the bell rang. It means that the class had to be ended on that day. The researcher said goodbye and left the classroom.

b. Second Meeting

The second meeting was held on Thursday, November 1st, 2012. In this meeting, the students had to write a descriptive text. It was about a place, a city in particular. Their writing would be scored as the posttest of Cycle 2. The researcher entered the classroom. He greeted the students warmly. He then checked their attendance list. Nobody was missing on that day. That was good because all of them could participate in the test. The researcher had a little dialogue with them. It aimed to relax them before they did the test. Besides, it aimed to remind them about the descriptive text briefly.

After the researcher considered that the test could be started, he passed the students the answer sheet. He explained what they had to do. They had to write a descriptive text about Yogyakarta. It was free to develop their idea. They had to apply what they had learned about the descriptive in the previous three meetings. He said that no cheating, no cooperation, and no book. However they were permitted to open their dictionary. The ideas had to come from their mind. After they were ready, the researcher instructed them to start writing the descriptive text.

They wrote the text seriously as they were having national examination. The situation in the classroom was so quiet. It was not like the previous meetings when they were noisy. The researcher walked around to control them. Sometimes

he reminded some of them to be calmed. He informed the students that ten minutes were left. Some of them seemed ready to submit their work. Some of them were still trying to make their writing perfect. The following box contains a note taken on that day that reflected the teaching and learning process.

The students did the test calmly. However P reminded those who were noisy sometimes. P got around the class to supervise the students. P alarmed the students that there were 10 minutes to go. Some of them looked nervous. P reminded them again in the last 5 minutes.

(Field note 7, November 1st, 2012)

Finally, the time was up and the students collected their works. They were ready to submit their writing. Some of them looked nervous. He would give a mark as the posttest in Cycle 2. He then gave the class back to the teacher. He thanked the students very much for the participation and he wished all of them would get high score in the semester test that would be held in next December 2012.

Finally, the time was up. The researcher then went outside the classroom. The researcher would give a mark as the posttest in Cycle 2.

3. Reflection

Finally, the researcher did not find any significant problems in the second cycle. The students did good progress on their writing skill. They looked enthusiastic and interested in learning English writing. Picture-cued activities were one of the reasons why they enjoyed the teaching and learning process. The materials that were given by the researcher were various than before. The following box consists of the discussion between the researcher and the teacher

about the actions that had been done. The conclusion can be said as the process validity.

- P: "OK Ma'am. What's your opinion about my teaching performance so far?"
 G: "It's getting better. I mean you're better in managing the students, the class, and the time now. You have good teaching materials. You just need to relax more. It's only a matter of time and process."
 P: "Well, what about the students' improvement then?"
 G: "Overall, they are much better in writing. Their ability in vocabulary, prepositions, punctuation, spelling, tenses, structure, and so on are getting better. They still make mistakes but they show positive improvement at least."

(Teacher-Interview 4, November 1st, 2012)

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

- P: "Well, Ma'am, do you think that picture-cued activities can improve the students' writing skill?"
 G: "Oh, I think picture-cued activities helped the students to earn their idea. In short, picture-cued activities can improve the students' writing skill."
 P: "Alhamdulillah. At least we have the same conclusion. What I see is that they show good improvement in writing from pretest until cycle 2."
 G: "Yes, absolutely. I'm also lucky to have a young teacher as you. The students seem more enthusiastic. They may see you as their friend rather than as their teacher. Therefore they feel free to ask you more."

(Teacher-Interview 4, November 1st, 2012)

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

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

P: "Vocabulary. Did the pictures help you to write?"

S: "They helped me to write."

P: "What's your reason?"

S: "I can earn my idea."

P: "Okay. Is it different from the previous when you had no pictures?"

S: "Yes, it is."

P: "Which one do you like most?"

S: "I like writing using pictures."

P: "Well, last question. Could you do the writing tests?"

S: "Yes, I could."

P: "What was your biggest problem?"

S: "It was still about the vocabulary."

P: "What about the tense in descriptive text?"

S: "I understand it better."

(Student-Interview 9, October 25th, 2012)

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

P: "Okay, do you think that the pictures helped you in writing?"
 S: "Yes, I do."
 P: "Why could the pictures help you in writing?"
 S: "I had more idea."
 P: "Which one do you prefer, writing using pictures or writing using no pictures?"
 S: "Writing using pictures."
 P: "This is the last question. Could you do the writing tests?"
 S: "Yes, I could."

(Student-Interview 10, October 25th, 2012)

At the end of Cycle 2, the researcher gave a mark as the posttest of Cycle

2. The following is an example of students' writing.

Name : Pandu Sinawung Jati
 No : 17.

POST-TEST

Write a descriptive text based on your own experience about Yogyakarta.
 Explore all information you know about the city.

YOGYAKARTA

I want to tell you about Yogyakarta city. Yogyakarta is an educational city. Yogyakarta is located in South Java. There are also many tourism resorts. There are also beautiful beaches, such as Parangtritis, Krakal, Kukup, Baron, Indrayanti and so on. Yogyakarta is also called cultural and historical city. The weather in Yogyakarta is hot enough.

There are many traditional foods, such as, ~~Xiul~~, ~~Gathot~~, ~~Sudeg~~, etc. There are also many kinds of traditional transportation, such as, ~~pacticap~~, chariot, bicycle, etc.

I like Yogyakarta because Yogyakarta is cultural and historical city.

(Appendix 7, Pandu's work)

From the students writing, it is obvious that they still made some mistakes but those were not as many as the mistakes in previous task. This conclusion is also supported by the similar conclusion based on the result of interview between

the researcher and the student as presented below. This conclusion can therefore be said to have outcome validity.

P: "What makes you confused?"
 S: "Vocabulary."
 P: "Vocabulary. Did the pictures help you to write?"
 S: "They helped me to write."
 P: "What's your reason?"
 S: "I can earn my idea."
 P: "Okay. Is it different from the previous when you had no pictures?"
 S: "Yes, it is."
 P: "Which one do you like most?"
 S: "I like writing using pictures."
 (Student-Interview 9, October 25th, 2012)

Another student also stated that she had understood much better after she got picture-cued activities. The following box contains a conversation between the researcher and the student.

P: "Well, you had some pictures in learning, didn't you? Did the pictures help you in writing?"
 S: "Yes, they did."
 P: "How could they help you?"
 S: "The pictures helped me to describe the objects."
 P: "Okay, this is the last question. Could you do the writing tests?"
 S: "Yes, I could."
 P: "What are your problems?"
 S: "Vocabulary and words meaning."
 (Student-Interview 12, November 1st, 2012)

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

- P: "Well, what about the students' improvement then?"
- G: "Overall, they are much better in writing. Their ability in vocabulary, prepositions, punctuation, spelling, tenses, structure, and so on are getting better. They still make mistakes but they show positive improvement at least."
- P: "Well, Ma'am, do you think that picture-cued activities can improve the students' writing skill?"
- G: "Oh, I think picture-cued activities helped the students to earn their idea. In short, picture-cued activities can improve the students' writing skill."
- P: "Alhamdulillah. At least we have the same conclusion. What I see is that they show good improvement in writing from pretest until cycle 2."

(Teacher-Interview 4, November 1st, 2012)

After giving some tasks to the students in Cycle 2, the researcher gave the second writing test. The test was used to know the improvement of the students' writing skills. The following table presents the students' scores of writing in Cycle 2.

Table 8: The Students' Writing Scores in Cycle 2

Scores	Categories	Frequency	Percentage
87.5 – 100	Excellent	1	4.17%
75 – 87.4	Very good	7	29.16%
62.5 – 74.9	Good	15	62.5%
50 – 62.4	Fair	1	4.17%
37.5 – 49.9	Poor	0	0%
25 – 37.4	Very poor	0	0%
Mean	76.22		
SD	4.160		

It can be seen from Table 6 that the frequency in the good, very good, and excellent categories increased significantly. The following are the details of the improvement; *excellent (1 student)*, *very good (7 students)*, *good (15 students)*, and *fair (1 student)*. All of the students have good writing skills. Meanwhile, the mean of the class was 76.22.

From the scoring rubric, the researcher found that the ideal mean score was 62.5 and the ideal standard deviation was 12.5. In other side, the students' mean score was 76.22. It was higher than the ideal mean score. It means that the students' skills in writing were getting better. Besides, the standard deviation was 4.160. It was lower than the ideal standard deviation. It means that the students' achievement was homogenous. Seen from the students' mean score and the standard deviation values, it can be said that most of the students got high scores homogeneously.

Comparing the writing posttest mean score in Cycle 1 with the writing posttest mean score in Cycle 2, the researcher concludes that the students' writing score increased significantly because of the use the picture-cued activities. All of the students have good writing skills. It can be seen from the scores. The worst score is in the fair category. It means that they have good writing skills. Here are the details of the scores. The improvement on the excellent category of writing was from 0 to 1 student. On the very good category was from 5 to 7 students. On the good category was from 6 to 15 students. The mean score increased from 60.60 to 76.22. The following is the comparison of the students writing score in Cycle 1 and Cycle 2.

Table 9: The Comparison of the Students' Writing Scores in Cycle 1 and Cycle 2

Scores	Categories	Cycle 1		Cycle 2	
		Frequency	Percentage	Frequency	Percentage
87.5 - 100	Excellent	0	0%	1	4.17%
75 - 87.4	Very good	5	20.83%	7	29.16%
62.5 - 74.9	Good	6	25%	15	62.5%
50 - 62.4	Fair	12	50%	1	4.17%
37.5 - 49.9	Poor	1	4.17%	0	0%
25 - 37.4	Very poor	0	0%	0	0%
Mean		60.60		76.22	
SD		11.66		4.160	

Table 10: Paired-Sample Statistic - Cycle 1 and Cycle 2

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Cycle 1	60.5903	24	11.65496	2.37906
	Cycle 2	76.2153	24	4.16289	.84975

Table 11: Paired-Sample Test – Cycle 1 and Cycle 2

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 2	Cycle 1 – Cycle 2	-15.62500	10.72901	2.19005	-20.15546	-11.09454	-7.135	23	.000

The data were collected by employing Paired-Samples test of t-test. The t-test used the students' scores to calculate the probability value (p value). From the result above, p value was 0.00. The result were statistically significant because p

value was lower than the significance level ($0.00 < 0.05$). It means that the use of the picture-cued activities show a significant difference in the students' writing skills seen from the result of Cycle 1 and Cycle 2 scores. Finally, it can be said that the use of picture-cued activities can improve the students' writing skills.

After implementing the actions in Cycle 2 and the posttest, the researcher and the teacher reflected the actions. They discussed in order to evaluate the actions. From the implementation of the actions in Cycle 2 and the posttest, it was revealed that the application of picture-cued activities improved the students' writing ability. The students had only few mistakes on organizing idea, using correct spelling and using appropriate vocabulary.

D. General Findings

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

1. Cycle 1

a. The Successful Actions

- 1) Using pictures to vary the materials was helpful to attract students' interest to the materials given. They were motivated to write. They became enthusiastic when they composed a text individually. According to Brown (2003: 226), picture-cued activities offer a nonverbal means to stimulate written responses. It means that by giving students pictures, it is easier for

them to get the idea. That was why the researcher adapted the materials with their interest and their ability.

- 2) The students were actively involved in a discussion. They could share and develop their ideas when they composed writing.
- 3) Pictures work in provoking students' imagination (creativity) so that they can produce a good piece of writing. Harmer (2004: 67) explains that some situations, particularly related to grammar and vocabulary work can be presented by pictures. Furthermore, they can also be used to provoke the students to creative imagination.
- 4) Some detailed tasks given helped the students to minimize their mistakes in grammar, spelling, and punctuation. The tasks could train their skills before they wrote a whole text.

b. The Unsuccessful Actions

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

2. Cycle 2

a. The Students' Improvements

- 1) The students could compose paragraphs cohesively and develop the paragraph well. The researcher gave the steps of writing and gave the clue. It could help them to develop their ideas and make the sentence.

- 2) The students' writing skills improved well. Brown (2003: 226), picture-cued activities offer a nonverbal means to stimulate written responses. It means that by giving students pictures, it is easier for them to get ideas. After they understand the idea the researcher, it will be much easier for them to generate ideas.
- 3) The students took part in the writing process. They were actively doing the tasks in pairs and individual working. This condition provided them with many benefits. In pairs, they could discuss some topics with their partner in order to develop their idea. When they worked individually, they could develop their self-ability in writing.

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

Table 12: The Improvements of the Action

Preliminary Condition	Cycle 1	Cycle 2
Many students were less interested in learning English writing.	Half of the students seemed enthusiastic in learning writing.	Most of the students were enthusiastic in the learning writing.
Many students were easily getting bored because there was no medium used.	Some students started to enjoy learning English writing because there were some media.	Most of the students enjoyed learning English writing because they were given various media.
Most students could not develop ideas to write.	Some students seemed to be able to get ideas to write.	Most of the students could develop their ideas much better.
Many students found difficulties in structuring sentences.	Some of the students could structure sentences better.	Many students could structure sentences well.
Most students were not able to write with the generic structure.	Some students could not write with the generic structure.	Many students could compose a text with the generic structure.

Most of the students used simple words.	Many students used simple words.	Some students used simple words.
Many students made many mistakes in grammar especially in using verbs.	The students made fewer mistakes than before.	The students' mistakes in grammar decreased significantly.
Many students were not aware of applying punctuation, spelling, and capitalization.	Some students were more aware of punctuation, spelling, and capitalization.	Many students were more aware of punctuation, spelling, and capitalization.

3. The Students' Writing Scores

In this part, the researcher discusses the mean value as presented in the pretest, after Cycle 1, and after Cycle 2. He shows the general finding of students' scores in six aspects of writing, namely, idea and development, organization, vocabulary, sentence structure, spelling, and capitalization and punctuation as follows:

Table 13: The Students' Mean Scores of Writing in the Pretest, Cycle 1, Cycle 2

Scores	Pretest	Cycle 1	Cycle 2
Mean Score	48.61	60.60	76.22
SD	14.42	11.66	4.162

Table 13 shows an increase of the mean of the six aspects of writing obtained by students from the pretest, Cycle 1, and Cycle 2. The result of the analysis of their scores in the pretest shows that the mean was 48.61, in Cycle 1 the mean was 60.60, and in Cycle 2 the mean was 76.22. The highest and the lowest score also increased from the pretest to Cycle 2.

The researcher analyzed the percentage of writing score development. It was divided into six categories, namely excellent, very good, good, fair, poor and

very poor for each cycle. The analysis result of the each cycle is presented in Table 14.

Table 14: The Improvement of the Students' Writing Scores in the Pretest, Cycle 1, and Cycle 2

Categories	Frequency		
	Pretest	Cycle 1	Cycle 2
Excellent	0	0	1
Very good	0	5	7
Good	5	6	15
Fair	10	12	1
Poor	4	1	0
Very poor	5	0	0

Table 14 shows that the students' writing skills generally increased. Overall, the frequency on the very poor category decreased from 5 to 0 student. On the poor category, the frequency also decreased from 4 to 0 student. Furthermore, the frequency on the fair category decreased from 10 to 1 student. Meanwhile, the frequency on each good, very good, and excellent category increased significantly. Here are the details of the improvement; good category (5 to 15), very good category (0 to 7), and excellent category (0 to 1). It means that the students' writing skills improved significantly.

Comparing the writing pretest mean score with the writing posttest mean score at the end of Cycle 2, the students' writing score increased because of the use of the picture-cued activities. The mean increased from 48.61 to 76.22. The following table presents the result of students' writing score in pretest and posttest.

Table 15: The Comparison of the Students' Writing Scores in the Pretest and Cycle 2

Scores	Categories	Pretest		Cycle 2	
		Frequency	Percentage	Frequency	Percentage
87.5 - 100	Excellent	0	0%	1	4.17%
75 - 87.4	Very good	0	0%	7	29.16%
62.5 - 74.9	Good	5	20.83%	15	62.5%
50 - 62.4	Fair	10	41.67%	1	4.17%
37.5 - 49.9	Poor	4	16.67%	0	0%
25 - 37.4	Very poor	5	20.83%	0	0%
Mean		48.61		76.22	
SD		14.42		4.160	

Table 16: Paired-Samples Statistics – Pretest and Cycle 2

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 3	Pretest	48.6111	24	14.41631	2.94272
	Posttest 2	76.2153	24	4.16289	.84975

Table 17: Paired-Samples Test – Pretest and Cycle 2

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 3	Pretest – Posttest 2	-27.60417	13.44903	2.74527	-33.28319	-21.92514	-10.055	23	.000

The data were collected by employing Paired-Samples test of t-test. The t-test used the students' scores to calculate the probability value (p value). From the result above, p value was 0.00. The results were statistically significant because p value was lower than the significance level ($0.00 < 0.05$). It means that the use of

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

The researcher presents the data in the following the chart to make the data clearer:

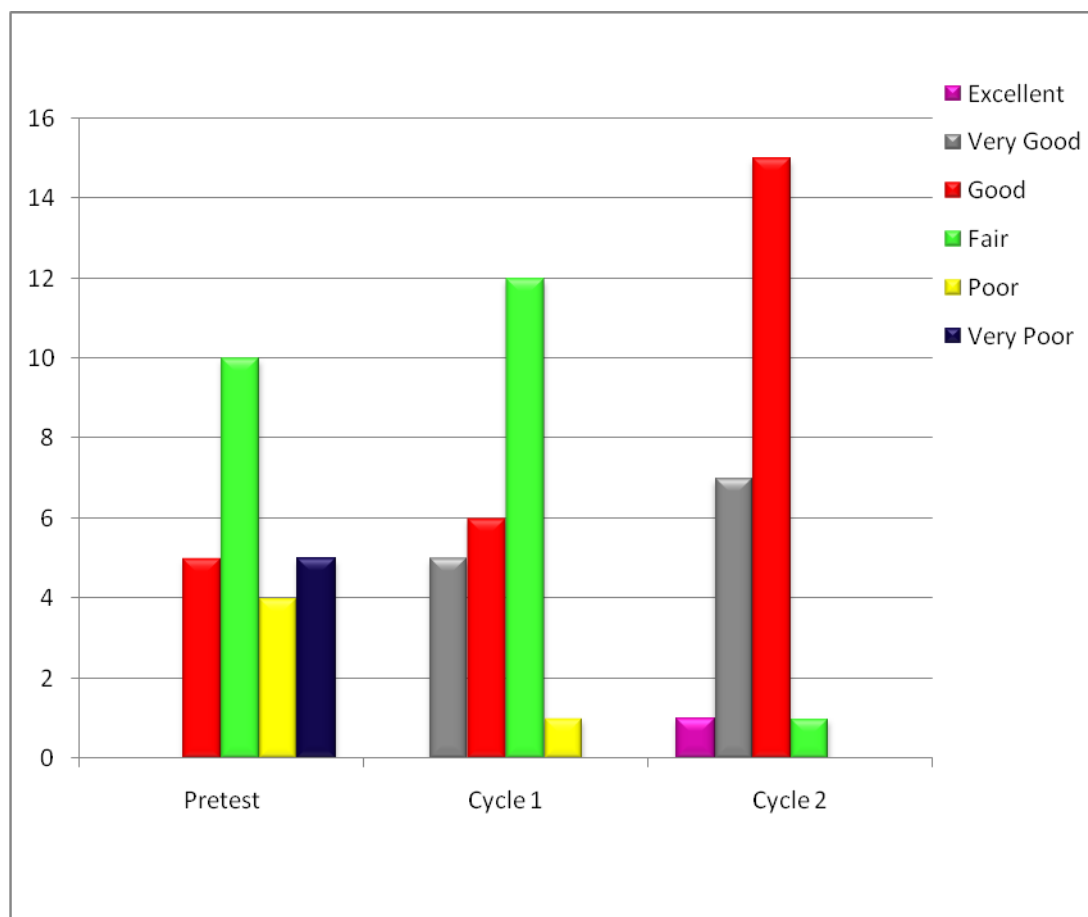


Figure 2: The Chart of the Students' Writing Scores in the Pretest, Cycle 1, and Cycle 2

E. Research Discussion

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

1. Ideas and the development

The students found difficulties in generating ideas previously. After they got picture-cued activities, they were stimulated to develop their idea. They had imagination about what they would write. According to Brown (2003: 226), picture-cued activities offer a nonverbal means to stimulate written responses. It means that by giving students pictures, it is easier for them to get the ideas. That was why the researcher adapted the materials with their interest and their ability.

2. Organization

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

3. Vocabulary

The next problem was the limited vocabulary. Harmer (2004: 67) explains that some situations, particularly related to grammar and vocabulary works can be presented by pictures. The students got more new words within picture-cued activities. When they had a picture and they did not know some words to describe the picture, they tried to find them by using their dictionary. Therefore, picture-cued activities enriched the students' vocabulary.

4. Sentence structure

The next problem was about the sentence structure. In the field, the students were previously confused how to use the appropriate prepositions. By using picture-cued activities, they could apply the prepositions better. Brown (2003: 226) explains that one of the types of pictures-cued activities is a picture description. During the actions, the students were shown a picture of a bedroom. From the picture, they tried to write sentences using correct prepositions. For example, they knew how to differentiate "on" and "over" after they got picture-cued activities.

5. Spelling

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

6. Capitalization and punctuation

Besides focusing on the use of picture-cued activities, the researcher also explained the rules of capitalization and punctuation. The students got some practice in this case. They were instructed to correct the wrong letters and punctuation marks. Besides, they wrote sentences based on pictures as Brown (2003: 226) says that picture-cued activities can stimulate students' written responses. Their capitalization and punctuation in their sentences were checked continuously by the researcher. At the end, the students were more aware of using capitalization and punctuation. Actually their problem in this case was that they were not careful in applying capitalization and punctuation. They now realize that capitalization and punctuation are very significant in writing.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

This study belongs to action research. The research was conducted in the English class at SMP N 1 Wonosari, Gunungkidul. It was held from October to November 2012. There was a meeting in a week. The research involved one of the English teachers and a class of the eighth grade students.

In indication of the data analysis in this study, the implementation of picture-cued activities is claimed able to improve the students' writing skill. To conclude the results of this research, the data are analyzed and presented in qualitative and quantitative ways.

In terms of the qualitative data, this research indicates that picture-cued activities can improve the students' interest in writing. They are more motivated because they have attractive pictures that help them to explore their idea. The researcher uses text-based syllabus design in this study. The first stage is building the context. He gives the students some pictures and texts to stimulate the students' idea. The second stage is modeling and deconstructing the text. In this stage, the students analyze the structural pattern and language features of the model text. They try to compare the model text with other examples of the text-type. The third stage is joint construction of the text. The teacher's influence in this stage is gradually reduced. The students arrange jumbled words into a good sentence, or to arrange jumbled sentences into a good paragraph in pairs. The fourth stage is independent construction of the text. They compose a text being

discussed which is descriptive text individually. They have to explore their own idea. The last stage is linking to related texts. After they are able to write a text individually, they are hoped to be able to compare the model text with other examples of the text-type.

In the terms of writing skills, their skills were getting better during the teaching and learning process. They understand better of the process of the descriptive texts. After they do the task, the researcher leads them to discuss the correct answers. They know their mistakes and how to correct them. They are hoped not making the similar mistakes. For next, they revise their works. Finally, they write a new descriptive text with their own ideas. They are allowed to look at back their previous tasks as orientations.

There are several problems found in the process of implementing the picture-cued activities in this study, such as difficulties to develop and organize the ideas, to construct the sentences, to use correct punctuation and spelling, etc. However, those problems can finally be reduced throughout this research by using picture-cued activities. The students found difficulties in generating ideas previously. After they got picture-cued activities, they were stimulated to develop their idea. They had imagination about what they would write. The second problem was related to organizing the text. By using picture-cued activities, they knew how to organize the text well. What they could see in the pictures would be dominantly the description of the text. The next problem was the low vocabulary mastery. They got more new words within picture-cued activities. When they had a picture and they did not know some words to describe the picture, they tried to

find them by using their dictionary. Therefore, picture-cued activities enriched their vocabulary. The next problem was the using of prepositions. They were previously confused how to use the appropriate prepositions. By using picture-cued activities, they could apply the prepositions better. For example, they knew how to differentiate “on” and “over” after they got picture-cued activities. When they knew how to use the prepositions well, their sentence structure would be better too. Overall, the process of improving their writing skills using picture-cued activities can be administered well.

In terms of the quantitative data, the progress of the students’ writing skills can be observed from their writing scores. From the scoring rubric, the researcher found that the ideal mean score was 62.5 and the ideal standard deviation was 12.5. In addition, their scores in writing are getting better over time. The mean score of the pretest is 48.61, while in Cycle 1 is 60.60. Meanwhile, the students get 76.22 in Cycle 2. Besides, in the pretest, the standard deviation was 14.42. It means that their achievement was heterogeneous because the standard deviation was higher than the ideal one. Furthermore, in Cycle 1, the standard deviation was 11.65. It was lower than the ideal standard deviation. It means that their achievement was homogeneous although their mean score was still under the ideal mean score. Furthermore, in Cycle 2, the standard deviation was 4.162. It was lower than the ideal standard deviation. It means that their achievement was homogeneous as well as the students’ mean score that was higher than the ideal mean score in this cycle.

The quantitative data were also analyzed by employing Paired-Samples test of t-test. The t-test used the students' scores to calculate the probability score (p score). In this case, the researcher compares the students' scores in the pretest to their scores in Cycle 2. From the result is known that p score was 0.00. The results were statistically significant because p score was lower than the significance level ($0.00 < 0.05$). It means that the use of the picture-cued activities shows a significant difference in the students' writing skills seen from the result of the pretest and the posttest scores. Finally, it can be said that the use of the picture-cued activities can improve the students' writing skills.

B. Implications

Based on the observation, the researcher found that the writing exercises in the classroom were hardly given and the students' writing skills were low. He bounded this study to the main problems in the writing class. After analyzing some literatures and finding the advantages of using picture-cued activities, he and the English teacher settled to apply picture-cued activities to improve the students' writing skills. The implementation of picture-cued activities positively affects their writing skills because of several reasons.

1. The implementation of picture-cued activities to vary the materials was helpful to attract the students' interest to the materials given. They were motivated to write. They became enthusiastic when they composed a text individually. They did the tasks seriously.

2. Their writing skills improved well. Picture-cued activities stimulated their written responses. It was much easier to them to generate ideas by using picture-cued activities.
3. They were actively involved in a discussion. They could share and develop their idea when they composed writing.
4. They could compose paragraphs cohesively and develop the paragraph well. The researcher gave the steps of writing and gave the clue. It could help them to develop their ideas and make the sentence.
5. Some detailed tasks given helped them to minimize their mistakes in grammar, spelling, and punctuation. The tasks could train their skills before they wrote a whole text.

C. Suggestions

After carrying out this study, the researcher recommends the following suggestions to the English teacher, the students, and other researchers.

1. For the English teacher

The result of this study states that the use of picture-cued activities is effective to improve the students' writing skills. The use of picture-cued activities was helpful to attract their interest to the materials given. They were motivated to write. They became enthusiastic when they composed a text individually. They did the tasks seriously. Therefore, the English teacher is suggested to use the picture-cued activities especially in teaching writing. The teacher should be creative and patient in designing materials and the media to attract the students.

2. For the students

Picture-cued activities stimulated the students' written responses. It was much easier to them to generate ideas by using picture-cued activities. Therefore, it is better for them to continue these activities in the future. They will get more ideas to write.

3. For other researchers

This study describes how the picture-cued activities could improve the students' writing skills. It is hard to solve all problems in writing because there are so many problems. They are complex actually. Other researchers can carry out further studies in this area because the researcher has limitations in time, finance, and ability. They may consider this study as one of the references before they carry out research related to students' writing skills.

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Standard of Competency and Basic Competences of English (English Language Curriculum 2004) for Junior High School at SMP N 1 Wonosari.

APPENDICES

Appendix 1

Field Notes

FIELD NOTES

Field Note 1

Hari/ Tanggal : Senin, 24 September 2012

Tempat : Lobby, Ruang Guru

Peneliti (P) datang ke sekolah untuk menanyakan kembali perihal penelitian yang akan dilakukan di sekolah tersebut. Sebelumnya, peneliti telah melakukan pembicaraan kepada pihak sekolah (Guru Bahasa Inggris) terkait dengan penelitian tersebut ketika sedang melakukan KKN-PPL 2011. Berikut ini adalah urutan perjalanan P:

1. P pertama kali bertemu dengan satpam dan mengutarakan keperluan P datang ke sekolah.
2. Satpam yang sudah cukup familiar langsung menyuruh P untuk menemui Ibu Guru Bahasa Inggris, Ibu Ponikem di ruang guru. Sebelumnya P telah membuat janji dengan Ibu Guru tersebut melalui telepon.
3. P kemudian menemui Ibu Guru Bahasa Inggris tersebut di kantor guru.
4. Saat itu Ibu Guru tersebut masih berada di kelas, sehingga P harus menunggu dahulu.
5. Setelah menunggu beberapa saat, P bertemu dengan Ibu Guru tersebut dan kembali mengutarakan maksud kedatangannya ke sekolah.
6. Ibu Ponikem langsung mengetahui maksud kedatangan P tanpa P menjelaskan dengan panjang lebar. Beliau langsung menanyakan kelas berapa yang akan dijadikan objek penelitian, beserta media penelitian.
7. P menjawab dengan singkat dan Ibu Ponikem telah menangkap gambaran penelitian akan seperti apa. Beliau pun mengutarakan bahwa secara pribadi siap mendampingi P. Ibu Ponikem menyarankan untuk menemui Bapak Kepala Sekolah untuk legalitasnya.
8. Pada saat itu P juga sekaligus membuat janji untuk kembali menemui Ibu Ponikem untuk melakukan observasi dan membahas lebih lanjut mengenai berbagai hal yang terkait dengan penelitian. Akhirnya disepakati P datang ke sekolah lagi pada tanggal 27 September 2012.
9. P langsung menemui Bapak Kepala Sekolah, Bapak Bambang dan langsung menyampaikan maksud kedatangan P. Beliau menyambut baik dan siap menerima. Beliau mengatakan untuk segera saja mengurus berbagai perizinan yang memang terkenal dengan prosesnya yang panjang.
10. P kemudian pamit untuk pulang dan mulai mempersiapkan segala sesuatunya.

Field Note 2

Hari/ Tanggal : Kamis, 27 September 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul

P : Peneliti

G : Guru Bahasa Inggris

P datang ke sekolah pada saat jam istirahat pertama. G akan mengajar di kelas VII-C pada jam ke-4 hingga jam ke-6. Sekedar informasi, SMP N 1 Wonosari merupakan salah satu RSBI di Gunungkidul, sehingga jumlah jam pelajaran mata pelajaran Bahasa Inggris setiap pertemuannya adalah 3 jam pelajaran (3x40 minutes). P langsung menuju ruang guru dan menemui Ibu Ponikem. Setelah bel berbunyi, P dan G masuk kelas. Sebelum pelajaran dimulai, G memperkenalkan maksud kedatangan P kepada siswa. P duduk di kursi paling belakang untuk mengamati proses pembelajaran dalam kelas tersebut. Berikut ini adalah rincian proses tersebut.

1. G mengawali kelas dengan mengucapkan “*good morning students*” dan menanyakan kabar parasiswa. G juga mengecek presensi siswa. Semua siswa hadir pada hari itu.
2. G lalu menanyakan pelajaran pada pertemuan sebelumnya yaitu tentang *asking and giving information*. Ada sebagian siswa yang masih ingat dan menyebutkan beberapa ekspresi tetapi ada juga beberapa siswa yang lupa.
3. G memerintahkan siswa membuka buku paket dengan kalimat “*Open your book on page 17*”. Siswa mulai mengingat dan menyebutkan berbagai ekspresi dalam *asking and giving information*.
4. G kemudian menampilkan slide dengan LCD proyektor. Siswa memang telah terbiasa dengan pembelajaran seperti ini. Mereka memperhatikan materi pelajaran kemudian mencatat apa yang harus dicatat.
5. Materi selanjutnya adalah tentang *invitation*. Para siswa memperhatikan teks yang berada di layar. G memerintahkan salah satu siswa untuk membacakan teks tersebut dengan keras dan siswa yang lain menyimak.
6. G kemudian memerintahkan siswa untuk mencari kata-kata sulit di dalam teks tersebut. Mereka kemudian mencari arti kata-kata sulit dengan kamus manual, kamus elektronik, maupun laptop.
7. G menjelaskan arti kata-kata tersebut. Tidak semua siswa memperhatikan penjelasan G. Beberapa dari mereka justru asyik megobrol dengan teman. G menegur mereka.

8. G bertanya secara lisan tentang teks. Para siswa menjawab bersama-sama pertanyaan-pertanyaan tersebut.
9. G bertanya "*Is it clear?*". Beberapa siswa menjawab. Sekali lagi G bertanya. Serentak semua menjawab "*Yes*".
10. G memberikan tugas berkelompok kepada siswa sejumlah 4 siswa. Tugas tersebut masih berkaitan tentang teks yang telah dibahas. Tugas tersebut adalah melengkapi percakapan.
11. Waktu siswa \pm 15 menit untuk mengerjakan latihan. Suasana cukup ramai karena para siswa berdiskusi dengan teman dalam kelompok mereka. Saat siswa berdiskusi, G berjalan keliling. Beberapa siswa menanyakan berbagai hal yang membingungkan mereka.
12. Setelah skitar 20 menit, siswa selesai mengerjakan tugas tersebut. Kemudian mereka diberi waktu 5 menit untuk mempraktikan dengan teman sekelompok.
13. Setelah itu, siswa diberikan tugas untuk menyusun sebuah dialog terkait dengan materi *invitation* dengan imajinasi dan kreatifitas mereka sendiri. Mereka diberikan waktu 30 menit untuk tugas kelompok tersebut. Setelah selesai, mereka harus memperagakan hasil karya mereka di depan kelas per kelompok.
14. G berjalan keliling. Beberapa siswa menanyakan berbagai hal yang membingungkan mereka. G mendapati para siswa masih mengalami kesulitan untuk menggunakan *tense*, *verbs*, dan *vocabulary* yang tepat. Mereka bahkan menggunakan *past tense* untuk acara yang baru akan dilaksanakan. G harus sering menegur siswa untuk mengerjakan tugas.
15. Setelah skitar 20 menit, siswa selesai mengerjakan tugas tersebut. Kemudian mereka memperagakan dialog di depan kelas.
16. Setelah semua kelompok mendapat giliran untuk mempraktikan hasil kerja mereka, waktu sudah hampir habis. Kemudian G memberikan kesimpulan atas materi pelajaran yang telah diberikan pada hari itu.
17. P tidak langsung pulang setelah melakukan observasi. P berdiskusi dengan G membahas tentang kemampuan siswa dalam pelajaran Bahasa Inggris.
18. P juga mewawancara beberapa siswa saat jam istirahat pertama. P menanyakan tentang pengalaman dan kebiasaan mereka dalam menulis Bahasa Inggris. Bel masuk berbunyi. Siswa masuk kelas kembali untuk melanjutkan pelajaran dan P pulang.

Field Note 3

Hari/ Tanggal : Senin, 1 Oktober 2012

Tempat : Ruang Guru SMP N 1 Wonosari

P datang ke sekolah dan langsung menemui G. maksud kedatangan P kali ini adalah untuk menjelaskan materi yang akan P berikan dan mengadakan pretest.

1. P masuk ke Ruang Guru dan langsung menemui G.
2. G menyapa dan beberapa saat berbincang-berbincang dengan P.
3. P bersama dengan G menuju kelas VIII-C untuk mengadakan pretest.
4. G membuka kelas dan menyapa siswa. G menjelaskan apa yang akan dilakukan oleh P pada hari itu.
5. P kemudian menyapa siswa dan menjelaskan maksud kedatangan P di kelas saat itu.
6. P membagikan lembar kerja kepada siswa. P menjelaskan bahwa siswa harus menulis sebuah teks mengenai salah satu orang yang mereka idolakan.
7. Setelah semua siswa mendapatkan lembar kerja siswa, mereka mulai untuk menulis sesuai instruksi. P memberikan waktu satu jam pelajaran (40 menit) sesuai izin dari G.
8. Siswa tampak tenang karena mungkin masih asing dengan P.
9. Setelah selesai, siswa menyerahkan hasil tulisannya. Kemudian P kembali menyerahkan kelas kepada G untuk melanjutkan pelajaran.
10. P kemudian menunggu di luar untuk mempersiapkan berkas-berkas yang akan diserahkan kepada G.
11. Akhirnya pelajaran berakhir saat bel jam istirahat berbunyi. P dan G kembali menuju ruang guru.
12. P menyerahkan draft RPP yang akan dilaksanakan oleh P pada saat penelitian.
13. GBI membaca draft yang telah P susun. GBI menanyakan bagaimana langkah-langkah mengajar yang akan dilaksanakan.
14. P menjelaskan secara rinci tentang bagaimana langkah-langkah, materi yang akan diberikan dan juga tujuan dari latihan-latihan yang akan P laksanakan. GBI memberikan beberapa masukan kepada P untuk menyempurnakan RPP.
15. Setelah selesai, G menginstruksikan untuk segera memulai penelitian. Hal ini disebabkan karena sekolah memiliki agenda yang sangat padat. G memberikan waktu sebanyak 4 pertemuan bagi P. Akhirnya P dan G sepakat bahwa pertemuan pertama akan dimulai pada tanggal 11 Oktober 2012.

16. P pada hari itu juga melakukan wawancara kepada para siswa.
17. P berpamitan kepada G dan menyampaikan terimakasih atas waktu yang disediakan dan atas kesediaan beliau untuk direpotkan..

Field Note 4

Hari/ Tanggal : Kamis, 11 Oktober 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul

P datang ke sekolah dan langsung menemui G di kantor guru. P menyerahkan RPP yang telah direvisi. Kemudian P diantar oleh GBI masuk ke kelas. Berikut ini adalah proses pembelajaran pertemuan pertama pada cycle I.

1. GBI membuka pelajaran dengan memberikan salam pembuka. Kemudian GBI mengecek presensi siswa semua masuk pada saat itu.
2. GBI memperkenalkan P kembali kepada siswa. P menyampaikan bahwa untuk mulai pertemuan itu selama kurang lebih satu bulan kedepan P yang akan mengajar Bahasa Inggris.
3. P kemudian mengambil alih kendali kelas dari G. P mulai membuka kelas dengan menyapa siswa dan berbincang sejenak untuk lebih mengenal siswa. Seperti biasa, P menanyakan materi apa yang sudah diberikan. Siswa saloing bersahutan untuk menjawab. P menanyakan jenis-jenis teks yang telah dipelajari. P menyuruh siswa untuk menyebutkan satu persatu dengan menunjukkan jari. Namun siswa diam. P memancing dengan menyebutkan satu persatu. Siswapun kembali menyebutkan bersama-sama, antara lain: invitation, announcement, procedure, and descriptive.
4. Pada pertemuan pertama, P akan memberikan materi tentang descriptive teks, khususnya menggambarkan seseorang. P akan membimbing siswa untuk mengenali apa itu descriptive text, generic structure, dan language features, dan social function dari descriptive text.
5. Sebagian siswa nampaknya sudah cukup familiar dengan descriptive text. Mereka dapat menjawab walaupun tidak sempurna.
6. G mendamping di kursi belakang. G memperingatkan siswa yang ramai.
7. P membagikan fotokopian yang berisi materi tentang descriptive text kepada siswa. Setelah semua mendapatkan, P bertanya kepada salah satu siswa. "*Ima, do you have an idol?*", lalu ia menjawab "*Yess, mas*". Lalu P kembali bertanya, "*Have you ever told your friends about your idol*". Setelah berbisik-bisik dengan teman sebelah, Ima menjawab. "*yes miss*". P melanjutkan pertanyaan, "*What did you say about your idol?*". Ima menjawab setelah bertanya maksud pertanyaan kepada teman sebelahnya.

- Ia menjawab “*nose, body size, hair, characteristic*”. P juga menanyakan beberapa siswa yang lain.
8. Kemudian P bertanya kepada seluruh siswa, “*If you want to tell your friends about your idol, what text do you use?*”. Setelah beberapa detik, siswa menjawab secara bersama-sama, “*Descriptive*”.
 9. Kemudian P mengajak siswa untuk memperhatikan fotokopian. Ada beberapa teks dan latihan.
 10. Kegiatan selanjutnya adalah membaca teks pertama yang berjudul *My Beloved Mother*. Dalam teks tersebut, siswa juga diharuskan untuk mencari arti dari kata-kata yang masih mereka anggap asing.
 11. Para siswa mulai membaca teks tersebut dengan cukup tenang. Mereka sambil membuka kamus dan perangkat lainnya untuk mencari kata-kata yang asing.
 12. Setelah selesai membaca, P bertanya secara lisan tentang isi teks tersebut. Para siswa menjawab bahwa isinya adalah tentang seorang ibu yang sangat baik hati.
 13. P kemudian menyuruh siswa untuk menjawab beberapa pertanyaan berdasarkan teks yang baru saja dibahas. P memberikan waktu sejenak untuk sedikit berpikir lalu mulai membahas secara lisan.
 14. Tanpa ditunjuk, siswa sangat antusias untuk menjawab pertanyaan tersebut dengan mengangkat tangan. Bahkan banyak siswa harus rela tidak mendapatkan giliran untuk menjawab pada latihan tersebut. Hampir semua siswa menjawab soal soal tersebut dengan benar.
 15. P kemudian mulai menjelaskan secara keseluruhan mengenai descriptive text. P menjelaskan fungsinya, tensesnya, dan urutannya. Sebagian siswa tampak serius memperhatikan, namun sebagian lain asyik dengan teman dan dunianya sendiri.
 16. Setelah selesai menjelaskan tentang descriptive text, P kemudian mengajak siswa untuk melihat LKS lagi. Sebelumnya P menanyakan kepada siswa apakah sudah jelas atau belum. Para siswa dengan serentak menjawab sudah.
 17. Aktivitas selanjutnya adalah latihan tentang tenses dalam kalimat deskriptif. P menyediakan sepuluh kalimat dengan kata kerja yang sengaja disalahkan. Para siswa harus mengganti kata-kata kerja tersebut ke dalam bentuk *present* yang sesuai.
 18. Suasana kelas menjadi agak ramai karena berdiskusi dengan teman. Disaat tengah mengerjakan, beberapa siswa sesekali bertanya kepada P tentang beberapa arti kata yang ada dalam text namun P memerintahkan untuk mencari dahulu di dalam kamus.

19. Beberapa siswa bertanya teman yang duduk berjauhan, sehingga suasana bertambah ramai.
20. Ketika para siswa mengerjakan, P mengelilingi mereka untuk mengawasi kerja mereka. Beberapa memberhentikan P dan bertanya berbagai hal. Beberapa siswa bingung untuk mengubah bentuk kata kerja dari *past* ke *present*.
21. Setelah beberapa saat, para siswa terlihat sudah selesai mengerjakan latihan. Setelah P memastikan bahwa seluruh pasangan telah menyelesaikan latihan, P menyuruh siswa untuk menuliskan kalimatnya di papan tulis. Setiap pasang satu kalimat. Lagi, tanpa ditunjuk mereka sudah mengantri untuk mendapatkan *boardmarker*.
22. Setelah selesai menulis di papan tulis, P mengoreksi pekerjaan siswa. Hampir semuanya berhasil megubah bentuk *past* ke *present*. Akan tetapi, justru kesalahan kecil yang mereka lakukan. Mereka tidak mengawali kalimat dengan huruf kapital, tidak mengakhiri kalimat dengan titik, dan menulis kata umum di tengah kalimat dengan huruf kapital.
23. Setelah meyelesaikan latihan tersebut siswa diajak untuk memperhatikan latihan selanjutnya. Kali ini adalah tentang kata sifat dari beberapa organ tubuh. Misalkan warna mata, warna rambut, bentuk mata, dan sebagainya.
24. Siswa sudah paham dan langsung mengerjakannya secara individu. Setelah selesai, P mengajak siswa untuk membahasnya. Siswa mulai berebut untuk menjawab. Siswa yang pada kesempatan sebelumnya belum pernah berpartisipasi P prioritaskan. Hampir semua siswa berhasil menjawab dengan baik.
25. Akhirnya tiba pada kegiatan terakhir. Kali ini P mulai menggunakan *picture-cued activities*. P menyediakan kalimat-kalimat rumpang. Masing-masing kalimat memiliki gambar sebagai petunjuk. Para siswa harus menyusun kalimat-kalimat tersebut agar dapat dibaca dengan normal.
26. Para siswa mulai mengerjakan. P pun mulai bergerilya untuk mengawasi kerja siswa. Para siswa mengerjakan secara individu. Mereka terkadang menanyakan arti kata dan sebagainya.
27. Setelah beberapa saat, para siswa terlihat sudah selesai mengerjakan latihan. Setelah P memastikan bahwa seluruh pasangan telah menyelesaikan latihan, P menyuruh siswa untuk menuliskan kalimatnya di papan tulis. Setiap pasang satu kalimat. Lagi, tanpa ditunjuk mereka sudah mengantri untuk mendapatkan *boardmarker*.
28. Setelah selesai menulis di papan tulis, P mengoreksi pekerjaan siswa. Hampir semuanya berhasil megubah bentuk *past* ke *present*. Akan tetapi, justru kesalahan kecil yang mereka lakukan. Mereka tidak mengawali

kalimat dengan huruf kapital, tidak mengakhiri kalimat dengan titik, dan menulis kata umum di tengah kalimat dengan huruf kapital.

29. Sebelum menutup pelajaran, P menyimpulkan materi yang telah diajarkan. P mengucapkan salam penutup dan meninggalkan ruang kelas.

Field Note 5

Hari/ Tanggal : Kamis, 18 Oktober 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul

P datang 30 menit sebelum bel masuk berbunyi. P menemui GBI untuk membicarakan materi yang akan P ajarkan. P dan GBI masuk ke dalam kelas. Berikut ini adalah rincin proses belajar mengajar pertemuan kedua.

1. P langsung mengambil alih kelas dari awal. P mengawali kelas dengan memberi salam dan memeriksa daftar hadir.
2. P mulai berinteraksi dengan siswa dengan menyapa mereka. Beberapa dari mereka masih terlihat asyik dengan teman sebelahny. P menegur dengan halus, dan kemudian mereka mulai mempersiapkan diri untuk pelajaran.
3. P menanyakan tentang materi pada minggu sebelumnya. P menanyakan teks yang sedang dibahas. Para siswa menjawab descriptive text. Mereka menjelaskan bahwa pada pertemuan sebelumnya mereka belajar bagaimana menggambarkan seseorang.
4. Setelah merasa cukup, P kemudian mebagikan fotokopian lagi berisi tentang materi descriptive text. Pada hari itu fokusnya adalah tentang tempat. Pada hari itu juga akan diberikan materi tetang preposisi.
5. Ketika semua siswa telah dirasa siap untuk memasuki materi maka P memulai dengan althian pertama.
6. P mengajak siswa untuk melihat poin pertama di LKS. Pada poin ini, terdapat sebuah gambar kamar tidur. Gambar tersebut cukup sederhana berisi beberapa perabot dan benda. Untuk memudahkan siswa, gambar yang diberikan adalah berwarna.
7. P secara langsung menyuruh siswa untuk memperhatikan gambar tersebut. Di bawah gambar tersebut terdapat beberapa pertanyaan dan mereka akan menjawab gambar tersebut. Untuk mengecek kemampuan siswa menulis kalimat deskriptif, P menyuruh siswa untuk menjawab pertanyaan dalam kalimat lengkap.
8. Siswa yang telah paham apa yang harus dilakukan segera mulai mengerjakan. Seperti biasa, katika siswa sedang mengerjakan, P berkeliling untuk mengawasi mereka.

9. Beberapa siswa bertanya kepada P saat P berkeliling. Mereka menanyakan apakah kalimatnya sudah benar atau belum. Seperti biasa, suasana di kelas tak pernah sepenuhnya bisa tenang.
10. Setelah beberapa saat, para siswa terlihat sudah selesai mengerjakan latihan. Setelah P memastikan bahwa seluruh pasangan telah menyelesaikan latihan, P menyuruh siswa untuk menuliskan kalimatnya di papan tulis. Lagi, tanpa ditunjuk mereka sudah mengantri untuk mendapatkan *boardmarker*.
11. Setelah selesai menulis di papan tulis, P mengoreksi pekerjaan siswa. Hampir semuanya berhasil menjawab pertanyaan dengan kalimat lengkap. Akan tetapi ada kesalahan yang diperbuat beberapa siswa. Ini tentang susunan kalimat. Ada yang menuliskan "bed red", "the pillows is", dan "I can see is". Kesalahan kecil yang mereka lakukan sebelumnya sudah mulai berkurang; tidak mengawali kalimat dengan huruf kapital, tidak mengakhiri kalimat dengan titik, dan menulis kata umum di tengah kalimat dengan huruf kapital.
12. Kemudian P melanjutkan ke aktifitas selanjutnya. Kali ini adalah tentang preposisi. P menyuruh siswa untuk memperhatikan gambar kedua dalam fotokopian. Terdapat banyak tikus rumah di dalam gambar tersebut. Yang harus dilakukan siswa adalah menyatakan di mana sajakah tikus-tikus tersebut dalam sebuah kalimat, misalnya "*The rat is on the chair*". Di bawah gambar telah disediakan kata-kata baik itu preposisi dan nama-nama benda tempat para tikus berada.
13. Beberapa siswa masih bertanya tentang apa yang harus mereka lakukan. Setelah mendapatkan penjelasan lagi dari P, mereka terlihat paham dan mulai mengerjakan secara berpasangan.
14. P mengelilingi mereka untuk mengawasi. Para siswa bertanya tentang penggunaan preposisi yang tepat, misalnya perbedaan antara "in" dengan "on".
15. Suasana kelas tak sepenuhnya tenang karena mereka saling berdiskusi. Namun mereka ramai secara wajar. Akan tetapi saat beberapa mulai terlihat selesai, suasana menjadi lebih ramai karena mereka mengobrol di luar topic pelajaran. P menegurnya dengan halus dan menyuruh untuk kembali meneliti pekerjaan.
16. Setelah beberapa saat, para siswa terlihat sudah selesai mengerjakan latihan. Setelah P memastikan bahwa seluruh pasangan telah menyelesaikan latihan, P menyuruh siswa untuk menuliskan kalimatnya di papan tulis. Setiap pasang satu kalimat. Lagi, tanpa ditunjuk mereka sudah mengantri untuk mendapatkan *boardmarker*.

17. Setelah selesai menulis di papan tulis, P mengoreksi pekerjaan siswa. Beberapa siswa telah berhasil menggunakan preposisi pada tempatnya. Namun ada beberapa yang masih harus memperhatikan lagi mengenai penggunaan preposisi. Ada yang seharusnya “on the chair” ditulis “in the chair”. Ketika P mengoreksi di didepan, para siswa membenarkan pekerjaan masing-masing.
18. Setelah selesai membahas tulisan siswa, P menanyakan apakah masih ada yang harus diulangi tentang preposisi. Para siswa menjawab sudah jelas, tapi mereka perlu waktu untuk menghafalkan penggunaan preposisi tersebut.
19. P kemudian melanjutkan task terakhir pada pertemuan di hari itu sebelum mengadakan test cycle 1. Task terakhir adalah membenarkan kata-kata yang tidak sesuai dalam teks yang telah digarisbawahi. Dalam task ini, punctuation, spelling, dan capitalization harus sangat diperhatikan siswa.
20. Setelah paham, para siswa mulai bekerja secara individu. Mereka membuka kamus sebagai bantuan.
21. P berkeliling kelas untuk mengecek. Pertanyaan terkadang masih muncul dari siswa.
22. Setelah beberapa saat, siswa selesai mengerjakan latihan. P kemudian menunjukkan teks yang asli melalui LCB proyektor. Para siswa mulai mengoreksi pekerjaan teman sebelahnya.
23. Setelah selesai mengoreksi, P kemudian bertanya kepada para siswa seberapa banyak salah mereka. Mereka mengatakan bahwa beberapa dari mereka masih tidak memperhatikan tentang capitalization dan punctuation. Saat P bertanya apakah harus kembali dijelaskan tentang hal tersebut, siswa menjawab bahwa sebenarnya mereka sudah paham, hanya saja mereka yang tidak teliti dan tidak mepedulikan.
24. P kemudian menyuruh siswa untuk mempersiapkan diri mereka untuk menulis sebuah teks deskriptif berdasarkan ide dan bahasa mereka sendiri. Tulisan siswa akan dibatasi mengenai kamar tidur. P menggiring siswa untuk memejamkan mata dan membayangkan kamar tidur masing-masing. Ketika para siswa terpejam P mengatakan untuk mengingat benda apa saja yang ada di kamar tidur mereka, di mana letaknya, warnanya, ukuranya, bentuknya, dan sebagainya. Setelah dirasa cukup, siswa membuka mata kembali.
25. P menanyakan apakah masih ada hal yang harus kembali dijelaskan sebelum siswa menulis dan mereka menjawab tidak perlu dengan serentak.
26. P membagikan lembar jawab kepada siswa untuk menulis. Setelah semua mendapatkannya, para siswa mulai mengerjakan tepat pada satu jam pelajaran terakhir.

27. P berkeliling kelas untuk memastikan siswa mengerjakan sendiri.
28. Saat tersisa 10 menit P mengingatkan para siswa. Beberapa dari mereka terlihat telah selesai menulis.
29. Akhirnya bels jam pelajaran berakhir berbunyi. Para siswa harus segera menyerahkan tulisan mereka. Beberapa dari mereka terlihat gaduh merapikan tulisan.
30. Setelah semua tulisan terkumpul, P kemudian mengakhiri kelas dan mengingatkan siswa untuk tetap belajar dan membaca.
31. G dan P kemudian menuju ke ruang guru untuk sedikit berdiskusi. Setelah sampai di ruang guru, G menjelaskan bahwa untuk materi di cycle 2 cukup diberikan dalam satu pertemuan kemudian pertemuan terakhir langsung diadakan posttest. Setelah posttest G meminta untuk kembali mengambil alaih kelas. Hal ini terkait dengan agenda-agenda sekolah yang sangat padat, sehingga terkadang guru harus memberikan waktu tambahan di sore hari untuk memberikan materi, ulangan harian atau pun remedial. P menyetujui karena pada dasarnya P mengikuti semua kebijakan baik dari sekolah maupun Ibu Guru sendiri. Pada akhirnya P dan G sepakat untuk materi di cycle 2 akan fokus pada mendeskripsikan tempat.
32. P berpamitan kepada G untuk kembali mempersiapkan segala sesuatunya.

Field Note 6

Hari/ Tanggal : Kamis, 25 Oktober 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul

P datang ke sekolah dan langsung menemui G. P meminta sedikit masukan kepada G tentang bagaimana mengkondisikan kelas. P diberi tips untuk menghadapi siswa. Setelah bel pergantian jam pelajaran berbunyi, P dan G masuk dalam kelas. Ini adalah rincian proses belajar mengajar pada pertemuan ke tiga.

1. P masuk kelas dengan senyuman ceria. P membuka pelajaran dengan salam pembuka kemudian mengecek presensi. Semua siswa hadir pada hari itu.
2. Pertemuan ketiga ini adalah penjelasan materi descriptive text terakhir karena minggu depan akan diadakan posttest. Pertemuan ketiga ini adalah cycle 2 dalam penelitian ini. Pada pertemuan ketiga P akan fokus pada describing places. Tentu saja dengan tidak mengesampingkan hal lain seperti punctuation, capitalization, spelling, tenses, susunan kalimat, dan sebagainya.
3. P mulai membagikan fotokopian LKS kepada seluruh siswa. Setelah semua siswa mendapatkan lembar latihan, P memulai pelajaran dengan

menyuruh siswa memperhatikan task 1. Pada task tersebut terdapat gambar dua unit kamar tidur yang sekilas terlihat sama namun terdapat banyak sekali perbedaannya. Setiap siswa diminta untuk mencari perbedaan dari kedua gambar tersebut dalam bentuk *descriptive sentences*. Para siswa diminta untuk memperhatikan berbagai aspek yang telah dipelajari sebelumnya mengenai *descriptive text*. Siswa yang saling duduk bersebelahan harus menulis berdasarkan gambar yang berbeda agar mengetahui letak perbedaannya.

4. Para siswa mulai mengerjakan latihan yang diperintahkan oleh P. dengan antusias para siswa mencari perbedaan kedua gambar tersebut. Namun suasana cukup ramai karena para siswa saling membandingkan satu sama lain.
5. P berkeliling untuk mengawasi siswa. Seseekali beberapa siswa bertanya kepada P yang sedang berkeliling. Pertanyaan para siswa masih seputar kosakata, pola kalimat, dan preposisi. P menjawab secara singkat.
6. Setelah dirasa seluruh siswa selesai menulis, P menyuruh siswa untuk menuliskan kalimat mereka di papan tulis. Seperti sebelumnya, para siswa saling berebut boardmarker untuk menulis di papan tulis.
7. Setelah selesai menulis di papan tulis, P mengoreksi pekerjaan siswa. Sementara para siswa mengoreksi dan membenarkan kalimat-kalimat mereka yang belum benar. Secara keseluruhan, tulisan para siswa sudah mulai bisa diterima. Namun demikian ada beberapa siswa yang sebetulnya bisa tapi kurang teliti. Lupa mengawali kalimat dengan huruf besar, salah eja, lupa memberikan titik, masih menjadi masalah kecil namun harus tetap diperhatikan. P kembali menegaskan agar para siswa lebih memperhatikan dan lebih teliti dengan error tersebut.
8. P bertanya kepada siswa apakah pelajaran bisa dilanjutkan ke task berikutnya atau belum. Para siswa mengatakan bisa.
9. P kemudian beranjak ke aktifitas selanjutnya. Pada aktifitas ini, ada sebuah teks dengan judul San Fransisco. Siswa diajak untuk mengenali teks deskriptif tentang tempat-tempat. Siswa diberi kesempatan untuk membaca dan mencari kata-kata asing dari dalam teks tersebut.
10. Para siswa membaca dan mencari kata-kata yang mereka anggap asing.
11. P berkeliling untuk memastikan bahwa siswa mengerjakan tugas dengan baik. Beberapa siswa menanyakan arti kata, namun P menyarankan untuk terlebih dahulu mencari di dalam kamus.
12. Setelah beberapa menit para siswa telah selesai membaca dan mendapatkan kata-kata yang mereka anggap asing. P kemudian menanyakan kata-kata asing yang mereka dapatkan. Satu per satu siswa menyebutkan kata-kata tersebut. P kemudian berdiskusi dengan kelas tentang kata-kata tersebut.

13. Setelah selesai membahas kata-kata asing tersebut, P kemudian menanyakan apa isi teks tersebut kepada para siswa. Siswa menjawab secara bersamaan, sehingga justru membuat tidak jelas. Agar lebih efektif, P menyuruh siswa untuk menjawab pertanyaan yang ada di bawah teks bacaan. Para siswa harus menjawab dalam kalimat lengkap.
14. Siswa mulai mengerjakan instruksi dari P. Perekam mengerjakan secara individu. P mengingatkan untuk lebih memperhatikan hal-hal kecil seperti punctuation, capitalization, spelling, dan sebagainya. Para siswa tidak terlalu memerlukan waktu lama untuk menyelesaikan latihan.
15. P kemudian memerintahkan siswa untuk menuliskan di papan tulis. P mengoreksi pekerjaan siswa. Sementara para siswa mengoreksi dan membenarkan kalimat-kalimat mereka yang belum benar. Secara keseluruhan, tulisan para siswa sudah mulai bisa diterima. Kesalahan-kesalahan kecil pun semakin berkurang.
16. Tanpa membuang waktu, P kemudian mengajak siswa untuk memperhatikan task ketiga. Kali ini ada sebuah gambar hotel beserta teks di sebelahnya. Teks tersebut belum lengkap. Masih ada kata-kata yang belum terisi. Para siswa diperintahkan untuk melengkapi bacaan tersebut.
17. Beberapa siswa bertanya apakah diperbolehkan membuka kamus atau tidak. P memperbolehkan untuk memanfaatkan kamus. Para siswa pun mulai mengerjakan task 3.
18. P berkeliling untuk memastikan bahwa siswa mengerjakan tugas dengan baik. Beberapa siswa menanyakan arti kata, namun P menyarankan untuk terlebih dahulu mencari di dalam kamus.
19. Setelah selesai mengerjakan task 3, P mengajak siswa untuk membahas jawaban secara lisan. Tanpa ditunjuk, siswa mulai mengangkat tangan tanda ingin menjawab.
20. Siswa pun mulai menjawab satu per satu. Setelah semua terjawab, P menanyakan isi bacaan dan makna dari beberapa kata dan kalimat. Siswa menjawab secara bersamaan.
21. Sebelum lanjut ke task terakhir, P menanyakan kepada siswa tentang materi descriptive text. Apakah ada yang masih dibingungkan atau tidak. Para siswa mengatakan bahwa secara keseluruhan mereka sudah menangkap materinya. Namun mereka mengakui bahwa masih harus lebih teliti dan fokus lagi menulis.
22. Setelah berdialog dengan para siswa, P melanjutkan pelajaran dengan menggiring siswa untuk memperhatikan task 4 atau task terakhir. Ini adalah sebuah teks dengan judul Singapore. Dalam teks ini siswa kembali dituntut untuk teliti dan fokus. Ada beberapa kata dalam bacaan yang telah

digarisbawahi. Kata-kata tersebut tidak tepat dari segi punctuation dan capitalization.

23. Siswa menangkap apa yang diperintahkan oleh P dan segera mengerjakan task 4 dengan teliti.
24. P berkeliling dan mengawasi siswa. Beberapa pertanyaan masih muncul dari siswa, tetapi tidak seramai sebelum-sebelumnya.
25. Beberapa waktu kemudian siswa terlihat telah selesai mengerjakan task 4. P kemudian menunjukkan teks yang asli melalui LCB proyektor. Para siswa mulai mengoreksi pekerjaan teman sebelahnya.
26. Setelah selesai semuanya, P menanyakan kembali tentang apa yang masih dibingungkan dari descriptive text kepada siswa. Siswa pun diam, seakan ingin bertanya namun tidak tau bagaimana mengungkapkannya. Akhirnya P kembali me-review tentang materi descriptive text mulai dari tata bahasa, fungsi sosial, urutan, ajektif, preposisi, punctuation, capitalization, dan spelling. Semua itu untuk kembali menstimulus ingatan para siswa. Setelah selesai me-review P kembali bertanya apakah sudah jelas atau belum. Para siswa menjawab dengan serentak bahwa mereka telah menangkap materi pelajaran descriptive text.
27. Setelah itu, P kemudian mengakhiri kelas pada hari itu. P mengucapkan terimakasih kepada para siswa untuk kerjasamanya. P mengingatkan untuk tetap memperhatikan hal-hal kecil, apapun itu. P juga mengingatkan bahwa minggu depan siswa akan menulis sebuah teks deskriptif. Siswa diminta untuk mempersiapkannya.
28. P mengucapkan salam dan meninggalkan kelas.

Field Note 7

Hari/ Tanggal : Kamis, 1 November 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul

P datang ke sekolah dan menemui G. Sesuai kesepakatan dua minggu sebelumnya bahwa hari ini akan diadakan posttest untuk para siswa. P masuk ke kelas, sementara G mengurus suatu hal dengan para guru lain.

1. P mengucapkan salam pembuka dan mengecek kehadiran. Semua siswa masuk.
2. P langsung membagikan kertas (posttest) yang harus mereka kerjakan dalam waktu 40 menit atau selama satu jam pelajaran.
3. P menjelaskan bahwa mereka harus membuat karangan dengan topic Yogyakarta. Tidak boleh mencontek, berdiskusi, atau membuka buku. P mengizinkan membuka kamus.

4. P memberikan kesempatan mereka untuk bertanya dengan mengatakan *"Do you have any questions?"*. Seorang siswa bertanya *"Pakai pensil boleh tidak?"* dan P menjawab *"Please use your pen."*
5. Siswa mengerjakan dengan tenang. Tapi sesekali P memperingatkan anak yang berusaha mengganggu temannya.
6. P berkeliling melihat pekerjaan siswa.
7. P mengingatkan saat waktu kurang 10 menit lagi, siswa terlihat panik. Saat waktu kurang 5 menit, P mengingatkan lagi.
8. Setelah waktu habis, P mengambil pekerjaan semua siswa.
9. Pada saat yang hampir bersamaan, G datang ke kelas.
10. P memberitahukan jika ini adalah pertemuan terakhir dengan P di kelas untuk mengajar. P menyerahkan kembali kelas kepada G. P berterima kasih kepada G dan semua siswa atas bantuannya selama P melaksanakan penelitian. P juga meminta maaf atas semua kesalahan.
11. G kemudian mengambil alih kelas dan P keluar dari kelas. P merapihkan berkas-berkas sambil menunggu G.
12. Pada jam istirahat P juga melakukan wawancara kepada siswa.

Field Note 8

Hari/ Tanggal : Kamis, 8 November 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul

P datang ke sekolah dan menemui G. P bermaksud untuk mewawancarai siswa. Pada hari itu kebetulan jam ketiga di kelas VIII-C kosong karena ditinggal bapak guru rapat MGMP Kabupaten. P yang mendapat informasi dari G segera menuju kelas sekalian mengisi kekosongan waktu.

1. P menyapa para siswa yang sedang rebut sesuka hati.
2. Siswa bertanya akan ada apa.
3. P menjelaskan bahwa mereka akan diwawancarai.
4. P segera memulai wawancara.
5. Setelah selesai seluruhnya, P berpamitan. Hari itu benar-benar hari terakhir P masuk kelas VIII-C.

Appendix 2

Interview Transcripts

Teacher-Interview 1

Hari/ Tanggal : Kamis, 27 September 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul

P : Peneliti

G : Guru Bahasa Inggris

P : “Selamat pagi Ibu. Mohon maaf Ibu, saya ingin mengganggu.” (senyum)

G : “O iya Mas, ndak apa apa. Gimana-gimana?”

P : “Begini Ibu, Saya sudah mewawancarai beberapa siswa. Mereka mengaku masih mengalami beberapa kesulitan dalam menulis.”

G : “Iya mas, memang untuk kemampuan menulis, rata-rata siswa di sekolah ini masih mengalami kesulitan. Tapi kalo untuk skil yang lain mereka sudah cukup bagus lah ya.”

P : “Berdasarkan pengalaman Ibu, sekiranya apa ya Bu penyebabnya?”

G : “Kalau menurut saya sih minat mereka dalam menulis itu kurang. Mereka pada umumnya kesulitan dalam vocabulary dan tenses gitu. Terus mereka juga kurang media sih ya Mas. Paling sering kalau guru di sini ya pakaii buku paket Mas. Jarang bisa menyiapkan media seperti gambar atau video atau music gitu. Hehee. Lalu mereka juga seperti bingung mau nulis apa gitu. Bahkan tanda baca yang sederhana saja mereka juga masih suka salah.

P : “Lalu kalau proses siswa dalam belajar writing sejauh ini bagaimana Ibu?”

G : “Masih banyak yang harus dibenahi Mas. Ketika writing siswa terlihat malas-malasan. Berbeda dengan skil speaking, misalnya. Mereka terlihat jauh lebih antusias.”

P : “Berarti sedikit kesimpulannya keinginan siswa masih terbilang kurang ya Bu?”

G : “Ya, kurang lebihnya begitu. Siswa juga jarang membaca teks-teks bahasa Inggris. Sehingga kosakata mereka masih lemah. Bahkan mereka terkadang masih ogah-ogahan buai kamus. Padahal di perpustakaan sudah banyak disediakan.”

P : “Kalau dari hasil tulisan siswa sendiri Ibu, apakah sudah dapat dikatakan memuaskan atau setidaknya memenuhi target?”

G : “Secara umum belum. Hanya ada beberapa siswa yang hasil tulisannya sudah layak. Ketelitian siswa masih sangat kurang. Di dalam tanda baca, ejaan, kapitalisasi, dan sebagainya.”

P : “Begini Bu, saya akan mengajar mereka menggunakan picture-cued activities. Jadi siswa akan mendapat rangsangan ide berupa gambar. Dari gambar itu mereka akan membangun sebuah konsep untuk menulis

berdasarkan imajinasi mereka sendiri. Saya mendapati bahwa siswa memiliki kesulitan untuk mendapatkan ide. Sehingga mereka justru mengalami kesulitan sebelum memulai menulis.”

G : “Iya Mas, bagus itu.”

P : “Saya juga mohon bimbingan dari Ibu selama penelitian nanti. Sekiranya ada hal-hal yang kurang tepat mohon ditegur dan diberi masukan”

G : “Oh, itu gampang. Yang penting nanti dimaksimalkan penelitiannya.”

P : “Terima kasih sekali Ibu.”

G : “Oya, besok sebelum mulai mengajar saya diberi materinya biar saya tahu.”

P : “Oh, siap Ibu. Besok semua materi saya serahkan kepada Ibu.”

P : “Oya Ibu, mungkin cukup sekian dulu untuk hari ini. Saya mohon pamit. Besok kalau ada kesulitan, saya sowan Ibu lagi.”

G : “O ya. Kalau masih sibuk di jogja sms saja ndak papa.”

P : “O njih Bu, gampil mbenjing. Njih sampun Bu, saya pamit dulu. Pareng.”

G : “Ya ya. Hati-hati.”

Teacher-Interview 2

Hari/ Tanggal : Senin, 1 Oktober 2012

Tempat : Ruang Guru SMP N 1 Wonosari

P : “Salamat pagi Bu, badhe ngrepoti malih.”

G : “ya, ndak papa. Gimana, tadi pretestnya?”

P : “Alhamdulillah sebagai langkah awal cukup lancar Bu.”

G : “Hasilnya?”

P : “Waduh, saya belum melihat secara keseluruhan Bu. Tapi sepertinya mereka masih sedikit sulit untuk menemukan ide. Ketelitian mereka juga masih kurang di tanda baca seperti itu Bu.”

G : “Nha, seperti kata saya kemarin kan? Lalu kapan mulai actionnya ini?”

P : “Hehe, iya Ibu. Mmm, Insyaallah secepatnya. Mungkin antara satu sampai dua minggu. Yang lama itu soal birokrasinya Bu.”

G : “Dosennya sudah mengijinkan?”

P : “kalau dari dosen sudah Ibu.”

G : “Dosennya siapa to?”

P : “Ibu Suharso Ibu.”

G : “Oh, saya taunya Bu Agus, Bu Nury..”

P : “O..njih njih.”

G : “o ya, materinya nanti gimana?”

- P : “Pertama, saya beri mereka gambar yang sesuai dengan materi. Kemudian saya beri pertanyaan pancingan dan mereka menjawab secara lisan. Kemudian saya beri contoh teks dan dianalisis bersama tentang ciri-ciri dan mencari informasi spesifik dalam teks. Karena ada LCD jadi nanti penyajian gambarnya juga bisa lebih atraktif.”
- G : “Oke, bagus-bagus. Yasudah yang penting semua dimaksimalkan ben cepet lulus.”
- P : “Hehe, njih Bu, amin.”
- G : “Rak rung areb rabi to?.”
- P : “Waduh, tasih tebih Bu, ngadeg mawon dereng jejeg niki. hehe”
- G : “Yowes gek dirampungke sekolahe, nyambut gawe gek nganu.”
- P : “hehe, njih Bu, pengestunipun mawon. Njih mbok bilih cekap semanten rumiyin Ibu, saya mohon pamit.”
- G : O, yaya.. hati-hati. Bali Jogja?
- P : Njih Bu, lha mangkih njih buruh.
- G : O yo, ngati-ati.
- P : Njih Bu, matursuwun.

Teacher-Interview 3

Hari/ Tanggal : Kamis, 18 Oktober 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul

- P : “Selamat Pagi Bu.”
- G : “Oh ya, Sini-sini.”
- P : “Njih Bu. Saya ingin diskusi sebentar Bu.”
- G : “O yo, pie?”
- P : “Untuk cycle satu sudah saya selesaikan Ibu, menurut Ibu bagaimana dari materi dan penjelasan saya?”
- G : “Materinya sih sudah bagus. Variatif. Mereka juga lebih antusias kelihatannya. Mungkin karena mada gambar-gambarnya itu ya.
- P : “Kalau dari tahap-tahapnya gimana Bu?”
- G : “Ya secara umum sih sudah tepat lah. Maksudnya mirip dengan yang di RPP. Tapi RPP kan hanya rencana. Praktiknya kan bisa berbeda sesuai kondisi di lapangan. Tapi sudah bagus kok.”
- P : “Iya Bu. Mungkin saya yang kurang bisa mengatur waktu. Perkiraan saya juga terkadang meleset. Misalnya ketika di tugas 1, saya prediksi hanya memakan waktu 10 menit, e ternyata nyatanya 20 menit. Mungkin itu juga karena saya harus mengkondisikan siswa yang ramai.”

- G : “Iya, ndak papa, namanya juga proses. Yang sabar saja, karena memang siswa itu kadang perlu penjelasan lebih.”
- P : “Iya Bu. Saya juga keliling kelas untuk memastikan siswa paham. Terkadang mereka bertanya lagi dan saya arus menjelaskan?”
- G : “Memang harus sabar dan telaten. Kalau disuruh bertanya sih malu, tapi kalau didekati mereka pasti bertanya.”
- P : “Iya Ibu. Lalu kalau aktifitas menulis siswa sendiri gimana Ibu?”
- G : “Sudah bagus. Ada kegiatan yang berpasangan, ada yang individu. Jadi ya sudah bervariasi. Yang berpasangan siswa bisa saling berbagi ide, uang individu ya siswa benar-benar mengeluarkan kemampuannya.”
- P : “Kalau dari tulisan siswa, menurut Ibu bagaimana?”
- G : “Kalau yang di pretest masih cukup memprihatinkan. Tapi setelah cycle 1 ya lumayan lah. Ada peningkatan yang cukup signifikan. Dan sepertinya masih bisa dioptimalkan di cycle 2.”
- P : “Iya Bu, kesalahannya juga bervariasi. Kosakata, pola kalimat, dan tanda baca masih cukup sering dilakukan.”
- G : “Iya, namanya anak2 yo kudu sabar. Padahal catetan juga sudah saya berikan”
- P : “Lalu apalagi yang harus saya perbaiki di cycle 2 Ibu?”
- G : “Secara umum sudah bagus. Mungkin lebih tegas saja dan mulailah pelajaran ketika siswa sudah benar-benar siap.”
- P : “Baik bu, siap. Akan saya perbaiki.” Beberapa siswa terkadang memang ramai sendiri. Saya masih agak tidak enak kalau harus galak-galak.
- G : “Iya, Kadang saya saja juga kuwalahan.”
- P : “Baik Bu, terima kasih sekali untuk masukan yang diberikan.”
- G : “Iya, semoga bermanfaat. Materi selanjutnya sudah siap?”
- P : “Sudah Ibu.”
- G : “Ya. Semoga lancar.”
- P : “Njiih bu, Amin. Matursuwun. Njiih sampun Bu. Kulo nyuwun pamit rumiyin.”
- G : “O ya ya.”

Cycle 2

Teacher-Interview 4

Hari/ Tanggal : Kamis, 1 November 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul

- P : “Selamat pagi Bu.”
- G : “Ya, gimana?”
- P : “Saya ingin bertanya – tanya sebentar Ibu.”
- G : “Ya. Gimana tadi testnya?”
- P : “Alhamdulillah lancar Bu.”
- G : “sebelum ujian semester saya minta rekap nilainya ya.”
- P : “Siap Ibu, besok saya antarkan.”
- G : “Sekalian sama nilai yang dulu ya.”
- P : “Njih Bu. O ya Bu, menurut Ibu, selama ini bagaimana saya megajar di kelas Bu?.”
- G : “Sudah bagus, manajemen siswa, kelas, waktu. Materinya juga bagus. Mungkin agar lebih lues saja. Tapi itu proses kok. Kalau sudah lama jadi guru juga akan lues sendirinya.”
- P : “Kalau dari perkembangan siswa?”
- G : “Ya secara keseluruhan membaik, jauh lebih baik malah. Kesulitan mereka seperti kosakata, preposisi, tanda baca, ejaan, pola kalimat, frase, dan sebagainya sudah meningkat. Ya masih ada kesalahan mereka, tapi yang jelas ada peningkatan.”
- P : “Iya bu. Lalu menurut ibu penggunaan picture-cued activities ini efektif tidak Bu dalam membantu writing siswa?”
- G : “Oh ya ya. Itu membantu siswa mengeksplorasi ide. Pada intinya picture tadi meningkatkan kemampuan menulis siwa.”
- P : “Alhamdulillah. Ya setidaknya saya melihat kemajuan yang menyenangkan dari pretest hingga setelah cycle 2 ini Bu.”
- G : “Ya. Dan saya juga merasa terbantu dengan adanya guru muda. Para siswa lebih antusias lagi. Mungkin karena mereka merasa lebih seperti kakak atau teman dekat. Sehingga mereka bisa lebih free mengungkapkan keinginan mereka.”
- P : “Justru saya yang harusnya memohon maaf kepada Ibu. Sudah banyak dan sering merepotkan mulai dari PPL hingga skripsi saat ini”
- G : “Ya sama-sama belajar lah.”
- P : “O njih Bu, sekalian saya nyuwun pamit karena tugas saya sudah selesai untuk mengambil data. Saya mengucapkan byak terima kasih kepada Ibu

dan juga memohon maaf yang sebesar-besarnya atas segala salah dan kurang saya selama berada di lingkungan sekolah ini.”

G : “Ya, sama-sama. Pokoke langsung digarap data-datane kui. Semoga lancar, segera selesai studinya, dan sukses.”

P : “Amin, matursuwun Bu.” Njih sampun saya permisi dulu Ibu.

G : Ya, hati-hati ya. Saya tunggu rekapan nilainya.

P : Baik Bu. Siap. Pareng rumiyin Bu.

Hari/ Tanggal : Kamis, 27 September 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul

Student 1

P: Selamat siang, namanya siapa?

S: (Tidak jelas)

P: Siapa?

S: Muhammad Rafi Hastu Himayuan.

P: Panggilannya?

S: Rafi.

P: Oke, Rafi. Suka menulis bahasa Inggris?

S: Jarang, kadang-kadang.

P: Pernah tapi?

S: Pernah.

P: Kapan itu?

S: Kalau di internet itu aktif di beberapa situs.

P: Situsnya apa?

S: Wikia.

P: Terus nulisnya nulis apa?

S: Paling ngedit artikel gitu.

P: Artikelnya bahasa Inggris kan?

S: Iya.

P: Sulit nggak nulis bahasa inggris?

S: Lumayan.

P: Yang bikin sulit apa?

S: Preposisi sama beberapa hal.

P: Beberapa halnya itu apa?

S: Menerapkan kata kerja lampau atau bukan gitu.

P: Berarti tensesnya gitu ya?

S: Ya.

P: Terus kalau deskriptif teks pernah denger?

S: Sering.

P: Apa itu?

S: Teks yang mendeskripsikan sesuatu.

P: Oke, lalu pernahkah menulis dengan bantuan gambar?

S: Pernah.

P: Bikin mudah atau bikin susah?

S: Bikin mudah.

P: Kenapa?

S: Ya pikirannya bias mengacu pada gambar.

P: Berarti idenya lebih keluar gitu ya?

S: Sip.

P: terus di kelas dapat materi writing seberapa sering?

S: Setiap satu unit.

P: Oke Rafi, cukup dulu. Terimakasih

S: Yes, samam-sama.

Student 2

P: Oke, selamat siang, namanya siapa?

S: Saya rizky.

P: Oke Rizky, pernah menulis bahasa Inggris?

S: Pernah.

P: Suka?

S: Lumayan.

P: Sering nggak?

S: Kalau lagi pengen.

P: Tapi di kelas sering ya kalau pas pelajaran bahasa Inggris??

S: Ya, Sering.

P: Susahnya apa?

S: Kosakata sama bentuk-bentuk yang belum dipahami.

P: Bentuk-bentuk seperti apa itu?

S: Verb.

P: O, jadi ada yang lampu ada yang sekarang gitu ya?

S: Ya.

P: Oke. Kalau deskriptif teks pernah denger?

S: Pernah.

P: Apa itu? Teks yang bagaimana?

S: Teks yang mendeskripsikan sesuatu misalnya gambar, tempat, atau seseorang.

P: Kemudian pernah menulis deskriptif teks?

S: Pernah.

P: Sulitnya dimana?

S: Ya kosakatanya tadi.

P: Kalau pake gambar pernah belum?
 S: Pernah.
 P: Lebih mudah atau lebih susah?
 S: Lebih mudah.
 P: Oke Rizky, sekian dulu, terimakasih.
 S: Ya, sama-sama.

Student 3

P: Selamat siang
 S: Siang.
 P: Namanya siapa ini?
 S:
 P: Panggilannya?
 S: >>>>
 P: Suka nulis bahasa Inggris nggak?
 S: Enggak.
 P: Pernah ya tapi?
 S: Pernah.
 P: Kenapa nggak suka? Susah atau gimana?
 S: Takut salah.
 P: Kenapa takut salah?
 S: Takutnya itu kan belum menguasai, takutnya tu kalau ada susunan yang salah.
 P: O, berarti pola kalimatnya kaya gitu?
 S: Iya.
 P: Kalau deskriptif teks pernah denger?
 S: Pernah.
 P: Menurut kamu apa itu?
 S: Teks yang mendeskripsikan.
 P: Kalau menulis dengan gambar- gambar pernah?
 S: Pernah.
 P: Menurut kamu gimana dengan pakai gambar?
 S: Lebih jelas.
 P: Yang mau ditulis lebih jelas gitu ya?
 S: Ya.
 P: Baik Terimakasih untuk waktunya.
 S: (Lari)

Hari/ Tanggal : Kamis, 11 Oktober 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul

Student 4

P: Selamat siang.

S: Selamat siang.

P: Dengan siapa?

S: Muhammad Rofiq.

P: Oke, dipanggilnya siapa ni?

S: Rofiq saja.

P: Oke Rofiq, suka nggak menulis bahasa Inggris?

S: Ya lumayan untuk menambah ilmu.

P: Kalau nulis itu kira-kira waktunya kapan?

S: Biasanya seringnya kalau ada tugas.

P: Sulitnya di mana?

S: Saat menyusun kata-kata.

P: O, verb, kata benda, dan sebagainya itu ya?

S: Ya mas.

P: Terus kalau deskriptif teks pernah denger?

S: Sering mas.

P: Apa itu sepengetahuanmu?

S: Teks yang menggambarkan atau mendeskripsikan suatu peristiwa yang dialami atau tidak dialami.

P: Pernah menulis teks itu?

S: Pernah.

P: Sulitnya apa? Seperti tadi juga kah?

S: Ya mas.

P: Kalau menulis pakai gambar pernah?

S: Pernah mas.

P: Pilih mana? Pakai gambar atau nggak pakai gambar?

S: Pakai gambar mas.

P: Kenapa?

S: Kalau pake gambar itu sudah jelas apa yang mau ditulis.

P: Berarti idenya bias keluar gitu ya?

S: Ya mas.

P: Sekian dulu Rofiq. Terimakasih atas waktunya.

S: Ya, sama-sama mas.

Student 5

P: Selamat pagi Rafi.

S; Selamat pagi.

P: Oke, selamat pagi, selamat saya ganggu lagi. Saya mau tanya-tanya tentang pelajaran deskriptif teks kemarin. Menurut kamu kemarin sudah jelas belum?

S: Sudah jelas.

P: Yakin?

S: Yuakinn..

P: Sip! Terus ada nggak hal-hal yang masih membingungkan?

S; Susunan kata.

P: Pola kalimatnya itu?

S: Ya.

P; Sekarang kalau dari idenya, kemarin kan ada beberapa gambar tu, menurut kamu bikin ribet nggak?

S: Nggak (geleng-geleng)

P: Kenapa itu?

S: Karena lebih gampang.

P; Kenapa lebih gampang?

S: Yak an ada keterangannya.

P: Terus kemarin kan nulis beberapa teks, yang paling bikin suit itu apa?

S; Susunan katanya itu.

P: Selain itu sudah lebih baik?

S: Ya.

P: Oke, sekian saja. Terimakasih untuk waktunya.

S: Sama-sama.

Hari/ Tanggal : Kamis, 18 Oktober 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul

Student 6

P: Selamat siang.

S: Siang.

P: Oke, ketemu lagi sama Rizky ya?

S: Iya.

P: Oke Rizky saya mau tanya-tanya lagi. Kemaren dengan penjelasan atau pelajaran tentang deskriptif teks sudah paham belum?

S: Sudah, tapi ada yang agak ganjil.

P: Yang bikin ganjil itu apa?

S: Kosakata.

P: Kalau pola kalimat itu gimana?

S: Kalau pola kalimat sudah agak mendingan.

P: Nha kemarin kan nulisnya pakai gambar tu, macem-macem gambar. Menurut kamu bikin mudah nggak?

S: Lebih mudah.

P: Beda nggak sama dulu sebelum pakai gambar?

S: Beda.

P: Bedanya apa?

S: Idenya itu lebih hidup kalau ada gambar.

P: Tugas kemarin yang menulis teks-teks itu ada kesulitan nggak?

S: Ada sedikit. Masih tentang kosakata tadi.

P: berarti selain itu udah lebih baik lah ya?

S: Iya.

P: Oke sekian Rizky, terimakasih.

S: Ya, sama-sama.

Student 7

P: Selamat pagi Rafi.

S; Selamat pagi.

P: Oke, selamat pagi, selamat saya ganggu lagi. Saya mau tanya-tanya tentang pelajaran deskriptif teks kemarin. Menurut kamu kemarin sudah jelas belum?

S: Sudah jelas.

P: Yakin?

S: Yuakinn..

P: Sip! Terus ada nggak hal-hal yang masih membingungkan?

S; Susunan kata.

P: Pola kalimatnya itu?

S: Ya.

P; Sekarang kalau dari idenya, kemarin kan ada beberapa gambar tu, menurut kamu bikin ribet nggak?

S: Nggak (geleng-geleng)

P: Kenapa itu?

S: Karena lebih gampang.

P; Kenapa lebih gampang?

S: Yak an ada keterangannya.

P: Terus kemarin kan nulis beberapa teks, yang paling bikin suit itu apa?

S; Susunan katanya itu.

P: Selain itu sudah lebih baik?

S: Ya.

P: Oke, sekian saja. Terimakasih untuk waktunya.

S: Sama-sama.

Student 8

P: Selamat pagi.

S: Selamat pagi.

P: Saya lupa, ini namanya siapa?

S: Yusril Zainuri.

P; Oke yusril, saya mau tanya-tanya mengenai pelajaran menulis deskriptif kemarin. Pelajarannya sudah jelas belum?

S: Ya.. sudah.

P; Lebih jelas dari sebelumnya gitu ya?

S: Ya.

P: Kalau ada yang mau ditanyakan, kira-kira apa? Masih ada yang bingung nggak tentang deskriptif teks?

S: Yang menyusun kata-katanya.

P: Oke. Kalau gambarnya kemarin, kan ada beberapa gambar. Itu bikin ribet atau malah bikin mudah?

S: Bikin mudah.

P: Kenapa bikin mudah?

S: Ya ada gambarannya.

P; Jadi bias berimajinasi, membayangkan gitu?

S: Ya.

P: Idenya buat nulis bias terus gitu ya?

S: Iya.

P: Beda nggak sama sebelumnya? Sebelumnya kan nggak pakai gambar.

S: Beda.

P: Enak yang mana?

S: Enak pakai gambar.

P: Oke terakhir ni. Kemarin kan ada tugas menulis bikin teks, Jogja dan sebagainya. Itu yang paling bikin sulit apanya?

S; Susunan kalimatnya.

P: Masih susunan kalimatnya. Kalau kosakatanya?

S: Kosakata sudah lebih mendingan.

P: Udah mendingan ya. Oke Yusril sekian saja, terimakasih.

S: Ya, sama-sama.

Hari/ Tanggal : Kamis, 25 Oktober 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul Hari/

Student 9

P: Furqi, selamat pagi.

S: Pagi.

P: Oke saya mau tanya-tanya lagi tentang pelajaran deskriptif teks kemarin.

Menurut kamu sudah jelas belum?

S: Sedikit.

P: Masih bingung? Yang apanya?

S: Kosakatanya.

P: Kosakatanya. Kalau kemarin kan ada gambar, menurut kamu gambar itu membantu atau merepotkan?

S: Membantu.

P: Apa alasannya?

S: Karena bisa lebih jelas, idenya itu bisa cling.. keluar.

P: Oke, terus beda nggak sama sebelumnya yang nggak pakai gambar?

S: Beda.

P: Enak mana?

S: Enak yang pakai gambar.

P: Enak yang pakai gambar. Kemudian terakhir, yang tugas teks kemarin menurut kamu bisa nggak ngerjainnya?

S: Bisa.

P: Paling sulit apanya?

S: Ya kosakatanya tadi.

P: Kalau pola kalimatnya? Sudah lebih baik?

S: Sudah.

P: Oke, sekian. Terimakasih

S: Hahaha

Student 10

P: Oke selamat pagi.

S: Pagi.

P: Namanya:

S: Dianingtyas

P: Dianingtyas, saya mau tanya-tanya tentang deskriptif teks kemarin. Menurut kamu sudah jelas belum?

S: Jelas.

P: Kesulitan masih ada?

S: Masih.

P: Apa itu:

S: Kosakatanya, verbnya.

P: Oke, kalau dari gambarnya yang banyak kemarin menurut kamu gimana?

S: Membantu.

P: Membantunya?

S: Membantunya ya idenya banyak yang keluar.

P: Enak mana pakai gambar sama nggak pakai gambar?

S: Pakai gambar.

P: Terus terakhir kemarin tugasnya bias ngerjain?

S: Bisa.

P: Sulitnya di bagian apa?

S: Ya itu tadi, kosakata sama nyusun kalimat.

P: Selain itu sudah bias diatasi?

S: Sudah.

P: Oke, sekian, terimakasih. Selamat pagi.

S: Pagi.

Tanggal : Kamis, 1 November 2012

Tempat : Ruang kelas VIII-C, SMP N 1 Wonosari, Gunungkidul

Student 11

P: Selamat pagi, dengan Gita ini pasti?

S: Hmm hafal..

P: Mau tanya-tanya lagi ni tentang kemarin pelajaran deskriptif teks. Menurut Gita kemarin udah paham belum?

S: Agak paham. Ada pahamnya, ada belumnya.

P: Tapi lumayan paham. Yang bikin bingung apanya?

S: Kosakata.

P: kosakatanya? Masih tentang kosakata. Selain itu?

S: Nggak ada.

P: Lebih baik, lebih paham?

S: Iya.

P: Kalau kemarin itu ka nada gambar. Menurut Gita gimana?

S: Maksudnya?

P: Malah bikin ribet atau bikin gampang?

S: Bikin gampang.

P: Kenapa?

S: Punya gambaran buat nulis.

P: Oke. Terakhir ni. Kalau kemarin kan suruh bikin tugas teks-teks deskriptif, itu menurut kamu, menurut hati kamu bias nggak dikerjain?

S: Ya bisa.

P: Ada sulitnya?

S: Ada.

P: Apa sulitnya?

S: Kosakata lagi.

P: Oke, sekian terimakasih Gita.

S: Sama-sama.

Student 12

P: Oke selamat pagi.

S: Pagi.

P: Namanya?

S: Salsa.

P: Oke Salsa, kemarin paham dengan deskriptif teks? Pelajarannya.

S: Lumayan.

P: Lumayan. Ada yang masih bingung?

S: Sedikit.

P: Apa itu yang sedikit?

S: Yang kaya bikin kalimat itu.

P: Oke bikin kalimat. Kalau kemarin dari segi gambarnya yang lumaya banyak itu. Menurut Salsa gimana?

S: Membantu.

P: Membantu. Kok bisa membantu?

S: Ya kalau pakai gambar jadi ada gambarannya.

P: Enak mana pakai gambar sama nggak pakai gambar?

S: Pakai gambar.

P: Kemudian kalau misalkan, mmm kemarin kan ada tugas-tugas tu, menurut kamu bisa nggak?

S: Bisa.

P: ada sulitnya?

S: Ada.

P: Sulitnya masih yang tadi, membuat kalimat?

S: Ya.

P: Ok, sekian Salsa. Terimakasih untuk waktunya.

S: Sama-sama.

Student 13

P: Selamat pagi, namanya?

S: Rizki.

P: Mau tanya kemarin tentang deskriptif teksnya apakah sudah paham, sudah jelas?

S: Lumayan.

P: Masih ada bingungnya nggak

S: Masih.

P: Apa?

S: Kosakata.

P: Masih tentang kosakata?

S: Ya.

P: Ok, kalau kemarin dari gambar-gambarnya itu. Menurut Rizki gimana? Membantu nggak gambar itu?

S: Ya.

P: Kok bisa membantu?

S: karena ada gambarnya untuk mendeskripsikan.

P: Ok. Ini terakhir, kemarin tugasnya bisa dikerjain nggak?

S: Bisa.

P: Yang paling sulit dimana? Kosakata tadi?

S: Ya, sama artinya.

P: Ok Rizki, sekian, terimakasih.

S: Sama-sama.

Appendix 3

Pretest and Posttest

Name :

No. :

PRETEST

Write a descriptive text (about 150 words) about your favorite singer, actor, actress, or other famous people.

.....

Orientation :

Description :

Re-orientation :

Name :

No :

POSTTEST 1

Write a descriptive text (about 150 words) about your own bedroom.

.....

Name :

No :

POSTTEST 2

Write a descriptive text based on your own experience about Yogyakarta. Explore all information you know about the city

.....

Appendix 4

Course Grid and Lesson Plans

**IMPROVING THE EIGHTH GRADE STUDENTS' WRITING SKILLS THROUGH PICTURE-CUED ACTIVITIES
AT SMP N 1 WONOSARI IN THE ACADEMIC YEAR OF 2012/2013**

SYLLABUS

School : SMP N 1 Wonosari

Grade : VIII (Eight)

Subject : English

Semester : 1 (One)

Skill : Writing

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

Meeting	Basic Competency	Materials	Activities	Indicators	Assessment			Time	Sources
					Technique	Instruments	Sample		
Meeting 1	6.2 To express meaning in a simple short essay accurately, fluently, and appropriately in the form descriptive, recount, and	1. Descriptive series pictures and partial pictures. 2. Tense used in descriptive text; <i>Simple present tense</i>	1. Students answer questions based on descriptive texts. 2. Students recognize tense used in descriptive	1. Students are able to find information in the text. 2. Students are able to apply simple present tense in descriptive text.	Written test	1. <i>Completion</i>	1. <i>Complete the paragraph using the suitable words.</i> 2. <i>Rearrange the following</i>	3 x 40 mins.	1. Books : - <i>Mind Twisters, Puzzles, and Games</i> - <i>Play Games with</i>

	accurately, fluently, and appropriately in the form descriptive, recount, and exposition to interact in daily life and in academic context.	<p>pictures.</p> <p>2. Tense used in descriptive text; <i>Simple present tense</i></p> <p>3. Vocabulary</p> <ul style="list-style-type: none"> • Adjectives; beautiful, nice, tall, good, thin, fat, etc. • Colors; Red, green, yellow, blue, brown, etc. • Prepositions : on, beside, above, below, under, next, across, etc. <p>4. Punctuation, Spelling</p>	<p>pictures.</p> <p>2. Students work in pairs. They write sentences using appropriate prepositions and correct punctuation and capitalization based on a picture.</p> <p>3. Students correct wrong verbs, adjectives, prepositions, and punctuation marks in descriptive texts.</p> <p>4. In pairs, students make</p>	<p>2. Students are able to write sentences using appropriate prepositions and correct punctuation and capitalization based on a picture.</p> <p>3. Students are able to revise and replace wrong verbs, adjectives, prepositions, and punctuation in descriptive sentences.</p> <p>4. Students are able to make descriptive sentences with their own</p>	Written test	2. Jumbled Sentences	<p><i>suitable words.</i></p> <p>2. <i>Rearrange the following sentences correctly based on the pictures order.</i></p> <p>3. <i>Write an essay in the form of descriptive text (describing something or a certain place).</i></p>	<p><i>and Games</i></p> <p><i>-Play Games with English 1</i></p> <p><i>-Contextual Teaching and Learning Bahasa Inggris</i></p> <p>2. Pictures</p> <p>3. Things around students</p> <p>4. Internet</p>
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			<p>sentences based on pictures.</p> <p>5. In pairs, students arrange the sentences that have been written into a good descriptive paragraph.</p> <p>6. Individually, students produce a descriptive text based on a certain theme.</p>	<p>words based on pictures.</p> <p>5. Students are able to build a descriptive paragraph with their own sentences.</p> <p>6. Students are able to produce a descriptive text based on their own ideas and words.</p>		<i>activities (Essay)</i>			
Meeting 3	6.2 To express meaning in a simple short essay accurately, fluently, and appropriately in the form	<p>1. Descriptive series pictures and partial pictures.</p> <p>2. Tense used in descriptive text; Simple</p>	<p>1. Students write sentences based on pictures.</p> <p>2. Students answer questions</p>	<p>1. Students are able to describe pictures.</p> <p>2. Students are able to find information in the text.</p>	Written test	1. Completion	1. Complete the paragraph using the suitable words.	3 x 40 mins	<p>1. Books: -Mind Twisters, Puzzles, and Games</p> <p>-Play</p>

	descriptive, recount, and exposition to interact in daily life and in academic context.	<p>present tense</p> <p>3. Vocabulary</p> <ul style="list-style-type: none"> • Adjectives; beautiful, nice, tall, good, thin, fat, etc. • Colors; Red, green, yellow, blue, brown, etc. • Prepositions : on, beside, above, below, under, next, across, etc. <p>4. Punctuation, Spelling</p>	<p>based on descriptive texts.</p> <p>3. Students fill in the blanks of a descriptive text with appropriate verbs, adjectives, and prepositions.</p> <p>4. Students correct the words about verbs, prepositions, adjectives, and correct the punctuation and capitalization individually.</p> <p>5. Students review</p>	<p>3. Students are able to apply verbs, adjectives, prepositions commonly used in descriptive text.</p> <p>4. Students are able to revise and replace wrong verbs, adjectives, prepositions, and punctuation in descriptive sentences.</p> <p>5. Students are able to build a descriptive text by matching sentences to the picture.</p>	<p>Written test</p> <p>Written test</p>	<p>2. Jumbled Sentences</p> <p>3. Picture-cued activities (Essay)</p>	<p>2. Rearrange the following sentences correctly based on the pictures order.</p> <p>3. Write an essay in the form of descriptive text (describing something or a certain place).</p>	<p>Games with English 1</p> <p>-Contextual Teaching and Learning Bahasa Inggris</p> <p>2. Pictures</p> <p>3. Things around students</p> <p>4. Internet</p>
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		under, next, across, etc. 3. Punctuation, Spelling		able to produce a descriptive text based on their own idea and words.	Written test	3. Picture-cued activities (Essay)	<i>essay in the form of descriptive text (describing something or a certain place).</i>		2. Pictures 3. Things around students 4. Internet
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LESSON PLAN 1

School : SMP Negeri 1 Wonosari

Subject : English

Grade/Semester : VIII (Eight) / I (RSBI)

Skill : Writing

Time Allocation : 3 x 40 minutes

A. Standard of Competence

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

B. Basic Competency

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

C. Indicators

- 1) Students identify the social function of descriptive text.
- 2) Students identify and apply the tenses used in descriptive text by correcting and writing sentences.
- 3) Students answer questions based on descriptive texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in descriptive texts.
- 5) Students identify the order of descriptive text and then construct the text.

D. Teaching Objectives

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

- 1) express the social function of descriptive text correctly,
- 2) apply the tense used in descriptive text in writing correctly,
- 3) find information from descriptive texts,
- 4) apply common words and terms related to descriptive text correctly, and
- 5) construct or write a descriptive text.

E. Technique

- 1) Genre-based approach
- 2) Question and answer

F. Materials

1. Read the following text and answer the questions based the text.

My Beloved Mother

My mother is beautiful. She is not tall but not short. She has brown curly hair. Her eyes are like honey and her skin is light brown. She has a beautiful smile. Her weight is around 55 kg.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom because she is a good model to me. She likes singing and dancing. She is a very good wife and mother. She always takes care of her family. She likes to see our house clean and well-arranged. She arranges all things in the house in the right place. She doesn't like messes.

My mother is so sweet and lovely. She always gives me a kiss when I want to go to sleep. When our family has a problem, she is always with us to help and to give us all her love.

Adapted from <http://www.englishindo.com/2012/01/descriptive-text-penjelasan-contoh.html>

Answer the following questions in complete sentences.

1. Who is described in the text above?
2. What are the color of the hair, skin, and eyes of the person being described?
3. What are her hobbies?
4. How well does she arrange the house?
5. Why does the writer say that she is very lovely?

2. Pay attention to these sentences below. Correct the underlined words into their present forms.

- | | |
|---|---|
| 1) She <u>had</u> curly hair. | 6) She <u>had</u> a beautiful dress. |
| 2) I <u>could</u> see outside to the garden. | 7) Her skin <u>was</u> light brown. |
| 3) Next to the bedroom there <u>was</u> the kitchen. | 8) Her eyes <u>were</u> like honey. |
| 4) She <u>was</u> a very kind person. | 9) She <u>have</u> brown curly hair. |
| 5) In the dining room there <u>were</u> a table and two chairs. | 10) She <u>was</u> very sad at that time. |

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

A	B
Nose	1. Light brown, dark brown, brown, blond, red, black, gray
Hair	2. Black, green, brown hazel, blue
Height	3. Straight, long, short, bald, wavy, curly
Eyes	4. Tall, short, average
Age	5. Slim, well-built, fat, thin
Lips	6. An Asian, an European, a Japanese, a Thai
Race	7. Young, old, middle-aged, elderly, teens
Kind of eyes	8. Thin, thick
Kind of hair	9. Long, big, pointed, straight, small, hook
Built/body	10. Round, thin, oval, squash
Complexion	11. Small, large, big, round, sparkling

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

What does he look like?

Word Bank

MOUSTACHE

BEARD

BALD

SCARED

SPIKY

BLOND

BORED


SAD

CURLY


STRAIGHT


SLEEPY


He has a beard and looks serious.





Across

3.  She has long _____ hair.


6.  He looks _____.


7.  She has long _____ hair.


8.  She has straight _____ hair.


9.  He has a full _____.


Down


1.  He looks sad and _____.

2.  He doesn't have a beard, but he has a _____.

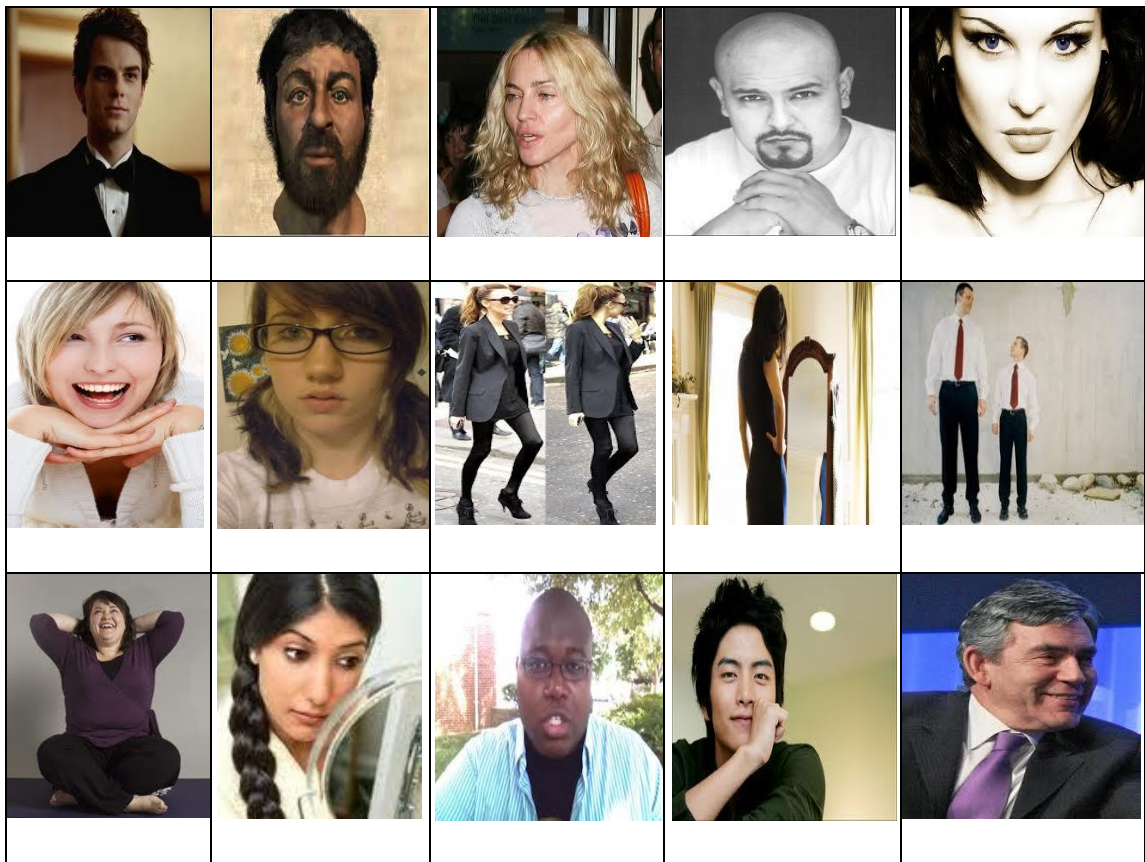
4.  He has _____ hair.

5.  She looks _____.

7.  He looks _____.

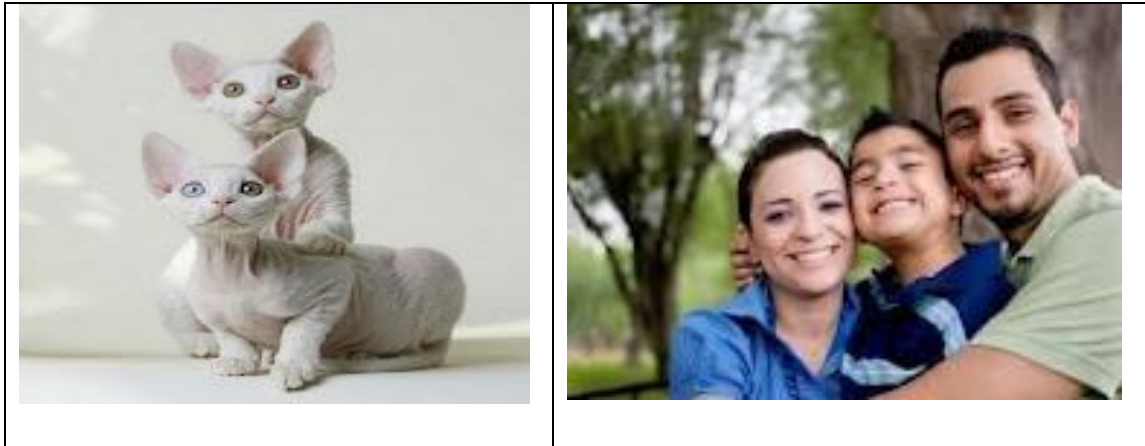
8.  He has a _____ head.

5. You have jumbled words below. In pairs, arrange them into good descriptive sentences based on the pictures.



1. Is-very-He-handsome.
2. Thick-He-beard.-has
3. Long-wavy-woman-has-hair-blond-The.
4. friend.-bald-I-a-have
5. has-She-eyes.-Blue-light
6. very-She-cheerful-is.
7. sister-My-wears-glasses.-always
8. girl-The-skinny.-is-so
9. looks-She-slim-very.
10. Have-I-a-short-friend.-very
11. Aunt-My-enough.-is-fat
12. friend-from-has-My-long-India-hair.-black
13. has-The-black-rather-man-skin.
14. Is-boy-has-The-white-skin.
15. Is-old-uncle-My-enough

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



My mother is 47 years old.
 He has bright blue eyes. He is quite tall, but a bit shorter than me.
 She is still slim because she always tries to stay in shape.
 His cooking and his meals are always very tasty as well as my mothers'.
 I would like to tell you about my mother and my father.
 She has an oval face and she has long blond hair and beautiful green eyes.
 My father, Lukman, is 5 years older than my mother.
 She is very good-looking, always well-dressed and elegant.
 He's very hard-working. Besides that he is working in a travel company.
 Now we are happily living in Jakarta.
 Let me start from my mother.
 He is 52. In spite of his age he is still black-haired, with several grey hairs.
 Her name is Anisa.
 He can even make a dinner when my mother is outside.

<http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>

Believe it or not, it is very intelligent cat.
 My Sphynx cat is the only pet I have.
 It can respond my voice commands.
 Its coat is often a warm chamois.
 It has a little hair but is not totally hairless as it has peach fuzz over much of its body.
 I like its tail although my mom says that it is like a rat's tail.
 It is really an amazing cat.
 My Sphynx has a normal cat proportion.
 It is really funny as well as my friends get a joke. I love it so much as I love my mother.
 I love its usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc.

<http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>

G. Teaching Activities

No.	Teaching Activities	Time	Characters Applied
1.	Pre-teaching Orientation <ul style="list-style-type: none"> ➤ The teacher greets the students ➤ The teacher asks the students, whether anybody is absent or not ➤ The teacher asks what day it is and what date it is. 	10 minutes	religious, respectful, diligent, polite, independent, creative, hard-working, cooperative, confident, responsible, honest
2.	While teaching BKOF <ul style="list-style-type: none"> ➤ The teacher gives the students some warming up questions as lead in. ➤ Students are reminded about the descriptive text. ➤ Students try to explain what descriptive text is as what they know or remember. MoDT <ul style="list-style-type: none"> ➤ Students are given some examples of descriptive texts. ➤ Students with the teacher as well start discussing those texts. ➤ Students are facilitated to have a discussion about the social function, the grammatical features, and the generic structure of descriptive text. ➤ Students recognize prepositions and adjectives commonly used in descriptive text. JCOT <ul style="list-style-type: none"> ➤ Students arrange jumbled words into good sentences with the teacher's guidance. ➤ Students write descriptive sentences based on 	90 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest

	<p>pictures in pairs.</p> <ul style="list-style-type: none"> ➤ Students apply how to use the prepositions and the adjectives correctly. ➤ Students arrange jumbled sentences into a good descriptive paragraph in pairs. <p>ICOT</p> <ul style="list-style-type: none"> ➤ Students write descriptive sentences based on pictures individually. ➤ Students apply how to use the prepositions and the adjectives correctly independently. ➤ Students write a descriptive text individually based on their own words and ideas. <p>Linking</p> <ul style="list-style-type: none"> ➤ Students compare descriptive text with recount text. 		
3.	<p>Post-teaching</p> <ul style="list-style-type: none"> ➤ Students are asked about what they have learned today. ➤ The teacher makes sure that every student understands the materials. ➤ The teacher closes the lesson by greeting the students. 	20 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest

H. Source

<http://www.englishindo.com/2012/01/descriptive-text-penjelasan-contoh.html>

<http://www.essayforum.com/writing-feedback-3/best-friend-lenka-description-person-16612/>

<http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>

http://www.google.co.id/search?q=gambar+kelas&hl=id&biw=1366&bih=641&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=8ttSUNzLKoLVrQfN3YCQCw&ved=0CBwQsAQ#hl=id&tbm=isch&sa=1&q=rumah+tetangga&oq=rumah+tetangga&gs_l=img.3...52979.60078.19.60310.15.11.0.0.0.484.484.4-1.1.0...0.0...1c.1.6g8300ZmDng&pbx=1&bav=on.2,or.r_gc.r_pw.r_qf.&fp=b787d94dc84024b7&biw=1366&bih=598

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

- 1) Students identify the social function of descriptive text.
- 2) Students identify and apply the tenses used in descriptive text by correcting and writing sentences.
- 3) Students answer questions based on descriptive texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in descriptive texts.
- 5) Students identify the order of descriptive text and then construct the text.

Writing scoring rubric based on Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized

Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

LESSON PLAN 2

School	: SMP Negeri 1 Wonosari
Subject	: English
Grade/Semester	: VIII (Eight) / I (RSBI)
Skill	: Writing
Time Allocation	: 3 x 40 minutes

A. Standard of Competence

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

B. Basic Competency

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

C. Indicators

- 1) Students identify the social function of descriptive text.
- 2) Students identify and apply the tenses used in descriptive text by correcting and writing sentences.
- 3) Students answer questions based on descriptive texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in descriptive texts.
- 5) Students identify the order of descriptive text and then construct the text.

D. Teaching Objectives

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

- 1) express the social function of descriptive text correctly,
- 2) apply the tense used in descriptive text in writing correctly,
- 3) find information from descriptive texts,
- 4) apply common words and terms related to descriptive text correctly, and
- 5) construct or write a descriptive text.

E. Technique

- 1) Genre-based approach
- 2) Question and answer

F. Materials

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

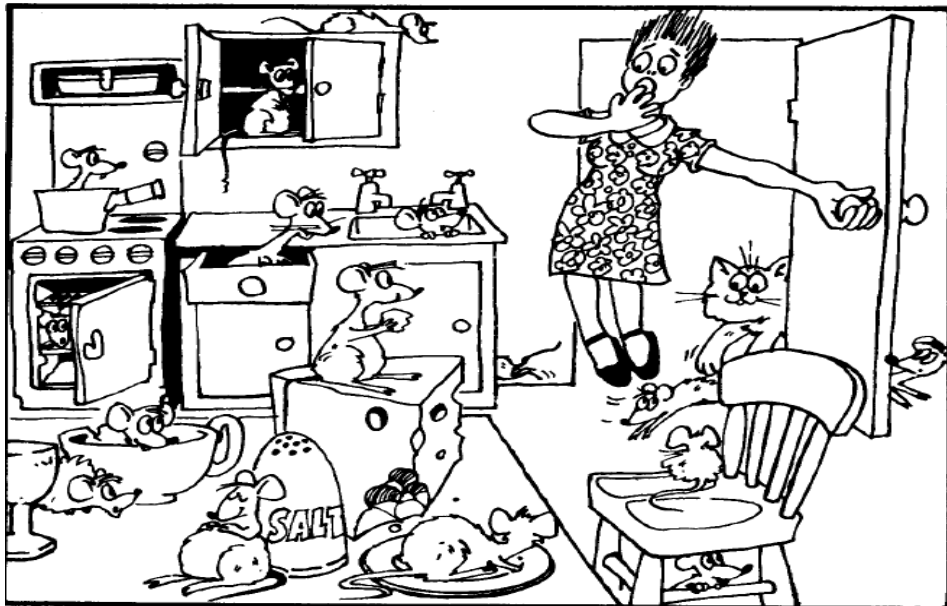
<http://rumahminimalisidaman.blogspot.com/2012/01/desain-interior-kamar-tidur.html#.UFPXpl3iYXk>



Questions for picture 1

- 1) What is the color of the bed?
- 2) How many pillows does the writer have?
- 3) What can you see on the bed besides the pillows?
- 4) Is there any television in the room? Where is it?
- 5) Where is the computer?
- 6) Where can you see the cupboard?

2. State where you can see the mice with the most appropriate words and their prepositions provided in the box below.



Use these words.

oven, door, cupboard, salt, sink, plate, drawer, cat, glass, chair, cup, piece of cheese, saucepan

Use these prepositions. You may use a preposition more than once.

on, on the top of, between, next to, in front of, behind, under, above, on the left of, on the right of, in

taken from Play Games with English 1 page 25

3. Look at the following pictures. Each picture has its own text. Read the text carefully and correct inappropriate verbs, adjectives, prepositions, and punctuation.

Text 1**My Bedroom**

in this bedroom. there was a very big bed with a brown blanket. above the bed, at the wall, there is a clock and a picture. The colors of the picture are red, and yellow. it is hanged above the bed. over the bed, there is two white pillows. On the left of the bed. there is a long rug. There are two big cupboard on the left wall. The windows were on the left of the bed with a long black curtain. The bed is behind the windows and the cupboards. It is in the middle of the room.

http://www.soundguideweb.com/fhdforeifjifvjvfiogapigigiqvqioiqiogfigopoi/non_audio/locatiion/bedroom_description4.htm

Text 2

Yogyakarta

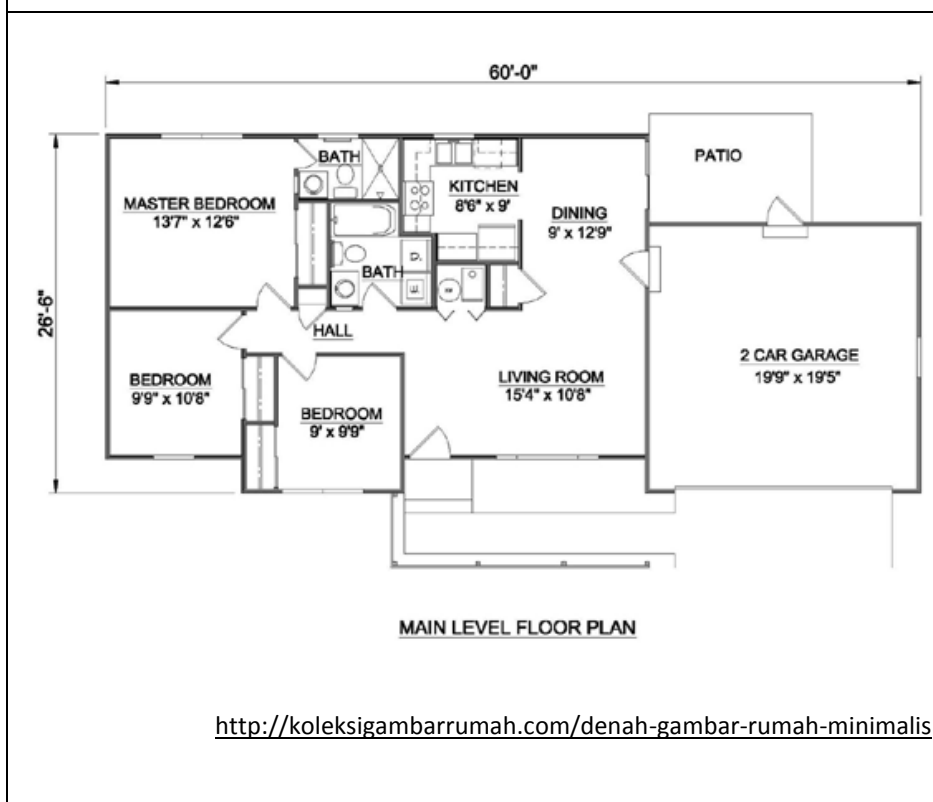


Yogyakarta is one of the nice places in my country. Yogyakarta city was in South Java. It was a popular with its holiday resorts for, people who likes cultural and historical sites.

Yogyakarta is a small City but there were many place we can visit. there are many temples on this province, such as Prambanan, Boko, and Sambi Sari. There are also two palaces that we must not miss, Karaton and Pakualaman. Yogyakarta is a tropical city. There are palm trees and, other tropical fruit trees. there were also beautiful beaches, such as Parangtritis, Krakal, Kukup, Glagah, and so on. It is not difficult to get around the city because taxis and buses can be easily found. Unfortunately, there is no bus in the evening. the only way to see the Nightlife of the city is by taxi, but it rare at night. I like yogyakarta because it is a beautifully and peace city.

<http://aushaf-fahri.blogspot.com/2012/09/contoh-description-text-of-yogyakarta.html>

4. Pay attention to these pictures below carefully. In pairs, make sentences based on the pictures. After that, arrange them into a good descriptive text.



5. Write a descriptive text individually about your bedroom. Explore all words, adjectives, preposition, and everything you know dealing with descriptive text.

G. Teaching Activities

No.	Teaching Activities	Time	Characters Applied
1.	Pre-teaching Orientation <ul style="list-style-type: none"> ➤ The teacher greets the students ➤ The teacher asks the students, whether anybody is absent or not ➤ The teacher asks what day it is and what date it is. 	10 minutes	religious, respectful, diligent, polite, independent, creative, hard-working, cooperative, confident, responsible, honest
2.	While teaching BKOF <ul style="list-style-type: none"> ➤ The teacher gives the students some warming up questions as lead in. ➤ Students are reminded about the descriptive text. ➤ Students try to explain what descriptive text is as what they know or remember. MoDT <ul style="list-style-type: none"> ➤ Students are given some examples of descriptive texts. ➤ Students with the teacher as well start discussing those texts. ➤ Students are facilitated to have a discussion about the social function, the grammatical features, and the generic structure of descriptive text. ➤ Students recognize prepositions and adjectives commonly used in descriptive text. JCOT <ul style="list-style-type: none"> ➤ Students arrange jumbled words into good sentences with the teacher's guidance. ➤ Students write descriptive sentences based on 	90 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest

	<p>pictures in pairs.</p> <ul style="list-style-type: none"> ➤ Students apply how to use the prepositions and the adjectives correctly. ➤ Students arrange jumbled sentences into a good descriptive paragraph in pairs. <p>ICOT</p> <ul style="list-style-type: none"> ➤ Students write descriptive sentences based on pictures individually. ➤ Students apply how to use the prepositions and the adjectives correctly independently. ➤ Students write a descriptive text individually based on their own words and ideas. <p>Linking</p> <ul style="list-style-type: none"> ➤ Students compare descriptive text with recount text. 		
3.	<p>Post-teaching</p> <ul style="list-style-type: none"> ➤ Students are asked about what they have learned today. ➤ The teacher makes sure that every student understands the materials. ➤ The teacher closes the lesson by greeting the students. 	20 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest

H. Source

<http://rumahminimalisidaman.blogspot.com/2012/01/desain-interior-kamar-tidur.html#.UFPXpI3iYXk>

<http://koleksigambarrumah.com/denah-gambar-rumah-minimalis>

http://www.vrml.k12.la.us/smbodin/Describing%20Lessons/mike/mike_tigerlink.htm

http://www.soundguideweb.com/fhdforeifjifvjqvjfiogapjigigjqvqiojqioqogfiqopoi/non_audio/location/bedroom_description4.htm

<http://aushaf-fahri.blogspot.com/2012/09/contoh-description-text-of-yogyakarta.html>

I. Assessment

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

- 1) Students identify the social function of descriptive text.
- 2) Students identify and apply the tenses used in descriptive text by correcting and writing sentences.
- 3) Students answer questions based on descriptive texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in descriptive texts.
- 5) Students identify the order of descriptive text and then construct the text.

J. Scoring Rubric

Writing scoring rubric based on Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice

Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

LESSON PLAN 3

School	: SMP Negeri 1 Wonosari
Subject	: English
Grade/Semester	: VIII (Eight) / I (RSBI)
Skill	: Writing
Time Allocation	: 3 x 40 minutes

A. Standard of Competence

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

B. Basic Competency

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

C. Indicators

- 1) Students identify the social function of descriptive text.
- 2) Students identify and apply the tenses used in descriptive text by correcting and writing sentences.
- 3) Students answer questions based on descriptive texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in descriptive texts.
- 5) Student identifies the order of descriptive text and then constructs the text.

D. Teaching Objectives

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

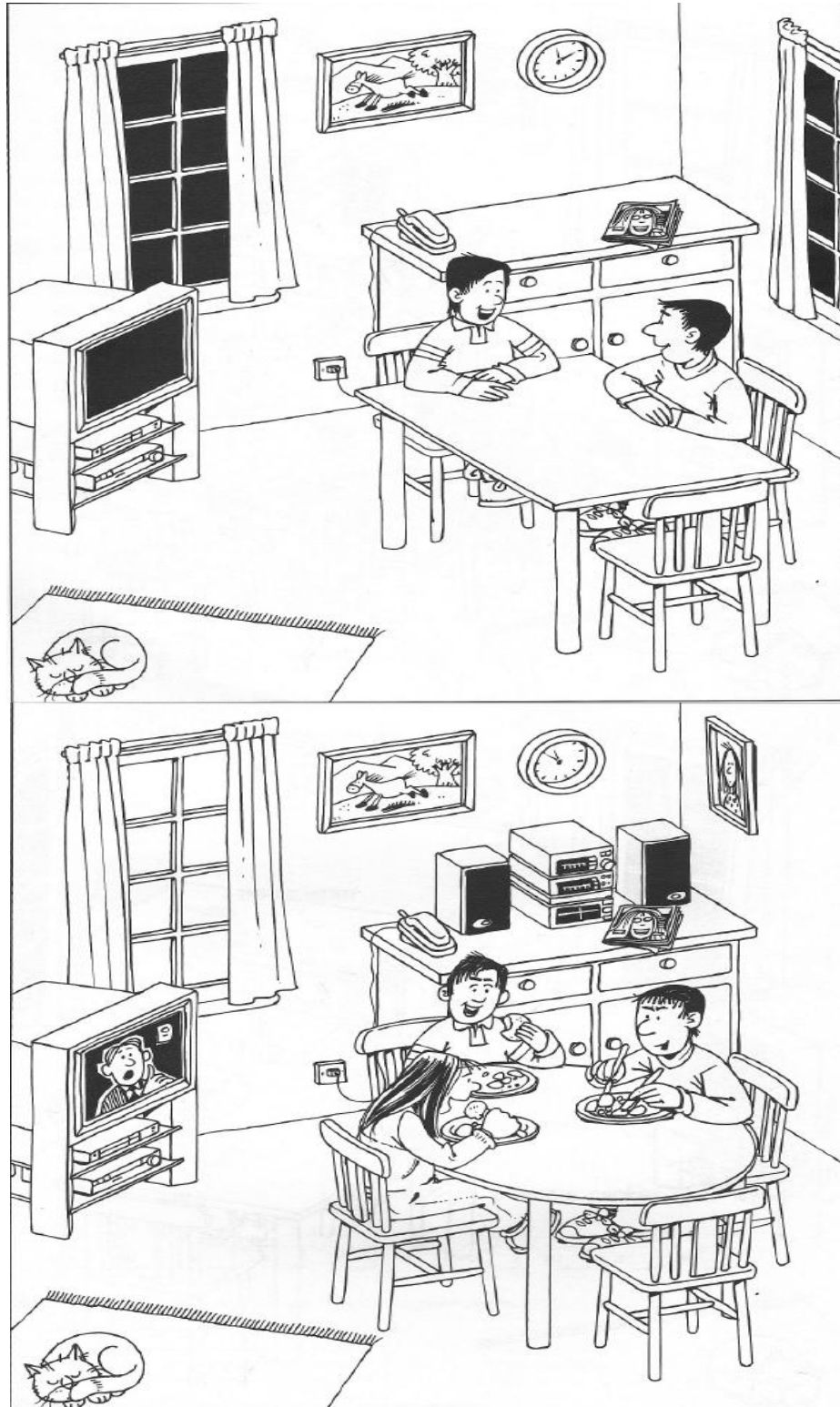
- 1) express the social function of descriptive text correctly,
- 2) apply the tense used in descriptive text in writing correctly,
- 3) find information from descriptive texts,
- 4) apply common words and terms related to descriptive text correctly, and
- 5) construct or write a descriptive text.

E. Technique

- 1) Genre-based approach
- 2) Question and answer

F. Materials

1. Look at the following pictures and tell the differences between them.



Taken from Mind Twisters, Puzzles, and Games page 27-28

2. Read the following text carefully. Answer the questions following the text.

SAN FRANCISCO



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

One of my favourite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It's not a very comfortable ride, but it's exciting and the views you get from the car are wonderful. And I like the weather in San Francisco.


It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold.

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

1. What is interesting about streets in San Francisco? Does the cable car only go to certain areas of the city?
2. Can you see the view of San Francisco from the cable car?
3. What's the weather like there?
4. Does it rain a lot in the summers?
5. How are the restaurants in San Francisco?
6. How does the writer begin the text?
7. What does the writer include in the rest of the text?

Taken from Contextual Teaching and Learning Bahasa Inggris page 66

3. Read the following sentences. Each sentence has some missing parts. Complete them by choosing the words in the box. Look at the picture to guide you.

<p style="text-align: center;">The Small Hotel</p> <p>Henri and Karna are going to ¹_____ their ²_____ in Semarang. They are going to spend one night in Semarang. For ³_____, they usually choose a hotel in Jalan Majapahit. It is a small hotel but it is clean and tidy.</p> <p>The hotel is ⁴_____ near the bus station and <i>angkot</i> vehicles pass the main road in front of the hotel. Henri and Karna can go to the bus station by <i>angkot</i>. This hotel provides ⁵_____ and ⁶_____. Every time they come to the hotel, a kind ⁷_____ helps them choose a ⁸_____ room with two ⁹_____. There is an indoor ¹⁰_____ in the room. Then the bellboy carries their luggage.</p> <p>The ¹¹_____ of a room in this hotel is not too ¹²_____. This covers the cost of ¹³_____ and the breakfast. The bellboy and the workers of the hotel are kind and ¹⁴_____</p>	 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px;">spend</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px;">located</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px;">lodging</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px;">breakfast</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px;">beds</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px;">comfortable</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px;">bathroom</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px;">expensive</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px;">holiday</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px;">the room</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px;">friendly</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px;">cost</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px; width: 100%;">accommodation</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin: 2px; width: 100%;">receptionist</div> </div> </div>
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4. The following descriptive text has a lot of errors in punctuation and capitalization. You have to revise them in order to make the text better and readable.

SINGAPORE

singapore was an island city of about 4 million people. It is a beautiful city with a lot of parks and open spaces. It was also a clean City.

Most of the people lived in high-rise flats in different parts of the Island. The business district are very modern, with many tall new office buildings. Singapore also had some nice older sections. in Chinatown there is rows of old shop houses. The government buildings in singapore is very beautiful and date from the colonial days. Singapore was famous for its shops, and restaurants. There were many good shopping centers. Most of the goods are duty free. Singapore's restaurants sold Chinese, Indian, Malay and European foods. The prices are quite reasonable.

Taken from Contextual Teaching and Learning Bahasa Inggris page 65

5. Construct the following jumbled sentences into a good descriptive text.



- () My house is in Kartini Street.
- () I often play there.
- () It has two floors.
- () My parents' bedroom is big.
- () On the first floor, there are a living room, a small kitchen, and a bathroom.
- () There is a desk with a computer on it.
- () My brother's room is next to my bedroom.
- () I love my house so much.
- () On the second floor, there are three bedrooms and a bathroom.
- () It is big and nice.
- () There is also a nice garden in front of my house.
- () I usually do my homework there.
- () My room is small but I like it. It has light green wall.

6. Write a descriptive text about Yogyakarta based on your own idea. Explore all information you know about the city as the clues.

G. Teaching Activities

No.	Teaching Activities	Time	Characters Applied
1.	Pre-teaching Orientation <ul style="list-style-type: none"> ➤ The teacher greets the students ➤ The teacher asks the students, whether anybody is absent or not ➤ The teacher asks what day it is and what date it is. 	10 minutes	religious, respectful, diligent, polite, independent, creative, hard-working, cooperative, confident, responsible, honest
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	<p>pictures in pairs.</p> <ul style="list-style-type: none"> ➤ Students apply how to use the prepositions and the adjectives correctly. ➤ Students arrange jumbled sentences into a good descriptive paragraph in pairs. <p>ICOT</p> <ul style="list-style-type: none"> ➤ Students write descriptive sentences based on pictures individually. ➤ Students apply how to use the prepositions and the adjectives correctly independently. ➤ Students write a descriptive text individually based on their own words and ideas. <p>Linking</p> <ul style="list-style-type: none"> ➤ Students compare descriptive text with recount text. 		
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H. Source

Mind Twisters. Puzzles and Games. Mary Glasgow Magazines, An Imprint of Scholastic, Inc.

Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4/Utami Widiati, Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.

<http://koleksigambarrumah.com/denah-gambar-rumah-minimalis>

<http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>

http://www.vrml.k12.la.us/smbodin/Describing%20Lessons/mike/mike_tigerlink.htm

I. Assessment

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Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors

Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

Appendix 5

Attendance List

ATTENDANCE LIST

No.	Student Number	NAME	DATE			
			11/10	18/10	25/10	01/11
1	13087	AFIF NAUFAL NUR RAHMAN	√	√	√	√
2	13088	ANGGITA AYU RAHMAWATI	√	√	√	√
3	13089	ANGGITA MOETHIA ZAHARA PUTRI	√	√	√	√
4	13090	ARBIAN KUNCORO JATI	√	√	√	√
5	13091	DANING ARSITA DEWI	√	√	√	√
6	13092	DHYAN PUTRA ADITAMA	√	√	√	√
7	13093	DIANINGTYAS PANGASTUTI	√	√	√	√
8	13094	DIDIB ASTALIS ULUL ABSOR	√	√	√	√
9	13095	FURQI SHOLEKHATUN SITYARDI	√	√	√	√
10	13096	GUSNIDA RAHMA ANNISA	√	√	√	√
11	13097	HANA AFIFAH NURAINI	√	√	√	√
12	13098	HANAFI ISTIRASHIDAH	√	√	√	√
13	13099	KHOIRUNNISA RIZKI RAHMADANI	√	√	√	√
14	13100	MUHAMMAD RAFI HASTU HIMAYUAN	√	√	√	√
15	13101	MUHAMMAD ROFIQ NOOR RAHARJA	√	√	√	√
16	13102	NI'MATIN RAHMA	√	√	√	√
17	13103	PANDU SINAWUNG JATI	√	√	√	√
18	13104	RISQI RAHMA NURHUDA	√	√	√	√
19	13105	ROBI'ATUL AZIZAH	√	√	√	√
20	13106	SALSABILA WIDYASARI	√	√	√	√
21	13107	SATYA APRILIADO	√	√	√	√
22	13108	STEFANI LAKSITA NORMALADEWI	√	√	√	√
23	13109	YUSRIL ZAINURI	√	√	√	√
24	13110	ZULFIANA HASNANTI	√	√	√	√

Appendix 6

Students' Scores

Students' Scores

Student Number	Pretest	Cycle 1	Cycle 2
1.	41.66667	50	75
2.	45.83333	54.16667	79.16667
3.	62.5	54.16667	75
4.	50	50	75
5.	41.66667	50	79.16667
6.	37.5	37.5	75
7.	45.83333	79.16667	79.16667
8.	70.83333	54.16667	75
9.	41.66667	75	79.16667
10.	45.83333	54.16667	75
11.	54.16667	79.16667	75
12.	70.83333	62.5	79.16667
13.	66.66667	54.16667	75
14.	25	54.16667	62.5
15.	37.5	66.66667	75
16.	66.66667	83.33333	87.5
17.	37.5	62.5	75
18.	33.33333	79.16667	75
19.	41.66667	54.16667	79.16667
20.	83.33333	58.33333	75
21.	33.33333	62.5	75
22.	50	66.66667	79.16667
23.	41.66667	50	75
24.	41.66667	62.5	75

Student's score

$$\text{Score} = \frac{\text{student's score in rubric}}{24} \times 100$$

$$\text{Highest score} = \frac{24}{24} \times 100$$

$$= 100$$

$$\text{Lowest score} = \frac{6}{24} \times 100$$

$$= 25$$

Ideal mean

$$\text{Ideal Mean} = \frac{1}{2} (\text{highest score} + \text{lowest score})$$

$$= \frac{1}{2} (100 + 25)$$

$$= 62.5$$

Ideal standard deviation

$$\text{Ideal SD} = \frac{1}{3} (\text{highest score} - \text{ideal mean})$$

$$= \frac{1}{3} (100 - 62.5)$$

$$= 12.5$$

Appendix 7

Students' Works

1. Afif's Works

Name : Afif Naqul Nur -12
No. : 01 / VIII C

PRE-TEST

1. Write a descriptive text (about 150 words) about your favorite singer, actor, actress, or other famous people.

STEVEN GERRARD

Orientation: I want to tell you about my favorite ~~the~~ football player. this is Steven Gerrard. I like ^{him} because the skill and he ^{his} playing a beautiful. ~~football.~~

Description: Steven Gerrard, one of a many famous football player^s. He is ^a player of Liverpool Football Club. Steven Gerrard was born ^{on} ~~30~~³¹ May 1980. Now, he ~~was~~^{is} 32⁺ years old. The position is a midfielder, he ~~was~~^{is} a Captain in Liverpool FC and captain of England National team. ~~The length~~ He uses number eight on a shirt. Steven Gerrard ^{is} famous because handsome, ~~and~~^{he} has a hard kicks and loyalty ~~defending~~^{to} Liverpool FC. The length of his feet is play in one club, Liverpool FC. He will be legend if he ~~retired~~^{is}.

Re-orientation :

Pretest

me : Afif Nufal Nur R.
: 01 / VIII C

POST-TEST

Write a descriptive text (about 150 words) about your bedroom.

My Bedroom

I have ^a bedroom, I want to describe my bedroom to you.

My bedroom ^{is} not too large. The shape ^{of} my bedroom is square. In my bedroom there are many things ^{about it}. ~~There are~~ ^a bed, ^a cupboard, ^a computer, ^a desk and ^{many} other. ~~My bed~~ The color of my bed is green. On ~~the~~ my bed there is a pillow. The cupboard is beside ~~of~~ my bed. The function of my cupboard ~~is to~~ ^{to} save my clothes. On the table, there is ^a computer and beside ~~of~~ the table there is my desk. In the desk, there ~~are~~ ^{are} many things.

Enough, and this is my bedroom.

Posttest 1 (Cycle 1)

Name : Afif Nufal Nur R.
No : 01 / VIII C

POST-TEST

Write a descriptive text based on your own experience about Yogyakarta.
Explore all information you know about the city.

YOGYAKARTA

- I want to tell you about my ^{city} country, this is Yogyakarta. Yogyakarta ~~city~~ ^{the} is in south of Java Island.

- Yogyakarta is a beautiful city, there are four regency ^{ies} in Yogyakarta, such as Gunungkidul, Sleman, Kulonprogo, Bantul and one city, Yogyakarta. In Gunung-Kidul regency, there are many tourism resorts, such as, Baron beach, Pindol cave, and Sri Gethuk waterfall. In Bantul regency, there are so many crafts. In Sleman, Kulonprogo, and Yogyakarta there are ~~so many~~ ^{also} tourism resorts.

Yogyakarta is also called as ^a Tourism city, Educational city, and Culture ^{city}.

- This is Yogyakarta, I like because Yogyakarta is ^a beautiful and ^a nice city. Yogyakarta is my place to go and my place to ^{be} back.

Posttest 2 (Cycle 2)

2. Ima's works

Name : Ni'matin Rahma
No. : 16

PRE-TEST

- Write a descriptive text (about 150 words) about your favorite singer, actor, actress, or other famous people.

Bastian Bintang

Orientation: I have an idol. His name is Bastian Bintang. He ^{is} usually called Bastian or Babas. He was born ⁱⁿ Bandung ⁱⁿ September 21st 1999. His zodiac is virgo. His religion is christian. His mother's name is Monalisa Sitorus and his father's name is Jams Simbelon. He is ^a member of Indonesian boyband Coboy Junior. He has played ^{movies} ~~films~~ 5 Elang as Aldi and Jakarta Hati. He is ^a finalist of Idola Cilik 2. He has ~~played~~ in Laskar Pelangi Musical as Kucak.

Description:

Pretest

ne : Ni'matin Rahma
: 16

POST-TEST

- Write a descriptive text (about 150 words) about your bedroom.

My Bedroom

My bedroom is small but my bedroom is tidy. There is a blue bed with two pillows and a bolster. In front of my bed there is a cupboard. Next to the cupboard there is a television. Next to the door there is a book shelf. There is a wardrobe beside the book shelf. Above the television, at the wall there are many posters of my favourite artists. The windows are on the right of the bed with a long brown curtain. There are many trophies on the top of ~~the~~ book shelf. There is a door-mat beside the door. On the right of wardrobe there is a small trash bin. That's all, i love very much my bedroom.

Posttest 1 (Cycle 1)

Name : Nimatin Rahma
No : 16

POST-TEST

Write a descriptive text based on your own experience about Yogyakarta.
Explore all information you know about the city.

Yogyakarta

Yogyakarta is a city. It is the capital ^{city} of Yogyakarta province in Java Island. It is famous as a center of traditional Javanese fine arts and cultures such as batik, ballet, drama, music, poetry, and puppet shows.

Yogyakarta is a small city, but there are many places we can visit. There are many temples in this province, such as Prambanan, Boko, Sambi Sari. There are also two places that we must not miss, Keraton and Pakualaman. There are many beaches, such as Parangtritis, Siung, Krakal and many others.

In Yogyakarta we can easily find public transportation, bus, pedicab, taxi, and many others. But in the evening we can't find bus. The weather in Yogyakarta is very hot.

In Yogyakarta we can shop in Malioboro. We can buy batik, clothes, foods and many others.

I love Yogyakarta very much. Because Yogyakarta is beautiful and peacefully city.

Posttest 2 (Cycle 2)

3. Pandu's works

Name : Pandu sinawung Jati
No. : 17.

PRE-TEST

1. Write a descriptive text (about 150 words) about your favorite singer, actor, actress, or other famous people.

Christiano Ronaldo

Orientation: I want to tell you about my favorite football ~~player~~.
This is Christiano Ronaldo or CR7. Ronaldo is one of the most talented football players in the world.

Description: Christiano Ronaldo or usually called CR7 is one most best football player in the world in the ~~2008~~ year. He's nationality is Portugal. He was born on 5th February, 1985. He ~~was~~ the one of the Real Madrid slave under coach Mou. He's the most expensive slave in the world with price 80 million poundsterling. He plays for 81 times. He makes 87 goals for Real Madrid. Before he contracted at Real Madrid ~~he~~ he contracted by Manchester United. In Real Madrid, he is position ~~when football?~~ midfielder.

Pretest

Name : Pandu Sinawung Jati
No. : 17 / VIII C

POST-TEST

Write a descriptive text (about 150 words) about your bedroom.

My Bedroom.

I have a bedroom near ^a living room. The wall is white ~~color~~. In my bedroom there are many things I have, like a bed, a television, a fan, a table~~s~~, two pillows, etc. The color of my bed is blue and ^{it has} two pillows. ~~On~~ the small table there ~~is~~ a television and a fan. Near the door there is a window. There is a spot where I usually hang my ~~clothes~~ ^{clothes}. I have a cupboard and in the cupboard I have many ~~clothes~~ ^{clothes}.

Posttest 1 (Cycle 1)

Name : Pandu Sinawung Jati
No : 17.

POST-TEST

Write a descriptive text based on your own experience about Yogyakarta.
Explore all information you know about the city.

YOGYAKARTA

I want to tell you about Yogyakarta city. Yogyakarta is an educational city. Yogyakarta is located in South Java. There are also many tourism resorts. There are also beautiful beaches, such as Parangtritis, Krakal, Kukup, Baron, Indrayanti and so on. Yogyakarta is also called cultural and historical city. The weather in Yogyakarta is hot enough.

There are many traditional foods, such as, ~~Xi~~Wul, ~~Gathot~~, ~~Sudag~~, etc. There are also many kinds of traditional transportation, such as, ~~padicab~~, chariot, bicycle, etc.

I like Yogyakarta because Yogyakarta is Cultural and historical city.

Posttest 2 (Cycle 2)

4. Hanafi's works

Name : Hanafi Istirasidah
No : 12 (8C).

PRE-TEST

1. Write a descriptive text (about 150 words) about your favorite singer, actor, actress, or other famous people.

Agnes Monica M.

Agnes Monica is one of the singers in

Orientation: Indonesia. She is 26 years old. She was born in Jakarta, 1 July 1986. She has religion is Christian. She has body weight is 49 kg and body high is 165 cm. She has hobby, there are ice skate and badminton. She likes music, Pop R and B.

Description: She's tall and beautiful. She has a white and smooth skin. She has long black straight hair. She has an oval face, a pointed nose, thick eyebrows, thin lips, and strong white teeth. She also has a nice smile.

Pretest

name : Hanafi Istirastidah
: 12 / VIII C

POST-TEST

Write a descriptive text (about 150 words) about your bedroom.

My Bedroom

I have a bedroom. My bedroom is medium size. In the my bedroom there are many other things.

There are bed, cupboard, shelf, table, chair, lamp, etc. Above the bed on the wall, there is a clock and a picture. The bed has a blue blanket and one pillow and one big doll. Beside of the bed is a table and a chair. On the table there are books, clock alarm, lamp, etc. Between of bed and desk, there is a cupboard. On the left of bed is a door. The wall has coloring is blue. Beside of the door is a window. In the window there is a curtain. is coloring green. And the Behind of the door is doormat. The doormat coloring is black. On the corner of the bedroom there is a recycle bin coloring is blue. The floor there were coloring is brown. If I am in the bedroom, I feel very very comfortable. Because, I am very like my bedroom very much.

Posttest 1 (Cycle 1)

Name : Hanafi Istirastidah
No : 12 / VIII C

POST-TEST

Write a descriptive text based on your own experience about Yogyakarta. Explore all information you know about the city.

Yogyakarta

Yogyakarta is one of many city in Indonesia. Yogyakarta city is in South Java. It is a popular with its holiday. Yogyakarta is very amazing because it is cultural city. In Yogyakarta, also has preferential. It is Keraton. Yogyakarta has many temples, many beach, and other. In Yogyakarta there is one market popular, it is Brinjarjo market.

There is also a tugu monument. Yogyakarta has a favorite food, it is Gudeg. In the Yogyakarta city, there are 2 seasons, such as rain and dry. Classical music in Yogyakarta is gamelan. In Yogyakarta has a street popular, it's Malioboro.

Posttest 2 (Cycle 2)

5. Rizki's works

Name : Khoirunnisa Rizki-R.
No. : 13

PRE-TEST

1. Write a descriptive text (about 150 words) about your favorite singer, actor, actress, or other famous people.

Iqbaal Dhiyafakhri Ramadhan

Orientation: I have an idol named Iqbaal Dhiyafakhri Ramadhan. He is a member of Coboy Junior. He was born ⁱⁿ December 28th 1999 in Surabaya. ^{His} Zodiac is Capricorn. ^{His} This is school at JHS Islamic Global. ^{His} His religion is Islam. He is the last son. He has an older sister. ^{He} The carrier is he played. ^{movie} Film '5 Elang' as Rusli, he played ^{staged} musical 'Laskar Pelangi' as Trapani. He want to be ^{an} Ustadz. His favorite colour ^{is} is white and purple. His idol ^{is} in Justin Bieber and Zayn Malik 1 Direction. ^{is} His favorite song is Down to earth.

Description:

Pretest

Name : Khoirunnisa Rizki-R.
No. : 13

POST-TEST

Write a descriptive text (about 150 words) about your bedroom.

My Bedroom

My bedroom ^{has a} is big bed with a red blanket. Above the bed ^{there is} a poster and calendar. There is ^{the} three pillows. The pictures ^{of} are the Coboy Junior, smash, and Justin Bieber. The study desk ^{is} beside the bed. There are two cupboards beside ^{the} windows. The color of the bed is blue. The cupboard contains ^a clothes, ^a doll. The ^{color} curtain is brown. Behind the door there is a ^{hunger} hunger. On the study desk there is a book. The lamp ^{is} on the bed. I am very happy ⁱⁿ the I've in my bedroom. Although the afternoon is very hot. In front of the door there is ^{sentences} sentences. There is a ^{clock} clock on the table. There is a several do ^{on} on the cupboard and the bed.

Posttest 1 (Cycle1)

Name : Khoirunnisa Rizki R.
No : 13

POST-TEST

Write a descriptive text based on your own experience about Yogyakarta.
Explore all information you know about the city.

Yogyakarta

Yogyakarta is my favourite city. Yogyakarta located in ~~the~~ South ~~of~~ Java. Yogyakarta is beautiful clean, and it has something for everybody. The streets wind up and down the hills. Weather is very hot.

One of favourite places in Yogyakarta is Tugu. The traditional food in Yogyakarta is gudeg. Historical sites in Yogyakarta are the palaces such as kraton and Pakualaman. Yogyakarta city is called student city. Yogyakarta is known for its natural beauty such as Baron beach, Indrayanti beach, Sri Gethuk waterfall etc. Malioboro is famous in Yogyakarta. Batik is famous in Yogyakarta. Yogyakarta is very special. I like Yogyakarta because it is a beautiful and an attractive city.

Posttest 2 (Cycle 2)

6. Salsa's works

Name : Salsabila Widyasari
No. : 20 / 80

PRE-TEST

1. Write a descriptive text (about 150 words) about your favorite singer, actor, actress, or other famous people.

Lee Taemin

Orientation: I have an idol, named Lee Taemin. He is a member of Korean Boyband, SHINee. He was born on July 18th 1993 in South Korea.

Taemin is a singer, dancer, actor, promotional model, presenter, and radio host. Taemin can play piano, his school is Seoul Arts High School.

Description: His height is 175 cm and his weight is 50 kg. Taemin has bloodtype B. He is the last son. His older brother's name is Lee Taesun.

I like Taemin because he is very talented.

Pretest

me : Salsabila Widyasari
: 20 / 8C

POST-TEST

Write a descriptive text (about 150 words) about your bedroom.

My Bedroom

I have a bedroom.

My bedroom is not too large. The color of ^{the} wall is green.

In this bedroom, there is a bed. The colour of ^{the} bed is white. On the bed, there ~~are~~ ^{is} 1 pillow and 1 bolster. In front of the bed, there ~~is~~ ^{are} a table. Beside the table, there are 2 mini bookshelves. I like reading novel, so my novel is very ~~a lot~~ ^{various}.

^{On} the wall, there is a clock, a calendar and a poster of Harry Potter and also my photo. I have one cupboard and one mirror.

My bedroom is ^{in a} little mess, ^{but} I like study in there.

NAME: S.W.

Posttest 1 (Cycle 1)

Name : Salsabila Widyasari
No : 20 / 8C

POST-TEST

Write a descriptive text based on your own experience about Yogyakarta.
Explore all information you know about the city.

Yogyakarta.

Yogyakarta is a city where I live. Yogyakarta city is in ^{the} South Java. Yogyakarta is beautiful and it has something for everybody. Yogyakarta has a tropical city.

Many temples, such as Prambanan, Borobudur, Sari. Yogyakarta has tourism resorts. We can visit many temples, such as Prambanan, Borobudur, and Sami Sari. Yogyakarta also has beaches, such as Baron, Parangtritis, Depok, Kraton and so on.

In Yogyakarta, we can shopping in Malioboro. We can buy batik in there. We can go to Malioboro by bus or taxi. The traditional food in Yogyakarta is gudeg. Yogyakarta is always visited by many people. I like living in Yogyakarta because it is beautiful and peaceful.

Posttest 2 (Cycle 2)

Appendix 8

Documentation

DOCUMENTATION



The researcher interviews the students.



The researcher interviews the teacher.



The students do the task individually.



The students wait for their turn to write down their sentence on the whiteboard.



The researcher answers the student's question when he walks around the class.



The students do the task in pairs.

Appendix 9

Research Permits

RESEARCH PERMITS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRM/FBS/33-01
10 Jan 2011

Nomor : 1202i/UN.34.12/PP/X/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

8 Oktober 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

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


Improving the Eight Grade Students' Writing Skills through Picture-Cued Activities at SMP 1 Wonosari in the Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : ADWIDYA SUSILA YOGA
NIM : 08202244041
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Oktober – Desember 2012
Lokasi Penelitian : SMP 1 Wonosari

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

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


Widyastuti Purbani, M.A.
NIP 19610524 199001 2 001

Tembusan:
Kepala SMP 1 Wonosari



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/8244/V/10/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY
Tanggal : 08 Oktober 2012

Nomor : 1202/UN.34.12/PP/X/2012
Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : ADWIDYA SUSILA YOGA
Alamat : Karangmalang Yogyakarta
Judul : IMPROVING THE EIGHT GRADE STUDENTS WRITING SKILLS THROUGH PICTURE - CUED ACTIVITIES AT SMP 1 WONOSARI IN THE ACADEMIC YEAR OF 2012/2013
Lokasi : SMP 1 WONOSARI Kec. WONOSARI, Kota/Kab. GUNUNG KIDUL
Waktu : 10 Oktober 2012 s/d 10 Januari 2013

Dengan Ketentuan

- Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
- Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
- Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
- Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 10 Oktober 2012

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Tembusan :

- Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
- Bupati Gunung Kidul cq KPPTSP
- Ka. Dinas Pendidikan, Pemuda & OR Prov. DIY
- Dekan Fak. Bahasa & Seni UNY
- Yang bersangkutan



PEMERINTAH KABUPATEN GUNUNGKIDUL

KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jalan Brieien Katamso No. 1 Tlo (0274) 391942 Wonosari 55812

SURAT KETERANGAN / IJIN

Nomor : 515/KPTS/X/2012

Membaca : Surat dari Setda DIY, Nomor : 070/8244/V/10/2012 tanggal 10 Oktober 2012, hal : Izin Penelitian

Mengingat : 1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;

2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri;

3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;

Dijijinkan kepada :

Nama : ADWIDYA SUSILA YOGA NIM. 08202244041

Fakultas/Instansi : FBS UNY

Alamat Instansi : Karangmalang, Yogyakarta

Alamat Rumah : Grogol, Paliyan, Gunungkidul

Keperluan : Ijin penelitian dengan judul "IMPROVING THE EIGHTH GRADE STUDENTS' WRITING SKILL THROUGH PICTURE-CUED ACTIVITIES AT SMP 1 WONOSARI IN THE ACADEMIC YEAR 2012-2013"

Lokasi Penelitian : SMP N 1 Wonosari

Dosen Pembimbing : Drs. Suharso, M.Pd

Waktunya : Tanggal 11 Oktober 2012 d.s.d. 11 Desember 2013

Dengan ketentuan :

1. Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kabupaten Gunungkidul).
4. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah.
5. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
6. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.

Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari
 Pada Tanggal : 11 Oktober 2012
 An. BUPATI GUNUNGKIDUL
 KEPALA

AGUS PRIHASTOKO
 NIP. 19570821 198603 1 005

Tembusan disampaikan kepada Yth.

1. Bupati Gunungkidul (sebagai laporan);
2. Kepala BAPPEDA Kab. Gunungkidul;
3. Kepala Kantor Kesbangpol Kab. Gunungkidul;
4. Kepala Dinas Pendidikan Pemuda dan Olah Raga Kab. Gunungkidul;
4. Kepala SMP N 1 Wonosari Kab. Gunungkidul;
6. Arsip.



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA

DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA

Jalan Cendana 9 Telepon (0274)550330, 513348 Faks. 513348 E-mail: dikpora@jogjapro.go.id

YOGYAKARTA 55166

SURAT KETERANGAN

Nomor : 070/584

Yang bertanda di bawah ini Kepala SMP Negeri 1 Wonosari Gunungkidul Daerah Istimewa Yogyakarta :

Nama : Bambang Pracaya, S.Pd.MM.
NIP : 19631006 198403 1 003
Pangkat, gol. ruang : Pembina, IV/a

menerangkan bahwa :

Nama : ADWIDYA SUSILA YOGA
NIM : 08202244041
Fakultas /Instansi : FBS UNY
Alamat Instansi : Karangmalang, Yogyakarta
Alamat Rumah : Grogol, Paliyan, Gunungkidul

telah melakukan penelitian mulai tanggal 11 Oktober 2012 s.d. 11 November 2012 di SMP Negeri 1 Wonosari, Gunungkidul Daerah Istimewa Yogyakarta dengan judul " IMPROVING THE EIGHTH GRADE STUDENTS' WRITING SKILL THROUGH PICTURE-CUED ACTIVITIES AT SMP 1 WONOSARI IN THE ACADEMIC YEAR 2012-2013".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wonosari, 17 November 2012

Kepala Sekolah



Bambang Pracaya, S.Pd.MM.
NIP. 19631006 198403 1 003