IMPROVING STUDENTS' SKILL ON WRITING DESCRIPTIVE TEXTS THROUGH PICTURES AT GRADE VII OF SMPN 2 KLATEN IN THE ACADEMIC YEAR 2012/ 2013

A Thesis

**Presented as partial fulfillment of the requirements
for the attainment of the *Sarjana Pendidikan* Degree
in the English Language Education**

**By:
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PERNYATAAN

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menyatakan bahwa karya ilmiah yang berjudul *Improving Students' Writing Skills on Descriptive Texts at Grade VII Students in SMP N 2 Klaten through Pictures in the Academic Year of 2012/ 2013* ini adalah hasil pekerjaan saya sendiri.

Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya hal itu menjadi tanggung jawab saya

Yogyakarta,   Maret 2013

Penulis,

Fanny Widasari P

MOTTOS

"A dream doesn't become reality through magic;

It takes sweat, determination, and hardwork."

NO MATTER HOW HARD THE PAST
YOU CAN BEGIN AGAIN
-BUDDHA-

Then, when you have taken a decision, put your trust in Allah. Certainly,
Allah loves those who put their trust (in Him). (Q.S. Ali Imran: 159)

DEDICATIONS

I fully dedicate this thesis to my beloved father, mother, brother, my sweet guy, and my best friends.

ACKNOWLEDGEMENTS

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IMPROVING STUDENTS' SKILL ON WRITING DESCRIPTIVE TEXTS THROUGH PICTURES AT GRADE VII OF SMPN 2 KLATEN IN THE ACADEMIC YEAR OF 2012/2013

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ABSTRACT

This action research is aimed at improving the students' skill on writing descriptive texts through pictures at grade seven of SMP N 2 Klaten in the academic year of 2012/2013.

This research was action research. It was conducted in grade VII of SMP N 2 Klaten. The members of this research consisted of the researcher, the English teacher, and the students of grade VII E. The research was carried out in two cycles. The first cycle was divided into two meetings and the second cycle into two meetings. The steps involved recoinnaissance, planning, action, observation and reflection. The instruments used to collect data were observation checklists, interview guidelines and tests. The validity of the data was obtained through process validity, outcome validity, democratic validity, dialogic validity and catalytic validity.

The result of the research showed that pictures effectively improved the students' ability in writing descriptive texts. In the pre-test, the students had difficulties in generating ideas of a descriptive text because they had little background knowledge. They also only produced limited development of the topic. After implementing the actions, the students could develop and organize their ideas easily in a good order. The use of pictures also brought some improvements in the other writing aspects such as vocabulary and language use. The students' motivation to write during the use of pictures and the better results of the students' post-test scores showed improvement. The use of pictures also brought some improvements in the other writing aspects such as vocabulary and language use. The students' motivation to write during the use of pictures and the better results of the students' post-test scores showed improvement. Moreover, the majority of the students gave positive responses towards the use of pictures. It made them enthusiastic in the writing process.

CHAPTER I
INTRODUCTION

A. Background of the Study

SMP Negeri 2 Klaten is one of the junior high schools in Klaten, Central Java. The school is located at Jalan Pemuda Selatan, Klaten, Central Java. It is created as a free tuition school model in Klaten because the school aims to accomodate the students who come from middle-low economic levels. The school has complete facilities to support the teaching and learning processes. It also gets numerous achievements in many competitions. The school has been given an A score for the school accreditation by National School Accreditation Board.

The school uses the School-Based Curriculum (KTSP) for its teaching and learning processes. Based on the school curriculum, the teaching of English in junior high schools is aimed at developing the ability of the students to communicate in English which include the four language skills namely listening, speaking, reading, and writing. The mastery of the language skills is used to support the ability to communicate both in written and spoken forms. Moreover, the goal of teaching writing skills in junior high schools is to produce the meanings of simple essay related to several text types in the written form in the context of daily life.

The purpose of teaching English in SMP N 2 Klaten is to enable the students to communicate both in written and spoken forms to deal with daily communication. It means that the students are expected to use English to

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communicate in the daily life such as writing a memo, letter, invitation, and etc. In terms of spoken form, the students should be able to speak English accurately and correctly to interact with other people. For that purpose, the teaching of the written and spoken form of English should be done in balance.

In fact, the English teaching in SMP N 2 Klaten has not achieved its goal yet. The students still cannot communicate both in written and spoken forms well. Commonly the students' skills are low in writing tasks. They find that writing is a difficult skill to acquire. It can be said that their writing ability is still low.

Based on the preliminary observation in the seventh grade of SMP N 2 Klaten, the students find the English writing skill as the most difficult one to master. The researcher found that the students could not produce written English descriptive texts. When the students were asked to write an English text, they were unable to develop their ideas and to arrange their sentences into a good descriptive paragraph. Even in the teaching and learning process, the teacher still used conventional media and used a course book during the teaching and learning process. It proved that the students had a low mastery of writing skill.

Considering to the facts above, the researcher believed that some efforts were needed to solve the problem in the English teaching and learning processes especially in the teaching of writing descriptive texts. In order to solve the problem, the researcher motivated to conduct an action research. It

involved the English teacher in the school to find out the best solution of the problem in the teaching of writing skill at grade VII of SMP N 2 Klaten.

B. Identification of the Problem

Based on the interview and the preliminary observation that conducted in SMP N 2 Klaten, some problems in the process of producing a descriptive text at the grade VII were identified. The problems were related to the students, the learning materials, and the teaching technique.

The first factor is related to the students themselves. The students' writing ability in English teaching-learning process is determined by the students as the main subject of the learning process. In the classroom observation in grade VII, some problems related to the students were found. The students had the problems in the writing aspects, namely content, organization, vocabulary, and language use. In reference to the interview conducted with the students of class VII, they had some problems in writing especially in writing a descriptive text. They commonly had inadequate representation to produce a descriptive text. It can be seen from their written product. The problem was on the students' difficulties to write English sentences. The students did not know what should be written, even they did not have a good idea in their mind. They claimed that they had limited vocabulary, difficulties in using tenses and difficulties in making well structured sentences. Besides, their writing motivation was also low because they thought that English writing is boring and stressful.

The second factor is related to learning materials. The writing materials become the crucial thing that must be provided by teachers. The materials are used to facilitate students in gaining their writing proficiency. Sometimes, teachers had difficulties in providing the writing materials appropriate with their students' need and interest. They also have to find the materials and create the tasks which are as authentic as possible. The materials help students to achieve their informational level by improving their skills. A good learning material will give some stimulus to the students' learning, support them in thinking and give a chance to those who use their knowledge and skills. Nevertheless, the teacher did not develop her learning materials in the teaching-learning process. She gave the students learning materials which were only taken from textbooks besides interesting materials may encourage students to participate actively in the teaching learning process.

The third factor is related to the teaching technique in the teaching of writing competence. An appropriate teaching technique can improve the students' motivation to learn so that they will not feel bored with the subject matter. It will also make the students able to interact with each other in the teaching-learning process so that they can be good students in the learning process. In the classroom observation and the interview with the English teacher in SMP N 2 Klaten, the teacher was found to use an old technique to teach writing. She only asked the students to write based on the instruction written in the course books and students' worksheet. She did not provide

enough guidelines and feedback towards students' writing. So, the students were difficult to develop their ideas and to arrange their sentences into a good paragraph.

Those paragraphs above explains the problem that are commonly found in the seventh grade students at SMP 2 Klaten. Based on the problems, the researcher argue that the best media in teaching descriptive writing in this case is pictures. Students' main problem is how to find and generate ideas. Pictures can stimulate students' ideas. Pictures can be guidance for students when they get stuck in finding and developing ideas. It must help them in writing. Once they have ideas and know how to develop them, it will be easier for students to execute their work (writing).

C. Limitation of the Problems

In this research, I focus on the process of teching writing that is enjoyable and interesting for students. By conducting that kind of teaching and learning process, students will be stimulated to explore their writing skill. They are also focused on constructing and generating ideas. It will be easier to write if they have already had the basic idea. I focus on the seventh grade students. The text type that will be used in this research is descriptive. Students will learn how to produce a short sentence, a description, and a sequence strory based on pictures. The pictures may be shown by an LCD projector or they may be given to students in loose leaves.

D. Formulation of the Problems

I began this research by asking the research question: How can the writing skill of the grade VII students of SMP N 2 Klaten in the academic year of 2012/ 2013 be improved through pictures?

E. Objective of the Study

The aim of the research is to know how effective of pictures activities are to improve the seventh grade students' writing skill at SMP 2 Klaten. If it is effective, it can be continued further with advanced development.

F. Significance of the Study

There are some advantages that can be obtained from this study, especially in the teaching of writing descriptive texts. The implementation of object pictures may promote students' writing skills and the four language skills as well. Specifically, this study may give some advantages for the researcher, students, teachers, and academic society. For the researcher, this study is expected to be an experience in doing a research to find problem, plan, implement and evaluate actions to solve the problems related to the process of English teaching and learning. For students, this research can improve the students' writing skills and will help them to learn and understand English easily. For the teachers, this research will provide the teachers a technique to breakdown students' problems in writing. For the academic society, hopefully this study gives more information about object

pictures technique, so it will give other ideas to teach and learn writing skill through the technique.

CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. THEORETICAL REVIEW

1. Writing

a. Definition of Writing

Writing is a language skill which involves the activity of producing the language. That is why writing skill tends to be considered more active (Harmer 2007: 265). During the process of producing the language, language activation occurs in which the all and/or any language knowledge already mastered are used Harmer (2007:67). According to Linse (2005: 98), writing combines process and product. It is meant as a process of generating ideas and gathering information which are then processed into a comprehensible written product for the audience, i.e. the readers. In other words, a writing activity is aimed at using written language to deliver some messages during the communication process.

Learners realize that writing is not a simple activity. It is an activity that should be done continuously. It is important to view writing not only as the product of an individual, but also as a social act. Writing is not only writing a sentence but it is an activity of producing a text in a context. This idea also supported by Lyons+ Kroll (Weigle, 2002: 19) who define writing as an act that takes place within a context, that accomplish a particular purpose, and that is appropriately shaped for its intended audience.

b. Writing Process

According to Zemach (2005:3) the writing process goes through several steps to produce a good written product. It means that there are some parts to be taken in producing the text. It is more than just putting words together to make sentences. It needs some steps to make sure that what has been written follows the right development of writing process. Another view also comes from Nation (2009: 114). He states that one way of focusing one different aspect of writing is to look at writing as a process. It means that writing process contains several subprocesses which are imperatively united as an outline for students to begin and finish their writing.

The writing process, further, incorporates some stages structurally. According to Harmer (2004: 4), the stages on writing process are planning, drafting, revising, and final drafting. Those four basic writing stages is seen as a recursive process. This means that it has a cycle which integrates the stages.

1. Planning

Planning or pre-writing is an activity in the classroom in which the students may consider their writing goals. It can also arouse students' encouragement to write because it stimulates students' thought to get started. It affects students' purposes to write in terms of the language they use, the text they wish to produce, and also the information they choose to includ. Besides, in the planning stages, the students also have to consider their audience. It

does not only influence how the paragraphs are structured, but also the choice of the language whether it is formal or informal language. Another point that is worth considering in this stage is the content structure of the piece. It is how best to other the facts, ideas, or arguments which they have decided to include.

2. Drafting

It is a process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. The result from this process is composition or "first draft" of the ideas.

3. Revising

It is the process of reflecting and revising based on an evaluation of the writing. It gets the students to compile their writing and make changes to its style, organization, grammatical and lexical correctness, and appropriateness. When students have produced their draft, they usually read their work to make sure whether what they have written is appropriate or not.

4. Editing

In the process of editing, students are focused on tidying up their work as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on grammar, spelling, punctuation, sentences, and diction. Through these stages, students can write what they think which is the final version of writing. In conclusion,

it is better to see writing as a process which provides the students to work flexibly as they find ways to improve their writing.

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

c. Micro Skills of Writing

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

1) Produce graphemes and orthographic patterns of English.
2) Produce writing at an efficient rate of speed to suit the purpose.
3) Produce an acceptable core of words and use appropriate word order patterns.
4) Use acceptable grammatical systems (e.g., tense, agreement, and pluralisation), patterns, and rules.
5) Express a particular meaning in different grammatical forms.
6) Use cohesive devices in written discourse.
7) Use the rhetorical forms and conventions of written discourse.
8) Appropriately accomplish the communication functions of written texts according to form and purpose.
9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
10) Distinguish between literal and implied meanings when writing.
11) Correctly convey culturally specific references in the context of the written text.
12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using

prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

2. Teaching Writing

Teaching is the process of facilitating learning, enabling students to learn and set the conditions for learning (Brown, 2001:7). He also states that teaching is showing or helping learners how to do something, giving instructions, guiding in the study of something, providing learners with knowledge, and causing learners to know or understand.

The effective learning of a foreign language depends on how teachers can help their learners to successfully learn the language material. Because writing is one of the skills that is needed to be taught in junior high schools and one of the difficult skills for language learners to master, teachers should apply the appropriate approaches in teaching writing so that the students are able to produce a written text successfully.

According to Westwood (2008:70), there have been two main approaches to teach writing; skills-based approach and the 'process' approach.

A skills-based approach involves a fairly structured program of which the skills and concepts are taught by the teacher directly. Teacher selected the topics from textbooks or other sources to develop the students' writing ability in some aspects such as grammar, sentence construction, spelling and

punctuation. The weakness of this approach is to make the teacher as the centre of the teaching and learning process, so that the students cannot be independent learners and they are not motivated to write. In fact, the students can be motivated to write if they can write freely on topics they have chosen for themselves.

The process approach gives an opportunity to the students to be independent learners; it also called student-centered approach (Graves, 1983). There are some various models in the process of writing such as 'writers', 'workshops', 'shared writing', and 'guided writing'. The topic or theme may come from the teacher but it is chosen by the students. The focus in these models is on engaging students in interesting and motivating writing for real purposes, rather than teaching writing skills and concepts through exercises which are taught by the teacher. The process of writing is used in this approach. The students learn explicitly how to create a good written text starting with the planning and gathering of ideas, through the various stages of drafting and revising to the final product. By doing these process, they can improve their writing ability by revising their text many times. They are guided and supported as they move through the complete process of writing like drafting, editing and publishing.

However, according to Harmer (2004:11) for many years, the teaching of writing is only focused on the product of writing not the process. The students were directed to *what* rather than *how* they produce a text. Still, according to Harmer (2004:11-12), there are numbers of strategies for

teachers to consider. They are the way to get the students to plan, the way to encourage them to draft, reflect and revise and the way to respond to the students' writing.

1. The way to get the students to plan

The first thing that the teacher should do is to encourage the students to think about what they are going to write by planning and making notes into a paper. There are more ways for doing this, including brainstorming (where the students can collect the ideas by discussing in a group) to a more guided task (where the teacher or the course book provides a number of activities which lead the students to plan for a forthcoming task)

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

The teachers need to encourage students to reflect what they have written, to treat the first drafts as first attempts not as finished products. One way to encourage students to draft, reflect and revise is by collaborative writing. A pair or group of students can work together in revising the written text by giving suggestion and contributing for the success of the final product.

3. The way to respond to the students' writing

Teachers may need to react for the students writing. So, they have to respond to a work-in-process in making corrections. Teachers can talk with the student individually in making the first draft until the final drafts while the others are working with their own. Teachers can also make written comments for the students draft after they read them.

However, not only teachers can respond to the students writing but also their colleagues can also respond to their friend's work in their own way. This is called peer response. This activity may provide a welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing.

3. Principles of Teaching Writing

Writing is composing texts which require many processes. The teacher has to provide some techniques to guide the students in doing some steps of writing such as planning, drafting and editing until they can make a good written texts. According to Brown (2001:346-356), there are some principles for designing writing techniques such as incorporate practices of "good" writers, balance process and product, account for literary background, connect reading and writing, provide much authentic writing, frame the process of writing, provide interactive techniques and evaluate the students' writing.

1. Incorporate practices of "good" writers

To be "good" writers the students have to consider various things that the efficient writer do and practice them. The "good" writers focus on goal in writing, spend some time planning to write, easily get the ideas, follow the general organization of the texts, consider the grammar, revise their works and make as many revision as needed.

2. Balance process and product

Writing needs a process of composing multiple drafts before an effective product is created. Here, the teacher has to guide the students to practice and do some stages in the process of composing, so that the students can see that to create their final writing was worth of the effort.

3. Account for cultural or literary background

In teaching writing, the teacher has to provide the topics that are relevant to the students' literary background. If the students do not know about the topics because of some apparent contrasts between students' native traditions, the teacher must help the students to understand them by explaining or comparing to their cultural background.

4. Connect reading and writing

Reading is one of the skills that important to help the students in writing. By reading a variety of relevant types of texts, the students can gain important information both about how they should write and about subject matter that may become the topic of their writing.

5. Provide much authentic writing

Authentic writing means that the purposes for writing are clear to the students, the audience is specified and there is some intent to convey meaning. Displaying and sharing writing are ways to add authenticity. Publishing a class newsletter, writing advertisements or writing a dramatic presentation can be seen as authentic writing.

6. Frame the process of writing

The teacher has to guide the students to follow the steps in writing such as prewriting, drafting, and revising. The prewriting stage encourages the generation of ideas by skimming or scanning passage, brainstorming, listing, clustering, discussing topic and free writing.

The drafting and revising stages are the main activities in writing. Drafting is exploring ideas and put them into paragraph form. After drafting, the students can revise their work by peer editing or teacher's feedback. All good writers go through several steps of revision until they can make the best writings.

7. Provide interactive techniques

Interactive learning is an effective technique in teaching writing to the students. In learning community, the students can generate ideas, exchange ideas and peer-edit. It can help them to compose texts.

8. Evaluate the students' writing

Writing is an extensive planning stage. So that error treatment can begin in the drafting and revising stages. The teacher must respond to the students' error after the final work is turned in by commenting holistically (in terms of clarity and the general structural organization), commenting on the paragraphs, commenting on features that appear to be irrelevant to the topic, commenting on the main ideas and the grammatical errors should be indicate.

4. Junior High School Students

a) Characteristics of Junior High Students

As stated in chapter I, the subjects of this study are seventh grade students of Junior High School. These subjects are teenagers around eleven to fifteen years old. In relation with the language teaching to secondary students, it is necessary to discuss some characteristics of junior high school proposed by some experts.

1. Curiosity

Teenagers are naturally curious. They want to make sense of things, find out how the things work, gain competence, control over themselves, and do what they can see from others. They are opening perceptive and are experimental. They do not merely observe the world around them (Hadfield, 2005: 13). Teenagers are full of questions. They are still concerned with their own life. They are curious about new things around them. They try to observe and look for the answers by themselves.

Each learner will express their curiosity in different ways. For example, when the teacher brings a frog to the class, one student might barely be able to contain himself. He/ she want to touch and hold the frog. Another student might be grossed out by touching, but she/ he may ask what the frog thinks about. It means that the first student is interested in exploring the visible outside the world while the second is curious about the inner, invisible world o relationship.

2. Explorations

Children and teenagers learn through their exploration and play (Pinter, 2006:5). Play activities are essential to the development of children and teenagers. The most important role that play can have is to help them to be active, make a choice, and practice actions to mastery.

3. Cooperation

Group works and pair works can lead to effective implementation of cooperative learning (Brown, 2001: 47). Working with others in a kind of cooperation is also beneficial in terms of sustaining interest and motivation. During the pair and group work accomplishment, the classroom becomes the place where the students have to cooperate with others.

b. Teaching writing in Junior High School

Based on Standard of Competency and Basic Competency of curriculum (School- Based Curriculum, 2006), English is a tool to communicate verbally and written. The ability to communicate is the capability to produce oral and written text in four skills, which are listening speaking reading and writing.

English learning in junior high schools is targeted to make the students achieve the functional level which is to communicate verbally and written to solve their daily problems. These are the purposes of learning English at junior high school according to Depdiknas (2006):

1. Developing the communication competence in the form of oral and

written texts to achieve the functional literacy level.

2. Having senses about the importance of English to increase the nation competitive ability in the global society.

3. Developing the students' understanding about the relationship between language and culture.

Moreover, the scopes of learning English at junior high school are stated as follows:

1. Discourse competence, which is the ability to understand or create oral or written texts which is realized within the four skills; listening, speaking, reading and writing to achieve the functional literacy level.

2. The ability to understand and create various short functional texts, monolog and essays in the form of procedure, descriptive, recount, narrative and report.

3. Supporting competence which is linguistic competence (the use of grammar and vocabulary, pronunciation, spelling and structure), sociocultural competence (the use of expressions in the context of communication), strategic competence (to overcome problems which arise in the process of communication) and discourse forming competence (using a developing means).

In this research, the researcher focused on one of the scopes of learning English which is teaching writing of descriptive text based on the standard of competence of the School-Based Curriculum Grade VIII in the

first semester as presented below.

Table 1: **The Standard of Competence and Basic Competence in Writing for Grade VII**

Standard of competence	Basic Competence
12. Students are able to express meaning in a written functional text and a simple short essay in the form of descriptive and procedure to interact with their closest surrounding.	12.1. Students are able to express meaning in the form of a short functional text by using written language accurately, fluently, and appropriately to interact with their closest surrounding 12. 2. Students are able to express meaning in the form of a simple short essay by using written language accurately, fluently, and appropriately to interact with their environment in the forms of descriptive and procedure.

Based on the tables above, it can be concluded that the standard of competency of writing in Junior High School (international- standardized school) is producing the meaning of simple essay related to several text types in written form in the context of daily life and academic purposes to interact with the environment. In the case I am going to focus on one text type only. The text type that is going to be used here is descriptive text. The materials were taken from course book which was used by the school.

5. The Role of Media

Media are important in facilitating English learning. In education field, media are various components in learners' environment which support the learners to learn. The use of media can create a good atmosphere in the teaching and learning process. By using appropriate media, teachers and students are helped to achieve the goal of the teaching.

According to the Ministry of National Education (2009:3), the teachers should use the media in teaching - learning activities because of some reasons:

1. Instructional media can help the learners who lack of experiences.

2. Instructional media can show everything out of the class.

3. Instructional media creates the direct interaction between the learners and their environment.

4. Media can be used to make an observation.

5. Media can increase the learners' motivation.

6. Media can integrate the experience from the concrete things to the abstract ones.

a. Pictures as Teaching Media

Media are very important components in the teaching and learning of English. According to Gutschow in Winoto (2005: 17), media serve four general purposes:

1. Media can help to simplify the teaching and they can help to complete it.

2. Media allow teacher's point of view to practice the principle of teaching object   and illustration.

3. With the help of media, the use of the mother tongue of the students can be avoided.

4. Media are instruments of motivation if they are used to stimulate the learning process.

Pictures are one form of widely-used media. Pictures are often used in teaching any subjects, not only in teaching English. Pictures can be used to attract the students' attention and make them interested in the subject given. It is because the attitude, motivation, and interest of the students are the crucial factors in determining his achievement (Finochiaro, 1975:263)

Moreover, Chayanuvat (1996) states that a picture is better than a thousand words. Undoubtedly, pictures are powerful visual aids. "pictures" here including everything ranging from postcards,drawings, photographs, paintings, wall pictures, to slides and videos.

Pictures become important aspects in the teaching and learning process. Pictures, especially in teaching beginners, are very helpful since they give more real description and example to them on what they learn. Pictures can encourage students to learn by using something more real than just the words or oral explanation from the teachers.

Paul (2003) states some of the most useful pictures include:

1. Themes

The examples are the beach, a park, a play gound, a farm, a kitchen, fruits, vegetables, and animals.

2. Maps

The examples are the world, a country, a familiar city, the area around the school.

3. People

The examples are the photographs or pictures of people, including people the children know well.

4. Puzzle pictures

The definition of puzzle pictures is pairs of pictures that have a few differences, and cut- up pictures to put together.

5. Around the world

They are pictures that show daily lifestyles in various contries around the world, particularly ones that show children doing the kinds of things children do all over the world.

Harmer (2001: 134) uses the term teaching aid to refer to the media used in the teaching and learning process. He says that as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity.

Furthermore, Finocchiaro (1989: 137) states that as teaching media, pictures should contain at least three major types of illustration. First, pictures of persons and single objects. Second, pictures of people engaged in activities presenting the relationship between individuals and objects. Third, a series of six to ten pictures mounted on one chart of count nouns (as pieces of furniture) or mass nouns (as food or sports or work activities)

From the above definitions, it can be concluded that pictures as teaching media are one of the teaching- learning elements that have a very important role in helping the teacher in managing teaching and learning process and helping the students in learning.

b. Criteria for Good Pitures

To achieve the objective of learning through pictures, the requirements of good pictures must be fulfilled.

1. The pictures must be simple

The first consideration in selecting pictures is that they should be simple. Beautiful pictures will help, but are not necessary. Simple pictures are useful and can be a good media as far as they can clarify the explanation.

2. The pictures must have no ambiguity

The sources of pictures are abundant but not all of them can be used in the teaching and learning process. Many of them have ambiguity, for

example, a picture of a student who is sitting and holding a book. It is difficult to decide whether the point of the picture is reading or studying . To avoid it, we have to use pictures that illustrate the point clearly.

3. The pictures must be in accordance with the students' level of proviciency

It is dispensable that teacher takes his students' proficiency of English into account. It means that the use of pictures should be appropriate with the students' knowledge of English. If the pictures shown are too difficult to understand, the students will be frustated and will not have the desire to learn. Hence, the teacher should be selective in choosing pictures which will be adequate to his students' proficiency in the target language.

4. The size of the pictures depends on the class

The purpose of this consideration is that each student is able to sell all the necesary details in the object or action, or knowledge can be smaller than a picture, which includes more objects or actions.

5. The pictures must be related to the topic taught

As mentioned above, not all pictures can be used in the teaching and learning process. Pictures, which do not pertain the topic are likely to confuse the students' thinking. Occasionaly, one or two pictures will be sufficient.

From the above discussion, the conclusion that can be taken is that there are so many kinds of pictures we can find in our environment. They can

be very helpful in creating ease for the teacher and the students in the English teaching and learning process if the teachers use them properly.

c. The Use of Picture in the Teaching and Learning Process

Students can construct their knowledge during learning descriptive texts easily by using media. One of media that is used in the teaching learning process is pictures. The use of pictures as media has some advantages. Pictures can show some unique characteristics as communication media and positive effects in teaching. Pictures can serve many functions in teaching. To understand the way of the pictures, the learners need to appreciate it in an abstract way. In the same way, when the learners express ideas to construct the description in a good coherence as well as unity, the learners have to think it in abstract way too. Both of them will be easier for the learners in learning process if the teacher can use pictures. It cannot only help the learners to get ideas more realistic in understanding the descriptive text but also in constructing ideas to create it. There are also some ways in using pictures and differences in using pictures. The differences in using the pictures are based on the teaching style, the aims of study and the content of materials that is given to the learners.

Champoux (1999) states that pictures can become the materials that can develop learners' affective and cognitive ability. The development of this skill can give stimulus to learners through discussions. By using pictures as media, there are also assessments to one aspect of the discussions, for

example analysis ability, and also assessment of the learners itself about scenes or objects influencing the learners.

Through pictures in teaching, learners can study more enjoyably because they can study in a different way. Learners can also study the use of grammar, and vocabularies. Based on this statement, learners can be attracted and interested to study and can also improve achievements because using pictures can serve real source and can become an unlimited study source.

d. Use of Pictures as Learning Media in Teaching the Writing Skill

There are some reasons of using pictures in improving learners' writing skill. Using pictures can assist the learners through practicing writing. In the writing process, learners can describe something based on the scenes. The scenes can give much information that can be explored into writing.

Basically, watching pictures is enjoyable. Learners can learn better because it is easy for the learners to get the materials. By using pictures, learners will memorize the materials longer because pictures present the material through verbal, and visual stimuli.

Using pictures in teaching writing skill is done through some activities. Before using pictures, the teacher chooses a picture which is related to the teaching material. The kind of pictures is describing places which is related to the teaching material. For example if the teaching material is descriptive texts, the researcher uses pictures of *some places* for teaching

descriptive text. The themes of the pictures should be interesting for learners. Moreover, the teacher can use the pictures as the media for learning.

In the first meeting, the teacher gives questions to guide the learners in understanding the picture content. It is proposed for learners to focus on scenes or objects of the picture. Finally, the learners try to rewrite the picture content by using their own words in a simple writing. The picture can help learners to illustrate the topic based on the scene.

6. Descriptive Texts
a. Definition

According to Kane (2000: 352) description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. It can be concluded that a descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

b. Generic structure

In writing descriptive text, students have to pay attention to the generic structure. Below is the generic structure of the descriptive text that students have to know:

a. Identification   : identifies the phenomenon to be described

b. Description   : describes part, qualities, characteristics

In conclusion, a descriptive text tells the readers what they have seen, felt, and heard. A descriptive text also focuses on specific participants, and

use simple present tense. It begins with an identification which identifies the phenomenon to be described. Then, the last is the description which describes part, qualities, and characteristics.

3. How to Teach Descriptive Texts

Teaching descriptive texts to students junior high schools is not different from teaching writing to students of other levels. The topic chosen can be based on the students' activity because a descriptive text tells a certain event emphasized on the sequences. Through pictures, the teaching of a descriptive texts can be easier because it provides some steps which are the wheel process of writing and the activities are based on the nature of pictures technique.

According to Storch (2005: 164) the first phase is a planning phase. It is spent on generating some prelimenery ideas, reading, and clarifying instructions. In the planning phase, students describe a picture of a descriptive text that they are planning to write individually. Picture helps the students to complete their ideas because picture gives the useful materials for them. Besides, students are also idependent in their choice of what to write and how to write it. They apply imaginative ideas to create their compositions based on the picture. It helps them to have a clear goal for their independent writing on the next phase.

Second, in the drafting phase, the students work individually to write their first paragraph of the text. Students write the composition to ensure that they have a clear start on the composition. Then, students write their ideas

based on the pictures. It provides them the responsibility in improving their writing skills when they elaborate their ideas through their writings. This phase also stimulates the development of the grammatical components of the students when they write their compositions in the form of descriptive texts.

Third, in the editing phase, the students have completed their writings and revised the compositions by making correction in capitalization, language usage, punctuation, and other aspects of writing. They can also give suggestions for revision. This phase gives a good contribution to students' writing products because the feedback given in this stage is very useful. They immediately know the mistakes found in their composition and they are able to assess their own progress in achieving goals of writing and evaluate the effectiveness of their own written products. Therefore, they can make self-improvement for better writing skills.

Last, in the final draft, the students re-write their writing. In this last phase, the students are also given the idea that writing a text is determined by the process and it is not merely about the final product they have written. Therefore, based on the use of pictures in the writing process, it is expected that the students' writing skills in descriptive texts can be effectively improved.

B. Conceptual Framework

Based on the preliminary class observation in class VII E of SMPN 2 Klaten, some problems in the process of teaching and learning were found, especially in writing. This situation is caused by several reasons, one of which

is dealing with the media that are used in the writing class. The media may not be appropriate with what students want. This situation may lead students to have less passion to learn. They only learn (writing) to complete their duty as students who learn English. They do not have more expectations about their writing. Students actually need suitable media in order to make them motivated to learn. If the media are appropriate, students will enjoy the lesson. If they have enjoyed the lesson, they will explore their skill smoothly. As a result, they will produce good writing, in this case. That is why, a solution related to the teaching media should be found out. The solution should lead students to enjoy writing class without any pressure and boredom. In this case, the researcher offers a solution. Teaching writing through pictures offers 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. Pictures also contain picture telling or illustrating someone, something, or somewhere. It will guide students to generate idea to write. They will not be confused about what they will write anymore.

Seeing the facts that the students and the teacher need an appropriate media in teaching and learning writing, pictures are used as a starting point to improve students writing ability.

CHAPTER III
RESEARCH METHOD

A. The Research Approach

Based on the objective of this research to improve students' writing skills, the research approach used in this research is classroom action research. Burns (2010:2) states that the main aim of action research is to identify a 'problematic' situation that the participants consider worth looking into more systematically. Still, in Burns, the term "action" in action research is to change or to improve the problematic situations in a deliberate way.

Based on Denscombe (2007: 123) there are four defining characteristics of action research; practical, change, cyclical process and participation. The first characteristic deals with real-world problems and issues which are usually found in educational settings. Action research is practical and it involves the researcher as a practitioner very closely. Change is an integral part of research which as a means of discovering more about the problems or phenomena. Bryman (in Descombe, 2007: 124) states that change is a way to learn more about the way athing works. Cyclical process is one of the main characteristics of action researchwhich consists of several cycles. The points of each cycle are the research feeds back into practice and the ongoing process of the research which consist of some stages. The participation is all of the actors that are involved in the research process such as teacher and students.

According to Kemmis and Robin McTaggart (in Burns, 2010:8), action research involves four stages in a cycle; planning, action, observation and reflection. The cycle can be continued until the researcher achieves the satisfactory goal.
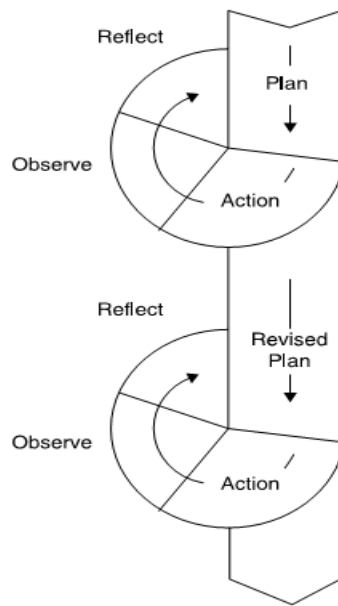
Figure 1: **Cyclical Action Research modelbased on Kemmis and Mc Taggert (1998)**

1. Planning

In this phase, the researcher identified the problem and developed a plan to bring improvement in students' writing skills. The researcher prepares the syllabus, teaching scenario, media that would be used, students' worksheets, observation checklists, and rubrics.

2. Acting

In this phase, the researcher implemented the entire teaching scenario by using picture series in the teaching and learning process of writing.

3. Observing

When the action was done, the researcher and collaborator observed the improvement of the writing process, and also the researcher and students' activities based on the observation checklist.

4. Reflecting

On this phase, the researcher reflected and evaluated the action that had been

explored.

B. The Setting and Subject of the Research

This research was conducted in SMP N 2 Klaten which is located at Jalan Pemuda Selatan, Klaten, Central Java. It is one of the national standardized schools in Klaten. The school is near the main road. The school provides many facilities to support the teaching and learning process. It has a language laboratory, a science laboratory and a computer laboratory. There are 24 classes; and each class consists of 27 students. The subjects of the research were the seventh grade students in VII E class of SMP N 2 Klaten in the academic year of 2012/2013.

This school was chosen as the subject in conducting the research based on several consideration. First, based on the researcher's observation and conducted the interwiew between the teacher and the students of this school.

Second, the researcher found that many students were not eager in writing English. They did not like writing because they had difficulties to find and develop their ideas into written texts in a good chronological order. This research was conducted based on the school academic calendar in September-November 2012 including the preparation, planning, action, observation, reflection, and reporting of the result. The time and the schedule of the implementation of the actions are presented below.

Table 2 : **The Schedule of the Research**

No	Step	Month							
		September				October			
		1	2	3	4	1	2	3	4
1	Observation				■				
2	Planning for cycle 1				■				
3	Action 1 (implementation of pictures)					■			
4	Planning for cycle 2						■		
5	Action 2							■	
6	Analyzing Data and reporting								■

C. Instruments of Data Collection

The instruments of this research are presented as the following.

1. Observation checklists

Observation checklists gave the information about the effectiveness of using pictures to teach writing descriptive texts. The English teacher checked

some aspects in the teaching and learning process such as the lesson plan, the tasks, the materials and the media by putting a tick to statements in the observation checklists.

2. Interview guidelines

The interview guidelines were used to guide the researcher to get responses from the teacher and the students on the use of picture during the interviews. In this research, the students and the English teacher were interviewed before, during and after the implementation of the actions to see their improvements in writing.

3. Tests

Tests were used to get information about students' writing performance. A pre-test and post-test were held to see whether there was improvement in the students' writing or not.

D. Data Analysis Techniques

Analyzing data of action research is a continuing process of reducing information to find explanations or patterns (Burns, 1999:157). In this study, 5 steps were used to analyze the data. They are assembling the data, coding the data, comparing the data, building interpretations and reporting the outcomes.

1. Assembling the data

In this step, all the data were collected to see what really occured over the period of the research. The data were gathered in the form of field notes and interview transcripts.

2. Coding the data

Coding the data is a process of attempting to reduce the large member of data that may be collected to more manageable categories of concepts, themes or types (Burns, 1999:157). In this study, the data were identified by coding it into more specific patterns and categories.

3. Comparing the data

After coding the data, the categories or patterns were compared across different data collection techniques. This activity was aimed to identify the relationships and connections between different sources of data.

4. Building interpretations

In this stage, a great amount of creative thinking about what the data were saying by reflecting beyond the immediate surface details should be dealt with. Discussion with the English teacher were conducted to pose questions, identify connections and develop explanations about the meanings of the research. Discussing the data can be a catalyst for new discoveries or interpretations.

5. Reporting the outcomes

In this stage, some aspects in reporting the results of this study such as discussing the issues or questions that prompted the study, describing the context of the research, analysing the findings by providing the samples of the data and interpreting how the project could lead to other areas for research were considered.

E. Data Collection Technique

The data in this research are qualitative and are also supported by the quantitative data. The qualitative data were obtained through interviews and observations. They were used to meet the process validity. All of the information in the process of teaching and learning during the actions were conducted by using interview guidelines and observation checklists. Everything related to the students' behaviour, progress and problems related to the teaching and learning process were noted. The students and the English teacher were conducted to get the data related to their perspectives in writing before, during and after implementing the actions. Tests were used to attain the quantitative data. A pre-test was used before implementing the actions and post-test after implementing the actions. The

scores from pre-test and post-test would be compared to acquire the data.

F. Research Procedures

Before doing some stages in the classroom action research, reconaissance step was conducted to know about the problems that the teacher and the students faced in the writing class. An observation was conducted when the teacher taught writing to her students and observed their writings. After having found the problems, some stages based on the classroom action research which were planning, action, observation, and reflection were conducted.

1. Planning the actions

Planning is the first step in doing classroom action research. In making the plan, the result of the preliminary study should be reffered to. All of the actions and materials were prepared based on teaching writing by using pictures. It covered preparing the lesson plan, preparing the materials and media and preparing the scoring rubric.

a) Preparing the lesson plan

In SMP N 2 Klaten, English is taught three times a week and the duration of each meeting is 2 x 40'. The lesson plan was developed on the current curriculum consisting of several components namely standard of competence, basic competence, indicators, learning objective, learning materials, media, learning method, teaching and learning activities, evaluation and sources. In this research, 4 lesson plans for 2 cycles were used.

b) Preparing the materials and media

The use of media is very important in the teaching writing to promote an attractive learning. In this research, more than 20 pictures were used to solve the problems in the writing class. Each pictures can help the students to compose descriptive texts. The picture was taken from some sources and modified by the researcher to attract the students' interest and motivation during the writing process.

c) Preparing the Scoring Rubric

In this research, the criteria of success established by the researcher is that the actions were considered successful if 80% of the students reached more than level 3 for each skills because that value already represents the KKM (Kriteria Ketuntasan Minimum = Standard of Minimum Completeness) which is 75 point. In this case, scoring rubric that was adapted from Jacobs *et al.'*s (1981) were used to help the researcher in evaluate the students' writing of descriptive texts. The score would show the improvements made by the students.

2. Acting on the Plan

This research was done in 2 cycles. Cycle 1 consisted of 2 meetings and Cycle 2 was done in 2 meetings. The researcher acted as the teacher and the English teacher became the collaborator during the teaching and learning process. The method of teaching writing in this research was inspired by Four stages (BKOF, MOT, JCOT, ICOT). This model introduced a situation which contextualized the language to be taught.

These are the steps of implementing pictures by using this method:

1. BKOF (Building Knowledge of Field)

In this stage, the picture of missing someone was showed to the students. Then, some questions were asked which can lead them to generate ideas about the topic in the pictures. The researcher invited the students to identify the physical appearance of the person and conclude the generic structures of descriptive texts. The researcher then gave models of the

sentences to isolate the grammar that the researcher wanted to focus on (in this case the simple present tense).

2. MOT (Modelling of Text)

In this stage, the students was led to mention the adjective, and noun phrase that they found in the pictures. This activity was aimed to help them to write their drafts. The students then practiced using the new structures and organizing their ideas based on the picture.

3. JCOT (Joint Construct of the Text)

In this stage, the students work in pairs to make sentences in the form of simple present tense based on the picture. Students also arrange jumbled sentences in a good order. The last, students make a descriptive text based on the picture.

4. ICOT (Independent Construction of the Text)

In this stage, the students were asked to use the new language in sentences of their own based on the pictures. They did outlining and drafting to compose descriptive texts.

In the reflection stage, the researcher gave feedback on the students' writing. Then the students revised their writings based on the researcher's note. In every meeting, pictures were given to the students as a medium to help them write descriptive texts. To encourage the students' interest, different teaching techniques such as ordering the jumbled pictures, playing games and filling in the blank spaces were given.

3. Observing the Actions

Observation was done by the English teacher during the process of teaching and learning. This was focused on the effectiveness of using picture to teach writing descriptive texts, students' behaviour towards the teaching, the lesson plan, etc. In this stage, the data collection instruments such as interview guidelines and observation checklists were used.

4. Reflecting the Actions

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

G. Validity and Reliability of the Research

The validity of the data in this research was based on the criteria proposed by Anderson *et al.* (1999: 30-33). To enhance the validity of the data, the researcher used these five types of validity; democratic validity, outcome validity, process validity, dialogic validity and catalytic validity as follows:

1. Democratic validity

Democratic validity relates to the extent to which the research allows for the inclusion of multiple voices. To get democratic validity, some interviews with the English teacher and the students to express their opinions,

comments and ideas about the actions implemented in this research were conducted.

2. Outcome validity

Outcome validity means that the research is "successful" in solving the problems which are found in the writing class. The validity in this research was gained by analyzing the results of the actions. The results of the research were not only able to solve the problems but also lead to new questions.

3. Process validity

Process validity means the dependability and competency of the research. The process validity was gained during the process of implementing picture series in writing class. The data were collected by interviewing the English teacher and the students and making field notes to observe the teaching and learning process. It included the students' behaviour and the students' competency in achieving the materials.

4. Dialogic validity

The value of the research is monitored by peer reviews to meet the dialogic validity. This validity was gained by the researcher through dialog with the English teacher about what she had done during the process of teaching and learning. The teacher as the collaborator observed and monitored the actions implemented by the researcher.

5. Catalytic validity

Catalytic validity relates to how the participants deepen their understanding of the social realities of the context and the way how they make

change within it. This validity was gained by observing changes on the teacher and the learners' understanding of they role in this research by using some interviews.

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

1. Time triangulation

The data were collected over a period of time to identify the factors involved in the actions. The data on the students' improvement in writing was gotten by conducting pre-test and post-test. The data by observing the teaching and learning process, interviewing the students and the collaborator were also collected before and after the actions and making field notes.

2. Researcher triangulation

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

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This part describes the reconnaissance, planning, action, observation and reflection in Cycle 1 and Cycle 2.

1. The Reconnaissance

This research began with finding out the problems in the field. The researcher observed the field to find some problems in writing and to get the description of teaching and learning processes. Besides, to strengthen the findings, interviewing the students and the teacher was also conducted. Generally, it was found that the students' writing skills were still low. In addition, their writing competence did not meet the expectation. Lastly, they often made mistakes in organizing ideas, constructing sentences, vocabulary, and using correct punctuation and spelling. The students' behavior in the process of teaching and learning writing can be seen in the field note of the next page.

Number   : FN. 03
Day/Date   : Saturday/ September 24th 2012
Time   : 0820.00-09.40
Place   : Classroom of VIIE
Activity   : Observation

At 08.20 the bell rang then the researcher and the teacher entered the classroom. The teacher invited the researcher to introduce herself. The teacher checked the students' attendance and made a prayer. Then, the teacher checked the students' homework taken from LKS. Next the teacher asked the students to write down the answer on the white board. After that, the teacher checked the students' writing. **The students' writing showed that the students still had many mistakes.**

The teacher discussed the correct writing and then explained the students' mistakes. The teacher asked the students to open the text book and saw the descriptive text entitled "My Teacher". Then she asked a student to read it aloud. The teacher explained that the text was a descriptive text and gave the characteristics of the text. After that, the students make a draft based on the text given by the teacher. The teacher leaved the class for a while. **Most of the students were confused on the vocabulary, grammar, and personal pronoun**. Therefore, the students asked some questions to the researcher. The teacher came back to the class and asked the students' difficulties. Soon, the students asked some questions related to the vocabulary and grammar. **The teacher answered the questions by giving some examples. "She has pointed nose" "He has round eyes" She said.** Based on the example, the teacher then asked the students to make a similar sentence and write it down on the white board. The students write down the wrong sentences in using present tense.

Then, the teacher gave the students writing tasks. She divided them into nine groups. She asked the students to arrange the words into sentences and arrange sentences into paragraphs. **Some of students got confused with the tasks given by the teacher. They also found difficulties in arranging the words into some sentences and made them into a paragraph.** The English teacher did not explain the structures of the sentence. They were not motivated in doing the task. There were some students who participated on it. Most of the students asked some questions to the researcher in making the sentences. After 20 minutes, the teacher asked the students to write down their sentences. **While some students write down their sentences, others were not engaged in the class. The were became noisy.** The teacher checked the students' writing. Many of them used inapproprite verbs. The teacher explained the correct grammar but they were not understood. In the last five minutes, the teacher explained descriptive texts again. She paid attention to the use of simple present tense and generic structure of descriptive text. Then, she ended the class. The researcher had an interview after the class.

(Appendix A/FN.03/24-09-2012)

learning was not considered as successful. The English teacher did not use any interesting media to attract the students' interest. In the teaching and learning process, the students paid no attention to the teacher's explanation. Some of them often talked to their friends. It means that the students' involvement during the teaching and learning was also needed to be improved.

To support the primary condition of the teaching and learning process the researcher also interviewed the English teacher. The interview transcript below is presented to show the same condition of students behavior during the class.

R	: *hehehe, amin. Ibu ini lho bisa aja. Oh iya Bu, biasanya kesulitan-kesulitan apa saja yang ibu temukan ketika mengajar bahasa Inggris di kelas khususnya ketika menulis?* (Hehehe, amien. Mam, what are the difficulties that you encounter when you teach writing in the class?)
ET	: *Oh, anak-anak biasanya suka ribut sendiri jadi sering tidak memperhatikan penjelasan saya. Mereka menganggap bahasa Inggris itu susah apalagi menulis.. Kalo pas nulis sering kesulitan menaruh idenya Fan jadi kadang-kadang ga urut.* (Oh, the students always make noise and do not pay attention to the explanation. They think English is difficult, especially writing. They are afraid of coming in front of the class. When they are asked to write, they have difficulties in generating their ideas so that is why they can not produce a text in a good order')

Appendix B/Interview transcript 2/24-09-2012

From the previous interview, it can be concluded that the students' problems in writing is how to generate and develop their ideas in a good chronological order.

Based on this problem, the researcher held a pre-test to see the students' ability in writing descriptive texts on October 2th 2012 because there were no data on the students' writing. The researcher asked them to write a descriptive

text which consisted of identification, description and closing.

The result showed that most of the students could not produce a well-organized text and found it hard to decide what they should write. Then, they needed much time to finish their writing. These are two examples of students' writing before the implementation of the actions. The other example can be seen in appendix.

Figure 2: **The Text Written before the Actions**

Figure 3: **The Text Written before the Actions**

According to the results of the students' writing before the implementation of the actions, there were several problems related to the vocabulary, language use, and organization.

Firstly, most of the students' writings were misspelled. There were incorrect spellings in the words "teacher" ("*Techer*") and "tall" (*"toll"*). It can be seen from one of the students' writing result entitled "*My English Techer"*. There was also incorrect spelling in the word "footbal" ("*footbal*"). It can be seen from

the students' writing result entitled *"My Friend".* from the students' writing result entitled *"My Cat",* there was incorrect spelling in the word "green" ("*gren*").

Secondly, their writings were not grammatically correct. There were some mistakes on the subject and verb agreement. For example, *"She nice. ",* *"She is help* us learn English." from the students' writing entitled (My English Techer), *"Aqsa like help* me." *"He sit* beside me." from the students' writing entitled (My Friend), and. *"It like* fish. *Mimi do not* have family. *Mimi life* with me." from the students' writing entitled (My cat). In addition some of the students used (*"His"*) to change the word Miss Anin nd ("He hair") for expressing possesion.

Thirdly, the writing was not coherent. It was not in a good sequence and development. In the second paragraph of the first writing, the student could not write his sentences coherently (*She is my English techer. She is nice. She is beautiful teacher. She is tall and slim. His eyes are brown. He is 25 years old. I like his.).* The second and third students were doing so. They also did not use the right orgnization of descriptive text. The sentences were jumbled as they liked.

To support the results of the students' problems in writing descriptive texts, the researcher held an interview with the students. The following presents the students' statements showing their difficulties to write descriptive texts.

> R : *Sip, emm, oh iya gimana tadi susah ga nulisnya?*
>   (Sip, ehm, Oh, was it difficult to write the text?)
> S2 : *Susah Miss, males.* (It was difficult Miss, I was bored)
> R : *Susahnya apa?* (What was the problem?)
> S2 : *Bingung tadi ide buat nulis.* (There was no idea to write, miss.)
> R : *Ohh idenya ya.* (Oh, It was the idea, wasn't it?)
> S4 : *Iya Miss jadi cuman dikit nulisnya.*
>   (Yes, miss. So we just wrote few words)
>   Appendix B/Interview transcript 4/01-10-2012

From the identification above, there were some problems occurring during the writing class. The following table presents the identified problems.

Table 4: **The Field Problems in Class VIIE SMP N 2 Klaten**

1.	The teacher did not provide interesting media to the students.
2.	The writing tasks were not organized well.
3.	The teacher showed limited models of descriptive text.
4.	The teacher still focused on writing sentences.
5.	The teacher did not teach the stages of writing descriptive texts.
6.	The students paid no attention to the teacher.
7.	The students were not motivated to do the tasks.
8.	The students found dificulties in vocabulary, spelling, and grammar.
9.	The students could not develop their ideas into written texts.
10.	The students could not organize the text in a good order.
11.	The students think that English was a difficult lesson.
12	The students' involvement in the teaching and learning process was low.

Based on the urgency level, the researcher decided to choose only five problems

to be solved followings are the solved problems.

Table 5: **The Solved problems in Class VII E SMP N 2 Klaten**

1.	The students paid no attention to the teacher.
2.	The students were not motivated to do the tasks.
3.	The students found dificulties in vocabulary, spelling, and grammar.
4.	The students could not develop their ideas into written texts.
5.	The students could not organize the text in a good order.

According to the problems related to the teaching and learning process of

writing, it can be identified that the problems are as follows:

1. The teacher's technique and students' motivation in writing

Based on the observation, the teacher did not use interesting techniques to

engage the students' interest in the teaching and learning process. The teacher

was not serious in explaining the materials so that the students got bored. She

also did not explain how to write a good descriptive text in a good order. Then,

the students prefered to make a noise.

In the writing process, the teacher only asked the students to make

sentences and looked at an example. However, they met difficulties to construct

paragraphs of a descriptive text which met language use, word-choice, unity and

coherence. When they were asked to write descriptive texts, they could not

formulate sentences correctly and arrange the main ideas supporting sentences in

a good organization. They made a lot of mistakes on them. Those difficulties

made the students were not motivated to join the writing class. They often talked to their friends and paid no attention to the teacher's explanation.

2. Media

Media are important in facilitating teaching and learning. By using appropriate media, teachers and students are helped to achieve the goal of the teaching. According to the observation, the teacher did not provide any interesting media to the students. She only used a whiteboard and a simple text from a textbook as a medium in teaching writing so that the students were not motivated to do the tasks. It also made them difficult to understand how to write a good descriptive text.

From the problems, the researcher concluded that the students needed interesting media to help them in the process of writing descriptive texts. This was supported by the English teacher who wanted to have media in teaching writing. At the end of the class on September 24th 2012 the researcher held an interview with the English teacher. She said that the students sometimes were not motivated to write because they did not like writing. She told that media could increase the students' motivation and help them to compose ideas into good written texts. Then the researcher suggested "*pictures*" as the medium to facilitate the students' writing process. Finally, both the researcher and the English teacher as the collaborator decided the actions to overcome those problems by using pictures.

2. Implementation of the Actions

a. Report of Cycle 1

The teaching and learning process in Cycle 1 was divided into two meetings. The researcher and collaborator did three steps in this cycle. They are planning, action and observation, and reflection.

1. Planning

a) Determining the Actions to Overcome the Problems

The implementation of pictures is very useful in helping students describe persons or things, since the use of pictures can help the students to put their ideas in the written texts.

By practicing writing, the students also get some improvements in the other aspects of writing such as content, vocabulary and language use. Picture-based activities can also increase the students' motivation during the writing class. So, the researcher and the collaborator planned some actions to improve the students' skills of writing descriptive texts by using pictures as follows:

1. Using pictures to guide the students in organizing and developing ideas.

2. Employing various techniques such as presenting a model of descriptive text with its picture on the board, making sentences, arranging the jumbled sentences and writing a descriptive text based on the of pictures to engage the students' interest and involvement in the writing activities during the teaching and learning process.

3. Discussing the students' mistakes on their writing in every meeting.

b) Preparing the Materials and the Media

In Cycle 1, the researcher used more than 20 pictures which were taken from many websites in the internet. The pictures and adapted the texts were modified to make them suitable for junior high school students. The pictures contain several interesting pictures which can engage the students' interest in the writing process. A descriptive text entitled (*Sule "Prikitiew"*) with its pictures was used in the modeling section in the first meeting. The pictures and the text were displayed to the students on the board through LCD so that they could identify the text together.

The second picture entitled *(Omas)* which was taken from *"www.sekolahoke.com"* became a medium to generate their ideas in a good order. The researcher adapted the text from the internet.

The third pictures were used in the training stage. The researcher printed six pictures on A4 papers for their exercises.

In the second meeting, the researcher used a descriptive text entitled *"Hiro the Penguin"* and *"Bongo the Orangutans"* with pictures in the modeling section. Then ten animal pictures were used in the training session. The researcher printed seven pictures on A4 papers. The students had to complete the sentences and made a descriptive text based on the picture individually.

c) Preparing the Lesson Plan

The lesson plan was developed based on the current curriculum consisting of several components   namely standard of competence, basic competence, learning objective, meeting, indicators, topic, learning materials,

input, teaching and learning activities, then task. Cycle 1 was divided into two meetings. The following is the research schedule covering two meetings of the implementation of actions.

Table 6: **Research Schedule of Cycle 1**

Cycle	Day	Date	Time
I	Monday	October 8th 2012	08.20-09.40
	Wednesday	October 10th 2012	08.20-09.40

2. Actions and Observation

The implementation of pictures in Cycle 1 was divided into two meetings. The details are discussed below:

a. First Meeting

In the pre-teaching stage, the researcher opened the class by greeting the students, and checking their attendance. Then, she explained the objectives of the teaching and learning. She told that in the end of the lesson, they would be able to understand the generic structure and language features of descriptive texts and to write the descriptive text in a good organization based on the pictures. Next, the researcher did lead-in by asking some questions about the physical appearance of someone ("Have you ever seen Sule?"), ("Can you mention his physical appearance?"). The researcher asked a student to go to the front of the class as a sample and then all students in the class described their friends standing in front of the class. Students learn vocabularies related to the activity about describing person/ someone by the researcher. Then the

researcher asked the students to pay attention to the pictures related to person who will be described entitled (*Sule "Prikitiew").* Before discussing the materials, the students were asked the students to recall their previous knowledge of descriptive texts. Most of them did not say anything. Then, the researcher showed the text and the picture on the board and asked the students whether the text was readable or not and the pictures were clear or not. They said that they could read the text and see the pictures clearly. This picture was used to help them to identify the generic structure, language features and social function of the text. Then, the students with the researcher's guidance identify those elements together. They were very attracted to the picture and paid attention to the board because it was the first time they got this medium in their writing class. The following presents their statements after the researcher used the picture in the modeling stage.

R	: *Eh gimana tadi gambarnya? Jelas gak? Kira-kira ide nya keluar gak setelah melihat gambar?* (Eh, What do you think about the picture? Is it clear? Do you have a new idea after looking at the pictures?)
S2	: *Iya Miss jelas, dan ide nya keluar.* (Yes, miss. It is clear and generate our idea.)
R	: *Gimana pendapat kalian pas Miss nunjukin gambar tadi buat jelasin descriptive text?* (What do you think about the picture? Is it interesting)
S1	: *Menarik Miss, jelas banget gambarnya.* (Yes, miss, Yes, It is)
	Appendix B/ Interview transcript 7/08-10-2012

Before the students came to the real writing session, the researcher asked them to make sentences showing phisycal appearance using simple

present tense. She used pictures which were adapted before. Most of the students were doing the task well. They were motivated to make sentences from the pictures and to make sentences based on the picture. These were examples of their sentences "The face is round" or "The eyes is round".

Although there were some mistakes in the vocabulary aspect, picture -based activities could help them to write sentences and to understand the use of simple present tense. The following field note presents the students' condition while doing the simple present tasks.

> The researcher asked their understanding of the use of simple past tense by identifying the verb on the text. Then the researcher asked whether they had some dificulties or not?. **They said that they had not found any difficulties.**
>
> Appendix A/FN.09/08-10-2012

After the students practiced the tasks, the researcher displayed another picture to the students entitled *(Omas)* on the board. The students with the researcher's guidance explored the vocabularies that might be used in describing the pictures. Then, she delivered some questions to help them in outlining stage before drafting, such as "Who is in the pictures?" or "What is her interesting physical appearance?" They could answer all of the questions correctly. It means that they knew what they should write.

The researcher then asked the students to make a short descriptive text based on the picture given on the task. In this case, pictures facilitated them to organize their ideas. They were able to produce the descriptive text based on the picture that they observed. The collaborator said that the picture facilitated the students to organize their

ideas.

R	: *Oh iya Bu bagaimana penggunaan picture tadi?* (Oh, How was their writing process using picture Mam?)
ET	: *Keliatan termotivasi kok Fan, tapi ada juga anak yang bingung soalnya waktunya cuma 40 menit. Buat nulis, yah pas planning ma draftingnya membantu juga Fan. Gambarnya yang ditampilkan di LCD itu juga jelas, dan menarik. Besok Ibu minta materi sama gambar-gambarnya ya?hehe* (I think, they were motivated, but the time is too limited. The planning and drafting were good, interesting. Could I copy those pictures?)

Appendix B/Interview transcript 6/08-10-2012

In the last five minutes, the researcher asked the students to submit their writing. After that, the researcher reviewed the generic structure, language features and the purpose of the descriptive texts. The students could understand those elements well.

b. Second Meeting

The researcher started the class by greeting the students and checking their attendance. The students still remembered when the researcher asked about the generic structure, the purpose and the linguistic features of the descriptive texts although they sometimes looked at their notes. Then, the researcher told the objectives of the learning. She told them to make a descriptive text with a different topic.

Next, the researcher did lead-in by asking some questions about the physical appearance of animals ("Have you ever seen a penguin?"), ("Can you mention its physical appearance?"). Students were asked to learn vocabularies related to the activity about describing animals by the researcher. Then, the researcher asked the students to pay attention to the

pictures related to person who would be described entitled *(Hiro the Penguin).* The researcher showed the text and the picture on the board and asked the students whether the text was readable or not and the pictures were clear or not. They said that they could read the text and see the pictures clearly. These pictures were used to help them to identify the generic structure, linguistic features and social function of the text.

Then, the students with the researcher's guidance identified those elements together. They were very interested in the picture and paid attention to the board. The following presents their statements after the researcher used the pictures in the modeling stage.

R : *Menarik ga gambarnya? Jelas ga?* (What do you think about the picture? Is it interesting)?   S2 : *Iya Miss menarik, jelas kok .* (Yes, miss, It is interesting.)   . Appendix B/ Interview transcript 9/10-10-2012

Before the students came to the real writing session, the researcher asked them to make sentences showing animals' phisycal appearances using another form of simple present tense. She used pictures which were adapted before. Most of the students were doing the task well. They were motivated to make sentences from the pictures and to make sentences based on the picture. These were examples of their sentences "**The tiger and zebra have tails**".

Although there were some mistakes in the vocabulary aspect, picture -based activities could help them to write sentences and to understand the use of simple present tense. The following field note presents the students' condition while doing the simple present tasks.

> The researcher asked their understanding of the use of generic structures of the text and the language features of the text. The students can answer the questions well include using simple present tense. Then the researcher explained about "has/ have". **They looked enthusistic in learning.**
>
> Appendix A/FN.09/08-10-2012

After the students practiced the tasks, the researcher displayed another picture to the students entitled *(Bongo the Orangutan)* on the board. The students with the researcher's guidance explored the vocabularies that might be used in describing the pictures. Then, she delivered some questions to help them in the outlining stage before drafting, such as "Have you ever seen an Orangutan?" or "What is its interesting physical appearance?" They could answer all of the questions correctly. It means that they knew what they should write.

The students were asked to make a short descriptive text based on the picture given on the task. In this case, pictures facilitated them to organize their ideas. They were able to produce the descriptive text based on the picture that they observed. The collaborator said that the picture facilitated the students to organize their ideas.

> R : *Pictures nya jelas tidak Bu?* (Is the picture clear mam?)
> ET : *Jelas , tentang describing animals, belajar tentang cirri-ciri fisiknya juga.* (Yes, it is. It is about animals and their phisycal appearance.)
>
> Appendix B/Interview transcript 10/10-10-2012

In the last five minutes, the researcher asked the students to submit their writing. After that, the researcher reviewed the generic structure, language features and grammar. The students could understand those elements well.

3. Reflection

In reference to the observation which was done in Cycle 1, the researcher found that the students attained some improvements when they wrote descriptive texts. It could be observed from the students' writing in the last meeting of Cycle 1.

1. There was also an improvement in the students' behavior toward the teaching and learning process. The following field note presents the students' condition in the classroom before the implementation of picture.

> Some of students got confused with the tasks given by the teacher. They also met difficulties in arranging the words into some sentences and made them into a paragraph. The English teacher did not explain the structures of the sentence. **They were not motivated in doing the task. There were some only students who participated on it.**
>
> Appendix A/FN.04/24-09-2012

Before the researcher implemented the actions, she found that many students had difficulties to organize their ideas in a good order. They also still had difficulties to use the correct grammar. The following presents the students' statements about their difficulties to write descriptive texts before conducting the actions.

> S1 : *Itu Miss kadang lupa verb -nya?*
> (Sometimes I forget the verb miss)
> R : *Oh verb nya ya?* (Oh, the verb)
>
> Appendix B/Interview transcript 9/10-10-2012

In the modeling section in Cycle 1, the picture facilitated the students to catch the ideas of the text in terms of generic structure, linguistic features and social function. In the writing section, the picture also helped them to organize the description in a good chronological order.

The teaching strategies in implementing pictures were not only influenced the organization of the text but also content, vocabulary and language use aspects. The following presents the students' statements after the first meeting.

R	: *Ada kesulitan tadi nulisnya?* (Do you have any problem?)
S1	: *Yah itu masih bingung nyusun kata-katanya itu Miss.* (Yah. Yes, we do. The Noun phrase is still confusing miss)
R	: *Oh iya, bikin noun phrase nya itu ya?* (Oh yeah, It is about the noun phrase,isn't it?)
S2	: *Ya, bisa membayangkan apa yang mau ditulis Miss walaupun tadi ga ngerti bahasa inggrisnya.* (Can you imagine what will you write?)
S1	: *Oh iya Miss jadi ngerti descriptive.* (Yes, miss. We can understnd descriptive texts)

Appendix B/Interview transcript 8/08-10-2012

In the second meeting, there were also improvements on the students' writing. Their writing was well-organized. They could state the generic structure of the texts coherently. Some students also did not make a many errors in vocabulary and language use aspects than they did before the implementation of the actions. They were also motivated to write descriptive texts. However, they could only produce limited development of the topic. The following field note presents the students' condition towards the teaching and learning process in the last meeting of Cycle 1.

> The students did not find any difficulties in understanding the descriptive text. The students, i had understood it, miss said Aziz when the researcher asked the students to make a descriptive text based on the pictures and answer the worksheet. **They looked enthusiastic and could make the descriptive text better without asking about many vocabularies.**
>
> Appendix A/FN.12/08-10-2012

Besides that, after the use of pictures, the students were motivated to write descriptive texts. They were more enthusiastic in the learning process. They seemed attracted and began to pay attention to the researcher's explanation. They even showed their eagerness to answer the researcher's questions. They could easily find ideas that they wanted to write in their texts by observing the pictures. These could be observed from their results of writing and the interview which was held by the researcher.

> R : *Oh iya, kalo yang lain. Gimana tadi menyenangkan ga nulisnya?*
> (How about you. Are you happy?)
> S2 : *Seneng Miss ternyata bisa nulis aku,tapi pasti tetep banyak yang salah,hehe.* (We are happy miss, but I still have some mistakes.)
> R : *Emm gak papa, oh iya picture nya bantu kalian buat nulis ga?* (Never mind then, How about the picture?)
> S1 : *Iya Miss.* (It helped us miss)
> R : *Gimana bantunya?* (How come?)
> S2 : *Ya jadi mudah gitu Miss nulisnya, dah ada idenya jadi gampang.*
> (We can generate our idea easily, miss)
> Appendix B/Interview transcript 09/10-10-2012

The results of individual work in the last meeting showed the students' improvements in their writing skills especially in organizing the text. They also made improvements in content, vocabulary and language use aspects. To see the results of the students' writing, the samples of the student's improvements were taken randomly are presented on the (appendix 226, 227, 228).

Before the implementation of the actions, most students' writing were not well-organized. They did not know what they should write in each generic structure. Most of their writing was difficult to understand because they only translated the Indonesian words into English. They made frequent errors in tense, word order, preposition and pronouns. After the researcher and the collaborator conducted the actions in Cycle 1, there were some improvements in all aspects of writing especially in the organization of the text. The example above (appendix page 227), could represent the students' improvement.

From the samples above, it can be found that the students made some improvement in the organization of the text. Their first writing lacked development of the topic, grammar, and spelling. In the first paragraph, they provided background information which needed to understand their text but in the second and third paragraph, there was no coherence among sentences.

In short, they could not organize their description well but lacked grammar. In Cycle 1, their writings were well-organized. They wrote the structures of the descriptive text clearly. However, they missed to write has/ have, s/ es, a/ an.

The results of Cycle 1 showed that there were improvements and weaknesses. The results of the actions could be presented as follows:

1. The implementation of pictures in Cycle 1 could stimulate the students' ideas to write descriptive texts. They did not look confused to start their writing. However, they produced limited development in writing based on the example.

2. The implementation of pictures could help the students to organize their ideas into a logical development. They knew what they should write in each structure of the descriptive text with the use of the pictures.

3. The different techniques given by the researcher in presenting the pictures made the students interested in joining the writing class. They gave positive responses during the teaching and learning of writing.

4. Giving feedback on the students' writing could help them to identify and correct their mistakes. However, they needed more clear explanations of their mistakes. In reference to the results, the students still had difficulties to find the appropriate diction and to use the right grammatical aspect. The students still only translated the Indonesian words into English. Some of them also did some mistakes in word choices. In the language use, the students already knew that simple present tense was used in writing descriptive texts. However, many of them still only used V1 without s/es for "He, She, It". Because the time was only 2 x 40 minutes, the researcher could not explain the students' mistakes in more specific ways. She only gave marks on their mistakes.

The results of the reflection showed that Cycle I reached the criteria of success. From the rubric employed, the researcher and the collaborator used

scale 3 as a standard of success. Although the students made some improvements in the writing skill especially in organization aspect, there were not more than 50% students who got 3 for each aspect. Besides that, the students still made several errors in agreement, tense, word order, word choice and pronouns. So, the researcher and the collaborator wanted to conduct Cycle II.

b. Report of Cycle 2

The teaching and learning process in Cycle 2 was divided into two meetings. The researcher and collaborator did four steps in this cycle; they are planning, action and observation, and reflection.

1. Planning

a. Determining the Actions to Overcome the Problems

In Cycle 2 the students could write a descriptive text in a good organization. However, they still had difficulties to develop the topic, find the appropriate diction and use the correct grammar. To overcome the problems, the researcher and the collaborator planned three actions in this cycle.

1. Discussing the students' mistakes in grammatical and vocabulary aspects that were usually found in their writing.

2. Applying vocabulary and language use exercises in each meeting such as finding out the vocabularies that may be used in the short functional descriptive text.

3. Using interesting techniques in teaching writing descriptive texts that could engage and motivate the students during the process of teaching and learning. So, the researcher still used the interesting techniques to keep their attention

such as using power point presentation and arrange jumbled sentence exercises before writing their drafts.

b. Planning the materials and the media

In Cycle 2, the researcher applied eight pictures which were taken from the internet. The researcher modified the pictures and adapted the texts to make them suitable for junior high school students.

A descriptive text entitled (*"Sule" Abducted)* and *("A Terrorist" Wanted)* for the first meeting and (*"Hiro" Missing) and ("Tamtih"Lost)* for the second meeting were used in the modeling section. These texts were related to the previous materials. This is for arousing students' interest and background knowledge which could make them motivated to write. The researcher showed the pictures on the board through LCD.

The third picture was used as a medium to exercise (arrange jumbled sentences). The researcher showed the pictures on the board through LCD. Then by using the fourth picture, the students had to write a descriptive text based on the picture individually.

c) Preparing the Lesson Plan

The lesson plan was developed based on the current curriculum consisting of several components namely, standard of competence, basic competence, learning objective, meeting, indicators, topic, learning materials, input, teaching and learning activities, then task. Cycle 2 was divided into two meetings.

The following is the research schedule covering two meetings of the implementation of actions.

Table 7: **Research Schedule of Cycle 2**

Cycle	Day	Date	Time
	Monday	October 13th 2012	08.20-09.40
	Wednesday	October 15th 2012	08.20-09.40

2. Actions and Observation

The implementation of pictures in Cycle 2 was divided into two meetings. The details are discussed below:

a. First Meeting

In the pre-teaching stage, the researcher opened the class by greeting the students, and checking their attendance. Then, she explained the objectives of the teaching and learning. She told that in the end of the lesson, they would be able to understand the generic structure and linguistic features of fuctional descriptive texts and to write the descriptive in a good grammar based on the pictures. Next the researcher did lead-in by asking some questions about the physical appearance of someone ("Do you still remember about Sule?"), ("Can you mention his physical appearance?"). Then, the researcher asked the students to pay attention to the pictures and make a review related to person who would be described entitled ("Sule" Abducted). Then, the researcher showed the text and the picture on the board and asked the students whether the text was readable or not and the pictures were clear or not. They said that they could read the text and see the pictures clearly. This picture was used to help them to identify the generic structure, language features and social function of the short functional descriptive text. Then, the students with the researcher's guidance

identify those elements together. They were very attracted to the picture and paid attention to the board because it was the first time they got this medium in their writing class. The following presents their statements after the researcher used the picture in the modeling stage.

R   : *Heee gimana dik tadi nulisnya?* (Hee, How was your writing?)
S1   : *Lebih enjoy Miss, gambarnya bantu buat nulis.* (It was enjoyable, miss. The picture helped us in writing)
Appendix B/ Interview transcript 11/13-10-2012

Before the students came to real writing session, the researcher asked them to arrange jumbled sentences. Most of the students were doing the task well. They were motivated to arrange the sentences from the pictures and answer the questions based on the picture. Picture -based activities could help them to write sentences and to understand the use of simple present tense. The following field note presents the students' condition while doing the simple present tasks.

The researcher asked their understanding of the use of simple past tense by identifying the verb on the text. Then the researcher asked whether they had some dificulties or not?. **They said that they had not found any difficulties.**

Appendix A/FN.12/13-10-2012

After the students practiced the tasks, the researcher displayed another picture to the students entitled *("A terrorist"Wanted)* on the board. The students with the researcher's guidance explored the vocabularies and grammar that might be used in describing the pictures.

The students then were asked to make a short descriptive text based on the picture given on the task. In this case, pictures facilitated them to organize their ideas. They were able to produce the descriptive text based on the picture that they observed. The collaborator said that the picture facilitated the students to organize their ideas.

R	:*Oh iya Bu, tentang picture nya apakah jelas Bu?* (Oh, Is the picture clear, Mam?)
ET	:*Jelas Fan, terus terang saya gaptek, liat kayak gitu anak-anak seneng banget, apalagi pas modeling of text itu picture menarik jadi anak- anak seneng.* (It is clear. they were very happy)
	Appendix B/Interview transcript 12/13-10-2012

In the last five minutes, the researcher asked the students to submit their writing. After that, the researcher reviewed the generic structure, linguistic features and the purpose of the functional descriptive texts. The students could understand those elements well.

b. Second Meeting

The researcher started the class by greeting the students and checking their attendance. The students still remembered when the researcher asked about the generic structure, the purpose and the linguistic features of the descriptive texts and fuctional text. Then, the researcher told the objectives of the learning. She told them to make functional descriptive texts in the different topic.

Next, the researcher did lead-in by asking some questions about physical appearance of the animals ("Do you still remember Hiro?"), ("Can you mention its physical appearance?"). Then, the researcher asked the students to pay attention and review bout Hiro and read the text entitled *("Hiro" Missing)*. The

researcher showed the text and the picture on the board and asked the students whether the text was readable or not and the pictures were clear or not. They said that they could read the text and see the pictures clearly. This picture was used to help them to identify the generic structure, language features and social function of the text.

R   : *Gimana seneng ga adik-adik?* (Are you happy?)
S1   : *Seneng Miss gambarnya jelas.* (Yes, we are)
                   Appendix B/ Interview transcript 14/15-10-2012

Before the students came to the real writing session, the researcher asked them to arrange jumbled sentences. Most of the students were doing the task well. They were motivated to arrange the sentences based on the pictures. Picture-based activities could help them to write sentences and to understand the use of simple present tense. The following field note presents the students' condition while doing the simple present tasks.

The researcher reviewed the descriptive text. Then the researcher asked whether they had some dificulties or not?. **They said that they had understood the descriptive text.**
                   Appendix A/FN.13/15-10-2012

After the students practiced the tasks, the researcher displayed another text to the students on the board entitled ("Tamtih" Lost). The students with the researcher's guidance explored the vocabularies and grammar that might be used in describing the pictures.

The students then were asked to make a short descriptive text based on the picture given on the task. In this case, pictures facilitated them to organize their ideas. They were able to produce the descriptive text based on the picture

that they observed. The collaborator said that the picture facilitated the students to make writing improvements.

> R : *Gimana Bu?* (How was the picture, mm?)
> ET :*Bagus banget setiap hari ada peningkatan.* (They were very good and improving the students writing skills)
> Appendix B/Interview transcript 15/15-10-2012

In the last five minutes, the researcher asked the students to submit their writing. After that, the researcher reviewed the generic structure, linguistic features and grammar. The students could understand those elements well.

3. Reflection

In reference to the actions in Cycle 2, the researcher and the collaborator found that the students made some improvements when they wrote their final results.

In the first and second meeting, the researcher emphasized on the steps in writing descriptive texts in a good organization and developing their ideas from the pictures. She did some techniques in displaying the pictures. In the first meeting, the researcher provided a descriptive text with the picture and explained the elements of the text by using power point presentation.

In this case, pictures guided them through the process of writing. The results of the students' writing in the first meeting were some improvements in aspects of organization, content, vocabulary and language use rather than in the previous cycle. The following presents the students' statements after the implementation of picture in the first meeting.

> R : Gimana seneng ga adik-adik*?* (Are you happy?)
> S1 : ***Seneng Miss* jadi lebih ngerti *descriptive text.*** (Yes Miss, we can understand descriptive text)
> S2 : Seneng Miss.(Yes, we are, miss)
> S1 : ***Dikit Miss kalo suruh bahasa inggrisin susah. Tapi moga2 bener, hehe gambarnya jelas Miss, tau apa yang mo ditulis bisa*** (Little bit Miss, translating the vocabularies into English was difficult. I hope I can do it well. I know what I should write, Miss.)
> Appendix B/Interview transcript 13/15-10-2012

The results of Cycle II also brought some improvements on the students' writing. In Cycle I, there was an improvement on the organization and grammar aspects. However, the improvements on content, vocabulary and language use aspects were not really satisfying. In Cycle II, there were some improvements in the four aspects of writing.

In the first cycle, the students produced limited development of the topic. They could not write more supporting sentences dealing with the pictures. They wrote a sentence representing each picture. They also made a lot of mistakes in using simple past tense, agreement and pronoun. Most students did not add s/ es when using simple present tense.

In Cycle II, the students' writing was better in the organization and content aspects and they made fewer mistakes in language use and vocabulary. They could write a text which was well organized and developed. They stated their ideas clearly and orderly. Their mistakes in using language and grammar decreased. These were some examples of the students' improvements in writing descriptive texts by using pictures after Cycle 2 was conducted. The examples can be seen on the (appendix 229, 230).

B. Summary of Cycle 1 and Cycle 2

In this part, there are some findings in qualitative and quantitative data. The qualitative data analyzed the general findings of the research while the quantitative data analyzed the students' results in their writing from the pre-test, Cycle 1, Cycle 2 and post test.

These are some findings that the researcher found in the pre-test, Cycle 1 and Cycle 2 in teaching writing descriptive texts.

Table 8**: The Results of Students' Writing in the Research**

Aspects of Writing	Pre-condition	Cycle 1	Cycle 2
Organization	Most students could not put their ideas clearly and orderly. Their writings were loosely organized in the terms of generic structure of descriptive texts.	Most students could write their ideas in a good organization of descriptive texts based on the picture.	All students could write a good descriptive text in a good organization based on the picture.
Content	Most students could not develop their ideas and some of their writings were not well-organized.	Most students could develop the topic based on the picture. However, they could only produce limited sentences.	All students could develop the topic based on the picture with the right component of the descriptive text. They could also produce more supporting sentences related to the picture.
Vocabulary	Most students had difficulties in word choice so that the meaning was not relevant and miss-spelled	Some students could use effective word choice but the rest still made some errors in the word form mastery.	Most students could use effective word choice and word form.

Language Use	All students made some errors of agreement, tense, word order, articles, and sentence construction.	Many students made few errors of tense, agreement and word order.	All students could write effective constructions and make only few errors in word order, tense and agreement.

Besides the improvement of their writings, the researcher and the collaborator also found other findings during the research which are explained as follows.

1. Students' motivation

After implementing the pictures, the researcher and the collaborator found that pictures could improve the students' interest in writing. The strategies in implementing pictures could attract the students' eagerness in doing the writing process.

2. The use of picture

Pictures were successful to help the students to organize and to develop their ideas in a good order. It could be seen from the students' writings that consisted of more sentences compared to their writings before implementing the actions. Their writing was well-organized and developed. By practicing writing, the students could create a good descriptive text with a few mistakes in diction, grammar, and language use.

1. The Result of the Research

To show the improvement of the students writing, the researcher provides the students' writing from the pre-test, Cycle 1, Cycle 2 and post-

test. They could be seen on the (appendix pages 232-237).

The samples showed students' improvements in writing descriptive texts which could represent all students' writings. In the preliminary study, they could not develop their ideas in good paragraphs. They did not use correct order. Besides that, they also made some mistakes in language use such as the punctuation, article, tense and word order. They still missed the verb, or s/es in using simple present tense in describing persons or animals.

After the researcher conducted Cycle 1, the students made some improvements in all aspects of writing but they were not really satisfying. They could organize their description well. However, they were difficult to develop their ideas. of the topic without adding some supporting sentences. In the language aspect, they used simple present tense in writing their description although they still made a mistake such as the word "she" *she sing* should be *she sings*. In the last sentence, they also missed the verb (*Gita Gutawa beautiful* should be *Gita Gutawa is beautiful*). In the vocabulary aspect, they still had difficulties to order the noun phrase and forgot the article. The phrase (*as young smart girl* should be changed into *as a smart young girl).*

In Cycle 2, the student did a lot of improvements in all aspects of writing. They could develop the ideas into a good chronological order and state the generic structure of the text clearly and correctly. They also did fewer mistakes in vocabulary and language use.

After the implementation of the actions, the student's writing showed some improvements in organization and content aspects. They were capable to develop the ideas coherently. They could also write more sentences in their writing. They rarely made some mistakes in language use and diction.

2. Students' score

In this part, the researcher presents the students' writing scores in the pre- test, Cycle 1, Cycle 2 and post-test. The researcher analyzed the students' mean score in all aspects of writing namely organization, content, vocabulary and language use.

The tables below show the mean scores of each aspects of writing.

Table 9**: Students' Mean Scores in the Organization Aspect**

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Organization	2,00	2,44	2,96	3,52

The students' mean scores in the organization increased after the actions during the implementation of pictures. The students' gain score was obtained by comparing the students' mean score of pre-test and post-test which is 1.52.

Table 10**: Students' Mean Scores in the Content Aspect**

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Content	1,67	2,00	2,74	2,96

Table 10 presents the students' mean scores in the content. After the implementation of the actions in the research, the students' mean scores in language aspect increased. The students' gain score compared from pre-test and post-test in the content is 1.29.

Table 11**: Students' Mean Scores in the Vocabulary Aspect**

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Vocabulary	1,74	1,93	2,44	2,89

According to the table, the students' mean score in the vocabulary increased during the research. In the pre-test, the students' mean score is 1.74. In Cycle 1 the students' mean score increased up to 1.93. The students' mean score after Cycle 2 is 2.44. In the post-test the students' mean score is 2.89. The gain score of this aspect is 1.15.

Table 12**: Students' Mean Scores in the Language Use Aspect**

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Language Use	2,15	2,33	3,07	3,19

Table 12 presents the mean score in the language use which is achieved by the students. It can be seen that students' mean score in this aspect increased in every cycle. In the pre-test, the students' mean score is 2.15. After Cycle 1, the students' mean score increased up to 2.33. The students' mean score in the cycle 2 is 2.07. Then in the post-test the students' mean score is 3.19. The gain score was obtained by comparing the students' mean score of pre-test and post-test which is 1.04.

To know students' improvement after the actions during the research, the researcher summarized the general findings of students' scores from pre-test, Cycle1, Cycle 2 and post-test.

Table 13: **General Finding of Students' Score from Pre-test, Cycle 1, Cycle 2 and Post-test**

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Mean score	1,89	2,18	2,81	3,14

Table 13 presents the information about the students' mean score in four aspects of writing which were obtained from pre-test, Cycle 1, Cycle 2 and post- test. The students' mean score in pre-test is 1.89. The students' mean score in Cycle 1 is 2.18. It increased in Cycle 2 which is 2.81 and in the post-test the students' mean score reached into 3.14. It can be concluded that pictures can improve the students' skills of writing descriptive texts.

C. DISCUSSION

In this section, the researcher provides the analysis of the results gained in Cycle 1 and Cycle 2 of the research. The results were used to know whether the use of pictures could improve students' skills in writing descriptive texts or not. The observation was done to determine the problems during the process of teaching and learning of writing descriptive texts. One of the results was that the students had problems in constructing paragraphs of descriptive text which met unity and coherence. Also they also could not develop their ideas in a good order. Besides that,

they made some mistakes in language use and diction. They also lacked motivation during the teaching and learning process. To overcome those problems, the researcher and the collaborator applied two cycles.

The first cycle showed that the students made an improvement in organizing the descriptive texts. They could put their ideas to construct a descriptive text with a good generic structure. However they could not develop the topic to some supporting sentences. So the students' improvements in content, vocabulary and language use were not really satisfied. Most of the students did not add *s/es* for *he, she it* in using the simple present verbs. They also found difficulties to select the appropriate diction in writing their description. They only looked at their dictionaries without considering the meaning of the words.

In the second cycle, the students showed improvement in four aspects of writing. They could develop their description into a good generic structure. Pictures facilitated them to organize their ideas. It also helped the students to inspire more ideas to write. In language aspect, the students made few mistakes in using verbs in present form. In Cycle 2, the researcher wrote down some samples of the students' mistakes on the board. Then, she discussed the mistakes with the students together and also corrected them. She also gave feedback on the students' writing. It could help the students to understand their mistakes.

The researcher also asked the students to mention some objects that might be used in writing their description. This activity helped them to

select the appropriate diction.

Besides, the improvement was not only in their writing skills but also in the students' behavior in the class. The students seemed more enthusiastic and motivated to write. They participated well in the writing process. They felt more confident to write descriptive texts as they had experienced how to organize and develop their ideas though the implementation of pictures. The use of pictures could attract their attention so that they could enjoy the learning.

In reference to the explanation above, the utilization of picture could improve students' writing skills on descriptive texts. In addition, the activities during the teaching and learning process could improve the classroom interaction, students' motivation and students' attention.

CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusions

The objective of this research study was to improve the writing skills of the VII E students through the use of pictures. The research findings and discussions in Chapter IV showed that the students' writing skills improved through the use of pictures.

The use of pictures was found to be effective to stimulate the students during the teaching and learning process. Pictures facilitated the students to generate ideas. During the implementation of pictures, some teaching strategies were used such as discussing the mistakes on students' writing, exploring ideas based on the pictures and applying vocabulary and language use exercises. Those teaching strategies led the students to have positive responses toward the teaching and learning process. It can be seen as follows: 1.) The writing class was more active and alive by using pictures, 2.) The students' motivation to write improved during the writing process. 3.) The students' performance in writing and their attitude improved toward the teaching and learning process. 4.) The four aspects in writing that include content, vocabulary, language use, and organization were improved.

There were changes after the actions were implemented. The changes were both in the way of thinking and in the behavior of the members involved in the research. The changes are presented as follows:

1. The changes in the writing class.

Before the actions were implemented the activities were very monotonous where the teacher only dominated the students' activities by analyzing texts and doing exercises in the LKS. The students had no any writing practices during the English lesson. Thus, through text based approach that were applied, the students knew the language features of a descriptive text. Moreover, they knew how to write a descriptive text in a good order.

2. The changes in the students' behaviour

At the first time, the students were not enthusiastic in the writing class. It occured because the class was monotonous. Through pictures the students coud be motivated to write. Even they were able to write in a good order. Moreover, interesting pictures as the media could make the students more enthusiastic to involve themeselves into the lesson.

3. The changes, in the English teacher's behaviour

The English teacher became more open minded to make the English teaching and learning process become more interesting. She improved her knowledge in creating activities based on the activities which could make the students learn English well. She also improved her knowledge in using media and various materials to make the English lesson become more interesting.

4. The changes in the researcher's behaviour

The researcher learn more knowledge about how to use of pictures in order to improve the students' writing skill were achieved. Through this action research, many thing were learned such as how to handle the students, how to chose materials and activities, how to chose the media and so on.

B. Implications

The results of the research are expected to give some implications to the research members.

The implications of the ations were as follows:

1. The use of text-based approach improved the students' writing skills in four aspects of writing skills that include content, vocabulary, language use, and organization. It implies that text-based approachcould be used to teach writing.

2. The use of pictures could improve the students' motivation in the teaching and learning process of writing. It implies that pictues could be implemented in the teaching and learning process of writing. It caused by pictures stimulated the students more active and alive during the teaching and learning process of writing.

3. The use of pictures could also improve the students understanding the picture content. It is proposed for the students to focus on scenes or objects of the pictures. Finally, the students could rewrite the picture content by using their own words in a simple writing. The picture can help the

students to illustrate the topic based on the scene. These implies that teacher need to apply pictures in order to make their teaching and learning process of writing run well.

4. The use of interesting media and various writing task contributed much to make the English teaching and learning process become more interesting. The students become motivated with the teaching and learning process. Moreover, students would be more enthusiastic when they were given new media. It implies that it is important for the teacher to use the media to make the students joyful during the English teaching process.

C. Suggestion

Based on the conclusion and implementations that have been previously explained, some suggestions can be directed toward the English teachers in SMP N 2 Klaten, the students and other researchers. The suggestions are as follows:

1. To the English teachers in SMP N 2 Klaten.

It is advisable for the English teachers particularly the English teachers in SMP N 2 Klaten to improve students' writing competences. Therefore, they need to use appropriate technique, media and etc that suit with the students' needs in teaching writing. one of them is using pictures in the teaching and learning process of writing since it is effective to improve the students' writing skills.

2. To the students

Motivation is one of the main aspects of teaching and learning process. Especially in the teaching and learning of writing, the students' motivation is relatively low since they believe that writing is the most difficult skill to learn. To overcome the students' low motivation in writing, it will be much better if the students can practice their writing outside the class. the researcher hopes the students to develope their writing skills independently by using pictures.

3. To other researchers

This study is mainly intended to describe how pictures can be implemented to improve the students' writing skills. There are still many problems that are not yet solved. The results of this study may be used as one of the reading references before the researchers conduct similar study related to the development of the students' writing skill with other media.

FIELD NOTES

No.	: FN.01
Hari, Tanggal	: Senin, 17 September 2012
Jam	: 08.00-08.30
Tempat	: SMP N 2 Klaten (Ruang Kepala sekolah)
Kegiatan	: Meminta ijin penelitian
Responden:	
P	: Peneliti
KS	: Kepala Sekolah

1.	P datang ke sekolah pada pukul 08.00 kemudian menuju ke pos satpam untuk memohon ijin bertemu dengan KS.
2.	Dikarenakan KS sedang menerima tamu, P dipersilakan menunggu selama 15 menit di ruang piket.
3.	Setelah 15 menit P kemudian bertemu dengan KS dan menyampaikan maksud kedatangannya untuk meminta ijin penelitian dengan judul "*Improving Students' Writing Skills on Descriptive Texts Through Picture at the Seventh Grade of SMP N 2 Klaten*".
4.	P menjelaskan bahwa P akan mengajarkan menulis *Descriptive texts* dengan gambar untuk meningkatkan kemampuan menulis siswa.
5.	KS menanggapi dengan baik, memberikan ijin, dan meminta P untuk membawa surat ijin penelitian dan observasi.

No.	: FN.02
Hari,Tanggal	: Senin, 24 September 2012
Jam	: 08.00-11.00
Tempat	: Ruang guru
Kegiatan	: Meminta ijin penelitian dan observasi
Responden:	
P	: Peneliti
KS	: Kepala Sekolah
GBI	: Guru Bahasa Inggris

1.	P menuju ruang piket untuk meminta ijin kemudian menemui KS untuk memberikan surat ijin penelitian.
2.	KS menyambut P dengan baik dan meminta P untuk menemui GBI (bu Anin) untuk persiapan penelitian.
3.	P menuju ruang guru dan bertemu dengan GBI kemudian mengungkapkan maksud kedatangannya untuk melakukan penelitian tentang "*Improving Students' Writing Skills on Descriptive Texts Through Picture at the Seventh Grade of SMP N 2 Klaten*".
3.	GBI menanyakan kapan penelitian akan dilaksanakan. P merencanakan bahwa penelitian akan dilakukan pada bulan Oktober.
4.	GBI menyetujui dan memberikan gambaran tentang kondisi siswa. GBI memberikan ijin kepada P untuk masuk kelas sekaligus melakukan observsi.

No.   **: FN. 03**
Hari, tanggal **: Senin, 24 September 2012**
Jam   **: 08.20-09.40**
Tempat   **: Ruang kelas VIIE**
Kegiatan   **: Observasi**
Responden:
  P   **: Peneliti**
  GBI **: Guru Bahasa Inggris**
  S   **: Siswa**

1.	Pukul 08.20 bel berbunyi, P dan GBI langsung menuju ke ruang kelas.
2.	GBI mempersilahkan P untuk memperkenalkan diri sebelum diminta duduk di bangku paling belakang
3.	GBI menyapa, menanyakan kondisi siswa dan menanyakan presensi siswa.
4.	GBI mengecek pekerjaan siswa yang diambil dari LKS.
5.	GBI meminta siswa untuk maju ke depan kelas dan menulis jawaban mereka tetapi tidak ada siswa yang berani maju.
6.	GBI kemudian menunjuk beberapa siswa untuk maju ke depan kelas menuliskan jawaban mereka.
7.	S selesai menulis jawaban, GBI mengecek jawaban S.
8.	Walaupun hanya menjawab teks descriptive sederhana, masih terdapat banyak jawaban S yang salah.
9.	GBI kemudian membenarkan jawaban S sambil menjelaskan kesalahannya.
10.	GBI meminta siswa untuk memperhatikan buku dan melihat sebuah judul descriptive text "*My lovable Teacher*" dan meminta seorang S untuk membaca text tersebut dengan keras.
11.	GBI menjelaskan bahwa teks tersebut merupakan teks descriptive dan menjelaskan ciri-cirinya kemudian siswa diminta membuat draft berdasarkan contoh teks. GBI keluar meninggalkan kelas.
12.	Banyak S yang terlihat bingung mengeni kosakata, susunan kata, personal pronoun, dan penggunaan has/ have sehingga S sering bertanya kepada P.
13.	GBI kembali ke dalam kelas dan menanyakan kesulitan apa yang dihadapi S. Dengan segera S menanyakan kesulitan yang dihadapi terutama terkait kosakata dan penulisan kalimat.
14.	GBI segera membantu dan memberikan penjelasan dengan memberikan contoh "She has pointed nose" "He has round eyes".
15.	Setelah dirasa cukup GBI meminta S membuat sebuah kalimat untuk dituliskan ke depan kelas.
16.	Setelah beberapa menit beberapa S menuliskan kalimat-kalimatnya di papan tulis. S menuliskan kesalahan penggunaan *simple present tense*.
	Guru kemudian mengkoreksi kalimat siswa yang masih salah. Kemudian guru dan siswa membahas bersama.
	Siswa terlihat tidak termotivasi dan gaduh di dalam kelas. GBI kemudian menegur siswa yang terlihat tidak memperhatikan.
	Siswa terlihat diam sebentar, kemudian rebut kembali.

	GBI kemudian mengecek pekerjaan siswa. Banyak siswa melakukan kesalahan terutama dalam meletakkan kata kerja
	GBI kemudian menjelaskan kesalahan siswa. Tetapi banyak siswa yang tidak mendengarkan penjelasan GBI.
	5 menit sebelum bel, GBI menjelaskan kembali tentang *descriptive text*s.
	GBI menjelaskan bahwa ketika menulis *descriptive texts* yang harus diperhatikan adalah penggunaan *simple presentt tense*. GBI juga hanya
	GBI kemudian mengajak P untuk mengakhiri pelajaran.
	P melakukan *interview* kepada GBI dan siswa setelah observasi.

No.   : **FN.04**
Hari,Tanggal : **Senin, 24 September 2012**
Jam   : **10.00-10.30**
Tempat   : **Ruang Guru**
Kegiatan   : **Interview**
Responden:
 P   : **Peneliti**
 GBI   : **Guru Bahasa Inggris**

1.	Setelah GBI selesai mengajar, P meminta waktu untuk melakukan interview.
2.	P melakukan interview seputar kegiatan menulis bahasa inggris untuk siswa SMP N 2 Klaten kelas VII.
3.	GBI menceritakan kesulitan siswa ketika menulis dan kondisi kelas ketika pelajaran menulis
4.	GBI kemudian menanyakan tentang penelitian yang hendak dilakukan.
5.	P menjelaskan bahwa akan mengadakan *action research* untuk meningkatkan kemampuan siswa dalam menulis teks *descriptive* dengan menggunakan *picture*.
6.	GBI menyambut baik penelitian yang akan dilakukan karena dengan dibantu gambar kegitan menulis siswa akan lebih mudah dilakukan.
7.	GBI menanyakan kembali jadwal penelitian yang akan dilakukan P.
8.	P kemudian menjelaskan bahwa P akan kembali lagi
9.	Setelah dirasa cukup, P mohon ijin untuk pulang. P dimohon untuk mempersiapkan penelitian dengan matang.

No   : **FN. 05**
Hari, tanggal : **Senin, 1 Oktober 2012**
Jam   : **09.15-09.30**
Tempat   : **Ruang kepala sekolah**
Kegiatan   : **menyerahkan surat ijin penelitian**
Responden:
 P   : **Peneliti**
 KS   : **Kepala Sekolah**

1.	P sampai di sekolah pukul 09.15 langsung menuju ruang kepala sekolah.
2.	P langsung bertemu KS dan menyampaikan maksud kedatangannya.

3.	KS menerima surat penelitian dan memberi ijin P untuk melakukan penelitian, KS memberi saran P untuk menemui GBI, dan mengatur jadwal penelitiannya.
4.	P sangat menghargai saran KS, tetapi P menjelaskan bahwa penelitian di fokuskan hanya untuk kelas VII.
5.	KS mengerti dan berharap agar P cepat lulus dan melakukan penelitian secepatnya dengan baik.
6.	P berterimakasih atas nasihat dan perhatian KS.
7.	P pamit untuk mempersiapkan materi selanjutnya.

No.   **: FN. 06**
Hari, tanggal   : Sabtu, 6 Oktober 2012
Jam   : 08.20-09.00
Tempat   : Ruang kelas VIIIB
Kegiatan   : Pre-test
Responden:
  P   : Peneliti
  GBI   : Guru Bahasa Inggris

1.	P sampai di sekolah pukul 08.20 dan langsung bertemu dengan GBI.
2.	P bersalaman dengan semua guru yang ada di ruang guru dan meminta ijin untuk menemui dengan GBI.
3.	P menyerahkan RPP untuk *Cycle 1* kepada GBI untuk diteliti.
4.	GBI membaca RPP yang diajukan P dan berpendapat bahwa RPP yang dibuat P sesuai dengan harapan GBI.
5.	P pamit untuk menuju ke kelas VIIB untuk melakukan *pre-test.*

No.   **: FN. 07**
Hari, tanggal   : Sabtu, 6 Oktober 2012
Jam   : 09.00-09.40
Tempat   : Ruang kelas VII E
Kegiatan   : Pre-test
Responden:
  P   : Peneliti
  S   : Siswa

1.	P menuju kelas dan langsung disambut baik dengan siswa.
2.	P menanyakan kabar siswa dan menyuruh salah satu siswa untuk memimpin doa.
3.	Salah satu siswa bernama Aqsa memimpin doa.
4.	P memperkenalkan diri kepada siswa dan mengungkapkan tujuan kedatangan P di kelas.
5.	Siswa siswa menyambut baik tetapi ribut karena tidak ada GBI.
6.	P menyuruh salah satu siswa untuk membagikan lembar pre-test.
7.	Salah satu siswa membagikan lembar pre-test.
8.	P memberikan instruksi tentang apa yang harus dilakukan oleh siswa.
9.	Siswa terlihat kesulitan dalam memulai untuk menulis. Mereka terlihat bingung dan tidak dapat menyalurkan idenya dengan baik.

10.	Siswa mengerjakan pre-test dan selalu meminta P untuk membantu mengartikan kata dalam bahasa inggris seperti "Miss bahasa inggrisnya *kulinyat cerah* apa? Atau "Miss bahasa inggrisnya *tingginya sedang* apa?"
11.	Bel istirahat berbunyi, P menyuruh siswa untuk beristirahat terlebih dahulu.
12.	P melakukan interview dengan siswa selama istirahat untuk menanyakan kesulitan mereka dalam menulis.
13	Bel masuk berbunyi, P menyuruh siswa masuk dan kembali mengerjakan test.
14.	Jam 10.30 siswa sudah menyelesaikan 3 paragraf dengan baik. Kemudian P mengumpulkan lembar test.
15.	Jam 10.35 P pamit dan menuju ke ruang guru.
15.	P menemui GBI yang sedang bersiap-siap untuk mengajar untuk pamit.

No   : FN. 08
Hari, tanggal   : Sabtu, 6 Oktober 2012
Jam   : 09.40-09.45
Tempat   : Ruang guru
Kegiatan   : Interview
Responden:
    P   : Peneliti
     GBI   : Guru Bahasa Inggris

1.	P menuju ruang guru untuk bertemu GBI.
2.	GBI menanyakan pre-test yang dilakukan P.
3.	P mengungkapkan bahwa pre-test berjalan dengan baik.
4.	GBI menanyakan kapan penelitian akan dimulai.
5.	P berkata bahwa tanggal 8 Oktober 2012 akan dimulai siklus pertama.
6.	GBI mendoakan semoga penelitian berjalan lancar dan siswa benar-benar mengalami peningkatan dalam menulis.
7.	P berterimakasih kepada P dan pamit pulang.

No   : FN. 09
Hari, tanggal   : Senin, 8 Oktober 2012
Jam   :08.20-09.40
Tempat   : Ruang kelas VII E
Kegiatan   : Cycle 1, pertemuan pertama
Responden:
    P   : Peneliti
     GBI   : Guru Bahasa Inggris
     S   : Siswa

1.	P datang ke sekolah pukul 08.45 kemudian P ke ruang guru untuk menemui GBI
2.	GBI menanyakan kondisi P apakah sudah siap menghadapi siswa. P mengatakan bahwa P siap.

3.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
4.	P masuk ke kelas pada pukul 09.00. Terlihat siswa laki-laki belum ada yang masuk ke kelas.
5.	GBI memanggil siswa laki-laki di luar dan memarahi mereka. "Besok-besok kalo telat lagi tak suruh push up, wong udah bel kok g masuk ke kelas", dah tuh cepet masuk, duduk, kasihan Missnya". Kemudian P berterimakasih kepada GBI dan GBI mempersilahkan P untuk mengajar.
6.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan meminta salah satu siswa memimpin doa.
7.	Semua siswa hadir dan salah satu siswa bernama Ayu memimpin doa.
8.	P kemudian melakukan *lead in* dengan menanyakan "Have you ever seen Sule on TV?"
9.	Salah satu siswa bernama Aqsa menjawab sedangkan yang lain terlihat masih diam.
10.	P kemudian menulis *"Yes, Miss"*. Lalu P kembali bertanya *"Can you mention his physical appearance ?"* siswa menjawab "Maksudnya Miss?" lalu P menjawab "Dapatkah kalian menyebutkan ciri fisik nya?*"No Miss"* sementara ada beberapa siswa yang menjawa *"Yes, Miss"*, *"Ok so, what are*? Lalu beberapa siswa menjawab "Sule *Handsome, hahaha, and he have flat nose"*
11.	P dan siswa tertawa dan menulis *Sule is handsome, and he has a flat nose*
12.	Kemudian P membandingkan 2 kalimat tersebut. *"Ok, can you mention the verb in the first sentence?* Siswa menjawab *"is"*. *"Oke in the second sentence*?, *"Has Miss"* Lalu P bertanya "Kalau "He itu pasangannya has atau have hayoo?" Siswa serentak jawab *"Eh iyo, Has Miss"* P menjawab *"Yup bener, jadi He, She, It itu diikuti Has, nah kalau I, You, They, We diikuti Have, mudeng?"* S menjawab serentak *"Mudeng Miss"*
13.	P kemudian seneng mendengar jawaban siswa yang semangat dan antusias.
12.	P mengungkapkan tujuan pelajaran hari itu yakni menulis teks *descriptive*.
13.	Kemudian P menampilakan picture salah satu comedian dan actor Indonesia.
14.	Siswa terlihat sangat memperhatikan dan tertarik dengan gambar yang ditampilkan P.
15.	P kemudian menjelaskan tentang teks tersebut secara keseluruhan.
16.	P menjelaskan tentang *generic structures* dari teks tersebut dan apa yang harus ditulis dalam setiap paragrafnya.
17.	P kemudian menjelaskan tentang *language features* dari teks tersebut seperti; penggunaan *simple present tense*, *words, noun phrase* dan *article*.
18.	P menjelaskan tentang *social function* dari teks *descriptive* dan contoh-contoh penggunaan *recount* dalam kehidupan sehari-hari.
19	Siswa terlihat sangat memperhatikan P dan tidak ada siswa yang berbicara dengan teman-temannya.

20.	P kemudian meminta siswa untuk menunjukkan elemen-elemen yang ada dalam teks *descriptive* terutama *simple present verbs*.
21.	Siswa bisa menunjukkan kata kerja *simple present tense* yang ada dalam teks tersebut walaupun masih ada salah satu siswa yang salah.
22.	P kemudian menanyakan apakah siswa mengalami kesulitan atau tidak.
23.	Siswa tidak menemukan kesulitan dalam memahami penjelasan P.
24.	P kemudian mengelompokkan anak secara berpasangan untuk memahami gambar kemudian mengisi titik-titik yang kosong dengan mengisi noun phrase. Kemudian
25.	Siswa terlihat semangat dalam mengerjakan soal karena terdapat gambar-gambar yang memudahkan mereka dalam membuat kalimat.
26.	Sebagian besar siswa dapat menulis kalimat dengan kata kerja yang tepat dalam bentuk simple present verbs.
27.	P memberikan latihan untuk *simple present tense* dengan mengisi kata kerja yang tepat dalam sebuah teks *descriptive* dengan kata-kata yang
28.	P kemudian bertanya apakah mereka mendapat kesulitan tentang penggunaan kata kerja *present tense*.
29.	Siswa sudah lebih mengerti tentang penggunaan *simple present tense* melalui latihan-latihan tersebut.
30.	P memberikan *picture* berjudul *"Omas"* untuk melatih siswa menulis secara berpasangan.
31.	P menjelaskan bahwa siswa harus melakukan outlining sebelum menulis.
32.	Siswa menyebutkan semua objek dan kata kerja yang ditemukan di dalam *picture*.
33.	P menanyakan beberapa pertanyaan seperti *who was in the picture, have you ever seen Omas, Where, can you mention her characteristics,* untuk membantu siswa
34.	Siswa terlihat semangat dalam menjawab pertanyaan-pertanyaan P. Mereka dapat mendeskripsikan dalam *picture*.
35.	Siswa kemudian menulis *draft* berdasarkan outline yang mereka buat.
36.	Siswa terlihat kesulitan dalam menerjemahkan kata ke dalam bahasa inggris.
37.	P dan collaborator membantu siswa dalam proses menulis.
38.	5 menit sebelum bel, P meminta siswa untuk mengumpulkan hasil menulis
39.	P memberikan *review* tentang *descriptive texts* dan menanyakan apakah siswa
40.	Siswa masih mendapat kesulitan dalam menulis khususnya dalam masalah
41.	P menutup pelajaran dan tidak lupa mengingatkan S untuk belajar lagi di rumah
42.	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan

No.   : FN. 10
Hari, tanggal : Senin, 8 Oktober 2012
Jam   : 09.40-09.45
Tempat   : Ruang guru
Kegiatan   :interview
Responden   :
  P   : Peneliti
  GBI   : Guru Bahasa Inggris

1.	P dan GBI menuju ruang guru untuk melakukan *interview*.
2.	P menanyakan tentang pertemuan awal siklus pertama.
3.	GBI mengungkapkan bahwa siswa sudah mengerti tentang *descriptive texts*.
	GBI juga memuji media yang dibuat P untuk menjelaskan tentang *descriptive texts.*
4.	P dan GBI mendiskusikan untuk pertemuan selanjutnya.
5.	GBI memberikan *observation sheet* yang telah diisi.
6.	P pamit untuk melakukan *interview* kepada siswa pada saat istirahat.

No. : **FN. 11**
Hari, tanggal : **Rabu, 10 Oktober 2012**
Jam : **08.20-09.40**
Tempat : **Ruang kelas VII E**
Kegiatan : **Cycle 1, pertemuan kedua**
Responden :
  P : **Peneliti**
  GBI : **Guru Bahasa Inggris**
  S : **Siswa**

1.	P datang ke sekolah pada pukul 08.00 dan menuju ke ruang guru untuk menemui GBI.
2.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
3.	P dan GBI masuk ke kelas pada pukul 08.20
4.	Siswa terlihat sangat siap mengikuti pelajaran.
5.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan meminta
6.	Salah satu siswa bernama Aqsa yang memimpin doa.
7.	P kemudian melakukan menanyakan apakah mereka masih ingat pelajaran
8.	Siswa terlihat sudah memahami tentang *descriptive texts* dan bisa menjawab
9.	P kemudian menampilkan gambar lain, animal "penguin" kemudian P memberikan
10.	P mendiskusikan teks descriptive dan vocab yang berkitan dalam gambar animal
11.	P kemudian menanyakan tentang *generic structures of the text* dan
12.	Siswa terlihat bisa menunjukkan elemen-elemen dalam teks tersebut
	P kemudian menunjukkan kembali tentang *language features of the texts;*
13.	Siswa terlihat sangat senang dalam mengikuti pelajaran.
14.	P kemudian menanyakan tentang *generic structures of the text* dan
15.	P kemudian menanyakan apakah siswa mengalami kesulitan atau tidak.
16.	Siswa tidak menemukan kesulitan dalam memahami penjelasan P.
17.	P kemudian menanyakan apakah siswa mengalami kesulitan atau tidak.
18.	Siswa tidak menemukan kesulitan dalam memahami penjelasan P.
19.	P kemudian memberikan hasil menulis siswa sebelumnya dan meminta
20.	P memberikan catatan tentang kesalahan siswa dalam menulis.
21.	Setelah 15 menit siswa memberikan *final draft* pada P.
22.	P kemudian menanyakan kesulitan siswa dalam menulis.

23.	Kesulitan siswa terletak pada *vocabulary*.
	P kemudian menampilkan gambar kepada siswa.
	Siswa terlihat tertarik dengan *gambar* yang ditunjukkan P.
	P menanyakan apakah siswa pernah melihat orang utan sebelumnya.
	Beberapa ada yang bilang sudah, yang lain belum.
	P menanyakan beberapa pertanyaan seperti *who was in the picture, have you ever*
	Siswa kemudian melakukan *outlining* dan *drafting* berdasarkan *picture*
	Sebagian siswa yang tidak membawa kamus masih kesulitan dalam
	P meminta siswa untuk mengumpulkan hasil menulis mereka sebelum bel
	P memberikan *review* tentang *descriptive texts* dan menanyakan apakah siswa
	Siswa merasa bahwa mereka lebih yakin dalam menulis daripada
	P menutup pelajaran.
	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan

No.   **: FN. 12**
Hari, tanggal   **: Sabtu, 13 Oktober 2012**
Jam   **: 08.20-09.40**
Tempat   **: Ruang Guru**
Kegiatan   **: Cycle 2, pertemuan pertama**
Responden:
     P   **: Peneliti**
     GBI   **: Guru Bahasa Inggris**
     S   **: Siswa**

1.	P datang ke sekolah pada pukul 08.00 dan langsung menuju ke ruang guru.
2.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
	GBI bertanya hasil menulis siswa pada *Cycle 1*.
	P menjelaskan bahwa siswa mengalami peningkatan dalam menulis khususnya dalam mengurutkan ide cerita. Tetapi masih banyak kesalahan pada pemilihan kata dan *grammar*. Siswa juga hanya bisa menulis satu kalimat dalam mengembangkan ide cerita berdasarkan gambar. Sehingga pada *Cycle 2* akan lebih menekankan pada pengembangan ide, *vocabulary* dan *language use*.
	P meminta GBI untuk menilai pekerjaan siswa pada *Cycle 1* untuk mengindari subjektifitas dalam mengukur peningkatan siswa.
	GBI menyetujui dan P menyerahkan hasil menulis siswa pada *Cycle 1*.
3.	P dan GBI kemudian masuk ke kelas pada pukul 08.30.
4.	Siswa terlihat sangat siap mengikuti pelajaran.
5.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan meminta salah satu siswa memimpin doa.
6.	Semua siswa hadir di kelas.
7.	P kemudian melakukan menanyakan apakah mereka masih ingat pelajaran sebelumnya.
	Siswa menjawab "*Descriptive text Miss*"

	P menanyakan *language features, generic structures* dan *social purpose* dalam teks *descriptive.*
	Siswa sapat menjawab semua pertanyaan P walaupun membuka catatan.
8.	P kemudian melakukan *review* tentang hasil menulis siswa sebelumnya.
	P menunjukkan kesalahan-kesalahan yang mereka buat pada *Cycle 1* terutama pada penggunaan *simple past tense,* pemilihan *vocabulary* dan
10.	Siswa lebih memahami tentang kesalahan-kesalahan yang mereka buat.
11.	P kemudian memberikan model short functional text in the form of descriptive texts dengan judul "Wanted a Terrorist"
12.	Siswa terlihat sangat antusias karena melihat gambarnya.
	Siswa terlihat sangat senang dengan teks descriptive dan *picture* yang disajikan P.
	Siswa terlihat sangat memperhatikan penjelasan P dan tidak berbicara dengan teman-temannya.
13.	P kemudian menanyakan apakah siswa mengalami kesulitan dalam memahami penjelasan P.
14.	Siswa tidak menemukan kesulitan dalam memahami teks *descriptive.* Salah satu siswa bernama Aziz "Owalah Miss, udah dong semua aku"
15.	P kemudian meminta siswa untuk menulis sebuah teks descriptive berdasarkan gambar.
16.	P menanyakan kejelasan gambar, dan mempelajari gambar dan vocab yang terkait yang telah diberikan.
17.	P meminta siswa untuk menyebutkan vocabularies dan verbs yang terkait pada gambar.
18.	P kemudian meminta siswa untuk menjawab pertanyaan-pertanyaan yang diberikan P seputar *generic structures* yang ada dalam *worksheet* mereka.
19.	P menulis semua kata-kata tersebut dalam papan tulis untuk membantu siswa dalam menulis teks.
20.	P kemudian meminta siswa untuk menjawab pertanyaan-pertanyaan yang diberikan P seputar *generic structures* yang ada dalam *worksheet* mereka.
21.	P dan collaborator membantu siswa dalam proses *outlining* dan *drafting*.
22.	Siswa terlihat lebih antusias dalam menulis. Tidak banyak siswa yang menanyakan *vocabularies* dalam menulis paragraf.
23.	Siswa terlihat sudah semakin lancar dalam menulis *descriptive* teks.
24.	P meminta siswa untuk mengumpulkan hasil menulis mereka sebelum bel berbunyi.
25.	P memberikan *review* tentang *descriptive texts* dan menanyakan apakah siswa mengalami kesulitan dalam menulis.
22.	Siswa merasa lebih memahami tahap-tahap menulis *descriptive texts* dengan baik.
23.	P menutup pelajaran.
24.	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview.
25.	GBI memberikan *observation sheet* kepada P.

No. : FN. 13
Hari, tanggal : Senin, 15 Oktober 2012
Jam : 08.20-09.40
Tempat : Ruang guru
Kegiatan : Cycle 2, pertemuan kedua
Responden:
P : Peneliti
GBI : Guru Bahasa Inggris
S : Siswa

1.	P datang ke sekolah pada pukul 08.00 dan langsung menuju ke ruang guru.
2.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
	P memuji P dalam mengajar karena dibandingkan dengan *Cycle 1*, P sudah dapat membagi waktu dengan baik.
3.	P dan GBI masuk ke kelas pada pukul 08.20.
	P dan GBI menyapa siswa di kelas
4.	Siswa terlihat sangat siap mengikuti pelajaran.
5.	P kemudian, menanyakan kehadiran siswa dan meminta salah satu siswa memimpin doa.
6.	Semua siswa hadir untuk mengikuti pelajaran.
7.	P kemudian menanyakan apakah mereka masih ingat pelajaran sebelumnya.
8.	Siswa terlihat sudah memahami tentang *descriptive texts* dan bisa menjawab pertanyaan-pertanyaan yang diajukan P tentang elemen-elemen dalam menulis *descriptive texts*.
9.	P kemudian, menampilkan jumbled sentences di layar monitor, kemudian P meminta siswa untuk mengurutkan kalimat yang masih acak tersebut menjadi kalimat yang urut dan benar.
10.	P bersama siswa mengurutkan kalimat rumpang tersebut. Dalam hal ini siswa sudah lebih baik dalam mengurutkan kalimat.
11	P kemudian memberitahukan bahwa hari itu siswa akan bermain *competitive game*.
12.	Siswa terlihat sangat senang dan sangat antusias.
13.	P kemudian memberikan instruksi tentang cara memainkan games.
	P akan mengajukan beberapa pertanyaan tentang *descriptive texts* seputar describing someone.*P memberikan spidol kepada siswa untuk di salurkan ke teman-teman nya ketika lagu menyala. Ketika lagu berhenti, spidol juga berhenti untuk di salurkan ke temannya. Yang mendpatkan spidol wajib mendeskripsikn tokoh atau orang ya sebutkan oleh P. Siswa harus mendeskripsikan ke dalam bahasa Inggris. Siswa yang tidak bsa menjawab diminta maju ke depan untuk menyanyi sambil berjoget.*

	Siswa terlihat memperhatikan penjelasan P dan tidak sabar memainkan *game* tersebut.
	P dan siswa bermain game tersebut dengan antusias
	P menyebutkan Komedian "Olga Syahputra". Kemudian salah satu siswa yang mendapatkan spidol itu harus mendeskripsikan Olga syahputra di dalam bahasa Inggris.(Suasana di kelas sangat gaduh, karena antusias siswa)
	Semua pertanyaan yang diajukan P dapat dijawab siswa dengan benar.
	Siswa terlihat sangat senang setelah bermain games dan tidak sabar untuk melakukan aktifitas selanjutnya.
	P memberikan penjelasan tentang kesalahan-kesalahan siswa yang sering mereka buat.
	P kemudian memberikan hasil tulisan siswa yang telah dikoreksi pada pertemuan sebelumnya.
	P memberikan tanda untuk setiap kesalahan mereka.
	P kemudian, menampilkan jumbled sentences di layar monitor, kemudian P meminta siswa untuk mengurutkan kalimat yang masih acak tersebut menjai kalimat yang urut dan benar.
	Siswa terlihat tenang dan termotivasi untuk mengurutkan kalimat rumpang tersebut.
	P kemudian, meminta siswa untuk menulis final
	Siswa terlihat termotivasi dalam menulis *final drafts*.
	Siswa bisa mengidentifikasi kesalahan yang telah diberi tanda oleh P dengan bertanya "Ya Allah Miss, kurang titik, huruf capital wae salah.
	P dan collaborator memonitor siswa dalam menulis *final drafts*.
	P meminta siswa untuk mengumpulkan hasil menulis mereka sebelum bel berbunyi.
	P memberikan *review* tentang *descriptive texts* dan menanyakan apakah siswa mengalami kesulitan dalam menulis.
	Siswa merasa lebih memahami tahap-tahap menulis *descriptive texts* dengan baik.
	P menutup pelajaran.
	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview.

No. : **FN. 14**
Hari, tanggal : **Rabu, 17 Oktober 2012**
Jam : **08.20-09.40**
Tempat : **Ruang kelas VIIIB**
Kegiatan : **Post-test**
Responden:
 P : **Peneliti**
 GBI : **Guru Bahasa Inggris**
 S : **Siswa**

1.	P datang ke sekolah pada pukul 08.00 dan langsung menuju ke ruang guru untuk meminta ijin mengadakan post test.

2.	GBI menanyakan hasil menulis siswa setelah *Cycle 2*.
3.	P memberitahukan bahwa siswa mengalami peningkatan dalam menulis secara signifikan. Tidak banyak siswa yang melakukan kesalahan pada grammar dan pemilihan kata-kata. Selain itu mereka dapat menulis dan mengembangkan tulisan mereka dengan baik.
	GBI terlihat puas dengan hasil yang diberikan P.
4.	GBI kemudian mempersilahkan P untuk menuju ke ruang kelas.
5.	P menuju ke ruang kelas dan menyapa siswa.
6.	P kemudian memberitahukan bahwa hari ini P akan meminta siswa untuk menulis pengalaman mereka tanpa menggunakan gambar.
7.	P kemudian membagikan lembar *post-test* dan meminta siswa untuk menulis *descriptive texts* selama 40 menit.
	Siswa terlihat lebih mudah menulis dan menyalurkan idenya dengan baik.
8.	Selama menulis P menanyakan pendapat siswa tentang *actions* yang diberikan P dalam mengajar.
9.	Setelah 40 menit, P meminta hasil pekerjaan siswa.
10.	P pamit kepada siswa dan memberitahukan bahwa hari itu P sudah selesai melakukan penelitian.

No.   **: FN. 15**
Hari, tanggal   **: Rabu, 17 Oktober 2012**
Jam   **: 09.45-09.55**
Tempat   **: Ruang guru**
Kegiatan   **: Menyerahkan hasil Cycle 2**
Responden:
      P   **: Peneliti**
      GBI   **: Guru Bahasa Inggris**

1.	P datang ke ruang guru untuk menemui GBI.
2.	GBI menanyakan hasil menulis siswa setelah *Post-test*.
3.	P memberitahukan bahwa siswa sudah bisa menulis teks *descriptive* tanpa bantuan gambar lebih baik daripada sebelum dilakukan *actions*.
	P memberikan hasil menulis siswa pada *Cycle 2 dan post-test* untuk dinilai guru.
4.	P berterimakasih dan pamit.

No.   **: FN. 16**
Hari, tanggal   **: Kamis, 18 Oktober 2012**
Jam   **: 08.00-09.15**
Tempat   **: Ruang guru**
Kegiatan   **: Pamit**
Responden:
      P   **: Peneliti**
      KS   **: Kepala Sekolah**
      GBI   **: Guru Bahasa Inggris**

1.	P datang ke sekolah pada pukul 08.00 dan langsung menuju ke ruang KS. Tetapi KS sedang berada di ruang guru.

2.	P bertemu KS dan berterimakasih atas ijin yang telah diberikan utuk mengadakan penelitian.
3.	KS menyambut baik dan memberi motivasi kepada P agar cepat lulus.
	P berterimakasih dan pamit untuk menemui GBI.
4.	P menemui GBI dan berterimakasih atas bimbingan GBI selama penelitian.
	P memberikan media yang dibuat kepada GBI.
	GBI menyambut baik media yang digunakan karena menurut GBI siswa mengalami banyak peningkatan dalam menulis melalui media *picture*
	GBI memberikan hasil nilai *Cycle 2* dan *Post-test* kepada P.
	P berterimakasih kepada GBI, KS dan semua guru atas bantuan selama P melakukan penelitian.
5.	P kemudian pamit.

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT 1
Hari,Tanggal : Senin, 24 September 2012
Jam **: 07.30-08.00**
Tempat **: Ruang guru**
Kegiatan **: Interview**
Responden **: P** **: Peneliti**
GBI **: Guru Bahasa Inggris**

P : Selamat pagi Ibu.
GBI : Oh, kamu Fan, gimana Fan?
P : Maaf Bu baru sempat kesini sekarang.
GBI : Tidak apa-apa, gimana Fan?
P : Ini Bu, ehmm, mau sedikit interview.
GBI : Oh iya sini-sini (GBI mempersilahkan P duduk)
      Apa yang mau ditanyain?
P : Ini Bu, tentang kegiatan writing, menurut Ibu proses kegiatan belajar mengajar writing secara keseluruhan gimana ya?
GBI : Ehmm, ya writing itu kan pelajaran paling susah dibandingkan *skill* yang lain Fan, jadi saya mengajarnya selalu belakangan. Cuman permasalahannya biasanya ide, tense and noun phrase, gitu Fan.
P : Oh begitu Bu, emmm, kalo menulis *descriptive text*? Biasanya kesulitan yang dialami anak apa aja Bu?
GBI : Yah itu Fan biasanya mereka bingung mau nulis apa. Sampai-sampai waktunya lama cuma buat mikir mau nulis apa. Sama biasanya itu terpengaruh sama bahasa Indonesia Fan kalo nulis itu. Jadi misalnya tas hitam jadi bag black.
P : Wah iya ya Bu, kalo tensenya Bu?
GBI : Oh iya Fan, penggunaan simple present tense juga susah
P : Trus cara mengatasinya bagaimana Bu?
GBI : Ehmmm saya *drill* aja mbak biasanya, jadi biasanya saya suruh menghafalkan beberapa kata di rumah.
P : Oh iya Bu, biasanya anak-anak disuruh membawa kamus ga Bu kalo pelajaran menulis?
GBI : Iya mbak, tapi ya namanya anak-anak ada juga yang ga bawa heeheeee.
P : Hehe, iya ya Bu. Bu, ini kan saya mau mengadakan penelitian tentang meningkatkan kemampuan menulis *descriptive* dengan *picture* Bu, kira-kira gimana Bu?
GBI : Oh iya,bagus Fan, anak-anak nanti akan lebih tertarik. Selama ini tu ga termotivasi anak-anak kalo disuruh nulis apalagi lebih gampang menyalurkan idenya kan Fan. Mungkin nanti kalo Fany pake media picture trus gambarnya jelas nanti anak anak bisa termotivasi Fan.
P : (Bel berbunyi) Oh iya Bu, semoga saja Bu, sudah bel, hehe makasih ya Bu sebelumnya.
GBI : Oh iya mbak, trus kapan observasi mbak?
P : Rencana tanggal 29 September Bu?
GBI : Oh iya Sabtu ya mbak?
P : Iya Bu, emm saya kira sudah Bu, terimakasih Bu waktunya.
GBI : Iya sama-sama mbak, mau pulang?
P : Iya Bu.

GBI : Iya hati-hati mbak,saya mengajar dulu. P : Oh iya Bu, terimakasih.

INTERVIEW TRANSCRIPT 2
Hari,Tanggal : Senin, 24 September 2012
Jam : 10.00-10.30
Tempat : Ruang guru
Kegiatan : Interview
Responden : P : Peneliti
GBI : Guru Bahasa Inggris

GBI : Gimana Fan tadi saya mengajarnya sesuai yang diharapkan ga?
P : Iya Bu, banyak anak yang ribut ya Bu, apalagi yang kelompok paling belakang.
GBI : Oh ya besok kalo pas kamu mengajar di tegur aja Fan kalau yang rame.
P : Oh iya Bu.
GBI : Tadi cuma nulis kalimat aja Fan yang diorder tadi. Ya gitu Fan kalo nulis tu susah, anak-anak banyak yang tidak suka menulis, mungkin besok sama kamu jadi mau nulis. Gurunya muda, cantik pasti lebih diperhatikan hehehe.
P : hehehe, amin. Ibu ini lho bisa aja. Oh iya Bu, biasanya kesulitan-kesulitan apa saja yang ibu temukan ketika mengajar bahasa Inggris di kelas khususnya ketika menulis?
GBI : Oh, anak-anak biasanya suka ribut sendiri jadi sering tidak memperhatikan penjelasan saya. Mereka menganggap bahasa Inggris itu susah apalagi menulis. Mereka kadang-kadang juga ga berani untuk maju ke kelas kalo ga bener-bener disuruh seperti tadi itu. Kalo pas nulis sering kesulitan menaruh idenya Fan jadi kadang-kadang ga urut.
P : Oh iya Bu, hehe yah semoga pake *picture* bisa membantu mereka menulis Bu.
GBI : Amien, ya udah saya makan dulu Fan, hehee
P : Oh iya terimakasih Ibu.

INTERVIEW TRANSCRIPT 3
Hari, tanggal : Senin, 24 September 2012
Jam : 09.40-09.45
Tempat : Ruang kelas VII E
Kegiatan : Interview
Responden : P : Peneliti
S1 : Hilda
S2 : Nisa

P : Pagi, adik-adik.
SS : pagi Miss.
P : mau tanya-tanya bentar nih.

S1   : Heeh Miss, Tanya aja
P   : Tadi gimana Bu Anin ngajarnya?
S1   : Banyak yang ribut Miss ga konsen
        jadinya.
S2   : Ga terlalu mudeng Miss, masih bingung
        tentang *descriptive texts*.
P   : Hmm gitu ya? Lha kok bisa g mudeng?
S1   : Lha kemarin cuma suruh liat contoh dari Buku aja, kita kan belum
        mudeng Miss.
P   : Tadi gimana penjelasannya?
S2   : Yah cuma nyangkut dikit hehe.
P   : Kalo Nisa?
S1   : Iya Miss sama, cuma tahu kalo *descriptive text* itu pake present tense.
        Tapi *descriptive texts* tu gimana to Miss?
P   : Hee belum paham yah, ya udah besok Miss jelasin, minggu depan Miss
        yang ngajar kalian.
SS   : Asik.
P   : Bu Anin ngajarnya gimana?
S1   : Santai Miss, kadang-kadang galak kadang-kadang enak.
P   : Pernah pake media ga?
S1   : Maksudnya Miss?
P   : Ya kayak gambar atau kartu gitu
        dik.
SS   : Ga pernah Miss.
P   : Hehe, gitu yah, ok makasih yah dik, yasudah sana balik ke
        kelas
SS   :Ok Miss.

INTERVIEW TRANSCRIPT 4
Hari,Tanggal : Rabu, 1 October 2012
Jam   **: 09.40-09.45**
Tempat   **: Ruang kelas VII E**
Kegiatan **: Interview**
Responden **: P**   **: Peneliti**
               S1 **: Alya**
               S2 **:Nadya**
               S3 **: Nadin**
               S4 **: Putri**

P   : Hallo adik-adik.
SS   : Iya Miss.
P   : Miss mau tanya-tanya nih, namanya kalian
        siapa aja?
SS   : Alya, Nadya, Nadin, Putri.
P   : Sip, emm, oh iya gimana tadi susah ga nulisnya?
S2   : Susah Miss, males.
P   : Susahnya apa?
S2   : Bingung tadi ide buat nulis.

P   : Ohh idenya ya.
S4   : Iya Miss jadi cuman dikit nulisnya.
P   :Emmm, kalian suka bahasa inggris ga sih sebenernya?
S2   : Emm biasa aja
            Miss?
P   : Kok biasa aja?
S2   : Lha susah kok
P   : Susahnya?
S3   : Kata-katanya Miss, harus cari di kamus.
P   : Oh gitu, kalo menulis suka ga?
S3   : Gak terlalu Miss, orang ga bisa.
 P   : Apanya yang ga bisa?
S3   : Itu Miss tenses nya, kayak "is, has, have"
 P   : Ya makanya besok belajar menulis sama Miss ya?
S2   : Beneran Miss? Asiik.
P   : Hehe, lha gmana, Bu anin ngajarnya enak kan?
S1   : Yah gitu Miss, santai, kadang galak.
P   : Pernah pake media ga?
SS   : Belum Miss.
P   : Kalo menulis suruh nulis apa?
S4   : Yah kadang-kadang kalimat kadang-kadang buat PR aja suruh nulis
            paragraf gitu.
P   : Dikoreksi ga? Dikasih tahu yang bener gak?
S1   : Iya Miss kadang-kadang. cuma 1 atau 2 orang suruh maju buat nulis,
            tapi dibenerke Miss.
P   : Oh gitu, trus kalian pengen gurunya gimana?
 S1   : Ya kalo suruh nulis ya dibantu Miss.
P   : Kalo pake media mau ga? misalnya gambar gitu?
SS   : Mau lah Miss.
P   : Oh iya, ya dah m. makasih ya, dah sana kalian pulang. Hati-hati ya
SS   : Ok Miss.

INTERVIEW TRANSCRIPT 5
Hari,Tanggal : Sabtu, 01 September 2012
Jam   : 09.40-09.45
Tempat   : Ruang kelas VIIE
Kegiatan   : Interview
Responden : P   : Peneliti

                    S1   : Aqsa
                    S2   : Ardan
                    S3   : Iqbal

P   : Haii dek Miss mau tanya-tanya nih.
S1   : Tanya apa Miss.
P   : Tadi gimana nulisnya susah ga?
S1   : Susah Miss, bingung mau nulis apa?
S2   : Iya Miss palagi kata kerja nya, verb nya belum paham

P   : Kalo Iqba?
S3   : Itu Miss kata-katanya susah harus pake bahasa inggris trus bingung mau cerita apa.
P   : Kenapa bingung kan suruh nulis deskriptif?
 S3   : Yah bingung lah Miss sing ditulis opo.
P   : Ok, trus selain kata-kata ma ide apalagi yang susah?
S3   : Kayaknya itu Miss.
P   : Ya, kalo Bu Anin gmana ngajarnya.
S1   : Santai tapi serius Miss.
S2   : Tapi galak.
P   : Ya bagus kan hehe, ya udah makasih ya dik, udah bel, dilanjutin lagi yuk nulisnya.
SS   : Ya Miss.

INTERVIEW TRANSCRIPT 6
Hari,Tanggal : Senin, 08 Oktober 2012
Jam   : 09.40-09.45
Tempat   : Ruang Kelas
Kegiatan   : Interview
Responden   : P   : Peneliti
**   GBI   : Guru Bahasa Inggris**

P   :Bagaimana Bu ketika anak-anak menulis dengan *picture* tadi?
GBI   : Ya membantu banget Fan anak-anak   udah   tau   apa   yang   mau diceritakan, cuma tadi time managementnya kurang Fan, jadi anak-anak cuma bisa nulis satu kalimat aja per gambar, saya harap anak-anak bisa menulis lebih banyak di pertemuan selanjutnya.
           Besok pekerjaan anak dibahas kan?
P   : Iya Bu, salah satu *stage writing* bsk ada *editing* sama nulis *final draft* juga. Saya tadi juga fokus mengajar *descritive text* dulu Bu, soalnya anak-anak belum mengerti tentang *descriptive text*. Maksud saya pada awal pelajaran anak-anak mengerti dulu tentang *descriptive text* dan bisa menggunakan *simple present tense*.
GBI   :Iya Fan, bagus kok tadi. Waktunya kurang ya cuman 2x40 menit. Pinter-pinter kita aja jadi guru cara me manage nya.
P   : Hehe iya Bu, yah gimana lagi Bu.
GBI   : Iya Fan.
P   : Oh iya Bu bagaimana penggunaan *picture* tadi?
GBI   : Keliatan   termotivasi   kok   Fan,   tapi   ada   juga   anak   yang   bingung soalnya waktunya cuma 40 menit. Buat nulis, yah pas *planning* ma *drafting*nya membantu juga Fan. Gambarnya yang ditampilkan di LCD itu juga jelas, dan menarik. Besok Ibu minta materi sama gambar-gambarnya ya?hehe
P   : Iya Bu,ambil saja.
GBI   : Masih ada yang ditanyakan Fan?
P   : Hehe gak ada Bu, ini soal *meeting* kedua rencananya saya mau melatih anak-anak untuk fokus menulis d*escriptive text* dengan picture

GBI   : Ok.
P   : Yadah makasih ya Bu untuk hari ini.
GBI   : Iya mbak, sukses ya.

INTERVIEW TRANSCRIPT 7
Hari,Tanggal : Senin, 08 Oktober 2012
Jam   : 12.55-13.00
Tempat   : Ruang Kelas VII E
Kegiatan   : Interview
Responden : P   : Peneliti
                  S1   : Aqsa
                  S2   : Sulthon

P   : Hallo adik-adik, Miss tanya-tanya yah.
S1   : Iya Miss, gimana?
P   : Ada kesulitan tadi nulisnya?
S1   : Yah itu masih bingung nyusun kata-katanya itu Miss.
P   : Oh iya, bikin *noun phrase nya itu ya*?
 S2   : Hehe iya Miss..
P   : Iya maaf ya dik, bsok kita pelajari brsama lagi? Moga-moga
          besok kalian bisa lebih paham.
S2   :Iya Miss. Amiinn
P   : Eh gimana tadi gambarnya? Jelas gak? Kira-kira ide nya keluar
          gak stelah melihat gambar?
SS   : Iya Miss jelas, dan ide nya keluar.
P   : Gimana pendapat kalian pas Miss nunjukin gambar tadi buat jelasin
          descriptive text?
S1   : Menarik Miss, jelas banget gambarnya.
S2   : Hooh Miss, jadi lebih mudah sekarang..
P   : Tentang apa?
S2   : Ya, bisa membayangkan apa yang mau ditulis Miss walaupun tadi ga
          ngerti bahasa inggrise..
S1   : Oh iya Miss jadi ngerti *descriptive*.
P   : Sip deh, makasih ya buat hari ini, Miss pamit ya.
SS   : Oke.

INTERVIEW TRANSCRIPT 8
Hari,Tanggal : Rabu, 10 Oktober 2012
Jam   : 09.40-09.45
Tempat   : Ruang Kelas VII E
Kegiatan   : Interview
Responden : P   : Peneliti
                  S1   : Aqsa
                  S2   : Allya

P   : Hallo adik-adik.
SS   : Iya Miss.

P : Miss tanya-tanya bentar ya, gimana tadi penjelasan Miss, kalian mudeng gak?

S1 : Iya Miss, jadi lebih tau nyusun kata, *noun phrase* nya Miss.

P : Iya, Miss juga seneng tadi kalian dah bisa bkin *noun phrase*.
Nah abis latihan *bikin noun phrase* tadi apakah kalian masih menemukan kesulitan pas menulis text descriptive?

S1 : Yah kata-katanya Miss masih bingung kalo dibahasa inggrisin.

S2 : Iya Miss, tapi ga bingung mau nulis apa wong ada gambarnya tapi bingung bahasa inggrisnya gimana, trus masih belum mudeng penggunaan "has, have" nya itu miss

P : Oh gitu, yadah besok lanjutkan lagi ya, makasih ya waktunya adik-adik, Miss pamit dulu,makasih.

SS : Ok Miss.

INTERVIEW TRANSCRIPT 9
Hari,Tanggal : Rabu, 10 Oktober 2012
Jam   : 09.45-09.50
Tempat   : Ruang Kelas
Kegiatan   : Interview
Responden : P   : Peneliti
**   S1   : Aqsa**
**   S2   : Aziz**

P : Hai adik-adik, ganggu sebentar yah.

S1 : Iya Miss, kenapa?

P : Gimana tadi pelajarannya.

S1 : Seneng Miss,udah bisa nulis banyak kalimat.

P : Oh iya, kalo yang lain
Gimana tadi menyenangkan ga nulisnya?

S2 : Seneng Miss ternyata bisa nulis aku,tapi pasti tetep banyak yang salah,hehe.

P : Emm gak papa, oh iya picture nya bantu kalian buat nulis ga?

SS : Iya Miss.

P : Gimana bantunya?

S2 : Ya jadi mudah gitu Miss nulisnya, dah ada idenya jadi gampang.

P : Menarik ga gambarnya? Jelas ga?

S2 : Iya Miss menarik, jelas kok .

S1 : Itu Miss kadang lupa *verb* -nya?

P : Oh *verb* nya ya?

S2 : Iya Miss..

P : Ok dik, makasih ya waktunya.

SS : Ok Miss.

INTERVIEW TRANSCRIPT 10
Hari,Tanggal : Rabu, 10 Oktober 2012
Jam   : 11.55-12.50
Tempat   : Ruang guru
Kegiatan   : Interview
Responden   : P   : Peneliti
                GBI : Guru Bahasa Inggris

GBI   : Gimana Fan?
P   :Hehe lumayan Bu, saya liat anak-anak dah bisa menulis tapi saya tidak tahu hasilnya
GBI   :Iya mbak, anak-anak udah mulai banyak menulis, udah bisa mengembakangkan ide.
P   :*Pictures* nya jelas tidak Bu?
GBI   :Jelas , tentang describing animals, belajar tentang cirri-ciri fisiknya juga
P   :Iya bu, lalu bagaimana saya mengajar tadi Bu?
GBI   :Bagus Fan, *time management* lebih teratur, sudah tau kondisi anak-anak.
P   :Kira-kira tadi kesulitan anak apa ya Bu?
GBI   :Mungkin masih di kosakata mbak, yah banyak anak-anak ga punya kamus juga mbak.
P   : Oh iya Bu.
GBI   :Trus besok siklus dua berapa kali Fan?
P   : 2 kali Bu, rencana, Sabtu, Senin.
GBI   : ya sudah kalau begitu mbak.
P   :Iyaa Bu

INTERVIEW TRANSCRIPT 11
Hari,Tanggal : Sabtu, 13 Oktober 2012
Jam   : 09.40-09.45
Tempat   : Ruang Kelas
Kegiatan   : Interview
Responden   : P   : Peneliti
                S1   : Aqsa
                S2   : Farel

P   : Hallo adik-adik, Miss mau Tanya-tanya nih.
SS   : Ok Miss,
P   : Heee gimana dik tadi nulisnya?
S1   : Lebih enjoy Miss, gambarnya bantu buat nulis.
P   : Kalo kamu dik?
S2   : Iya Miss sama, hehe itu Miss kata-katanya tadi udah dibahas jadinya kan enak nulisnya.
P   : Hee kalo sama yang nulis pertama kemarin gimana?
S2   : Yo gampang ini Miss soale ada gambar nek kemarin kan suruh nulis sendiri, bingung mau nulis apa.

P   : berarti gambarnya bantu ya?
S2   : Iya Miss.
P   : Haha ya udah, thank you yah.
SS   : Ok Miss.

INTERVIEW TRANSCRIPT 12
Hari,Tanggal : Sabtu, 13 Oktober 2012
Jam   : 09.45-09.55
Tempat   : Ruang guru
Kegiatan : Interview
Responden : P   : Peneliti
                  GBI : Guru Bahasa Inggris

P   : Gimana Bu saya mengajar tadi?
GBI   : Bagus Fan tadi.
P   : Oh iya makasih Bu.
GBI   : Ada model teks *descriptive*, ada latihannya trus menulis di group saya rasa bisa membantu anak bertukar ide.
P   :Oh iya Bu, tentang *picture* nya apakah jelas Bu?
GBI   :Jelas Fan, terus terang saya gaptek, liat kayak gitu anak-anak seneng banget, apalagi pas *modeling of text* itu *picture* menarik jadi anak- anak seneng.
P   :Iya Ibu, hehe kira-kira Ibu melihat ada peningkatan ga?
GBI   : Oh iya kemarin sudah saya nilai Fan, ada peningkatan kok Fan, dari *pre-test* sama hasil *Cycle 1* akhir itu.
P   :Alhamdulilah ya Ibu, kira-kira masalah anak yang masih harus ditekankan apa Bu?
GBI   : Besok *rewrite* kan?
P   :Iya Bu.
GBI   :Yah bagus dalam menulis itu anak-anak juga harus dikasih kesempatan Buat *rewrite*. Kalo kemarin ga terlalu banyak nulisnya, soalnya waktunya juga ya mbak, saya paham. Mungkin dengan *rewrite* anak-anak jadi tahu kesalahan tapi sebagian besar anak saya lihat dah bagus kok menulisnya walaupun di grammar masih ada yang salah.
P   :Oh iya Ibu.
GBI   :*Picture* yang buat anak juga jelas mbak, dapet darimana?
P   :Dapet dari download Bu,
GBI   :Oh iya toh
P   : iya Bu, hehee

INTERVIEW TRANSRIPT 13
Hari,Tanggal : Senin, 15 Oktober 2012
Jam   : 09.40-09.45
Tempat   : Ruang kelas VII E
Kegiatan   : Interview
Responden   : P   : Peneliti
**   S1   : Devi**
**   S2   : Ayu**

P   : Gimana seneng ga adik-adik?
S1   : Seneng Miss gambarnya jelas
S2   : Seneng Miss jadi lebih ngerti *descriptive text.*
P   : Iya Miss juga seneng pas ditanya semua bisa jawab, trus pas menulis gimana ada masalah? *Picture* nya jelas ga?
S1   : Dikit Miss kalo suruh bahasa inggrisin susah. Tapi moga-moga bener,hehe gambarnya jelas Miss, tau apa yang mo ditulis.
S2   : Iya-iya Miss.
P   : Ok makasih adik-adik.
SS   : Iya Miss.

INTERVIEW TRANSCRIPT 15
Hari,Tanggal : Senin, 15 Oktober 2012
Jam   : 09.45-09.55
Tempat   : Ruang guru
Kegiatan   : Interview
Responden   : P   : Peneliti
**   GBI   : Guru Bahasa Inggris**

P   : Gimana Bu?
GBI   :Bagus banget setiap hari ada peningkatan
P   : Iya Bu, anak-anak terlihat sangat senang tadi Bu.
GBI   :Iya mbak.
P   :Pas *rewrite* tadi Bu?
GBI   :Oh iya, anak-anak terlihat tidak banyak menanyakan kenapa ditandai salah, mungkin mereka sudah tahu letak kesalahan mereka misalnya, emmm soal huruf kapital, trus *noun phrase* juga, yang *simple present tense* juga.
P   :Oh iya Bu.
GBI   : Hasilnya gimana mbak ada peningkatan dari yang terakhir?
P   :Ada Bu, sebagian besar anak sudah bisa membuat kalimat dalam bentuk present tense
GBI   :Oh iya, besok saya nilai lagi kan?
P   :Iya Ibu Buat perbandingan.
GBI   :Ok mbak, ya sudah saya pulang dulu ya, ini kapan lagi mbak?
P   :Besok Senin Bu?

GBI :Menulis individu?
P :Iya Bu?
GBI :Iya mbak, saya ga pernah pake media bagus kayak gini jadi tertarik, maaf ya bsk Ibu minta medianya?
P :Iya Ibu tidak apa-apa,terimakasih.

INTERVIEW TRANSCRIPT 16
Hari,Tanggal : Rabu, 17 Oktober 2012
Jam : 09.40-09.45
Tempat : Ruang kelas VIIIb
Kegiatan : Interview
Responden : P : Peneiti
S1 : rian
S2 : azis

P : Hallo adik-adik gimana tadi bisa nulisnya kan?
S1 : Bisa Miss.
P : Selama ini ketika kalian menulis *descriptive text*, *picture* nya membantu ga?
S2 : Iya Miss, jadi bisa tau mau nulis apa, ga mboseni lah pokokmen.
P : "Kalo adik?"
S2 : Iya Miss, sama. Tau apa yang mo ditulis itu lho Miss jadi kerasanya lebih gampang
P : Hehe trus kalian merasa ada peningkatan ga pas menulis?
S1 : Ada Miss.
P : Misalnya?
S1 : Itu Miss kemarin pekerjaan saya ga salah banyak,
P : Kalo adik?
S2 : Iya Miss, sama. Tau apa yang mo ditulis itu lho Miss jadi kerasanya lebih gampang.

INTERVIEW TRANSCRIPT 17
Hari,Tanggal : Rabu, 17 Oktober 2012
Jam : 09.45-09.55
Tempat : Ruang kelas VIIIB
Kegiatan : Interview
Responden : P : Peneliti
S1 : Ayu
S2 : Devi

P : Gimana nulisnya tadi adik-adik?
S1 : Udah tahu apa yang mau ditulis, udah tau menyusun kata nya *noun phrase*, sama bikin kalimat dalam bentuk present tense
P : Berarti *picture* bantu kalian nulis ya? S1
: Hooh Miss, udah ngerti apa yang mo ditulis.
S2 : Iya Miss daripada ga pake gambar itu susah je.
P : Hee ok, sip, Miss jadi seneng kalo kalian bisa menulis,makasih ya.

INTERVIEW TRANSCRIPT 18
Hari,Tanggal : Rabu, 25 Oktober 2012
Jam   : 11.55-12.05
Tempat   : Ruang guru
Kegiatan   : Interview
Responden   : P   : Peneliti
                    GBI   : Guru Bahasa Inggris

P   : Gimana Ibu tadi?
GBI   : Wah anak-anak kayaknya dah bisa menulis deh mbak.
P   : Alhamdulilah Bu.
GBI   : Iya besok dinilai juga kan?
P   : Iya Bu, besok Rabu masih *post-test* untuk membandingkan dengan yang *pre-test* kemarin, Saya juga minta tolong Ibu untuk ikut menilai ya?
GBI   : Iya mbak, mau saya masukin juga, semoga nilainya bagus, saya yakin ada peningkatan.
P   : Oh iya menurut Ibu selama saya ngajar gimana?
GBI   : Bagus mbak, gambar-gambar yang diberikan menarik, berwarna, tekniknya juga bagus, medianya bagus lah mbak, apalagi kalo ada peningkatan.
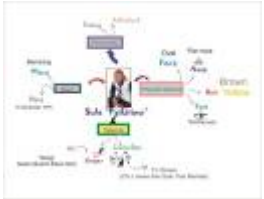P   : Hehe makasih Ibu.
GBI   : Iya mbak, tapi kayaknya perlu ditingkatkan ketegasannya mbak. Sama volume suaranya.hehe
P   : Hee gitu ya Bu, oh iya Bu, terimakasih ya Bu sarannya.
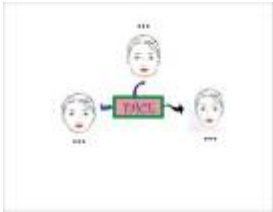GBI   : Iya mbak, sama-sama.

COURSE GRID
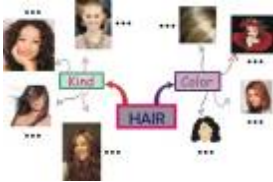
Name of the School   : SMP N 2 Klaten

Subject   : English

Class/ Semester   : 7/2

Skill   : Writing

Standard of Competence : **12.** Expressing the meaning of written functional texts and simple short essays in the form of descriptive and procedure to interact with surroundings.

Basic of competence   : **12.2.** Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of descriptive text.

Meeting	Indicators	Topic	Learning materials	Input	Teaching and Learning Activities	Tasks
1st Meeting	• Students are able to mention social function, generic structure, and language function of descriptive text based on the example.	Describing famous people (describing person)	Pictures **Sule "Prikitiew"**	1. Short Descriptive texts. 2. Vocabulary related to theme/ text type.	**Opening** - Greeting - Praying - Checking attendance list **Main Activities** BKOF: - Questions and answers about physical appearance of someone ("have you ever seen Sule?"), (" can you mention his physical	**Task 1** Discuss with your partner. Find the information about the picture, and make simple present tense based on your information. **Task 2** Fill the blanks in the pictures with the appropriate words and

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	• Students are able to produce the meaning of short functional text in the form of written descriptive text.
	
	Use present tense in composing descriptive text
			Descriptive Texts
			   His full name is Entis Sutisna. People call him Sule. He is a **famous comedian** in Indonesia. Sule was born on **15 November 1976 in Bandung**, West Java. He speaks sundanese fluently.
			
			   Sule is very unique. His **hair** is long with **brown and yellow colour**. He has an **oval face**, **flat nose** and **slanting eyes**. People know Sule as **ridicolous man** and full of jokes. He is very **funny**. His jokes makes everyone smiling even belly laughing.
			
			   Sule **plays** on several **TV hows** such as **Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung
					appearance?")
					- One of students go in front of the class as a sample.
					- All students in the class describe their friend who stand up in front of the class.
					- Students learn vocabularies related to the activity about describing person/ someone.
					- Students pay attention to the pictures related to person who will be described.
					- Students describe the picture
					- Students and the teacher mention part of the body related the pictures which are presented before
					- Students pay attention to the descriptive text presented by the teacher. (Sule "Prikitiew")
						make a simple sentence from the picture that has been marked.
						
						Task 3
						Make a descriptive text based on the picture.

			sule. He also can sing very well. He has **famous song entitled Susis (Suami Sieun Istri).** *Taken from: http://www.sekolahoke.com/2011/08/descriptive-text-sule-prikitiw-famous.html* • An explanation of the social function and generic structure of descriptive text. **Descriptive text** is a text that is describe a particular thing/ object, place, or person **Generic Structure:** Identification: identifies the phenomenon which is going to be described An explanation of tenses and related vocabulary of descriptive text **Grammar:**		- Students classify vocabulary of the text which are related to the describing person - Students learn about a noun phrase - Students learn about simple present tense of the text related to the picture. Example: S+V1s/es+O/A/C (S+ V1+ C) Sule is very unique. MOT: - Students pay attention to the next picture and descriptive text which are presented by the teacher (Omas). - Students together with the teacher identify the physical appearance based on the picture - Students read the descriptive text on the board - Students together	

| | | | 1. Simple present tense S+V1s/es+O/A/C
a. Sule is very unique.
b. He is very funny.
c. He has an oval face, flat nose and slanting eyes.
d. He speaks sundanese fluently.
2. Vocabularies:
Adjectives: unique, funny, oval, flat, slanting, fluently, famous long, short, straight, curly, wavy, black, brown, blonde, round, sharp, pointed, flat, dark, white, bright
Noun: Comedian, male, female, man, woman, girl, boy, hair, eyes, nose, skin | | with the teacher identify the part of the descriptive text (generic structure)
- Students together with the teacher identify the adjective and noun phrase of the text
- Students discuss the whole texts including the topic the generic structure, and grammatical pattern used in the text with guidance from the teacher.
JCOT:
- Students gets a worksheet with the picture
- Students gather information needed from the picture with their partner
- Students make a simple present tense based on the picture, in pairs
- Students arrange jumbled sentences into correct order, in | |

					pairs. ICOT: - Students develop a descriptive text based on the pictures, individually. **Closing:** - Students answer the teacher's questions whether they have difficulty or not. - Students and the teacher's discuss the conclussion.	

			Omas She is Omas, the famous female comedian in Indonesia. People can recognize her easily from her physical feature. She has a round face.			

Meeting	Indicators	Topic	Learning materials	Input	Teaching and Learning Activities	Tasks
2nd Meeting	• Students are able to mention social function, generic structure, and language function of descriptive text based on the example. • Students are able to produce the meaning of short functional text in the form of written descriptive text.	Describing animals	Pictures **Hiro the Penguin** Hiro is a penguin in Ragunan Zoo. It is a male penguin. Just like other penguin it eats fish. It actually has short black and white fur, but many people still think that its fur is skin. It is got two short legs and two	1. Short Descriptive texts. 2. Vocabulary related to theme/ text type.	**Opening** - Greeting - Praying - Checking attendance list **Main Activities** BKOF: - Questions and answers about physical appearance of animals ("Have you ever seen a penguin?"), ("Can you mention his physical appearance?") - Students learn vocabularies related to the activity about describing animals. - Students pay attention to the pictures related to animals which will be described. - Students describe the picture - Students and the teacher mention part of the	**Task 1** Discuss with your partner. Find the information about the picture, and make simple present tense based on your information. **Task 2** Fill the blanks in the pictures with the appropriate words and make a simple sentence from the picture that has been marked. **Task 3** Make a descriptive text based on the picture.

| Use present tense in composing descriptive text | | wings. Although it has wings, but it can not fly. It can only walk, dive and swim.

Hiro is very adorable penguin. The way it walks is very funny and always make people laugh.

Taken from: http://www.sekolahoke.com/2012/08/des

The formula of present tense

1. Using Verb

● **Positif : S + V1 (s/es)**

S = He, She, it + V1es/s → He reads newspaper.

S = They, we, you, I + V1 → We read newspaper.

● **Negatif : S + DO/DOES + NOT +** | | body related the pictures which are presented before
- Students pay attention to the descriptive text presented by the teacher. (Hiro The Penguin)
- Students classify vocabulary of the text which are related to the describing animals.
- Students learn about a noun phrase
- Students learn about simple present tense, has/ have of the text related to the picture. Example: S+V1s/es+O/A/C (S+ has+O) It actually has short black and white fur.

MOT:
- Students pay attention to the next picture and | |

			V1		descriptive text which are presented by the teacher (Bongo The Orangutan).	
			S = He, She, it + Does + Not + V1 → She <u>does not drink</u> coffee.		- Students together with the teacher identify the physical appearance based on the picture	
			S = They, we, you, I + Do + Not + V1 → They <u>do not drink</u> coffee.		- Students read the descriptive text on the board	
			● **Tanya :** **DO/DOES + S + V1**		- Students together with the teacher identify the part of the descriptive text (generic structure)	
			Does + S (he, she, it) + V1 → <u>Does</u> she <u>drink</u> coffee?		- Students together with the teacher identify the adjective and noun phrase of the text	
			Do + S (they, we, you, I) + V1 → <u>Do</u> they <u>drink</u> coffee?		- Students discuss the whole texts including the topic the generic structure, and grammatical pattern used in the text with guidance from the teacher.	
			2. Using to be			
			● **Positif : S + be + adj/adv**			
			S = He, She, it + be (is) + adj/adv			
			→It <u>is</u> easy.			
			S = They, we, you +		JCOT:	

			be (are) + adj/adv → We <u>are</u> strong. S = I + be (am) + adj/adv → I <u>am</u> hungry. ● **Negatif : S + be + NOT + adj/adv** S = He, She, it + be (is) + Not + adj/adv →It <u>is not</u> easy. S = They, we, you + be (are) + Not + adj/adv → We <u>are not</u> strong S = I + be (am) + Not + adj/adv → I <u>am not</u> hungry ● **Tanya : be + S + adj/adv** → <u>Is it</u> easy? 2. Vocabularies: **Adjectives:** funny, short,		- Students gets a worksheet with the picture - Students gather information needed from the picture with their partner - Students make a simple present tense based on the picture, in pairs ICOT: - Students develop a descriptive text based on the pictures, individually. **Closing:** - Students answer the teacher's questions whether they have difficulty or not. - Students and the teacher's discuss the conclussion. -	

adorable, black, white.
Noun:
Penguin, skin, fur, legs, wings.

<u>Bongo the Orangutan</u>

There is an orangutan in the Bandung Zoo. People call her Bongo. She comes from a dense forest on the island of Borneo. She has physical features similar to human. Bongo has brownish fur and walks with two feet. Bongo is almost as big as human. She is a mammal that means she gives birth to her

| | | | children and breast feeds them.

Taken from: http://www.sekolahoke.com/2011/08/des | | | |
|---|---|---|---|---|---|---|

Meeting	Indicators	Topic	Learning materials	Input	Teaching and Learning Activities	Tasks
3rd Meeting	• Students are able to mention social function, generic structure, and language function of descriptive text based on the example. • Students are able to produce the meaning of short functional text in the form of written descriptive text.	Lost and Found (describing person)	Pictures **"SULE" ABDUCTED** His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks sundanese fluently. Sule is very unique. His hair is long with brown and yellow colour. He has an oval face, flat nose and slanting eyes.	3. Short functional Descriptive texts. 4. Vocabulary related to theme/ text type.	**Opening** - Greeting - Praying - Checking attendance list **Main Activities** BKOF: - Questions and answers about physical appearance of someone ("do you still remember Sule?"), ("can you mention his physical appearance?") - Students remember their last meeting about describing people. - Students compare the the last descriptive text with functional lost and found descriptive text that is given by the teacher - Students answer the questions related to	**Task 1** Discuss with your partner. Find the information about the picture, and answer the questions. **Task 2** Re-arrange with your partner the following jumbled sentences into a good order. **Task 3** Make a functional descriptive text based on the picture.

	Use present tense in composing descriptive text		People know Sule as ridicolous man and full of jokes. He is very funny. His jokes makes everyone smiling even belly laughing. Sule plays on several TV hows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung sule. He also can sing very well. He has famous song entitled Susis (Suami Sieun Istri). 15 September 2012 he was abducted by strangers after shoting. They who help the police pick him out and catch the abductor will get a cash reward. Please contact 081 802 703 459. *Adapted from*		the text. - Students learn vocabularies related to the activity about describing lost person/ someone. - Students classify vocabulary of the text which are related to the describing person - Students learn about functional text. - Students learn about plural noun s/ es - Students learn about simple present tense of the text related to the picture. Example: S+V1s/es+O/A/C (S+ has/ have+ O) He has round eyes. MOT: - Students pay attention to the next picture and descriptive text which are presented	

| | | | *sekolahoke.com*

• An explanation of the social function and generic structure of Functionl text

Functionl text is a text or information that is designed to be practical and useful in the social context.

The formula of present tense

1. Using Verb

● **Positif : S + has/ have+O**

S = He, She, it + has

→ He <u>has</u> round eyes.

S = They, we, you, I + have

→ They <u>have</u> big bodies. | | by the teacher (Wanted).
- Students together with the teacher identify the physical appearance based on the picture
- Students read the descriptive text on the board
- Students together with the teacher identify the part of the descriptive text (generic structure)
- Students together with the teacher identify the adjective and noun phrase of the text
- Students discuss the whole texts including the topic the generic structure, and grammatical pattern used in the text with guidance from the teacher.
- Students answer the questions with the whole class.
JCOT: | |

| | | | ● **Negatif   : S + DO/DOES + NOT + V1**

S = He, She, it + Does + Not + V1

→ She <u>does not have</u> round eyes.

S = They, we, you, I + Do + Not + V1

 → They <u>do not have</u> big bodies.

● **Tanya   : DO/DOES + S + V1**

Does + S (he, she, it) + V1

→ <u>Does</u> she <u>have</u> round eyes?

Do + S (they, we, you, I) + V1

→ <u>Do</u> they <u>have</u> big bodies?

2. Plural Noun Using s/ es

Nouns in PLURAL | | - Students gets a worksheet with the picture
- Students gather information needed from the picture with their partner
- Students arrange jumbled sentences into correct order, in pairs.
ICOT:
- Students develop a lost and found descriptive text based on the pictures, individually.
Closing:
- Students answer the teacher's questions whether they have difficulty or not.
- Students and the teacher's discuss the conclussion. | |

forms (JUMLAHNYA LEBIH DARI SATU) have –S or –ES at the end of the words.

2. Vocabularies:

Adjectives:
dangerous, sharp, slanting, strong, round.

Noun:
terrorist, hat, face, hir, heels, shirt, trouser.

A TERRORIST WANTED

His full name is Imam Shaleh. People call him Imam. He is a dangerous terrorist in Indonesia. Imam was born on 01 September 1980 in

			Bandung, West Java. He speaks Indonesian, Javanese, and Sundanese fluently. He is 170 cm height and quite strong. His face is round and unshaven. He has black crew cut hair that looks like the sharp spikes. He often uses a green hat and wears a white shirt and black trousers upper his heels. He was reported escaping from the jail on September 2012 at about three o'clock in the morning. They are afraid that he will make another big terror in Indonesia. A cash reward awaits the person or persons with information about his whereabouts that			

would help the police pick him out.

Please contact 081 754 886 71 and ask for inspector Suryo.

Adapted from sekolahoke.com

LOST

I have lost my son. His name is Doni. He is 15-year-old male. He is 160 cm tall. He is a short-haired. The colour of his hair is black, with brown markings. If you find him, please call 081-7040-5487. PLEASE-ANYTIME DAY OR NIGHT!

Meeting	Indicators	Topic	Learning materials	Input	Teaching and Learning Activities	Tasks
4ⁿᵈ Meeting	• Students are able to mention social function, generic structure, and language function of descriptive text based on the example. • Students are able to produce the meaning of short functional text in the form of written descriptive text.	Lost and Found (Describing animals)	Pictures **MISSING** Hiro is a penguin in Ragunan Zoo. It is a male penguin. Just like other penguin it eats fish. It actually has short black and white fur, but many people still think that its fur is skin. It is got two short legs and two wings. Although it has wings, but it can not fly. It can only walk, dive and swim.	1. Short Functional Descriptive texts. 2. Vocabulary related to theme/ text type.	**Opening** - Greeting - Praying - Checking attendance list **Main Activities** BKOF: - Questions and answers about physical appearance of someone ("do you still remember Hiro?"), ("can you mention its physical appearance?") - Students remember their last meeting about describing animals. - Students compare the the last descriptive text with functional lost and found descriptive text that is given by the teacher - Students answer the questions related to the text.	**Task 1** Discuss with your partner. Find the information about the picture, and answer the questions. **Task 2** Re-arrange with your partner the following jumbled sentences into a good order. **Task 3** Make a functional descriptive text based on the picture.

| | Use present tense in composing descriptive text | | Hiro is very adorable penguin. The way it walks is very funny and always make people laugh.

In the end of animal festival, 20 September 2012 it was lost. Ragunan Zoo Staff tried to find it but there was no result. A cash reward will be given to person who has information or gives it back to Ragunan Zoo.

Please call us 081 839 000 939

Adapted from sekolahoke.com

Singular Noun Using a/ an, the

Nouns in SINGULAR forms (JUMLAHNYA | | - Students learn vocabularies related to the activity about describing lost animals.
- Students classify vocabulary of the text which are related to the describing animals.
- Students learn about functional text.
- Students learn about singular noun "the, a/ an".
MOT:
- Students pay attention to the next picture and descriptive text which are presented by the teacher (Lost).
- Students together with the teacher identify the physical appearance based on the picture
- Students read the descriptive text on | |

			HANYA SATU) use A, AN or THE at the beginning of the words. A/AN is used in front of the word that is mentioned at the first time. THE can be used in the second and next mentioning or showed a specific person/ thing, Look at the example: 2. Vocabularies: **Adjectives:** angry,dangerous, black, white. **Noun:** Panda, spot, fur, head, legs. **TAMTIH** **LOST**		the board - Students together with the teacher identify the part of the descriptive text (generic structure) - Students together with the teacher identify the adjective and noun phrase of the text - Students discuss the whole texts including the topic the generic structure, and grammatical pattern used in the text with guidance from the teacher. - Students answer the questions with the whole class. JCOT: - Students gets a worksheet with the picture - Students gather information needed from the picture with their partner - Students arrange jumbled sentences	

HAVE YOU EVER SEEN TAMTIH?

There is Panda in the Gembiraloka Zoo. People call her Tamtih. It comes from a bamboo forest China. Tamtih is 150 kg weight and 180 cm heihgt. It has common physical features with other pandas. It walks with four feet. It has black and white fur. However, It has black spot in its head. It can be dangerous and can be angry easily when felling unsafe.

It was lately seen arround Gembiraloka

into correct order, in pairs.
ICOT:
- Students develop a lost and found descriptive text based on the pictures, individually.

Closing:
- Students answer the teacher's questions whether they have difficulty or not.
- Students and the teacher's discuss the conclussion.

Zoo at about nine o'clock on 1st September 2012.

A big reward will be given by Gembiraloka Zoo for them who help us to find Tamtih. Please call (0274) 393 469.

Adapted from sekolahoke.com

MISSING

A cat was lost at Rumah Makan Padang Nanrimbun Semarang. The cat is a cute white Persian female. She has a white ribbon around her neck. Her weight is about 8 kg and her height is 40 cm. Please contact

			Christina Wulandari (0274-545-111). 			

LESSON PLAN

Name of School : SMP N 2 Klaten

Subject : English

Class/Semester : VII (tujuh) / 2

Kind of text : Descriptive text

Skill Focus : Writing

Time Allocation : 2X40 menit

A. Standard of Competencies : 12. Students are able to express meaning in a written functional text and a simple short essay in the form of descriptive and a procedure to interact with their closest environment.

Basic Competency : 12.2. Students are able to express meaning in the form of a simple short essay by using written language accurately, fluently, and appropriately to interact with their environment in the forms of descriptive and procedure.

B. Indicators :
Students are able to:

- Use grammar, vocabulary, and mechanics accurately in describing people.
- Use the simple present tense in describing people.
- Use correct generic structure of descriptive text.
- Write other examples of descriptive texts

C. Teaching Objectives :
In the end of the lesson students are able to
- to use grammar, vocabulary, and mechanics accurately in the describing people
- to use the simple present tense in describing people
- to use correct generic structure of descriptive texts
- to write other examples of descriptive texts

D. Teaching Material:
Descriptive text (Attached)

E. Teaching Method: *Four-Stages technique*
F. Teaching Activity:

Opening

- Greeting
- Praying
- Checking attendance list

Main Activities

BKOF:

- Questions and answers about physical appearance of someone ("have you ever seen Sule?"), (" can you mention his physical appearance?")
- One of students go in front of the class as a sample.
- All students in the class describe their friend who stand up in front of the class.
- Students learn vocabularies related to the activity about describing person/ someone.
- Students pay attention to the pictures related to person who will be described.
- Students describe the picture
- Students and the teacher mention part of the body related the pictures which are presented before
- Students pay attention to the descriptive text presented by the teacher. (Sule "Prikitiew")
- Students classify vocabulary of the text which are related to the describing person
- Students learn about a noun phrase
- Students learn about simple present tense of the text related to the picture. Example: S+V1s/es+O/A/C

(S+ V1+ C)

Sule is very unique.

MOT:

- Students pay attention to the next picture and descriptive text which are presented by the teacher (Omas).
- Students together with the teacher identify the physical appearance based on the picture
- Students read the descriptive text on the board
- Students together with the teacher identify the part of the descriptive text (generic structure)
- Students together with the teacher identify the adjective and noun phrase of the text

- Students discuss the whole texts including the topic the generic structure, and grammatical pattern used in the text with guidance from the teacher.
  JCOT:

- Students gets a worksheet with the picture
- Students gather information needed from the picture with their partner
- Students make a simple present tense based on the picture, in pairs
- Students arrange jumbled sentences into correct order, in pairs.
  ICOT:

- Students develop a descriptive text based on the pictures, individually.

   Clossing:
- Students answer the teacher's questions whether they have difficulty or not.
- Students and the teacher's discuss the conclussion.

G. Source
www.google.co.id/images

H. Evaluation

Rubric score
(adapted from Jacobs *et al.'*s (1981))

CONTENT	4	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	3	Good to Average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	2	Fair to poor	Limited knowledge of subject, inadequate development of topic
	1	Very poor	Does not show knowledge of subject, not enough to evaluate
ORGANIZATION	4	Excellent to very good	Fluent expression, ideas clearle stated, well-organized, logical sequencing, cohesive
	3	Good to Average	Loosely organized but main ideas stand out, limited support, logical but incomplete
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	1	Very poor	Does not communicate, no organization, not enough to evaluate
VOCABULARY	4	Excellent to	Sophisticated range, effective word choice, word form
	3	Good to	Adequate range, sometimes errors of word choice, usage

		average	but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but
	1	Very poor	Essentially translation, little knowledge of English
LANGUAGE USE	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	3	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicative, not enough to evaluate.

Klaten, Oktober 08th , 2012

Teacher   Researcher

Anindya Puspitasari S.Pd.   **Fanny Widasari**

NIM. 08202241011

TEACHING MATERIAL

TOPIC : DESCRIBING FAMOUS PEOPLE

Sule "Prikitiew"

His full name is Entis Sutisna. People call him Sule. He is a **famous comedian** in Indonesia. Sule was born on **15 November 1976 in Bandung**, West Java. He speaks sundanese fluently.

Sule is very unique. His **hair** is long with **brown and yellow colour**. He has an **oval face**, **flat nose** and **slanting eyes**. People know Sule as **ridicolous man** and full of jokes. He is very **funny**. His jokes makes everyone smiling even belly laughing.

Sule **plays** on several **TV hows** such as **Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung sule**. He also can sing very well. He has **famous song entitled Susis (Suami Sieun Istri).**

Taken from: http://www.sekolahoke.com/2011/08/descriptive-text-sule-prikitiw-famous.html

DESCRIPIVE TEXT

Descriptive text is a text or speech that is meant to give a verbal picture of an object, character, location, or event.

Purpose	- to explain the process involved in the formation or working of natural or socio-cultural phenomena.

Generic Structure	General statement – Explanation – Closing
	Title (**optional**) It usually summarizes the text and informs specific participant. (e.g. **Hiro the Penguin**) 🞣 Part 1: **Identification** This part identifies a particular thing to be describe.Identification usually answer the following question: -What's the topic of the text? -What's the text about? (e.g. **Hiro is a penguin in Ragunan Zoo**.) 🞣 Part 2: **Explanation/Description** It It is a part of paragraph which describes the character. Describes parts, qualities, characteristics, etc. (e.g. **It is a male penguin. Just like other penguin it eats fish. It actually has short black and white fur, but many people still think that its fur is skin. It is got short legs and two wings. Although it has wings, but it can not fly. It can only walk, dive and swim.**) **Parts 3: Closing (Optional)** It presents the concluding comments. It expresses the author's personal opinion regarding the events described. (e.g. **Hiro is very adorable penguin. The way it walks is very funny and always make people laugh.**)
Language Features	- Using Simple Present Tense - Using action verbs - Using noun phrase - Using adjevctive

A. Fill the blanks in the pictures with the appropriate words and make a simple sentence from the picture that has been marked.

1.

> ● **Round Face**   ● **Oval Face**   ● **Square Face**
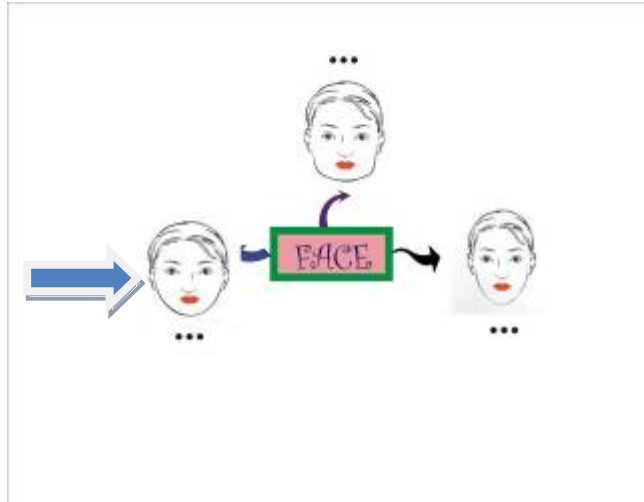
The face …

2.

> ● **Thin Lips**   ● **Thick Lips**
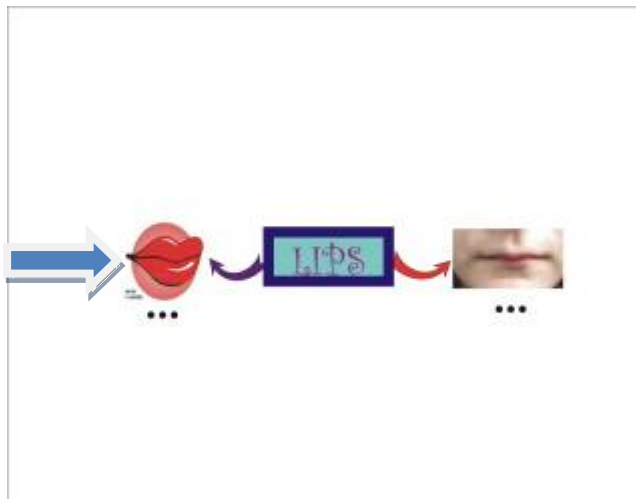
The lips …

3.

> ● **Blue Eyes**   ● **Black Eyes**   ● **Slanted Eyes**   ● **Grey Eyes**
>
> ● **Big Eyes**   ● **Brown Eyes**   ● **Green Eyes**

The eyes …

4.

● Black   ● Red   ● Straight

● Bald   ● Wavy   ● Curly

● Blonde   ● Brown
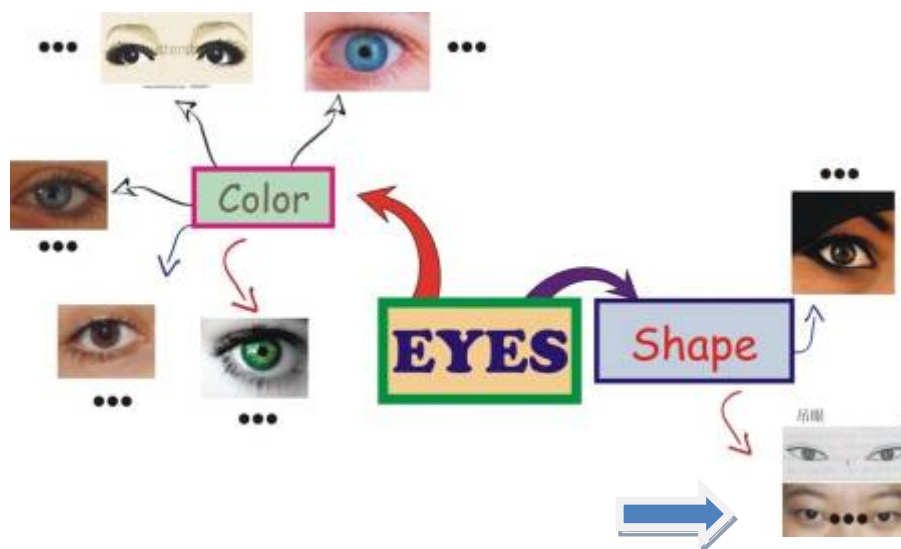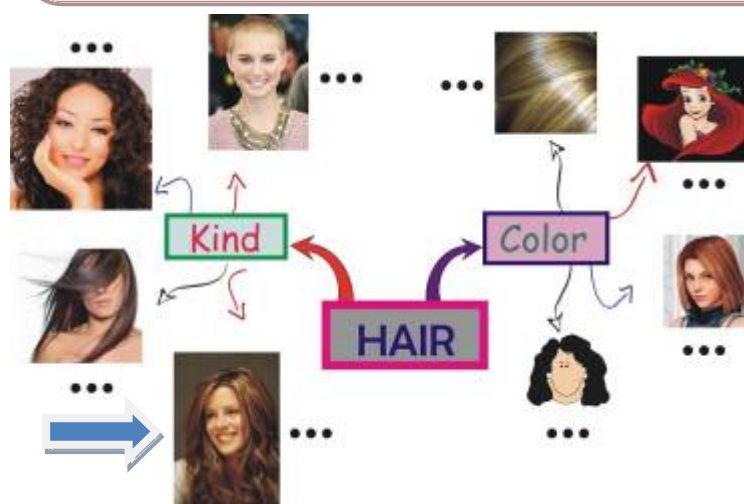
The hair …

B. Looks at the pictures below then complete the descriptive text based on the information in it.
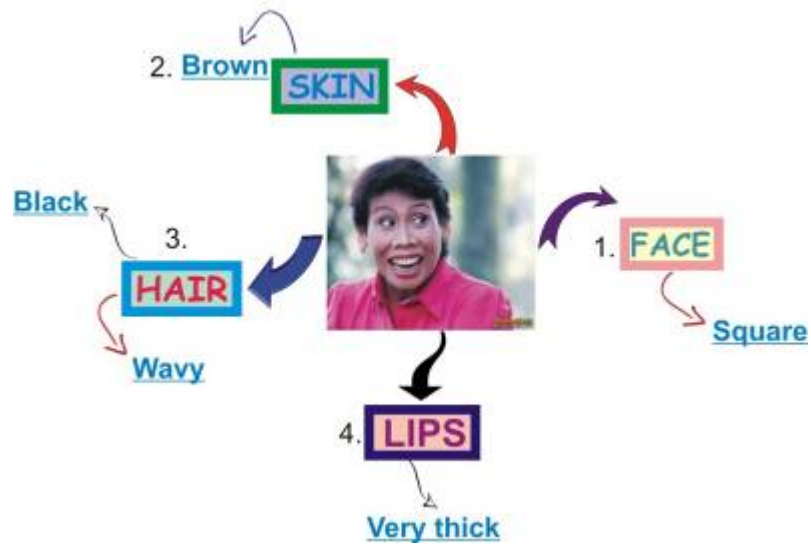
She is _____, the famous female comedian in Indonesia. People can recognize her easily from her physical feature. She has _____ face

Her _____

Her _____

Her _____

C. **Describe the picture below then make it into a simple descriptive text. Please write at least 3 paragraphs. For example "Sule"**

_____

LESSON PLAN

Name of School : SMP N 2 Klaten

Subject : English

Class/Semester : VII (tujuh) / 2

Kind of text : Descriptive text

Skill Focus : Writing

Time Allocation : 2X40 menit

A. Standard of Competencies : 12. Students are able to express meaning in a written functional text and a simple short essay in the form of descriptive and a procedure to interact with their closest environment.

    Basic Competency : 12.2. Students are able to express meaning in the form of a simple short essay by using written language accurately, fluently, and appropriately to interact with their environment in the forms of descriptive and procedure.

B. Indicators :

Students are able to:

- Use grammar, vocabulary, and mechanics accurately in describing animals.
- Use the simple present tense in describing animals.
- Use correct generic structure of descriptive text.
- Write other examples of descriptive texts

C. Teaching Objectives :

In the end of the lesson students are able to
- to use grammar, vocabulary, and mechanics accurately in the describing animals
- to use the simple present tense in describing animals
- to use correct generic structure of descriptive texts
- to write other examples of descriptive texts

D. Teaching Material:

Descriptive text (Attached)

E. Teaching Method: *Four-Stages technique*
F. Teaching Activity:

Opening

- Greeting
- Praying
- Checking attendance list

Main Activities

BKOF:

- Questions and answers about physical appearance of animals ("Have you ever seen a penguin?"), ("Can you mention his physical appearance?")
- Students learn vocabularies related to the activity about describing animals.
- Students pay attention to the pictures related to animals which will be described.
- Students describe the picture
- Students and the teacher mention part of the body related the pictures which are presented before
- Students pay attention to the descriptive text presented by the teacher. (Hiro The Penguin)
- Students classify vocabulary of the text which are related to the describing animals.
- Students learn about a noun phrase
- Students learn about simple present tense, has/ have of the text related to the picture. Example: S+V1s/es+O/A/C
  (S+ has+O)
  It actually has short black and white fur.

MOT:

- Students pay attention to the next picture and descriptive text which are presented by the teacher (Bongo The Orangutan).
- Students together with the teacher identify the physical appearance based on the picture
- Students read the descriptive text on the board
- Students together with the teacher identify the part of the descriptive text (generic structure)
- Students together with the teacher identify the adjective and noun phrase of the text

- Students discuss the whole texts including the topic the generic structure, and grammatical pattern used in the text with guidance from the teacher.
  JCOT:
- Students gets a worksheet with the picture
- Students gather information needed from the picture with their partner
- Students make a simple present tense based on the picture, in pairs

  ICOT:

- Students develop a descriptive text based on the pictures, individually.
  Clossing:
- Students answer the teacher's questions whether they have difficulty or not.
- Students and the teacher's discuss the conclussion.

G. Source
www.google.co.id/images

H. Evaluation

Rubric score
(adapted from Jacobs *et al.'*s (1981))

CONTENT	4	Excellent to	Knowledgeable, thorough development of thesis, relevant
	3	Good to average	Some knowledge of subject, limited development of thesis
	2	Fair to poor	Limited knowledge of subject, inadequate development of
	1	Very poor	Does not show knowledge of subject, not enough to
ORGANIZATION	4	Excellent to	Fluent expression, ideas clearle stated, well-organized
	3	Good to average	Loosely organized but main ideas stand out, limited
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical
	1	Very poor	Does not communicate, no organization, not enough to
VOCABULARY	4	Excellent to	Sophisticated range, effective word choice, word form
	3	Good to average	Adequate range, sometimes errors of word but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but
	1	Very poor	Essentially translation, little knowledge of English
LANGUAGE USE	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles

	3	Good to average	Effective but simple constructions, minor problems in
			~~complex constructions, several errors of~~
	2	Fair to poor	Major problems in simple/complex constructions, frequent
			errors of negation, agreement, tense, number,
			~~word order article, pronouns, prepositions~~
	1	Very poor	Almost no mastery of sentence construction rules,
			~~dominated by errors, does not communicative~~

Klaten, Oktober 10th , 2012

Teacher   Researcher

Anindya Puspitasari S.Pd.   **Fanny Widasari**

NIM. 08202241011

TEACHING MATERIAL

TOPIC : DESCRIBING ANIMAL

Read the descriptive paragraph below.

<u>Hiro the Penguin</u>

Hiro is a penguin in Ragunan Zoo. → **Identification**

It is a male penguin. Just like other penguin it eats fish. It actually has short black and white fur, but many people still think that its fur is skin. It is got two short legs and two wings. Although it has wings, but it can not fly. It can only walk, dive and swim.

Description

Hiro is very adorable penguin. The way it walks is very funny and always make people laugh.

Closing

Takenfrom:

http://www.sekolahoke.com/2012/08/des

The formula of present tense

1. Using Verb

     ● **Positif   : S + V1 (s/es)**

S = He, She, it + V1es/s   → He <u>reads</u> newspaper.

S = They, we, you, I + V1   → We <u>read</u> newspaper.

     ● **Negatif   : S + DO/DOES + NOT + V1**

S = He, She, it + Does + Not + V1   → She <u>does not drink</u> coffee.

S = They, we, you, I + Do + Not + V1 → They <u>do not drink</u> coffee.

     ● **Tanya   : DO/DOES + S + V1**

Does + S (he, she, it) + V1   → <u>Does</u> she <u>drink</u> coffee?

Do + S (they, we, you, I) + V1   → <u>Do</u> they <u>drink</u> coffee?

2. Using to be

     ● **Positif   : S + be + adj/adv**

S = He, She, it + be (is) + adj/adv   →It <u>is</u> easy.

S = They, we, you + be (are) + adj/adv   → We <u>are</u> strong.

S = I + be (am) + adj/adv   → I <u>am</u> hungry.

     ● **Negatif   : S + be + NOT + adj/adv**

S = He, She, it + be (is) + Not + adj/adv   →It <u>is not</u> easy.

S = They, we, you + be (are) + Not + adj/adv   → We <u>are not</u> strong

S = I + be (am) + Not + adj/adv   → I <u>am not</u> hungry

     ● **Tanya   : be + S + adj/adv**   → <u>Is it</u> easy?

Bongo the Orangutan

There is an orangutan in the Bandung Zoo. People call her Bongo. She comes from a dense forest on the island of Borneo. She has physical features similar to human. Bongo has brownish fur and walks with two feet. Bongo is almost as big as human. She is a mammal that means she gives birth to her children and breast feeds them.

Taken from: http://www.sekolahoke.com/2011/08/descriptive

1. What is Bongo?
2. Is Bongo male or female?
3. Where does Bongo come from?
4. How does bongo look like?
5. What mammal means?

B. Look at the pictures below

Make a sentence based on the pictures below.

• Jelly fish	•Bear	• Zebra	• Cat	• Whale
• Walrus	• Tiger	• Parrot	• Shark	•Shellfish
• Octopus	•Elephant	• Pigeon	• Snail	• Crocodile

Parrot

Pigeon

1. ...

2. ...

3. **...**

4. **...**

5. **...**
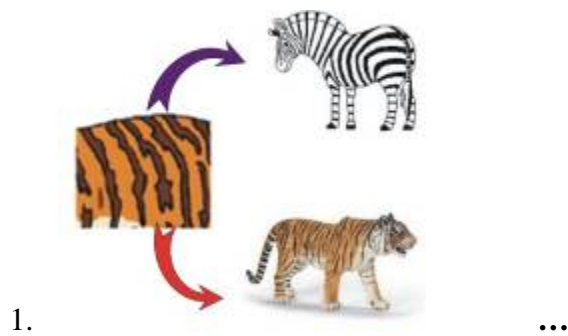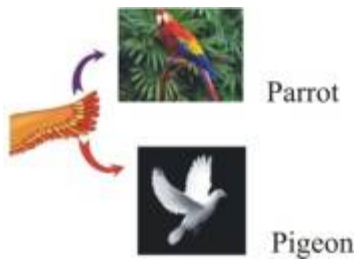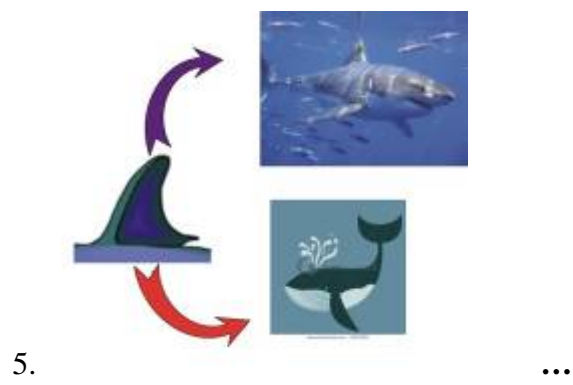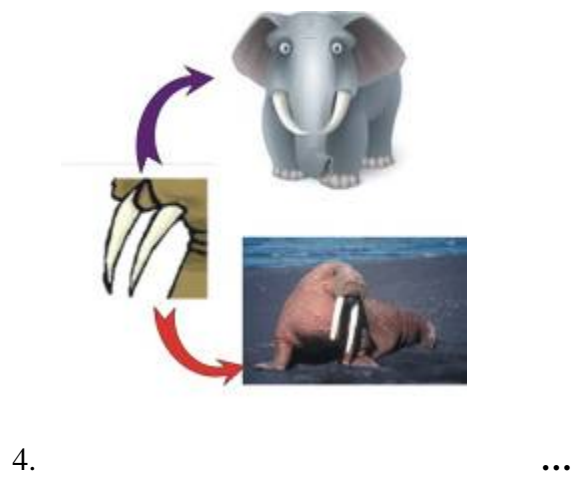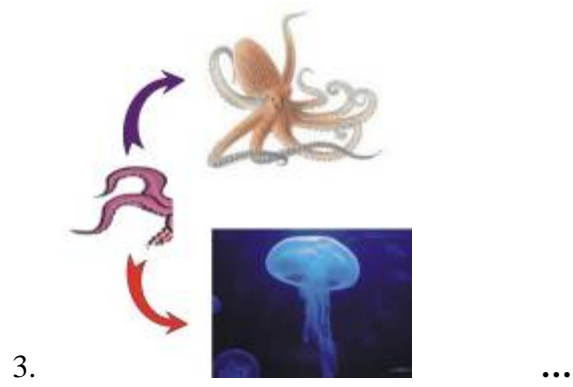
6. ...

Make a simple descriptive text about the picture based on the mind map below.

Benny the Lion of Gembiraloka Zoo
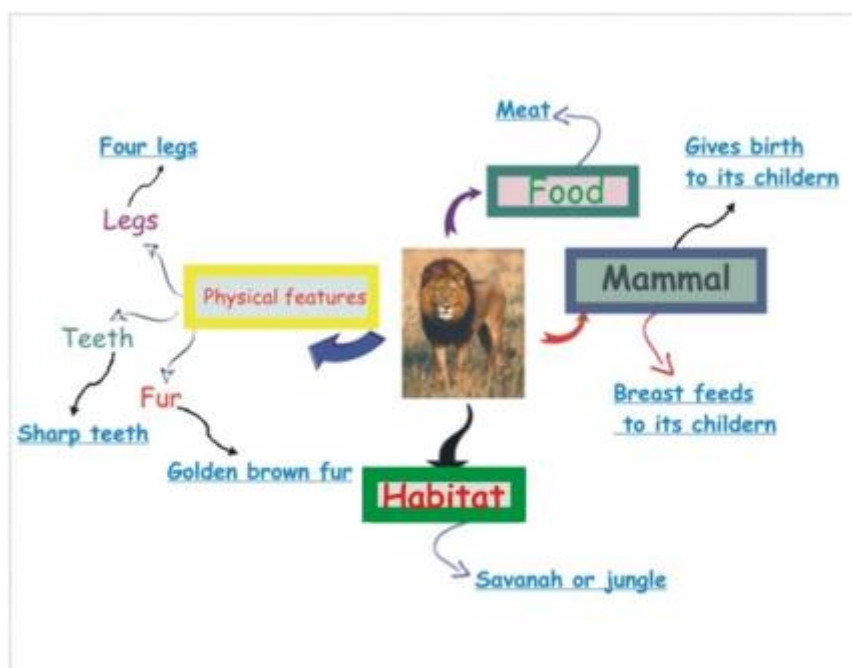
Answer the questions.
1. What is the name of the lion in the picture?
2. Where does he live now?
3. where is his real habitat?
4. What is the color of his fur?
5. What does he eat?
6. How many legs does he have?
7. What kind of animal lion is?

C. Describe the picture below then make it into a simple descriptive text. Please write at least 3 paragraphs. For example "Hiro the Penguin"

_____

_____

_____

_____

_____

_____

_____

LESSON PLAN

Name of School	: SMP N 2 Klaten
Subject	: English
Class/Semester	: VII (tujuh) / 2
Kind of text	: Descriptive text
Skill Focus	: Writing
Time Allocation	: 2X40 menit

A. Standard of Competencies : 12. Students are able to express meaning in a written functional text and a simple short essay in the form of descriptive and a procedure to interact with their closest environment.

    Basic Competency : 12.2. Students are able to express meaning in the form of a simple short essay by using written language accurately, fluently, and appropriately to interact with their environment in the forms of descriptive and procedure.

B. Indicators :

Students are able to:

- Use grammar, vocabulary, and mechanics accurately in describing people.
- Use the simple present tense in describing people.
- Use correct generic structure of descriptive text.
- Write other examples of descriptive texts

B. Teaching Objectives :
In the end of the lesson students are able to
- to use grammar, vocabulary, and mechanics accurately in the describing people
- to use the simple present tense in describing people
- to use correct generic structure of descriptive texts
- to write other examples of descriptive texts

C. Teaching Material:
Descriptive text (Attached)

D. Teaching Method: *Four-Stages technique*
E. Teaching Activity:

Opening

- Greeting
- Praying
- Checking attendance list

Main Activities

BKOF:

- Questions and answers about physical appearance of someone ("do you still remember Sule?"), ("can you mention his physical appearance?")
- Students remember their last meeting about describing people.
- Students compare the the last descriptive text with functional lost and found descriptive text that is given by the teacher
- Students answer the questions related to the text.
- Students learn vocabularies related to the activity about describing lost person/ someone.
- Students classify vocabulary of the text which are related to the describing person
- Students learn about functional text.
- Students learn about plural noun s/ es
- Students learn about simple present tense of the text related to the picture. Example: S+V1s/es+O/A/C

(S+ has/ have+ O)

He has round eyes.

MOT:

- Students pay attention to the next picture and descriptive text which are presented by the teacher (Wanted).
- Students together with the teacher identify the physical appearance based on the picture
- Students read the descriptive text on the board
- Students together with the teacher identify the part of the descriptive text (generic structure)
- Students together with the teacher identify the adjective and noun phrase of the text
- Students discuss the whole texts including the topic the generic structure, and grammatical pattern used in the text with guidance from the teacher.
- Students answer the questions with the whole class.

JCOT:
- Students gets a worksheet with the picture
- Students gather information needed from the picture with their partner
- Students arrange jumbled sentences into correct order, in pairs.

ICOT:

- Students develop a lost and found descriptive text based on the pictures, individually.
  Clossing:
- Students answer the teacher's questions whether they have difficulty or not.
- Students and the teacher's discuss the conclussion.

F. Source

www.google.co.id/images

G. Evaluation

Rubric score
(adapted from Jacobs *et al.*'s (1981))

CONTENT	4	Excellent to	Knowledgeable, thorough development of thesis, relevant
	3	Good to average	Some knowledge of subject, limited development of thesis
	2	Fair to poor	Limited knowledge of subject, inadequate development of
	1	Very poor	Does not show knowledge of subject, not enough to
ORGANIZATION	4	Excellent to	Fluent expression, ideas clearle stated, well-organized
	3	Good to average	Loosely organized but main ideas stand out, limited
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical
	1	Very poor	Does not communicate, no organization, not enough to
VOCABULARY	4	Excellent to	Sophisticated range, effective word choice, word form
	3	Good to average	Adequate range, sometimes errors of word but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but
	1	Very poor	Essentially translation, little knowledge of English
LANGUAGE USE	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles
	3	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of

	2	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number,
	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicative

Klaten, Oktober 13th , 2012

Teacher   Researcher

Anindya Puspitasari S.Pd.   **Fanny Widasari**

NIM. 08202241011

TEACHING MATERIAL

TOPIC : LOST AND FOUND (DESCRIBING PERSON)

"SULE"

ABDUCTED

His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks sundanese fluently.

Sule is very unique. His hair is long with brown and yellow colour. He has an oval face, flat nose and slanting eyes. People know Sule as ridicolous man and full of jokes. He is very funny. His jokes makes everyone smiling even belly laughing.

Sule plays on several TV hows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung sule. He also can sing very well. He has famous song entitled Susis (Suami Sieun Istri).

15 September 2012 he was abducted by strangers after shoting. They who help the police pick him out and catch the abductor will get a cash reward. Please contact 081 802 703 459.

Adapted from sekolahoke.com

Functional Text

Functionl text is a text or information that is designed to be practical and useful in the social context.

The formula of present tense

1. Using Verb

● **Positif : S + has/ have+O**

S = He, She, it + has → He <u>has</u> round eyes.

S = They, we, you, I + have → They <u>have</u> big bodies.

● **Negatif : S + DO/DOES + NOT + V1**

S = He, She, it + Does + Not + V1 → She <u>does not have</u> round eyes.

S = They, we, you, I + Do + Not + V1 → They <u>do not have</u> big bodies.

● **Tanya : DO/DOES + S + V1**

Does + S (he, she, it) + V1 → <u>Does</u> she <u>have</u> round eyes?

Do + S (they, we, you, I) + V1→ <u>Do</u> they <u>have</u> big bodies?

2. Plural Noun Using s/ es

Nouns in PLURAL forms (JUMLAHNYA LEBIH DARI SATU) have –S or –ES at the end of the words. Look at the example.

No	Singular	Plural	Rule
1	pencil, book	pencils, books	+ -**s**
2	box, watch	boxes, watches	+ -**es**
3	dictionary	dictionaries	**y** changes into -**ies**
4	shelf	shelves	**f** changes into -**ves**

"A TERRORIST"

WANTED

His full name is Imam Shaleh. People call him Imam. He is a dangerous terrorist in Indonesia. Imam was born on 01 September 1980 in Bandung, West Java. He speaks Indonesian, Javanese, and Sundanese fluently.

He is 170 cm height and quite strong. His face is round and unshaven. He has black crew cut hair that looks like the sharp spikes. He often use a green hat and wear a white shirt and black trouser upper his heels.

He was reported running out from the jail on September 2012 at about three o'clock in the morning. They are affraid that he will make another big terror in Indonesia.

A cash reward awaits the person or persons with information about his whereabouts that would help the police pick him out.

Please contact 081 754 886 71 and ask for inspector Suryo.

Adapted from sekolahoke.com

B. Answer the questions.
1. Who is he?
2. How old is he?
3. What kind of person is he?

4. What does his job?
5. When was he born?
6. Where was he born?
7. When was he out from the jail?
8. Why does the police affraid?
9. What is the reward prepared by the police?
10. What should you do to get the reward?

C. Arrange These Jumbled Sentences Into a Good Paragraph.

LOST
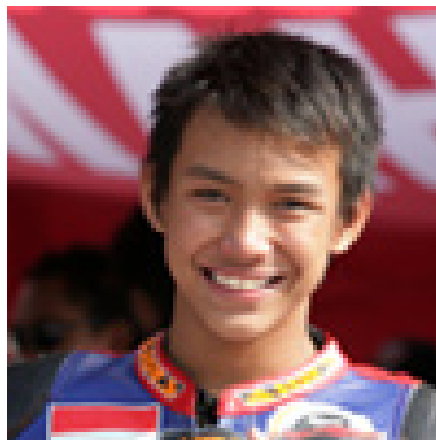
1. I have lost my son.
2. He is a short-haired.
3. He is 15-year-old male.
4. If you find him, please call 081-7040-5487
5. The colour of his hair is black, with brown markings.
6. His name is Doni.
7. He is 160 cm tall.
8. PLEASE-ANYTIME DAY OR NIGHT!

D. Describe the picture below then make it into a simple lost and found descriptive text. Please write at least 3 paragraphs. For example "Sule Abducted"

———————————

_____

_____

_____

_____

_____

LESSON PLAN

Name of School   : SMP N 2 Klaten

Subject   : English

Class/Semester   : VII (tujuh) / 2

Kind of text   : Descriptive text

Skill Focus   : Writing

Time Allocation   : 2X40 menit

A. Standard of Competencies : 12. Students are able to express meaning in a written functional text and a simple short essay in the form of descriptive and a procedure to interact with their closest environment.

    Basic Competency : 12.2. Students are able to express meaning in the form of a simple short essay by using written language accurately, fluently, and appropriately to interact with their environment in the forms of descriptive and procedure.

B. Indicators :

Students are able to:

- Use grammar, vocabulary, and mechanics accurately in describing animals.
- Use the simple present tense in describing animals.
- Use correct generic structure of descriptive text.
- Write other examples of descriptive texts

B. Teaching Objectives :
In the end of the lesson students are able to
- to use grammar, vocabulary, and mechanics accurately in the describing animals
- to use the simple present tense in describing animals
- to use correct generic structure of descriptive texts
- to write other examples of descriptive texts
C. Teaching Material:
Descriptive text (Attached)

D. Teaching Method: *Four-Stages technique*
E. Teaching Activity:

Opening

- Greeting
- Praying
- Checking attendance list

Main Activities

BKOF:

- Questions and answers about physical appearance of someone ("do you still remember Hiro?"), ("can you mention its physical appearance?")
- Students remember their last meeting about describing animals.
- Students compare the the last descriptive text with functional lost and found descriptive text that is given by the teacher
- Students answer the questions related to the text.
- Students learn vocabularies related to the activity about describing lost animals.
- Students classify vocabulary of the text which are related to the describing animals.
- Students learn about functional text.
- Students learn about singular noun "the, a/ an".

MOT:

- Students pay attention to the next picture and descriptive text which are presented by the teacher (Lost).
- Students together with the teacher identify the physical appearance based on the picture
- Students read the descriptive text on the board
- Students together with the teacher identify the part of the descriptive text (generic structure)
- Students together with the teacher identify the adjective and noun phrase of the text
- Students discuss the whole texts including the topic the generic structure, and grammatical pattern used in the text with guidance from the teacher.
- Students answer the questions with the whole class.
JCOT:
- Students gets a worksheet with the picture
- Students gather information needed from the picture with their partner
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ICOT:

- Students develop a lost and found descriptive text based on the pictures, individually.
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- Students answer the teacher's questions whether they have difficulty or not.
- Students and the teacher's discuss the conclussion.

F. Source

www.google.co.id/images

G. Evaluation

Rubric score

(adapted from Jacobs *et al.'*s (1981))

CONTENT	4	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	3	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	2	Fair to poor	Limited knowledge of subject, inadequate development of topic
	1	Very poor	Does not show knowledge of subject, not enough to evaluate
ORGANIZATION	4	Excellent to	Fluent expression, ideas clearle stated, well-organized, logical sequencing, cohesive
	3	Good to average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	1	Very poor	Does not communicate, no organization, not enough to evaluate
VOCABULARY	4	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	3	Good to	Adequate range, sometimes errors of word choice, usage
		average	but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured

	1	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
LANGUAGE USE	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	3	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicative, not enough to evaluate.

Klaten, Oktober 15th , 2012

Teacher   Researcher

Anindya Puspitasari S.Pd.   **Fanny Widasari**

NIM. 08202241011

TEACHING MATERIAL

TOPIC : LOST AND FOUND (DESCRIBING ANIMALS)

"HIRO"

MISSING

Hiro is a penguin in Ragunan Zoo.

It is a male penguin. Just like other penguin it eats fish. It actually has short black and white fur, but many people still think that its fur is skin. It is got two short legs and two wings. Although it has wings, but it can not fly. It can only walk, dive and swim.

Hiro is very adorable penguin. The way it walks is very funny and always make people laugh.

In the end of animal festival, 20 September 2012 it was lost. Ragunan Zoo Staff tried to find it but there was no result. A cash reward will be given to person who has information or gives it back to Ragunan Zoo.

Please call us 081 839 000 939

Adapted from sekolahoke.com

A. Answer the questions.
1. What is the name of the penguin in the picture?
2. What does it look like?
3. What does it can do?
4. Why does it so adorable?
5. What happen with the penguin?

Singular Noun Using a/ an, the

Nouns in SINGULAR forms (JUMLAHNYA HANYA SATU) use A, AN or THE at the beginning of the words. A/AN is used in front of the word that is mentioned at the first time. THE can be used in the second and next mentioning or showed a specific person/ thing, Look at the example:

No Singular   Rule

1   a teacher, a student   for the first letter that spelled consonantly

2   an aunt, an old man for the first letter that spelled vocally

No Singular   Rule

1   the boy, the girl second mentioning or specific persons/ things

"TAMTIH"

LOST

HAVE YOU EVER SEEN TAMTIH?

There is Panda in the Gembiraloka Zoo. People call her Tamtih. It comes from a bamboo forest China. Tamtih is 150 kg weight and 180 cm heihgt. It has common physical features with other pandas. It walks with four feet. It has black and white fur. However, It has black spot in its head. It can be dangerous and can be angry easily when felling unsafe.

It was lately seen arround Gembiraloka Zoo at about nine o'clock on 1st September 2012.

A big reward will be given by Gembiraloka Zoo for them who help us to find Tamtih. Please call (0274) 393 469.

Adapted from sekolahoke.com

B. Answer the questions.
1. What is the name of the panda in the picture?
2. Where does she live now?
3. Where is her real habitat?
4. What is the color of her fur?
5. How many legs does she have?

6. What kind of animal panda is?
7. What is her specific phisical appearance?
8. Why she can be dangerous?
9. Where was she lastly seen?
10. What should you do when see her?

C. Arrange These Jumbled Sentences Into a Good Paragraph.
MISSING

1. The cat is a cute white Persian female.
2. A cat was lost at Rumah Makan Padang Nanrimbun Semarang.
3. Her weight is about 8 kg and her height is 40 cm. Please contact Christina Wulandari (0274-545-111).
4. She has a white ribbon around her neck.

D. Describe the picture below then make it into a simple lost and found descriptive text. Please write at least 3 paragraphs. For example "Hiro Missing" or "Hiro Lost"

_____

_____

_____

_____

_____

_____

OBSERVATION SHEET

No : Observation Sheet 1
Cycle : 1
Meeting : 1
Object : Researcher
Day/date : Monday, October 8th 2012

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

No.	Researcher's activities	Yes	No	Comments
A.	Opening			
	1. The researcher greets the students	√		
	2. The students respond to the greeting	√		
	3. The researcher asks the students' condition	√		
	4. The students tell their condition to the teacher	√		
	5. The researcher asks one of the students to lead the prayer	√		
	6. One student leads the prayer	√		
	7. The researcher explains the goal of the teaching and learning	√		
	8. The researcher gives lead-in questions	√		
B.	Main Activity			
	1. The students are ready to learn the materials	√		
	2. The researcher introduces a model of descriptive text	√		
	3. The researcher explains the model of the descriptive text	√		
	3. The students with the researcher's guidance identify the generic structures of the descriptive texts	√		
	4. The students with the researcher's guidance identify the language features of the descriptive text	√		
	5. The researcher gives chances to the students to ask Questions	√		
	6. The students deliver questions to the researcher		√	
	7. The researcher gives some writing tasks to the students about simple past tense	√		
	9. The students are motivated in doing the tasks	√		
	11. The researcher checks the students' work	√		
	12. The researcher asks the students to compose a descriptive text based on the picture series	√		
	13. The researcher guides the students in the process of composing text	√		
	14. The students use dictionary to help them in finding vocabulary	√		
C.	Closing			
	1. The researcher concludes the material	√		
	2. The researcher reflect their learning	√		
	3. The researcher previews on the upcoming Materials	√		
	4. The researcher ends the class by praying		√	

OBSERVATION SHEET

No   : Observation Sheet 2
Cycle   : 1
Meeting   : 2
Object   : Researcher
Day/date   : Wednesday, October 10th 2012
Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Researcher's activities	Yes	No	Comments
A.	Opening			
	1. The researcher greets the students	√		
	2. The students respond to the greeting	√		
	3. The researcher asks the students' condition	√		
	4. The students tell their condition to the teacher	√		
	5. The researcher asks one of the students to lead the prayer	√		
	6. One student leads the prayer	√		
	7. The researcher explains the goal of the teaching and learning	√		
	8. The researcher gives lead-in questions	√		
B.	Main Activity			
	1. The students are ready to learn the materials	√		
	2. The researcher and the students discuss the students' writings on previous meeting	√		
	2. The researcher introduces a model of descriptive Text	√		
	3. The researcher gives a pictures to the students based on the text	√		
	4. The researcher gives an instruction to the students to order the pictures	√		
	5. The students are motivated to do the task	√		
	6. The researcher checks the students' work	√		
	7. The researcher and the students discuss the generic structure and language features of the text	√		
	8. The researcher gives chances to the students to ask questions	√		
	9. The students deliver the questions to the teacher	√		
	10. The researcher asks the students to compose a descriptive text based on the picture series	√		
	11. The researcher guides the students in the process of composing text	√		
C.	Closing			
	1. The researcher concludes the material	√		
	2. The students reflect their learning	√		
	3. The researcher previews on the upcoming Materials	√		
	4. The researcher ends the class by praying		√	

OBSERVATION SHEET

No   : Observation Sheet 3
Cycle   : 2
Meeting   : 3
Object   : Researcher
Day/date   : Saturday, October 13th 2012

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

No.	Researcher's activities	Yes	No	Comments
A.	Opening			
	1. The researcher greets the students	√		
	2. The students respond to the greeting	√		
	3. The researcher asks the students' condition	√		
	4. The students tell their condition to the researcher	√		
	5. The researcher asks one of the students to lead the prayer	√		
	6. One student leads the prayer	√		
	7. The researcher explains the goal of the teaching and learning	√		
	8. The researcher gives lead-in questions	√		
B.	Main Activity			
	1. The students are ready to learn the materials	√		
	2. The researcher gives some wrong sentences that they have done in the cycle 1	√		
	3. The students with the researcher's guidance identify the mistakes and write the correct sentences	√		
	4. The researcher shows a descriptive text with its picture illustrating someone missing	√		
	5. The researcher explains the elements of writing Descriptive texts	√		
	6. The students understand the researcher's Explanation	√		
	7. The researcher gives chances to the students to ask Questions	√		
	8. The students deliver questions to the researcher	√	-	
	9. The researcher gives another series to the Students	√		
	10. The researcher guides the students in planning and drafting	√		
	11. The researcher asks the students to compose a descriptive text based on the picture	√		
	12. The researcher guides the students in the process of composing text	√		
	13. The students use dictionary to help them in finding vocabulary	√		
C.	Closing			
	1. The researcher concludes the material	√		
	2. The researcher reflect their learning	√		
	3. The researcher previews on the upcoming Materials	√		
	4. The researcher ends the class by praying		√	

OBSERVATION SHEET

No : Observation Sheet 4
Cycle : 2
Meeting : 4
Object : Researcher
Day/date : Sunday, October 15th 2012

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

No.	Researcher's activities	Yes	No	Comments
A.	Opening			
	1. The researcher greets the students	√		
	2. The students respond to the greeting	√		
	3. The researcher asks the students' condition	√		
	4. The students tell their condition to the teacher	√		
	5. The researcher asks one of the students to lead the prayer	√		
	6. One student leads the prayer	√		
	7. The researcher explains the goal of the teaching and learning	√		
	8. The researcher gives lead-in questions	√		
B.	Main Activity			
	1. The students are ready to learn the materials	√		
	2. The researcher and the students play "vocabulary games"	√		
	3. The students are motivated in playing the game	√		
	4. The students can answer all questions given by the researcher	√		
	5. The researcher gives chances to the students to ask questions	√		
	6. The students deliver the questions to the researcher	√		
	9. The researcher gives the students' writing on the previous meeting	√		
	10. The researcher asks the students to identify their mistakes and rewrite their writing		√	
C.	Closing			
	1. The researcher concludes the material	√		
	2. The students reflect their learning	√		
	3. The researcher previews on the upcoming Materials	√		
	4. The researcher ends the class by praying		√	

Figure 4: **The Text Written before the Actions**

Students' Worksheet

Describe the picture below then make it into a simple descriptive text. Please write at least 3 paragraphs. For example "Sule"

Gita Gutawa

She is Gita Gutawa. People call her Gita. She is famous singer in Indonesia. She speaks Indonesian fluently.

Gita beautiful. His hair is long. She have an oval face and slanting eyes. The skin is white. People know her as young smart girl.

She sings on several country and win in Asian contest.

Name : Hilda Salsabila A
Class : VII E
Number : 10

Figure 5**: The Text Written in Cycle 1 (first meeting)**

195

Students' Worksheet

Describe the picture below then make it into a simple descriptive text. Please write at least 3 paragraphs. For example "Hiro the Penguin"

Beny The Lion

Beny is a Lion in Gembiraloka zoo. It has sharp teeth, four legs, and brown fur. It have long hair.

Beny lives in the cage. It can not run everywhere. It eats meats. It's big. Beny does not like water.

Beny is very adorable lion. The way it walks is unique. It makes people amazed.

Name : Hilda Salsabila. A.
Class : VII E
Number : 10

Figure 6**: The Text Written in Cycle 1 (second meeting)**

Students' Worksheet

Describe the picture below then make it into a simple lost and found descriptive text. Please write at least 3 paragraphs. For example "Sule Abducted"

"Jessica"

ABDUCTED

She is Jesica. Her full name is Jesica Ishaq. She is beautiful girl. Jesica was born on 18 February 2006. She can speaks Indonesian and Javanese fluently.

She is 150 cm height and quite fat. Her face is oval. She has long black hair with brown and yellow colour. She uses a colourful shirt and black short pant. She also uses a pink head scarft. She was reported missing after school at about one o'clock in the afternoon. The parents affraid that she was abducted.

If you find her, please contact 087 88 999 and ask for inspector Johan

Name : Hilda Salsabila. A
Class : VII E
Number : 10

Figure 7**: The Text Written in Cycle 2 (first meeting)**

Students' Worksheet

Describe the picture below then make it into a simple descriptive text. Please write at least 3 paragraphs. For example "Hiro Missing, Hiro Lost"

"Coco Lost"

Coco was lost at cockatoo competition in Kridosono Yogyakarta.
Coco is a male cockatoo. It is a cute colorful Irian Bird.

Its weight is about 500 grams and it is 20 cm long. It has a white ribbon around the right leg.

Please contact Vincent (0274 - 393 - 351).

Name : Hilda Salsabila . A .
Class : vii E
Number : 10

Figure 8**: The Text Written in Cycle 2 (second meeting)**
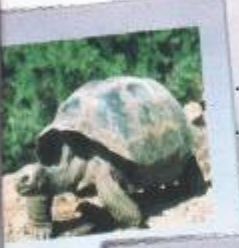
Students' Worksheet

Choose one of these pictures, describe the picture then make it into a simple lost and found descriptive text. Please write at least 3 paragraphs. For example "Sule Missing" or "Hiro Lost"

"Olga"
Missing

I have missing my Idol. His name is Olga Syahputra. He is 27 years old-male. He is 45 cm tall. He is a short haired. The colour of his hair is brown. He has round eyes.

Olga is famous presenter in Indonesia. He speaks Indonesia fluently. He cannot speak English. People know him as a kind person. Olga plays on several TV shows such as Dahsyat, Facebookers, and Catatan si Olga.

If you find him, please call 081 521 000 011 and ask for Hilda. PLEASE ANYTIME DAY OR NIGHT

Name : Hilda Salsabila. A.
Class : VII E
Number : 10

Figure 9: **The Text Written after Conducting the Actions**

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Students' Worksheet

Write a descriptive text about someone or something you like. Please write at least 3 paragraphs. For example "My teacher"

"My Friend"

Aqsa is my friend. His full name. Aqsa. Rafis. He is 13 years old. He is my best friend. He likes fotbal. He is not too tall but short. His hair is short. His skin is brown. His hair is black.

Aqsa like help me. He is kind. He sit beside me.

Name   : Afif Juan Mumtas

Class   : VII E

Number : 1

Figure 10: **The Text Written before the Actions**

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Students' Worksheet

Describe the picture below then make it into a simple descriptive text. Please write at least 3 paragraphs. For example "Sule"

"Gita Gutawa is My Idol"

I like Gita Gutawa. Gita is famous pop singer in Indonesia. She is young. She is at about 15 years old. She can speaks Indonesian.

She is beautiful. She have long black hair. Her face is oval face. Her skin is white. She is easy to smile.

She is the daughter of Erwin Gutawa. She usually sings in her father music group. But she also sings alone.

Name : Alif Juan Mumtas
Class : VII E
Number : 1

Figure 11**: The Text Written in Cycle 1 (first meeting)**

Students' Worksheet

Describe the picture below then make it into a simple descriptive text. Please write at least 3 paragraphs. For example "Hiro the Penguin"

"Geger The Lion"

Geger is a lion. Geger is my favourite animal. Geger is a male lion. Geger live in the zoo. Geger live with his family.

Geger has four legs. It has sharp teeth. The fur is brown. The eyes is small but the body is big.

I like Geger because Geger is strong.

good!

Name : Afi Juan Mumtas
Class : VII E
Number : 1

Figure 12**: The Text Written in Cycle 1 (second meeting)**

Students' Worksheet

Describe the picture below then make it into a simple lost and found descriptive text. Please write at least 3 paragraphs. For example "Sule Abducted"

"Prings Mona"
ABDUCTED

Princess Mong ~~is 10 years old~~ was abducted. She is Mona. Mona is a beautiful girl. Mona is 10 years old.

She is fat. She is looovn! [weight] Her face is oval. Her skin is white. Her nose is pointed. Her hair is long. The colour of the hair is black and brown. She use a pink head craft.

Please contact 0274 555 000 and ask for Juan

Name : Afit Juan Muntas
Class : VII E
Number : 01

Figure 13**: The Text Written in Cycle 2 (first meeting)**

Students' Worksheet

Describe the picture below then make it into a simple descriptive text. Please write at least 3 paragraphs. For example "Hiro Missing, Hiro Lost"

" Pritty Missing "

There is a cockatoo in Gembiralocha Zoo. The name is Pritty. Pritty is a funny cockatoo. It is smart. Pritty can sing smell. The fur also beautiful.

Pritty is a female cockatoo. It walks with two feet. It is 300 grams and it is 15 cm long.

It was missing in the zoo at about ten o'clock on August 31, 2012. A big reward will be given by Gembiralocha zoo for them who help us to find pritty. Please contact the staff in (0274-000-333)

Name : Afif Juan Mumtas
Class : VII E
Number : 1

Figure 14: **The Text Written in Cycle 2 (second meeting)**

Students' Worksheet

Choose one of these pictures, describe the picture then make it into a simple lost and found descriptive text. Please write at least 3 paragraphs. For example "Sule Missing" or "Hiro Lost"

She is Agnes Monica. People call her Agnes. She is famous singer in Indonesia. She speaks Indonesian fluently.

Agnes is multy talent. Her hair is long. She have an oval face and slanting eyes. People know her as an ambitious woman. She sings on several country. She like dancing and having concert.

She was lately seen in Ancol Concert August 18, 2012. If you find her, please call 081 328 111 222. ~~and her father~~ in _____ *Thankyou*

Name   : Atif Juan Mumtas
Class   : VII E
Number   : 1

Figure 15: **The Text Written after Conducting the Actions**

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ATTENDANCE LIST
CLASS VII E

No	Name	8-10-2012	10-10-2012	13-10-2012	15-10-2012	17-10-2012
1	Afif Juan Mumtaz	√	√	√	√	√
2	Amanda Syifa Ariqoh	√	√	√	√	√
3	Arif Bagaskoro	√	√	√	√	√
4	Bela Rahmawati	√	√	√	√	√
5	Dewi Waswandari A	√	√	√	√	√
6	Ellen Fanny R	√	√	√	√	√
7	Fatimah Talitha S	√	√	√	√	√
8	Galih Candra Yudha	√	√	√	√	V
9	Gianest Kiky	√	√	√	√	√
10	Hilda Salsabila A	√	√	√	√	√
11	Istiqomah Agustina W	√	√	√	√	√
12	Jyesta Rajnikanyaka R	√	√	√	√	√
13	Khairunisa Hasna A	√	√	√	√	√
14	Melia Dian Aisyah	√	√	√	√	√
15	Mercia Widyasari	√	√	√	√	√
16	Muhammad Evan A.W	√	√	√	√	√
17	Natasya Karuniawati P	√	√	√	√	√
18	Nugroho Dimas A	√	√	√	√	√
19	Nur Rosyid Dewantoro	√	√	√	√	√
20	Nuru Nisa Pramesti	√	√	√	√	√
21	Panji Arif Bagaskara	√	√	√	√	√
22	Ramadhani Abul M	√	√	√	√	√
23	Shal Syabela R	√	√	√	√	√
24	Shof Isnain Muzaki	√	√	√	√	√
25	Sulthon Muhammad A	√	√	√	√	√
26	Yoel Adisatya	√	√	√	√	√
27	Zaimatus Gayung J	√	√	√	√	√

Table 3 : **The Scoring Rubric of Students' Writing**

CONTENT	4	Excellent to verygood	Knowledgeable, through development of thesis, relevant to the topic
	3	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but less detail
	2	Fair to poor	Limited knowledge of subject, inadequate, development of topic
	1	Very poor	Does not show knowledge of subject, not enough to evaluate
ORGANIZATION	4	Excellent to very good	Fluent expression, ideas clearly stated, well- organized, logical sequencing, cohesive
	3	Good to average	Loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing
	2	Fir to poor	Non- fluent, ideas confused or disconnected, lack logical sequencing and development

	1	Very poor	Does not communicate, no organization, not enough to evaluate
VOCABULARY	4	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	3	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured
	1	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
LANGUAGE USE	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns, and preposition.
	3	Good to average	Effective but simple constructions, minor problem in complex constructions, several errors of agreements, tense,

			number, word order, articles, pronouns, and preposition.
	2	Fair to poor	Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicative, not enough to evaluate.

THE RESULT OF STUDENTS' WRITING IN ORGANIZATION ASPECT

No	Name	Pre-test	Cycle 1	Cycle 2	Post-test
1	Afif Juan Mumtaz	2	3	4	4
2	*Amanda Syifa Ariqoh*	2	3	2	3
3	Arif Bagaskoro	2	3	3	4
4	*Bela Rahmawati*	1	2	3	3
5	*Dewi Waswandari Anggorowati*	2	2	3	3
6	*Ellen Fany Rahmawati*	2	1	2	3
7	*Fatimah Talitha Syahda*	2	2	3	3
8	Galih Candra Yudha	1	2	3	4
9	Gianest Kiki	2	3	3	3
10	*Hilda Salsabilla Azzahra*	2	3	3	4
11	*Istiqomah Agustina W*	2	3	3	4
12	*Jyesta Rajnikanyaka Ramaniya*	2	2	3	3
13	*Khairunnisa Hasna Azizah*	2	1	2	3
14	*Melia Dian Aisyah*	2	2	3	3
15	*Mercia Widyasari*	2	2	3	3
16	Muhammad Evan Anindya Wahyuaji	2	3	3	3
17	*Natasya Karuniawati Puteri*	3	3	3	4
18	Nugroho Dimas Ardiyanto	2	3	3	4
19	Nur Rosyid Dewantoro	2	2	3	4
20	*Nuru Nisa Pramesti*	2	3	3	3
21	Panji Arif Bagaskara	2	3	3	4
22	Ramadhani Abdul Majid	2	3	4	4
23	*Shal Syabela Riskawati*	2	3	3	4
24	Shof Isnain Muzaki	2	2	3	4
25	Sulthon Muhammad Arief	2	2	3	4
26	Yoel Adisatya	2	3	3	3
27	*Zaimatus Gayung Janetra*	2	2	3	4
	Mean	1.96	2.44	2.96	3.52

THE RESULT OF STUDENTS' WRITING IN CONTENT

No	Name	Pre-test	Cycle 1	Cycle 2	Post-test
1	Afif Juan Mumtaz	2	2	3	3
2	Amanda Syifa Ariqoh	2	2	3	3
3	Arif Bagaskoro	1	2	2	3
4	Bela Rahmawati	2	2	3	3
5	Dewi Waswandari Anggorowati	2	2	2	3
6	Ellen Fany Rahmawati	1	2	3	3
7	Fatimah Talitha Syahda	2	2	3	3
8	Galih Candra Yudha	2	2	2	3
9	Gianest Kiki	1	2	3	3
10	Hilda Salsabilla Azzahra	2	2	2	3
11	Istiqomah Agustina W	1	2	3	3
12	Jyesta Rajnikanyaka Ramaniya	2	2	3	3
13	Khairunnisa Hasna Azizah	1	2	3	3
14	Melia Dian Aisyah	2	1	3	2
15	Mercia Widyasari	2	3	3	3
16	Muhammad Evan Anindya Wahyuaji	1	2	2	3
17	Natasya Karuniawati Puteri	2	2	3	3
18	Nugroho Dimas Ardiyanto	1	2	3	3
19	Nur Rosyid Dewantoro	2	2	2	3
20	Nuru Nisa Pramesti	2	2	3	4
21	Panji Arif Bagaskara	2	2	4	3
22	Ramadhani Abdul Majid	2	2	3	3
23	Shal Syabela Riskawati	1	1	2	3
24	Shof Isnain Muzaki	3	3	3	3
25	Sulthon Muhammad Arief	2	2	3	3
26	Yoel Adisatya	1	2	2	2
27	Zaimatus Gayung Janetra	1	2	3	3
Mean		1.67	2.00	2.74	2.96

THE RESULT OF STUDENTS' WRITING IN VOCABULARY

No	Name	Pre-test	Cycle 1	Cycle 2	Post-test
1	Afif Juan Mumtaz	2	2	3	3
2	Amanda Syifa Ariqoh	2	2	2	3
3	Arif Bagaskoro	2	2	3	3
4	Bela Rahmawati	2	1	2	2
5	Dewi Waswandari Anggorowati	1	2	2	2
6	Ellen Fany Rahmawati	1	2	2	3
7	Fatimah Talitha Syahda	1	2	2	2
8	Galih Candra Yudha	2	2	3	3
9	Gianest Kiki	1	2	2	3
10	Hilda Salsabilla Azzahra	1	2	2	2
11	Istiqomah Agustina W	2	2	3	3
12	Jyesta Rajnikanyaka Ramaniya	2	2	2	3
13	Khairunnisa Hasna Azizah	2	2	3	3
14	Melia Dian Aisyah	2	2	2	2
15	Mercia Widyasari	2	2	2	3
16	Muhammad Evan Anindya Wahyuaji	2	2	2	3
17	Natasya Karuniawati Puteri	2	2	2	3
18	Nugroho Dimas Ardiyanto	2	2	3	3
19	Nur Rosyid Dewantoro	2	1	2	3
20	Nuru Nisa Pramesti	2	3	3	4
21	Panji Arif Bagaskara	2	2	3	4
22	Ramadhani Abdul Majid	1	2	3	3
23	Shal Syabela Riskawati	2	2	2	3
24	Shof Isnain Muzaki	2	2	3	3
25	Sulthon Muhammad Arief	2	2	3	3
26	Yoel Adisatya	1	2	2	3
27	Zaimatus Gayung Janetra	2	1	3	3
	Mean	1.74	1.93	2.44	2.89

THE RESULT OF STUDENTS' WRITING IN LANGUAGE USE

No	Name	Pre-test	Cycle 1	Cycle 2	Post-test
1	Afif Juan Mumtaz	2	2	3	3
2	Amanda Syifa Ariqoh	2	2	3	4
3	Arif Bagaskoro	2	3	4	3
4	Bela Rahmawati	2	2	3	1
5	Dewi Waswandari Anggorowati	3	3	3	3
6	Ellen Fany Rahmawati	2	2	2	
7	Fatimah Talitha Syahda	2	2	4	4
8	Galih Candra Yudha	2	2	3	3
9	Gianest Kiki	3	2	3	3
10	Hilda Salsabilla Azzahra	2	3	3	3
11	Istiqomah Agustina W	3	2	3	4
12	Jyesta Rajnikanyaka Ramaniya	2	2	3	3
13	Khairunnisa Hasna Azizah	2	2	3	3
14	Melia Dian Aisyah	2	1	3	3
15	Mercia Widyasari	2	2	3	2
16	Muhammad Evan Anindya Wahyuaji	3	3	3	4
17	Natasya Karuniawati Puteri	2	3	4	4
18	Nugroho Dimas Ardiyanto	1	2	3	3
19	Nur Rosyid Dewantoro	2	2	2	3
20	Nuru Nisa Pramesti	2	3	3	4
21	Panji Arif Bagaskara	2	3	3	4
22	Ramadhani Abdul Majid	3	2	3	3
23	Shal Syabela Riskawati	2	3	3	4
24	Shof Isnain Muzaki	2	2	3	3
25	Sulthon Muhammad Arief	3	3	4	3
26	Yoel Adisatya	1	2	3	3
27	Zaimatus Gayung Janetra	2	3	3	3
	Mean	2.15	2.33	3.07	3.19

GENERAL FINDING OF STUDENTS' SCORE FROM PRE-TEST, CYCLE 1, CYCLE 2, AND POST TEST

No	Name	Pre-test	Cycle 1	Cycle 2	Post-test
1	Afif Juan Mumtaz	2	3	4	4
2	Amanda Syifa Ariqoh	2	3	2	3
3	Arif Bagaskoro	2	3	3	4
4	Bela Rahmawati	1	2	3	3
5	Dewi Waswandari Anggorowati	2	2	3	3
6	Ellen Fany Rahmawati	2	1	2	3
7	Fatimah Talitha Syahda	2	2	3	3
8	Galih Candra Yudha	2	2	3	4
9	Gianest Kiki	2	3	3	3
10	Hilda Salsabilla Azzahra	2	3	3	4
11	Istiqomah Agustina W	2	3	3	4
12	Jyesta Rajnikanyaka Ramaniya	2	2	3	3
13	Khairunnisa Hasna Azizah	2	1	2	3
14	Melia Dian Aisyah	2	2	3	3
15	Mercia Widyasari	2	2	3	3
16	Muhammad Evan Anindya Wahyuaji	2	3	3	3
17	Natasya Karuniawati Puteri	3	3	3	4
18	Nugroho Dimas Ardiyanto	2	3	3	4
19	Nur Rosyid Dewantoro	2	2	3	4
20	Nuru Nisa Pramesti	2	3	3	3
21	Panji Arif Bagaskara	2	3	3	4
22	Ramadhani Abdul Majid	2	3	4	4
23	Shal Syabela Riskawati	2	3	3	4
24	Shof Isnain Muzaki	2	2	3	4
25	Sulthon Muhammad Arief	2	2	3	4
26	Yoel Adisatya	2	3	3	3
27	Zaimatus Gayung Janetra	2	2	3	4

THE PICTURES OF TEACHING LEARNING ACTIVITIES

The researcher is displaying pictures in the BKOF stage

The researcher is displaying the picture of a person in the BKOF stage

The researcher is displaying a descriptive text and the picture in the modeling stage

One of the students try to describe the characteristics of animal based on the picture

The students try to make a sentence in front of the class

The researcher is controlling the students' activities

The students are writing a descriptive text based on the pictures, individually

PEMERINTAH KABUPATEN KLATEN
DINAS PENDIDIKAN
SMP NEGERI 2 KLATEN
Jalan Pemuda Selatan No.4 Telp./Fax. (0272) 321865
E-mail : espero_klt@yahoo.com, Website : www.smpn2klaten.sch.id
K L A T E N   57411

SURAT KETERANGAN

Nomor : 800/597/13

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Klaten menerangkan dengan sesungguhnya bahwa :

N a m a	:	**FANNY WIDASARI P**
NIM	:	08202241048
Jurusan	:	Pendidikan Bahasa Inggris
		Universitas Negeri Yogyakarta

Bahwa mahasiswa tersebut di atas telah melakukan penelitian pada tanggal 3 Desember 2012 sampai dengan 9 Desember 2012 sebagai syarat penyusunan Skripsi Sarjana S1 dengan judul : **"Improving Students Writing Skills on Descriptive Text Through Pictures at The Seventh Grade of SMPN 2 Klaten**.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Klaten, 27 Desember 2012
Kepala Sekolah

Dra. WORO SUBANINGSIH, M.Si.
NIP. 19581211 198302 2 003

PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

Yogyakarta, 05 Desember 2012

Nomor   : 070/9327/V/12/2012

Kepada Yth.
Gubernur Provinsi Jawa Tengah
Cq. Bakesbangpol dan Linmas
di -
    Tempat

Perihal   : Ijin Penelitian

Menunjuk Surat :

Dari	:	Dekan Fak. Bahasa & Seni UNY
Nomor	:	1454h/UN.34.12/PP/XII/2012
Tanggal	:	05 Desember 2012
Perihal	:	Ijin Penelitian

Setelah mempelajari proposal/desain riset/usulan penelitian yang diajukan, maka dapat diberikan surat keterangan untuk melaksanakan penelitian kepada

Nama	:	FANNY WIDASARI
NIM / NIP	:	08202241048
Alamat	:	Karangmalang Yogyakarta
Judul	:	IMPROVING STUDENTS WRITING SKILL ON DESCRIPTIVE TEXTS THROUGH PICTURES AT THE SEVENTH GRADE OF SMP NEGERI 2 KLATEN
Lokasi	:	SMP NEGERI 2 KLATEN Kota/Kab. KLATEN Prov. JAWA TENGAH
Waktu	:	Mulai Tanggal 05 Desember 2012 s/d 05 Maret 2013

Peneliti berkewajiban menghormati dan menaati peraturan dan tata tertib yang berlaku di wilayah penelitian.

Kemudian harap menjadi maklum

A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan

Henda Susilowati, SH
NIP 19650120 198503 2 003

Tembusan :
1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Dekan Fak. Bahasa dan Seni UNY
3. Yang Bersangkutan