IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING PICTURE

(A Classroom Action Research at Seventh Grade of SMP Plus Az Zahro Pegandon in the Academic Year of 2014/2015)

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of Bachelor of Education in English Language Education



Composed by: SITI KUROTUN Student number: 113411139

EDUCATION AND LANGUAGE TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2015

THESIS PROJECT STATEMENT

I, the student with the following identity:

Name : Siti Kurotun Student number : 113411139

Department : English Language Education

certify that the thesis entitled:

IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING PICTURE (A Classroom Action Research at Seventh Grade of SMP Plus Azzzahro Pegandon in the Academic Year of 2014/2015)

The whole of this thesis is definitely my own work, except certain parts that the sources are referenced.

Semarang, July 24th 2015

Siti Kurotun

NFM./113411139



KEMENTERIAN AGAMA RI UNIVERSITAS ISLAM NEGERI WALISONGO

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang

RATIFICATION

Thesis with the following identification:

Tittle : Improving Students' Ability in Writing Descriptive

Text by Using Picture (A Classroom Action Research at the Seventh Grade of SMP Plus Azzahro Pegandon in the Academic Year of

2014/2015)

Name of Student: Siti Kurotun Student Number: 113411139

Department : English Education

had been ratified by the board of examiner of Islamic Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Education.

Semarang, 2nd December 2015

The Board of Examiners

Chairman,

H. Mursid, M.Ag

NIP: 19670305 20011

Examiner I

!

Secretary,

9781103 2007 01 2016

Examiner II

Siti Tarwiyah M.Hum

NIP: 19721108 199903

Naman, EVI.SI

NIP://19800916 200710 2007

Sayyidatul Fadlilah, M.Pd NIP. 1981090820071 02 001



KEMENTERIAN AGAMA RI UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang

ADVISOR APPROVAL

Dear Sir,

Dean of Education and Teacher Training Faculty Walisongo State Islamic University (UIN Walisongo Semarang)

اَلسَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرِّكَاتُهُ

After correcting it to whatever extent necessary, I state that this project belongs to student as below:

Name

: Siti Kurotun

Student Number

: 113411139

Department

: English Language Education

Title

: Improving Students' Ability in Writing Descriptive Text by

Using Picture (A Classroom Action Research at Seventh Grade of

SMP Plus Azzahro Pegandon in the Academic Year 2014/2015)

is ready to be submitted to join Munaqosyah examination.

والسَّلامُ عَلَيْكُمْ وَرَحْمَةُاللَّهِ وَبَرَكَاتُهُ

Semarang,23 July 2015

Advisor

(Sayyidatul Fadlilah, M.Pd)

NIP. 198109\(8 \) 200710 2 001

ABSTRACT

Siti Kurotun (Student Number: 113411139). Improving Students'Ability in Writing Descriptive Text by Using Picture (Aclassroom Action Research at the Seventh Grade of SMP Plus Azzahro Pegandon in the Academic Year 2014/2015). Thesis Semarang: Bachelor Program of English Language Education of Tarbiyah Faculty Walisongo State University for Islamic Studies, 2015.

Key words: Descriptive text, Picture, Classroom Action Research.

The students' problem in writing were the time and media limited. Because of those, students could not express and develop their idea, their understanding about text was less and the use of tenses was careless. The purposes of this study were to describe the implementation of using picture to improve the students' ability in writing descriptive text and to identify the improvement of the students' ability in writing descriptive text after being taught using picture. This research was conducted at seventh grade of SMP Plus Azzahro Pegandon. The research design was classroom action research that consisted of three cycles. Documentation, observation and test were used to collect the data. The result of the study showed that there was improvement of students; ability in writing descriptive texts after being thought using picture. It could be seen from the result of the test and observation from the first cycle to third cycle. The students' participant in the whole teaching learning process got improvement in every cycle. The lowest score of students' participant was 53, 33% in pre cycle. The highest score of students' participant was 73, 33% in third cycle. The students' participant in teaching learning process got improvement and it was followed by improving the students' score in writing descriptive text. The lowest mean of students' score in writing descriptive text was 52, 79 in pre cycle. The highest mean of students' score in writing descriptive was 77, 03 in third cycle. Finally the research of this study showed that the implementation of using picture to teach writing skill could improve students' ability in writing descriptive texts that was indicated by their improvements of each test result.

MOTTO

Indeed, with the hardship (will be) easy. So when you have finished (your duties), then stand up (for worship). And to your Lord direct (your) longin. (QS.Al Insyirah:5-8)

¹The Qur'an, Arabic Text With Corresponding English Meaning, (Riyad: Abulqasim Publishing House, 1997), p. 893

DEDICATION

I dedicated this thesis to:

My best husband (Ahmad Muis,S.Pd) and my beloved daughters (Bila and Memei) whose loving spirit sustain me still, who always pray me in everywhere and everytime and who gave me unrelenting support. I do love you all.

ACKNOWLEDGEMENT



I do thank Allah who has given me insight and strength to finish this research completely. Shalawat and Salam for the Prophet Muhammad who has brought us from darkness to the brightness with Islam religion.

The writer realizes that there are many people who are already helped in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express my gratitude for all them.

- 1. Dr. H. Raharjo, M.Ed. St, as the Dean of Education and Teacher Training Faculty.
- 2. Dr. H. Muslih, M.A. as the Head of English Education Department.
- 3. Sayyidatul Fadlilah, M.Pd. as the advisor for her patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
- 4. My beloved husband Ahmad Muis, S.Pd and my two daughters (Bila and Memei) who always give me advices, prays, support and patient when I was studied in Semarang.
- 5. All of my friends in TBI Kualifikasi 2011 who always give me helps, inspiration and motivation to finish this study.

6. M. Abdul Aziz, S.E as the headmaster of SMP Plus Azzahro

Pegandon Kendal who had allowed the writer to carry out the

research in his school. Mrs. Kumaedah, S.Pd as the English

teacher of VII C who had helped the writer in conducting the

research in their school, the students of VII C, thank you for the

cooperation, and also the school administration staff.

7. Last but not least, those who cannot be mentioned one by

one, who have supported the writer to finish this thesis.

Finally, the writer realizes that this thesis is far from being

perfect; therefore, the writer will happily accept constructive

criticism in order to make it better. The writer hopes that this thesis

would be beneficial to everyone. Amin..

Semarang, July 24th 2015

The Writer,

Siti Kurotun

NIM. 113411139

ix

TABLE OF CONTENT

PAGE OF TITLE.		i
THESIS STATEM	ENT	ii
RATIFICATION		iii
ADVISOR NOTE		iv
ABSTRACT		V
MOTTO		vi
DEDICATION		vii
ACKNOWLEDGE	MENT	viii
TABLE OF CONT	ENT	X
LIST OF TABLES		xiii
LIST OF FIGURE		xiv
LIST OF APPEND	ICES	XV
CHAPTER I: INTR	ODUCTION	
A.	Background of the Research	1
B.	Question of the Research	5
C.	Objective of the Research	6
D.	Significance of the Research	6
CHAPTER II: REV	IEW OF THE RELATED LITERATURE	
A.	Previous Research	7
B.	Literature Review	10
	1. Definition of Writing	10

	2. Writing Process	11
	3. Teaching Writing	13
	a. Reason of Teaching Writing	13
	b. Teacher Role in Writing	14
	4. Descriptive Text	16
	a. Definition of Descriptive Text	16
	b. Example of Descriptive Text	17
	5. Picture	18
	a. Definition of Picture	18
	b. Kind of Picture	19
	c. The function of Using Picture in	
	Learning	20
	d. Writing Descriptive Text Using	
	Picture	22
C.	Action Hypothesis	23
CHAPTER III: RE	SEARCH METHODOLOGY	
A.	Research Design	24
B.	Research Setting	28
C.	Collaborator	28
D.	Participant of the Research	29
E.	Research Procedure	29
	1. Preliminary Research	29
	2. Cycle 1	29
	3. Cycle 2	30
	4. Cycle 3	31

	F.	Technique of Collecting Data	35
	G.	Instrument of the Research	36
		1. Observation	36
		2. Test	36
	Н.	Technique of Analyzing Data	36
		1. Observation Checklist	36
		2. Test	38
	I.	The Standard of Minimum Score	38
CHAPTER IV:	RES	SEARCH FINDINGS AND DISCUSSION	
	A.	Research Findings	39
		1. Preliminary Research	39
		2. Cycle I	41
		3. Cycle II	44
		4. Cycle III	47
	B.	Grand Analysis	50
	C.	Discussion	52
CHAPTER V:	CON	NCLUSION	
	A.	Conclusion	54
	B.	Suggestion	55
References			
Appendices			
Curriculum Vit	ae		

LIST OF TABLES

Table 3.1	Scoring Rubric Observation	37
Table 3.2	Scoring Level in Observation	37
Table 3.3	Scoring Level in Test	38
Table 4.1	The Improvement of Students Score Test in Every	
	Cycle	50
Table 4.2	The Criterion of Score's Mean	51

LIST OF FIGURES

Figure 3.1 The Model of Classroom Action Research	25
Figure 4.1 Increasing of Students' Score	51

LIST OF APPENDICES

Appendix 1 : Lesson Plan Cycle 1 to Cycle 3

Appendix 2 : Picture as Media in Cycle 1 to Cycle 3

Appendix 3 : Worksheet in Pre cycle to Cycle 3

Appendix 4 : List of Students

Appendix 5 : Guiding of Checklist Observation Students' Activity

Appendix 6 : Guiding of Checklist Observation Teacher's Activity

Appendix 7 : Guiding of Scoring Test

Appendix 8 : The Result of Checklist Observation Students'

Activities in Pre cycle to Cycle 3

Appendix 9 : The Result of Checklist Observation Teacher's

Activities in Pre cycle to Cycle 3

Appendix 10 : The Result of Test in Pre cycle to Cycle 3

Appendix 11 : Procedure of The Research

Appendix 12 : Picture of Activities

Appendix 13 : Surat Keterangan Penelitian dan Surat Ijin Riset

Appendix 14 : Reflecting List of Pre Cycle to Cycle 3

Appendix 15 : Curriculum Vitae

CHAPTER I INTRODUCTION

A. Background of the Research

Language is used as a mean of communication in society. It is an important role in our life. Language is a mean of communication that enables human being to communicate, cooperate, and get along with each other. People use language to convey messages to the other. Language is a mean to communicate ideas, opinions, and feelings. Oxford Learner's Pocket Dictionary stated that "Language is a system of sound, word, manner, sign, symbols used by human to communicate thoughts and feelings."

Heaton states that, "the four major skills in communicating through language are often broadly defined as listening, speaking, reading and writing".² As one of the ways to communicate, writing gives information, news and knowledge using written to near or far place. Such as people send message by using e mail or post office, so that people do not need to meet each other in that time.³ Writing is a skill that expresses feeling

¹Oxford, *Oxford Advanced Leaner's Dictionary*, (New York : Oxford University Press 1995),p.662

²J.B. Heaton, *Writing English Language Test*, (London: Longman Group, 1975), p.3

³Dawn Sova, *Writing Clearly a Self-Teaching Guide*, (United State: John Wiley & Sons, Inc., 2004) p.1

using written. Writing is included to productive skill. Productive skill is developing ideas through knowledge and vocabulary from the writer. Students write a text based on their knowledge, idea or something in their mind. In holy Koran Allah SWT said in surah Al Alaq verse 1-5:

"Read! In the name of your Lord Who has created (all that exist) (1) He has created man from a clot (a piece of thick coagulated blood) (2) Read! And Your Lord is the Most Generous (3) Who has taught (the writing) by a pen (4) He has taught man that which he know not.⁴

From the Surah Al Alaq verse 1-5, it can be concluded that the first direction from Allah is reading. It becomes a key to get the successful in the life and here after if it is done for Allah SWT that is for kindliness and prosperity. Reading is not only for holy Koran, but also everything that can be read.⁵

From the explanation above, the researcher assumed that the word *read* not only means reading, but also writing, thinking or understanding. Allah also said that He teaches by qolam or pen. The pen is a symbol for the writing knowledge or creature

⁴Muhammad Taqiuddin Al hilali and Muhammad Muhsin Khan, *Translation of the Meaning of the Noble Qur'an in the English Language*, (Madina: King Fahd Complex,) p. 842.

⁵M. Quraish Shihab, *Al Lubab, Makna, Tujuan dan Pelajaran dari Surah-surah Al qur'an,* (Tangerang: Lentera Hati, 2012), p.689

that can be learned. Writing is also important to be learned, because by writing, the knowledge can be kept.

Learning to write is not only a writing thing down. In the fact, writing takes more than 45 minutes to compose a paragraph, because writing considers the process of writing and the cohesion every sentence. ⁶ The researcher observed the teaching learning process in seventh grade at SMP Plus Azzahro. The English language teacher only explained and wrote the material in the white board. It made students feeling difficult to write, because there were some problems when they would write. They had not enough time to write. Because they needed to get the idea, develop the idea and arrange the words to be sentences.⁷

In order to apply writing skill, students in seventh grade of SMP Plus Azzahro Pegandon learn writing descriptive text. Descriptive text is a kind of genre. It is a written English text which the writer describes an object. The objects are persons, animals, things and places. Descriptive text consists of two components. They are identification and description. The grammatical aspect to write descriptive text is using attributive and identifying processes, frequent of epithet and classifiers in

⁶Alice C Omaggio, *Teaching Language in Context proficiency-Oriented Instruction*. (United Stated of America: Heinle and Heinle Inc., 1986) p.221

⁷Beth Means and Lindy Lindner, *Teaching writing in middle school: tips, tricks, and techniques* (United Stated: Libraries Unlimited, Inc., 1998) p. xii

nominal group, using Simple Present Tense and focus on specific participants.⁸

A Medium or teaching aid is an important part in teaching English in order to make students understand the material given by the teacher. There are some media usually used in teaching learning process. They consist of visual media, audio media, and audio-visual media. Visual media are can be seen and have the function to distribute the message from the sources to the receiver. Audio media are audio media is connected with one of the five senses, that is ears that can hear something produced by sound. Audio-visual are media that combine both of sound and pictures. 9

Picture is one kind of visual media because it can be seen and performs a meaningful description. Picture is a visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface. Pictures are one of recognized ways of presenting a real situation. For example, photographs are often used to carry out our imagination to describe thing, person, animal or place as if in real. Food advertisements in magazine can make us hungry because we can

⁸Rudi Hartono, *Genre- Based* Writing, (Semarang: State University, 2005) p.9

⁹Prof. Dr. Azhar Arsyad, *Media Pembelajaran*, (Jakarta, PT Raja Grafindo Persada; 2003), p.30

¹⁰http://www.thefreedictionary.com/picture, ritreafed on Wednesday 18th, 2014 at 19.10 p.m

imagine how delicious that food would taste, especially if it is familiar food to us. Story books for children have attractive illustration, because often a child cannot read yet or tells the story. So, from the attractive illustration in form of picture, the child can imagine and understand the content of the story. Picture makes students more interested in writing descriptive text. Furthermore, from the picture they will make a text more easily because they can describe the pictures they see. It will help them creating a good descriptive text. So, the researcher chooses this title, "IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING PICTURE" (A Classroom Action Research at the Seventh Grade of SMP Plus Azzahro Pegandon in Academic Year of 2014/2015).

The researcher hopes by using picture, students will be more motivated, relaxed and interested so that they can develop their writing.

B. Question of the Research

From the statement above research question of this study can be state as follows.

- 1. How is the implementation of picture to improve students' ability in writing Descriptive Text at the Seventh Grade of SMP Plus Azzahro Pegandon?
- 2. How can picture improve students' ability in writing Descriptive Text?

C. Objective of the Research

Based on the research question above, the objectives of the research are:

- 1. To describe the implementation of picture to improve students' ability in writing Descriptive Text.
- 2. To identify the improving of the students' ability in writing Descriptive Text after being taught using picture.

D. Significance of the Research

The significance of the research will be listed as follows.

1. For students

Students' writing ability in descriptive text will be improved.

2. For teachers

Teacher can use the result of this study as a reference when they want to improve their ability in teaching writing descriptive text.

3. For the researcher

The researcher can use this method to improve his skill in writing mastery.

4. For the school

The research can give a reference in improving teaching learning process.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Researches

Nurkhayatun (Student number: 073411094). USING BITS
 AND PIECES GAME TO IMPROVE STUDENTS'
 WRITING SKILL ON DESCRIPTIVE TEXTS (A Classroom
 Action Research at the Seventh Grade f MTs Darul
 Mujahadah Prupuk-Margasari-Tegal in the Academic Year of
 2010/2011 Thesis, Semarang: Bachelor Program of Language
 Education of Tarbiyah IAIN State Institute of Islamic
 Studies(IAIN Walisongo),2010.

The objective of this study is to describe the implementation of Bits and Pieces game to improve students' writing skill on descriptive texts and to identify the improvement of students' writing skill on descriptive texts after being taught using Bits and Pieces game.

The study was conducted at MTs Darul Mujahadah Prupuk-Margasari-Tegal. The Number of the subjects was 26 students. This research is classroom action research. It was done through three cycles. The researcher used observation checklist, documentation, and test to collect the data.

Result of this study shows that by using Bits and Pieces game can improve students' writing skill on descriptive texts at seventh grade of MTs Darul Mujahadah in the academic year of 2010/2011. The result after getting all treatment using Bits and Pieces game, the students' average score increased in line with the increase of the students' achievement in each cycle. Students' average score from the pre cycle was 46.71, first cycle was 51.41, second cycle was 63.83 and third cycle was 65.48. It means that students' writing descriptive texts improved in each cycle after they were taught by using Bits and Pieces game. It was signed by their improvement of each test result.¹

2. Kiptiyah, in her final project entitled: Improving Students' Writing Skill in Writing Descriptive Text Using "The Power of Two and Four" (A Classroom Action Research with Eight Grade Students of MTs Irsyaduth Tullab Tedunan Wedung Demak in the Academic Year of 2010/2011). The research question in this research are: 1. How is the implementation of power two and four in improving students' writing skill in descriptive text? 2. How is the improvement of students' achievement after being taught using the power of two and four? The population was Eight year students of MTs Irsyaduth Tullab and subject of this study was 23 students. Classroom Action Research was done in 2 cycles.

¹Nurkhayatun ,Using Bits and Pieces Game to Improve Students' Writing Skill on DescriptiveTexts (A Classroom Action Research at the Seventh Grade of MTs Darul Mujahadah Prupuk Margasari Tegal in the Academic Year of 2010/2011) 'Thesis', (Semarang: IAIN Walisongo, 2010)

The data collections were interview, observation, and test. The instruments used interview, observation check list, and test. In his research, the researcher gave a test of their achievement in each cycle. In her first cycle, the students' average score was 67.52 and in second cycle the students got 77.52. The result of research shows that the improvement of students' writing skill in descriptive text with the power of two and four covers parts, qualities, and characteristics of object, the score are higher than before.²

3. Ahmad Syifaus Syarif, with the title "The Use of Sketch as a Learning Aid to Improve Students' Writing Descriptive Text". This research designed a classroom action research and was conducted with VIII B grade students of SMP H. Isriati in academic year of 2010/2011. The object of the study was 39 students. To collect the data, he used documentation, observation check list, and test. Classroom action research was done in 2 cycles. In pre cycle, students got 54.60. In second cycle students got 72.07. From the result above, it shows that there is achievement of students' ability in learning writing using sketch.³

²Kiptiyah, (063411087), *Improving Students' Writing Skill in Descriptive Text Using The Power of Two and Four*, (Semarang: IAIN,2010)

³Ahmad Syifaus Syarif, *The Use of Sketch as a Learning Aid to Improve Students' Writing Skill in Descriptive Text.*(Semarang, IAIN Walisongo:2010)

The difference between this research and previous research is the researcher of first research used Bits and Pieces game to improve students' writing descriptive text. The researcher got the data from observation, documentation, and test. The second researcher used the game the power of two and four to improve students' writing descriptive text and got the data from observation and written text. The third researcher used the sketch to improve students' writing descriptive text and got the data from documentation, observation, check list and test, while this research will use the picture to improve students' descriptive text writing. The data collections are documentation, observation, and test.

B. Literature Review

1. Definition of Writing

According to Jeremy Harmer, "Productive skills are the term for speaking and writing, skill where students actually have to produce language themselves." Writing is one of four skills learned in English. It includes the productive skills.

Omaggio tells about the content of paragraph. It consists of topic and supporting sentences. "Exercise in paragraph writing, including the writing of topic sentences

⁴Jeremy Harmer, *The Practice of English Language Teaching fourth Edition*, page 265

and the use of supporting detail of various types as well as activities promoting the development of discourse skills in a writing program."⁵

According to the definition above, writing is a way to express the idea or opinion through simple sentences. They develop their simple sentences in compound, complex, and complex compound sentences using subordinate conjunction. Those are to support the idea. From those, the writers produce their own language through vocabulary that they had.

2. Writing Process

According to Harmer, the process of writing has four main elements. They are planning, drafting, editing, and final version. The researcher write a planning what they are going to write. Before starting to write or type, they try and decide topic or idea. Second is drafting, the writer writes some sentences, after they plan idea or topic that will be written. Third writers have produced a draft, they read through what they have written to see the information that is not clear, the sentences that are ambiguous or confusing, checking the individual words and grammatical accuracy. The last is final version. After the writers have edited their draft and have made the changes that are necessary. This may look

⁵Alice C Omaggio, Teaching Language in Context proficiency-Oriented Instruction. Page 224

considerably different from both original plan and the first draft, because things have changed in the editing process.⁶

According Blanchard and Root, writing is a process to write a paragraph and involves several steps. There are three steps in writing. They are prewriting, writing, and revising. Prewriting is thinking and writing draft about a topic as a guiding before writing paragraph. In this process, writing is begun by a topic sentence and some main ideas. After that developing the topic sentence to be some sentences, it calls supporting sentence. Then, arranging the sentences and using signal words and conjunction help the reader to understand the ideas of paragraphs. The last is revising. After the write completes the writ first draft, the writer revises the paragraph by adding new ideas to support the topic and changing the sentences, checking the punctuation, spelling and grammar.⁷

Writing process is beginning with planning. Writer plans the ideas. The ideas are drafted in sentence. The sentences are developed by supporting ideas. After the writing has done, the writer checks the writing, the cohesion of the paragraph each sentence. The writer revises the sentences that are not clear or coherency with the topic. Then changing some

 $^{^6\}mathrm{Jeremy}$ Harmer, How to Teach Writing, (Longman: Pearson Education, 1998) page 4-5

⁷Karen Blanchard and Christina Root, *Ready to Write: A First Composition Text* 'Third Edition' (United State of America: Longman, 1951) page 41-44

sentences to be effective and efficient and checking the punctuation, spelling and the grammar.

3. Teaching Writing

a. Reason of Teaching Writing

There are four reasons for teaching writing to students of English as foreign language. They are reinforcement, language development, learning style, and writing as a skill.

First is reinforcement. Some students acquire language in a purely oral or aural way, but most of students' benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied.

Second is language development. Students improve their writing mainly through writing itself. When they are writing, they construct proper written text to be adventurous with the language.

Third is learning style. Some students are able to find easier to pick up language just by looking and listening. By writing, they have much time to think things and to produce language in slower way. Writing is appropriate for learners. It can also be a quiet reflective activity instead of

the rush and bother of interpersonal face-to-face communication.

Fourth is writing as a skill. Writing is as important as speaking, listening, and reading. Students need to know how to write letters, how to put written report is together, how to replay to advertisements and increasingly, how to write using electronic media. They need to know some of writing's special convention (punctuation, paragraph construction etc).⁸

b. Teacher Role in Writing

Writing is an essential skill in students' everyday lives and that makes it a really important aspect of their teaching. Students need to know how to take notes as well as how to write essays and letters, which makes this basic skill as important as speaking or listening.

Writing skills are important because they are a good way to reinforce what a student has learned as they will benefit from seeing new vocabularies or words can be a paragraph.

Teacher, in that case needs to be responsive to the classroom situation in order to take an accurate measure. When helping students to become better writers, teachers

14

⁸Jeremy Harmer, *How to Teach English*, (Longman: Pearson Education, 1998), p. 74.

have a number of crucial tasks to perform. There are numbers of crucial tasks to perform:⁹

First is demonstrating, teachers need to be able to draw about writing convention and genre constraints in specific types of writing to their attention. In whatever way students are made aware of layout issues or the language used to perform certain written functions.

The second is motivating and provoking, students often find themselves lost for words, especially in creative writing task. This is where the teacher can help provoking the students into having ideas, enthusing students with the value of the task, and persuading them what fun it can be. The teacher goes into class with prepare suggestions, so the students can immediately get help rather than they think ideas by themselves.

Third is supporting, students need to a lot of help and reassurance once they get going both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in the class, always available and prepared to help them overcome difficulties.

Fourth is responding, when responding, teachers react to the content and construction of a piece supportively and often make suggestion for its improvement. When teacher

⁹Jeremy Harmer, *How to Teach English*, (Longman: Pearson Education, 1998), p. 41-42.

responds to students' works at various draft stages, he/she tells the students how well it is going so far.

The last is evaluating, there are many occasion, however, when the teachers do to evaluate students' work, telling both them and us how well they have done. All of teachers want to know the students achievement. When the teacher evaluates students' writing for test purposes, he/she can indicate where they wrote well and where they make mistakes.

4. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail.¹⁰

To write descriptive text, it is needed to know the dominant grammatical aspect or language features that are used. Descriptive text focuses on specific participants. It only tells about the participant or object that will be described. Language features of descriptive text are attributive and identifying process. In descriptive text, the

¹⁰Bachtiar Bima M and Cicik Kurniawan, *Let`s Talk*, (Bandung: Pakar Raya, 2005), p. 15.

most is using adjective, because it is to tell about the characteristic of the object. Identifying process in descriptive text tells about the information and introduces the object in detail. Descriptive text uses frequent epithet and classifiers in nominal group. The tense is simple present tense.¹¹

Besides having social function and generic structure, descriptive text also uses significant grammatical patterns that support the form of a descriptive text. They include focus on specific participant, use simple present tense, use verbs of being and having, and use of descriptive adjectives to build up long nominal groups. ¹²

b. The Example of Descriptive $Text^{13}$

My Classroom

I want to tell you about my classroom.

My classroom is next to the school library. It is a big and clean classroom. It has two white doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables and forty chairs.

¹¹Rudi Hartono, *Genre-Based Writing*, (Semarang State University, 2005), p.9

¹²Jenny Hammond, *English for Social Purposes*, (Macquarie University, 1992), p.78

¹³Dr. Mukarto, *English on Sky*, (Erlangga, 2007) p. 140

Analyzing the text:

Generic structure analysis

- Identification: identifies a particular thing to be described; My classroom.
- Description: describes the parts of classroom (doors, windows, tables, chairs, and walls) and characteristics of classroom (size; big, color; brown, blue, quality; clear.

Language Feature Analysis

- Using nouns; classroom, doors, windows, tables, chairs, pictures and walls.
- Using adjectives; size (big), color (brown, blue), quality (clean).
- Using noun phrases; a big and clean classroom, two brown doors.
- Using verbs; have (have, has), to be (am, is, are). The tense is the simple present.

5. Picture

a. Definition of Picture

Picture is one of the varieties of teaching aid which is used to explain language meaning and construction, engage students in a topic or as the basis of a whole activity. In teaching descriptive text, teacher can use picture-whether drawing taken from books, newspaper and magazine, or photograph to facilitate learning.¹⁴

In the oxford learner's dictionary, the word picture means painting, drawing and photograph. In this research, the writer uses it as media to teach the lesson material. Picture is extremely useful for a variety of communication activity, such as describe and draw activities.¹⁵

A picture is an illustration that can be used as a two dimensional visual representation of person, place, or things. Picture is very simple, because it can be drawn, printed or photographical processed in any size and color, and also it can be correlated with a lesson and real life. Furthermore, it can arise students' motivation in learning descriptive text.

Picture which used in formal instruction should be simple, clean, easily seen by the class. The picture must be big enough to see or share with the whole class.

b. Kinds of Picture

Picture is one kind of visual media, because it can be seen and performs a meaningful description. Picture is a

¹⁴Jeremy Harmer, *The Practice English Language Teaching*, 3rd *edition* (London: Longman, 2001), p. 134

¹⁵Jeremy Harmer, *The Practice English Language Teaching*, 3rd *edition* (London: Longman,2001), p.135

visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface. ¹⁶ Picture as one of visual media will establish students' interesting and give a connection between the content of material with real life.

There are some kinds of picture as a visual media to reach the objective of learning. They are photo or drawing, diagram, map, graphic. ¹⁷ Photo or drawing is a visual media that shows how person or things look like. Diagram it draws a connection of concept, organization and the structure of content material. Map is one kind of visual media that shows a connection of space around elements in the content of material. Graphic is providing a description of data and a connection picture or numeral's sheet.

c. The Function of Using Picture in Learning

The use of picture in teaching learning process will be very effective to help students in understanding material. Besides, it also will build students' interesting and

¹⁶Prof. Dr. Azhar Arsyad, *Media Pembelajaran*, (Jakarta, PT Raja Grafindo Persada:2003), p.30

¹⁷Prof. Dr. Azhar Arsyad, *Media Pembelajaran*, (Jakarta, PT Raja Grafindo Persada:2003), p.89

motivation in learning. Therefore, the researcher will explain some functions of using picture in learning:¹⁸

- Attention function; engaging and leading students' attention to concentrate with the content of material related to picture that is shown or espousing a text of subject,
- 2. Affective function; picture or visual sign can encourage students' emotion and attitude, for instance information related to social problem,
- Cognitive function; visual media can be seen from artifacts or research reveal that visual picture will make the achievement of purpose easier to be understood and remains information or message that is in the picture,
- 4. Compensatory function; the learning media can be seen from the result of research that visual or picture can give a context to comprehend a text and help students in lacking of reading.

Based on the research, by giving a stimulant such as picture to the students it will make better the result of learning.

21

¹⁸Prof. Dr. Azhar Arsyad, *Media Pembelajaran*, (Jakarta, PT Raja Grafindo Persada:2003), p.16-17

d. Writing Descriptive Text Using Picture

Picture is used to form a new mental model of reality to the students. They can develop content of the picture itself. Pictures also serve to develop the same thoughts, concepts and knowledge about the pictured object as the object itself.¹⁹

To write descriptive text using picture, there are some steps. They are imitative, dictation, guide writing and controlled writing. First is imitative. In this step, teacher shows a picture and asks students to give opinion or collect words based on the picture. Students give opinion about the picture using word in Indonesia language such as adjectives and verbs. Then, teacher asks students to translate those words into English. Next, teacher makes sentences based on the picture using simple tense. Then students repeat the sentences and write it in the white board.

After students collect the sentences about the picture orally, teacher helps students to write descriptive text through questions. Teacher asks some questions about the picture. Then, students answer the questions orally and write it using simple present tense in white board.

¹⁹Judy S. De Loache and Nancy M. Burns, *Early Understanding Function of Pictures of the Representational*, (University of Illinois: USA, 1994)

Teacher guides students to write description through the students' answers. Then, students write a descriptive text about the picture.

C. Action Hypothesis

Hypothesis is an assumption or prediction about something that often demands to do investigation. The hypothesis of this research is that using picture can improve students' ability in Writing Descriptive text. It improves student's score and ability in writing Descriptive text.

²⁰Sudjana, *Metode Statistik*, (Bandung: Tarsito,2005), p.219

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses classroom action research. Classroom action research is action research that is done to improve the quality of learning and focus in teaching learning process in the class.¹

Action research is a piece of descriptive research carried out by a teacher in his or her own classroom, without the involvement of other, which is aimed at increasing our understanding rather than changing the phenomenon under investigation.²

According to the definition above, classroom action research is a research that is done by teacher. That research is to improve or solve the problem in teaching learning activity in the class.

The classroom action research has been explained above can be looked through a chart below:

¹Suharsimi Arikunto,Suhardjo, and Supardi, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara,2008), p.58

²David Nunan, *Research Methodology in Language Learning*, (Cambridge: Cambridge University Press, 2006), P.18

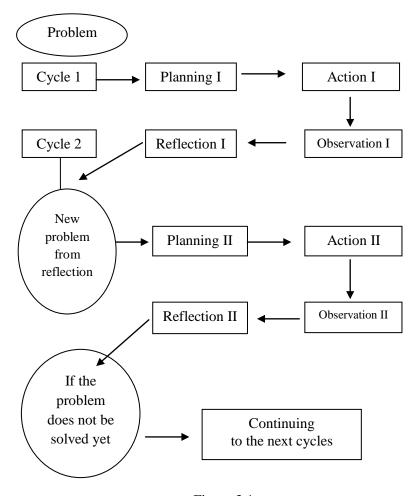


Figure 3.1 Classroom Action Research (CAR) design according to Kemmis and Mc Taggart ³

³Rosma Hartiny Sam's, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2005), p.73

There are four steps in model of classroom action research. They are planning, action, observation, and reflection. The designing and explaining of action research that consists of four steps are as follows.⁴

1. Planning

Planning is making design planning. The researcher determines the point or focus of event that is needed to get particular attention to observe. Then the researcher makes an instrument of observation to help researcher record the fact that is happened since action is done. Then, choosing learning strategy is appropriate with need and importance of teacher.

2. Action

Action is the implementation or application of planning. That is used to action in the class. Teacher must remember and obey what have made in planning, but it must do naturally. In this step, the researcher does not report the planning but directly report the implementation. Form and content have must be completed about all activity, start from preparing and finishing.

3. Observation

Observation is done when action is done. When the teacher does action, the other teacher (researcher) does observe about what happened when the action is done such students and

⁴Suharsimi Arikunto, Suhadrjo, and Supardi, *Penelitian Tindakan Kelas*, p.17-19

teacher activities whole the teaching learning process. So they get data accurately, then they plan the next cycle.

4. Reflection

Reflection is an activity that tells more what have done. Teacher discusses the implementation of action planning with the researcher. When the teacher is ready to tell the researcher about things that has been good and has not, in other word teacher is evaluating-self. If the researcher does action through some cycles, in the last reflection, the researcher tells the planning that suggested by teacher. The researcher will continue or stop the action.

The four steps in action research are components to form a cycle. Those are sequence circle activity that comes back to first step. First cycle is form planning design to reflection or evaluation. The mean of action is the cycle. Action research is never singular activity, but it must always sequence activity that come back to the first step. It is called cycle.

The period of time to first cycle is depended on the material. The material is taught only one main material. Reflection can be done if the researcher has felt enough to get experience. It means that the researcher has got information to improve the way that has tried. If it has known the successful and obstruction of action that has done in the first cycle, teacher and researcher determine design to do the second cycle. Teacher will do successful to make sure the result or will improve the step in obstruction or the

difficulties that is found in the first cycle. The decision will be planned to do action in second cycle. Teacher can continue to third, fourth and fifth step if it has done in the second cycle. If teacher has not satisfied, she or he can continue to third cycle in the same the ways and steps.⁵

B. Research Setting

The research was conducted in SMP Plus Azzahro in Jalan Sunan Abinowo Pegandon Kendal, because some students felt difficult to write descriptive text. The subject of the research was the seventh grade students of SMP Plus Azzahro Pegandon Kendal in the academic year of 2014/2015. There were six classes (A-F). Every class consists of 30-36 students. The class that was used to the research was VII C. The number of students was 35. They were 35 females. This research was conducted in the second semester, on 5 April 2015-22 April 2015.

C. Collaborator

Collaborator in classroom action research is person who helped the researcher to collect the data. She was Mrs. Khumaedah, the teacher of English subject in VII C of SMP Plus Azzahro Pegandon, Kendal.

 $^{^5} Suharsimi$ Arikunto, Suhardjo and Supardi, $Penelitian\ Tindakan\ Kelas,\ p.20-21y$

D. Participant of the Research

In this research, the population was all students in VII C of SMP Plus Azzahro Pegandon, Kendal in the academic year of 2014/2015. It consists of 35 female students.

E. Research Procedure

1. Preliminary Research

Preliminary research is visiting the location that is used to research. In preliminary research, the researcher asked English teacher about the material and that would be researched. The researcher also did observation in the class. The observation is to know the students' activity during the teaching learning process. In the teaching learning process, teacher explained about the member of family and asked students to write a text about family tree.

2. Cycle I

Cycle I is done in first meeting. In this cycle, teacher explained the material about Descriptive Text and the topic is profession. The procedures the researcher uses are as follows:

a. Planning

- 1) The researcher arranges the lesson plan
- 2) The researcher prepares the teaching material
- 3) The researcher prepares the observation checklist
- 4) The researcher prepares the picture as media
- 5) The researcher prepares the worksheet
- 6) The researcher prepares the students' attendance

b. Action

- 1) Teacher opens the lesson
- 2) Teacher checks students' attendance
- Teacher explains the descriptive text. They are social function, generic structure and tense that used in Descriptive Text
- 4) Teacher asks students to mention the form of simple present tense
- Teacher asks students to make example of Simple Present Tense
- 6) Teacher shows picture and asks students about the picture
- 7) Teacher makes sentence based on the picture using Simple Present Tense orally
- 8) Teacher asks students to repeat and write that sentence in the board
- 9) Teacher checks students' sentences.
- 10) Teacher asks students to make some sentences about the picture
- 11) Teacher gives test
- 12) The researcher helps teacher to share the work sheet.

c. Observation

1) The researcher observes the students' ability during the teaching learning process

2) The researcher observes the teacher's activity during the teaching learning process

d. Reflection

- 1) The researcher evaluates the activities that have been done
- 2) The researcher revises the data for the next cycle
- 3) The teacher and the researcher discuss to make a reflection what should they do to solve the problems.
- 4) The teacher and the researcher make a conclusion for classroom action research in cycle I

3. Cycle II

Cycle II is done in second meeting. In this cycle, teacher reviews the material about Descriptive Text and explains more about Simple Present Tense. In this cycle, the topic is animal. The procedures the researcher uses are as follows:

a. Planning

- 1) The researcher arranges the lesson plan
- 2) The researcher prepares the teaching material
- 3) The researcher prepares the observation checklist
- 4) The researcher prepares pictures as a media
- 5) The researcher prepares the worksheet
- 6) The researcher prepares students' attendance

b. Action

1) Teacher opens the lesson

- 2) Teacher checks students' attendance
- Teacher explains the descriptive text. They are social function, generic structure and tense that used in Descriptive Text
- 4) Teacher asks students about animal
- Teacher shows picture and asks students about the picture
- 6) Teacher asks students to write the answer using Simple Present Tense in the board
- 7) Teacher checks students' sentences in the white board.
- 8) Teacher gives test
- 9) The researcher helps teacher to share the work sheet.

c. Observation

- The researcher observes students' activity during the teaching learning process
- The reseacher observes teacher's activity during the teaching learning proces

d. Reflection

- 1) The researcher evaluates the activities that have been done
- 2) The researcher analyzes the data to improve the next cycle
- 3) The teacher and the researcher discuss to make a reflection what should they do to solve the problems.

4) The teacher and the researcher make a conclusion for classroom action research in cycle II

4. Cycle III

Cycle III is done in second meeting. In this cycle, teacher reviews the material about Descriptive Text and explains more about Simple Present Tense. In this cycle, the topic is family. The procedures the researcher uses are as follows:

a. Planning

- 1) The researcher arranges the lesson plan
- 2) The researcher prepares the teaching material
- 3) The reseacher prepares the observation checklist
- 4) The researcher prepares a picture as media
- 5) The researcher prepares the worksheet
- 6) Preparing students' attendance

b. Action

- 1) Teacher opens the lesson
- 2) Teacher checks students' attendance
- Teacher explains the descriptive text. They are social function, generic structure and tense that used in Descriptive Text
- 4) Teacher shows picture about person in family
- 5) Teacher asks some question about the picture
- 7) Teacher asks students to write the answer using Simple Present Tense in the board

- 8) Teacher checks students' sentences in the white board.
- 9) Teacher gives test
- 10) The researcher helps teacher to share the work sheet.

c. Observation

- The researcher observes students' activity during the teaching learning process
- The researcher observes teacher's activity during the teaching learning process

d. Reflection

- The researcher evaluates the activities that have been done
- The researcher analyzes the data to improve the next cycle
- 3) The teacher and the researcher discuss to make a reflection what should they do to solve the problems.
- 4) The teacher and the researcher making conclusion for classroom action research in cycle III

F. Technique of Collecting Data

First is Observation. Mulyasa said that "observation is the instrument to observe the students 'activity, creativity at learning in the class".⁶ Observation in this research will be used to

⁶Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung: Remaja Rosdakarya), p.69

monitor the students' activities during the teaching learning process of English study by using a picture in teaching descriptive text writing.

Second is Test. Test is giving question or drill that is used to measure the knowledge, intelligence, the ability individual or group work. It is the instrument to submit the data students' achievement in learning, it is can be done by speaking, writing, or acting. The researcher carried out the test in this research. It is used to measure the students' mastery of the whole language aspects that have been taught in the teaching learning process.

Third is documentation. Documentation is searching the data. It is about note, book, news paper, magazine, photo etc. ⁸ Documentation in this research will be used to know some information of data such as, the students' name in the VII C grade of SMP Plus Azzahro Pegandon Kendal, the material of study, students' worked, etc.

⁷Michael. J.Wallace, *Action Research for Language Teachers*(New York: Cambridge University Press, 1998), p.150

⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta,2006), 6th Ed., p.231

G. Instrument of Study

1. Observation

The researcher used observation checklist to know the students and teacher activity whole the teaching learning process.⁹

2. Test

The researcher used a test to know the improvement of the students from their score. The rest had used is achievement test and the type of test essay. Students have to write descriptive text based on the picture.¹⁰

H. Technique of Analyzing Data

1) Observation Checklist¹¹

To analysis data observation checklist, the researcher uses the formula to measure the mean of activities in teaching learning process is as follow¹²:

⁹See Appendix 5-6

¹⁰See Appendix 2

¹¹See Appendix 5-6

¹²Nurkhayatun, USING BITS AND PIECES GAME TO IMPROVE STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXTS(A Class Room Action Research at the Seventh Grade of MTs Darul Mujahadah Prupuk-Margasari-Tegal in the Academic Year of 2010/2011). 'Thesis', (Semarang: IAIN Walisongo Semarang, 2010), p.35

Score= $\frac{\sum_{x} x 100\%}{S max}$

 $\sum x$: Score got

S max : Score maximum

Table 3.1 Scoring Cathegory Rubric in Observation¹³

Grade	Percentage	Note
1	0%	None students
2	>20%	Few students
3	21%-49%	Half students
4	50%-69%	Many students
5	70%-100%	Majority
		students

Table 3.2 Scoring Level in Observation¹⁴

Grade	Percentage	Note
A	91%-100%	Excellent
В	76%-90%	Good
С	61%-75%	Fair
D	51%-60%	Sufficient
Е	<50%	Less

¹³Indah Rahmawati, THE USE OF ENGLISH CHILDREN SONG AS MEDIA TO IMPROVE STUDENTS' ENGLISH VOCABULARY POWER IN NOUN (A Classrom Action Research with the Fifth Grade Students of MI Miftahul Ulum Sekuro Jepara in the academic Year of 2010/2011) 'Thesis,' (Semarang: iain Walisongo Semarang, 2010), p. 43

¹⁴Hamzah B Uno and Satria Koni, *Assesment Pembelajaran, (*Jakarta: Bumi Aksara, 2012), p.198

2) Test¹⁵

The researcher gives assessment about the result of test. The formula that is used to measure the mean of test is as follows¹⁶:

$$Mean = \underline{\sum xi}$$

n

 $\sum xi$: the total of score

n : the number of students

Table 3.3 Scoring level in test¹⁷

Grade	Score	Note
A	80-100	Excellent
В	66-79	Good
С	56-65	Fair
D	40-55	Less
Е	30-39	Poor

I. The Standard of Minimum Score

The students' success and failure in doing the activities planned above would be assessed by referring to the criterion of the standard of minimum score. A student passed the test if their score had reached 75.

¹⁵See Appendix 7

¹⁶Sudjana, *Metode Statistik*, p.67

¹⁷Daryanto, Evaluasi Pendidikan, (Jakarta: Rineka Cipta,2010), p.211

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher would like to describe and discuss the finding of the research. The researcher wants to describe the implementation of picture to improve students' ability in writing descriptive text. In this finding, the researcher presents the result of research and the analysis of the data collected which are preliminary research and three cycles. The result descriptions of all cycles are as follows.

1. Preliminary Research

The preliminary research was done on April 3rd 2015-5 April 2015. The students of seventh grade went to school at 07.00. English lesson in class seventh C was at 08.50-10.10. There was a student that did not come. The number of students was 34. The topic of the lesson was member of family. The teacher asked students to write the vocabularies about the member of family in bahasa. Then, they were translated into English. The researcher observed the teacher activities whole the teaching learning process using observation checklist.

According to the result of observation (appendices 9 table 9.1), it shows that the teacher's activities in teaching learning process are sufficient with 60%. Teacher explained the material and gave instruction clearly, but the media that was

used was white board and text book. The teacher seldom responded students' question because only a few students asked the question. Teacher always asked to know the students' understanding about the material. Teacher also warned the students that did not pay attention when the teacher explained the material.

While in teaching learning process, the interaction was teacher center. Teacher explained and asked some questions about the material. After that, students were asked to do the exercise until the lesson was done. That made students' understanding was less and felt difficult to learn English. That also made some students was not active whole in teaching learning process.

According to the result of observation (appendices 8 table 8.1), it shows teacher's explaining the material in teaching learning process is sufficient with 53.33%. Few of students in class could answer the teacher's questions about the material, because some of them paid attention when the teacher explained the material. There were some students that did not pay attention, so they spoke with their partner. There was no student who asked about the material. In this preliminary research, the teacher gave test. Students wrote a text based on teacher instruction.

According to the result of score test (appendices 10 table 10.1), it is known that the most of students get low score.

There were only four students that had reached the standard of minimum score. The average of the score was 52.79. Because of this situation, the researcher intended to improve students writing by suggesting the teacher to apply a media in teaching learning process. The media that was used to teach writing skill was a picture.

2. Cycle I

The first cycle was done on Wednesday, April 7th 2015-10 April 2015. That was the first meeting to apply a picture in teaching writing descriptive text. The material was describing someone and the topic was professions. The number of students was 34 and there was one absent student.

In this class, teacher was greeting the students and checked students' attendance. Teacher asked students to open the textbook that was used. The teacher explained and wrote the material about descriptive text in the whiteboard. There were social function and generic structure in descriptive text. Students translated the material with a guiding of the teacher. Teacher asked students to write the material in their book. Teacher asked about Simple Present Tense. Some students looked to the material in their book. There were some students answered directly, because they remembered the formula of simple present tense. After that, teacher asked students to give example of simple present tense. Some students could make the example correctly.

After teacher knew students' understanding about simple present tense, teacher showed a picture and asked students to collect the vocabulary about the picture. Then, teacher made sentences about the picture in Simple present tense orally and asked them to repeat. Then they wrote the sentences in the whiteboard and teacher checked the students' sentences. Teacher asked students to make some sentences about the picture. Then, teacher wrote descriptive text using students' sentences that had been written in the whiteboard. After the text was done, teacher asked students to write the text on their notebook and gave test to the students. The researcher helped the teacher to share the worksheet.

According to the result of the observation (appendices 9 table 9.2), it shows the teacher activities in teaching learning process using a picture is fair with 66.7%. Teacher explained the material clearly. Picture was a media that was used whole teaching learning process. Although teacher seldom responded students' question, teacher always asked some questions to know the students' understanding about the material and gave students opportunity to express their opinion about the picture. Some students could answer the teacher's question. There was a progress between teacher and students' interaction, although only some students that could answer the questions and paid attention when the teacher explained the material.

According to the result of observation (appendices 8 table 8.2), it shows teacher's explaining the material in teaching learning process is sufficient with 56.67%. The students' participant in teaching learning process was increasing, although it was still sufficient. Half of students in the class answered the teacher's question about the material. There were some students that thought and competed to answer the question quickly and correctly. Some students interested in the lesson, because they got opportunity to express their opinion through the teacher's question. There were some students that did not pay attention when the teacher explained the material and they are warned by the teacher. Then, all of the students did the test. Students wrote the descriptive text based on the picture individually for 20 minutes, after the teacher explained the material.

According to the result of test (appendices 10 table 10.2), it is known that most of students have a problem in writing. Students felt difficult to develop the topic because their vocabulary was limited. It made the content of their writing was less to support sentences and confused. Almost all of students understood the sentences pattern and grammar, but few students still felt difficult about the grammar. Their sentences pattern was correct but the grammar was wrong. All of students knew the punctuation, but their mistake was they did not write the capital letter in the beginning of the sentences.

Some of them were not used point in last sentence, but they used coma. Because of those problems, the students score was less and it had not reached the standard of minimum score. Almost all of students got score more than 60. There was no students' score that had reached the standard minimum score. The average score was 65.53. That score was higher than in preliminary.

3. Cycle II

The second cycle was done on April 13rd 2015-17 April 2015. The number of students was 32 because there were three students who did not come. This cycle was done, because there was a problem in students' writing skill in cycle one. Some of students felt difficult to write a descriptive text. Some of them still had less understanding about simple present tense and their vocabulary was limited. It made students' writing was less in support sentence and the content was far from the topic. Because of those, their score test in cycle one had not reached the standard if minimum score. In the second cycle, the teaching learning process focused in simple present tense and vocabulary. The material was describing animal and the topic was a cat.

The teaching learning process was begun by greeting to the students and checking students' attendance. Teacher reviewed the material about the descriptive text and asked some questions to know the students' understanding and memorizing about the material. There was a progress in students' comprehend to the material, because almost all of the students could answer the teacher's questions. To know the students' understanding in simple present tense, teacher asked the students to mention and write the formula. Then, teacher asked them to make the example of simple present tense. Some students could write it on the whiteboard correctly. After teacher knew the students' understanding in simple present tense teacher asked about animal and students answered it. Then, teacher showed a picture of an animal and students collected the vocabularies about the picture. Then, they described the picture orally based on teacher's questions. Then, students wrote sentences in whiteboard. Teacher checked the students' sentences. After the sentences were written by students in whiteboard, teacher gave test to the students.

According to the result of the observation (appendices 9 table 9.3), it showed the teacher activities in teaching learning process using picture\ was fair with 73.33%. Teacher explained the material clearly. Picture was a media that was used whole teaching learning process and used whiteboard to facilitate the teaching learning process. Teacher responded students' question or opinion. Teacher always asked some questions to know the students' understanding about the material and gave them the opportunity to express their opinion about the picture. Some students answered the teacher's

questions. There was a progress between teacher and students' interaction, because almost all of students answered the questions and paid attention to the teacher explanation. Teacher also warned some students that did not pay attention when the teacher explained the material.

According to the result of observation (appendices 8 table 8.3), it shows teacher's material explanation in teaching learning process was fair with 66, 67%. It showed that the students' participation in the teaching learning process was increasing. Half of students in the class answered the teacher's questions about the material. There were some students that thought and competed to answer the questions quickly and correctly. When the teacher asked to write sentences about the picture, many students wrote the sentences about the picture. Many students interested in the lesson because they had opportunity to express their opinion orally and written based on the teacher's questions. There were some students that did not pay attention when the teacher explained the material and they were warned by the teacher. Then, all of students did the test. Students wrote the descriptive text based on the picture individually for 20 minutes, after the teacher explained the material.

According to the result of test (appendices 10 table 10.3), it was known that few students still had a problem in writing. Students' vocabulary got more. The content had told

about the topic. Almost all of students understood the sentences pattern and grammar. For the mechanics, almost all of students knew the punctuation but their mistake was the students did not write the capital letter in beginning of sentences. But the students score was increasing and almost half of class gained the standard of minimum score. The average score was 72. That score was higher than in cycle one.

4. Cycle III

The third cycle was done on Wednesday, April 21st 2015-24 April 2015. This cycle was done because there was a problem in students' writing skill and half of class did not reached the standard of minimum score. Few students still had mistake in grammar when they wrote descriptive text. Their vocabulary got more based on the topic. Their score test in cycle two was good and many students had reached the standard of minimum score. In the third cycle, the teaching learning process focused in simple present tense and vocabulary. The material was describing person and the topic was family.

Teacher opened the lesson by greeting to the students and checked students' attendance. Teacher reviewed the material about descriptive text and asked some questions to know the students' understanding and memorizing about the material. There was a progress in students' comprehension to

the material, because almost all of students could answer the teacher's question. Teacher reviewed about simple present tense. Teacher asked students to mention and write the formula and made the example of simple present tense. Some students could write it on the whiteboard correctly. Before teacher showed a picture, teacher asked students about people in family. All of students mentioned people in the family. Then, students collected the vocabulary and made sentences about picture orally through teacher's questions. Then, students wrote sentences in whiteboard. Teacher checked the students' sentences. After the sentences were written by student in whiteboard, teacher gave test to the students.

According to the result of the observation (appendices 9 table 9.4), it showed the teacher activities in teaching learning process using picture was good with 76.67 %. Teacher explained the material clearly. Picture was a media that was used whole teaching learning process and used whiteboard to facilitate the teaching learning process. Teacher responded students' questions or opinion. Teacher always asked some questions to know the students' understanding about the material and gave students' opportunity to express their opinion about the picture. Some students answered the teacher's question. There was a progress between teacher and students' interaction, because all of students answered the questions and paid attention to the teacher's explanation.

According to the result of observation (appendices 8 table 8.4), it shows teacher's material explanation in teaching learning process was fair with 73, 33%. All of students in the class answered the teacher's questions about the material. There were many students that thought and competed to answer the question quickly and correctly. All of the students wrote the sentences about the picture. It made the class more interesting to the students. All of the students interested in the lesson, they got opportunity to express their opinion through the teacher's questions. All of students paid attention when the teacher explained the material. Then, all of the students did the test. Students wrote the descriptive text based on the picture individually for 20 minutes after the teacher explained the material.

According to the result of the test (appendices 10 table 10.4), it is known that students writing skill had been very good. Students improved their vocabulary based on the topic. Almost all of the students understood the sentences pattern and grammar. For the mechanics, almost all of the students knew the punctuation. Few students' handwriting was unclear. The students score was very good and had reached the standard of minimum score. The average score was 77.22. That score was higher than in cycle two. It showed that students' score in writing descriptive text was increasing.

B. Grand Analysis

After the researcher implemented the use of picture in writing descriptive text, the researcher got the data from each cycle. It was analyzed in each cycle and the researcher got the result of the classroom action research. The result of research showed that there was improvement of students' ability in writing descriptive text after taught using picture as the media. It could be seen from the result of the test from the first cycle up to third cycle.

Table 4.1

The improvement of students score test in every cycle

Categories of Score	Pre	Cycle I	Cycle	Cycle
	cycle		II	III
Highest	73	70	77	80
Lowest	47	52	61	74
Mean	52,79	65,53	72	77,22

According to the data above, the highest score in pre cycle is 73. It is higher than cycle I, but the mean of the highest and the lowest score in cycle 1 are higher than pre cycle and the lowest score in cycle I are higher than pre cycle and the students score have not reached the standard of minimum score. Although the highest score in cycle I is lower than pre cycle, score in cycle I to cycle III get improvement.

Table 4.2
The criterion of score's mean

No.	Interval of Quality	Quality
1	80-100	Excellent
2	66-79	Good
3	56-65	Fair
4	40-55	Less
5	30-39	Poor

The ability of students in writing descriptive text by using pictures as the media is getting better in every cycle. It is proven by the improvement of their score from cycle one to cycle three. The mean of students' score in writing descriptive text from pre cycle to cycle three is as follow:

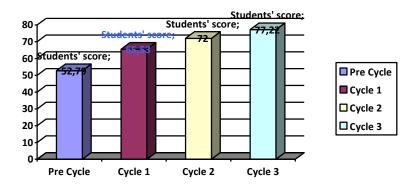


Figure 4.1 The Improvement of Students' Score

According to the data above, the students' score in writing descriptive text from pre cycle to cycle three improved, although the improvement is few. The lowest mean of students score is 52,

74, it is in pre cycle. The highest mean of students' score in writing descriptive text is 77, 22, it is in cycle three.

C. Discussion

According to the result of the data, the mean of students' score test in writing descriptive text using pictures was good. The mean of students' score after using pictures as the media got better. It meant that pictures were very helpful in teaching learning activities. The students got inspirations to describe something or person from the pictures they saw. They produced a descriptive text easier when they saw a picture, because it could build a new model in their mind. Students also could develop the content through the thoughts, concepts and knowledge of the picture. ¹

The implementation of using picture in teaching is to acquire the sentence pattern and master vocabulary.² Based on the students' score test, their vocabulary had increased based on the picture. Some of student' sentence pattern had improved although the others still had mistakes in grammar (see appendix 10).

In writing descriptive text, to develop the topic sentences, it needed supporting sentences. Supporting sentences provided several supporting points that explained the idea of the paragraph.

¹Judy S. Dc Loache and Nancy M. Burns, Early understanding function of pictures of the representation

²Ag Bambang Setiyadi, *Teaching English As A Foreign Language*, page 67-71

The topic of students' writing is appropriate to the picture. Because of it, students could develop the topic from the picture. They also chose vocabularies that were appropriate to the picture. Descriptive text is a written text which describes an object such as person, animal, thing, or place. This text is describing someone and something in detail. ³Students could write the characteristic of the picture. They also develop their idea about the picture. (See appendix 10)

From the explanations above, it can be concluded that the implementation of using picture to teach writing skill could improve students' ability in descriptive text. For that reason, the researcher stopped the flow classroom action research because the students' score had reached the standard of minimum score and the implementation of using picture could improve students' ability in writing descriptive text.

 $^{^3} Nur$ Zaida, Mandiri Practice Your English Competence SMP kelas $V\!II$ p. 9

CHAPTER V CONCLUSION

A. Conclusion

According to the data which had been analyzed in the previous chapter, the researcher concluded some conclusions about the implementation of picture in teaching writing descriptive text (a classroom action research at the seventh grade students of SMP Plus Azzahro Pegandon in the academic year of 2014/2015). They were:

- Teaching writing descriptive text could be done by using picture. It was very useful because the pictures made the students easier to write the description of person, place or thing. The pictures gave them some inspirations, so that they could state or write more easily from the pictures they saw.
- 2. According to the data of the test results and observations which had been done and analyzed in the previous chapter, it showed that using pictures could improve students' ability in writing descriptive text. It could be seen that using pictures in teaching writing descriptive text was more interesting to the students. By using pictures, students could express freely their own words based on the picture they saw. Furthermore, the ability of the students in writing a descriptive text also improved. It could be seen from the result of the tests from pre cycle to cycle three that had been done by the researcher. The mean

was increasing from 52.74 in pre cycle, 65.53 in cycle one, in cycle two was 72 and 77.22 in cycle three.

B. Suggestion

1. Teacher

Teacher could apply teaching writing descriptive text by using pictures to solve the problem in learning process. The students got many ideas that appeared from the pictures. The picture was recommended for English teacher to teach writing because it could make them easily to write a descriptive text.

2. Students

The using of pictures could improve students' ability in writing descriptive text. They helped students to get ideas before they wrote the text.

3. School

The using of pictures can give a reference in improving teaching learning process.

4. Researcher

The study could be a reference to the other researches that would do the same subject.

Finally, the researcher realized that this study was far from being perfect. Because of that, the researcher really expected the constructive critics and advices to make it better. Hopefully, this study would be useful for all of us. Amen.

References

- Arikunto, Suharsimi, *Prosedur Penelitian; Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta. 2006
- ______, Suhardjo, and Supardi, *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara. 2008
- Arsyad, Azhar, *Media Pembelajaran*, Jakarta: PT Raja Grafindo Persada. 2003
- Asrori, Muhammad, *Penelitian Tindakan Kelas*, Bandung: Wacana Prima. 2011
- B Uno, Hamzah and Satria Koni, *Assesment Pembelajaran*, Jakarta: Bumi Aksara, 2012
- Bima M, Bachtiar and Cicik Kurniawan, *Let's Talk*, Bandung: Pakar Raya, 2005
- Blanchard, Karen and Christina Root, *Ready to Write: A First Composition Text* 'Third Edition'. United State of America: Longman, 1951
- De Loache, Judy S. and Nancy M. Burns, *Early understanding* function of pictures of the representational. USA: University of Illinois. 1994University of Illinois. 1991
- Hammond, Jenny. English for Social Purposes: A Handbook for Teacher Of Adult Literacy. Australia: Macquarie University, 1992
- Harmer, Jeremy. *The Practice of English Language Teaching Fourth Edition*. Pearson Longman: England.

- ______, The Practice of English Language Teaching, 3rd Edition. London: Longman,
- _____. *How to Teach English.* Longman: Pearson Education. 1998
- Hartiny Sam's, Rosma, *Model Penelitian Tindakan Kelas*, Yogyakarta: Teras. 2005
- Hartono, Rudi, *Genre-Based Writing*, Semarang State University. 2005
- Heaton, J.B, Writing English Language Tests. London: Longman. 1975
- J.Wallace, Michael, *Action Research for Language Teachers*, New York: Cambridge University Press. 1998
- Kiptiyah, (063411087), Improving Students' Writing Skill in Descriptive Text Using The Power of Two and Four. Semarang: IAIN. 2010
- Means, Beth and Lindy Lindner, *Teaching writing in middle school:* tips, tricks, and techniques. United Stated: Libraries Unlimited, Inc.. 1998
- Mukarto, Dr., English on Sky, Jakarta: Erlangga. 2007
- Mulyasa, Enco, *Standar Kompetensi dan Sertifikasi Guru*, Bandung: Remaja Rosdakarya. 2011
- Nunan, David, Research Methodology in Language Learning, Cambridge: Cambridge University Press. 2006
- Nurkhayatun ,Using Bits and Pieces Game to Improve Students' Writing Skill on DescriptiveTexts (A Classroom Action Research at the Seventh Grade of MTs Darul Mujahadah Prupuk Margasari Tegal in the Academic Year of 2010/2011) 'Thesis'. Semarang: IAIN Walisongo. 2010

- Omaggio, Alice C. Teaching Language in Context proficiency-Oriented Instruction. United Stated of America: Heinle and Heinle inc. 1986
- Oshima, Alice and Ann Hogue, Writing Academic English, New York: Addison Wesley Longman. 1998
- Oxford, Oxford Advanced Leaner's Dictionary, New York: Oxford University Press. 1995
- Rahmawati, Indah, The Use of English Children Song AS Media to Improve Students' English Vocabulary Power in Noun (A Classrom Action Research with the Fifth Grade Students of MI Miftahul Ulum Sekuro Jepara in the academic Year of 2010/2011) 'Thesis,' Semarang: IAIN Walisongo Semarang. 2010
- Setiyadi, Bambang Ag, *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu. 2006
- Sova, Dawn, Writing Clearly a Self-Teaching Guide. United State: John Wiley & Sons, Inc. 2004
- Sudjana, Metode Statistik, Bandung: Tarsito. 2005
- Syifaus Syarif, Ahmad, *The Use of Sketch as a Learning Aid to Improve Students' Writing Skill in Descriptive Text.* Semarang, IAIN Walisongo. 2010
- Wiriaatmadja, Rochiati, *Metode Penelitian Tindakan Kelas*. Bandung: Remaja Rosdakarya. 2009
- Kan, Muhammad Zafrulla, *The Qur'an*. London: Curzon Press. 1981
- Zaida, Nur, Mandiri Practice Your English Competence SMP kelas VII. Jakarta: Erlangga. 2006

Appendix 1

LESSON PLAN OF CYCLE 1

School : SMP Plus Azzahro

Subject : English

Class/Semester : VII (Seven)/2

Text type : Descriptive text

Skill : Writing

Time Allotment : 2x40 minutes

Competency Standard:

Expressing the meaning in the short functional text and very simple short monolog the form of descriptive text and procedure to interact with the closest environment.

Basic Competence:

Expressing the meaning and rhetorical steps in the simple short essay by using written language accurately, fluently and acceptable to interact in daily life content the form of descriptive and procedure.

Indicator for Achievement:

- 1. Identifying the social function of descriptive text
- 2. Identifying the generic structure of descriptive text
- 3. Identifying the language feature of descriptive text
- 4. Producing text in form of descriptive text.

Learning Materials:

1. The definition of descriptive text

Descriptive text is a written text in which the writer describes an object such person, animal, things or place.

2. The social function of descriptive text

To describe particular person, place or things.

3. The generic structure of descriptive text

- Identification

It is identifying phenomenon of the subject that will be described.

- Description

It is describing the parts, qualities, feature, behavior and the caracter of the subject

4. Language features

- Focus on specific participant
- Use attributive and identifying process
- Use epithet or classifier in nominal groups
- Use simple present

5. The example of descriptive text

Budi's father, Mr. Harno is a teacher. He teaches Mathematics at SLTP Nusa Indah. He is a good teacher. All students at his school like him. He usually goes to work by motorcycle. But last week he had a problem with his motorcycle. It is damaged so he went to a mechanic for repair. Then he went school by padycap. That is why he was late for his class.

Teaching Method:

Genre based

Learning Activity

No	Activities	Organisation		
		Time	Instruction	
1	Pre Activities - Teacher opens the lesson - Teacher checks students' attendance	5 Minutes	 Assalamu'alaikum Wr. Wb. Good morning students, how are you today? Who is absent today? 	
2	Main Activities - Teacher asks about profession to stimulate Teacher asks about profession to stimulate.	20 minutes	What do you see in this picture? Yes, you are right.	
	 Teacher explains about descriptive text (social function and generic structure) Teacher explains tense that is used in descriptive text (simple present tense) 		 Descriptive text is? Generic structure and language feature of descriptive text is? Descriptive text uses simple present tense. It is used to describe an action that is regular, true, or normal. Ok studentsplease pay attention to the examples. He is a headmaster. 	

		You are my friend.
 Teacher asks students to make example of simple present tense orally Students repeat the sentences and write it on the white board 		 Please now you make example of simple present tense. Please one of you come in front of the class. You repeat your sentence and write it on the white board.
- Teacher checks students sentences		 Now I will check your sentence.
- Teacher asks students to write descriptive text based on the picture for 20 minutes.		 Ok. My students, listen carefully. Now we are doing test. Please you make a descriptive text based on the picture given.
Post Activities - Teacher reviews the material - Teacher asks the students' difficulties in learning activities. - Teacher gives	15 minutes	 So, descriptive text is, generic structure and language feature of descriptive text is? Do you have any question from the material? Please improve your English, especially in writing skill, practice and
	students to make example of simple present tense orally - Students repeat the sentences and write it on the white board - Teacher checks students sentences - Teacher asks students to write descriptive text based on the picture for 20 minutes. - Teacher reviews the material - Teacher asks the students' difficulties in learning	students to make example of simple present tense orally - Students repeat the sentences and write it on the white board - Teacher checks students sentences - Teacher asks students to write descriptive text based on the picture for 20 minutes. - Teacher reviews the material - Teacher asks the students' difficulties in learning activities.

motivation to the	practice. Your practicing
student and	will improve your skill in
closes the lesson	writing.Wassakamu'alai
	kum Wr Wb

Learning Resources

- Dr Mukarto, M.Sc. and friends. English On Sky. Jakarta: Penerbit Erlangga, 2007
- Hartono, Rudi. Genre of Text. Semarang: UNNES. 2005
- Deddy Suryono, dkk. Be Global with English for Junior High School Grade VII. Yogyakarta: Yudhistira, 2007

Assessment

Technique : Write a descriptive text about person

- Forms : Written test

Aspect : Content, Organisation, Vocabulary,

Language use, Mechanic

Scoring guidance :

Score	Level	Criteria
CONTENT	30-27	Excellent to very good:
		knowledgeable, substantive, thorough
		development of thesis, relevant to
		assigned topic
	26-22	Good to average: some knowledge
		of subject, adequate range, limited
		development of thesis, mostly
		relevant to the topic, but lacks details
	21-17	Fair to poor: limited knowledge of
		subject, little substance, inadequate

	1	
	1 5 10	development of topic
	16-13	Very poor: does not know
		knowledge of subject, non-
		substantive, not pertinent, or not
		enough to evaluate.
ORGANISATION	20-18	Excellent to very good: fluent
		expression, ideas clearly
		stated/supported, well organized,
		logical sequencing cohesive
	17-14	Good to average: somewhat copy,
		loosely organized but main ideas
		stand out, limited support, logical but
		incomplete sequencing
	13-10	Fair to poor: non fluent, ideas
		focused or disconnected, lack logical
		sequencing and development
	9-7	Very poor: does not communicate,
		no organization or not enough to
		evaluate
VOCABULARY	20-18	Excellent to very good: sophisticated
		range, effective word/idiom choice
		and usage, word form mastery,
		appropriate register
	17-14	Good to average: adequate range,
		occassional errors of word/idiom
		form, choice, usage but meaning not
	1. 1.0	obscured
	13-10	Fair to poor: limited range, frequent
		errors of word/idiom, choices, usage,
		meaning confused or obscured
	9-7	Very poor: essentially translation,
		little knowledge of English
		vocabulary, idiom, word form, or not
		enough to evaluate
LANGUAGE USE	25-22	Excellent to very good: effective
		complex construction, few error of
		agreement, tense, number, word

		order/function, articles, pronouns,
		prepositions
	21-18	Good to average: effective but simple construction, minor problems in complex construction, several error of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, article, pronouns, prepositions and or fragments, run-on, deletion, meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence constructions rule, dominated by errors, does not communicate, or does not enough to evaluate
MECHANIC	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization,

		paragraphing, handwriting illegible or not enough to evaluate
Total score	1-100	

The formula to assess the test is

S=R

S: score

R: right

Scoring rubric:

Excellent : 81-100 (A)

Good : 61-80 (B)

Fair : 41-60 (C)

Less : 21-40 (D)

Poor : 0-20 (E)

Instrument

Write a descriptive text consisting of 5 sentences based on the picture for 20 minutes!



Kendal, March 28th 2015

Approved by:

English Language Teacher

The Researcher

Kumaedah, S.Pd

Siti Kurotun NIM. 113411139

LESSON PLAN OF CYCLE II

School : SMP Plus Azzahro

Subject : English

Class/Semester : VII (Seven)/2

Text type : Descriptive text

Skill : Writing

Time Allotment : 2x40 minutes

Competency Standard:

Expressing the meaning in the short functional text and very simple short monolog the form of descriptive text and procedure to interact with the closest environment.

Basic Competence:

Expressing the meaning and rhetorical steps in the simple short essay by using written language accurately, fluently and acceptable to interact in daily life content the form of descriptive and procedure.

Indicator for Achievement:

- 1. Identifying the social function of descriptive text
- 2. Identifying the generic structure of descriptive text
- 3. Identifying the language feature of descriptive text
- 4. Producing text in form of descriptive text.

Learning Materials:

1. The definition of descriptive text

Descriptive text is a written text in which the writer describes an object such person, animal, things or place.

2. The social function of descriptive text

To describe particular person, place or things.

- 3. The generic structure of descriptive text
 - Identification

It is identifying phenomenon of the subject that will be described.

- Description

It is describing the parts, qualities, feature, behavior and the caracter of the subject.

- 4. Language features
 - Focus on specific participant
 - Use attributive and identifying process
 - Use epithet or classifier in nominal groups
 - Use simple present
 - a. Nominal sentence: sentence that uses modal

Subject+am/ai/are+object

Am: I

Is: he, she, it

Are: they, we you

Example:

I am a boy

He is a headmaster

You are my friend

b. Verbal sentences: sentence tahat uses verb

Subject+verb 1+s/es+object

Example:

We play football

He works in a hospital

I go to school by bus

5. The example of descriptive text

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house.

Teaching Method:

Genre Based

Learning Activity

No	Activities	Organisation		
		Time	Instruction	
1	Pre Activities	5	A 1 2 1 1 XX	
	 Teacher opens 	5	– Assalamu'alaikum Wr.	
	the lesson	Minutes	Wb. Good morning	
	Teacher		students, how are you	
	checks		today? Who is absent	
	students'		today?	
	attendance			

2	Main Activities		
	Teacher asks about pets to stimulate	20 minutes	What do you see on the black board? Yes, you are right.
	- Teacher explains about descriptive text (social function and generic structure)		 Descriptive text is? Generic structure and language feature of descriptive text is?
	- Teacher explains tense that is used in descriptive text (simple present tense)		 Descriptive text uses simple present tense. It is used to describe an action that is regular, true, or normal. Ok studentsplease pay attention to the examples. He is a headmaster. You are my friend.
	 Teacher asks students to make example of simple present tense orally Students repeat the sentences and write it in the white board 		 Please now you make example of simple present tense. Please one of you come in front of the class. You repeat your sentence and write it on the white board.
	Teacher checks students		- Now I will check your sentence.

	sentences - Teacher asks students to write descriptive text based on the picture for 20 minutes.		 Ok. My students, listen carefully. Now we are doing test. Please you make a descriptive text based on the picture given.
3	Post Activities - Teacher reviews the material	10 minutes	 So, descriptive text is, generic structure and language feature of descriptive text is?
	 Teacher asks the students' difficulties in learning activities. Teacher closes the lesson 		 Do you have any questions from the material? Please improve your English, especially in writing skill, practice and practice. Your practicing will improve your skill in writing. Wassalamu'alaikum Wr Wb

Learning Resources

- Dr Mukarto, M.Sc. and friends. English On Sky. Jakarta:
 Penerbit Erlangga, 2007
- Hartono, Rudi. Genre of Text. Semarang: UNNES. 2005

 Deddy Suryono, dkk. Be Global with English for Junior High School Grade VII. Yogyakarta: Yudhistira, 2007

Assessment

- Technique : Write a descriptive text about animal

- Forms : Written test

- Aspect : Content, Organisation, Vocabulary,

Language use, Mechanic

- Scoring guidance:

Score	Level	Criteria
CONTENT	30-27	Excellent to very good:
		knowledgeable, substantive,
		thorough development of thesis,
		relevant to assigned topic
	26-22	Good to average: some knowledge
		of subject, adequate range, limited
		development of thesis, mostly
		relevant to the topic, but lacks details
	21-17	Fair to poor: limited knowledge of
		subject, little substance, inadequate
		development of topic
	16-13	Very poor: does not know
		knowledge of subject, non-
		substantive, not pertinent, or not
		enough to evaluate.
ORGANISATION	20-18	Excellent to very good: fluent
		expression, ideas clearly
		stated/supported, well organized,
		logical sequencing cohesive
	17-14	Good to average: somewhat copy,

		loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non fluent, ideas focused or disconnected, lack logical sequencing and development
	9-7	Very poor: does not communicate, no organization or not enough to evaluate
VOCABULARY	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average: adequate range, occassional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range, frequent errors of word/idiom, choices, usage, meaning confused or obscured
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idiom, word form, or not enough to evaluate
LANGUAGE USE	25-22	Excellent to very good: effective complex construction, few error of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple construction, minor problems in complex construction, several

		error of agreement, tense, number,
		word order/function, articles,
		pronouns, preposition but meaning
		seldom obscured
	17-11	Fair to poor: major problems in
	1, 11	simple/complex constructions,
		frequent errors of negation,
		agreement, tense, number, word
		order/function, article, pronouns,
		prepositions and or fragments, run-
		on, deletion, meaning confused or
		obscured
	10-5	Very poor: virtually no mastery of
		sentence constructions rule,
		dominated by errors, does not
		communicate, or does not enough to
		evaluate
MECHANIC	5	Excellent to very good:
		demonstrates mastery of
		conventions, few errors of spelling,
		punctuation, capitalization,
		paragraphing
	4	Good to average: occasional errors
		of spelling, punctuation,
		capitalization, paragraphing but
		meaning not obscured
	3	Fair to poor: frequent errors of
		spelling, punctuation, capitalization,
		paragraphing, poor handwriting ,
		meaning confused or obscured
	2	Very poor: no mastery of
		conventions, dominated by errors of

		spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate
Total score	1-100	

The formula to assess the test is

S=R

S: score

R: right

Scoring rubric:

Excellent : 81-100 (A)

Good : 61-80 (B)

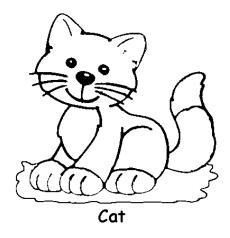
Fair : 41-60 (C)

Less : 21-40 (D)

Poor : 0-20 (E)

Instrument

Write a descriptive text consisting of 5 sentences based on the picture for 20 minutes!



Kendal , March 28th 2015

Approved by:

English Language Teacher The Researcher

Kumaedah, S.Pd Siti Kurotun

NIM. 113411139

LESSON PLAN OF CYCLE III

School : SMP Plus Azzahro

Subject : English

Class/Semester : VII (Seven)/2

Text type : Descriptive text

Skill : Writing

Time Allotment : 2x40 minutes

Competency Standard:

Expressing the meaning in the short functional text and very simple short monolog the form of descriptive text and procedure to interact with the closest environment.

Basic Competence:

Expressing the meaning and rhetorical steps in the simple short essay by using written language accurately, fluently and acceptable to interact in daily life content the form of descriptive and procedure.

Indicator for Achievement:

- 1. Identifying the social function of descriptive text
- 2. Identifying the generic structure of descriptive text
- 3. Identifying the language feature of descriptive text
- 4. Producing text in form of descriptive text.

Learning Materials:

1. The definition of descriptive text

Descriptive text is written text in which the writer describes an object such person, animal, things or place.

2. The social function of descriptive text

To describe particular person, place or things.

3. The generic structure of descriptive text

Identification

It is identifying phenomenon of the subject that will be described

- Description

It is describing the parts, qualities, feature, behavior and the caracter of the subject

4. Language features

- Focus on specific participant
- Use of attributive and identifying process
- Frequent use of epithet or classifier in nominal groups

Use of simple present

Example:

I am a boy

He is a headmaster

You are my friend

We play football

He works in a hospital

I go to school by bus

5. The example of descriptive text

This is Mr. Narno's family. It consists of Mr. Narno and their children, Rudy and Ani. Mrs. Narno is Mr. Narno's

wife. Her name is Emy. They have one son and one daughter. The first child is Rudy and the second is Ani.

Teaching Method Strategy:

Genre Based

Learning Activity

No	Activities	Organisation		
		Time	Instruction	
1	Pre Activities - Teacher opens the lesson - Teacher checks students' attendance	5 minutes	 Assalamu'alaikum Wr. Wb. Good morning students, how are you today? Who is absent today? 	
2	Main Activities - Teacher asks about family to stimulate - Teacher explains about descriptive	25 minutes	 What do you see on the black board? Yes, you are right. Descriptive text is? Generic structure and language feature of 	
	text (social function and generic structure) - Teacher explains tense that is used in		 descriptive text is? Descriptive text uses simple present tense. It is used to describe an action that is 	

descriptive text (simple present tense)	regular, true, or normal. Ok studentsplease pay attention to the examples. He is a headmaster. You are my friend.
 Teacher asks students to make example of simple present tense orally Teacher makes sentences about the picture orally Students repeat the sentences and write it in the white board 	 Please now you make example of simple present tense. Please one of you come in front of the class. You repeat your sentence and write it on the white board.
Teacher checks students sentences	 Now I will check your sentence.
- Teacher gives test	 Ok. My students, listen carefully. Now we are doing test.
- Teacher asks students to write descriptive text based on the picture for	Please you make a descriptive text based on the picture given.

	20 minutes.		
3	Post Activities - Teacher reviews the material	10 minutes	 So, descriptive text is, generic structure and language feature of descriptive text is?
	 Teacher asks the students' difficulties in learning activities. Teacher closes the lesson 		 Do you have any questions from the material? Please improve your English, especially in writing skill, practice and practice. Your practicing will improve your skill in writing. Wassalamu'alaikum Wr Wb

Learning Resources

- Dr Mukarto, M.Sc. and friends. English On Sky. Jakarta: Penerbit Erlangga, 2007
- Hartono, Rudi. Genre of Text. Semarang: UNNES. 2005
- Deddy Suryono, dkk. Be Global with English for Junior High School Grade VII. Yogyakarta: Yudhistira, 2007

Assessment

Technique : Write a descriptive text about family

- Forms : Written test

Aspect : Content, Organisation, Vocabulary,

Language use, Mechanic

- Scoring guidance:

Score	Level	Criteria
CONTENT	30-27	Excellent to very good:
		knowledgeable, substantive,
		thorough development of thesis,
		relevant to assigned topic
	26-22	Good to average: some knowledge
		of subject, adequate range, limited
		development of thesis, mostly
		relevant to the topic, but lacks details
	21-17	Fair to poor: limited knowledge of
		subject, little substance, inadequate
		development of topic
	16-13	Very poor: does not know
		knowledge of subject, non-
		substantive, not pertinent, or not
		enough to evaluate.
ORGANISATION	20-18	Excellent to very good: fluent
		expression, ideas clearly
		stated/supported, well organized,
		logical sequencing cohesive
	17-14	Good to average: somewhat copy,
		loosely organized but main ideas
		stand out, limited support, logical but
		incomplete sequencing
	13-10	Fair to poor: non fluent, ideas
		focused or disconnected, lack logical
		sequencing and development
	9-7	Very poor: does not communicate,
		no organization or not enough to
		evaluate
VOCABULARY	20-18	Excellent to very good:

		sophisticated range, effective
		word/idiom choice and usage, word
		form mastery, appropriate register
	17-14	Good to average: adequate range,
		occassional errors of word/idiom
		form, choice, usage but meaning not
		obscured
	13-10	Fair to poor: limited range, frequent
		errors of word/idiom, choices, usage,
		meaning confused or obscured
	9-7	Very poor: essentially translation,
		little knowledge of English
		vocabulary, idiom, word form, or not
		enough to evaluate
LANGUAGE USE	25-22	Excellent to very good: effective
		complex construction, few error of
		agreement, tense, number, word
		order/function, articles, pronouns,
		prepositions
	21-18	Good to average: effective but
		simple construction, minor problems
		in complex construction, several
		error of agreement, tense, number,
		word order/function, articles,
		pronouns, preposition but meaning
		seldom obscured
	17-11	Fair to poor: major problems in
		simple/complex constructions,
		frequent errors of negation,
		agreement, tense, number, word
		order/function, article, pronouns,
		prepositions and or fragments, run-
		r-r

		on, deletion, meaning confused or
		obscured
	10-5	Very poor: virtually no mastery of
		sentence constructions rule,
		dominated by errors, does not
		communicate, or does not enough to
		evaluate
MECHANIC	5	Excellent to very good:
		demonstrates mastery of
		conventions, few errors of spelling,
		punctuation, capitalization,
		paragraphing
	4	Good to average: occasional errors
		of spelling, punctuation,
		capitalization, paragraphing but
		meaning not obscured
	3	Fair to poor: frequent errors of
		spelling, punctuation, capitalization,
		paragraphing, poor handwriting ,
		meaning confused or obscured
	2	Very poor: no mastery of
		conventions, dominated by errors of
		spelling, punctuation, capitalization,
		paragraphing, handwriting illegible
		or not enough to evaluate
Total score	1-100	

The formula to assess the test is

S=R

S: score

R: right

Scoring rubric:

Excellent : 81-100 (A)

Good : 61-80 (B)

Fair : 41-60 (C)

Less : 21-40 (D)

Poor : 0-20 (E)

Instrument

Write a descriptive text consisting of 5 sentences based on the picture for 20 minutes!



Approved by:

English Language Teacher

The Researcher

Kumaedah, S.Pd

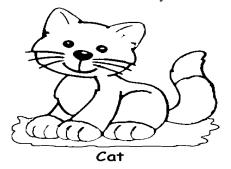
Siti Kurotun NIM. 113411139

Appendix 2

Picture as media in cycle I



Picture as media in cycle II



Picture as media in cycle III



Appendix 3

Work sheet in Precycle

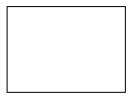
Name	•
Class	
Number	:

Write the paragraph consisting 5 sentences about your family for 20 minutes!

Cycle I

Name	•
Class	
Number	•

Write the paragraph consisting 5 sentences based on the picture for 20 minutes!

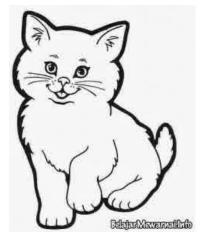




Cycle II

Name	:	•
Class	·	
Number	:	

Write paragraph consisting 5 sentences based on the picture for 20 minutes!



Cycle III

Name	:	•
Class		
Number	:	

Write the paragraph consisting 5 sentences based on the picture for 20 minutes!



Table 4.1 Students' Attendance List

Class VII C

No	Name	Gender
1	ADINDA KURNIASARI	P
2	ANGGI RAHMA YUNITA	P
3	AYU JULIANI EKA PUTRI	P
4	AYU LESTARI	P
5	AYUK PATMASARI	P
6	DYAH NUR AFIFAH	P
7	EFA KUSMAWARADANI	P
8	EKA LATIFATUL K	P
9	IKA ANDRIYANI	P
10	IKA MILATUL AZKA	P
11	KHIKMATUL MAULIDIYAH	P
12	KHOIRUN NISA	P
13	LAILA RIZQOTUN NAZILA	P
14	LIDZAWIL ALIMIYAH	P
15	NABILA AMELIA	P
16	NICHLATUL WARO	P
17	NIHAYAH KHOIRUNNISAK	P
18	NILLA RAHMAYANI	P
19	NURUL DWI SETYOWATI	P
20	PUTRI NUR AHMI S	P
21	RIA SEPTIANI	P
22	RISKA ANDRIYANI	P
23	ROSA AYU SEPTYANI	P
24	SITI NORIZZAH	P
25	SITI NUR ROFIAH	P
26	SITI SUNDARI	Р
27	SUNDARI	P
28	SYIFA NI'MATUL A	Р
29	TAHRISATUL AISYAH	P
30	ULYA MU'AWANAH	P
31	UMI FARIDA	P

32	VINA UTAMI	P
33	YUNI RAHMAWATI	P
34	ZAHROTUN NISA	P
35	IKA NUR SEPTYANI	P

Table 5.1
Observation Checklist of Students' Activities

Aspect		~				
Aspect	1	2	3	4	5	Σ
Students pay attention						
Students respond teacher's						
question						
Students ask questions						
Students comprehend the						
material						
Students do the test						
Students interest the lesson						
Total						

Table 5.2 The Aspect of Students' Observation Checklist¹

No	Object Observation	Indicators
1	Students pay attention	Listening, qualification, showing,
		evidence
2	Students respond teacher's	Answering, agreement, refusing,
	question	saying, submitted
3	Students ask questions	Clarifying, examine, clear,
		concluding, finding, solving
4	Students comprehend the	Mention, explaining, identifying,
	material	marking out, example, concluding
5	Students do the task	Production, doing, arranging,
		processing, adapting
6	Students interest the	Listening, answering, saying,
	lesson	asking

¹ Mimin Haryati, *Model dan Teknik Penelitian Pada Tingkat Satuan Pendidikan*, (Jakarta: Gaung Persada Press, 2007) page 125-126

Table 6.1
Observation Checklist Teacher Activities

Aspect		~				
Aspect	1	2	3	4	5	۷
Teacher explains the material						
Interaction teacher with						
students						
Teacher uses media						
Teacher asks question						
Teacher responds students						
question						
Teacher manage the class						
Total						

Table 6.2
The Aspect of Teacher's Observation Checklist

No	Object Observation	Indicators
1	Teacher explains the	Explaining, making examples,
	material	saying, concluding, clarifying,
		distinguish, detailed, comparing
2	Interaction teacher with	Answering, agreement, refusing,
	students	saying, submitted
3	Teacher uses media	Assign, forming the habit, training,
		implementing, adapting. Applying
4	Teacher asks question	Clarifying, examine, clear,
		concluding, finding
5	Teacher responds	Mention, explaining, identifying,
	students question	making out, example, concluding,
		supporting
6	Teacher manage the class	Changing, classification,
		defending, combining, building,
		managing

Table 6.3 Scoring rubric teacher's activities

			Criteria						
No.	Aspect	1 (Very bad)	2 (Bad)	3 (Fair)	4 (Good)	5 (Very good)			
1	Teacher explains the material	Unclear, fast	Unclear, slow	Clear, fast	Clear, slow	Medium			
2	Interaction teacher with students	Students' respond is 0%	Students' respond is more than 20%	Students' respond is 26%-49%	Students' respond is 50%-69%	Students 'respond is 70%- 100%			
3	Teacher uses media	Uses none media	Uses white board or textbook	Uses things in the class	Uses own media and suitable	Uses things in the class, own media and suitable			
4	Teacher asks question	Never	Seldom	Sometimes	Often	Always			
5	Teacher responds students question	Never	Seldom	Sometimes	Often	Always			
6	Teacher manage the class	Never warning students that not pay attention	Seldom warning students that not pay attention	Sometimes warning students that not pay attention	Often warning students that not pay attention	Always warning students that not pay attention			

Table 7.1 Scoring guide of writing test

Score	Level	Criteria
CONTENT	30-27	
CONTENT	30-27	
		knowledgeable, substantive, thorough
		development of thesis, relevant to
		assigned topic
	26-22	Good to average: some knowledge of
		subject, adequate range, limited
		development of thesis, mostly relevant
		to the topic, but lacks details
	21-17	Fair to poor: limited knowledge of
		subject, little substance, inadequate
		development of topic
	16-13	Very poor: does not know knowledge
		of subject, non-substantive, not
		pertinent, or not enough to evaluate.
ORGANISATION	20-18	Excellent to very good: fluent
		expression, ideas clearly
		stated/supported, well organized,
		logical sequencing cohesive
	17-14	Good to average: somewhat copy,
		loosely organized but main ideas stand
		out, limited support, logical but
		incomplete sequencing
	13-10	Fair to poor: non fluent, ideas
		focused or disconnected, lack logical
		sequencing and development
	9-7	Very poor: does not communicate, no
		organization or not enough to
		evaluate
VOCABULARY	20-18	Excellent to very good: sophisticated
		range, effective word/idiom choice
		and usage, word form mastery,
		appropriate register
+	17-14	Good to average: adequate range,

	occassional errors of word/idiom
	form, choice, usage but meaning not
	obscured
13-10	Fair to poor: limited range, frequent
	errors of word/idiom, choices, usage,
	meaning confused or obscured
9-7	Very poor: essentially translation,
	little knowledge of English
	vocabulary, idiom, word form, or not
	enough to evaluate
25-22	Excellent to very good: effective
	complex construction, few error of
	agreement, tense, number, word
	order/function, articles, pronouns,
	prepositions
21-18	Good to average: effective but simple
	construction, minor problems in
	complex construction, several error of
	agreement, tense, number, word
	order/function, articles, pronouns,
	preposition but meaning seldom
17 11	obscured
1/-11	Fair to poor: major problems in
	simple/complex constructions,
	frequent errors of negation,
	agreement, tense, number, word order/function, article, pronouns,
	prepositions and or fragments, run-on,
	deletion, meaning confused or
	obscured confused of
17-11	Fair to poor: major problems in
1/-11	simple/complex constructions,
	frequent errors of negation,
	agreement, tense, number, word
	order/function, article, pronouns,
	prepositions and or fragments, run-on,
	deletion, meaning confused or
	13-10 9-7 25-22 17-11

	I	
		obscured
	10-5	Very poor: virtually no mastery of sentence constructions rule, dominated by errors, does not communicate, or does not enough to evaluate
MECHANIC	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate
Total score	1-100	

Appendices 8

Table 8.1 Students' observation checklist in preliminary research

Aspect		~				
Aspect	1	2	3	4	5	۷
Students pay attention						4
Students respond teacher's						2
question						
Students ask questions						1
Students comprehend the						2
material						
Students doing the test						5
Students interest the lesson						2
Total	1	6	0	4	5	16

$$Score = \frac{\sum x}{Smax} \times 100\%$$

$$Score = \frac{16}{30} x100\%$$

Score = 53,33%

Table 8.2 Students' observation checklist in cycle 1

Aspect		~				
Aspect		2	3	4	5	۷
Students pay attention						4
Students respond teacher's						2
question						
Students ask questions		\forall				2
Students comprehend the		$\sqrt{}$				2
material						

Students doing the test						5
Students interest the lesson		$\sqrt{}$				2
Total	0	8	0	4	5	17

$$Score = \frac{\sum x}{Smax} \times 100\%$$

$$Score = \frac{17}{30} x100\%$$

Score = 56,67%

Table 8.3 Students' observation checklist in cycle II

Aspect			Score			~
Aspect	1	2	3	4	5	۷
Students pay attention						4
Students respond teacher's						3
question						
Students ask questions						2
Students comprehend the						3
material						
Students doing the test						5
Students interest the lesson						3
Total	0	2	9	4	5	20

$$Score = \frac{\sum x}{Smax} \times 100\%$$

$$Score = \frac{20}{30} \text{ x} 100\%$$

Table 8.4 Students' observation checklist in cycle III

Agnast			Score			7
Aspect	1	2	3	4	5	2
Students pay attention						4
Students respond teacher's						3
question						
Students ask questions						2
Students comprehend the material						4
Students doing the test					$\sqrt{}$	5
Students interest the lesson				$\sqrt{}$		4
Total	0	2	0	12	5	22

$$Score = \frac{\sum x}{Smax} \times 100\%$$

$$Score = \frac{22}{30} \times 100\%$$

Table 9.1 Teacher's Observation Checklist in preliminary research

Acnost			Score			~
Aspect	1	2	3	4	5	۷
Teacher explains the material						4
Interaction teacher with students						3
Teacher uses media						2
Teacher asks question						3
Teacher responds students						2
question						
Teacher manages the class						4
Total	0	4	6	8	0	18

$$Score = \frac{\sum x}{Smax} \times 100\%$$

$$Score = \frac{18}{30} x100\%$$

$$Score = 60\%$$

Table 9.3
Teacher's Observation Checklist in cycle II

Acnact			Score			~
Aspect	1	2	3	4	5	۷
Teacher explains the material						4
Interaction teacher with						3
students						
Teacher uses media						2
Teacher asks question			$\sqrt{}$			3
Teacher responds students						2

question						
Teacher manages the class				\checkmark		4
Total	0	0	6	16	0	22

$$Score = \frac{\sum x}{Smax} \times 100\%$$

$$Score = \frac{22}{30} \times 100\%$$

Table 9.4
Teacher's Observation Checklist in cycle III

Acnost			Score			~
Aspect	1	2	3	4	5	2
Teacher explains the material						4
Interaction teacher with students						3
Teacher uses media						2
Teacher asks question						3
Teacher responds students						2
question						
Teacher manages the class						4
Total	0	0	3	20	0	23

$$Score = \frac{\sum x}{Smax} \times 100\%$$

$$Score = \frac{23}{30} \times 100\%$$

Table 10.1 Students' score test in preliminary research

No	Name	1	2	3	4	5	\sum
1	ADINDA KURNIASARI	16	9	10	10	2	47
2	ANGGI RAHMA YUNITA	21	15	15	17	5	73
3	AYU JULIANI EKA PUTRI	21	15	15	17	3	71
4	AYU LESTARI	16	9	10	10	2	47
5	AYUK PATMASARI	17	15	15	17	3	76
6	DYAH NUR AFIFAH	16	9	10	10	2	47
7	EFA KUSMAWARADANI	17	10	10	10	4	51
8	EKA LATIFATUL K	16	9	10	10	3	48
9	IKA ANDRIYANI	21	15	15	17	5	73
10	IKA MILATUL AZKA	16	9	10	10	3	48
11	KHIKMATUL MAULIDIYAH	17	9	10	10	2	48
12	KHOIRUN NISA	16	9	10	17	3	55
13	LAILA RIZQOTUN NAZILA	17	10	15	17	2	62
14	LIDZAWIL ALIMIYAH	17	9	10	10	2	48
15	NABILA AMELIA	16	9	10	17	3	55
16	NICHLATUL WARO	16	10	10	10	2	54
17	NIHAYAH KHOIRUNNISAK	16	9	10	10	3	48
18	NILLA RAHMAYANI	21	15	15	17	3	71
19	NURUL DWI SETYOWATI	16	9	10	10	2	47
20	PUTRI NUR AHMI S	16	9	10	10	2	47
21	RIA SEPTIANI	16	9	10	10	3	48
22	RISKA ANDRIYANI	16	9	10	10	3	48
23	ROSA AYU SEPTYANI	16	9	10	10	3	48
24	SITI NORIZZAH	21	15	15	17	4	72
25	SITI NUR ROFIAH	16	9	10	10	2	47
26	SITI SUNDARI	16	9	10	10	2	47
27	SUNDARI	16	9	10	10	2	47
28	SYIFA NI'MATUL A	16	9	10	10	3	48
29	TAHRISATUL AISYAH	16	9	10	10	3	48
30	ULYA MU'AWANAH	-	-	-	-	-	-
31	UMI FARIDA	16	9	10	10	2	47

Mea	lean					52,79	
TO	ΓAL				1795		
35	IKA NUR SEPTYANI	16	9	10	10	2	47
34	ZAHROTUN NISA	16	9	10	10	3	48
33	YUNI RAHMAWATI	16	9	10	10	3	48
32	VINA UTAMI	16	9	10	10	2	47

$$mean = \frac{\sum xi}{n}$$

$$mean = \frac{1795}{34}$$

$$mean = 52.79$$

Table 10.2 The result of test in cycle I

No	Name	1	2	3	4	5	Σ
1	ADINDA KURNIASARI	20	13	13	17	4	67
2	ANGGI RAHMA YUNITA	21	14	13	17	5	70
3	AYU JULIANI EKA PUTRI	20	13	13	17	4	67
4	AYU LESTARI	21	13	13	17	4	68
5	AYUK PATMASARI	21	14	13	17	5	70
6	DYAH NUR AFIFAH	21	13	13	17	4	68
7	EFA KUSMAWARADANI	21	13	14	17	5	70
8	EKA LATIFATUL K	21	13	14	17	4	69
9	IKA ANDRIYANI	21	13	14	17	5	70
10	IKA MILATUL AZKA	18	13	13	17	4	65
11	KHIKMATUL MAULIDIYAH	17	13	13	17	4	64
12	KHOIRUN NISA	20	10	13	15	4	62
13	LAILA RIZQOTUN NAZILA	21	13	13	17	4	68
14	LIDZAWIL ALIMIYAH	17	13	13	16	4	63
15	NABILA AMELIA	21	10	13	15	4	63
16	NICHLATUL WARO	21	14	13	17	5	70
17	NIHAYAH KHOIRUNNISAK	21	14	13	17	5	70
18	NILLA RAHMAYANI	20	13	13	15	4	65
19	NURUL DWI SETYOWATI	17	13	13	17	4	64

Mean				65.53			
TOT	TOTAL				2228		
35	IKA NUR SEPTYANI	15	13	14	17	4	53
34	ZAHROTUN NISA	-	-	-	-	1	-
33	YUNI RAHMAWATI	16	13	19	10	4	52
32	VINA UTAMI	15	13	13	17	4	62
31	UMI FARIDA	17	13	13	17	4	64
30	ULYA MU'AWANAH	17	13	14	17	4	65
29	TAHRISATUL AISYAH	17	13	13	17	4	64
28	SYIFA NI'MATUL A	21	14	13	17	5	70
27	SUNDARI	21	14	13	17	5	70
26	SITI SUNDARI	21	13	13	17	4	68
25	SITI NUR ROFIAH	15	13	13	17	4	62
24	SITI NORIZZAH	21	14	13	17	5	70
23	ROSA AYU SEPTYANI	21	13	14	17	4	69
22	RISKA ANDRIYANI	20	10	13	15	4	62
21	RIA SEPTIANI	20	10	13	15	4	62
20	PUTRI NUR AHMI S	17	13	13	15	4	62

$$Mean = \frac{\sum xi}{n}$$

$$mean = \frac{2228}{34}$$

$$mean = 65.53$$

Table 10.3
The result of test in cycle II

No	Name	1	2	3	4	5	\sum
1	ADINDA KURNIASARI	21	15	14	16	4	70
2	ANGGI RAHMA YUNITA	22	17	15	17	5	76
3	AYU JULIANI EKA PUTRI	22	17	15	17	4	75
4	AYU LESTARI	22	15	14	15	4	70
5	AYUK PATMASARI	22	15	14	17	4	72
6	DYAH NUR AFIFAH	22	17	15	17	5	76
7	EFA KUSMAWARADANI	22	17	15	17	4	75
8	EKA LATIFATUL K	22	15	14	17	5	73

9	IKA ANDRIYANI	22	15	15	17	5	74	
10	IKA MILATUL AZKA	22	17	15	17	4	75	
11	KHIKMATUL MAULIDIYAH	22	15	14	17	4	72	
12	KHOIRUN NISA	22	15	15	17	5	74	
13	LAILA RIZQOTUN NAZILA	-	-	-	-	-	-	
14	LIDZAWIL ALIMIYAH	22	15	14	17	5	73	
15	NABILA AMELIA	21	14	13	17	4	69	
16	NICHLATUL WARO	22	15	15	17	5	74	
17	NIHAYAH KHOIRUNNISAK	21	15	13	17	4	70	
18	NILLA RAHMAYANI	21	15	14	17	4	71	
19	NURUL DWI SETYOWATI	21	14	14	17	4	72	
20	PUTRI NUR AHMI S	-	1	ı	1	•	-	
21	RIA SEPTIANI	21	13	14	10	3	61	
22	RISKA ANDRIYANI	21	14	14	11	5	65	
23	ROSA AYU SEPTYANI	21	15	14	17	5	72	
24	SITI NORIZZAH	22	17	17	17	4	77	
25	SITI NUR ROFIAH	22	15	14	17	4	72	
26	SITI SUNDARI	22	17	15	17	5	76	
27	SUNDARI	22	17	15	17	4	75	
28	SYIFA NI'MATUL A	22	15	14	17	4	72	
29	TAHRISATUL AISYAH	21	15	15	17	4	72	
30	ULYA MU'AWANAH	21	14	13	17	4	69	
31	UMI FARIDA	21	15	14	17	5	72	
32	VINA UTAMI	21	14	14	17	4	70	
33	YUNI RAHMAWATI	-	-	-	-	-	-	
34	ZAHROTUN NISA	22	15	14	17	4	72	
35	IKA NUR SEPTYANI	21	15	14	16	4	70	
TOT	TOTAL							
Mean	Mean							

$$Mean = \frac{\sum xi}{n}$$

$$mean = \frac{2304}{32}$$

mean = 72

Table 10.4 The result of test in cycle III

No	Name	1	2	3	4	5	Σ
1	ADINDA KURNIASARI	26	17	14	17	4	78
2	ANGGI RAHMA YUNITA	26	17	14	18	5	80
3	AYU JULIANI EKA PUTRI	26	17	14	18	4	79
4	AYU LESTARI	25	17	14	18	4	78
5	AYUK PATMASARI	25	16	14	18	4	77
6	DYAH NUR AFIFAH	25	16	14	17	4	76
7	EFA KUSMAWARADANI	26	15	14	18	4	77
8	EKA LATIFATUL K	26	17	14	18	4	79
9	IKA ANDRIYANI	26	17	14	17	5	79
10	IKA MILATUL AZKA	25	16	14	18	4	77
11	KHIKMATUL MAULIDIYAH	26	17	14	17	4	78
12	KHOIRUN NISA	25	17	14	15	4	75
13	LAILA RIZQOTUN NAZILA	26	17	14	17	4	78
14	LIDZAWIL ALIMIYAH	26	17	14	15	4	76
15	NABILA AMELIA	25	17	14	15	4	75
16	NICHLATUL WARO	26	17	14	19	4	80
17	NIHAYAH KHOIRUNNISAK	26	17	14	18	4	79
18	NILLA RAHMAYANI	26	17	14	17	4	78
19	NURUL DWI SETYOWATI	26	17	14	15	4	76
20	PUTRI NUR AHMI S	25	17	14	15	4	75
21	RIA SEPTIANI	25	17	14	15	4	75
22	RISKA ANDRIYANI	25	17	14	15	4	75
23	ROSA AYU SEPTYANI	26	17	14	18	4	79
24	SITI NORIZZAH	26	17	15	17	4	79
25	SITI NUR ROFIAH	26	16	14	15	4	75
26	SITI SUNDARI	26	17	14	17	4	78
27	SUNDARI	26	17	14	18	4	79
28	SYIFA NI'MATUL A	26	17	14	18	4	79
29	TAHRISATUL AISYAH	26	17	14	17	4	78
30	ULYA MU'AWANAH	25	17	14	15	4	75
31	UMI FARIDA	26	17	14	18	4	79
32	VINA UTAMI	25	17	14	15	4	75

33	YUNI RAHMAWATI	25	17	14	15	4	75
34	ZAHROTUN NISA	25	16	14	15	4	74
35	IKA NUR SEPTYANI	26	17	14	17	4	78
TOTAL							2703
Mean							77.22

$$Mean = \frac{\sum xi}{n}$$

$$mean = \frac{2703}{35}$$

$$mean = 77.22$$

Table 11.1 Procedure of the research

ACTIVITY		March				April			
		2	3	4	1	2	3	4	
Preliminary research			X						
Ask permission to Headmaster				X					
Contact English teacher to choose the				X					
class									
Pre cycle					X				
Cycle I						X			
Cycle II							X		
Cycle III								X	



Picture 12.1
The location of CAR (SMP Plus Azzahro, Pegandon)



Picture 12.2
Teacher wrote the material on the white board



Picture 12.3 Teacher explained the material



Picture 12.4
The students were doing the test in pre cycle



Picture 12.5
The students were doing the test in cycle 1



Picture 12.6
The students were doing the test in cycle 2



Picture 12.7
The students were doing the test in cycle 3

Reflecting List of Pre Cycle

During Pre Cycle, the researcher noted that there were some problems should be solved in the next cycle, the problems were as follows.

- 1. Class should be conducive during teaching and learning process, before the teacher started the activity. The teacher found some students shouted making noise.
- 2. When the activity in progress, there were 15out of 35 students pay attention. They tried to concentrate their mind during the learning process, it could be seen from their attention during lesson.
- 3. During the question session, there was no student who tried to ask the question. There was interesting phenomenon that most of students were shy to speak and ask in the class.
- 4. When the teacher asked a question about material, there was a student tried to answer the question.
- 5. Students tried to make descriptive text although almost students did not understand and felt difficult to do it.
- Almost students did not interest to the lesson in teaching learning process, because teacher did not use media in the lesson.
- 7. Then, it was the duty of the teacher to give more creative and innovative way in order to make them interested to join the activity.

Reflecting List of Cycle 1

During cycle 1, the teacher noted that there were some problems should be solved in the cycle 1, the problems were as follows.

- Class should be conducive during teaching and learning process, before teacher started the activity. The teacher found some students shouted making noise.
- 2. When the activity in progress, there were 20 out of 35 students pay attention. They tried to concentrate their mind during the learning process, it could be seen from their attention during lesson.
- During the question session, there was a student who tried to ask the question. In this cycle, most of students were shy to speak and ask in the class.
- 4. When the teacher asked the question about material, there was a student tried to answer the question.
- 5. Students tried to make descriptive text and there were some students understood and did not felt difficult to do it.
- Some students were interested in the lesson. There were 20 out of 35 students enthusiastic when make a descriptive text.
- 7. Then, it was the duty of the teacher to give more attention and motivation toward the students in order to make them interested to join the activity.

Reflecting List of Cycle 2

During cycle 2, the researcher noted that there were some problems should be solved in the cycle 2, the problems were as follows.

- 1. Class should be conducive during teaching and learning process, before teacher started the activity.
- 2. When the activity in progress, there were 25 out of 35 students pay attention. They tried to concentrate their mind during the learning process, it could be seen from their attention during lesson.
- 3. During the question session, there were 3out of 35 students who tried to ask the question. There was interesting phenomenon that most of students were shy to speak and ask in the class.
- 4. When the teacher asked question about material, there were 3 out of 35 students tried to answer question.
- 5. Students tried to make descriptive text and there were few students understood and did not felt difficult to do it.
- 6. Many students were interested in the lesson. There were 30 out of 35 students enthusiastic when make a descriptive text.
- 7. Then, it was the duty of the teacher to give more attention and motivation toward the students in order to make them interest to join the activity.

Reflecting List of Cycle 3

Based on the activity in cycle 3, the result was significant enough. This step involved teaching and learning process, students' activeness and attention, and students' understanding on descriptive text. The results were as follows.

- 1. Class was conducive enough, students concentrated to join the activity. There were about 30 out of 35 students had higher attention. It happened because the students were familiar with the picture as a media that was used by the teacher.
- 2. There were little improvement in the question answer session, there were 5 out of 35 students who tried to ask question. There were 20 students who responded to the question from the teacher. There were many opinions from the students about teacher question.
- 3. They also had higher appropriateness in answering teachers' question. Students also showed a great improvement in writing descriptive text. Most of the students could write their own text well although there were a few mistakes in their answer.
- 4. Most of students felt more interesting in writing a descriptive text, because they were helped by the picture given. Furthermore, they could state or write their words freely. There were 30 out of 35 students enthusiastic when the teacher gave the material as well as they made a descriptive text.

- 5. They seemed more active expressing their opinions although in Indonesian. This could be seen when she asked students' opinions about the material.
- 6. All of the students could make a descriptive text as well as they got the material, in this cycle they could make a better description.

Jamal Pembiabingan

	111. / 1-1 3	V	. 0	
	Havi / +31	Kegintan Di	masulen	110
1.	Sabfu, 28 Majet 2015	Formulten's syn gene & laysin menilih kls 79 olden Siftlip', kpn melalulun penelihan	Catutan Renelitran &	Alm
a .	Mingsu, 5 April 2015	propositelus. Novigaphe Anglet / Rpp - Baffer 87844 - ollet / medra - lembar legi - crelium hind pre si lels	Bangak Siewa yang belum mencapai KKM (71) Silankan langut la Aklus	Alms
3-	Pabu, O April 2015	silles I menyigh anglet anglet, kepp, befor sin, elet, number pentelya, lunder lunga, evelum: herel test I	Uant bangak Cendala grammar, vocab, tanda bala. Canjut be siplus ber butuga	Alus.
9.	Raba. 15 Spril 2015	Stells II - sam på stells sebelung.	Siswa ada peningtatan beberapa Sudah menapa KKM	Allers
5.	22 Spi 2015 Rah,	sibelumy.	Bauyak Frenz Mencapai CRM. Kemampuan Lam memtis deskripti janyak pennykatan grammar, vocab, fanda baca.	Alms

CURRICULUM VITAE

Name : Siti Kurotun

Date of Birth : Kendal, 15 Oktober 1984

Student Number : 113411139

Address : Dawungsari RT 04 RW 01 Pegandon

Kendal 51357

E-mail : muisthegreat@gmail.com

Phone : 089621139921

Background of Education:

TK Mardi Putra Dawungsari Pegandon Kendal graduated in 1992

- **\$\Pi\$** SD N Dawungsari Pegandon Kendal graduated in 1998
- SMP N 1 Pegandon Kendal graduated in 2001
- SMA N 1 Kendal graduated in 2004
- ♣ Education and Teacher Training Faculty of Universitas Islam Negeri (UIN) Walisongo Semarang.

Semarang, July 21st 2015

The Writer,

Siti Kurotun NIM. 113411139