

**IMPROVING THE STUDENTS' SKILLS IN WRITING
DESCRIPTIVE TEXTS THROUGH DIGITAL IMAGES AT THE
EIGHTH GRADE OF MTS ALI MAKSUM KRAPYAK BANTUL IN
THE ACADEMIC YEAR OF 2012/2013**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education

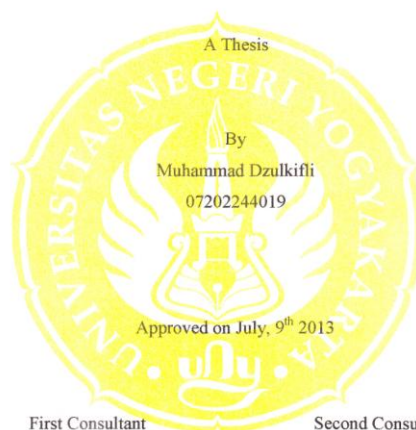


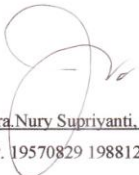
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2013**

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EIGHTH GRADE OF MTS ALI MAKSUM KRAPYAK BANTUL IN
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Accepted by the Board of Examiners of Language and Arts Faculty,
Yogyakarta State University on July, 9th 2013 and Declared to Have Fulfilled
the Requirements for the attainment of the Degree of *Sarjana Pendidikan*
In English language Education


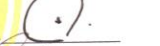


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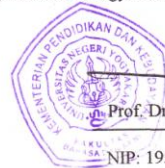
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through Digital Images at the Eighth Grade of Mts Ali
Maksum Krapyak Bantul in the Academic Year 2012/2013

menyatakan bahwa karya ilmiah ini adalah hasil penelitian 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 menjadi tanggung jawab saya.

Yogyakarta, 9 Juli 2013

Penulis

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DEDICATIONS

I dedicate my thesis for my beloved family. My parents (Mr. Narimo and Mrs. Yuli Astuti) for their prayers, supports and endless love. My brother (Muhammad Awaludin) for the forever friendship. My sisters (Khusnul Khotimah, Siti Mahmudah, and Siti Mutmainah) for their care, their loves, and happiness.

MOTTOS

There is an ease behind a difficulty

(Qs. Al-Insyiroh 94:6)

A little learning is a dangerous thing.

Drink deep, or taste not the Pierian spring.

(Alexander Pope)

The future starts now

(Farid Stevy Asta)

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Finally, I realize that the thesis is far from being perfect so that I invite all critical comments. However, I hope that the thesis would give a worthwhile contribution to the improvement of the English teaching and learning process.

Yogyakarta, July 9th 2013

The Writer

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ABSTRACT

The objective of the research was to improve the students' skills in writing descriptive texts through digital images at the eighth grade of MTs Ali Maksum Krapyak Yogyakarta in the academic year 2012/2013. It consisted of two main actions and one additional action: 1) giving a model of descriptive text and asking the students to list the difficult words, 2) using digital images in the class, and 3) giving rewards and brainstorming to motivate the students.

The research was action research. The members of the research consisted of the researcher, the collaborator, the English teacher, and the students of Grade VIII D. The research was carried out in two cycles. The steps involved reconnaissance, planning, action and observation, and reflection. The data of the research were qualitative in nature supported by quantitative data. The qualitative data were obtained by observing the teaching and learning process and interviewing the English teacher and the students of VIII D. The qualitative data were in the forms of field notes and interview transcripts were analyzed based on the qualitative data analysis. The pre-test and post-test were conducted to gain the quantitative data. A gain score of pre-test and the post-test was used to analyze the quantitative data that were in the forms of students' writing scores.

The findings showed that digital images have three important points. They are practicality, novelty, and clarity. The use of digital images in the research evidently improved the students' skills in writing descriptive texts. The improvements covered: 1) the students consider writing as an easy and interesting lesson, indicated by their enthusiasm to write, 2) students generated their ideas easier into paragraph, 3) and digital images improved the students' skills in writing descriptive texts in terms of grammatical, vocabulary, and sentence structure. The improvement of the students' writing skills can be seen from the result of the gain score. The gain score of the means was 6.65, it could be concluded that there was improvement in the students' skills in writing descriptive texts after the digital images were used in the class.

CHAPTER I INTRODUCTION

A. Background of the Study

English at the junior high school level in Indonesia has some purposes (*Departemen Pendidikan Nasional, 2006*). First, the English teaching is aimed to develop students' communicative competences in speaking and writing in order to achieve the functional level. By those competences, students are expected to be able to communicate using English with other people. Also, in the level, students are prepared to be able to use English in daily life, for example, reading newspapers, instructions, directions, and the like. Second, it is aimed to build students' awareness of the importance of English in a global community.

To achieve those goals, students are expected to master English as an international language so that they can compete with other people from other countries. From the purposes that have been explained above, it can be concluded that the primary goal of English teaching at the junior high school level is to enable students to communicate using English in daily life in both spoken and written forms. Thus, to achieve the communicative competence, English teaching has to cover four main skills: listening, speaking, reading, and writing.

From those four skills, writing is the skill that requires a lot of practice. In reality, students have less opportunity to practice writing in

English. The fact that people frequently have to communicate with each other in writing is one of the reasons to teach writing to children in the elementary level to the university level.

English, as one of the subjects in all the educational levels, is given a greater attention in every educational level since it becomes a compulsory subject needed by the students to face the globalization and free market era. In the School-Based Curriculum, the English lesson especially writing for junior high schools (SMP/MTs) is aimed to develop the communicative competences in spoken and/or written language to reach the functional level. When the students reach the functional level, they can fulfill their needs like writing the letters, comprehending the procedure texts well, and describing something.

Some of the junior high school students, however, have not reached the functional level well. They still have difficulties in the writing lesson. When the English teacher asked them to write a descriptive text, only a few of them understood the descriptive text. The result of their assignment of writing descriptive text is not satisfying. Some of them still have difficulties in using structure and grammar of the writing of a descriptive text. It can be concluded that the students still have difficulty in writing descriptive texts.

From the aim of the School-Based Curriculum for the junior high school students above, the students are expected that they can use the language in their daily life especially in writing texts. An academic descriptive text is a text that describes something (things, people, and animals). Here, the descriptive text is not only a text learned at school but also the one found in

the daily life: describing things and describing people. Students can find descriptive texts in the forms of advertisement, the brochure of tourism places, brochure of high schools, search and found letters, and the like. They can also find the description of people in a poster of a music concert and find a description of famous or successful people in newspapers. Those are the examples of the authentic texts of descriptive texts that we can find in the daily life. It is helpful for the students in learning descriptive writing.

When I observed MTs Ali Maksum Krapyak, Bantul, Yogyakarta, more than half of the students of VIII D in the first semester of 2012/2013 academic year still had difficulties in writing descriptive texts. The major problem that the students faced was how to get an idea and develop it. The problems might be because of the teaching method, the technique, the materials, the media or the combination of them. In order to generate students' active participation in class, teachers must be both communicative and creative. Teachers have to encourage all students to participate actively during the lesson, so that not only some students are actively involved in class activities. Besides, the materials and learning media should be educational, attractive, and up to date.

Nowadays, students are raised in age where the technology is advancing rapidly and they are constantly exposed to digital media, making them very different from earlier generations of learners. They are being brought up in digital era. Up to date IT based-teaching is needed to make them interested in learning.

Based on the students' problems above, a way that makes the students interested in writing has to be developed. Some ways that can help the students appreciate and be more interested in writing are creating suitable writing materials and learning media.

Considering that writing proficiency is highly needed, and the fact that the students' writing skills need improvements, I proposed several ways to increase students' writing proficiency should be conducted. One of the ways to increase the students' writing skills especially in writing descriptive texts is by using digital image. A digital image is still a picture in electronic file format in any form and of any subject including those derived from analog images such as scanned photographs and slides (Kandiuk: 2011). I will use a PowerPoint media as a presentation tool. PowerPoint, loaded and available on most computers, appears to have an advantage and easy to use (Green: 2006).

B. Identification of the Problem

To identify the problems, I have conducted the following activities: interviewing the students and the English teacher, and observing the English teaching-learning process in the classroom. The class observation was conducted on November 25th 2012.

Based on the observation, there were some problems that I found in the English teaching-learning process at class VIII D of MTs Ali Maksum Krapyak. The identification of the problems was as follows: the first problem is from the students. The process of the English teaching-learning in the class

is not effective. The class was very crowded and was very noisy, for example, when the teacher asked “Any problems with the material?” the students only answered ‘no’, but actually they were still confused about the descriptive texts structurally and grammatically. The students were reluctant either to answer the teacher’s questions or to ask questions to the teacher. Instead of asking the teacher when they have difficulty in learning descriptive texts, they prefer to ask their friends.

In the observation, the students got a task from their teacher. It was to write a descriptive text about a person. When the assignments were analyzed, most of students got bad marks. Some students got score under 60 in the scale of 50-100. Some of them still have difficulties and have low understanding in writing a descriptive text especially in grammatical structure. It proved that the students’ understanding of writing descriptive text was low.

The next problem is related to the process of writing in the class. Considering that learning activity is not only delivering the materials, it is also creating a situation in which the students can do the learning activities. Nation (2009: 114) states that one possible division of the writing process contains the following seven sub processes, namely considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing. What I found in MTs Ali Maksum Krapyak is not like what Nation said.

Besides, the process of learning was listening activity in majority. It did not give any chance to the students to develop their ideas in writing. It was

about 50% of listening activities, 30% reading, and 20% writing activities. The activities were not designed to build the micro-skills of writing to help the students to master the macro-skills of writing descriptive text. In addition, the writing class was not designed to apply an interesting activity and the teacher was not using any interesting media. The problems made the students bored and inattentive. It can be seen that there were some students who slept in the class in the middle of teaching learning process.

Afterwards, the use of the materials also has a big contribution dealing with the efforts to improve students' writing skills. Materials are the core of the knowledge which are transferred to the students. In fact, most of the materials being taught were monotonous. Therefore, the students were not attracted to get involved with the materials. The impact was that they will not have a good writing mastery.

Then, I found that the media use was the next problem. Media refer to anything that carries information between a source and a receiver. Some examples of media are television, diagrams, printed materials, computers, projectors, and speakers. The purpose of media is to facilitate the communication. Furthermore, by using media and other teaching materials, the teacher will be able to deepen his or her teaching and convey the lesson in several forms using several senses. Media also help teachers to convey a message in a certain form, and the choice of that form may determine how the message received by the learners. The media used by the teacher to deliver lessons determine their instructional effectiveness (Heinich, Molenda, and

Russel, 1989:6). Media are one of the factors that can determine the success of the teaching-learning process.

Media were rarely used in the school. Certainly it made the situation crowded during the teaching-learning process. Media are needed in the teaching and learning process. The supporting media, such as charts, diagrams, maps, laboratory tools, and projector are very helpful when teachers are teaching in the classroom. The English teaching-learning process supported by the media that are available will improve the students' interest in learning English. The teacher rarely used media which could stimulate the students to generate their ideas to write. She mostly used LKS or students' worksheet.

Finally, I considered techniques as the last problem in the research. Before the students got the material, they have to master some micro skills in writing. The techniques used in teaching writing processes were monotonous techniques. It means that the classroom activity tends to focus on the worksheet and listening activities. The techniques make the students bored. There is no creativity in delivering the lesson that can make the students interested in the lesson. Here, the teacher is expected to be creative in delivering the lessons, so that the students are interested and motivated in the English teaching and learning process of writing.

C. Delimitation of the Problem

Based on the background of the study and the identification of the problem, there are some factors that influence the students' writing skills. The low students' interest and ability, the teacher centred-method, the use of media in the teaching-learning process, and also the material and the technique become the problems that made the students inattentive.

It is impossible for me to solve all the problems related to the factors. Therefore, I limit the problems related to students' writing skills. Due to the limitation of time, energy, money, and facilities, I will overcome some problems.

I limit the study by only focusing on the teaching and learning process in writing descriptive texts. It means that I intend to improve the students' skills in writing descriptive texts through digital images. It is because digital images are interesting and it can generate the students' ideas to write more. I can give them more examples about descriptive texts with many images so that they can build their background knowledge easily. Finally, they can also reach their functional level as stated in the Standard of Graduate Competency (2006:278) because the main purpose of English learning in junior high schools is that the students can reach the functional level. Therefore, I attempt to use digital images with PowerPoint media for students of class VIII D in MTs Ali Maksum Krapyak to improve their skills in writing descriptive texts.

D. Formulation of the Problem

Based on the background of the problem and the problem limitation, the problems in the research can be formulated as follows:

how can digital image-based activities with PowerPoint media improve the students' skills in writing descriptive texts at the eighth grade of MTs Ali Maksum Krapyak Sewon Bantul?

E. The Objective of the Research

In line with the problem formulation, the objectives of the research are:

1. to improve the students' skills in writing descriptive texts by means of digital images at the eighth grade of MTs Ali Maksum Krapyak, Sewon Bantul, Yogyakarta in the academic year 2012/2013,

F. Significances of the Research

The research is expected to be valuable inputs in teaching-learning process of English as described as follows:

1. for English teachers, it can be a reference in improving their techniques in the English teaching-learning,
2. for the students, it gives experiences and new challenges as an effort to improve their writing of descriptive text,
3. for the researcher himself, the research gives a valuable experience which can be used to do a better action research in the future.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

In the literature review, some relevant theories namely English language teaching and learning, teaching and learning writing, the characteristics of the students of junior high schools, text types in English, and the role of media in teaching and learning process are presented. The discussion of each part is presented below.

1. English Language Teaching and Learning

English language teaching (ELT) has recently shifted to a concern with developing discourse skills. The aim of ELT is now seen as enabling learners to develop the knowledge and skills which will allow them to engage with whole text appropriate to social contexts.

The teaching of English has gone through many phases over the years, with various methods being acknowledged as the solution to improve literacy levels. Hence, Arsiyanti (2002) states that in Indonesia, the quality of English teaching at schools is not really good. The statement proved that so many English school institutions in Indonesia offer kinds of skills that are aimed to improve the student's skills in English learning. It can be concluded that the methods of the English teaching at schools are unsatisfied for the students. Some schools still use ineffective methods in the English teaching process. The English teaching is only based on the textbook or the students' worksheet.

It is not effective for improving the students' skills. It limits the students' creativity in learning English. Therefore, it will be better if the methods and the media used in the English teaching process more varied in order to make effective the process of the English teaching-learning in class.

The Government Regulation No. 19/2005, about National Education Standard, Article 5 states that the Standard of Content includes the material in the competency level to reach the graduate competency in a certain type and level of the education. Furthermore, there is also Standard of Graduate Competency. It is a qualification of ability of graduates including the attitude, knowledge and skills. The *Standar Kelulusan* (SKL) is declared by *Kepmendiknas* No. 23/2006 which is further stipulated by the Government Regulation (PP) No. 19/2005 in part 5 (Article 25 – 27). The Standard of Graduate Competency includes the regulation of standard of graduate competency in every level of education, for example: basic education, secondary education, and higher education. For the general secondary education, the standard of graduate competency is aimed to develop the intelligences, knowledge, personalities, lofty moral, and skills to be autonomous and at joining the advanced education.

In Government Regulation No. 19/2005, Article 26, the competency is emphasized on the reading and writing skills which appropriate with the level of education. Further, the standard of competency is used as the orientation in deciding the learners' passing from an educational unit. It consists of the competency for all of the courses or all of the course categories.

The definition of Standard of Graduate Competency above describes that the students' graduation is influenced by three factors: the attitude, knowledge and skills. Those factors are used as a main course to identify whether the students have fulfilled the standard of graduate competency or not. Therefore, the Standard of Graduate Competency is needed in the students' graduation.

In the Standard of Competency and Basic Competency of Curriculum 2006, it is stated that the learning of English should be developed equally for both oral and written communication. The curriculum also states that the major aim of the English lesson for junior high schools students is to make them have certain abilities to:

1. Develop the communicative competence both written and oral to achieve the functional-literacy degree
2. Have senses about the importance of English to increase the nation competitive ability in global society.
3. Develop the understanding about the relationship between language and culture.

The aims of the description of the English lesson above are the steps to create the students' ability of the English teaching-learning process. It is expected that the students of junior high schools are able to enrich their knowledge and improve their skills in the English learning.

Furthermore, it contains the basic and structure of the curriculum, Standard of Competency and Basic Competency of every subject in each

semester in every type of the basic level and the secondary level of education. Based on the explanation above, the Standard of Content is made as a guide in the teaching-learning process in the school. It is expected that following the curriculum, the teaching English in Indonesia will be more effective and efficient.

2. Teaching and Learning Writing

a. The Nature of Writing

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

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

attention to some aspects to create a good written text. Writing involves complex thinking that must integrate all of the components such as the topic or the theme, the word choices, the organization, the purpose, the audience, the clarity, the sequence, the cohesion and the transcription (Westwood, 2008:56).

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

b. The Writing Process

The writing process is the stage that the writer goes through in order to produce something in his final written form (Harmer, 2004:11). Still, he states that there are four-steps in the writing process. They are planning, drafting, editing and final draft. Each step is described as follows:

Step 1: Planning

In the stage, students plan some ideas that they are going to write. Students start gathering information and ideas for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues. They are: the purpose of the writing, the audience they are

writing for and the content structure to sequence the facts, ideas or arguments which they have decided to include.

Step 2: Drafting.

Drafting is the students' first effort to write ideas on paper. In the drafting stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

Step 3: Editing (reflecting and revising)

After the students made their draft, they re-read their draft to see where it works and where it doesn't. Perhaps the order of the information is not clear or the sentence is ambiguous. The process of editing may be taken from oral or written comments by peers or teachers. They will help the students to make a revision of their writing. Revising is looking back over what has been written. It is important to check what ideas have already been included, to keep the coherence and flow of the writing, to stimulate further ideas, and to look for errors (Nation, 2009:119-120). The key aspect of editing is by seeking and responding to the feedback of others.

Step 4: Final version

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps. According to Richards & Renandya (2002:315), students can publish, share or read their writing or merely display texts on notice-boards based on the classroom instruction.

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.

d. Teaching Writing in Junior High Schools

Based on Standard of Competency and Basic Competency of curriculum (School-Based Curriculum, 2006), English is a tool to communicate in spoken and written forms. 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 in spoken and written forms to solve their daily problems. These are the purposes of learning English at junior high schools 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 schools 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 the research, I 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 second semester as presented below:

Table 2. 1 : The Standard of Competence and the Basic Competence in Writing for Grade VIII

Standard of Competence	Basic Competence
<p>Writing</p> <p>11. Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment.</p>	<p>11.1 Students are able to express meaning in written short functional texts in accurate, fluent and appropriate to interact with their environment.</p> <p>11.2 Students are able to express meaning and rhetoric step in simple short essays in the form of descriptive and recount texts to interact with their environment in accurate, fluent and appropriate ways.</p>

3. The Characteristics of the Students of Junior High Schools

Understanding the students' characteristics is important for the teacher because it is the key in the success of learning any subjects. The students' characteristics influence the teaching and learning process. So the relationship between the teacher and the students in the teaching and learning process in class is very strong. Before the teacher handles the teaching and learning process, the teacher has to know the students' characteristics, their habit in

school or daily life and their ability in academic field. They are needed for the teacher to know the development of the students' ability.

The students of junior high schools belong to the middle school learners. It is about 12, 13, and 14 years old. At these ages they experience their puberty cycles. It is when people have changes in physical and mental development. In physical development, they change in terms of attitude and appearance, but in mental development, they have a change in thinking and giving opinion. The changes are influenced by the family or the social environment.

Pennington (2008) states that there are three parts of characteristics of middle school learners, they involve:

1. Middle school cognitive development (it belongs to 12, 13, and 14 years old). Students have begun developing the ability to understand symbolic ideas and abstract concepts.
2. Middle school social development. In the social development, most students have conflicting value to their changing roles within their family structure and the increasing influence of peers.
3. Middle school instructional strategies. Middle school instructional strategies can be applied to improve the students' skill in writing. It causes self-defeating damage to students' self-esteem as students grow older.

Furthermore, according to Pennington, there are three kinds of characteristics of middle school learners. It can be concluded, the students'

characteristics influence the teaching and learning process in class. Furthermore, as a teacher, the understanding of students' characteristic is necessary needed. It means that the relationship between teacher and students in the teaching and learning process in class influence one to another.

In addition to that, Lounsbury (1996) states that there are six conditions or characteristics that developmentally responsive middle level school should exhibit. They involve:

1. educators committed to young adolescents,
2. a shared vision,
3. high expectations for all,
4. an adult advocate for every students,
5. family and community partnerships,
6. a positive school climate.

All and all, Pennington and Lounsbury explain the characteristics of middle school learners generally and clearly. It is about the general characteristics where the young adolescents have transition in their life from child to adult and how to handle the young adolescents in their daily life.

4. Text

According to Feez and Joyce (1998: 4), a text is any stretch of language which is held together cohesively through meaning. Whether a stretch of language is a text or not has nothing to do with its size or form. It has to do with the meanings of the stretch of language working together as a unified whole.

The definition above describes that a text is a combination of the sentences that has meaning. Therefore, before learning descriptive text, we have to know the definition a text first, whether it belongs to a text or not.

Anderson and Anderson (1997:1) state that texts are divided into two main categories. They are:

1. Literature texts

It is constructed to appeal the emotion and imagination. There are three main text types in the category: narrative, poetic and dramatic.

2. Factual texts

It presents information or ideas, aim to show and tell or persuade the audience. Factual texts include recount, response, explanation, discussion, information report, exposition and procedure.

Basically, the texts are categorized in two main parts in which each text has different meaning and function. Therefore, we can use the texts above based on our need.

- a. Text Types in English**

- a) Recount**

According to Anderson and Anderson (1998:24) a recount is a text which retells past events orderly. For example, when we write a diary talk, we sometimes tell the story about our activities from what we do from morning until we go to sleep. In this case, we will write it based on the chronological and time order.

The purpose of writing recount texts is to give a description of what occurred and when it occurred. Recount text is the same as with the other texts, has its generic structures. The first paragraph, it is usually called an orientation. The next paragraph describes a series of events in chronological order. The last paragraph is a conclusion paragraph (Anderson and Anderson: 1998). This is one example of recount text.

A private conversation

Last week I went to the theatre. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got very angry. I could not hear the actors. I turned round. I looked at the man and the woman angrily. They did not pay any attention. In the end, I could not bear it. I turned round again. 'I can't hear a word!' I said angrily.

'It's none of your business,' the young man said rudely. 'This is a private conversation!'

taken from: New Concept English by L.G. Alexander

b) Narrative

According to Anderson and Anderson (1997:8) a narrative is a piece of text which tells a story and, in doing so entertains or informs the reader or listener. Narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Narratives deal with problematic events that lead to a crisis or turning points of some kind, which in turn finds a resolution. Narratives can be in the form of a legend, fables, fairy tales, etc.

According to Anderson and Anderson (1997:14) a good narrative uses words to paint a picture in our minds of: what the characters look like (their appearance), where the action is taking place (the setting), how things are

happening (the action). In addition, Derewianka (1990: 32) states that the steps for constructing a narrative are orientation, complication, and resolution.

This is an example of narrative text.

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a prime minister named Raden Sidopekso. The prime minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the king sent the prime minister to a long mission. While the prime minister was away, the king tried to get Sri Tanjung. However, he failed. He was very angry. Thus when Sidopekso went back, the king told him that his wife was unfaithful to him. The Prime minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.

After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, “Banyu...Wangi... Banyuwangi”. This means fragrant water. Banyuwangi was born from the proof of noble and sacred love.

taken from: Scaffolding by Joko Priyana

c) Descriptive

a. Definition of descriptive text

According to Anderson and Anderson (1998: 26) a description text describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Description differs from an information report because it describes a specific subject rather than a general group. The example of descriptions texts include descriptions of a particular building, description of a specific animal, descriptions of a particular places, and descriptions of a specific person.

b. Description Scaffold

The description scaffold is a guide for constructing a piece of text description. Anderson and Anderson (1998: 26-27) says that the description text has three main parts. They are:

1. A general opening statement in the first paragraph.

In this part, the teacher introduces the subject of the description to the students. The teacher can give the students brief details about the when, or what of the subject.

2. A series of paragraphs about the subject.

The teacher introduces that each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainders of the paragraph. Each paragraph should describe one feature of the subject and these paragraphs build description of the subject.

3. A concluding paragraph (optional).

In this part, the teacher asks the students to conclude paragraph signals the end of the text.

c. Language Features of Descriptive Text

The language features of descriptive text are:

1. using attributive and identifying process,
2. using adjective and classifiers in nominal group,
3. using simple present tense.

Descriptive writing is a foundation to all other forms of writing. Descriptive writing paints a picture in the reader's mind; it uses words to

describe feelings, sights, sounds, tastes, scents and touches. Common examples include the pictures of their city, school, their classmates, etc.

Descriptive text is a text which says what person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. The descriptive text has two parts of the generic structure:

1. Identification

Identification means identifying the phenomenon to be described.

2. Description

Description means describing the phenomenon in parts, qualities, and characteristic.

The explanation above describes that there are two parts of generic structure in a descriptive text. They are identification and description. They cannot be separated because they are a component or part in a descriptive text. The function of the parts of generic structure above is to make the descriptive text more structured so that it makes the writer easier in writing descriptive text. This is an example of digital image which is used in the modeling stage.

MISSING



Morgan Dana Harrington

Age – 20
 Eyes – Blue
 Hair – Blonde
 Height – 5' 6"
 Weight – 120 lbs.
 LAST SEEN –
 October 17, 2009 at John Paul Jones Arena in Charlottesville, VA

www.FindMorgan.com

Morgan Dana Harrington, a 20-year-old student from Virginia Tech, was last seen Saturday near the John Paul Jones Arena. The arena was the site of a Metallica concert the night she went missing.

Harrington was last seen wearing a black t-shirt with the band name "Pantera" across the front, a black mini-skirt with black tights and knee-high black boots. She has long blonde hair and blue eyes.

If you have information, please call:

24-Hour Tip Line 434-352-3467	Crime Stoppers 434-977-4000
--	--

Crime Stoppers REWARD \$100,000

(taken from www.findmorgan.com)

Figure 2.1. example of descriptive text "missing person"

5. The Role of Media in the Teaching and Learning Process

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. Kinds of Media

Harmer (2004:177) states that media such as a range of objects, pictures, cards and other things can be used for presenting and manipulating language. It lets the students to be active in all activities in the class. Vernon (1996) states that there are six kinds of media;

1. Drawing or teacher made drawings

Drawing can be constructed and supported to the topic which is being taught. The media can be designed and applied easily in the classroom to achieve the goal of the teaching and learning process.

2. Still pictures

The media can be shown with the real objects or the events of them outside the classroom. A still picture is a record or a copy of a real object or event of which the size may be longer or smaller than the real object or events, for examples: photograph, bulletin board material, brochure, etc.

3. Audio recording

Recording is a mode of magnetic or on motion picture soundtracks. Sound is presented in the sequence in which they actually happened or edited. Audio recording may be used individually by the teachers or displayed directly to the learners.

4. Motion picture and TV

A motion picture or video tape recording is a moving image or picture on colour or black and white produced from live action or from graphic presentation which is presented in the TV monitor or computer.

5. Real object, simulation, and models

The media show the real objects of the things which will be discussed by the teachers. It includes people, events, objects and demonstrations. Simulation is one of the real situations which have been designed to be as near actual events or process as possible. A model is a replica or reality of things, for example a miniature.

6. Programmed and computer-assisted instruction

Computer program can be one of the effective media in the process of teaching and learning. For example, teachers can use power point to explain the topic which will be discussed.

Of all types of media, visual media are more preferable because most people learn more easily by their sight than other sensory perception (Corder, 1966: ix, in Ratnasari, 2010). According to Ministry of National education (2009:6) there are some visual media that can be effectively used by teachers in the classroom. Those media are as follows:

1. Pictures.

Pictures are really useful ways to stimulate the students into writing texts. Teachers can use printed pictures which are available or draw the

pictures based on the needs. Pictures can be in the form of photographs of people, places and things which are in magazines, newspapers or calendars.

2. Realia or real objects.

Realia means real things or real objects that the teachers can bring into the classroom to make the learning become clearly, meaningful and memorable. It can be in the form of plants, animals, dolls, etc

3. Chart, poster, and cartoon

A chart is a drawing which shows information in the form of a diagram or a map. A poster is a large printed picture or notice which is often used to advertise something in a public place. A cartoon is a funny artistic drawing that can compose a story or make a joke about current events.

4. Black board or white board

The board is the most important thing for teachers for presenting written language or drawing. It can be used without any special preparation because it is always available in the classroom.

5. Audio media

As well as the board, the tape recorder as the audio media provides authentic material for listening practices.

6. Over Head Projector (OHP)

Over Head Projectors are usually used for large classes. Teachers can use the media in presenting the materials easily than using chalks. Besides that, presenting materials on the OHP can allow the teachers to face the learners all the time and make the learners to focus on the presentation.

Nowadays, OHP is rarely used in classroom. There are more up to date technologies for presenting the materials in large class. The popular one is LCD Projector.

7. LCD Projector

LCD stands for Liquid Crystal Display. In using the media, the LCD must be connected with the computer to display teaching materials. In short, media are very important to help teachers to present materials and learners to understand the materials. Besides, media can increase the students' motivation because media can connect the interaction between learners and their environment in the classroom. As it is also stated by Byrne in Ratnasari 2010, visual material has a great potential as an aid to develop writing skills and can provide both contexts and stimulation for a variety of activities. Therefore, I focused in the use of visual media, especially digital images (pictures), for improving the students' skill of writing descriptive texts.

b. Digital Images

Digital image is still picture in electronic file format in any form and of any subject including those derived from analog images such as scanned photographs and slides (Kandiuk: 2011).

Considering that a digital image is still a picture, I will elaborate the definition. A picture is a photograph, drawing, and painting. According to Wright (1989:193), the appropriate picture in a descriptive text is a single object picture. It is because, describing means imagining something or

someone focusly. Thus, to describe something or someone, students need a single object.

Harmer (2001:134) states that all kinds of pictures can be used in the multiplicity of ways. They are drill, communication games, understanding, ornamentation, prediction and discussion. It can be said that pictures are useful for educational technology and teaching equipment.

Harmer (2007:330) also states that pictures can provide stimulation for writing habitual activities. The statement proved that some students were interested in learning writing by pictures. Pictures made them easier in expressing their feeling in written form than they had to imagine what pictures that would be expressed. According to Wright (1989:2), specifically, pictures contribute to:

1. interest and motivation,
2. a sense of the context of the language,
3. a specific reference point or stimulate.

From the description above, pictures have a big role in the English teaching and learning process. Pictures gave a positive influence in the English teaching and learning process. The three of the descriptions above are a reference for me why I used pictures in writing a descriptive texts in the study.

Apriyanti (2012) used pictures as media in improving the students' English vocabulary. The pictures that she used were power-point slides, photograph of famous people and picture cards. She states that she found

some improvements of using picture in the students' English vocabulary, they involve:

1. pictures could help the students' to comprehend the lesson,
2. pictures could give more opportunities to the students to implement the new words or vocabulary from the lesson,
3. pictures could directing and mainting the students' attention,
4. pictures could make the students enjoying the English lesson sice it became more interesting and livelier.

Those improvements support me to do the research using picture in writing descriptive texts in second grade. Although kinds of pictures that I would use were different from Apriyanti, but it was not a problem. The interesting pictures could make the students enjoyed in the teaching learning process.

c. Microsoft Power Point

Mungai and Jones (2003:156) state that digital video clips, hand on website, online assessments, online course management systems, simulation and interactive PowerPoint slides are examples of methods in which educators attempt to make effective use of technology to actively engage modern learners and address their learning style.

Microsoft Office PowerPoint was designed by Bob Gaskin who is a software designer or maker. The present version is Microsoft office PowerPoint 2012 released in November 2011. The newest version had major changes of user interface and better graphic capabilities. PowerPoint is known

high powers software tool used presenting the information in a dynamic slide show format. It is a very powerful program that can be used to create presentation for groups or individual. The advantages PP can grab viewers' attention, clearly communicate information and stay in control of presentation.

Parette, Nlum and Watts (2009: 56) clearly state that PowerPoint is popular application where many early childhoods education already professionals and have experience with it use as instructional technology. It is able to assist learning process because it allows the education professional to manipulate a variety of pictures, colors, sounds, animation, slide designs or slide transition within presentation to promote interest and motivation and deliver information in a clear, structured format, while keeping children engaged in the lesson. Using PowerPoint is expected to be beneficial for both the learners and the teachers indeed in order to facilitate the good teaching and leaning process.

Many schools and universities of today use the PowerPoint program for presentation. Kjeldsen (2006: 28), states that PowerPoint affects not only the way the teacher present and teach, but also the way the learners think learn and understand. PowerPoint gives solution to the success of teaching and learning process, in particular the success of the learners to comprehend the text.

In regard to the above explanations, PowerPoint is recognized as a computer tool for creating on screen multimedia presentations that can be

used to effectively and actively engage learners' learning styles in order to achieve their learning outcomes.

B. Conceptual Framework

Writing is one of the important skills for junior high schools in the English learning. Writing itself has a purpose that is to convey the messages in a written form. In reality, many students still have insufficient knowledge in writing a text. There are many techniques and methodology to improve the English writing skills for the students of junior high school. Furthermore, the techniques and methodology cannot be well applied without any supporting materials that the students need.

Learning writing can improve the students' writing skills grammatically and structurally. In fact, to make the students interested in writing is not easy. Sometimes they are stuck in one situation and do not know how to get the improvement. The teachers have to be very careful in choosing the material to create a good atmosphere in the classroom. To change and make the English teaching and learning better, there should be an action which involves all of the elements in the teaching and learning processes, such as the principal, the English teacher and also the students. They have to find the problems and decide the solution by planning, implementing and evaluating together.

For that reason, I proposed to conduct the research in MTs Ali Maksum, Krapyak, Sewon, Bantul. The research focuses on achieving improvement in the students' skills in writing descriptive text, because the

descriptive text is not only a text learned at school but also the one found in the daily life: describing things and describing people. Students can find descriptive texts in the forms of advertisement, the brochure of tourism places, brochure of high schools, search and found letters, and the like. They can also find the description of people in a poster of a music concert and find a description of famous or success people in newspapers. Those are examples of the authentic texts of descriptive texts that we can find in the daily life. It is helpful for the students in learning descriptive writing, especially class VIIID, through planning, implementing, and reflecting some sufficient actions. Digital images are chosen to improve the students' skills in writing descriptive texts in MTs Ali Maksum, Krapyak Sewon Bantul. They can generate their ideas in writing descriptive texts through digital images. They will get a new challenge, since the materials are rather difficult than other materials they have learned. Images are very close to students' real life. Everyday, most of them often look at images on TV, the internet, magazines, books, pamphlets or posters. Images are infinite and the teacher can find them easily in the daily life. It can be said that the teaching writing through digital images is regarded effective for the students.

CHAPTER III RESEARCH METHOD

A. Type of Research

The research is an action research. It focused on the efforts to improve students' skills in writing descriptive texts by using digital images. It is categorized as an action research since there was a self-reflective, critical, systematic approach that was done to identify the problematic situation as a way of improvement and changes in educational practice. McNiff and Whitehead (2006: 7) state that action research is a form of study that enables practitioners to investigate and evaluate their work. Action research has become increasingly popular around the world as a form of professional learning. It has been particularly well developed in education, especially in teaching.

McNiff and Whitehead (2006: 8) also state that action research aims to be a disciplined and systematic process. The action plan was to take contribution of what is going on, identify a concern, think of a possible way forward, try it out, monitor the action by gathering data to show what is happening, evaluate progress by establishing procedures for making judgments about what is happening, test the validity of accounts of learning, and modify practice in the light of the evaluation.

There are some different models of action research. The research uses the McNiff, Lomax, and Whitehead model with some modification. The process of the action research can be shown in the schema below:

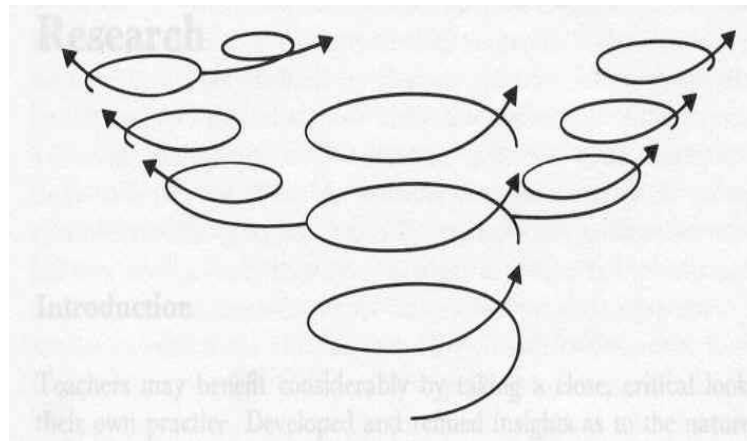


Figure 3.1: Action Research Cycle
(McNiff, Lomax, Whitehead, 2002: 23)

The figure above shows an iterative spiral of spirals. It means doing a same process again and again to get improvement. Then, the results of action process keep increasing. In addition, McNiff and Whitehead (2002: 56) assume that “the spirals of action reflection unfold from themselves and fold back again into themselves”.

In doing the research, the English teacher and I identified problems, formulated a planning of actions to solve the problems, implemented the actions, and reflected on the outcome of the actions. Employing observations, interviews and revisable cycles, the research tried to improve the VIII D students’ skills in writing descriptive texts in the teaching and learning process. The collected data used as the sources for the evaluation and reflection so that I can revise my plan to be the more effective one.

B. The Participants of the Research

The participants of the research were the English teacher, the students of the VIIID of MTs Ali Maksum Krapyak and me. The English teacher and I were the collaborators of the research, and the students were the object of the research.

The school is an Islamic-Based school. There were many lessons that support Arabic skills. It was inversely proportional to English lesson. The school gave less attention to English. The class had 37 students, all of them are female students. All of them live in a dormitory near the school. It is about 100 m from the school. They were in the age of 14 years old and they had attended English lesson since they were at Elementary school. They have very strong relationship with each other since they live together in one dormitory.

The class was chosen by the English teacher because almost all of the students in the class still had difficulty in writing, especially in some aspects in writing, like vocabulary, grammatical structure, and how to generate their ideas to write more.

C. Setting of the Research

1. School Setting

The research was conducted in MTs Ali Maksum Krapyak Sewon Bantul. MTs Ali Maksum Krapyak is located on Jl. Dongkelan 325, Krapyak Pangung Harjo, Sewon, Bantul, Yogyakarta 55011. The school has 14 classes consisting of 6 classes for grade VII, 4 classes for grade VIII and 4

classes for grade IX. The member of the school was 394 students; each class has 26-39 students. It can be seen in the table below:

Table 3.1. The number of students

No	Grade	Number of classes	Number of students	Total of students
1	VII	6 classes	26-32/class	150
2	VIII	4 classes	26-37/class	126
3	IX	4 classes	27-32/class	117

The school facilities include a teachers' room, a headmaster and an administrative room, a mosque, a meeting room, a library, a school health unit room (UKS), two canteens, a counseling room, a volleyball and a badminton court, language laboratory, biology laboratory, and computer laboratory, and a teachers' parking area.

The school has 63 employees. They were a principal, 55 teachers, 1 librarians, and 7 administrators. There were 4 English teachers, three of whom have graduated from the English Education Department of a State University and there is a teacher who did not graduate from his study in a State University.

2. Classroom setting

The facilities in the classroom were a white board, 20 students' tables, 20 students' chairs, a teacher table, a teacher chair, a ruler, a map, a calendar and an announcement board. There is a lack of media used to facilitate and to support the English teaching learning process. The English teacher of the class graduated from the English Education Department of a state university. In the teaching learning process, the English teacher only used "LKS" entitled

“Kejar” handbook as the material source, on the other hand it is not enough for the students’ knowledge in English learning.

The research was held from February to May 2013. The following is the time schedule of the research.

Table 3.2. The research schedule

No	Steps	February			March				May				
		2	3	4	1	2	3	4	1	2	3	4	
1.	Observation (reconnaissance)												
2.	Pre-test	■											
3.	Planning for cycle 1		■										
4.	Action (implementation, evaluation, Reflection) Cycle 1			■	■	■							
5.	Planning for cycle 2							■	■				
6.	Action (implementation, evaluation, Reflection) Cycle 2									■	■		
7.	Data analysis and reporting											■	
8.	Post-test												■

D. Data Collection Techniques

In the reconnaissance stage, I conducted a classroom observation, documentations and an interview with the English teacher and the students to gather information about their difficulties in the teaching and learning process. In the planning stage, I met the English teacher to discuss the problems that needed to be solved and decided the actions to be implemented. In the action stage, I held the classroom observation and interviews. I interviewed the

English teacher and the collaborator to find their opinion about the implementation. I recorded students' activities through documentation. Eventually, the collected data were used as the sources to evaluate and reflect the research cycles implemented. The description was presented in the table below:

Table 3.3. Data Collection Techniques

No	Data	Instruments	Techniques
1	The teaching and learning process	Observation guideline Interview guideline	Observation Interview Discussions
2	The teacher's activities	Observation guideline Interview guideline	Observation Interview Discussion
3	The students' active involvement	Observation guideline Interview guideline	Observation Interview Discussion
4	The students' works	Pre-test Post-test	Test

The aims of using these techniques were to find out the difficulties that the students had in understanding descriptive texts, to know to what extent the teaching of descriptive text using digital images could improve students' writing skills in descriptive texts, and to gather information and to find a simple way for the students to produce a text.

E. Data Analysis Techniques

The research data are qualitative and are also supported by the quantitative data. The qualitative data were obtained through interviews and observation. It was used to meet the process validity. The collaborator and I

recorded all of the information in the process of teaching and learning during the actions 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. I interviewed the students and the English teacher 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. I used pre-test 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. After getting the data, I continued to the next step to analyze the data. Based on Miles & Huberman (1994: 26), there are three steps to analyze the data: reducing data, displaying data, and drawing and verifying conclusions.

In reducing the data, I selected the data, determined the focus of the data, simplified the data, shortened it, and took a note from field notes. After that, the data were ready to display. In this step, I displayed the data in the form of tables and charts in order to help me to draw the conclusion. After reducing and displaying the data, I made a conclusion from the result of that analysis data.

In addition to that, to analyze the quantitative data which were in the form of students' writing performance task scores, I used a writing rubric adapted from Jacobs et al. in Weigle (2002: 116). The rubric provides four aspects of writing namely content, organization, vocabulary, and language use

in which each of them is scaled from 1 to 4. Hence, the maximum score is 16, while the minimum score is 4.

Table 3.4. The Scoring Rubric for Writing Production
(adapted from Jacobs *et al* ; 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 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	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 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 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.
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By looking at the highest score (Xh) and the lowest score (Xl), the formulation of the ideal mean (Xi) and the ideal standard deviation (σi) can be seen below:

$$\begin{aligned}
 Xi &= \frac{Xh + Xl}{2} \\
 &= \frac{16 + 4}{2} \\
 &= 10 \\
 \sigma i &= \frac{Xh - Xi}{3} \\
 &= \frac{16 - 10}{3} \\
 &= 2
 \end{aligned}$$

The result of the ideal standard deviation is used to make a conversion table to score students' writing skills. There are six categorizations namely excellent, very good, good, fair, poor, and very poor. The conversion table is shown below:

Table 3.5. The Conversion table of students' writing scores

No	Class Interval	Categorization
1	14.1 – 16.0	Excellent
2	12.1 – 14.0	Very Good
3	10.1 – 12.0	Good
4	8.1 – 10.0	Fair
5	6.1 – 8.0	Poor
6	4.0 – 6.0	Very Poor

F. Validity and Reliability

To ensure the validity of the data, I used five kinds of validity. Herr and Anderson (2005) propose five kinds of validity. They are democratic

validity, outcome validity, process validity, catalytic validity, and dialogic validity.

To fulfill the democratic validity, I interviewed students and had a discussion with the English teacher to find and to select the problems to be solved. To fulfill the process validity, I observed classroom activities, interviewed students and the English teacher, and had a discussion with the English teacher. To fulfill the catalytic validity, I asked students and English teacher's responses to the change occurred after the implementation of the actions. To fulfill the dialogic validity, I asked the English teacher to act as an observer during the implementation of the actions. Finally, to fulfill the outcome validity, the results of the research were not only able to solve the problems of the teaching and learning process but also appear new questions in the related research.

Meanwhile, the reliability of the research was obtained by giving the genuine data, such as filed notes, interview transcripts, and the like. To gain the trustworthiness, I used the triangulation. Burns (2010: 95-97) states that applying triangulation to data collection means that a combination of angles on the data will help give us more objectivity. It would prove that my reflections and conclusions are supported by the data and not just by my own presuppositions or biases. There are four different ways of triangulating. They are stated as follows:

1. Time triangulation (data are collected at different points in time):
interviewed students at the beginning, middle and end of the course.

2. Space triangulation (data are collected with different subgroups of people): collected data in more than one class so that I could compare across two different groups.
3. Researcher triangulation (data are collected by more than one researcher): asked other teachers and students to collect data to compare with your own.
4. Theory triangulation (data are analyzed from more than one theoretical perspective): consulted documents related to learner autonomy but also developed theoretical ideas from your own and others' observations and reflections.

Furthermore, I also used method triangulation with different kind of data collection techniques - interview and observation. Therefore, to fulfill the reliability, I involved more than one source of data, namely the researcher, the English teacher and the students. I triangulated the data by analyzing them using field notes of the teaching learning process, the interview transcripts, some expert's theories, and other observer' notes that were related to the data such as notes of the students' involvement during process.

G. Procedure of the Research

The research is conducted by following the several steps as the research procedure of action research. They are:

1. Thematic Concern-Reconnaissance

Reconnaissance stage was the first step in the research. The data were about obstacles and weaknesses in writing the descriptive text. They were collected through observations, questionnaires and interviews. I observed all activities related to students' writing skills that really emerged and were detected during the English teaching learning process in the classroom. The results of the observation were recorded and presented in the form of field notes. To make sure and add to the data collected previously I interviewed the other research members. All of the data collected were presented in the form of identified field problems.

2. Planning

In the planning stage, the English teacher and I as the collaborator made possible plan actions to be implemented in order to solve the low students' writing skills. I tried to improve student's skills in writing descriptive texts through digital images at VIII D grade of MTs Ali Maksum Krapyak Bantul in the academic year of 2012/2013.

In the research, I implemented two cycles in solving the problems. Cycle 1 is expected to be able to solve the problem related to ideas generation. Then, Cycle 2 is expected to be able to solve the problem related to paragraph organization and grammatical terms. Each of those cycles consists of two meetings.

3. Action

The action was conducted whereas the English teacher observed the process. I used digital images as the media to improve the students' skills in writing descriptive texts. All emerged and detected activities in the classroom during the implementation of the actions were documented. The changes and obstacles of the students' involvement were written in the field notes with the result to be evaluated in the next step.

To assess the process validity, I examined the data and identified whether the students were able to continue learning from the process. It was supported by some data sources which show the process which was valid. In addition, to fulfill the catalytic validity, I gave opportunity to the collaborator and students to give their response to the change occurred after the implementation of the actions.

4. Reflection

I evaluated the implementation of digital images in improving the eighth grade students' skills in writing descriptive texts. In addition, I noticed the data which have been taken during the previous stages to know the result of the action. I tried to do a reflection in order to find the way to improve the implementation of digital images in improving students' skills in writing descriptive texts. However, if the actions were not successful, I would try to find the suitable actions to improve students' skills in writing descriptive texts. It was to assess the outcome validity. While, to assess the dialogic validity, I collaborated with the English teacher to review the value of the

actions. The stage elaborated the significances and revises or continued the next cycle.

6. Test

Test is the instrument to collect the quantitative data. I used two tests, pre-test and post-test to find the students' writing ability. The pre-test was given before the action and the post-test was given after the action. The tests were in the form of essays. Each student had to write a simple descriptive text based on an image. I took the gain score from the results of the pre-test and the post-test to know the improvement of the students' writing skills in writing a descriptive text.

CHAPTER IV RESEARCH PROCESS, FINDINGS, AND DISCUSSION

A. Research Process

1. Identification of the Field Problems

To identify problems emerging in the field, I made preliminary classroom observation and interview. I interviewed the English teacher and the students of VIII D and observed the teaching and learning process of VIII D. The interview with the English teacher who became the collaborator was conducted on November 24th, 2012, while the classroom observation and interview with the students were conducted on November 25th, 2012. Based on the classroom observation, I presented a vignette which explains the process of English teaching and learning below:

**The English Teaching-Learning Process in Class VIIID of
MTs Ali Maksum**

It has 27 students and all of them are female students. They made a lot of noise before the teacher came, then the teacher greeted the students in English. Later, she asked them to pray together. She asked them who was absent that day. She opened the lesson in Indonesian. She asked them to open the LKS entitled “*Kejar*” page 20. She began to explain about expressions how to *describe your idol*. I observed that the students made a lot of noise by talking to each other.

Then, the teacher read the expressions; she asked them to repeat after her. Only a number of students paid attention to the teacher’s instruction. Most of the students did not give responses to the teacher. Moreover, when the teacher explained the materials many students still made a lot of noises by talking to each other and doing something to disturb other students. However, the teacher did not use any media to make students interested in joining the lesson. Also, the teacher did not make any class discussions in explaining the materials. The students only kept silent while the teacher explained the materials. There were two students who slept in the middle of teaching learning process. If the teacher tried to ask a question to the students, the students gave a few responses to the teacher. When the teacher asked any problem with the material? The students only said “no”. Meanwhile, some students still made a lot of noises in the classroom. The teacher only said in Indonesian, “*coba yang dibelakang tolong perhatikan. Nanti kalo ditanya pada gak tau lagi*” (Hei you in the back, pay attention to me please. If you don’t pay attention to me, you can’t answer if I give you a question)”

After the teacher explained the materials, she gave exercises related to the materials. The exercises given by the teacher were taken only from the students’ worksheet (LKS). The students were asked to describe some idols in the worksheet (LKS). Then, she prepared the answer column in the whiteboard. She asked the students to write the answers in the whiteboard randomly and then describe it in the book. The students seemed confused on how to describe the idol. It can be seen from the situation and the result of students’ work. There were many students asked their friends and cheated their friends’ work. Some students got bad mark on their writing task. Then, she asked them to do the other exercises in LKS. She asked them to match the antonym words. The time finished; she asked them to do the other exercises as homework and had to be submitted in the next meeting. She closed the English teaching learning process. The teacher said, “*Goodbye students. See you tomorrow*”.

From the vignette, it can be implied that the process of English teaching and learning did not run very well. The students were noisy during the lesson. Besides, they also had difficulties in mastering English, especially

writing. It can also be seen from the result of the interview done after observing the teaching and learning process. The following are some interview transcripts which show students' difficulties:

R	: “ <i>kesulitannya dimana?</i> ” (Which part is difficult?)
S19	: “ <i>Kadang banyak yang sama (cara bacanya) tapi gak tau artinya... gitu</i> ” (“sometimes, there are some words that have almost the same pronunciation, and I don't understand the meaning”)
R	: “ <i>terus ada lagi ga?</i> ” (Anything else?)
S19	: “ <i>Ya banyak</i> ” (“Sure, there's so many”)
R	: “ <i>ya banyaknya apa lagi? Biar saya tahu.</i> ” (Yes I see, what else? Can you mention it? Tell me.)
S19	: “ <i>menyusun kata-katanya gitulah</i> ” (how to arrange the words correctly, something like that)
R: Researcher S: Student (Interview 2, November 25 th , 2012)	

R	: “ <i>Kesulitannya kira-kira dimana?</i> ” (“Which part is difficult for you?”)
S33	: “ <i>di kosakata, menyusun kalimatnya, tensesnya, ya banyak lagi pokoe.</i> ” (“I have difficulties in learning the vocabulary, arranging words, tense, and so many things”)
R: Researcher S: Student (Interview 3, November 25 th , 2012)	

R	: “ <i>dari SD sampai sekarang kesulitannya belajar bahasa inggris dimana?</i> ” “From elementary school till now, what is the difficult in learning English?”
S5	: “ <i>mmm... apa ya? dari kosakata, terus dari pengucapan, penulisan.. ya banyaak laah.</i> ” (“mmm... the vocabulary, then the pronunciation, the process of writing, and the like”).
R	: “ <i>sesulit apa sih menurut kamu?</i> ” (“How difficult is it for you?”)
S5	: “ <i>sulit banget</i> ” (“It's very difficult”)
R: Researcher S: Student (Interview 4, November 25 th , 2012)	

Eventually, the result of the preliminary classroom observation and interview indicated that there were some problems emerging in the field dealing with the English teaching and learning process, especially writing. Those problems are presented in the table below:

Table 4.1 Field problems found in English teaching and learning process of VIII D students

No.	Problems	Codes
1.	The students did not like writing texts	S
2.	The students got confused with the teacher's explanation	S
3.	It was difficult for the students to understand the task	S
4.	Some students had difficulties in writing	S
5.	The students did not understand when the teacher spoke English	S
6.	The students considered English as a difficult subject	S
7.	The students made many mistakes in writing	S
8.	The students had low motivation in learning English	S
9.	The monotonous material	M
10.	The students had difficulties to catch new vocabulary	S
11.	The students were not attentive when the teacher was giving explanation	S
12.	The students got bored during the English learning process	S
13.	The teacher had less of creativities in the teaching learning process	T
14.	Students did not pay attention during the English teaching and learning process.	S
15.	Some students were afraid and shy to ask questions.	S
16.	Some students were passive in joining the teaching and learning process	S
17.	The media use were limited	Med
18.	There were too many materials	M
19.	Students were not interested in the English lesson	S
20.	The students did not know the meaning of English words and sentences	S

Note:

S: student

T: teacher

M: materials

Med: media

F: facilities

2. Weighing of the Problems

After identifying several problems in the classroom, the weighing of the field problems was conducted. The English teacher and I worked collaboratively. There were 15 medium problems presented as follows.

Table 4.2 The Serious Problems of the English Writing Problems of Class VIIID of MTs Ali Maksum Krapyak Bantul in the Academic Year of 2012/2013

No.	Problems	Codes
1.	The students did not like writing texts	S
2.	The students got confused with the teacher's explanation	S
3.	It was difficult for the students to understand the task	S
4.	Some students had difficulties in writing	S
5.	The students did not understand when the teacher spoke English	S
6.	The students considered English as a difficult subject	S
7.	The students made many mistakes in writing	S
8.	The students had low motivation in learning English	S
9.	The monotonous material	M
10.	The students had difficulties to learn new vocabulary	S
11.	The students were not attentive when the teacher was giving explanation	S
12.	The students got bored during the English learning process	S
13.	The teacher had less of creativities in the teaching learning process	T
14.	The media use were limited	Med
15.	The students had less attention to the teacher	S

Note:

S: student

T: teacher

M: materials

Med: media

F: facilities

3. Selection of the Problems Based on the Urgency Level

The selection of field problems based on the urgency level was conducted after weighing the field problems. There were 4 more urgent problems. Those problems were displayed in table below.

Table 4.3 The More Urgent Problems of the English Writing Problems of Class VIII D of MTs Ali Maksum Kranyak Bantul in the Academic Year of 2012/2013

No.	Problems	Codes
1.	The students did not like writing texts	S
2.	Some students made many mistakes in writing	S
3.	The students considered English as a difficult subject	S
4.	The media uses were limited	Med

Note: S: student

Med: Media

4. The Assessment of the Feasibility to Solve the Field Problems

In the assessment step, the English teacher and I discussed 4 more crucial problems to get the most feasible and manageable problems to be solved. It is because these problems closest related to writing problem. I tend to focus on the students' poor ability and the media use. Finally, all the research members decided that the solvable problems were:

- a) The students did not like writing texts
- b) Some students made many mistakes in writing.
- c) The students considered English as a difficult subject
- d) The media uses were limited.

5. Pre-Requisite Analysis

After the research members and I decided the problems that were feasible to be solved, a pre-requisite analysis was conducted by the teacher in order to find the causes and effects relationship between the problems and the actions implemented.

Finally, I made the pre-requisite analysis and then I discussed it with the English teacher. Based on the discussion, the results are in the table below.

Table 4.4 The Most Feasible Problems of the English Writing Problems of Class VIII D of MTs Ali Maksum Krapyak Bantul in the Academic Year of 2012/2013

No.	Problems	Codes
1.	Some students made many mistakes in writing	S
2.	The media uses were limited.	Med

Note:

S: student

Med: Media

6. Objective analysis

After the research members and I analyzed the pre-requisite analysis, I discussed the objective analysis. In the step, the English teacher entrusted me to gain the objective analysis.

Team members and I formulated the final objective of two solvable problems and tried to find the alternative causes of each problem by considering the possible factors. Those factors were the English teacher, students, materials and methods, the teaching and learning process, and media. From the possible factors, I made some alternative causes and then discussed them with the English teacher to know her opinion.

My alternative causes of the possible factors were listed as follows. According to the English teacher, the students made many mistakes in writing. They had difficulties in choosing the correct words and made many grammar and structure mistakes. Although they had found the difficult words in dictionary, but it did not help them because they still had difficulties in putting the correct words in the correct structure. Furthermore, they needed a suitable material and media to improve their skills in writing descriptive text.

7. Determining Some Actions to Overcome the Field Problems

In deciding some actions to overcome the field problem, The English teacher and I worked collaboratively. The determination of the actions was based on the observation and considered the students' condition during the English teaching learning process. In the determination of the actions, I gave her opinion about the action based on the problems which were found in the field that was related to the students' writing skills. The action was about the use of media. The media that would be used in the writing of descriptive texts were digital images. I preferred to choose Digital Images as the major media. The English teacher agreed with that idea. It is because digital images have three important points. They are practicality, novelty, and clarity. Practicality means that digital images were easy to operate, to find and even to make. Novelty means that digital images were something new and it is in line with the students' condition nowadays who live in the digital era. Clarity means that digital images were colorful and natural. The more colorful the images the better the students could generate their ideas. It would create a new atmosphere for the students that they never got before. She offered me to provide a model of a descriptive text to the students where the images were inside of the texts. The teacher argued that the method would be an effective way, especially when the students wrote a descriptive text. They could write a descriptive text well because they had a model of a descriptive text that had been provided. Besides, the English teacher asked me to provide big and

colorful Digital Images in order to make the students interested in the learning material.

The English teacher and I also discussed the dividing groups of the students in group activity, brainstorming activity and giving a reward as the actions. By grouping, students could work and share together as a team in solving the problem. By giving the brainstorming, students could find it easier to generate their ideas. By giving the reward, the students would be more enthusiastic in the English learning especially in writing a descriptive text.

8. Implementation of the Actions

There were some actions that were implemented to overcome the field problems. The English teacher and I were discussed the actions before. The actions were influenced by the field problems. The relationship can be seen in the chart below:

Field problems:

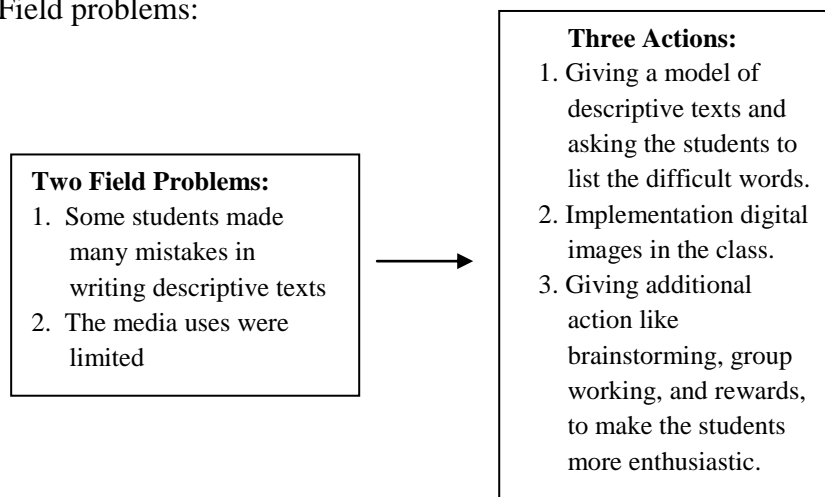


Figure 4.1 The relationship between two field problems and the actions

Based on the figure above, it could be seen that there were three actions which would be implemented in the English teaching and learning process. The English teacher and I would provide the different materials in every meeting. After implementing the actions, there would be evaluations and reflections of the results, so she and I knew the achievement of the actions.

To prepare every action, the English teacher and I discussed and planned the actions collaboratively. The explanation below describes the implementation, the result, the evaluation, and the reflection of each action.

1. Giving a Model of Descriptive Texts and Asking the Students to List the Difficult Words

a. Planning

I have planned the detail process of the teaching-learning activities in the course grid and the lesson plan in the appendices. The materials of the descriptive texts were taken from the internet and some books. I gave a model of the descriptive text to the students in order they knew the pattern of descriptive texts. The texts that were used in every meeting were different. There were four topics of descriptive texts that would be implemented in the research. In the descriptive text, there were three main parts of a descriptive text: title, identification and description. Three main parts of the descriptive text were very important in a descriptive text. Therefore, the teacher and I

agreed that the three parts of the descriptive text would be explained in the text.

In addition, I suggested that the students had to list the difficult words so that they could comprehend the text well. The English teacher agreed with that idea, because they were not only able to comprehend the text, but also they could enrich the vocabulary. Giving a model of a descriptive text and asking the students to list the difficult words were expected that the students could enjoy the English learning and understand the parts of a descriptive text.

b. Implementation

The implementation was conducted in every meeting of Cycle 1 and Cycle 2. In every meeting, the students had different topics, they are listed as follows:

Table 4.5 The Implementation of Digital Images in Cycle 1 and Cycle 2

No.	Descriptive Texts	Topics
1.	Describing People	a. Missing Persons b. My Idol
2.	Describing Animals	a. Missing Animals b. My Lovely Puppies
3.	Describing House	a. My Lovely house

The topics were taken based on the discussion between the English teacher and I. When the action was being implemented, the English teacher sat at the back seat to observe the process of the first action. She wrote and noted everything that happened in the class.

In the implementation, I showed a model of a descriptive text to the students. After that, the students and teacher comprehended the text together.

Then, I asked the students to list the difficult words. Actually, it was a simple text so that the students did not need too much time in listing the difficult words. Sometimes, when the students had finished listing the difficult words, I helped the students to translate those difficult words by giving clues. The clues helped the students to guess the meaning of the words. It was more interesting because they did not have to find the meaning of the difficult words in the dictionary. The listing of the difficult words had been done and then I explained the part of the descriptive text that involved title, identification and description briefly.

c. Result

After conducting the action, the English teacher and I found that although the students felt that English was very difficult for them, they enjoyed the lesson. That was because there was an interaction and cooperation between the teacher and students in comprehending and analyzing the text.

I realized that in the first time the action was implemented, there were only a few students were enthusiastic in comprehending the text, but in the next time, there were more students were enthusiastic in comprehending the text. They felt that it was not difficult to comprehend the text if we wanted to try. The students' opinion can be seen in the interview transcript below:

R	: “Oke. <i>By the way</i> , kalo nulisnya gimana? Ada kesulitan nggak?” (“okay, by the way, what about the writing process, is there any difficulties?”)
S13	: “ <i>Alhamdulillah</i> ga terlalu sulit. Lumayan terbantu sama gambarnya pak. (<i>Alhamdulillah it’s not so difficult. The images were helping me enough.</i>)

R	: “Oke, jadi untuk menuangkan ide udah bisa ya?” (okay, so now, you’re already able to generate your idea, aren’t you?)
S13	: “Iya, pak” (“yes sir”)
R	: “oiya tadi kamu bilang gambarnya membantu, membantunya gimana tuh?” (you said that the images were helping you in the writing process, how did they help you?)
S13	: “itu pak, lebih gampang gitu mau nulis apa kan ada yang dilihat, ada bentuknya, dari gambarnya kan bisa ngebayangin juga apa nantinya yang mau ditulis” (it made me more easy to write because I can see the image with exact visual and shaped. From the images, I also can imagine what will I write.)

R: Researcher S: Student (Interview 11, March 2nd, 2013)

Most of the students enjoyed the material and gave positive responses. They liked to learn English with the new materials which is given by me. We tried to comprehend and analyze the text and find out the difficult words of the text together. That was so interesting for them because giving a model of a descriptive text and asking the students to list the difficult words created a new condition in the class so that they felt confident in learning English. That was an example that the students were very enthusiastic in acquiring the new materials.

d. Evaluation

The explanation of the whole implementation of the action can be shown in the chart below:

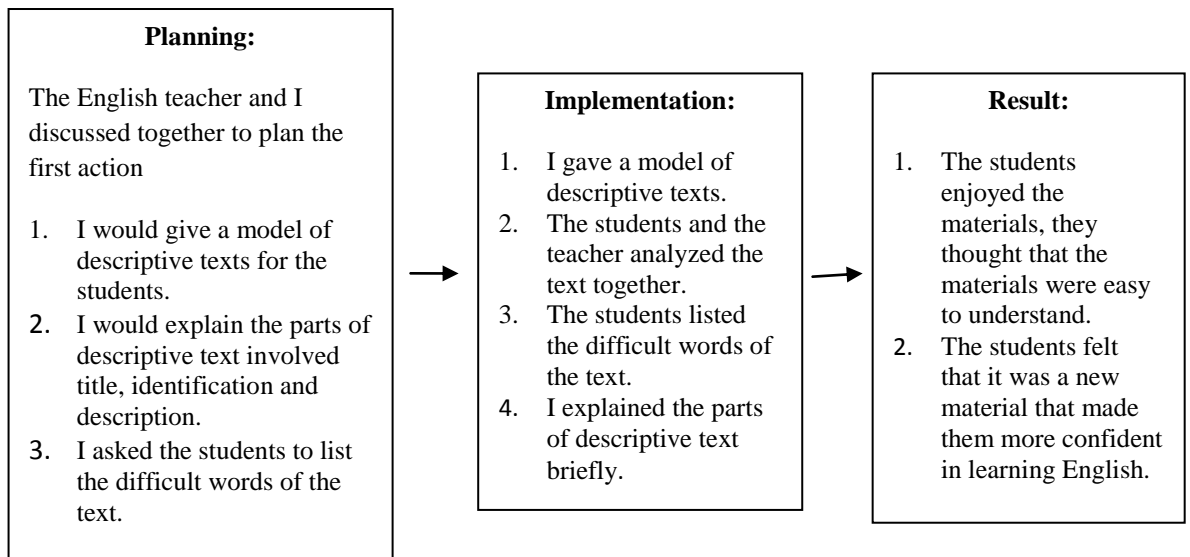


Figure 4.2. The explanation of the whole implementation of the action

The result of the action shows that there are some improvements in students' skills in writing descriptive texts. There are positives responses both from the students and English teacher. The English teacher argued that the material was suitable for the students. It is shown in the interview transcript below:

R	: "O gitu. Terus kalo belajarnya pakai gambar-gambar kayak tadi suka nggak?" (Oh I see. What about learning by using images like that, do you like it?)
Ss	: "Suka banget, pak." (S12), iya pak bagus (S15), saya suka (S14), iya suka pak (S8), suka juga, unik"(S9) (I like it very much (S12), yes, it's nice sir (S15), I like it (S14), yes I like it (S8), I like it too, it's unique (S9)).)
R	: "Kenapa?" (Why do you like it?)
Ss	: "Suka aja (S8). gambarnya bagus (S15), menarik (S14)., nggak bikin bosan (S9), asyik pokoknya" (S8). (I just like it (S8), The images are nice (S15), It's interesting (S14), it doesn't make me bored (S9), It's just fun (S8))

R	: “Oke. Terus <i>writingnya</i> , terbantu nggak dengan adanya gambar?” (okay. Then, what about the writing process, did the images help you to write?)
Ss	: “Ya, cukup membantu, pak” (S9), iya membantu (S14), hu’um pak (S12), iya ngebantu juga (S8) (yes, it’s helpful enough sir (S9), yes it’s helpful (S14), yes sir (S12), yes, it’s also hepful (S8))
R	: “Terbantunya gimana tuh?” (How did it help you?)
Ss	: “Mbantu... mm... itu lho biar bisa apa... Nulisnya gampang...”(S12) (it helped me to..... mm.. to do what is it....to ... to... to make it easy to write.. (S12))
R	: “Ide?” (do you mean idea)
Ss	: “Nah!” Iya, itu mas maksud saya.(S12)” (yang lain tertawa) (yup, that’s what I mean (S12)) (the other students laughed together)
R	: “Terus?” (and then?)
Ss	: “Membantu bikin paragrafnya (S15). Kan pake kerja kelompok juga jadi ya lebih gampang gitu ngungkapinnya ada yang bantu.” (S8) (it helped me to make the paragraph (S15), the group work also helped me, so it made me easier to express the idea because there is a help)

R: Researcher Ss: Students (Interview 5, February 24th, 2013)

R	: “Jadi bagaimana pendapat ibu tentang penerapan <i>actionnya</i> ?” (So, what is your opinion about the implementation of the action?)
ET	: “Saya sih belum bisa menilai hasilnya ya karena saya belum bener-bener mbaca tulisan mereka, terus juga baru dua kali penerapan juga. Tapi sejauh yang saya amati, mereka tertarik untuk nulis. Mereka juga kelihatan lebih mudah untuk menuliskan ide-ide mereka ”. “terus coba cara menjelaskannya jangan terlalu cepat, tadi sepertinya masih ada yang bingung deh” (“I still can’t give my opinion about it because It’s just only two meetings and I haven’t really read their writing. However, as far as I see the actions, they were interested to write. They also seemed easier to generate their ideas. Then, try not too fast in explaining the materials, I saw some students had difficulties to understand it”.)
R	: “ooh gt ya bu, Terima kasih bu. Iya soalnya takut waktunya ga cukup bu, jadi saya agak cepet jelasinnya, lain kali mungkin agak pelan deh. Mm... Ini hasil tulisan mereka, bu.” (Oh I see it then, Thank you ma’am. It’s because the limited time, I was afraid I didn’t have enough time to deliver the material so I made

it little fast. Next time I'll make it slow. So this is their writing results ma'am).

R: Researcher ET: English Teacher (Interview 14, March 3rd, 2013)

From the implementation of the action, the students became more active in the classroom. They interacted with me in comprehending and analyzing the text, so that the condition of the English class was not boring. They seemed enthusiastic to learn descriptive texts. Some positive responses indicate that the action was quite successful.

e. Reflection

In the reflection, the English teacher and I reflected the actions that had been conducted in the class. The English teacher and I found that giving a model of descriptive texts and listing the difficult words made the students' understanding in getting the meaning of the texts were better than before. Giving a model of descriptive texts helped the students on comprehending the descriptive text. It also helped them to learn the vocabulary and grammatical. Besides, they could understand the parts of a descriptive text.

Based on the facts, the English teacher and I concluded that the action was successful. Although not all students could pass the action well, it was quite successful. Now, the students have a different way to face the problems in writing tasks. The English teacher and I felt that the action helped the students to gain their comprehending of the text which was a part of writing descriptive text.

2. Using Digital Images in the Class

a. Planning

I used digital images in the class. I have planned the detail process of the teaching-learning activities in the course grid and the lesson plan in the appendices. The kinds of the images were various and colorful images. The action was aimed to make the students enthusiastic and enjoy the lesson. Besides, it was expected that the students could improve their skills in writing digital images. Digital Images would help the students in learning English especially in writing descriptive text. By using the images, it would make the students easier in generating their ideas in the process of writing descriptive text.

In using the images in the class, I had two plans in class activities. The first activity was group activity and the second was individual activity. The teacher agreed with that idea. It would make a new atmosphere in the class. Group activity was aimed to help the students in doing and comprehending the task collaboratively, so that they could share the task and solve it easily. Besides, it makes a collaborative group effort in solving the problem in the task. In the group activity, each group consisted of three to four students.

In the individual activity, the students would be given a worksheet and they had to do it individually. It was expected that the students could write a descriptive text by themselves correctly. Besides, it could measure the students' skills in writing descriptive texts.

b. Implementation

As planned in the first activity, the students would be divided into groups, each group consisted of three to four students. I guided the students in dividing groups. I asked all the students to move to their groups. Then, I gave them instructions about what they should do in the task. I gave worksheets to each group with an image and a pattern of descriptive text inside it. While the action was being implemented, the teacher sat at the back. She observed the teaching and learning process.

After doing the group activity, I asked the students to go back to their chair because they would be given the next task. I gave worksheet to the students and instructed them to do it individually. They were given fifteen to twenty minutes to do the individual activity and then they had to present or read it in the class.

c. Result

After conducting the second action, the English teacher and I considered that using digital images in the class that involved group and individual activity made them more enthusiastic in learning English especially in the writing lesson. They enjoyed the learning materials because they had a new atmosphere that they never had before especially in group activity. They were really enthusiastic in doing the group activity. It was because they could discuss and solve the problems together. I identified that most of the students got their own responsibility when they worked in groups. They also enjoyed the individual activity because they could express their feelings freely in describing the image. They liked the images that were used in the activity,

they were colourful and various images. The images also created a new enthusiasm in learning the writing descriptive texts. It can be seen in the interview transcript below:

R	: “Gimana tentang penjelasan <i>descriptive text</i> nya? Sudah jelas belum?” (what about the explanation of descriptive text this time, is that clear for you?)
S17	: “Sudah jelas, pak” (Yes it’s clear sir)
R	: “Oke beres. Kalo nulisnya gimana nih? Ada kesulitan nggak?” (okay well done. What bout the writing process, do you have difficulties?)
S17	: “Mm... nggak ada sih” (mm.. no I don’t)
R	: “Oke deh. Kalo untuk teknik <i>group</i> dan <i>brainstorming</i> nya membantu nggak tuh, Dik?” (okay. What about the group work and brainstorming technique, are they helpful?)
S17	: “Ooo Yang kelompokan terus pake kerangka itu ya?” (oooo, you mean the work in which we worked in group with the framework?)
R	: “Iya. Yang itu, gimana menurut adek?” (yes it is. What do you think?)
S17	: “Membantu pas nulis sih.” (yes, it helped me in the writing process)

R: Researcher S: Student (Interview 15, May 11th, 2013)

The other students enjoyed not only the activities but also the media used. They felt that the media used in the class were suitable for them, they really liked it. Some students also said that digital images made them easier to write a descriptive text, a student said in the interview transcripts below:

R	: “oiya tadi kamu bilang gambarnya membantu, membantunya gimana tuh?” (you said that the images were helping you in the writing process, how did they help you?)
S13	: “itu pak, lebih gampang gitu mau nulis apa kan ada yang dilihat, ada bentuknya, dari gambarnya kan bisa ngebayangin juga apa nantinya

yang mau ditulis”

(it made me more easy to write because I can see the image with exact visual and shaped. From the images, I also can imagine what will I write.)

R: Researcher S: Student (Interview 11, March 2nd, 2013)

There were various responses from the students about the learning material, but based on the whole assessment of the students' assignment, the second action was successfully increasing the students' skills in writing descriptive texts. All students could do the task well.

d. Evaluation

The explanation of the whole implementation of the action can be shown in the chart below:

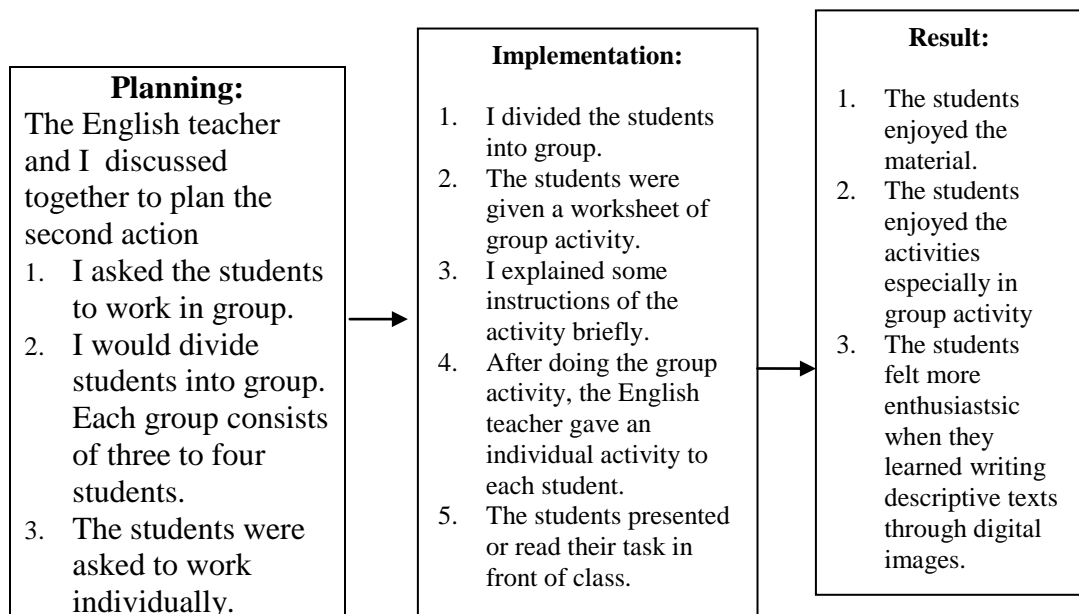


Figure 4.3 The explanation of the whole implementation of the action

Based on the evaluation, the English teacher and I knew that using digital images in the class, group and individual activities could be one way to improve students' skills in writing descriptive texts. It could help the students to generate their idea in learning writing descriptive text as stated in the interview transcript below:

P	: “Oke, tadi gimana pelajaran kali ini? Udah faham belum sama descriptive text?” (okay, what about the lesson today? Have you understood with the descriptive text?)
Ss	: “udah (S37), Alhamdulillah udah pak (S36), sampun pak (S27)” (already (37, Alhamdulillah I understood (S36), already sir(S27))
P	: “masih ada kesulitan ga dalam membuat descriptive text?” (are there still any difficulties in making descriptive texts?)
Ss	: “gak ada tuh (S27), kemarin-kemarin sih masih agak sulit tapi sekarang sudah bisa kok (S36), ga ada (S37), enggak (S26). (nothing (S27), in the previous, I still had difficulties but now I can make it (S36), nothing (S37), No (S26)).
P	: “kalo masalah <i>grammarnya</i> gimana? Tensesnya itu sama penempatan katanya masih ada kesulitan ga?” (what about the grammatical terms, the tense and the word order, is there any difficult?)
Ss	: “Iya itu udah nggak juga pak (S26), gak sulit lagi pak (S37), sudah faham pokoe (S27), ga sulit pak (S36). (it's not difficult anymore sir(S26), not difficult anymore(S37), Already understood (S27), not difficult (S36))
P	: “oh gitu ya. Terus kalo menurut kalian belajar pake gambar atau <i>Digital Image</i> itu membantu kalian ga sih dalam membuat <i>descriptive texts</i> ?” (oh I see it then, what do you think about learning with digital images, was that helping you in the process of writing descriptive texts?)
Ss	: “iya membantu pak (S26), membantu sekali pak (S37), membantu itu pak (S36), iya dong pastinya (S27) . (yes, it helped me sir (S36), it's really helpful sir (S37), it helped me (S36), yes, absolutely helpful(S27))
P	: “membantunya dalam hal apa?” (In what way did it help you?)
Ss	: “Itu loh, jadi lebih gampang ngerjainnya, bisa punya gambaran mau nulis apa aja (S26), ya lebih mudah menuangkan apa yang mau ditulis (S36), iya sama (S27), sama juga deh (S37).” (Serentak mereka

	tertawa pelan.) (it made me easy to do it, I can have the visual what I want to write (S26), it helped to express what I want to write (S36), me too (S37), same like them (S37)) (they're laughing quietly together)
P	: “Ooh gitu ya, jadi lebih gampang mengeluarkan ide-ide kalian ya?” (ooh I see, so you could generate your idea easily, right?)
Ss	: “Ya gitu deh pak (S26), ya (S27), ya ya (S37) “ (yes, just like that (S26), yes (S27), yes yes (S37))
R: Researcher S: Student (Interview 18, May 11 th , 2013)	

With the new method of English learning of writing that had been given, the students had progress in writing descriptive texts. They could understand the steps or ways in writing descriptive texts and applied the steps or ways in a descriptive text correctly. The action was considered successful.

e. Reflection

The English teacher and I found that by implementing digital images in the class, the students' skills in writing improved. There is a progress in the students' skills in writing descriptive texts. They felt that writing a decriptive text was easy because they had been given more practices in writing descriptive texts and the images given also helped them to generate their ideas, so that they could write a decriptive text correctly.

The English teacher and I felt that the action helped the students to develop their writing skills especially in writing descriptive texts. It could be said that the action was successful.

3. Giving Rewards and Brainstorming to Motivate the Students

a. Planning

After giving materials and activities to the students, the English teacher and I planned to give rewards and brainstorming activity for the

students in order to motivate and help the students in learning English especially in writing a descriptive text. The English teacher and I planned to give rewards for all students, but there were some gifts that would be given to students who got the good mark in the activity. The rewards involved a prize and a gift from the teacher. I have planned the detail process of the teaching-learning activities in the course grid and the lesson plan in the appendices.

When I moved around in the class to check the students' tasks, I always supported the students by giving rewards such as '*great or good*'. It motivated them in learning English especially in writing the descriptive text. Besides, I would give a prize for students that got a good mark in group activity. That was a way to create their motivation and confidence in English learning.

b. Implementation

In every meeting, I moved around in the class to check the students' task. When I checked the students' task, I always supported the students by giving rewards such as "*it is good, you can continue it.*" It was needed for students in order to motivate them to do the task. The rewards were not only given for the students that had done the task well, but also for the students who made a mistake. The brainstorming activity was given in second, third, and fourth meetings. It helped them to do the task in describing the images in the worksheet. It generated the students' ideas easier.

In the group activity, I gave a prize for the group that had done the task well. I took three groups out of nine groups that would be given a gift. The

gift is a chocolate. It was for the good tasks was given in Cycle 2, but in Cycle 1, I gave the rewards such as *“it is good, great, nice try and don’t give up”*.

c. Result

The rewards were given to support the students’ motivation in learning English. They were very enthusiastic. The rewards had positive influences for students’ motivation. By giving rewards, the students felt more motivated and enjoyed the activity. It can be seen in the field note below:

1.	R met ET in the teacher room and gave her the lesson plan and observation sheet. After that, R and ET went to VIII D.
2.	R greeted, led the pray and checked the attendance.
3.	R then checked again the Ss’ understanding about what we had learnt. Then, again, R showed them images. That time was the missing animals. Ss showed their enthusiastic, a student said <i>“ini beneran lagi pak? Banyak amat sih yang hilang, dapet dari mana pak?”</i> (“Are those images truly exist sir? There were so many animals is missing, where did you get the images?”) R said “from internet”. Then, R showed them a missing cat. R asked them some questions “What is it?” Ss answered bravely, “cat!” R continued the question, “what is the color?” Ss answered, “white and brown” again R asked them, “and...what about the size?” Ss said, “big”. R asked them again, “is it nice?” Some Ss said “yaaa... nice” one or two said “No!”
4.	Then, R showed them an example of descriptive text about a missing cat and discussed it with Ss. R asked them questions about the vocabularies, the generic structure, grammatical terms and the content of the text.
4.	R showed them again an example of descriptive text about “My Lovely Cat” R asked them to study the text. R then discussed the vocabularies, the topic, language features, and the generic structure of the text together with Ss by giving them some questions orally.
5.	R explained again about the use of simple present tense about “there is” and “there are”, and the prepositions. Ss paid attention to R. After that R showed them the order of adjective in slide. Then, R gave them examples some cats and asked them to describe them in a simple way. After discussed the grammatical terms, R asked them to make a group of three or four.
6.	R gave them worksheet with an image in it. Ss were asked to describe the animal in the sheet in group. But before Ss wrote the description, they had to fill the brainstorming sheet to help them writing the

	description. Some Ss were enthusiast but some of them made a noise by asking R about the tense and the vocabulary. R had to guide Ss to fill the task. Before the entire task submitted, Ss were asked to check again their group work.
7.	R discussed the task together with Ss and gave them reward for the best group.
8.	Directly after that, R gave them again worksheet to Ss, this time is individual task. Ss were asked to describe the animal in the worksheet by using their own language with the guidance of the texts that had been learnt before.
9.	After Ss submitted task. R asked them is there any difficulties in doing the task, most of them said no. R gave them summary of the material that had been learnt before. R checked their understanding about descriptive text and the use of simple present tense. After that, R thanked to Ss and ended the lesson.
10.	R had a bit discussion with ET in teacher room. Then, R thanked to her and back home.

R: researcher

ET: English teacher

Ss: Students

(Field Note 10, May 11th, 2013)

The interview transcript below showed that the third action helped the students to have more motivation in the English learning process in the class. They could do the activities in the class enthusiastically. Besides, their enthusiasm grew up when rewards were given.

R : “Gitu ya? Terus menurut kamu tentang pemberian rewards di kelas tadi gimana?”
(What did you think about giving rewards in the class?)

S10 : “Suka pak, bisa memberikan motivasi kita dalam belajar soalnya sebelumnya belum pernah kaya gitu lho mbak, pokoknya suka banget deh.”
(I like it sir, It motivated me in learning English, because I never got it before. I really like it)

R : “Ow ya, Kelompokmu ya tadi yang dapet?”
 (Really? Your group got the prize right?)

S10 : “iya, kelompok saya pak.”
 (yes, our group sir)

R : “Seneng ga?”
 (Did you like it?)

S10 : “Seneng banget pak.”
 (I like it very much sir)

R : “Kira-kira kamu jadi mempunyai semangat ga dalam belajar bahasa Inggris jika dikasih rewards kaya gitu?”
(did you feel more motivated in learning English after you got the rewards?)

S10 : “Wah ya jelas donk pak, lebih semangat lagi biar besok dapat hadiah lagi.”
(Of course sir, I become more motivated in learning English, it is because I want to get the gift again.)

R: Researcher S: Student (Interview 17, May 11th, 2013)

d. Evaluation

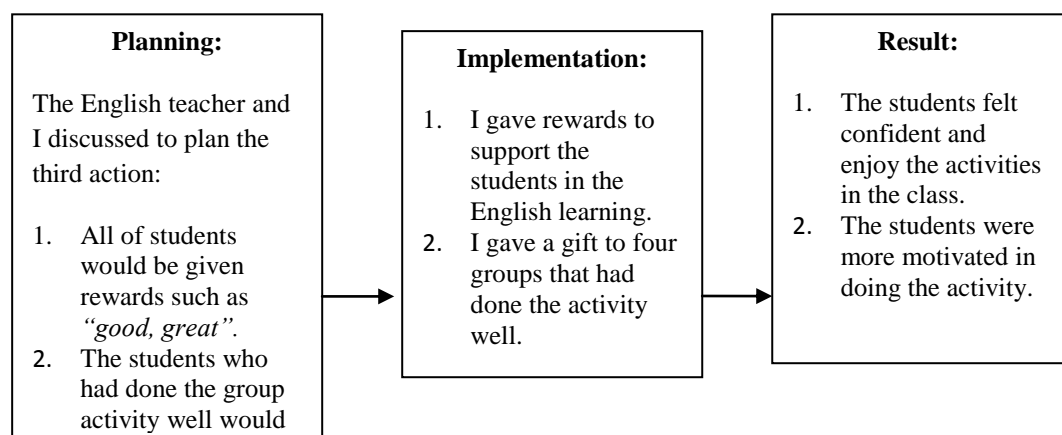


Figure 4.4 The explanation of the whole implementation of the action

Based on the result, the English teacher and I knew that by giving rewards, the students were more motivated in doing the activity. The English teacher argued that rewards in the class were a new thing for the students. It is shown in the interview transcript below:

R	: <i>“Lalu tentang pemberian rewardsnya bagaimana bu?”</i> (So...how about giving rewards Ma’am?)
ET	: <i>“Wah,,ya harus dipake lagi mas, itu sangat membantu siswa biar bisa semangat lagi. Mereka merasa senang dengan adanya reward khususnya pada pemberian hadiah mas karena ini merupakan sesuatu yang baru yang belum pernah mereka dapatkan sebelumnya.”</i> “It must be often used, because it was helpful for the students in order to motivate them. They felt happy when given the rewards especially the gift that was given because the action was a new atmosphere for them that they never got it before.” R: Researcher ET: English Teacher (Interview 22, May 12 th , 2013)

From the implementation of the action, the students enjoyed the activity in the classrom. They were more motivated in doing the activities. Some positive responses indicated that the action was successful.

e. Reflection

The last action was considered successful because it gave something new for students which influenced the students’ motivation in the English learning especially in writing. They became enthusistic and motivated in handling the activities. The English teacher and I thought that although giving rewards were not a big influence in the English teaching learning process in the class, but it was a part of the English teaching learning process that gave a positive thing. However, giving rewards helped the students to get their enthusiasm in the English learning of writing descriptive texts. Based on the

facts, the English teacher and I came to a conclusion that the action was successful in improving the students' skills in writing descriptive text.

B. Findings

a) The Improvement in each Cycle

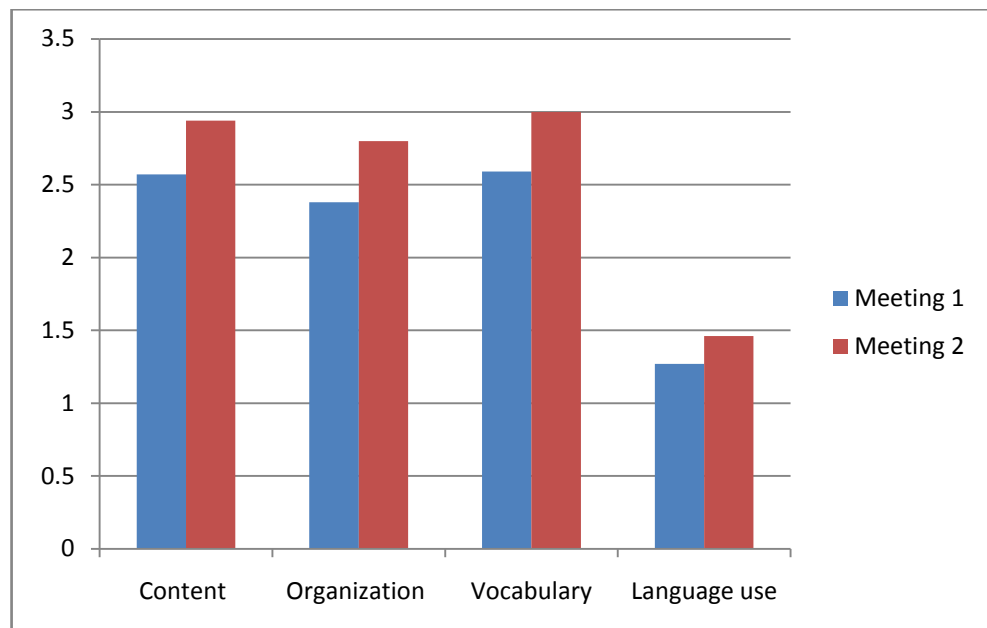
From the actions which are explained above, I compared the cycles to know the changes in each cycle based on the problems. The changes are presented in the table below:

a. The changes in Cycle 1

Table 4.6. The changes in each cycle
(after and before action of Cycle 1)

No	Before Action	Digital Images	After Action
1.	The students did not like writing texts.	Various colorful Digital Images	The students started to enjoy the English learning.
2.	The students made many mistakes in writing a descriptive text		The students showed some improvements in writing.

From the table above, the actions given in Cycle 1 made a positive influence to the students. It was seen that there were changes in the teaching-learning process especially in writing. However, the students still made some mistakes in term of grammatical and structure. It can be seen from the chart below:

Mean scores of cycle 1

In conclusion, there were some improvements dealing with students' writing skills. However, there were still some problems. Thus, the English teacher and I decided to continue the cycle to solve the problems and improve students' writing skills in writing descriptive texts.

b. The changes in Cycle 2

Table 4.7. The changes in each cycle (after and before action of Cycle 2)

No	Before Action	Digital Images	After Action
1.	The students did not like writing texts.	Various colorful Digital Images	The students enjoyed the English learning.
2.	The students made many mistakes in writing a descriptive text.	Single object images	The students showed improvement in writing.

The table above describes the changes of students' problem before and after giving actions. It could be seen that after given the actions, the condition was better. It could be said the actions were very important for the students in the teaching learning process especially in writing.

Those tables above show the changes of the students' skills in writing descriptive texts in each cycle. The whole changes in each cycle are presented in the table below:

Table 4.8. The Improvement of students' skill in writing in each cycle

Cycle	Actions	Meeting 1	Meeting 2
1	a. Giving a model of descriptive texts and asking the students to list the difficult words.	NS	NS
	b. Implementing digital images in the class.	NS	NS
	c. Giving rewards to motivate the students.	NS	S
2	a. Giving modeling texts and asking the students to list the difficult words.	NS	S
	b. Implementing pictures in the class.	S	S
	c. Giving rewards to motivate the students.	S	S

Note:

NS: not successful

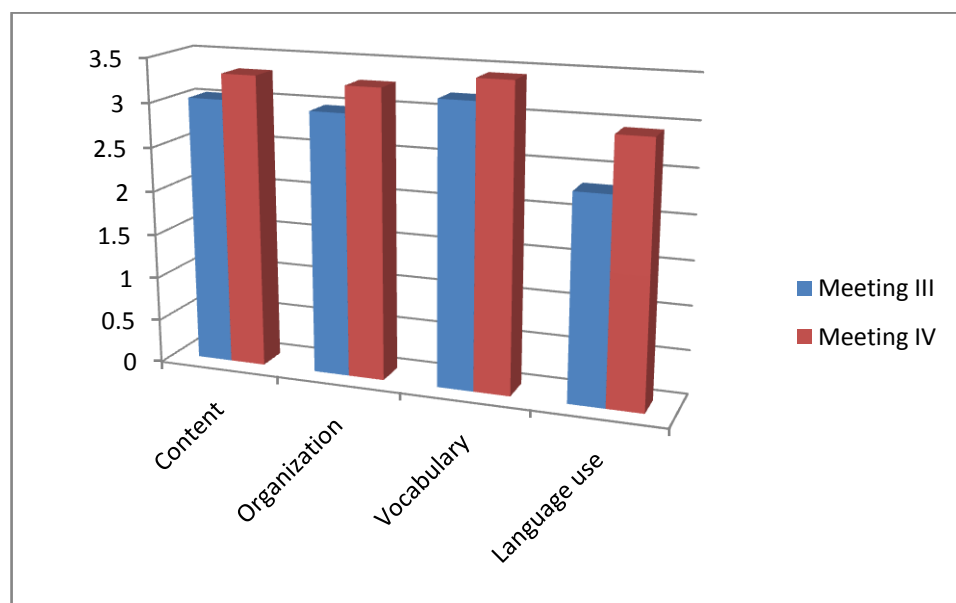
S: successful

Based on the table above, it can be seen that most of the actions were conducted successfully, but in the first meeting of Cycle 1, the actions that were provided were not enough to improve the students writing skills especially in grammar and sentence structure. It was because the students had to adapt with the material that had been provided. In the second meeting of

Cycle 1, the students were still confused in using the writing of descriptive texts' pattern, especially in the grammatical and structural parts.

Finally, after I guided them patiently, the students could do it well in the next meeting. The students started to understand the pattern, the grammatical, and the structural of the writing of descriptive texts in the first meeting of Cycle 2. The two meetings of Cycle 2 showed improvement. By giving a model of descriptive texts and asking the students to list the difficult words, implementation images in the class and giving rewards to motivate the students, they made the students easier in writing of descriptive texts. Those actions could solve the students' problems at how to write a good descriptive texts. The result of Cycle 2 related to the mean scores of the four writing aspects can be seen from the chart below:

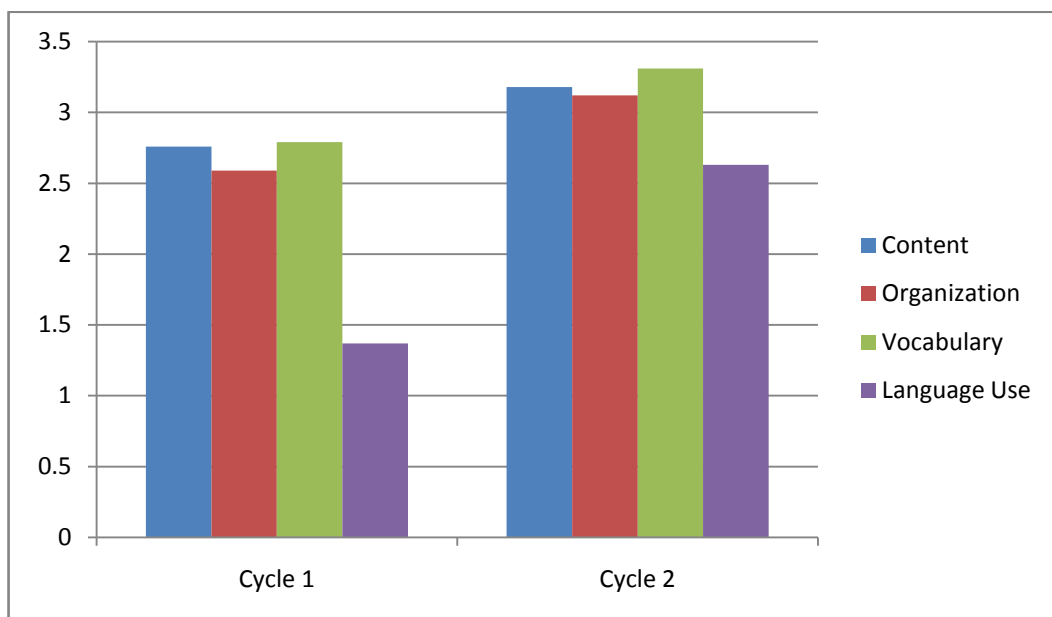
Mean Score of Cycle 2



It can be implied that the actions implemented in Cycle 1 and Cycle 2 were evidently showed improvement in students' skills in writing descriptive in terms of ideas generation, grammatical and structural features mastery, and paragraph organization. Thus, the collaborator and I decided to stop the cycle.

b) General Findings

The Mean Scores of Students' Skills in Writing Descriptive texts

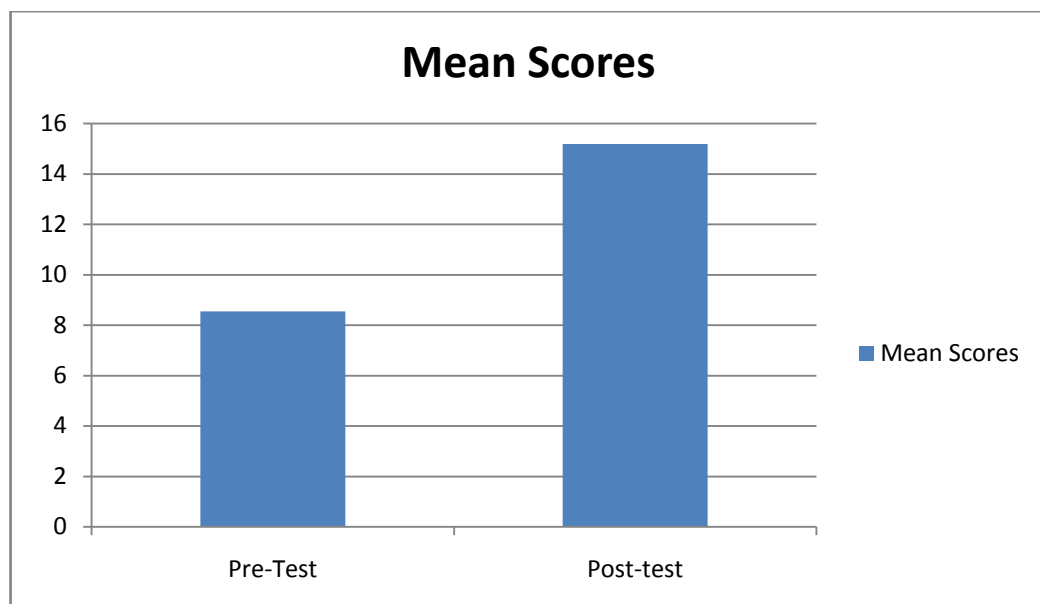


In Cycle 1, the average between meetings 1 and 2 was 2.76 for the content, 2.59 for the organization, 2.79 for the vocabulary, and 1.33 for the language use. It can be implied that the actions implemented in Cycle 1 were successful to improve students' skills in writing descriptive text in term of ideas generation. However, there were still some problems occurred dealing

with the teaching-learning process and the students' grammatical features mastery. Consequently, the English teacher and I continued the cycle.

In Cycle 2, the average between meeting 3 and 4 was 3.18 for the content, 3.12 for the organization, 3.31 for the vocabulary, and 2.63 for the language use. It can be implied that the actions implemented in Cycle 2 were successful to improve students' skills writing descriptive texts in term of ideas generation and grammatical features mastery. Therefore, the English teacher and I decided to stop the cycle.

The Mean Scores of the Pre-test and the Post-test



The mean score of the pre-test was 8.54. The mean score of the post-test was 15.19. The gain score of the pre-test and the post-test was 6.65. It could be concluded that there was improvement in the students' skills in writing descriptive texts after the digital images were used in the class.

C. Discussion

As the final reflection, the English teacher and I as the collaborator discussed the result of the research. They drew a conclusion that digital images can be the effective tools to help students in doing the writing project. In other words, digital images can improve students' skills in writing descriptive texts. Therefore, after the result of the last cycle had shown a good improvement in students' writing skills, the English teacher and I decided to stop the cycle. It can be seen from these data:

1) Qualitative Data

The sources of the qualitative data were acquired from the observation in the form of field notes, interview transcripts, photographs, and samples of students' works. Those data gave the significant result of the research. From the observation and interview at the reconnaissance stage, it can be implied that students assumed English as a difficult subject, especially writing. Since those problems occurred, the researcher and the English teacher decided to solve the problems by applying some strategic solutions. The solutions were by using digital images in combination with brainstorming, and also by group activities from the easier to more difficult level or from guided to free practice. The aim of the solution is to motivate students to do their writing well with enjoyment. They could change their assumption that writing was difficult. Besides, the students had difficulties in using appropriate vocabulary, punctuation, and capitalization. They also had difficulties in

generating ideas and organizing them into good paragraphs. Moreover, they had low grammatical features mastery. Therefore, the English teacher and I agreed to use digital images combined with group work and brainstorming. The aim of the solution is to solve the writing problems in terms of ideas, grammatical features, and organization.

2) Quantitative Data

The quantitative data were acquired from the gain scores of the four writing aspects. However, to ease the interpretation, I present a conversion table consisting of six categories namely “very poor”, “poor”, “fair”, “good”, “very good”, and “excellent”. The table is presented as follows:

Table 4.9: Conversion table of students’ writing scores

No.	Class Interval	Categorization	Cycle 1		Cycle 2	
			1	2	3	4
1.	14.1 – 16.0	Excellent	-	-	-	12
2.	12.1 – 14.0	Very Good	-	-	2	12
3.	10.1 – 12.0	Good	-	13	34	13
4.	8.1 – 10.0	Fair	24	24	1	-
5.	6.1 – 8.0	Poor	13	-	-	-
6.	4.0 – 6.0	Very poor	-	-	-	-

Based on the table above, it can be interpreted that in the first meeting, there were still some students who were in the “poor” and “fair” categories, while in the second meeting, none of them were in poor category. In the third meeting, there is only 1 student who was in the “fair” category. Finally, in the fourth meeting, none of them were in very poor to fair categories. All of them improved their skills in writing descriptive texts.

CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research was aimed at improving the students' writing skills through digital images. The digital images applied in the research were various and colorful, so that the students had a new experience in learning English. There were four kinds of digital images used in two cycles of the research; 'Images of Missing Person' and 'Images of idols' in Cycle 1, whereas 'Images of missing animal' and 'Images of houses' were used as the digital images in Cycle 2.

Based on results of the research, it can be concluded that digital images could evidently improve the students' skills in writing descriptive texts. The improvement could be seen from some points. The first, the students did not consider writing as a boring and difficult lesson, indicated by their enthusiasm to write. The second, the students were able to generate their ideas into paragraph. The third, digital images improved the students' skills in writing descriptive texts in terms of grammar, vocabulary, and sentence structure.

Moreover, digital images created interesting atmosphere in the classroom. It is because digital images have three important points. They are practicality, novelty, and clarity. Because of those three points, the students

showed positive progress in writing skills. It was shown from the scores in the first and second cycles. They improved in constructing sentences, choosing appropriate vocabulary, organizing the generic structure, using correct grammar and integrating ideas. The improvement of the students' writing skills can be seen from the result of the tests. The mean score of the pre test was 8.54, while the mean score of the post test was 15.19. The gain score of the means is 6.65, it could be concluded that there was improvement in the students' skills in writing descriptive texts after the digital images were used to teach.

B. Implications

Based on the discussion of the research, it can be implied that digital images can be applied in the writing teaching and learning process. The implications of the actions were:

1. The application of digital images could improve students' skills in writing descriptive texts. It is because the use of digital images in the materials and writing practice could generate students' ideas. Digital images could generate students' idea better than any other printing pictures, digital images are very colorful and easy to find in the internet or you can make it by using your own camera. It implies that the English teacher needs to use digital images in order to improve students' skills in writing.

2. The application of digital images, brainstorming, and group work could improve students' writing skills in terms of ideas generation, grammatical features mastery, and paragraph organization which influence the five aspects of writing namely content, organization, vocabulary, language use, and mechanics. It is because the application of digital images could help students to illustrate main points of ideas and manage them to plan the creative writing. In conclusion, digital images could help students to generate ideas, encourage creativity, and organize the ideas. It implies that the English teacher needs to use digital images in order to improve students' writing skills.

C. Suggestions

Having conducted the research, I propose some suggestions for the English teachers, students, and other researchers. The suggestions are presented as follows:

1. For English teachers

It is essential for the English teachers especially the English teachers of MTs Ali Maksum Krapyak Bantul to improve students' writing skills. The teacher needs to enhance their ability in teaching and establishing the enjoyable atmosphere in the class, so that the students become motivated and assisted in writing. It is very useful for them to use digital images in teaching writing.

2. For students

The students should be more active to practice English, especially writing. Digital images are one of the alternative ways to practice writing. It is because digital images can help students in generating ideas and organizing them into good paragraphs.

3. For other researchers

The results of the research are expected to encourage other researchers to conduct further study dealing with writing skills or digital images for other skills.

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APPENDICES

APPENDIX A

INSTRUMENTS

OBSERVATION GUIDELINE

SPECIFICATION ASPECTS OBSERVED IN THE CLASSROOM

No	Observation Items	Observation Check	
		yes	No
1	The Teaching and Learning Process		
A	Pre-Teaching		
	1. The teacher greet the students		
	2. The students respond to the greeting		
	3. The teacher asks the students conditions		
	4. The students tell their condition to the teacher		
	5. The teacher calls the roll		
	6. The teacher explains the goal of teaching and learning		
B	Whilst-Teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to read the materials		
	3. The students read the materials		
	4. The teacher gives chances to the students for asking questions		
	5. The students ask question		
	6. The students ask their classmates		
	7. The teacher checks the students understanding		
	8. The teacher gives enough time to the students to arrange their seat/to move in groups		
	9. The students cooperate well in groups		
	10. The students write English		
	11. The students use dictionary to help them		
	12. The students offer themselves to be the volunteer		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives reward and motivate the students to participate more in the next meetings		
D	Class Situation		
	1. Students enthusiasm/motivation		
	2. Students involvement		
	3. Time allocation		
	4. The use of media		
	5. The teachers instruction		

INTERVIEW GUIDELINE

INTERVIEW GUIDELINE

A. Before observation

1. For the English teacher

- a. Bagaimanakah pembelajaran bahasa Inggris di sekolah ini?
- b. Bagaimana penyampaian materi dan penggunaan media untuk menunjang pembelajaran bahasa Inggris?
- c. Apakah ada kendala dalam proses pembelajaran bahasa Inggris? Jika ada, kendala apakah itu? Pada *skill* apa? Mengapa?

B. After observation

1. For the students

- a. Bagaimanakah tanggapan adik terhadap pembelajaran bahasa Inggris? Mengapa?
- b. Bagaimanakah pembelajaran bahasa Inggris hari ini? Apakah ada kendala atau kesulitan? Jika ada, kendala apakah itu? Mengapa?
- c. *Skill* apakah yang dirasa paling sulit dan perlu dilakukan peningkatan? Mengapa?
- d. Bagaimanakah harapan adik untuk proses belajar mengajar bahasa Inggris?

C. After Implementation

1. For the English teacher

- a. Bagaimanakah pendapat ibu tentang penerapan *action*?
- b. Bagaimanakah pendapat ibu tentang penerapan *Digital Images* untuk membantu siswa dalam menulis?

2. For the students

- a. Apakah adik paham dengan penjelasan teks *descriptive*?
- b. Apakah ada kesulitan dalam menulis?
- c. Apakah adik suka belajar dengan *Digital Images*?

d. Apakah adik merasa terbantu dengan penerapan *Digital Images* dalam menulis? Jika merasa terbantu, terbantu dalam hal apa dan bagaimana?

WRITING RUBRIC

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 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	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 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 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 communicate, not enough to evaluate.

APPENDIX B

COURSE GRID

**IMPROVING THE STUDENTS' SKILLS IN WRITING DESCRIPTIVE TEXT THROUGH DIGITAL IMAGES AT
THE EIGHTH GRADE STUDENTS OF MTS ALI MAKSUM KRAPYAK YOGYAKARTA IN THE ACADEMIC
YEAR 2012/2013**

(Course Grid)

School : MTs Ali Maksum
 Subject : English
 Skill : Reading and Writing
 Grade/Semester : VIII / 2
 Time Allocation: 2 x 40 minutes

Reading

Standard of Competence	Basic Competency	Indicators	Learning Materials	Teaching and Learning Activities	Assessment			Digital media	Media
					Technique	Instrument form	Examples		
11. Understanding the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.	11.3 Responding the meaning and the rhetorical step in short essay texts accurately, fluently, and acceptable to interact with surroundings	-Students are able to identify the information in a descriptive text. -Students are able to find the specific information in a descriptive text. -Students are	A descriptive text: "Missing person" Vocabulary list: Light-skinned, round eyes, pointed nose, wavy, wearing blue	BKOF: - Students pay attention to the images of a missing person presented by the teacher -The teacher gives questions in which situation the descriptive text	Written test	Writing test (Answer the question by choosing true or false statement based on the text.	1. <i>Decide whether these statements are True or False.</i> 2. <i>In group of three, match the following</i>	Image of a missing person (DI 1)	Laptop, Projector, Power Point Application, Digital Images

	in the form of descriptive text.	able to identify the generic structure in a descriptive text. -Students are able to identify the grammatical pattern in a descriptive text (adjectives, adverbs, tenses)	jacket, 160 cm of tall, etc. Generic structure: Identification Description Grammar: - Simple Present Tense S + V1/s-es + O/A/C - Adjectives	is used and where usually they find the descriptive texts. - Students respond to the teacher's questions dealing with the descriptive text entitled missing person. - comparing the model of descriptive text with other essay texts. MOT: - The teacher gives the students an example of descriptive text about missing people, and then guides them how to express or say		Match the words with the meanings.)	<i>text</i>		Image of a missing person (DI 1)	
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				<p>something in descriptive text.</p> <ul style="list-style-type: none"> - the teacher gives questions (investigating) about the vocabulary, structural pattern, general structure) - Students answering the whole text including the topic, the generic structure, and grammatical pattern used in the text with guidance from the teacher. <p>JCOT:</p> <ul style="list-style-type: none"> - Students work in groups. - Each group gets a worksheet of an image. 				<p>Image of a wanted man (DI 2)</p> <p>Image an idol (DI 3)</p>	
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				<ul style="list-style-type: none"> - Students gather information about the image together and fill the worksheet. - Students write the information gathered into sentences on the worksheet. - Students check another groups (peer correction) <p>ICOT:</p> <ul style="list-style-type: none"> - The teacher gives the students individual worksheet. - Students identify the specific information in a descriptive text individually based on the image given. - Students submit their works. 					
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Writing

Standard of Competence	Basic Competency	Indicators	Learning Materials	Teaching and Learning Activities	Assessment			Digital media	Media
					Technique	Instrument form	Examples		
12. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.	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.	<ul style="list-style-type: none"> - Students are able to identify the information in a descriptive text -Students are able to identify the grammatical pattern used in a descriptive text (vocabulary, adjective, adverb, tenses). -Students are able to identify the generic structure of a descriptive text. - Students are able to write a descriptive text accurately. 	<p>A descriptive text: “Missing Person” “My idol”</p> <p>Vocabulary list: Black-skinned, round eyes, pointed nose, curly, patient, friendly, etc.</p> <p>Generic structure: Identification Description</p> <p>Grammar: - Simple Present Tense S +</p>	<p>BKOF:</p> <ul style="list-style-type: none"> - The teacher tries to remind the students about the descriptive text which has learned in the previous meeting. - The teacher presents a previous image and investigates the students about it. - The teacher gives questions about the image, what have discussed in previous meeting. - Students respond to the teacher’s questions dealing with the missing 	Writing test	Writing test (write a descriptive text correctly and accurately according to the picture shown)	<p>1. Write a descriptive text in group based on the pictures given</p> <p>2. Write a descriptive text individually based on the pictures given</p>	<p>Image of a missing person (DI 1)</p> <p>Image of an idol (DI 3)</p>	<p>Laptop,</p> <p>Projector</p> <p>Power Point Application</p> <p>Digital Images</p>

			<p>V1/s-es + O/A/C - Adjectives</p>	<p>person.</p> <p>MOT: -The teacher gives the students another digital image of a “My Idol”</p> <p>- The teacher guides the students / the whole class to make a descriptive text based on the images given. -The teacher asks question about the images. -The students respond to the teacher’s question.</p> <p>JCOT: - Students work in groups. - Each group gets a worksheet of an image. - Students gather</p>				<p>Image of an artist (DI 4)</p> <p>Image of an artist (DI 5)</p>	
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				<p>information with their partners and fill the worksheet.</p> <ul style="list-style-type: none">- Students write the information gathered into sentences on the worksheet.- peer correction between groups. <p>ICOT:</p> <ul style="list-style-type: none">- Students work individually.- Students make a descriptive text.- Students submit their works.					
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Writing

Standard of Competence	Basic Competency	Indicators	Learning Materials	Teaching and Learning Activities	Assessment			Digital media	Media
					Technique	Instrument form	Examples		
11. Understanding the meaning of written texts and simple short essays in the form of descriptive and recount to interact with surroundings.	11.3 Responding the meaning and the rhetorical step in short essay texts accurately, and acceptable to interact with surroundings in the form of descriptive text.	<p>-Students are able to identify the information in a descriptive text.</p> <p>-Students are able to find the specific information in a descriptive text.</p> <p>-Students are able to identify the generic structure in a descriptive text.</p> <p>-Students are able to identify the grammatical pattern in a descriptive text (adjectives, adverbs, tenses)</p>	<p>A descriptive text: “Missing Cat” “My Lovely Cat”</p> <p>Vocabulary list: White, brown fur, big, small size, flat nose, wavy, wearing silver collar, long, short tail, etc.</p> <p>Generic structure: Identification Description</p> <p>Grammar: - Simple Present</p>	<p>BKOF: - Students pay attention to the images of a missing person presented by the teacher</p> <p>-The teacher gives questions in which the descriptive text is used and where usually they find the descriptive texts.</p> <p>- Students respond to the teacher’s questions dealing with the descriptive text entitled missing animals.</p>	Written test	Writing test (Write a descriptive text correctly and accurately according to the picture shown)	<p>1. Write a descriptive text in group based on the pictures given</p> <p>2. Write a descriptive text individually based on the pictures given</p>	Image of a missing person (DI 1)	Laptop, Projector, Power Point Application, Digital Images

			<p>Tense S + V1/s-es + O/A/C - Adjectives</p> <p>- comparing the model of descriptive text with other essay texts.</p> <p>MOT: - The teacher gives the students an example of descriptive text about missing cat, and then guides them how to express or say something in descriptive text.</p> <p>- the teacher gives questions (investigating) about the vocabulary, structural pattern, general structure)</p> <p>- Students answering orally the whole text</p>				<p>Cat (DI 1)</p> <p>Image of a Cat (DI 2)</p>	
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				<p>including the topic, the generic structure, and grammatical pattern used in the text with guidance from the teacher.</p> <p>JCOT:</p> <ul style="list-style-type: none"> - Students work in groups. - Each group gets a worksheet of an image. <p>- Students gather information about the image together and fill the worksheet.</p> <p>- Students write the information gathered into sentences on the worksheet.</p> <ul style="list-style-type: none"> - Students check another groups (peer correction) <p>ICOT:</p>					Image a Cat (DI 3)	
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				<ul style="list-style-type: none">- The teacher gives the students individual worksheet.- Students identify the specific information in a descriptive text individually based on the image given.- Students submit their works.					
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Writing

Standard of Competence	Basic Competency	Indicators	Learning Materials	Teaching and Learning Activities	Assessment			Digital media	Media
					Technique	Instrument form	Examples		
12. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.	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.	<ul style="list-style-type: none"> - Students are able to identify the information in a descriptive text -Students are able to identify the grammatical pattern used in a descriptive text (vocabulary, adjective, adverb, tenses). -Students are able to identify the generic structure of a descriptive text. - Students are able to write a descriptive text accurately. 	<p>A descriptive text: “My Lovely House”</p> <p>Vocabulary list: Two floors, garden, swimming pool, veranda, bathroom, bedroom, living room, etc.</p> <p>Generic structure: Identification Description</p> <p>Grammar: - Simple Present Tense S + V1/s-es +</p>	<p>BKOF: - The teacher tries to remind the students about the descriptive text which has learned in the previous meeting. - The teacher shows some images about places and houses and investigates the students about it. - The teacher gives questions about the images. - Students respond to the teacher’s questions dealing with the images orally.</p> <p>MOT: -The teacher shows the students</p>	Writing test	Writing test (write a descriptive text correctly and accurately according to the picture shown)	<p>1. Write a descriptive text in group based on the pictures given</p> <p>2. Write a descriptive text individually based on the pictures given</p>	Image of houses and places (DI 1)	Laptop, Projector Power Point Application Digital Images
								Image of a house (DI 3)	

			<p>O/A/C - Adjectives</p> <p>“There is” and “There are”</p> <p>Prepositions</p> <p>In front of : di depan Behind : di belakang Next to : di samping Under : di bawah On : di atas Beside : di samping In : di dalam,</p>	<p>a descriptive text and a digital image entitled “My Lovely house”</p> <p>-The teacher discusses it together with the students.</p> <p>- The teacher shows again an image of a house to the students.</p> <p>- The teacher guides the students / the whole class to make a descriptive text based on the images given.</p> <p>-The teacher asks question about the images.</p> <p>-The students respond to the teacher’s question.</p> <p>JCOT: - Students work in groups. - Each group gets a worksheet of an</p>				<p>Image of a big house (DI 4)</p> <p>Image of a house (DI 5)</p>	
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				<p>image.</p> <ul style="list-style-type: none"> - Students gather information with their partners and fill the worksheet. - Students write the information gathered into sentences on the worksheet. - peer correction between groups. <p>ICOT:</p> <ul style="list-style-type: none"> - Students work individually. - Students make a descriptive text. - Students submit their works. 					
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APPENDIX C

LESSON PLANS

LESSON PLAN
(Cycle 1 first meeting)

School	: MTs Ali Maksum
Grade/ Semester	: VIII/ 2
Subject	: English
Skill	: Reading
Time Allocation	: 2 X 40 minutes

A. Standard of Competence:

11. Understanding the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

B. Basic Competency:

11.3 Responding to the meaning and the rhetorical step in short essay texts accurately, fluently, and acceptably to interact with surroundings in the form of descriptive text.

C. Indicators:

1. Students are able to identify the general information in a descriptive text.
2. Students are able to find the specific information in a descriptive text.
3. Students are able to identify the generic structure in a descriptive text.
4. Students are able to identify the grammatical pattern in a descriptive text (adjectives, adverbs, tenses)

D. Learning Objectives:

In the end of the lesson, the students are expected to be able to identify the specific information in descriptive texts with the help of digital images.

E. Learning Materials

a. Input Texts

Descriptive texts:

“Missing Persons”

MISSING CHILD

Endangered Runaway

Oleschuk, Isabella



Age: 12 DOB: 11/26/2008
 Sex: Female
 Race: White
 Hair: Blonde Eyes: Blue
 Height: 5'4"
 Weight: 120

Missing From: Orange, CT
 Missing Since: 10/20/2011

Details: Last seen at 170 Thorpe Avenue, Orange, CT. Last seen wearing light blue jacket, brown felt cap with black, black knit beanie, Isabella is deaf in one ear and does not have hearing aid. If located please contact Orange P.D. at 203-891-2136.

MISSING

Jessica O'Grady



AGE - 39
 EYES - Brown
 HAIR - Brown
 HEIGHT - 5'9"
 WEIGHT - 135
 LAST SEEN -
 Nov 20th, 2006
 OMAHA,
 NEBRASKA

Jessica O'Grady made a call from her cell phone just before midnight Wednesday Nov 19th, 2006 saying she was headed to the 120th and Biundo street area. She has not been seen since.

**Douglas County Sheriff
 402-333-1000
 PLEASE HELP**

FOUND DOG



This dog has a collar but no tags. She is not microchipped.

She is at the Pasadena Humane Society. She was brought in on Saturday.
 Her ID number is 265593

625-792-7151
 381 S. Raymond Ave.

This dog was wandering in the street on El Molino near Orange Grove. She leaped into our car when we pulled over to get her out of the street. We drove around for an hour asking if anyone knows her. No one did.



MISSING

KAREN KELLY

INDIVIDUAL WITH SPECIAL NEEDS



LAST SEEN ON STATES ISLAND - TUESDAY, JULY 21, 2008

WEARING LIME GREEN SHIRT, MELT CYCLO FLORAL PRINT PANTS AND WHITE SNEAKERS

MAY HAVE TRAVELED BY PUBLIC TRANSPORTATION ON VICTORY BULLY VANDER LAR CLOVE ROAD AND ROCKY HORN AVENUE

AGE 55 - 5 FEET 3 INCHES TALL - 170 LBS.
 RED/BROWN WAVY HAIR - BLUE EYES - WEARS EYEGLASSES

CALL POLICE
 120 PRECINCT 718-876-8500
 OR
EVERY SPECIAL PLACE, INC.
 429 HILAN BLVD.
 STATEN ISLAND, NEW YORK
 718-987-1234 or 917-757-1466



MISSING

Amber McFarland, Missing from Portage la Prairie, Manitoba

Missing since: October 18, 2008
 Age: 24 years old
 Height: 5'7"
 Weight: 135lbs
 Characteristics: Amber has blonde hair, and green eyes
 Last seen wearing: Black sweater and blue jeans

MISSING SINCE: October 18, 2008
MISSING FROM: Portage la Prairie, Manitoba

Circumstances of Disappearance
 The Portage la Prairie RCMP is seeking the public's assistance regarding the whereabouts of 24 year old Amber McFarland, who was last seen on October 18, 2008. Amber was last seen at 10:00 PM on October 18, 2008. Amber was last seen wearing a black sweater and blue jeans. Amber was last seen at 10:00 PM on October 18, 2008. Amber was last seen at 10:00 PM on October 18, 2008. Amber was last seen at 10:00 PM on October 18, 2008.

REWARD Crime Stoppers Manitoba 1-800-772-TIPS

APPEAL FOR INFORMATION MISSING PERSON

BLÁTHNAID TIMOTHY

LAST SEEN BPM ON TUES 14TH DEC 2010 AT SIR JOHN ROBERTSON'S QUAY GETTING INTO A BLACK TAXI

Wearing a black 3/4 length wool coat, grey jeans, a black & red scarf 5ft 6in tall, blue eyes, medium length dark brown hair

Please contact Gardai on 01 666 9500

LOLA IS LOST.

Small white & orange 2-year-old cat last seen 7/19 on 13th & E Pine.

425-810-7425

HelpLostLola@gmail.com

SHE SNEEZES.
 (she is also, technically, a neutered male)
 FRIENDLY, KITTEN-LIKE, BLUE-EYED
 TERRIBLY MISSED.
 Any information appreciated. Seriously.

MISSING SINCE TUESDAY EVENING 3/29

TANYA FIELDING was last seen wearing black pants, black flared boots and a black t-shirt with white writing saying "NAPOLEON MAKE UP ACADEMY." She is 24 years old, 5'2", long brown hair and brown eyes. Last seen in Hollywood & Highland area on Friday.

**She has epilepsy and needs medication!
 PLEASE CONTACT SAM @ 3105006539**

Boston Police DEPARTMENT OF PUBLIC SAFETY
 COMMUNITY POLICE SERVICES

MISSING WIDA THE LADY RAIN

EKA WIDAYANTHI G

DOB: November 28, 1984
 Missing: Nov 28, 2008
 Age: Now 34
 Sex: Female
 Eyes: Dark Brown
 Height: 160 Cm
 Weight: 45 Kg
 Missing From: Tebet South JKT
 Identifying the interest:
 She loves to watch the rain falls

Wida was last seen after the rain falls down on Nov, 2008 at her residence in Tebet, south Jakarta, she was possibly wearing a black shirt, blue jeans and an ugly ring.

We have reason to believe that she maybe in Danger.

1-(800)494-TIPS
 CALLERS REMAIN ANONYMOUS
1-(800)CRIME-TV

Text 1

MISSING



Morgan Dana Harrington

Age – 20
Eyes – Blue
Hair – Blonde
Height – 5' 6"
Weight – 120 lbs.
LAST SEEN –
October 17, 2009 at John
Paul Jones Arena in
Charlottesville, VA

Morgan Dana Harrington, a 20-year-old student from Virginia Tech, was last seen Saturday near the John Paul Jones Arena. The arena was the site of a Metallica concert the night she went missing.

Harrington was last seen wearing a black t-shirt with the band name "Pantera" across the front, a black mini-skirt with black tights and knee-high black boots. She has long blonde hair and blue eyes.

If you have information, please call:

24-Hour Tip Line
434-352-3467

Crime Stoppers
434-977-4000

Crime Stoppers REWARD \$100,000

Morgan Dana Harrington	Title
Morgan Dana Harrington, a 20 year-old student from Virginia Tech, was last seen Saturday near John Paul Jones Arena. The arena was the site of a Metallica concert the night she went missing.	Identification
Harrington was last seen wearing a black t-shirt with the band name "Pantera" across the front, a black mini-skirt with black tights and knee-high black boots. She has long blonde hair and blue eyes.	Description

Decide whether these statements are True or False.

Harrington is a teacher in Virginia Tech. (T/F)

Harrington was last seen in Saturday. (T/F)

She was wearing pants and shirt at that time. (T/F)

She has a long black hair and blue eyes. (T/F)

She is a teenager. (T/F)

Text 2

MISSING
Can you help?

Christina Doncuta

Age: 16
Missing since: 21st June 2011
Last seen location: Finsbury Park, London

Christina, who is originally from Romania, has been missing from the Finsbury Park area of Islington, North London since 21st June 2011. She is described as medium build, 5' 3" tall with dyed red hair usually worn in a bun. Christina was last seen wearing a dark blue denim skirt, lighter blue denim jacket, white sandals and a red scarf.

If you have seen Christina please call the
NPIA 0808 100 8777

www.missingkids.co.uk

missingkids NPIA IMPACT TESCO

Birth mark
Round and brown eyes
Pointed nose
Slight lips

Christina Doncuta

Christina, who is originally from Romania, has been missing from Finsbury Park area of Islington, North London since 21st June 2011. She is described as medium build, 5' 3" tall (160 cm) with dyed red hair usually worn in bun. Christina was last seen wearing a dark blue denim skirt, lighter blue denim jacket white sandals and a red scarf.

True or False?

- The *Identification* part is "She is described as medium build, 5' 3" tall (160 cm) with dyed red hair usually worn in bun. Christina was last seen wearing a dark blue denim skirt, lighter blue denim jacket white sandals and a red scarf." (T/F)
- She is an adult. (T/F)
- She has long blonde hair. (T/F)
- She is very tall. (T/F)
- She has been missing for almost 2 years. (T/F)

Text 3

Match the following text and answer the questions based on the text in group.

MISSING

<http://SomeoneIsMissing.com>

Christopher Marcus Lampkin



AGE - 23
EYES - Blue
HAIR - Brown
HEIGHT - 5' 9"
WEIGHT - 150 lbs
LAST SEEN -
3:00pm
April 10, 2006
Ruge St.
West Salem, OR

Christopher has a tattoo of an Asian symbol on upper mid back between shoulder blades, missing upper tooth. He was last seen in a dark green four door sedan. Christopher is missing under suspicious circumstances and there is believed to be foul play.

Salem Police Department
503-588-6050

PLEASE HELP

<http://SomeoneIsMissing.com>

adapted from: www.someoneismissing.com

Bald

Beard

Pointed

Slight mustache

Title

Christopher Marcus Lampkin

Identification

Lampkin is 23 years old. He was last seen in a dark green four door sedan. He is missing under suspicious circumstances and there is believed to be foul play.

Description

.Christopher has tattoo of an Asian symbol on upper mid back between shoulder blades, missing upper tooth. He has ..(1)... nose. He has no hair, it means he is ...(2).. He has slight ...(3).. and ...(4)... His weight is about 150 ...(5).. He is about 5 feet and 9 inches of tall.

- a. pointed b. bald c. pounds d. mustache e. beard

Answer the following questions.

1. Who is Christopher Marcus Lampkin?
2. What does he look like?
3. What does Lampkin's car look like?
4. How many years has Lampkin been gone?
5. What kind of person is Lampkin?

Text 4

MISSING



jacket colour
yellow & grey

Yellow & grey
back pack

yellow bike

burgundy
American Eagle
hoodie

height
5' 3"

weight
100lbs

dirty blonde hair
green eyes

BRANDON CRISP • AGE 15
BARRIE, ONTARIO
STUDENT FROM ST. JOSEPH H.S.
MISSING SINCE MONDAY OCTOBER 13TH

**IF YOU KNOW OF HIS WHEREABOUTS OR HAVE
ANY INFORMATION PLEASE CALL
BARRIE POLICE 725-7025 OR 911**

Taken from: <http://gamesordames.com/new-scoops/2010/7/20/jumpstart.html>

Title	Brandon Crisp
Identification	Brandon is 15 years old. He is a student from St. Joseph H.S. He was missing since Monday on October 13 th 2012.
Description	He was wearing a jacket color yellow and grey. He has dirty blonde hair. His height is about 5 ... (1) ... and 3 ... (2) .. he was using a yellow bike. He has nose. He has ... (3) ... and .. (4) ... eyes. He has weigh about 100 .. (5) ... if you know of his whereabouts, please call barrie police. 725-7025 or 911.

True or False?

1. Brandon Crips is an adult. (T/F)
2. He is originally from America. (T/F)
3. He has been lost for about 3 years. (T/F)

Answer the following questions.

1. Who is Brandon Crips?
2. What does Brandon look like?

Make a descriptive based on the picture below in group.



Title

Identification

Description

b. Generic structure of descriptive texts

A descriptive text is a text that describes someone or something in detail. The generic structures of a descriptive text are:

- a. Identification
This part introduces the person/things described
- b. Description
This part gives the details of the person/thing described. It may describe parts, qualities or characters.
- c. Conclusion (optional).

c. Language focus

- 1. The use of simple present tense

Present Tense is used to talk about *something in general*. And it is also used **to talk about something which happens repeatedly or habitual activities**.

S + Verb 1

The pattern:

- S + Verb 1 (s/es)..... Everyday
- S + don't/doesn't + Verb 1.....Everyday
- Do/Does + S + Verb 1.....Everyday?
- QW + Do/does + S + Verb 1.....Everyday?

Examples:

- + The earth goes round the sun
- The earth doesn't go round the sun
- ? Does the earth go round the sun?
- + I get up at 8 o'clock every morning
- I don't get up at 8 o'clock every morning
- ? Do you get up at 8 o'clock very morning?

Usually, we use the following adverbs of time in simple present tense:

adverb of frequency: usually, often, seldom, rarely, always, sometimes, everyday.

F. Media

1. Digital Images:
 - “A Missing Person”
 - “A Wanted person”
 - “ My idol ”
2. Laptop
3. Projector
4. Power point

G. Learning Method

Four Stages (BKOF, MOT, JCOT, ICOT)

H. Teaching and Learning Activities

First meeting

Opening

Greeting : Good morning students, how are you today?

Checking students' attendances

Lead in / warming up.

BKOF:

- Students pay attention to the images of a missing person presented by the teacher.
- The teacher gives questions in which situation the descriptive text is used and where usually they find the descriptive texts.
- Students respond to the teacher's questions dealing with the descriptive text entitled missing person.
- Students compare the model of descriptive text with other essay texts.

MOT:

- The teacher gives the students an example of descriptive text about missing people, and then guides them how to express or say something in descriptive text.

- The teacher gives questions (investigating) about the vocabulary, structural pattern, and generic structure.
- Students answer the questions about the topic, the generic structure, and grammatical pattern used in the text with guidance from the teacher.

JCOT:

- Students work in groups.
- Each group gets a worksheet of an image.
- Students gather information about the image together and fill the worksheet.
- Students write the information gathered into sentences on the worksheet.
- Students check other groups' answer (peer correction)

ICOT:

- The teacher gives the students individual worksheet.
- Students identify the specific information in a descriptive text individually based on the image given.
- Students submit their works.

I. Evaluation

Form : Written

Rubric score

Text 1, text 2 ,

Correct score x 2

Text 3 and text 4.

Correct score x 10

Approved by
English teacher

Bantul, 2013
Apprentice teacher

Ulul Azmi, S.Pd
NIP.

Muhammad Dzulkifli
NIM.07202244019

LESSON PLAN

(Cycle 1 second meeting)

School	: MTs Ali Maksum
Grade/ Semester	: VIII/ 2
Subject	: English
Skill	: Writing
Time Allocation	: 2 X 40 minutes

A. Standard of Competence:

12. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.

B. Basic Competency:

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.

C. Indicators:

1. Students are able to identify the information in a descriptive text.
2. Students are able to identify the grammatical pattern used in a descriptive text (vocabulary, adjective, adverb, tenses).
3. Students are able to identify the generic structure of a descriptive text.
4. Students are able to write a descriptive text accurately.

D. Learning Objectives:

In the end of the lesson, the students are expected to make a descriptive text based on the digital image given.

E. Learning Materials

a. Input Texts

Descriptive texts:

“A Missing Person”

“My idol”

Physical Appearances:



Height

He is tall.



He is normal height.



He is short.

He is very tall. He is relatively normal height.

He is quite short

Build



She is thin.



She is fat.



He has a beer belly.

She is underweight.

She is overweight.

She is slim. She is stocky.

Personalities

a. Arrogant : sombong	Funny : lucu
Charming : menawan	Generous : dermawan
Clever : pandai	Gorgeous : menawan
Cute : imut, manis	Humble : rendah hati
Diligent : rajin	Kind : baik hati
Energetic : enerjik	Lazy : malas
Friendly : ramah	Patient : sabar

Parts of the body

Eyes	Hair	Face	Nose	Skin	Body	Body parts
Round	Long	Round	Flat	White	Fat	Knee
Slanted	Short	Oval	Pointed	Black	Thin	Shoulder
Green	Bald	Square	Big	Brown	Slim	Toe
Blue	Straight				Short	Ear
Black	Curly				Tall	Finger
Red	Wavy					Back
						Chin
						Cheek
						Arm
						Chest

Describing People

MISSING
Amber McFarland, Missing from Portage la Prairie, Manitoba



Missing since: October 18, 2008
Age: 24 years old
Height: 5'7"
Weight: 135lbs
Characteristics: Amber has blonde hair, and green eyes
Last seen wearing: Black sweater and blue jeans

MISSING SINCE: October 18, 2008
MISSING FROM: Portage la Prairie, Manitoba

Circumstances of Disappearance
The Portage la Prairie RCMP is calling the public's attention regarding the disappearance of 24 year old Amber Lynn McFarland of Portage la Prairie, Manitoba. Amber Lynn McFarland has approximately 5'7" in height and weighs approximately 135 lbs. She was last seen in the Portage la Prairie area during the early morning hours of October 18th, 2008 wearing a black sweater and blue jeans.

Amber Lynn McFarland is a single mother of two children and works for the City of Portage la Prairie. Amber Lynn McFarland is a member of the Portage la Prairie RCMP at 1-204-457-4447 or Missing Crime Stoppers at 1-800-522-TIPS.

The Winnipeg RCMP Services Crime Unit and Major Crime Unit are assisting in the investigation. Anyone with information regarding Amber McFarland please contact:

R.C.M.P. Portage la Prairie Division 204-457-4447	Crime Stoppers Manitoba 1-800-722-TIPS
---	--

**WANTED
DEAD OR ALIVE**



REWARD \$ 1,000,000

MISSING
Morgan Dana Harrington



Age - 20
Eyes - Blue
Hair - Blonde
Height - 5'0"
Weight - 120 lbs.
LAST SEEN -
October 17, 2009 at John
Paul Jones Arena in
Charlottesville, VA

www.FindMorgan.com

Morgan Dana Harrington, a 20-year-old student from Virginia Tech, was last seen Saturday night at the John Paul Jones Arena. The arena was the site of a Metallica concert the night she went missing. Harrington was last seen wearing a black shirt with the band name "Metallica" across the front, a black miniskirt with black tights and knee-high black boots. She has long blonde hair and blue eyes.

If you have information, please call:
24-hour Tip Line | Crime Stoppers
434-352-3467 | 434-977-4000
Crime Stoppers REWARD \$100,000

MISSING CHILD
Endangered Runaway
Oleschuk, Isabella



Age: 12 DOB: 11/20/95
Sex: Female
Race: White
Hair: Blonde Eyes: Blue
Height: 5'0"
Weight: 120

Missing From: Orange, CT
Missing Since: 03/20/2011
Details: Last seen at 170 Derby Avenue, Orange, CT. Last seen wearing Light Blue jacket, Brown Fall Cape with Hood, Black Rain Boot, Isabella is Dumb to one car and does not have swimming skills. If located please contact Orange P.D. at 203-891-2126.

WANTED!



Osama Bin Laden (Dead or Alive)
\$1,000,000 REWARD



Text 5

MISSING



Morgan Dana Harrington

Age – 20
 Eyes – Blue
 Hair – Blonde
 Height – 5' 6"
 Weight – 120 lbs.
LAST SEEN –
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 434-352-3467**

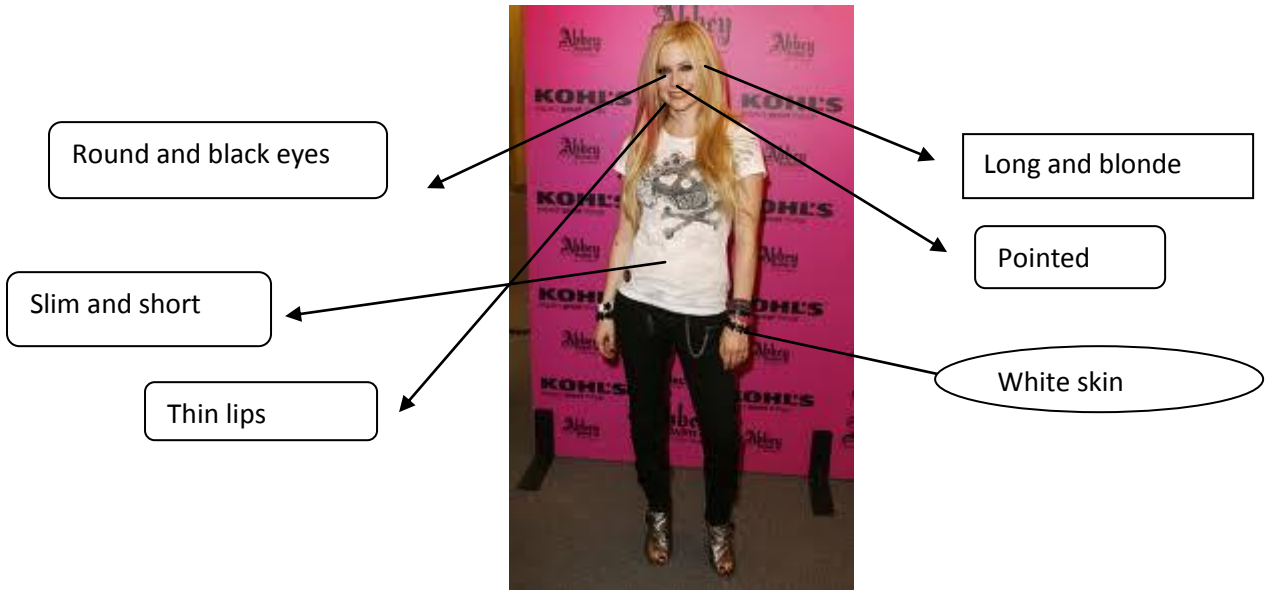
**Crime Stoppers
 434-977-4000**

Crime Stoppers REWARD \$100,000

taken from: findmorgan.com

Morgan Dana Harrington	Title
Morgan Dana Harrington, a 20 year-old student from Virginia Tech, was last seen Saturday near John Paul Jones Arena. The arena was the site of a Metallica concert the night she went missing.	Identification
Harrington was last seen wearing a black t-shirt with the band name "Pantera" across the front, a black mini-skirt with black tights and knee-high black boots. She has long blonde hair and blue eyes.	Description

Text 6



Title

Identification

Description

Brainstorming

Task 1: Gather information about your idol based on the worksheet below. If you do not know the information, discuss it with your friend. Write the information in the worksheet provided.

6. Build

3. Face

7. Hobbies

1. Name

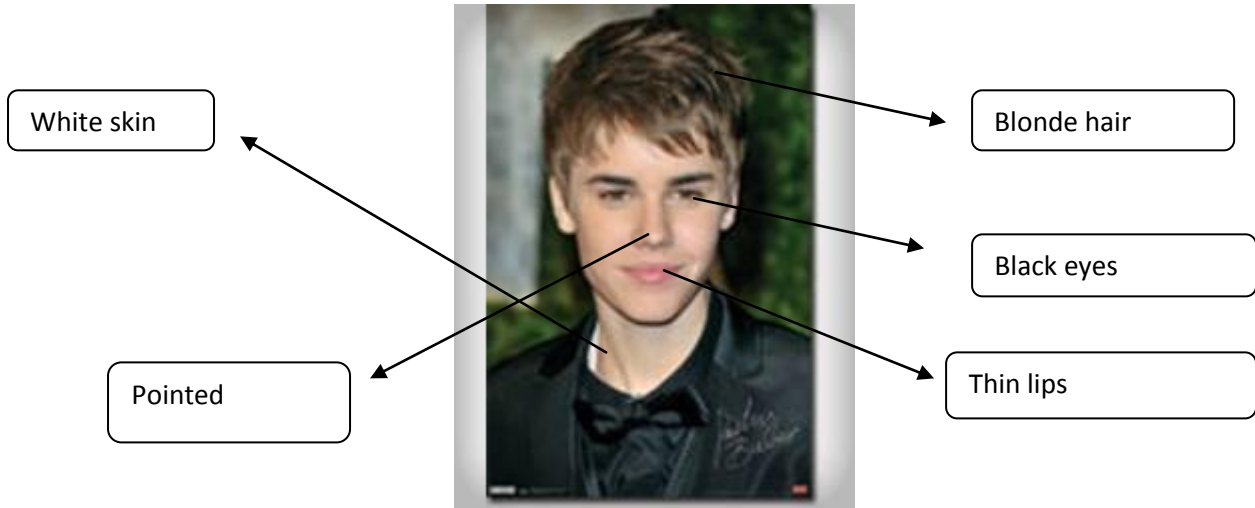
4. Hair

2. Age

5. Personality

Text 7

Justin Bieber



Title

Identification

Description

Text 8

Asmiranda



Title

Identification

Description

b. Generic structure of descriptive texts

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c. Language focus

- 1. The use of simple present tense

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S + Verb 1

The pattern:

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- S + don't/doesn't + Verb 1.....Everyday
- Do/Does + S + Verb 1.....Everyday?
- QW + Do/does + S + Verb 1.....Everyday?

Examples:

- + The earth goes round the sun
- The earth doesn't go round the sun
- ? Does the earth go round the sun?

- + I get up at 8 o'clock every morning
- I don't get up at 8 o'clock every morning
- ? Do you get up at 8 o'clock very morning?

Usually, we use the following adverbs of time in simple present tense:

adverb of frequency: usually, often, seldom, rarely, always, sometimes, everyday.

F. Media

1. Digital Images:
 - “A Missing Person” (*Appendix 1*)
 - “A Wanted person” (*Appendix 3*)
 - “ My idol” (*Appendix 4*)
2. Laptop
3. Projector
4. Power point application

G. Learning Method

Four Stages (BKOF, MOT, JCOT, ICOT)

H. Teaching and Learning Activities

First meeting

BKOF:

- Students pay attention to the images of a missing person presented by the teacher.
- The teacher gives questions in which situation the descriptive text is used and where usually they find the descriptive texts.
- Students respond to the teacher’s questions dealing with the descriptive text entitled missing person.
- Students compare the model of descriptive text with other essay texts.

MOT:

- The teacher gives the students an example of descriptive text about missing people, and then guides them how to express or say something in descriptive text.
- The teacher gives questions (investigating) about the vocabulary, structural pattern, and generic structure.

- Students answer the questions about the topic, the generic structure, and grammatical pattern used in the text with guidance from the teacher.

JCOT:

- Students work in groups.
- Each group gets a worksheet of an image.
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- Students write the information gathered into sentences on the worksheet.
- Students check other groups' answer (peer correction)

ICOT:

- The teacher gives the students individual worksheet.
- Students identify the specific information in a descriptive text individually based on the image given.
- Students submit their works.

Sources:

Joko Priyana, dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Artono Wardiman, dkk. 2008. *English in Focus for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional

I. Evaluation

Form : Written (Students make a descriptive text)

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 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	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 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 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 communicate, not enough to evaluate.

Approved by

Bantul, 2013

English teacher

Apprentice teacher

Ulul Azmi, S.Pd

Muhammad Dzulkifli

NIP.

NIM.07202244019

LESSON PLAN
(Cycle 2 third meeting)

School	: MTs Ali Maksum
Grade/ Semester	: VIII/ 2
Subject	: English
Skill	: Reading and Writing
Time Allocation	: 2 X 40 minutes

A. Standard of Competence:

11. Understanding the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

B. Basic Competency:

11.3 Responding to the meaning and the rhetorical step in short essay texts accurately, fluently, and acceptably to interact with surroundings in the form of descriptive text.

C. Indicators:

1. Students are able to identify the general information in a descriptive text.
2. Students are able to find the specific information in a descriptive text.
3. Students are able to identify the generic structure in a descriptive text.
4. Students are able to identify the grammatical pattern in a descriptive text (adjectives, adverbs, tenses)

D. Learning Objectives:

In the end of the lesson, the students are expected to be able to identify the specific information in descriptive texts with the help of digital images.

E. Learning Materials

a. Input Texts

Descriptive texts:

“A Missing Cat” and “ My Lovely Puppies”

Missing Animals

MISSING CAT REWARD



- Molly is a house cat who went missing on 10th February 2008 from the Leyland area of Lancashire.
- She is Grey and short haired, she was wearing a silver collar and IS microchipped
- She was in the garden with her owner when another cat appeared. Molly chased the cat away but never returned home.
- Molly belongs to a 9 yr old girl who has a chronic illness and she really helps to calm her after blood tests and treatment.
- Do you know anyone that has a new cat and could have innocently adopted her?
- Please check your shed, garages and out buildings and leave doors open where possible to allow her to escape if she is locked in somewhere.
- Drivers: did you see an accident?
- Her family really miss her- if you can help:-

Please contact us with any information
in complete confidence

CALL FREE

Or email

REWARD



LOST CAT

Grey/White Tabby

Lost on December 17th near the corner of Belmont and Fowler Ave. Contact (559) 123-4567 (hm.); (559) 234-5678 (cell); or (559) 345-6789 (text). Mollie is very fearful and may be hiding. If you see him, please call day or night!



REWARD!

LOST PET



Male, 2 year old, Rottweiler Mix
Answers to BUSTER
Last seen on July 17, 2009 in the
area of Main St.

Please call 812-555-5555 if you have
found him!!



MISSING



TASHI

WHITE - SHORT HAired- MALE NEUTER
EYES PALE BLUE
SMALL NICKS IN BOTH EARS
NERVOUS RESCUE ANIMAL
GENTLE NATURE
NO COLLAR OR CHIP

MISSING FROM FRENCHAY HILL
SINCE 28.06.11

Telephone: 01479573894 / 0751 9731216

FOUND DOG



This dog has a collar
but no tags. She is
not microchipped.

She is at the
Pasadena Humane
Society. She was
brought in on
Saturday.
Her ID number is
289363

626-792-7151
361 S. Raymond Ave.

This dog was wandering in the
street on El Molino near Orange
Grove. She leaped into our car
when we pulled over to get her
out of the street. We drove around
for an hour asking if anyone
knows her. No one did.



Text 9

MISSING CAT
REWARD



- Molly is a house cat who went missing on 10th February 2008 from the Leyland area of Lancashire.
- She is Grey and shorthaired, she was wearing a silver collar and IS micro chipped
- She was in the garden with her owner when another cat appeared, Molly chased the cat away but never returned home.
- Molly belongs to a 5 yr old girl who has a chronic illness and she really helps to calm her after blood tests and treatment.
- Do you know anyone that has a new cat and could have innocently adopted her?
- Please check your shed, garages and out buildings and leave doors open where possible to allow her to escape if she is locked in somewhere.
- Drivers- did you see an accident?
- Her family really miss her- if you can help: -

Please contact us with any information

in complete confidence

CALL FREE

Or email 

Taken from: <http://www.missingpetpartnership.org/recovery-posters.php>

Missing Molly	Title
Molly is a house cat who went missing on 10 th February 2008 from the Leyland area of Lancashire. She was in the garden with her owner when another cat appeared. Molly chased the cat away but never returned home.	Identification
She is grey and shorthaired; she was wearing a silver collar and IS micro chipped. Molly belongs to a 5 years old girl who has a chronic illness and she really helps to calm her after blood tests and treatment.	Description

Decide whether these statements are True or False.

Molly chased the cat away and never back home. (T/F)

Molly is a wild cat. (T/F)

Molly belongs to an old lady. (T/F)

Molly is white and longhaired. (T/F)

Molly is wearing a silver collar. (T/F)

Text 10

My Lovely Puppies

My dog, Betsy, gave birth to four puppies five months ago. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. I named him Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two other puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while Opal has a pink ribbon. Even though they are not quite the same, they are all so cute. I love them all.

Scaffolding: English for Junior High School Students VIII

My Lovely Puppies	Title
My dog, Betsy, gave birth to four puppies five months ago.	Identification
He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. I named him Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two other puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while Opal has a pink ribbon. Even though they are not quite the same, they are all so cute. I love them all	Description

1. A descriptive text is a text that describes a particular person, place, or thing.
2. A descriptive text includes:
 - a. Identification : the part of the paragraph that introduces the character.
 - b. Description : the part of the paragraph that describes the character.
3. In that descriptive text, we find:
 - a. **Simple present tense**

Sentence pattern:

S + V-1 / V-s/es + O/A/C

Note :

S : Subject

A : Adverb

V-1 & V-s/es : Verb

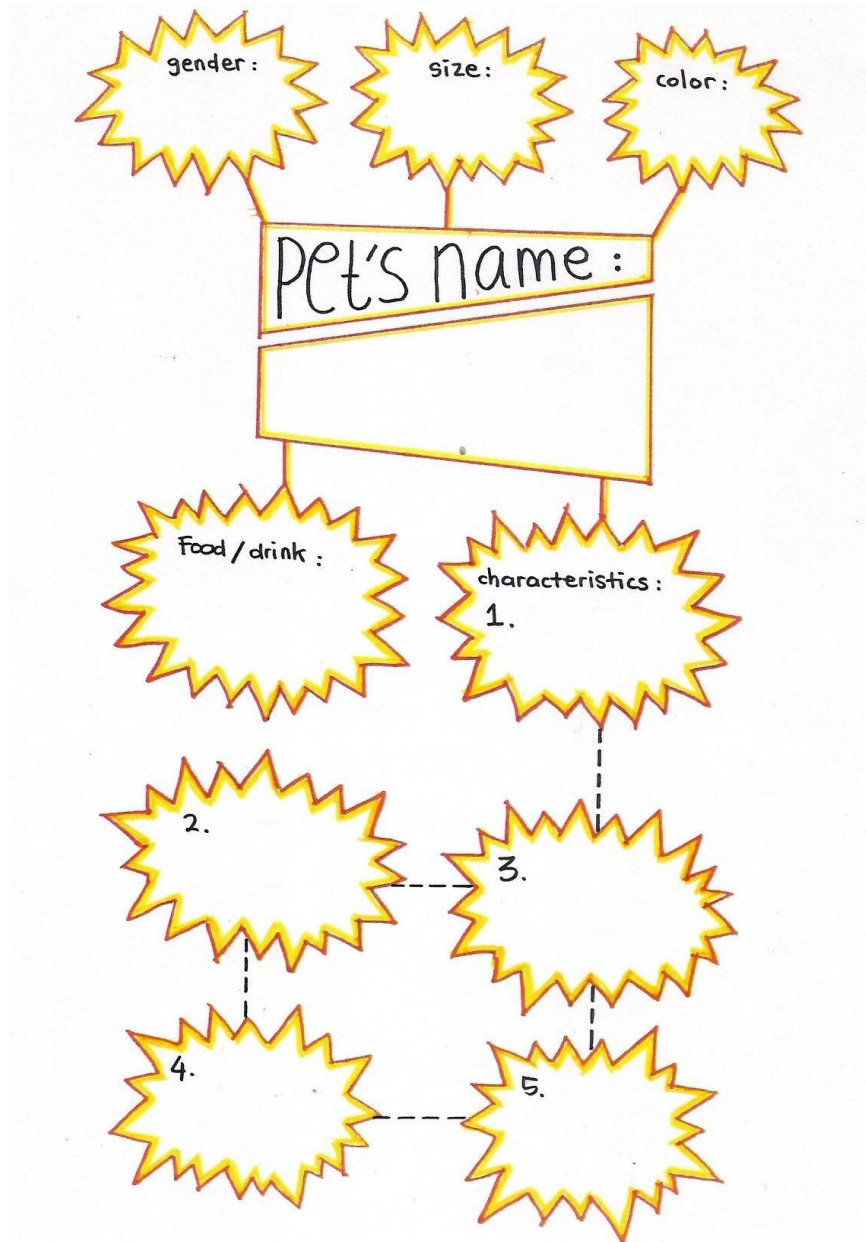
C : Complement

O : Object

b. Adjectives

Articles	Adjectives		Thing
	Size	Color	
A	Big	-	Male
A	-	Black	Ribbon
A	-	White	Marking
A	Small	Gray	Cat
The	-	Brown	Hair

Task 1. Brainstorm one of your group member's pet. Write it into sentences on the worksheet



taken from: *Significances of Graphic Organizers In Improving Writing Skills of VIII A Students of Smp Negeri 9 by Anjas Traya.*

Task 2. Make a descriptive text based on the brainstorming in Task 1 in group.



A large, rounded rectangular box with a grey border, containing several horizontal lines for writing. The lines are spaced evenly and extend across most of the width of the box. There is one line at the top, followed by a gap, and then seven more lines below.

Task 3 | Make a descriptive text based on the image below individually..



A large, rounded rectangular box with a grey border, containing several horizontal lines for writing. The lines are spaced evenly and extend across most of the width of the box.

F. Media

1. Digital Images:
 - “A Missing cat”
 - “My lovely Puppies”
2. Laptop
3. Projector
4. Power point application

G. Learning Method

Four Stages (BKOF, MOT, JCOT, ICOT)

H. Teaching and Learning Activities

First meeting

BKOF:

- Students pay attention to the images of a missing cat and lovely puppies presented by the teacher.
- The teacher gives questions in which situation the descriptive text is used and where usually they find the descriptive texts.
- Students respond to the teacher’s questions dealing with the descriptive text entitled missing cat.
- Students compare the model of descriptive text with other essay texts.

MOT:

- The teacher gives the students an example of descriptive text about missing cat and lovely puppies, and then guides them how to express or say something in descriptive text.
- The teacher gives questions (investigating) about the vocabulary, structural pattern, and generic structure.
- Students answer the questions about the topic, the generic structure, and grammatical pattern used in the text with guidance from the teacher.

JCOT:

- Students work in groups.

- Each group gets a worksheet of a brainstorming sheet.
- Students gather information about one of their lovely pets together and fill the worksheet.
- Students write the information gathered into sentences on the worksheet.
- Students check other groups' answer (peer correction)

ICOT:

- The teacher gives the students individual worksheet.
- Students identify the specific information in a descriptive text individually based on the image given.
- Students submit their works.

Sources:

Joko Priyana, dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Artono Wardiman, dkk. 2008. *English in Focus for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional

I. Evaluation

Form : Written (Students make a descriptive text)

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 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	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 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 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 communicate, not enough to evaluate.

Approved by
English teacher

Bantul, 2013
Apprentice teacher

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LESSON PLAN
(Cycle 2 fourth meeting)

School	: MTs Ali Maksum
Grade/ Semester	: VIII/ 2
Subject	: English
Skill	: Reading and Writing
Time Allocation	: 2 X 40 minutes

A. Standard of Competence:

11. Understanding the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

B. Basic Competency:

11.3 Responding to the meaning and the rhetorical step in short essay texts accurately, fluently, and acceptably to interact with surroundings in the form of descriptive text.

C. Indicators:

1. Students are able to identify the general information in a descriptive text.
2. Students are able to find the specific information in a descriptive text.
3. Students are able to identify the generic structure in a descriptive text.
4. Students are able to identify the grammatical pattern in a descriptive text (adjectives, adverbs, tenses)

D. Learning Objectives:

In the end of the lesson, the students are expected to be able to identify the specific information in descriptive texts with the help of digital images.

E. Learning Materials

a. Input Texts

Descriptive texts:

“My lovely house”

Describing Place



Text 11.

My Lovely House

My house is on Jl. Arjuna. I live there with my family. My house is old and antique. It is a small wooden house. It has a living room, a kitchen, a bathroom, a storage room, and three bedrooms. My parents' bedroom is in front of my sister's bedroom. Next to my sister's room is my room. Next to my room is the bathroom. While the kitchen, is next to my parents' room. The storage room is behind the kitchen. There are many brown wooden household furnishings inside my house. There is also a small garden in front of my house. It makes my house looks so beautiful. Although our house is small but we love it.

Taken from: Scaffolding grade VIII

My Lovely House	Title
My house is on Jl. Arjuna. I live there with my family. My house is old and antique. It is a small wooden house.	Identification
It has a living room, a kitchen, a bathroom, a storage room, and three bedrooms. My parents' bedroom is in front of my sister's bedroom. Next to my sister's room is my room. Next to my room is the bathroom. While the kitchen, is next to my parents' room. The storage room is behind the kitchen. There are many brown wooden household furnishings inside my house. There is also a small garden in front of my house. It makes my house looks so beautiful. Although our house is small but we love it.	Description

1. A descriptive text is a text that describes a particular person, place, or thing.
2. A descriptive text includes:
 - a. Identification : the part of the paragraph that introduces the character.
 - b. Description : the part of the paragraph that describes the character.

3. In that descriptive text, we find:

a. Simple present tense

- 1) My house is on Jl. Arjuna.
- 2) It has a living room, a kitchen, a bathroom, a storage room, and three bedrooms.

Sentence pattern:

S + V-1 / V-s/es + O/A/C

Note :

S : Subject

A : Adverb

V-1 & V-s/es : Verb

C : Complement

O : Object

b. Adjectives

Articles	Adjectives				Thing
	Size	Age	Color	Material	
A	Small	-	-	Wooden	house
-	-	-	Brown	Wooden	household
A	Small	-	-	-	furnishing
A	Small	-	Gray	-	garden
An	-	Old	Black	-	Cat chair

c. "There is" and "There are"

- 1) There are many brown wooden household furnishings inside my house.
- 2) There is also a small garden in front of my house.

"There is" and „there are“ □ □’ada“
 “There is” is for singular nouns.
 “There are” is for plural nouns.

d. Prepositions

- 1) My parents’ bedroom is in front of my sister’s bedroom.
- 2) Next to my sister’s room is my room.

3) The storage room is behind the kitchen.

In front of : di depan

Next to : di samping
di sebelah

Beside : di samping
di sebelah

Behind : di belakang

Under : di bawah

On : di atas

In : di dalam

Brainstorm the digital image given by teacher. Write the information on the brainstorming sheet provided.

A hand-drawn brainstorming sheet for a house. At the top left is a yellow sun. In the center is a yellow house with a brown roof and a chimney. A thought bubble above the chimney contains the word "TITLE:" in red. Below the house are five boxes for brainstorming: "Address", "Size", "Color", "Rooms", and "Floor". At the bottom is a large box labeled "The Order of the Rooms".

taken from: *Significances of Graphic Organizers In Improving Writing Skills of VIII A Students of Smp Negeri 9* by Anjas Traya.

Task 2: Develop a descriptive text based on the information in the brainstorming sheet in group.



Title

Identification

Description

Task 3: Describe an image of a house below individually..



Title

Identification

Description

F. Media

1. Digital Images:
 “My Lovely House”
2. Laptop
3. Projector
4. Power point application

G. Learning Method

Four Stages (BKOF, MOT, JCOT, ICOT)

H. Teaching and Learning Activities

First meeting

BKOF:

- Students pay attention to the images of “My Lovely House” presented by the teacher.
- The teacher gives questions in which situation the descriptive text is used and where usually they find the descriptive texts.
- Students respond to the teacher’s questions dealing with the descriptive text entitled missing cat.
- Students compare the model of descriptive text with other essay texts.

MOT:

- The teacher gives the students an example of descriptive text about “my lovely house”, and then guides them how to express or say something in descriptive text.
- The teacher gives questions (investigating) about the vocabulary, structural pattern, and generic structure.
- Students answer the questions about the topic, the generic structure, and grammatical pattern used in the text with guidance from the teacher.

JCOT:

- Students work in groups.
- Each group gets a worksheet of a brainstorming sheet.

- Students gather information about an image of house together and fill the worksheet.
- Students write the information gathered into sentences on the worksheet.
- Students check other groups' answer (peer correction)

ICOT:

- The teacher gives the students individual worksheet.
- Students identify the specific information in a descriptive text individually based on the image given.
- Students submit their works.

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	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.

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English teacher

Bantul, 2013
Apprentice teacher

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APPENDIX D
FIELD NOTES

Field Note 1

Date : Sunday, November 18th, 2012
 Time : 08.00 a.m.
 SS : School Staff
 R : Researcher
 Place : Administration room, Head Master's room
 ET : English Teacher
 KS : Head Master

1.	R arrived at MTs Ali Maksum and met SS to give an observation permission letter to do an observation in case of doing research in MTs Ali Maksum Krapyak Yogyakarta.
2.	SS asked R to wait in the waiting room..
3.	SS let R to meet HM in his room.
4.	R met HM to tell his intention to do a research and gave him the permission letter.
5.	HM asked R about the concept of the research. Then, HM said that R could do the research in grade VII or VIII because grade IX was preparing for national examination.
6.	HM gave permission to R to do the research and then introduced R to the ETs. However, one of the ETs was in the middle of seminar. HM suggested R to come again tomorrow.
7.	R thanked to the HM and said good bye.

Field Note 2

Date : Saturday, November 24th, 2012
 R : Researcher
 Time : 08.00 a.m.
 HM : Head Master
 Tempat : Head Master Room, Teacher Room
 ET : English Teacher

1.	R went to school and met HM in his room. HM let R sat and waited for the ET
2.	R told ET his intention about the observation for his thesis in the school.
3.	R and ET discussed about the class that suitable for R to do the research.
4.	R and ET agreed to do the research in grade VIII because in this grade students need more help in learning English to prepare for the next year national examination.
5.	After decided the object of the research, HM gave his responsibility to guide R in doing his research. Then, R and ET had discussed it again in detail.
6.	R thanked to the HM and said good bye to HM. Next, R went to teacher room to discuss and to interview with the ET.

7.	ET said that students in grade VIII still have difficulty in learning English. Most of them have difficulty in vocabulary and grammar. However, in four language skills in English, it seems that writing is the difficult one. The students had difficulty in generating their ideas and arranging the idea into good paragraphs. Moreover, some of students still had difficulty in making a good sentence. The mistakes were in tenses and the structure.
8.	Then, R asked permission to do a class observation and interview to the students,
9.	R and ET agreed to do a class observation and interview to the students on Tuesday, 25 th November, 2012.
10.	R said hello to ET and the teachers surrounding.

Field Note 3 (observation)

Date : Sunday, November 25th, 2012
R : Researcher
Time : 10:00 a.m.
ET : English Teacher
Place : Teacher Room
Ss : Students

1.	R met ET in the teacher room.
2.	After the bell rang, signing that the subject exchange, R and ET went toto class VIII D.
3.	ET open and greeted the class but only a few of students answered. Then, ET asked them to open the book and learn descriptive text. After explaining the text, ET asked the students to do the task. Some students were interested to do the task, others were busy with their fiends. From the students answer, it seemed that the students still made mistakes in terms of vocabulary usage, agreement, punctuation and the structure. Besides that, some students had difficulty in generating their ideas to write a simple paragraph. Then, ET closed the lesson and introduced R to the students. ET told them that R was doing his research and needed their helps to participate with R to get the data. R asked some students to participate in interview section after the lesson.
4.	After the lesson done, R interviewed some students of lass VIII D.
5.	Some students said that they have difficulty in using the vocabulary, the grammatical terms, and generating their ideas into sentences. So that they often had difficulties in speaking and writing. In speaking students sometimes had interactive activities or interactive games in learning. In another side, writing skills in the school rarely had the activity or material that stimulates students to write more.
6.	R and ET discussed and decided to focus on trying to improve students' skills in writing descriptive texts.
7.	Next, R thanked to ET and said goodbye to her.

Field Note 4

Date : Saturday, December 1st, 2012
 R : Researcher
 Time : 09.30 a.m.
 ET : English Teacher
 Place : Teacher Room

1.	After the bell rang that signed the break time, R met the ET in teacher room.
2.	R and T discussed the solution to solve the students' writing problems.
3.	R and ET also discussed the thesis proposal which dealt with the problem that found in the field and discussed the solution which would be implied.
4.	Next, R thanked to ET and said goodbye to another teacher.

Field Note 5

Date : Monday, December 3rd, 2012
 Time : 10.00 a.m.
 R : Researcher

1.	R was trying to get the permission letter from the Faculty of Languages and Arts.
2.	R dealt with the approval sheet of thesis proposal.

Field Note 6

Date : Wednesday, December 5th, 2012
 R : Researcher
 Time : 08:00 a.m.
 HM : Head Master
 Place : Head Master room, Teacher Room
 ET : English Teacher
 Ss : Students

1.	R met HM in head master room and told him that he would do the research at grade VIII MTs Ali Maksum Krapyak Yogyakarta based on the observation and discussion result with ET. Next, R gave the permission letter from UNY and gave the thesis proposal to him.
2.	HM gave his permission to R and let R to do the research based on the thesis proposal.
3.	R thanked to HM and say good bye to him. Then, R met ET in the teacher room
4.	R met ET to ask permission. It was decided that R would do the research in class VIII D. Next, R asked for the students' attendance list of class VIII D.
5.	R consulted the lesson plan with her.
6.	It was decided that the first meeting would be held on 17 th February

	2013 to do the pre test session,
7.	R thanked to ET and said good bye to her.

Field Note 7 (pre-test)

Date : Sunday, February 17th, 2013
R : Researcher
Time : 10.00 a.m.
Place : Teacher Room, class VIII D
ET : English Teacher
Ss : Students

1.	R met ET in teacher room to give her the pre test sheet for Ss.
2.	After the break time bell rang, R went to class VIII D to let them know that today is the turn for R to test their abilities in writing descriptive.
3.	R greeted, led the pray and then checked the attendance list one by one. R asked the students to come one by one to get the pre test worksheet.
4.	After R gave the pre test sheet, then he gave the instruction on how to do the test. Ss were asked to answer the questions based on the text and were asked to make a simple descriptive text by using their own language.
5.	After the Ss had finished it, R asked them if there were any difficulties in doing the test. There were no questions from Ss, and then R decided to end the session.
6.	R had a bit discussion with ET in teacher room and showed her the pre test result. R and ET discussed the solution to improve Ss writing skills.
7.	R thanked to her and said good bye.

Field Note 8 (first meeting)

Date : Sunday, February 24th, 2013
R : Researcher
Time : 10.00 a.m.
ET : English Teacher
Ruang : Teacher Room, VIII D class
Ss : Students

1.	R met ET in teacher room to give her the lesson plan and the observation sheet that should be filled by ET. Then, R and ET prepared the learning media and the material that would be applied in the class.
2.	After the break time bell rang, R went to class VIII D to let them know that today is the R turn to apply the action.
3.	R greeted, led the pray and then checked the attendance list. R introduced himself, let them know what R would do in the class and told them the purpose of the research. ET was the observer.
4.	R started the lesson by showing them some missing persons and animals. Some Ss showed their enthusiastic and said, " <i>itu beneran pak beritanya?</i> " (Are those real sir?). Then, R asked Ss " <i>where did you</i>

	<p>usually find these images?" SS answered, "police office, in the tree, papan pengumuman in a news papers, TV, magazines, internet" there were also some Ss answered "di tiang listrik dekat lampu merah!" Next, R moved to the next slides with various examples of lost and found images. Ss showed heir enthusiastic and amazed with the images.</p>
5.	<p>R showed an example of a descriptive of a missing person and asked Ss to study the text. Then we discussed and had question-answer session in the form of "true or false" orally. Then, we discussed the vocabulary, the topic, language features, the generic structures, and the tenses using in the text together with Ss.</p>
6.	<p>Then, R explained the function of simple present tense which is always used in making descriptive texts and also the adjective terms to describe one's specific characters and their personalities. R showed them the example in the text. Ss paid attention to the R explanation. A student asked a question about the adjective. "pak apa bedanya clever sama smart" ("sir, what is the difference between clever and smart?"), the R answer the question bravely.</p>
7.	<p>R gave them worksheet, asked them to make a group of three or four to understand a descriptive that given by R and asked them to match the statement based on the text. In the task, Ss were asked to understand the text in group then matched and answered some questions about the text in True and false format. Some Ss asked about vocabulary to R enthusiastically. R guided them to found the answer of the questions.</p>
8.	<p>After they finished with their group work, R discussed their work together with Ss and asked them to be the judge of every group result.</p>
9.	<p>After that, R gave them again a worksheet with descriptive and some questions inside. R asked them to do it individually to know how deep their understanding about the material which is given. Ss were asked to understand and answer some True-False questions based on the text and match some words that suitable with the meaning.</p>
9.	<p>After all the worksheet submitted, R asked them "is there any difficulty in the material?" "do you understand?" some Ss said "yes" another said "lumayan, sedikit ngedong" (not bad, can be understood a little bit). Before R closed the session, R made a conclusion about the material which has learned today and asked some Ss to have an interview session after the lesson.</p>
10.	<p>R closed the session and asked them to keep learning. R thanked to Ss and said "see you again later, we will discuss the same topic about descriptive text in the next meeting." R asked some student to have an interview session. In order to make it simple, R interviewed Ss in group and individual.</p>
11.	<p>R had a bit discussion with ET in teacher room. ET gave the lesson plan and the observation sheet which already filled to R. Then, R asked to back home.</p>

Field Note 9 (second meeting)

Date : Saturday, March 2nd, 2013
R : Researcher
Time : 12.30 p.m.
ET : English Teacher
Ruang : Teacher Room, class of VIII D
Ss : Students

1.	R met Et and gave her the lesson plan and the observation sheet. After the break time bell rang, R and ET went to VIII D to start the action.
2.	R greeted and led the pray then check the attendance.
3.	R started the lesson by reminding them what we had learned in the last meeting. Then, R showed them images of thieves and missing person. Ss showed their enthusiastic and then said " <i>itu beneran lagi pak.orangnya?</i> " (Are those images real again sir?) R answered " <i>yes they are</i> ". Then, R asked them "Where did you usually find these images?" Ss answered, "police office, TV, <i>tempat umum</i> (public places)!" R asked them again, "Can you describe the man?" Ss answered, " <i>Hmm...</i> " some Ss said, "Let's try, sir." "Oh no, may be"
4.	Then, R showed them the image that had been discussed in the previous meeting (missing Morgan Dana Harrington) to remind them what we had learnt. Then, R showed them another image, this time is an artist. An image of Avril Lavigne. R together with Ss made a description about the artist. R gave them the vocabularies by doing brainstorming activities. R explained the use of <i>simple present</i> which already explained in the previous meeting. R guided them to make a simple descriptive text. So, a simple descriptive text which made together with Ss was done.
5.	Then, R asked Ss to make a group of three or four just like the last meeting. Then, R gave a worksheet to each group. In the worksheet Ss were asked to describe an image of an artist with the help of vocabularies which already mentioned in the image.
6.	R explained again the use of simple present tense and the adjective to describe person in a specific way. Ss paid attention to R.
6.	After that, R made a table of the order of adjectives in a slide. Next, R gave them an image of artist and asked them to describe it in spoken way. Ss showed their enthusiastic with the image that showed their idol, they seemed so excited to describe it.
7.	After that, R gave them a worksheet of an artist image. Ss were asked to make a descriptive text individually. But before that, Ss were given a brainstorming worksheet to help their work in describing their idol.
8.	After all the worksheet submitted, R asked them the difficulties in doing the task and understanding the material which had been learnt. There were no questions from Ss. R repeated the material that had been learnt

	in a simple way and checked Ss understanding about it. It seemed that Ss had understood with the material. Then, R closed the lesson and asked some Ss to stay for an interview session. In order to get efficiency time, R interviewed Ss in a group and individual.
9.	R interviewed ET about the teaching learning process. According to ET, so far, the implementation of the action is good. Ss were interested in writing the descriptive texts, they can generate their ideas more easy than before. However, ET had not made a conclusion that Ss had the improvement in their writing skills, because ET had not seen the result of the Ss' works. Then, showed her the result and the interview result. After had a bit discussion, R and ET decided to focus on the grammatical features in the next cycle. Because it seemed that the Ss understanding about grammatical feature was still low. Next, ET gave R the observation sheet and then R said good bye to her.

Field Note 10 (third meeting)

Date : Saturday, May 11th, 2013
R : Researcher
Time : 12.30 p.m.
ET : English Teacher
Place : Teacher Room and VIII D class
Ss : Students

1.	R met ET in the teacher room and gave her the lesson plan and observation sheet. After that, R and ET went to VIII D.
2.	R greeted, led the pray and checked the attendance.
3.	R then checked again the Ss' understanding about what we had learnt. Then, again, R showed them images. That time was the missing animals. Ss showed their enthusiastic, a student said " <i>ini beneran lagi pak? Banyak amat sih yang hilang, dapet dari mana pak?</i> " ("Are those images truly exist sir? There were so many animals is missing, where did you get the images?") R said "from internet". Then, R showed them a missing cat. R asked them some questions "What is it?" Ss answered bravely, "cat!" R continued the question, "what is the color?" Ss answered, "white and brown" again R asked them, "and...what about the size?" Ss said, "big". R asked them again, "is it nice?" Some Ss said "yaaa... nice" one or two said "No!"
4.	Then, R showed them an example of descriptive text about a missing cat and discussed it with Ss. R asked them questions about the vocabularies, the generic structure, grammatical terms and the content of the text.
4.	R showed them again an example of descriptive text about "My Lovely Cat" R asked them to study the text. R then discussed the vocabularies, the topic, language features, and the generic structure of the text together with Ss by giving them some questions orally.
5.	R explained again about the use of simple present tense about "there is"

	and “there are”, and the prepositions. Ss paid attention to R. After that R showed them the order of adjective in slide. Then, R gave them examples some cats and asked them to describe them in a simple way. After discussed the grammatical terms, R asked them to make a group of three or four.
6.	R gave them worksheet with an image in it. Ss were asked to describe the animal in the sheet in group. But before Ss wrote the description, they had to fill the brainstorming sheet to help them writing the description. Some Ss were enthusiast but some of them made a noise by asking R about the tense and the vocabulary. R had to guide Ss to fill the task. Before the entire task submitted, Ss were asked to check again their group work.
7.	R discussed the task together with Ss and gave them reward for the best group.
8.	Directly after that, R gave them again worksheet to Ss, this time is individual task. Ss were asked to describe the animal in the worksheet by using their own language with the guidance of the texts that had been learnt before.
9.	After Ss submitted task. R asked them is there any difficulties in doing the task, most of them said no. R gave them summary of the material that had been learnt before. R checked their understanding about descriptive text and the use of simple present tense. After that, R thanked to Ss and ended the lesson.
10.	R had a bit discussion with ET in teacher room. Then, R thanked to her and back home.

Field Note 11 (fourth meeting)

Date : Sunday, May 12th, 2013
R : Researcher
Time : 10.00 a.m.
ET : English Teacher
Place : Teacher room, VIII D class
Ss : Students

1.	R met ET in the teacher room and gave her the lesson plan and observation sheet. R and ET went to teacher room to prepare the LCD and the material.
2.	After the break time bell rang, R went to VIII D to let them know again about the action which would be taught again by R.
3.	R greeted, led the pray and checked the attendance. R then asked them “Do you know how to describe certain place?” Ss looked confuse. Then, R showed them some images of tourism places and some houses. One example is about “My lovely House” Ss seemed enthusiastic.
4.	Then, R showed them a sample of descriptive text entitled “My lovely House”. R asked them to learn the text by understanding the

	vocabularies, generic structure, and tense which is used in the text. R discussed the text by giving Ss some questions orally. Then, explained them the topic, language features, and the tense. Ss paid attention to R.
5.	R then asked them to make a group of three or four. Then, R gave them a worksheet with an image of a house. Ss asked to make a descriptive text about the house in group. Before that, R gave them a brainstorming sheet that might help them to generate their ideas into a paragraph. After finished the task, each group gave their work to another group. They checked the task together and gave comment to another group task. R asked them to revise and submit it to R.
7.	Next, R asked them is there any difficulties in understanding the material. There were no questions from Ss and then R repeated again and made some conclusion about what we had learnt that day. R checked again Ss understanding about descriptive text and its parts. It seemed that Ss understood about the material. R ended the lesson and asked some of them to have an interview session after the lesson.
8.	R interviewed ET in the teacher room. After checked the result of the Ss' writing and the interview result, R and ET agreed to stop the cycle. Then R thanked her and said good bye.

Field Note 12 (post-test)

Date : Saturday, May 18th, 2013
R : Researcher
Time : 12.30 a.m.
Place : Teacher Room, class VIII D
ET : English Teacher
Ss : Students

1.	R met ET in teacher room to give her the post test sheet for Ss.
2.	After the break time bell rang, R went to class VIII D to let them know that today is the turn for R to test their abilities again in writing descriptive.
3.	R greeted, led the pray and then checked the attendance list. R asked the students to come one by one to get the post test worksheet.
4.	After R gave the post test sheet, then he gave the instruction on how to do the test. Ss were asked to answer the questions based on the text and were asked to make a simple descriptive text by using their own language.
5.	After the Ss had finished it, R asked them if there were any difficulties in doing the test. There were no questions from Ss, and then R decided to end the session.
6.	R had a bit conversation with ET in teacher room and showed her the post test result.
7.	R thanked to her and said good bye.

APPENDIX E

INTERVIEW TRANSCRIPTS

Interview 1

Hari/Tanggal : Sabtu, 24 November 2012

P : Peneliti

Waktu : 08.00

GBI : Guru Bahasa Inggris

Tempat : Ruang Guru

P	“Menurut ibu bagaimana pembelajaran bahasa Inggris di sekolah ini? Ada kendala tidak bu?”
GBI	“Ya... (tersenyum) secara keseluruhan siswa masih banyak yang mengalami kesulitan, Mas. Ada beberapa yang tampak menonjol, tapi ada juga yang masih lemah.”
P	“Menurut ibu sendiri, kelemahan mereka pada aspek apa?”
GBI	“Ya macam-macam, Mas. Kebanyakan di <i>vocab</i> , terus <i>grammar</i> juga banyak yang masih lemah. Biasanya <i>tenses</i> nya yang agak kacau. Lalu struktur kalimatnya juga masih banyak yang bingung. Padahal ya sudah dijelaskan, tapi nanti lupa lagi. Terus... masih ada kesulitan untuk bikin kalimat, apalagi nulis paragraf. Udah susunan ada yang kebolak-balik, kurang teliti juga (tertawa).”
P	“Berarti kalo dilihat dari <i>skills</i> , <i>writing</i> nya ya bu yang masih lemah?”
GBI	“Ya kurang lebih gitu. Malah cenderung paling lemah daripada yang lain. Yang paling mending <i>reading</i> nya, Mas. Kalo <i>listening</i> atau <i>speaking</i> lumayan. Cuma kalo <i>speaking</i> mereka kadang masih nggak lancar, kan faktor grogi juga. Ya nanti coba dilihat aja, Mas.”
P	“Iya bu. Nanti coba saya observasi ke kelas. Kalo menurut ibu, apa kendala para murid? Terkait dengan kelemahan mereka tadi.”
GBI	“Kendalanya... mulai dari males belajar, rame kalo diterangkan, mungkin juga karena materinya kurang menarik, atau kurang media. Tapi ya kalau untuk media, kadang-kadang kesulitan juga.”
P	“Medianya apa, bu?”
GBI	“Gambar, foto, <i>powerpoint</i> , ya itu, kalo pake <i>LCD</i> jadinya agak sulit. ya soalnya cuma ada satu <i>LCD</i> , sedangkan yang mau pake banyak. Sebenarnya di ruang lab.komputer juga ada <i>LCD</i> nya tapi jadi kurang kondusif untuk nulis.
P	“O, begitu ya, bu. Kalau untuk materi, biasanya ambil dari mana?”
GBI	“Materinya saya rangkum sendiri saya ambil dari beberapa sumber dan pakai LKS “Kejar”
P	“Mm, ya ya. bu, kalo untuk observasi kelasnya kira-kira kapan ya bu enak? Saya juga mau wawancara ke muridnya juga, bu.”
GBI	“Ya silahkan, jadwal saya disini setiap hari sabtu dan minggu, selain hari itu saya ngajar disekolah lain mas”
P	“O gitu, bu, saya ngikut ibu saja kapan bisanya dan kira-kira kelas apa yang cocok untuk saya jadikan objek penelitian”
GBI	“kelas VIII D saja mas, hari sabtu jam terakhir yaitu Jam 13:50 dan hari minggu jam ke lima dan enam yaitu jam 10:10. Silahkan masnya

	mau pilih yang mana?”
P	“ya besok hari minggu saja bu saya datang untuk observasi.” Yasudah kalau begitu bu, terimakasih atas waktunya.
GBI	“O, iya. Sama-sama, Mas.”

Interview 2 (observation)

Hari/Tanggal : Minggu 25 November 2012

P : Peneliti

Waktu : 11.30

S : Murid

Tempat : kelas VIII D

P	“Namanya siapa, Dik?”
S	“Yafi’ Alfita” (S19)
P	“menurut kamu pelajaran bahasa Inggris itu bagaimana?”
S	“mm... biasa aja”
P	“biasa aja? Ada kesulitannya gak belajar bahasa Inggris?”
S	“ada”
P	“kesulitannya dimana?”
S	“Kadang banyak yang sama (cara bacanya) tapi gak tau artinya... gitu”
P	“terus ada lagi ga?”
S	“Ya banyak”
P	“ya banyaknya apa lagi? Biar saya tahu.
S	“menyusun kata-katanya gitulah”
P	“lalu peajaran bahasa inggris dikelas kamu bagaimana? Bisa mengikuti pelajaran dengan baik ga? Gurunya seperti apa? Bisa menyampaikan pelajaran dengan baik tidak?”
P	“tidak, gurunya kurang seru, ngebosenin. Sering nyatet terus lalu pake LKS terus kan bosan.
P	“O gitu. Oke deh. Mungkin itu saja. Terimakasih ya.
S	“Iyaa,

Interview 3

Hari/Tanggal : Minggu 25 November 2012

P : Peneliti

Waktu : 11.30.

S : Murid

Tempat : ruang kelas VIII D

P	Namamu siapa dek?
S	“Siti Nur Hidayati Budi Utami” (S33)
P	“sudah berapa lama belajar bahasa Inggris?”
S	“dari SD sampai sekarang, kira-kira sudah 8 tahun.
P	“Kesulitannya kira-kira dimana?”
S	“di kosakata, menyusun kalimatnya, tensesnya, ya banyak lagi pokoe.

P	“menurut kamu proses belajar bahasa inggris di kelas VIII D itu bagaimana?”
S	“gimana ya... ya kayak gitu lah pak, kurang tertib, kurang efektif.
P	“kurang efektifnya dimana?”
S	“cara mengajarnya, dan cara menyampaikan pelajarannya.
P	“cara menyampaikan pelajarannya gimana?”
S	“ya bosan, nulis terus, nulis rangkuman dari ibunya, bosan pokoe pak”
P	“ibunya dikelas pernah menggunakan media apa saja selain papan tulis dan rangkuman?”
S	“gak pernah pake apa-apa selain itu, pokoe nulis terus”
P	“O gitu. Yasudah mungkin cukup segini dulu ya. Terimakasih”
S	“Iya, pak”,

Interview 4

Hari/Tanggal : Minggu 25 November 2012

P : Peneliti

Waktu : 11.30

Ss : Murid-murid

Tempat :ruang kelas VIII D

P	“ <i>Hello</i> , namanya siapa?”
Ss	“Ayu salsabila Rahmah” (S5)
P	“sudah berapa lama belajar bahasa inggris?”
Ss	“8 tahun dari SD kelas 1”
P	“dari SD sampai sekarang kesulitannya belajar bahasa inggris dimana?”
Ss	“mmm... apa ya?dari kosakata, terus dari pengucapan, penulisan.. ya banyaak laah.”
P	“sesulit apa sih menurut kamu?”
Ss	“sulit banget”
P	“terus kalau pelajaran bahasa inggris dikelas kamu bisa mengikutiga?”
Ss	“mmm... dikit-dikit”
P	“kenapa kok bilang begitu?”
Ss	“mbosenin, kurang seru, suara ibunya kurang kenceng, yaaa temen-temen juga pada rame”
P	“memangnya kalo rame tidak ditegur sama ibunya?”
Ss	“Ya, ditegur tapi ya tetap saja anak-anaknya ngeyel”.
P	“Ooh begitu yah” yasudah mungkin cukup sekian saja, terimakasih ya”
Ss	“Iya sama-sama”

Interview 5 (first meeting)

Hari/Tanggal : Minggu, 24 Februari 2013

P : Peneliti

Waktu : 11.30

Ss : Murid-murid

Tempat : Ruang kelas VIII D

P	“Namanya siapa aja, Dik?”
Ss	“Nimas Ulfatuz Zahro Maro” (S14), “Izza Nurin Nabilla” (S9), “Nurhayati Ni’mah” (S15), “Halimatu Sa’diah” (S8), “Maike Risqi” (S12)
P	“Oke.. Mm... gimana penjelasan tentang <i>descriptive text</i> nya? Sudah jelas belum?”
Ss	“ <i>Insyah Allah</i> Sedikit” (S8), “Lumayan pak” (S14), “yaa gitu deh pak” (S12), “dikit sih pak” (S15)
P	“Kan tadi udah dijelaskan dari <i>generic structure</i> nya, <i>language features</i> , sama <i>adjectives</i> , yang kurang jelas yang mana?”
Ss	“Mm... agak kecepeten aja njelasinnya, pak” (S15), iya pak kecepetan” (S8), “iya” (S12, S14, S9)
P	“O gitu. Jadi yang mana yang masih belum jelas?”
Ss	“Mm... <i>adjectives</i> sama <i>Tenses</i> ” (S12), samaa... (S14, S9, S15, S8)
P	“Dibaca-baca lagi ya, kan tadi udah nulis dan ada urutan-urutannya sama contohnya. Kalo masih belum jelas besok tanya saya ya. O ya besok ada materi <i>adjectives</i> lagi kok. Diperhatikan ya. Oke kalo yang lain?”
Ss	“Udah jelas sih” (S14), “iya udah” (S8), “udah juga” (S12), “udah” (S15, S9)
P	“Trus ada kesulitan nggak nulisnya?”
Ss	“Mm... enggak sih.” (S14) “Ya sedikit tentang... arti-arti.” (S8) “Nggak ada kesulitan.” (S15) “Kalo aku sih itu... bikin kalimatnya... mm... <i>grammar</i> juga. Paling ya parah.” (S12) (tertawa bersama) “ <i>Grammar</i> masih agak bingung, terutama yang <i>adjectives</i> .” (S9)
P	“O gitu. Terus kalo belajarnya pakai gambar-gambar kayak tadi suka nggak?”
Ss	“Suka banget, pak.” (S12), iya pak bagus (S15), saya suka (S14), iya suka pak (S8), suka juga, unik” (S9)
P	“Kenapa?”
Ss	“Suka aja (S8). gambarnya bagus (S15), menarik (S14)., nggak bikin bosan (9), asyik pokoknya” (S8).
P	“Oke. Terus <i>writing</i> nya, terbantu nggak dengan adanya gambar?”
Ss	“Ya, cukup membantu, pak” (S9), iya membantu (S14), hu’um pak (S12), iya ngebantu juga (S8)
P	““Terbantunya gimana tuh?”
Ss	“Mbantu... mm... itu lho biar bisa apa... Nulisnya gampang...” (S12)
P	“Ide?”

Ss	“Nah!” Iya, itu mas maksud saya.(S12)” (yang lain tertawa)
P	“Terus?”
Ss	“Membantu bikin paragrafnya (S15). Kan pake kerja kelompok juga jadi ya lebih gampang gitu ngungkapinnya ada yang bantu.” (S8)
P	“O gitu. Jadi kalo kerja kelompoknya, terbantu ya dengan itu?”
Ss	“ iya” (S8,S12,S15), itu juga membantu, bisa tanya yang nggak bisa” (S14)
P	Oke. Trimakasih ya.”
Ss	“Yaa... Sama-sama” (S14, S9, S8, S12, S15)

Interview 9

Hari/Tanggal : Minggu, 24 Februari 2013
P : Peneliti
Waktu : 11.30.
Ss : Murid-murid
Tempat : Ruang kelas VIII D

P	“Namanya siapa, Dik?”
Ss	“Emma Atmawati Istanarol” (S24)
P	“Ya. Gimana nih penjelasan <i>descriptive text</i> nya? Terlalu cepet kah?”
Ss	“Enggak kecepetan kok, pak.”
P	“Jadi sudah jelas ya?”
Ss	“ <i>Insyallah</i> sudah jelas, pak.”
P	“Oke. <i>By the way</i> , kalo nulisnya ada kesulitan nggak?”
Ss	“Lumayan tadi bisa”
P	“Kalo untuk menuangkan ide?”
Ss	“Lumayan lancar, pak”
P	“Oke. Nah kalo untuk <i>Digital Image</i> sama kerja kelompoknya? Itu membantu <i>writing</i> kalian nggak sih?”
Ss	“lumayan membantu pak.”
P	“Membantunya gimana?”
Ss	“Mm... jadi lebih gampang sih, pak. Apa ya... ya nulisnya sih jadi lebih lancar aja Membantu untuk ide pas nulis paragrafnya.
P	“Okedeh. Trimakasih ya.”
Ss	“Iya. Sama-sama.”

Interview 10 (second meeting)

Hari/Tanggal : Sabtu, 2 Maret 2013

P : Peneliti

Waktu : 14.00

S : Murid

Tempat : Ruang kelas VIII D

P	“kamu namanya siapa?”
S	“Prasetya Ning Tyas ” (S16)
P	“Oke. Gimana pelajarannya barusan? Terlalu cepet ya?”
S	“Enggak kecepetan kok, pak.”
P	“Jadi sudah jelas ya?”
S	“Iya, jelas.”
P	“Terus kan kalo kemarin belajarnya pake gambar suka nggak?”
S	“Suka dong.”
P	“Kenapa?”
S	“Ya jadi lebih <i>mudeng</i> gitu. Materinya jadi lebih gampang masuk... dipahami”
P	“Oke. <i>By the way</i> , kalo nulisnya ada kesulitan nggak?”
S	“Enggak sih, <i>Alhamdulillah</i> bisa. Tapi itu pak paling masih agak bingung aja. Kadang-kadang kok agak nggak nyambung.
P	“Oke, jadi <i>grammar</i> nya ya? Kalo kamu tadi yang nggak nyambung apanya?”
S	“Itu kalo nulis paragrafnya kan kadang ada yang nggak nyambung kalimat sama topiknya.
P	“O itu organisasi paragrafnya belum runtut. O ya, kalo untuk kerja kelompoknya? Itu membantu <i>writing</i> kalian nggak sih?”
S	“Iya dong, sangat membantu, pak”
P	“Okedeh kalo gitu. Trimakasih ya.”
S	“Iya. Sama-sama”

Interview 11

Hari/Tanggal : Sabtu, 2 Maret 2013

P : Peneliti

Waktu : 14.00

S : Murid

Tempat : Kelas VIII D

P	“ saya mau nanya-nanya ya. Namanya siapa?”
S	“Najraudin” (S13)
P	“Gimana penjelasan <i>descriptive text</i> nya? Terlalu cepet nggak, Dik?”
S	“Enggak, pak.”
P	“Jadi sudah jelas belum nih?”
S	“Iya, <i>Insyallah</i> jelas.”
P	“Oke. <i>By the way</i> , kalo nulisnya gimana? Ada kesulitan nggak?”
S	“ <i>Alhamdulillah</i> ga teralu sulit. Lumayan terbantu sama gambarnya

	pak.
P	“Oke, jadi untuk menuangkan ide udah bisa ya?”
S	“Iya, pak”
P	“oiya tadi kamu bilang gambarnya membantu, membantunya gimana tuh?”
S	“itu pak, lebih gampang gitu mau nulis apa kan ada yang dilihat, ada bentuknya, dari gambarnya kan bisa ngebayangin juga apa nantinya yang mau ditulis”
P	“Okedeh. O ya, kalo untuk kerja berkelompok itu membantu <i>writing</i> kalian nggak sih?”
S	“Iya dong, membantu.”
P	“Membantunya gimana tuh?”
S	“Jadi lebih gampang, lebih mudah menulis teksnya karena ada temen yang bantu.”
P	“Okedeh kalo gitu. Trimakasih ya.”
Ss\	“Iya. Sama-sama, pak”

Interview 12

Hari/Tanggal : Sabtu, 2 Maret 2013

P : Peneliti

Waktu : 14.00

Ss : Murid-murid

Tempat : Kelas VIII D

P	“Hai dek, namanya siapa?”
Ss	“Lutfiati” (S29)
P	“Gimana tadi pelajaran yang saya berikan, tentang <i>descriptive text</i> ? Terlalu cepet nggak, Dik?”
Ss	“Enggak, sih pak.”
P	“Jadi sudah jelas belum nih?”
Ss	“Iya, jelas pak kalo <i>descriptivenya</i> , Cuma ya itu, kalo <i>grammarnya</i> masih bingung pak, <i>tenses</i> nya itu looh, mbingungi pak.
P	“Oke. bingungnya dimananya?”
Ss	“itu loh pak cara menjodohkannya, masih suka lupa antara is, am, are terus have sama has. Terus tambahan s atau es nya. Itu yang bikin bingung.
P	“Ooh itu toh, nanti do pelajari lagi ya di asrama. Kapan-kapan kita bahas lagi tentang itu kalo belum faham”
Ss	“Iya, pak”
P	“Kalo untuk menuangkan ide ato menjabarkan idenya buat nulis masih ada kesulitan ga? “
Ss	“Kalo itu mah udah lumayan terbantu sama gambar dan brainstormingnya juga”.
P	“Okedeh. O ya, kalo untuk kerja berkelompok itu membantu <i>writing</i> kalian nggak sih?”

Ss	“Iya dong, membantu.”
P	“Membantunya gimana tuh?”
Ss	“ya jadi lebih enak, lebih mudah menulis, kan ada temen yang bantu mikir.”
P	“Okedeh kalo gitu. Trimakasih ya.”
Ss	“Iya. Sama-sama, pak”

Interview 13

Hari/Tanggal : Sabtu, 2 Maret 2013

P : Peneliti

Waktu : 14.00

S : Murid

Tempat : Kelas VIII D

P	“Assalamualaikum dek, namanya siapa nih?”
S	“Niken Retno Wulandari” (S30)
P	“Gimana tadi penjelasan saya tentang <i>descriptive textnya</i> ? Bisa difahami?”
S	“Insya Allah bisa, pak.”
P	“Jadi sudah jelas belum nih?”
S	“Iya, jelas pak” Cuma ya itu pak, jangan terlalu kebanyakan ngasih latihan, kan jadi bosen pak. Coba diselingi pake hadiah gitu pak biar ga terlalu terasa banyak latihan. Pasti anak-anak semangat.” (tertawa)
P	“Oke. makasih masukannya. <i>By the way</i> , kalo nulisnya gimana? Ada kesulitan nggak?”
S	“ <i>Alhamdulillah</i> lancar. Gambar sama <i>vocabnya</i> membantu pak.
P	“Oke kalo gitu, membantunya dalam hal apa nih?”
S	“itu loh jadi lebih mudah mau nulis apaan, kan kita bisa ngira-ngira sambil liat gambarnya, dari bentuknya gitu”.
P	Ooh berarti untuk menuangkan idenya lebih gampang ya?
S	“Yaaa gitu deh”.
P	“Oiya, kalo untuk kerja berkelompok itu membantu <i>writing</i> kalian nggak sih?”
S	“Iya dong, membantu.”
P	“Membantunya gimana tuh?”
S	“ya terbantu karena ada temen yang bantu jadi ga mikir sendirian”
P	“Okedeh kalo gitu. Trimakasih ya.”
S	“Iya. Sama-sama, pak”

Interview 14

Hari/Tanggal : Minggu, 3 Maret 2013

GBI : Guru Bahasa Inggris

Waktu : 10.00

P : Peneliti

Tempat : Ruang Guru

P	“Jadi bagaimana pendapat ibu tentang penerapan <i>actionnya</i> ?”
GBI	“Saya sih belum bisa menilai hasilnya ya karena saya belum bener-bener mbaca tulisan mereka, terus juga baru dua kali penerapan juga. Tapi sejauh yang saya amati, mereka tertarik untuk nulis. Mereka juga kelihatan lebih mudah untuk menuliskan ide-ide mereka”. “terus coba cara menjelaskannya jangan terlalu cepat, tadi sepertinya masih ada yang bingung deh”
P	“ooh gt ya bu, Terima kasih bu. Iya soalnya takut waktunya ga cukup bu, jadi saya agak cepet jelasinnya, lain kali mungkin agak pelan deh. Mm... Ini hasil tulisan mereka, bu.”
GBI	“Iya. Nah, coba saya lihat... ini yang...”
P	“Pertemuan pertama kemarin, kalo yang ini yang tadi, bu.”
GBI	“Oke. Sebentar ya... ini... oke.” (membaca beberapa tulisan Ss)
P	“Bagaimana, bu?”
GBI	“Mm... ini lumayan... udah bisa mengembangkan ide... cukup bagus. Tapi ya gini ini mbak, ini <i>grammarnya</i> masih agak kacau. Padahal <i>yo</i> udah diterangkan, <i>yo</i> pada mendengarkan, tapi pas praktek suka lupa. Tapi ini lumayan tadi pas pake gambar binatang itu... jadi mereka bisa mm... belajar <i>adjectivesnya</i> lebih enak. Mereka seneng juga sampai berebut mau jawab. Ya menurut saya, mereka sulitnya di <i>tensesnya</i> itu, bingung bentuk <i>verbnya</i> .”
P	“Iya ya, bu. Ini juga hasil wawancara tadi ada beberapa yang bilang kalau <i>grammarnya</i> masih suka kesulitan.” (P memutar hasil wawancara beberapa Ss)
GBI	“Nah, iya. Itu kan pada ngaku sendiri kalo lupa.”
P	“lalu... gimana, bu?”
GBI	“Gini aja, besok berikutnya difokuskan untuk <i>grammar</i> dulu. Jadi biar tuntas masalahnya.”
P	“iya, bu. Mm...lalu kalau untuk <i>digital imagesnya</i> gimana menurut ibu?”
GBI	“O kalau <i>digital images</i> saya yakin membantu sekali. Kerja kelompoknya itu juga membantu, Mas.”
P	“Membantu dalam hal apa menurut ibu?”
GBI	“Ya itu tidak cuma untuk nulisnya ya, tapi juga menarik. Jadi kalau sudah tertarik dulu pasti selanjutnya gampang. Mereka juga jadi bisa nulis dengan <i>enjoy</i> jadi nggak beban.”
P	“Iya, bu. Mm... mungkin itu saja sementara bu, Terima kasih.”
GBI	“O iya, mas. Sama-sama.”

Interview 15 (third meeting)

Hari/Tanggal : Sabtu , 11 Mei 2013

P : Peneliti

Waktu : 14.00

Ss : Murid-murid

Tempat : Ruang kelas VIII D

P	“hai, saya mau wawancara kamu sebentar ya. Namanya siapa?”
Ss	“Rafika Sarah Aulia” (S17)
P	“Gimana tentang penjelasan <i>descriptive text</i> nya? Sudah jelas belum?”
Ss	“Sudah jelas, pak”
P	Oke beres. Kalo nulisnya gimana nih? Ada kesulitan nggak?”
Ss	“Mm... nggak ada sih”
P	“Oke deh. Kalo untuk teknik <i>group</i> dan <i>brainstorming</i> nya membantu nggak tuh, Dik?”
Ss	“Ooo Yang kelompokan terus pake kerangka itu ya?”
P	“Iya. Yang itu, gimana menurut adek?”
Ss	“Membantu pas nulis sih.”
P	“Membantunya gimana tuh, Dik?”
P	“Apa ya... pokoknya lebih lancar aja nulisnya. iya, lebih mudah karena ada panduan <i>brainstorming</i> nya itu.
Ss	“Oke. Makasih ya semua.”
P	“Iya. Sama-sama, <i>sir</i> .”

Interview 16

Hari/Tanggal : Sabtu , 11 Mei 2013

P : Peneliti

Waktu : 14.00

Ss : Murid-murid

Tempat : Ruang kelas VIII D

P	“hai dek, minta waktunya sebentar ga papa ya?” siapa namanya?
Ss	Iya ga papa “Sufi rizki Lillah” (S34)
P	“Gimana ni kali ini pelajarannya yang tadi saya kasih? Sudah jelas belum?”
Ss	“Sudah jelas, pak”
P	Oke beres. Kalo nulisnya gimana nih? Ada kesulitan nggak?”
Ss	“Mm... nggak ada sih, cuma itu pak kayaknya masih ada yang sedikit salah deh dalam menyusun kalimat, suka kebolak-balik gitu”
P	Ooh itu namanya word ordernya dek, besok saya bahas tentang itu deh, itu juga masuk ke dalam grammar kok, nanti sekalian kita bahas tuntas deh besok”
Ss	“iya pak terima kasih”
P	“Oke deh. Tadi juga kan pake <i>group</i> dan <i>brainstorming</i> tuh, membantu nggak menurut kamu?”
Ss	“iya itu juga membantu pak, mbantu banget pokoe”

P	“jadi kalo untuk menuangkan ide sudah bisa ya, sudah tau mau nulis apa saja, tinggal tata bahasanya yang masih sedikit kurang, gitu ya?”
Ss	“iya pak”
P	“jadi menurut kamu <i>Digital Image</i> terus sama pake kerja kelompok dan ada bantuan <i>brainstorming</i> itu membantu kamu ga dalam membuat <i>descriptive texts</i> ?”
P	“ya memang itu pak yang membantu, gambarnya jelas dan banyak contohnya pula, terus pake ada kerangka gitu sama dibantu kerja kelompok, jadi ga kerasa deh udah bisa buat <i>descriptive text</i> ”
Ss	“Oke. Makasih ya.”
P	“Iya. Sama-sama, <i>sir</i> .”

Interview 17

Hari/Tanggal : Sabtu , 11 Mei 2013

P : Peneliti

Waktu : 14.00

S : Murid

Tempat : Ruang kelas VIII D

P	“hai dik, namanya siapa?”
S	“Khairiyatul Hidayah”
P	“Gimana tadi penjelasannya udah faham belum? Udah biisa buat <i>descriptive text</i> belum?”
S	“iya sudah jelas, Insya Allah sudah mulai bisa dikit pak”
P	“Gitu ya? Terus menurut kamu tentang pemberian rewards di kelas tadi gimana?”
S	Suka pak, bisa memberikan motivasi kita dalam belajar soalnya sebelumnya belum pernah kaya gitu lho mbak, pokoknya suka banget deh.”
P	Ow ya? Kelompokmu ya tadi yang dapet?”
S	“iya, kelompok saya pak.”
P	“Seneng ga?”
S	Seneng banget pak.”
P	“Kira-kira kamu jadi mempunyai semangat ga dalam belajar bahasa Inggris jika dikasih rewards kaya gitu?”
S	“Wah ya jelas donk pak, lebih semangat lagi biar besok dapat hadiah lagi.”

Interview 18

Hari/Tanggal : Sabtu , 11 Mei 2013

P : Peneliti

Waktu : 14.00

Ss : Murid-murid

Tempat : Ruang kelas VIII D

P	“Assalamualaikum adik-adik?”
Ss	“Waalaikum salam”
P	“kita ngobrol-ngorol sebentar ya, dengan siapa aja ini?”
Ss	“Lin Mua’ dza Azizah” (S27), Kuni Fiatus Sohahah Amalina (S26), Nadillah Noor Aisyah (37), Sylvia Ramadhanti Ekasari (36),
P	Oke, tadi gimana pelajaran kali ini? Udah faham belum sama <i>descriptive text</i> ?”
Ss	“udah (S37), Alhamdulillah udah pak (S36), sampun pak (S27)”
P	“masih ada kesulitan ga dalam membuat <i>descriptive text</i> ?”
Ss	“gak ada tuh (S27), kemarin-kemarin sih masih agak sulit tapi sekarang sudah bisa kok (S36), ga ada (S37), enggak (S26).
P	“kalo masalah <i>grammarnya</i> gimana? Tensesnya itu sama penempatan katanya masih ada kesulitan ga?”
Ss	“Iya itu udah nggak juga pak (S26), itu gak sulit lagi pak (S37), sudah faham pokoe (S27), ga sulit pak (S36).
P	“oh gitu ya. Terus kalo menurut kalian belajar pake gambar atau <i>Digital Image</i> itu membantu kalian ga sih dalam membuat <i>descriptive texts</i> ?”
Ss	“iya membantu pak (S26), membantu sekali pak (S37), membantu itu pak (S36), iya dong pastinya (S27) .
P	“membantunya dalam hal apa?”
Ss	“Itu loh, jadi lebih gampang ngerjainnya, bisa punya gambaran mau nulis apa aja (S26), iya lebih mudah menuangkan apa yang mau ditulis (S36), iya sama (S27), sama juga deh (S37).” Serentak mereka tertawa pelan.
P	Ooh gitu ya, jadi lebih gampang mengeluarkan ide-ide kalian ya?
Ss	Ya gitu deh pak (S26), ya (S27), ya ya (S37)
P	Terus, tadi juga ka nada yang namanya <i>brainstorming</i> tuh, membantu juga ga buat kalian kalau mau buat <i>descriptive texts</i> ?”
Ss	Ya gara-gara itu juga tu jadi gampang mau nulis apa (S37), iya ada gambar terus dipermudah lagi pake <i>brainstorming</i> tu jadi lebih gampang ngeluarin idenya (S26), iya jadi ga macet mau nulis apa (S27), ya sama saya juga jadi lebih gampang apalagi pas kerja kelompok, jadi ga begitu bingung ka nada yang bantu...hehee (S36)
P	Sukur deh kalo gitu, yasudah. Terima kasih ya, Assalamualaikum.
Ss	Iya, wa’alaikum salam. (S26,S27,S36,S37)

Interview 19 (fourth meeting)

Hari/Tanggal : Minggu, 12 Mei 2013

P : Peneliti

Waktu : 11.30

Ss : Murid-murid

Tempat : Ruang Kelas VIII D

P	“Assalamualaikum adik-adik, ini dengan siapa aja?”
Ss	“Nurfida Latifah (S31), Lutfiati (S29), Yafi’ Alfita (S19), Ayu Salsabila Rahma(S5), Syifa Urrahmah” (S35)
P	“Tadi kan saya sudah menjelaskan tentang <i>descriptive text</i> ya, kira-kira kalian ngerti ga <i>descriptive text</i> itu apa?”
Ss	“Tau (S5), tau (S35), tau (S29), tau pak (S19), mendeskripsikan gambar atau apa gitu(S31), ”
P	“Ada kesulitan ga dalam menulis <i>descriptive text</i> ?”
Ss	“enggak ” (semua menjawab enggak secara hampir bersamaan)
P	“gampang ya?”
Ss	“Iya ” (menjawab bersamaan)
P	“Terus, tadi kan saya menggunakan gambar-gambar/ <i>image</i> , tapi dalam bentuk digital (<i>Digital Images</i>), membantu ga dalam kalian belajar <i>descriptive text</i> ?”
Ss	“membantuuu... (S31,S5,S29), Membantu bangeet (S19), lebih gampang mendeskripsikan, mudah dimengerti (S35)”
P	“dalam hal apa membantunya?”
Ss	“kan bisa dilihat gambarnya terus nanti mudeng bisa mbayangin juga.(S5)”
P	Kalo kamu gimana?
Ss	Sama kaya sabila.. (S31) sambil tersenyum.
P	Kamu?
Ss	“Lebih gampang ngamatannya, lewat bentuknya” (S19)
P	Terus tadi juga kan pakai brainstorming juga, itu membantu ga buat kalian?
Ss	“Membantuuu”... (S5,S31,S19,S29), “Membantu sekali” (S35)
P	Membantunya dalam hal apa?
Ss	Bisa mendeskripsikannya lebih jelas, ooo ini, ini (S5), untuk bahan deskripsinya (S31)
P	Ooh untuk bahan deskripsinya, jadi mengeluarkan idenya itu gampang ya.
Ss	Ya , ya, ya. (menjawab bersamaan)
P	Yasudah, mungkin itu saja adik-adik. Terimakasih ya. Assalamualaikum.
Ss	Ya, wa’alaikum salam.(menjawab bersamaan)

Interview 20

Hari/Tanggal : Minggu, 12 Mei 2013

P : Peneliti

Waktu : 11.30

Ss : Murid-murid

Tempat : Ruang Kelas VIII D

P	“Assalamualaikum adik-adik, ini siapa aja namanya?”
Ss	“Navila” (S1), Anesti meilu Wiranti (S3), Lintang Mubashirotul Marhamah (S11), Qotrun NadaNafi’ah (S32), Khairiyatul Hidayah (S10)
P	“Tadi kan saya sudah menjelaskan tentang <i>descriptive text</i> ya, kira-kira kalian ngerti ga <i>descriptive text</i> itu apa?”
Ss	“iya ngerti (S11), iya ngerti pak (S1), ngerti (S10), ngerti pak (S3), menjelaskan dengan rinci benda(S32), intinya mendeskripsikan dengan detil gitu”
P	“Ada kesulitan ga dalam menulis <i>descriptive text</i> ?”
Ss	“enggak ” (semua menjawab enggak secara hampir bersamaan) Udah enggak ada kesulitan pak, kan di ulang-ulangin terus sama bapak” (S32)
P	“masih ada masalah ga sama tenses, terus penataan kalimat atau organisasi paragraf?”
Ss	“Udah nggak pak (S32), Alhamdulillah ga ada pak (S1), sekarang sudah bisa semua pak (S11), iya sudah bisa pak (S10), iya mudah-mudahan gak lupa(S3). (tertawa bersamaan)
P	“Terus, tadi kan saya menggunakan gambar-gambar/ <i>image</i> , tapi dalam bentuk digital (<i>Digital Images</i>), membantu ga dalam kalian belajar <i>descriptive text</i> ?”
Ss	“membantuuu... (S3), Membantu bangeet (S1), iya membantu pak (S32), lebih gampang mau nulis apa (S11), iya bantu sekali pak (S10).
P	“dalam hal apa nih membantunya?”
Ss	“ya itu dari gambarnya, terus yang di gambar di cicildi taruh di lembar brainstorming terus dikembangkan jadi kalimat dan paragraph gitu pak (S3)” nah itu dia (S10), iya pak begitu (S1), sama saya juga (S11), intinya ya kita jadi gak bingung gitu mau nulis apa (S32).
P	“oke kalo gitu” berarti sudah beres semua ya”
Ss	Iya pak beres pokoknya (S1), (tertawa bersamaan)
P	Oke makasih banyak ya.

Interview 21

Hari/Tanggal : Minggu, 12 Mei 2013

P : Peneliti

Waktu : 11.30

Ss : Murid-murid

Tempat : Ruang Kelas VIII D

P	“Assalamualaikum dek, kamu namanya siapa?”
Ss	“Ghina Nabillah Sholikhati” (S7)
P	“oke, gimana tadi pelajarannya? Sudah faham semua belum?”
Ss	“sudah pak, sudah bisa saya, yakin deh”
P	“sukur deh kalo gitu, kalo sama grammar, tata bahasa, terus tenses nya masih ada kesulitan ga?”
Ss	“enggak pak, udah sering di ulang juga”
P	“bisa ya?”
Ss	“Iya”
P	“Oiya, kemarin dan sekarang saya kan pake gambar-gambar atau <i>image</i> , tapi dalam bentuk digital (<i>Digital Images</i>), membantu ga buat kamu belajar <i>descriptive text</i> ?”
Ss	“iya membantu pak, membantu banget malah”
P	“dalam hal apa membantunya?”
Ss	“gambar nya menarik, jelas, banyak contohnya, jadi kita punya angan-angan mau nulis apa gitu, terus juga kan di bantu dengan apa itu namanya yang kerangka itu?”
P	Brainstorming?
Ss	ya itu, pake itu juga tambah mempermudah lagi, jadi mudah mengembangkan idenya, karna ada bantuan gambar dan brain... brain itu tadi” (tertawa kecil)
P	Baguslah kalo begitu, terus kalo kerja kelompoknya membantu ga?
Ss	“iya membantu banget pak, apalagi pas ada hadiahnya. Jadi tambah semangat deh”)
P	Oke kalo gitu sudah beres semua ya <i>descriptive text</i> nya, sudah bisa membuat teks deskriptif sederhana kan?
Ss	“Insya Allah bisa pak, beres pak”
P	“Yasuda sekian saja ya, terimakasih”
Ss	“Iya pak sama-sama”

Interview 22

Hari/Tanggal : Minggu, 12 Mei 2013
GBI : Guru Bahasa Inggris
Waktu : 12.00
P : Peneliti
Tempat : Ruang Guru

P	“Jadi bagaimana pendapat ibu tentang penerapan <i>action</i> nya kali ini?”
GBI	“sepertinya mereka memang sudah mulai bisa mengembangkan ide fan juga sudah mulai faham bagaimana caranya membuat descriptive yang baik dan benar”
P	“Lalu tentang pemberian rewardsnya bagaimana bu?”
GBI	“Wah,,ya harus dipake lagi mas, itu sangat membantu siswa biar bisa semangat lagi. Mereka merasa senang dengan adanya reward khususnya pada pemberian hadiah mas karena ini merupakan sesuatu yang baru yang belum pernah mereka dapatkan sebelumnya. ”
P	Iya bu, Insya Allah saya gunakan lagi untuk meningkatkan motivasi mereka dalam belajar”
GBI	“Iya bagus itu mas”
P	“Lalu menurut ibu apakah ada perlu action atau langkah selanjutnya lagi untuk memperbaiki kemampuan writing mereka?”
GBI	“Saya rasa mungkin sudah cukup saja mas, Karena memang anak-anak saya rasa sudah mulai bisa dan faham bagaimana membuat deskriptif teks”
P	“Yasudah kalau begitu bu, tindakan dianggap sudah berhasil dan selesai sampai disini. Terima kasih banyak bu untuk patisipasinya”
GBI	“Iya mas, sama-sama.”

APPENDIX F

**OBSERVATION
CHECKLIST FORMS**

Observation Checklist

Date : Sunday, February, 24th, 2013

Cycle : 1

Meeting : 1

No	Observation Items	Observation check	
		yes	no
1	The Teaching and Learning Process		
A	Pre-Teaching		
	1. The researcher greet the students	√	
	2. The students respond to the greeting	√	
	3. The researcher asks the students conditions	√	
	4. The students tell their condition to the researcher	√	
	5. The researcher calls the roll		√
	6. The researcher explains the goal of teaching and learning	√	
B	Whilst-Teaching		
	1. The students are ready to learn the materials		√
	2. The researcher asks the students to read the materials	√	
	3. The students read the materials	√	
	4. The researcher gives chances to the students for asking questions	√	
	5. The students ask question	√	
	6. The students ask their classmates	√	
	7. The researcher checks the students understanding	√	
	8. The researcher gives enough time to the students to arrange their seat/to move in groups	√	
	9. The students cooperate well in groups	√	
	10. The students write English	√	
	11. The students use dictionary to help them	√	
	12. The students offer themselves to be the volunteer		√
C	Post-Teaching		
	1. The researcher summarize and reflects the lesson	√	
	2. The students reflect their learning	√	
	3. The researcher previews on the upcoming materials	√	
	4. The researcher gives reward and motivate the students to participate more in the next meetings	√	
D	Class Situation		
	1. Students seems enthusiastic	√	
	2. Students involvement	√	
	3. Time allocation	√	
	4. The use of media	√	
	5. The researchers instruction	√	

Observation Checklist

Date : Saturday, March 2nd, 2013

Cycle : 1

Meeting : 2

No	Observation Items	Observation check	
		yes	no
1	The Teaching and Learning Process		
A	Pre-Teaching		
	The researcher greet the students	√	
	The students respond to the greeting	√	
	The researcher asks the students conditions	√	
	The students tell their condition to the researcher	√	
	The researcher calls the roll		√
	The researcher explains the goal of teaching and learning	√	
B	Whilst-Teaching		
	The students are ready to learn the materials		√
	The researcher asks the students to read the materials	√	
	The students read the materials	√	
	The researcher gives chances to the students for asking questions	√	
	The students ask question	√	
	The students ask their classmates	√	
	The researcher checks the students understanding	√	
	The researcher gives enough time to the students to arrange their seat/to move in groups	√	
	The students cooperate well in groups	√	
	The students write English	√	
	The students use dictionary to help them	√	
	The students offer themselves to be the volunteer		√
C	Post-Teaching		
	The researcher summarize and reflects the lesson	√	
	The students reflect their learning	√	
	The researcher previews on the upcoming materials	√	
	The researcher gives reward and motivate the students to participate more in the next meetings	√	
D	Class Situation		
	Students seem enthusiastic	√	
	Students involvement	√	
	Time allocation	√	
	The use of media	√	
	The researchers instruction	√	

Observation Checklist

Date : Saturday, March 11th, 2013

Cycle : 2

Meeting : 3

No	Observation Items	Observation check	
		yes	No
1	The Teaching and Learning Process		
A	Pre-Teaching		
	The researcher greet the students	√	
	The students respond to the greeting	√	
	The researcher asks the students conditions	√	
	The students tell their condition to the researcher	√	
	The researcher calls the roll		√
	The researcher explains the goal of teaching and learning	√	
B	Whilst-Teaching		
	The students are ready to learn the materials		√
	The researcher asks the students to read the materials	√	
	The students read the materials	√	
	The researcher gives chances to the students for asking questions	√	
	The students ask question		√
	The students ask their classmates	√	
	The researcher checks the students understanding	√	
	The researcher gives enough time to the students to arrange their seat/to move in groups	√	
	The students cooperate well in groups	√	
	The students write English	√	
	The students use dictionary to help them	√	
	The students offer themselves to be the volunteer	√	
C	Post-Teaching		
	The researcher summarize and reflects the lesson	√	
	The students reflect their learning	√	
	The researcher previews on the upcoming materials	√	
	The researcher gives reward and motivate the students to participate more in the next meetings	√	
D	Class Situation		
	Students enthusiasm/motivation	√	
	Students involvement	√	
	Time allocation	√	
	The use of media	√	
	The researchers instruction	√	

Observation Checklist

Date : Sunday, March 12th, 2013

Cycle : 2

Meeting : 4

No	Observation Items	Observation check	
		yes	no
1	The Teaching and Learning Process		
A	Pre-Teaching		
	The researcher greet the students	√	
	The students respond to the greeting	√	
	The researcher asks the students conditions	√	
	The students tell their condition to the researcher	√	
	The researcher calls the roll	√	
	The researcher explains the goal of teaching and learning	√	
B	Whilst-Teaching		
	The students are ready to learn the materials	√	
	The researcher asks the students to read the materials	√	
	The students read the materials	√	
	The researcher gives chances to the students for asking questions	√	
	The students ask question		√
	The students ask their classmates	√	
	The researcher checks the students understanding	√	
	The researcher gives enough time to the students to arrange their seat/to move in groups	√	
	The students cooperate well in groups	√	
	The students write English	√	
	The students use dictionary to help them	√	
	The students offer themselves to be the volunteer	√	
C	Post-Teaching		
	The researcher summarize and reflects the lesson	√	
	The students reflect their learning	√	
	The researcher previews on the upcoming materials	√	
	The researcher gives reward and motivate the students to participate more in the next meetings	√	
D	Class Situation		
	Students enthusiasm/motivation	√	
	Students involvement	√	
	Time allocation	√	
	The use of media	√	
	The researchers instruction	√	

APPENDIX G

STUDENTS'

WRITING SCORES

Students' Writing Scores
Meeting I

NO .	Students Code	Aspect												Score
		Content			Organizati on			Vocabula ry			Language use			
		R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	3	3	3	3	3	3	2	2	2	1	1	1	9
2	S2	2	2	2	2	2	2	3	3	3	1	1	1	8
3	S3	2	2	2	2	2	2	2	2	2	2	2	2	8
4	S4	3	3	3	2	2	2	3	3	3	1	1	1	9
5	S5	3	3	3	2	2	2	3	3	3	2	2	2	10
6	S6	3	3	3	3	3	3	3	3	3	1	1	1	10
7	S7	3	3	3	2	2	2	3	3	3	1	1	1	9
8	S8	2	2	2	2	2	2	2	2	2	1	1	1	7
9	S9	3	3	3	3	3	3	3	3	3	1	1	1	10
10	S10	2	2	2	2	2	2	2	2	2	2	2	2	8
11	S11	3	3	3	3	3	3	3	3	3	1	1	1	10
12	S12	2	2	2	3	3	3	3	3	3	1	1	1	9
13	S13	3	3	3	3	3	3	2	2	2	1	1	1	9
14	S14	2	2	2	2	2	2	2	2	2	1	1	1	7
15	S15	2	2	2	2	2	2	2	2	2	2	2	2	8
16	S16	2	2	2	2	2	2	2	2	2	1	1	1	7
17	S17	2	2	2	2	2	2	2	2	2	2	2	2	8
18	S18	3	3	3	3	3	3	3	3	3	1	1	1	10
19	S19	2	2	2	2	2	2	2	2	2	1	1	1	7
20	S20	2	2	2	2	2	2	3	3	3	3	3	3	10
21	S21	2	2	2	2	2	2	3	3	3	1	1	1	8
22	S22	3	3	3	2	2	2	3	3	3	1	1	1	9
23	S23	3	3	3	2	2	2	3	3	3	1	1	1	9
24	S24	3	3	3	2	2	2	3	3	3	2	2	2	10
25	S25	3	3	3	3	3	3	3	3	3	1	1	1	10
26	S26	3	3	3	3	3	3	2	2	2	1	1	1	9
27	S27	3	3	3	2	2	2	2	2	2	1	1	1	8
28	S28	3	3	3	2	2	2	3	3	3	1	1	1	9
29	S29	2	2	2	3	3	3	3	3	3	1	1	1	9
30	S30	2	2	2	2	2	2	3	3	3	1	1	1	8
31	S31	3	3	3	3	3	3	3	3	3	1	1	1	10
32	S32	3	3	3	3	3	3	2	2	2	1	1	1	9

33	S33	2	2	2	3	3	3	2	2	2	2	2	2	9
34	S34	3	3	3	2	2	2	3	3	3	1	1	1	9
35	S35	3	3	3	2	2	2	2	2	2	1	1	1	8
36	S36	3	3	3	3	3	3	3	3	3	1	1	1	10
37	S37	2	2	2	2	2	2	3	3	3	2	2	2	9
TOTAL				95			88			96			47	326
MEAN		2.57		2.38		2.59		1.27		8.8				

R: Researcher

C: Collaborator

A: Average

Students' Writing Performance Task Score
Meeting II

NO.	Students Code	Aspect												Score
		Content			Organization			Vocabulary			Language use			
		R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	3	3	3	3	3	3	3	3	3	2	2	2	11
2	S2	3	3	3	2	2	2	3	3	3	1	1	1	9
3	S3	3	3	3	2	2	2	3	3	3	2	2	2	10
4	S4	3	3	3	3	3	3	3	3	3	1	1	1	10
5	S5	3	3	3	3	3	3	3	3	3	2	2	2	11
6	S6	3	3	3	3	3	3	3	3	3	1	1	1	10
7	S7	3	3	3	2	2	2	3	3	3	1	1	1	9
8	S8	3	3	3	3	3	3	4	4	4	1	1	1	11
9	S9	3	3	3	3	3	3	3	3	3	1	1	1	10
10	S10	3	3	3	3	3	3	4	4	3	2	2	2	11
11	S11	3	3	3	3	3	3	3	3	3	1	1	1	10
12	S12	3	3	3	3	3	3	3	3	3	1	1	1	10
13	S13	3	3	3	3	3	3	3	3	3	1	1	1	10
14	S14	2	2	2	3	3	3	3	3	3	1	1	1	9
15	S15	3	3	3	3	3	3	3	3	3	2	2	2	11
16	S16	4	4	4	3	3	3	3	3	3	1	1	1	11
17	S17	3	3	3	3	3	3	3	3	3	2	2	2	11
18	S18	3	3	3	3	3	3	4	4	4	2	2	2	12
19	S19	2	2	2	3	3	3	3	3	3	1	1	1	9
20	S20	3	3	3	2	2	2	3	3	3	3	3	3	11
21	S21	3	3	3	3	3	3	3	3	3	2	2	2	11
22	S22	3	3	3	3	3	3	3	3	3	1	1	1	10
23	S23	3	3	3	3	3	3	3	3	3	1	1	1	10
24	S24	3	3	3	2	2	2	3	3	3	2	2	2	10
25	S25	3	3	3	3	3	3	3	3	3	1	1	1	10
26	S26	3	3	3	3	3	3	3	3	3	1	1	1	10
27	S27	3	3	3	3	3	3	2	2	2	2	2	2	10
28	S28	3	3	3	2	2	2	3	3	3	2	2	2	10
29	S29	2	2	2	3	3	3	3	3	3	1	1	1	9
30	S30	3	3	3	2	2	2	3	3	3	1	1	1	9
31	S31	3	3	3	3	3	3	3	3	3	2	2	2	11
32	S32	3	3	3	3	3	3	3	3	3	1	1	1	10
33	S33	3	3	3	3	3	3	2	2	2	2	2	2	10

34	S34	3	3	3	3	3	3	3	3	3	1	1	1	10
35	S35	3	3	3	4	4	4	3	3	3	1	1	1	11
36	S36	3	3	3	3	3	3	3	3	3	2	2	2	11
37	S37	3	3	3	2	2	2	3	3	3	2	2	2	10
TOTAL		109		104		111		54		378				
MEAN		2.94		2.8		3		1.46		10.22				

R: Researcher

C: Collaborator

A: Average

Students' Writing Performance Task Score
Meeting III

NO.	Students Code	Aspect												Score
		Content			Organizational			Vocabulary			Language use			
		R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	3	3	3	3	3	3	4	4	4	2	2	2	12
2	S2	3	3	3	3	3	3	3	3	3	2	2	2	11
3	S3	3	3	3	2	2	2	4	4	4	2	2	2	11
4	S4	3	3	3	3	3	3	3	3	3	2	2	2	11
5	S5	3	3	3	3	3	3	4	4	4	3	3	3	13
6	S6	3	3	3	3	3	3	3	3	3	2	2	2	11
7	S7	3	3	3	3	3	3	3	3	3	2	2	2	11
8	S8	3	3	3	3	3	3	4	4	4	2	2	2	12
9	S9	3	3	3	3	3	3	3	3	3	3	3	3	12
10	S10	3	3	3	3	3	3	4	4	3	2	2	2	11
11	S11	3	3	3	3	3	3	3	3	3	2	2	2	11
12	S12	3	3	3	3	3	3	3	3	3	3	3	3	12
13	S13	3	3	3	3	3	3	3	3	3	2	2	2	11
14	S14	3	3	3	3	3	3	3	3	3	2	2	2	11
15	S15	3	3	3	3	3	3	3	3	3	3	3	3	12
16	S16	4	4	4	3	3	3	3	3	3	2	2	2	12
17	S17	3	3	3	3	3	3	3	3	3	3	3	3	12
18	S18	3	3	3	3	3	3	4	4	4	2	2	2	12
19	S19	3	3	3	3	3	3	3	3	3	2	2	2	11
20	S20	3	3	3	3	3	3	3	3	3	3	3	3	12
21	S21	3	3	3	3	3	3	3	3	3	3	3	3	12
22	S22	3	3	3	3	3	3	3	3	3	2	2	2	11
23	S23	3	3	3	3	3	3	3	3	3	3	3	3	12
24	S24	3	3	3	3	3	3	3	3	3	3	3	3	12
25	S25	3	3	3	3	3	3	3	3	3	2	2	2	11
26	S26	3	3	3	3	3	3	3	3	3	2	2	2	11
27	S27	3	3	3	3	3	3	4	4	4	3	3	3	13
28	S28	3	3	3	3	3	3	3	3	3	3	3	3	12
29	S29	3	3	3	3	3	3	3	3	3	2	2	2	11
30	S30	3	3	3	2	2	2	3	3	3	2	2	2	10
31	S31	3	3	3	3	3	3	3	3	3	3	3	3	12
32	S32	3	3	3	3	3	3	3	3	3	2	2	2	11
33	S33	3	3	3	3	3	3	4	4	4	2	2	2	12

34	S34	3	3	3	3	3	3	3	3	3	2	2	2	11
35	S35	3	3	3	4	4	4	3	3	3	2	2	2	12
36	S36	3	3	3	3	3	3	3	3	3	2	2	2	11
37	S37	3	3	3	3	3	3	3	3	3	2	2	2	11
TOTAL		112		110		118		86		426				
MEAN		3.03		2.97		3.19		2.32		11.51				

R: Researcher

C: Collaborator

A: Average

Students' Writing Performance Task Score
Meeting IV

NO.	Students Code	Aspect												Score
		Content			Organization			Vocabulary			Language use			
		R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	3	3	3	4	4	4	4	4	4	3	3	3	14
2	S2	3	3	3	3	3	3	3	3	3	3	3	3	12
3	S3	3	3	3	3	3	3	4	4	4	2	2	2	12
4	S4	3	3	3	3	3	3	3	3	3	2	2	2	11
5	S5	4	4	4	4	4	4	4	4	4	3	3	3	15
6	S6	3	3	3	3	3	3	3	3	3	3	3	3	12
7	S7	3	3	3	3	3	3	3	3	3	3	3	3	12
8	S8	3	3	3	4	4	4	4	4	4	3	3	3	14
9	S9	4	4	4	3	3	3	3	3	3	3	3	3	13
10	S10	3	3	3	4	4	4	4	4	3	3	3	3	13
11	S11	3	3	3	3	3	3	3	3	3	3	3	3	12
12	S12	3	3	3	3	3	3	4	4	4	3	3	3	13
13	S13	4	4	4	4	4	4	3	3	3	3	3	3	14
14	S14	3	3	3	3	3	3	3	3	3	3	3	3	12
15	S15	3	3	3	3	3	3	4	4	4	4	4	4	14
16	S16	4	4	4	3	3	3	3	3	3	3	3	3	13
17	S17	4	4	4	4	4	4	4	4	4	3	3	3	15
18	S18	4	4	4	3	3	3	4	4	4	2	2	2	13
19	S19	4	4	4	4	4	4	3	3	3	3	3	3	14
20	S20	3	3	3	4	4	4	3	3	3	3	3	3	13
21	S21	3	3	3	3	3	3	4	4	4	3	3	3	13
22	S22	3	3	3	3	3	3	3	3	3	3	3	3	12
23	S23	3	3	3	3	3	3	4	4	4	4	4	4	14
24	S24	3	3	3	3	3	3	3	3	3	3	3	3	12
25	S25	3	3	3	4	4	4	3	3	3	3	3	3	13
26	S26	4	4	4	3	3	3	4	4	4	2	2	2	13
27	S27	4	4	4	3	3	3	4	4	4	3	3	3	14
28	S28	3	3	3	3	3	3	3	3	3	3	3	3	12
29	S29	3	3	3	3	3	3	3	3	3	3	3	3	12
30	S30	4	4	4	3	3	3	3	3	3	4	4	4	14
31	S31	4	4	4	3	3	3	4	4	4	3	3	3	14
32	S32	3	3	3	3	3	3	3	3	3	2	2	2	11
33	S33	3	3	3	3	3	3	4	4	4	3	3	3	13

34	S34	3	3	3	3	3	3	3	3	3	3	3	3	12
35	S35	4	4	4	4	4	4	3	3	3	3	3	3	14
36	S36	3	3	3	3	3	3	4	4	4	3	3	3	13
37	S37	3	3	3	3	3	3	4	4	4	3	3	3	13
TOTAL		123		121		127		109		480				
MEAN		3.32		3.27		3.43		2.94		12.97				

R: Researcher

C: Collaborator

A: Average

Students' Pre Test and Post Test Score

NO.	Students Code	PRE TEST	POST TEST	GAIN SCORE
1	S1	8	14	6
2	S2	11	16	5
3	S3	8	15	7
4	S4	6	14	8
5	S5	11	16	5
6	S6	6	13	7
7	S7	9	14	5
8	S8	10	16	6
9	S9	8	16	8
10	S10	6	14	8
11	S11	7	14	7
12	S12	7	15	8
13	S13	9	16	7
14	S14	11	16	5
15	S15	8	15	7
16	S16	8	15	7
17	S17	9	16	7
18	S18	7	14	7
19	S19	8	15	7
20	S20	10	16	6
21	S21	11	16	5
22	S22	7	15	8
23	S23	7	15	8
24	S24	7	14	7
25	S25	10	16	6
26	S26	10	16	6
27	S27	8	15	7
28	S28	10	16	6
29	S29	11	16	5
30	S30	11	16	5
31	S31	8	15	7
32	S32	8	15	7
33	S33	9	16	7
34	S34	10	16	6

35	S35	8	15	7
36	S36	7	15	8
37	S37	7	15	8
TOTAL		316	562	246
MEAN		8.54	15.19	6.65

Note: maximum score = 16

APPENDIX H

List of Digital Images

"Missing Persons" and "describing idol" (describing People)

"Missing Persons"

MISSING CHILD Endangered Runaway

Oleschuk, Isabella



Age: 12 DOB: 11/30/1998
Sex: Female
Race: White
Hair: Blonde Eyes: Blue
Height: 5'4"
Weight: 120

Missing From: Orange, CT
Missing Since: 03/29/2011
Details: Last seen at 170 Derby Avenue, Orange, CT. Last seen wearing Light Blue Jacket, Brown Felt Cape with Hood, Black Rain Boots, Isabella is Dead in one ear and does not have hearing aid. If located please contact Orange P.D. at 203-891-2130.

MISSING Jessica O'Grady



AGE - 19
EYES - Hazel
HAIR - Brown
HEIGHT - 5' 9"
WEIGHT - 135
LAST SEEN -
May 10th, 2006
OMAHA,
NEBRASKA

Jessica O'Grady made a call from her cell phone just before midnight Wednesday May 10th, 2006 saying she was headed to the 120th and Blondo streets area. She has not been seen since.

Douglas County Sheriff
402-333-1000

PLEASE HELP

MISSING KAREN KELLY INDIVIDUAL WITH SPECIAL NEEDS



LAST SEEN ON STATEN ISLAND - TUESDAY, JULY 22, 2008
WEARING LIME GREEN SHIRT, MULTI COLOR FLORAL PRINT PANTS AND WHITE SNEAKERS.

MAY HAVE TRAVELED BY PUBLIC TRANSPORTATION ON VICTORY BOULEVARD NEAR CLOVE ROAD AND RICHMOND AVENUE
AGE 58 - 5 FEET 3 INCHES TALL - 170 LBS.
RED/BROWN WAVY HAIR - BLUE EYES - WEARS EYEGLASSES

CALL POLICE
120 PRECINCT 718-876-8500

A VERY SPECIAL PLACE, INC.
1429 HULLAN ROAD,
STATEN ISLAND, NEW YORK
718-987-1234 or 917-757-1466

MISSING

Amber McFarland, Missing from Portage la Prairie, Manitoba



Missing since: October 18, 2008
Age: 24 years old
Height: 5'7"
Weight: 135lbs
Characteristics: Amber has blonde hair, and green eyes
Last seen wearing: Black sweater and blue jeans

MISSING SINCE: October 18, 2008
MISSING FROM: Portage la Prairie, Manitoba

Circumstances of Disappearance
The Portage la Prairie RCMP is seeking the public's assistance regarding the whereabouts of 24 year old Amber Lynn McFarland of Portage la Prairie, Manitoba. Amber Lynn has blonde hair, green eyes, 5'7" in height and weighs approximately 135 lbs. She was last seen in the Portage la Prairie area during the early morning hours of October 18th, 2008 wearing a black sweater and blue jeans. Anyone who has information regarding the activities or who may have been in contact with her since October 18th, 2008 is asked to contact the Portage la Prairie RCMP at 1-204-667-4444 or Manitoba Crime Stoppers at 1-800-222-1199.

The Winnipeg RCMP Sexual Crime Unit and Major Crime Unit are assisting in the investigation. Anyone with information regarding Amber McFarland Please Contact:
R.C.M.P. Crime Stoppers
Portage la Prairie Division 204-857-4445 1-800-372-TIPS

APPEAL FOR INFORMATION MISSING PERSON



BLÁTHNAID TIMOTHY
LAST SEEN 8PM ON TUES 14TH DEC 2010
AT SIR JOHN ROGERSON'S QUAY
GETTING INTO A BLACK TAXI

Wearing a black 3/4 length wool coat, grey pants, a black & red scarf 5ft 6in tall, blue eyes, medium length dark brown hair

Please contact
Gardaí on 01 666 9500



**MISSING
SINCE
TUESDAY
EVENING
3/29**

TANYA FIELDING was last seen wearing black pants, black Ugg boots and a black t shirt with white writing saying "NAPOLEON MAKE UP ACADEMY." She is 24 years old, 5' 2", long brown hair and brown eyes.
Last seen in Hollywood & Highland area on Friday.

She has epilepsy and needs medication!
PLEASE CONTACT SAM @ 3105006539

Boston Police DEPARTMENT CIRCULAR
TO ALL BUREAU MEMBERS, DISTRICT OFFICERS, AND STATION OFFICERS

MISSING

WIDA THE LADY RAIN

EKA WIDAYANTHY G
DOB: November 28, 1984
Missing: Nov 28, 2008
Age: Now 24
Sex: Female
Eyes: Dark Brown
Height: 160 Cm
Weight: 45 Kg
Missing From: Tobet South JKT
Identifying the Interest:
She loves to watch the rain falls

Wida was last seen after the rain falls down on Nov. 2008 at her residence in Tobet, south Jakarta, she was possibly wearing a black shirt, blue jeans and an ugly ring.

We have reason to believe that she maybe in Danger.

1-(800)494-TIPS
CALLERS REMAIN ANONYMOUS
1-(800)CRIME-TV

MISSING



Morgan Dana Harrington

Age - 20
Eyes - Blue
Hair - Blonde
Height - 5' 6"
Weight - 120 lbs.
LAST SEEN -
October 17, 2009 at John Paul Jones Arena in Charlottesville, VA

Morgan Dana Harrington, a 20-year-old student from Virginia Tech, was last seen Saturday near the John Paul Jones Arena. The arena was the site of a Metallica concert the night she went missing.

Harrington was last seen wearing a black t-shirt with the band name "Pantera" across the front, a black mini-skirt with black tights and knee-high black boots. She has long blonde hair and blue eyes.

If you have information, please call:
24-Hour Tip Line | Crime Stoppers
434-352-3467 | 434-977-4000

Crime Stoppers REWARD \$100,000

WANTED DEAD OR ALIVE

REWARD \$ 1,000,000

WANTED!

Osama Bin Laden (Dead or Alive)

\$1,000,000
REWARD

MISSING

Christopher Marcus Lampkin



AGE - 23
EYES - Blue
HAIR - Brown
HEIGHT - 5' 9"
WEIGHT - 150 lbs
LAST SEEN -
3:00pm
April 10, 2006
Ruge St.
West Salem, OR

Christopher has a tattoo of an Asian symbol on upper mid back between shoulder blades, missing upper tooth. He was last seen in a dark green four door suv, Christopher is missing under suspicious circumstances and there is believed to be foul play.

Salem Police Department
503-588-6050

PLEASE HELP

MISSING

Jacket colour
yellow & grey
Yellow & grey
back pack
yellow bike
Newspaper
American Eagle
brand



height
5' 3"
weight
100lbs
dirty blonde hair
green eyes

BRANDON CRISP - AGE 15
BARRIE, ONTARIO
STUDENT FROM ST. JOSEPH H.S.
MISSING SINCE MONDAY OCTOBER 13TH

IF YOU KNOW OF HIS WHEREABOUTS OR HAVE ANY INFORMATION PLEASE CALL
BARRIE POLICE 725-7025 OR 911

“My Idol” (describing People)



“Missing Animals” and “My lovely Puppies” (Describing Animal)

MISSING CAT REWARD



- Molly is a house cat who went missing on 10th February 2008 from the Leyland area of Lancashire.
- She is grey and short-haired, she was wearing a silver collar and IS micro-chipped.
- She was in the garden with her owner when another cat appeared. Molly chased the cat away but never returned home.
- Molly belongs to a 5 yr old girl who has a chronic illness and she really helps to calm her after blood tests and treatment.
- Do you know anyone that has a new cat and could have innocently adopted her?
- Please check your shed, garages and out buildings and leave doors open where possible to allow her to escape, if she is locked in somewhere.
- Drivers: did you see an accident?
- Her family really miss her - if you can help:-

Please contact us with any information
in complete confidence
CALL FREE

Or email

REWARD! LOST PET



Male, 2 year old, Rottweiler Mix
Answers to **BUSTER**
Last seen on July 17, 2009 in the
area of Main St.

Please call 812-555-5555 if you have
found him!!

REWARD



LOST CAT Grey/White Tabby

Lost on December 17th near the corner of Belmont and Fowler
Ave. Contact (599) 223-4567 (hm.); (599) 234-5678 (cell); or
(599) 345-6789 (vtx). Mynyx is very fearful and may be hiding. If
you see him, please call day or night!

FOUND DOG



This dog has a collar
but no tags. She is
not microchipped.

She is at the
Pasadena Humane
Society. She was
brought in on
Saturday.
Her ID number is
269363

626-792-7151
361 S. Raymond Ave.

This dog was wandering in the
street on El Molino near Orange
Grove. She leaped into our car
when we pulled over to get her
out of the street. We drove around
for an hour asking if anyone
knows her. No one did.



MISSING



TASHI

WHITE - SHORT HAired- MALE NEUTER
EYES PALE BLUE
SMALL NICKS IN BOTH EARS
NERVOUS RESCUE ANIMAL
GENTLE NATURE
NO COLLAR OR CHIP

MISSING FROM FRENCHAY HILL
SINCE 28.06.11

Telephone: 01179873894 / 07519738216



PETAmberAlert.com

Rocco Lost Sep 30, 2011



Breed: Labrador Sex: Male
Color: Yellow Age: 7+

Last Seen: 767 Glen Avenue
Ellicott City, MD 21043
Details: Rocco is a super friendly dog. He loves
to run and swim. We love and miss him. Please
help our family bring him home. Lost from Oella
Community

REWARD!!

If You Have Seen Me Please Contact:
1-(443) 540-6149

24/7 Lost Pet Hotline: 1-877-475-PETS (7387)



“My lovely Puppies” (Describing Animal)



“My Lovely House” (Describing Places)



APPENDIX I

SAMPLES OF STUDENTS' WRITING

Niken
Jhina
Disti
Fida.

Task 1 . Brainstorm the digital image given by teacher. Write the information on the brainstorming sheet provided.

TITLE: My dream house

Address
My house is on Jl. Purwokerto.

Size
big

Color
Red color

Rooms
- living room
- kitchen
- bath room
- storage room
- three bedrooms.

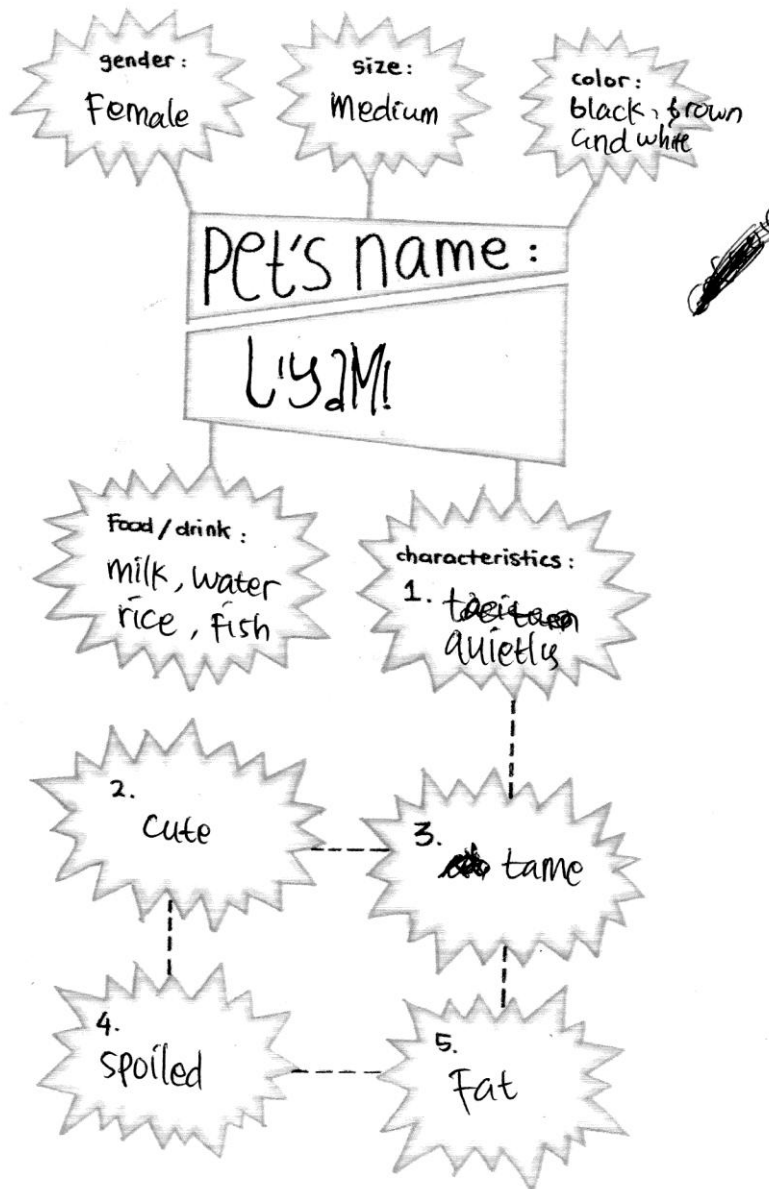
Floor
two floor

The Order of the Rooms
my room is in front of my parent bedroom. next my sister's room is my room. while the kitchen is next to my parents room. the storage room its behind ~~the~~ the kitchen.

taken from: Significances of Graphic Organizers In Improving Writing Skills of VIII A Students of Smp Negeri 9 by Anjas Traya.

Nama:
Lintang
Lin
Tras
Ami

Task 1. Brainstorm one of your group member's pet. Write it into sentences on the worksheet



taken from: *Significances of Graphic Organizers In Improving Writing Skills of VIII A Students of Smp Negeri 9 by Anjas Traya.*

Wotrun Nada Nafiah.

Task 3 | Make a descriptive text based on the image below individually..



my lovely cat Tapa ☺

I have cat, the name is Tapa, she is female,, Tapa

like playing Ball with me,, every morning Tapa

always wake up & drink milk,, she is very smart

every day Tapa help me to catch mouse,, Tapa is

not ugly,, she is very cute, with white fur and

Green eyes,, Tapa like fish and tofu,, beside milk

Tapa like tea and coffe,, every afternoon Tapa with

me stroll in Beach.

Prasetya ningtyas
VIII D

Task 3: Describe an image of a house below individually..



Title

GREEN HOUSE

Identification

my house in pinapple street no. 29. I
live in here with my family
we live in the peace

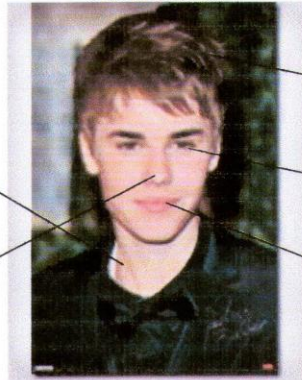
Description

my house has very much tree, my
house has bed room, bath room, ~~swimming~~
POOL, living room, veranda, garage,
storage room, garden, prayer room,
etc

Name: emma atmawati
Civik Hibayati N-3

Text 7

Justin Bieber



White skin

Blonde hair

Black eyes

Pointed

Thin lips

Title

Justin Bieber

Identification

Justin Bieber is an America singer and dancer. He ~~have~~ has girlfriend very beautiful. He ~~has~~ ^{is} 19 Age old

Identification

He has oval face, he has blonde hair, he has thin lips, he has pointed, he has white. he has charismatic arrogant, charming, cool, and handsome. He has hobbies singing, dancing, and playing football.

**PRE-TEST
AND
POST TEST**

Name: NIMAZ ULFATUZ ZAHRO MARO

Pre Tests

Make a simple descriptive text about the image below.

Dude Herlino



Dude Herlino, He is Artist. He is Handsome. He has White Skin and Curly hair. He is tall. He is cool and diligent. He is smart, clean, funny. He is wonderfull. He is Artist a friendly. He is so cute. I want he be my boy friend. He has brown eyes. He so ~~easy~~ ~~easy~~ lazy. He is always be carefull. I happy has friend like his, I Very very happy if his be my friend. He is so good. He is no bad. He is no ugly. He is no stupid. His long nose and long hand. I with he is best friend. I want he is my best friend forever. He has big ear and long mouth? But he is Keep handsome. I So happy if he be my boy friend or my best friend.

11

Name: Nima2 Ufatuz Zahro Maro

Post Test

Make a simple descriptive text about the image below.



Cinta Laura, she is ~~beata~~ a beautiful girl. She is Indonesian artist. She was born in Jakarta. Her mother is an Indonesian. She lives in Jakarta now. She often speaks English.

She has long black hair. She has pointed nose. She has round black eyes. She is a smart girl. She is also a multi-talented girl. She is also a singer. She is famous in international world. I am a fan of her. I like her so much. I want to meet her and talk to her. She has white skin. She has thick lips. She has oval face. ~~There~~ I always see her in sinetron.

16

Name: Navila

Pre Tests

Make a simple descriptive text about the image below.

Dude Herlino



Dude have skin white. He tall, and little fat, he cool. Everyone
people like he. He is ~~aktor~~, aktor. You know? he is good boy. The he's
eyes is small, I believe it, and he's foot is long. he like the butterfly
stuck in my heart everything love his. and of course me too.
He is so handsome boy. He's lucky boy's he have fans me.

8

Name: Navila

Post Test

Make a simple descriptive text about the image below.



Cinta Laura is actrees Indonesia. She was born in jakarta.
She is 17 year old. She ~~is~~ ^{often} speaking English. She also sing.
She is smart and beautiful. Many boys like her. She has
beautiful eyes. She has long black hair. She wears blue shirt
with black jacket. She white skin. She is young and talented
she has long foot?. She has oval face.
I like her and I fan her very much.

14

Name: Rafika Sarah Aulia

Pre Tests

Make a simple descriptive text about the image below.

Dude Herlino



Dude Herlino, he is an actor in Indonesian. ~~he~~ I like him, because he is so cool, and so handsome.

he is an actor is so cute. he does not tall. he has white skin and curly hair. he has short hair and black hair. he is firm and diligent and wire.

He is fans dude herlino. he is people rich, etc. he girlfriend is Asmirandah. ~~they~~ they are one of the best couple in Indonesian.

9

Name: Rafika Sarah Aulia

Post Test

Make a simple descriptive text about the image below.



Cinta Laura is an Indonesian actress. she is 17 years old. she was born in Germany.
~~she~~ her mother is an Indonesian and her father is a ~~foreigner~~ foreigner. ~~st~~

She has long black hair. she has ^{white} skin. She is beautiful. she has thick
lips. She is smart. She is tall. she has ^{round} black eyes. she has pointed nose.
she has red lips. And she is multitalented actress.

I like her style very much. I ~~like~~ want to be like her.

16
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APPENDIX J

PHOTOGRAPHS



1. Students take a note about the order of adjective



2. The students are enthusiastic in doing the task collaboratively



3. I guide the students to do the task



4. The students pay attention to the sample digital image and sample of descriptive text



5. The students do the individual task seriously



6. The students do the group task collaboratively



7. The students pay attention to the model of descriptive text



8. The students pay attention to the sample of digital images