THE USE OF ATTRIBUTE CHARTS STRATEGY TO IMPROVE

STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXTS

(A Classroom Action Research to the Seventh Grade Students of

SMP N 18 Semarang in the Academic Year of 2013/2014)

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

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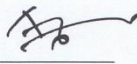
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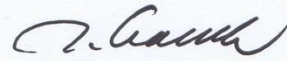
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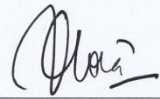   NIP. 196812151993031003

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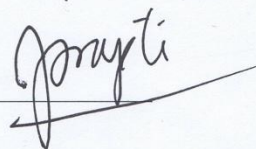   NIP. 197611062005012002

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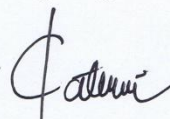
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DECLARATION OF ORIGINALITY

I, Patria Sumardi, hereby declare that this final project entitled *THE USE OF ATTRIBUTE CHARTS STRATEGY TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXTS is* my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 7 August 2014

Patria Sumardi

If we teach today's students as we taught them
yesterday, we rob them of tomorrow
- John Dewey-

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ABSTRACT

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Key words: attribute chart, writing descriptive text, action research

Writing is a way of expressing ideas, experiences, thoughts, and feelings and it becomes one of the skills that must be achieved by the seventh grade students. Producing a variety of short functional texts such as descriptive text raises the difficulty because of the different writing conventions including language components such as grammar, vocabulary, and spelling between Indonesian and English. The use of Attribute Charts strategy is the way to find out the effective strategy to help the students in writing the correct adjectives in order to improve the students' skills in descriptive writing.

Thereare two purposes of this study. The first is to explain and describe the use of Attribute Charts as the strategy in teaching writing descriptive text to the grade VII of State Junior High School 18 Semarang.The second is to find out how well the use of Attribute Charts as an alternative strategy in teaching writing descriptive text that gives a valuable contribution to the development of teaching writing.

The subject of this research is 30 students of VII G class of Junior High School 18 Semarang in academic year 2013/2014. In order to achieve the purposes of the study, I designed an action research that was carried out through cycle 1 and cycle 2. I used observation, interview, and test as the instruments in collecting the data. The first meeting was used for conducting the pre-test. The second and third meetings were used to conduct cycle 1 and cycle 1 test, the fourth meeting was used to conduct cycle 2, and the last meeting was used to hold post-test.

Based on the research, the students' progress during the teaching learning activity by using Attribute Charts is good. The writing aspects such aspects as organization, content, grammar, style in expressing ideas, and punctuation are improve in each cycle. It is realized by the significant result of the pre-test that is low (48.8), and the post-test which is high (70.1).

Based on the result above, the Attribute Charts strategy can be one of effective strategies to improve the students' ability in writing descriptive text. This study suggests the teachers to use Attribute Charts as the strategy in teaching writing, especially in writing descriptive text.

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CHAPTER I
INTRODUCTION

In this chapter, I present the introduction of the study. It includes background of the study, reasons for choosing the topic, research question, the objectives of the study, significances of the study and outline of the research.

1.1. Background of the Study

In Indonesia, English becomes one of compulsory subjects that is taught in Junior High Schools. English is considered as one important foreign language that should be acquired by Indonesians for many reasons, such as for education.

Indonesia students as English Foreign Learners use English as a way of communication both spoken and written. Communication is defined as conveying ideas, argument, and feeling in order to realize the discourse ability, BSNP (2007:15). Discourse abilities at formal school for Junior High School students in learning English as foreign language are realized in the four language skills, listening, speaking, reading, and writing, in which the students have to able to produce written text and spoken text.. Therefore, English in junior high school is designed to develop those four language skills.

One of the four language skills that must be mastered by the students is writing. Producing a variety of short functional text, monologue, and essay is one of writing skills that must be achieved by the Junior High School students, and one of text must be mastered is descriptive, BSNP (2007:16).

Meyers (2005:3) states that writing is a representation of language through a text using signs or symbols. It is a way of expressing ideas, experiences, thoughts, and feelings through writing. In addition, to express the ideas, students found the different writing conventions including language components such as grammar, vocabulary, and spelling between in Indonesian and English.

Different convention in using language components raises the difficulty for the students to use adjective in writing descriptive text. Determining the appropriate adjective to describe people or things is one of the difficulties which is faced by students in writing descriptive text. It proves on the preliminary research with the English teacher each class' potentials of the students. The teacher explainsthat the students' writing skills is about intermediate to the lower. The students cannot produce the descriptive text in good ordering of sentences.

The students' ability in writing the correct adjective order also become one of the reasons to find out whether the use of Attribute Charts Strategy is helpful or not. The use of Attribute Charts is a way to find the effective strategy to help the students in determining the appropriate adjective and furthermore to help the students writing the descriptive text in good ordering of sentences.

1.2 Reasons for Choosing the Topic

The goal of teaching English is to make the students master the four basic skills of language; reading, listening, speaking and writing. However, in this study I only focus on using strategy to teach writing descriptive text. The reasons why I choose the topic are as follows:

(1) Writing plays an important role in daily life and also in our social life, like education and business aspects.

(2) Writing is a complicated subject for seventh graders of State Junior High School 18 Semarang.

(3) Seventh graders of State Junior High School 18 Semarang met the requirements to be subject of the study.

(4) Seventh graders of State Junior High School are fresh graduated elementary students who need to be accustomed to the writing habit

(5) By using Attribute Charts the students treat themselves to accustom with the habit of writing. These make the teaching learning process is more effective, interactive, and enjoyable.

1.3 Research Questions

The problems that will be discussed in this study are:

(1) How isAttribute Charts implemented in teaching descriptive writing for the VII G students of Junior High School 18 Semarangtoward the initial writing skill indetermining the appropriate adjectives, in the academic year of 2013/2014?

(2) How can Attribute Charts improve the VII G students of Junior High School 18 Semarang skill in writing descriptive text in the academic year of 2013/2014?

1.4 Purposes of Study

(1) to discover how to implement Attribute Charts in teaching descriptive writing for the VII G students of Junior High School 18 Semarang in determining the appropriate adjectives, in the academic year of 2013/2014, and

(2) to obtain information how Attribute Charts improve the skill in writing descriptive text for the VII G students of Junior High School 18 Semarang skill in in the academic year of 2013/2014

1.5. Significances of Study

After conducting the research, I hope the result will be useful for the following:

(1) Theoretically

The finding of this research can be used to develop further research on how to improve students' writing skills more effectively, or so on.

(2) Practically

(a) For English Learners: Attribute Charts help students to practice whole writing stages in order to accustom with the effective writing.

(b) For English Teachers: Attribute Charts provide an additional profit from the previous strategy named mind mapping. Mind mapping is a strategy that used by teachers to help students collect the idea in a form of brainstorming the ideas, while Attribute Charts are used in whole stages in writing.

(c) For the Researcher: Truthfully, this research does help me answer my curiosity about how useful Attribute Charts helps the students accustomed to the writing process in which writing is a kind of series process to produce the effective writing. This research is also as my final project after studying English at English Department of Semarang State University.

(3) Pedagogically

The finding of this research gives empirical evidence of the efficacy the use of Attribute Charts to improve students' writing skill. The result can be taken into consideration by English practitioners as a new variant of writing strategy by students and teaching by teachers in teaching - learning process.

1.6 Outline of the Research

This final project consists of five chapters. Chapter I presents an introduction which consists of the background of the topic, reasons for choosing the topic, research questions, objectives of the study, significances of the study, and outline of the research.

Chapter II discusses a review of previous studies, review of related literature which consists of general concept of writing, the writing skills, teaching writing, stages of the writing process, descriptive text, general Concept of Adjective, General Concept of Paragraph Organization, teaching descriptive using Attribute Charts Strategy

Chapter III deals with the method of investigation. This chapter consists of research design, subject of the study, instruments of the study, procedure of data collection, and procedure of data analysis.

Chapter IV discusses the data analysis as the result of the study. The last chapter is chapter V which consists of the conclusions and suggestion.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents a review of previous studies, the general concept of writing, the writing skills, teaching writing, stages of the writing process, descriptive text, general concept of adjective, the general concept of paragraph organization, and teaching descriptive text using Attribute Charts strategy

2.1 Review of Previous Studies

In this part, I will review some previous studies related to my study, which is "The Use of Attribute Charts Strategy to Improve Students' Ability in Writing Descriptive Texts"

Yoga (2012) conducted a research which purpose was to find out the progress that the students gained after being taught by using blog. A blog used as a medium to gain the students' progress in writing. From that research, it could be seen there was a significant improvement of students' ability of writing descriptive text after being taught by using blog.

Asmiyatun (2010) conducted a research to find out the effectiveness of using photographs as media to improve the students' ability in writing descriptive text. According to her study, it was concluded that she used other media in teaching, and she could prove that the contribution of the photograph as a medium in writing descriptive text could give significant achievement.

Jiwandono (2012) who conducted the research found that there was a significant effect of using animated GIF as an alternative medium in improving the students' ability in writing descriptive texts. There was a significant difference in scores between the students taught using animated GIF and the students taught using pictures. It can be proved by the significant difference of result of both groups. The experimental group got 71.12 in pre-test and 89.91 in post- test, while the control group got 71.21 in pre-test and 86.29 in post-test.

In addition, Sawitri (2012) found that teaching students using Foxit Reader was very useful to improve the students' ability in writing descriptive text. As the result, the increase point of students' improvement in doing the pre- test and the cycle 1 test was 14.82 points, the different result of cycle 1 test and the cycle 2 test was 11.32 points, the different result of cycle 2 and post- test was 6.71 and the different result between pre- test and post- test was 32.85 points.

Another study conducted by Mawadah (2009), who conveyed the effectiveness of using mind mapping to improve students' writing skills. The objective of her research was to find out whether the teacher used the mind mapping strategy or not, and if it was used was that strategy help the students improve their skill in writing. The researcher found that teaching descriptive text by using a mind mapping strategy was very useful both for the teacher and the students. For the teacher, he/she could explain the material in detail. For the students, they are more motivated because they find out a new thing during the learning activity.

According to those reviewed previous studies, I assumed that there was still an area of study that had not been explored. That area was the use of strategy in teaching descriptive writing. The strategy which was used was only mind mapping, so I decided to use Attribute Charts strategy to teach the writing of descriptive text. I also think that the basic writing skill should be improved using that strategy, in which the students begin with exploring ideas in order to make the students understand the use of adjective and other language components such as grammar, vocabulary, and spelling.

2.2 Reviews of Related Literature

In this part I will present the sub chapters: communicative competence, the writing skills, teaching writing, stages of the writing process, descriptive text, the general concept of adjective, general concept of paragraph organization, teaching descriptive using Attribute Charts strategy.

2.2.1. Communicative competence

The curriculum of English subject matter in our country nowadays demands students to be able to communicate to others. It means that the language instruction does not only focus on the knowledge about rules and forms, but also emphasizes on the knowledge that enables students to communicate the language functionally and interactively. In this case, it deals with the term "communicative competence"

Figure 2.1. Schematic Representation of Communicative Competence,

Celce- Murcia (1995:10)
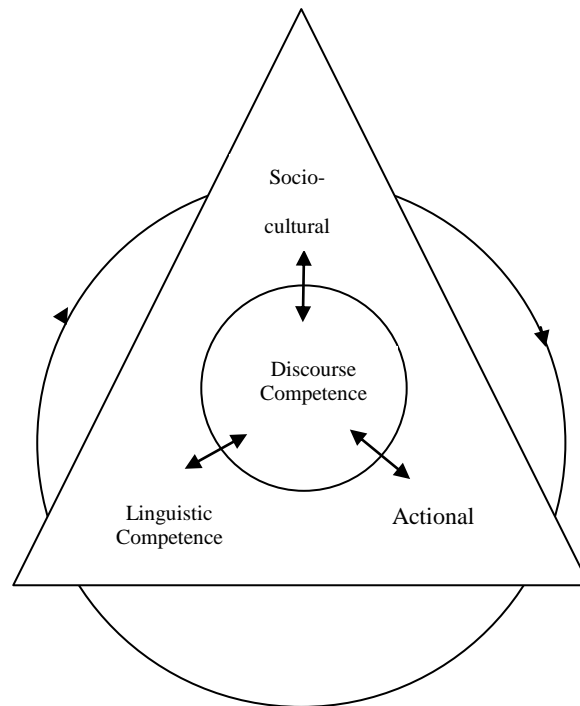
From the diagram above, the ultimate competence which must be achieved by the students is discourse competence. This competence can be gained if the students have been given the other competences; (1) socio-cultural competence, (2) actional competence, (3) linguistic competence, and (4) strategic competence. Those five competencies which are written in the diagram will be elaborated below:

(1) discourse competence

discourse competence concerns the selection, sequencing and arrangement of words, structures, sentences and utterances to achieve a unified written text. There are sub-areas that contribute to discourse competence: cohesion, deixis, and coherence.

(2) linguistic competence

linguistic competence historically deals with the sentence patterns and types, the constituent structure, the morphological inflections, and the lexical sources, as well as the phonological and orthographic system needed to realize communication as speech or writing, Celce – Murcia (1983:18)

(3) actional competence

actional competence is defined as competence in conveying and understanding communicative intent. The concept of actional competence is mainly restricted to oral communication; a close parallel to actional competence in written communication would be rhetorical competence, which includes analysis of the moves and lexical routines typical or any given written genre.

(4) socio- cultural competence

the socio- cultural competence in writing deals with the ability to vary the use of language in terms of audience, purpose, genre, topic and degree of formality.

(5) strategic competence

the big circle which surrounds the whole strategies from the diagram above is called as strategy competence. A strategy that is created by the writer in creating text appropriate to purpose, voice, audience, form and occasion. Strategy competence helps students finding another way in writing when difficulties rise, it means, when the students have its competencethey can

choose the appropriate word in writing descriptive text in order to describe something or people.

Table 2.2. Sub-competences that are related to the descriptive text

Communicative competence	Sub-competences	Explanation
Discourse Competence	Cohesion	The use of five cohesive devices; (1) personal pronouns, (2) the definite article, (3) demonstrative pronouns, (4) synonym, and (5) linking words.
	Coherence	The use of spatial ordering
Linguistic Competence	Lexical competence	Writing the words and collocation appropriately. Writing the appropriate adjective
	Grammatical competence	Write the correct adjective order
	Syntax competence	Write the correct phrase structure The use of modifier; (1) quantifier ,(2) comparing, (3) equating
	Orthographic competence	Write the English utterance correctly and convention of mechanics and punctuation.
Actional Competence	Rhetorical competence	Using the generic structure in writing descriptive text; (1) identification, (2) description
Socio- cultural Competence	Purpose	Understanding the social function of descriptive text
Strategic Competence	The competence to overcome the difficulties in delivering communication, the ability in using the word choice.	

2.2.2. Writing Skill

Writing is communication through the written word. In other words, we can say that all the things that are written in order to communicate with others are called writing. All about performance of writing that we did was a kind of communication. In order to communicate, the use of English at school will always be involved in the use of written language. According to Harmer (2001) as quoted by Yoga (2012: 5) defines the one of four major language skills must be mastered by the students is writing. Writing has always taken part of the syllabus in teaching English and it must be taught by the teacher maximally.

Writing is a combination of process and product which means before producing a product of writing; students need a long process that is the stages of planning until producing the final version. The word writing comes from a verb. It means that writing is an activity or a process. Writing is a way to produce language, writing means speaking to other people on a paper or on a computer screen (Meyers, 2005: 1).

According to Hammer (2001:154), in writing, a process that what we write is often heavily influenced by the constraints of genres. Then these elements have to be present on learning activities. Each genre in writing brings different purpose, and also has different structure.

Based on the explanations from the experts above, I conclude that writing is a way to produce language by putting down words or ideas to some media.

In the end, the writing activity which is written in the syllabus will be assessed to find out whether the students' mastery in writing descriptive text or not.

2.2.2.1 Types of Writing Performance

Four categories of written performance are considered here. Each category resembles the categories defined for the other three skills, but these categories as always, reflect the uniqueness of the skill area. These are the four types of writing based on Brown (2004:220):

(1) imitative writing

Imitative writing includes the ability to spell correctly and to perceive a phoneme – grapheme correspondences in the English spelling system. It is a level at which students are trying to master the mechanics of writing. Imitative will concern with some skills in writing such as writing letters, words, punctuation, and very brief sentences.

(2) intensive (controlled) writing

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocation, and idioms, and correct grammatical features up to the length of sentence. Meaning and context are most assessment tasks are more concerned with focus on form, and are rather strictly controlled by the test design.

(3) responsive writing

Responsive writing requires students to perform at a limited discourse level, connecting sentences into paragraph and creating a logically connected sequence of two or three paragraphs.

(4) extensive writing

Extensive writing implies successful management of all processes and strategies of writing for all purposes. Students focus on achieving a purpose, organizing and developing ideas logically, using details and support or illustrative ideas, demonstrating syntactic and lexical variety, and many cases, engaging in the process of multiple drafts to achieve a final product.

Based on the explanations above, I would do action using imitative and also intensive (controlled) writing. In imitative writing the students would learn to master the mechanics of writing. While imitative writing concerns with the mechanic system of writing, in intensive writing the students produced language to display the competence in grammar, vocabulary, or sentence formation, and not necessary to convey meaning for an authentic purpose. In the final activity, the students would take the post test in form of responsive writing. The students would produce short descriptive paragraph. Responsive writing was the ultimate goal which students must be mastered. In responsive writing students are assessed how good the students realizing the meaning not only on grammatically correct. Responsive writing is important for the students;

it is in line with the Pardiono's words (2007: preface) that stated

> In general, the teacher only asses on grammatical aspect. As a result, the process of correction was limited to the level the use of grammatical mistakes, not at the level of realizing the meaning. Written text is only seen as a series of sentences which must be grammatically correct, not as the realization of meaning through sentences

So, from the conclusion above, I would conduct pre-test to diagnose the habit of students in producing the written text, and also the common mistakes that were made by the students in using adjectives. After that the I would do another pre − test by using the guided writing activity to know whether the students had habituated in realizing the meaning through the sentences or not. After knowing the result, I would give some activities of writing to help the students correct the mistakes and improve their writing ability. Both imitative and intensive writing would always use Attribute Charts as a strategy to make the learning process become effective.

2.2.3. Teaching Writing

Learning English language focuses on objectives to develop the four language skills; those are listening, speaking, reading, and writing. The students are expected to achieve competencies to communicate orally and in written form. In written form the students should mastery some of text types such as descriptive, recount, narrative, procedure, and report. This research concerns on writing descriptive in the seventh grade students of Junior High School

Table 2.3.Standard competence of descriptive text of seventh grade Junior High School.

12. Mengungkapkanmaknadalamtekstulisfungsionaldaneseipendeksangatsederhanaberbentuk descriptive dan procedure untukberinteraksidenganlingkunganterdekat	12.1 Mengungkapkanmaknadalamtekstulis fungsionalpendeksangatsederhanadenganmenggunakanragambahasatulissecaraakurat, lancar, danberterimauntukberinteraksidenganlingkunganterdekat 12.2. Mengungkapkanmaknadanlangkahretorikadalameeipendeksangatsederhana denganmenggunakanragambahasatulissecaraakurat, lancardanberterimauntukinteraksidenganlingkunganterdekatdalamteksberbentuk descriptive dan procedure.

2.2.3.1. Micro and macro skill

The taxonomy of micro and macro skills will assist the researcher in defining the ultimate criterion of an assessment procedure. I conduct the treatments of imitative and intensive writing. Imitative writing deal with the producing the grapheme orthographic, and mechanic system in writing, while intensive deal with grammatical system.

Table 2.4. The taxonomy of micro and macro in writing skills by Brown

(2004:221)

Micro skills	Macro skills
1. Produce graphemes and orthographic patterns of English 2. Produce writing at efficient rate of speed to suit the purpose 3. Produce an acceptable core of words and use appropriate word order patterns 4. Use acceptable grammatical system 5. Express a particular meaning in different grammatical form 6. Use cohesive devices in written discourse	1. Use the rhetorical forms and conventions of written discourse 2. Appropriately accomplish the communicative function of written texts according to form and purpose 3. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information generalization, and exemplification 4. Distinguish between literal and implied meanings and writing 5. Correctly convey culturally specific references in the contact of the written texts 6. Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

When conducting the research I will use the micro skills as reference, and it also

the base references in giving the action for the students before doing the post test.

It is supported by the statement from Brown (2004:220) that state

> We turn once again to the taxonomy of micro and macro skills that will assist you to define the ultimate criterion of assessment procedure. The earlier micro skills apply more appropriately to imitative and intensive types of writing task, while macro skills are essential for the successful mastery of responsive and extensive writing.

2.2.3.2. Stages of the Writing Process

Writing is the difficult subject for the beginners like the junior high school students. Therefore, the teacher is suggested to use the proper strategy which makes the students easier in applying the writing process. It is similar to the statement of Meyers. (2005:2) that:

> Writing is partly a talent, but it's mostly a skill, and like any skill it improves with practice. Writing is also an *action* − a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them.

From the statement above, actually writing needs several steps such as pre writing, while writing and post writing. According to the Meyers words. (2005:3)

> Writing is much like speaking − a way to discover and communicate your ideas. Unlike speaking, however, it doesn't happen all at once… You must present your ideas in logical order. You must read what you write and then rewrite it until you express your meaning strongly and clearly. Any good paragraph or essay goes through many stages before it finished. First, you may simply explore ideas as you put them into words, list, or chart.

The five stages in writing are: (1) Explore ideas, (2) prewriting, (3) organize, (4) write a first paragraph, (5) revise the draft, (6) edit and produce the final copy.

After the students finished revising their paragraph, they can begin the final copy. Hogue (1996:7) state that there are several steps in the revising process; first, the

students can check the meaning then read the paragraph silently.Next, check the mechanics. Read the paragraph silently again. This time look for the mistakes in punctuation, grammar, and spelling. If you find any mistakes, fix them.

Third, have your partner check the meaning. Read the paragraph aloud to the partner. Ask your partner, if any information is incorrect or if any sentences are unclear. If the answer is yes, make changes.Finally, have your partner check the mechanic. Ask your partner to read your paragraph silently and to check it for the mistakes in punctuation and spelling. If he or she finds any mistakes, fix them. If you and your partner don't agree about possible mistakes, ask a third student or the teacher

2.2.5. Descriptive text

Descriptive is one of the genres which must be learned by students of junior high school. Descriptive text is a kind of genres which is used to describe a particular person, place, activity, idea or thing that is drawn in words.

According Meyers (2005:60) a good descriptive text has a unifying idea and everything that support the idea. AsBroadman, Oshima and Hogue (1997: 50) state that descriptive writing appeals to the sense, so it tells how something looks, feels smells, tastes, and or sounds. In other words, it can be said that descriptive text captures one experience of a person, place or thing into words by appealing to the five senses: sight, hearing, smell, taste and touch.

2.2.4.1. Generic Structure of Descriptive Text

Gerot and Wignel (1995:208) descriptive writing has two generic structures, (1) identification, (2) description. Basically the generic structure in descriptive text is identification which introduces the participants such as the person (who), place or thing to be described (what), and a description which describes parts, qualities, or characteristic of the participant.

2.2.4.2. Language Features of Descriptive Text

Besides having generic structure, descriptive text also has significant lexicogrammatical features that support the form of a descriptive text. The following are significant lexicogrammatical features of descriptive text:

a.   Focus on specific participants

b.   Use of Attributive and Identifying processes

c.   Frequent use of Epithets and classifiers in nominal groups

d.   Use of simple present tense

(Gerot and Wignell, 1994:208)

2.2.5. General Concept of Adjective in Descriptive text

Quoted from Hogue (1996: 79), "Adjectives describe noun and pronouns. Adjectives tell what things or people look like, what kind they are, or how many of them there are. Adjectives answer the question *what kind? Which one?* and *how many?"*

Adjectives are descriptive words that change or modify our understanding of nouns. In English an adjective most often occurs in one of two positions. "

 (1) It is sometimes placed before the noun it modifies,

(2) it can be placed after the noun, when the noun is followed by a form of the

   verb to be.

Seltzer (1983: 19)

From the explanations above, I can conclude that, an adjective modifies (or describe) a noun or pronoun. Adjectives normally appear before the noun they modify, but in sentences with linking verbs they come after the verb. They answer the questions *what kind? Which one?* or How *many?* Occasionally, a noun can function as an adjective before another noun, answering the question *what kind?* it is mentioned as Noun Adjective. Verbs can also function as adjectives when they take present participle or past participle endings; we name it as Verb Adjective.

2.2.5.1. Using Adjective in Descriptive Writing

Adjectives are words that describe nouns – people, place, and things. Adjectives appear in different positions in the sentence.

(1) Adjectives usually come after an article and before a noun,

(2) adjective can also occur after some stative verbs such as *appear, be, become, feel, look, seem.*

(Savage and Meyers,2005: 43)

The use of adjectives is to give the reader a more complete picture of the people, places, and things they want to describe. Adjectives are words that describe nouns.

(1) An adjective can come before a noun. If the noun is singular, use *a / an* or *the* before the adjective,

(2) adjectives have only one form. Use the same adjective with singular and plural nouns,

(3) an adjective can come after *be.* When two adjectives come after *be,* separate

them with *and,*

(4) when a noun functions as an adjective, it is always singular,

(5) adjectives may be formed from verbs. Many of these adjectives are formed by

adding *–ing*to verbs.

(Savage and Shaefiei, 2007: 43)

Table 2.5. Structural description of adjectives by Marcella Frank

	Function	**Form**		**Markers**
	Modifies a noun *Beautiful girl*	grammatical endings for comparison *-er, -est* *more, most*		Intensifier of degree *very, so, quite, too*
	Modifies a pronoun *They are beautiful*			
	Position			
Before a noun				
	Determiners	Descriptive adjectives		Noun adjuncts
	articles *a, the*	Numeral *first, three*	General description *Beautiful, intelligent*	Physical state *size – large* *age – old* *color – red*	Proper adjective *nationality - Irish* *religion – Catholic*	*college (students)* *gasoline (station)*
	Demonstratives *this, that*			
	Possessives *my, your*			
	adjectives of indefinite quantity *some, much, etc*			

2.2.5.2 The Order of Adjectives in Series

Using two or more adjectives to describe a noun has the rules that must be

followed. The rules must be followed by the writer in writing the adjectives are

written below:

(1) when a noun is modified by more than one adjective, you must separate the

      adjectives with commas,

(2) an adjective can come after *be*. When two adjectives come after *be*, separate

      them with *and*,

(3) when the students use more than one adjective, they have to put them in the

      right order according to type, as written below::

opinion – size/ length – shape/width – age – color – nationality – material – noun.

2.2.6. General Concept of Paragraph Organization

Paragraphs have a very specific organizational pattern. By this, we mean that all
paragraphs are put together in a similar way and use the same three basic parts:
topic sentence, body, and concluding sentence. When the writers follow this
pattern, their paragraph will be easy for the reader to understand"

2.2.6.1. Coherence in a Paragraph

All of good paragraphs have some characteristics in common. The first of these is
called coherence. A coherent paragraph is made up of sentences that ordered
according to the principle. The principle changes depending on the type of
paragraph that you are writing.

        Another element of a good paragraph is coherence. The Latin verb
coherence means "hold together". Oshima (1997:21) said that for coherence in
writing, the sentences must hold together, that is, the movement from one

sentence to the next must be logical and smooth. There must be no sudden jump. Each sentence should flow smoothly into next one.

Descriptive texts also need good coherence, or good ordering of sentences. However, they do not use chronological ordering like in a narrative. They use spatial ordering. In other words, they have sentences that are ordered according to space. For example, this could be top to bottom, head to foot, left to right, or front to back.

2.2.6.2. Cohesion in a Paragraph

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences stick together in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. There are five important cohesive devices written by Brown (2004: 32): (1) personal pronouns, (2) the definite article, (3) demonstrative pronouns, (4) synonym, and (5) linking words.

2.2.7. The Language System

In producing a text, the writer draws on the resources in the language system. The resources in the language system consist all of the structural patterns, particular words, sounds and symbols from which the writer can select to make particular meaning. The selection that writer make are not random, but patterned in various ways. The patterns can be distinguished at three levels; (1), semantic level (2) grammatical level, and (3) graphological level. Those three levels will be elaborated below.

(1) The semantic level

The semantic level is mainly concerned with the ways in which such things as ideas, information, issues, opinions, events, and emotions are organized within the whole text. This takes into account such aspects as patterns of causality, ordering of ideas, patterns of time sequence, cohesion and point of view. The semantic level is realized through overall text structures and particular grammatical patterns.

(2) The grammatical level

The grammatical level is concerned with the ways in which structure operates in the sentence, clause and word level within the context of the whole text.

(3) The graphological level

Graphology is concerned with the writing system of a language. The writing system includes individual written letters of the alphabet, letters in particular combinations (spelling), punctuation and layout. The English alphabet consists of twenty-six individual letters which can be combined in different ways to form the individual words in language. Punctuation markers such as commas and full stops are used to mark grammatical aspect of writing a language. Layout is concerned with the spatial organization of information, including the spacing between words, paragraphs.

Based on the Board of studies' explanation above (p98), in the end of the research I will find out which level that students will be achieved. In every writing activity

that students involve, I will always evaluate the lack of students in achieving those three levels.

2.2.8. Attribute Charts

Hall &Beggs (1998: 37) contend that the main objective of teaching is to facilitate students becoming legitimate producers of language within social groups both inside and outside the classroom. There are so many benefits if a teacher teaches their students using Attribute Charts strategy in teaching learning activities.

2.2.8.1. Description of Attribute Charts

Attribute Charts are kind of mapping chart, but it is more specific. I will always give the treatment using this strategy, so whole stages of the writing process will always be featured with the data in the Attribute Charts. The use of Attribute Charts will include from the initial writing process in writing a single word to explore the ideas, the middle step: writing a sentence in order to organize the ideas, and also the final step: writing the short paragraphs.

2.2.9. Action Research

There are many different approaches that can be used to study the teaching and learning of language; one of them is action research. There are two topics being discussed here: definitions, and steps of action research.

2.2.9.1. Definition of Action Research

According to Kemmis and Mc Taggart in Yoga (2012: 27), action research is a group of activity and a piece of descriptive research carried out by a teacher in his/her own classroom. While, Wallace in Yoga (2012: 27) says that action research is designed as the systematic collection and analysis of data relating to the improvement of some area of professional practice.

From the definitions above, I conclude that action research is an action in a research which is done by a teacher or researcher in his/her own classroom system through his/her reflection to solve the problems faced by the students and to improve learning and teaching process so that the result of the students improve as well.

2.2.9.2. Steps of Action Research

Steps in action research mean discussing the way to conduct an action research. According to Phillips (2010: 77), a cycle consists of four steps ; (1) planning, (2) acting, (3) observing, and (4) reflecting.

The steps which are carried out are presented as follows: (1) Planning. The plan means identifying the problem area. It is conducted before I start the action research; (2) Acting, doing the action is the main phase of action research. It is the implementation of the plan that I have made to solve the problems; (3) Observing. I have to observe all activities during the research to analyse whether the solution was successful or not; (4) Reflecting. A reflection is an effect to inspect what has been done. The result of it is used to establish the next steps of the research

2.3. Theoretical Framework

In order to limit the study in such a way it will be focused and easy to search the data, I concern on four main terms, they are:

(1) Descriptive Text

In this study I focus on writing activity. I apply writing the descriptive text of the teaching material. The seventh grade students of SMP have got to make a descriptive text effectively. It becomes the focus of this research to help the students improve their writing skill especially in writing descriptive texts.

(2) Writing

In this study writing is an activity in teaching and learning process in which the students are able to express their ideas, thought, opinions and feeling and organize them based on the theme given by the teacher. I also give some clues for the students to help them in composing their writing.

(3) Attribute Charts

I will always give the activities using this strategy, so whole stages of the writing process will always be featured with the data in the Attribute Charts. The use of Attribute Charts will include from the initial step, writing a single word to explore the ideas, the middle step: writing a sentence in order to organize the ideas, and also the final step writing the students' short paragraph.

(4) Action Research

In this study, I will use an action research. There were six meetings with this research. The first meeting was used for conducting pre-test, four meetings left were used to conduct the treatments, and the sixth meeting was used to conduct a post-test.

Figure 2.2.Research design planning
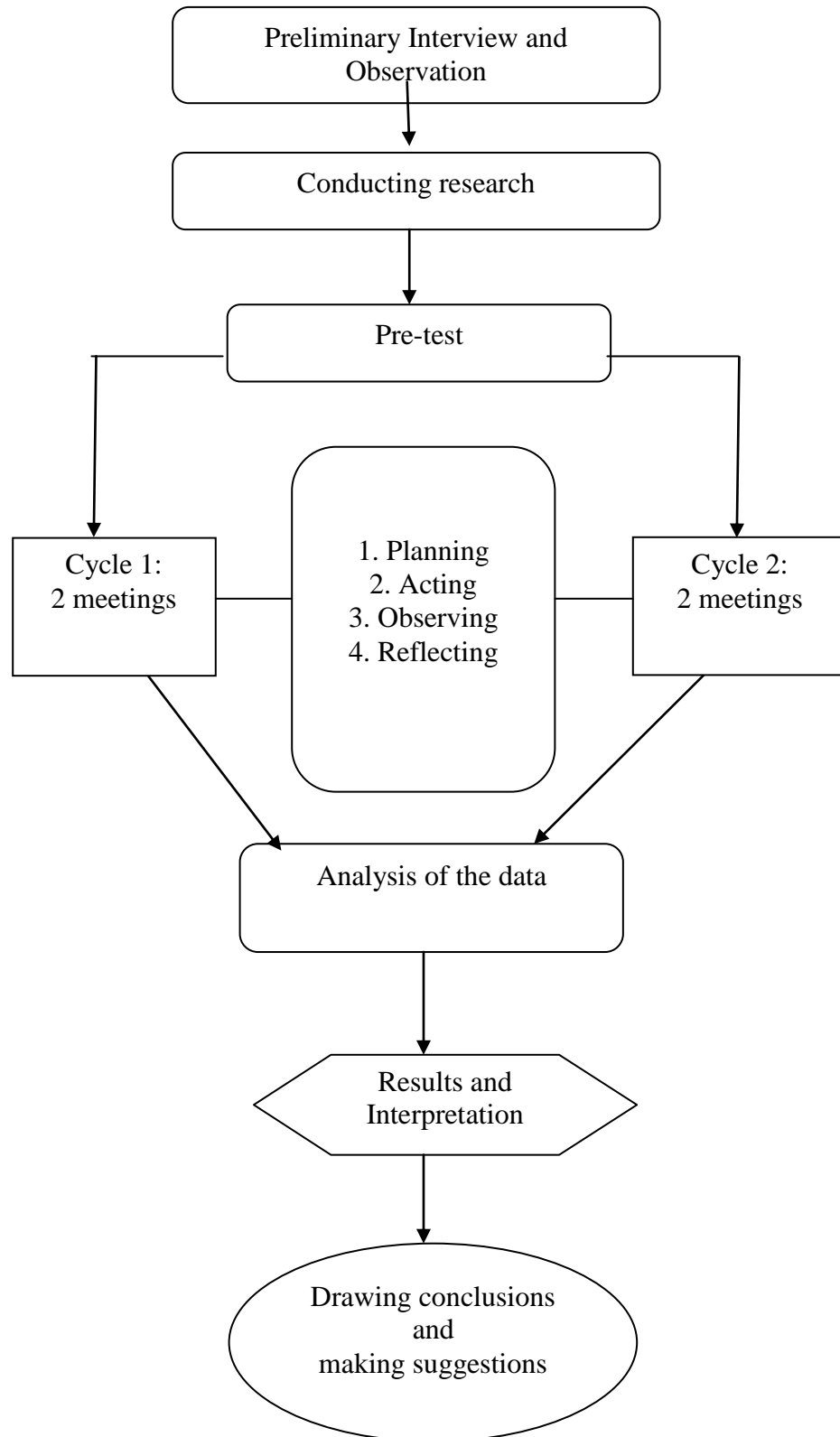
CHAPTER III

RESEARCH METHODOLOGY

In achieving the objectives of this study, I used the following methodologies which are divided into five sections: (1) research design, (2) subject of the research (3) role of the researcher, (4) instruments of the study, and (5) method of analyzing data

3.1. Research Design

A research method in this study was an action research. The objective of the research was to improve the students' ability in writing descriptive text using attribute charts strategy. I collaborated with the English teacher to get the positive feedback of the strategy was used by me.

An action research is basically a wayof reflecting the teaching done by teacher in the classroom for getting solution about the problem until it can be solved. It is done by systematically collecting data in everyday practice and analyzing in order to come some decisions about what the future practice should be, Wallace in Wardani, (1998:4). There are four elements in one cycle for doing action research, they are; (1) planning, (2) acting, (3) observing, and (4) reflecting.

3.2. Action Research Procedure

Ferrace in Prasetya (2012: 28) explained that action research is a reflective process that allows for inquiry and discussion as components of the "research." In conducting this research, I applied two cycles as the basis of the analysis. Each cycle contains each corresponding Plan, Action, Observe and Reflecting which can be seen in the picture below,

Figure 3.1.The Cycles of Action Research
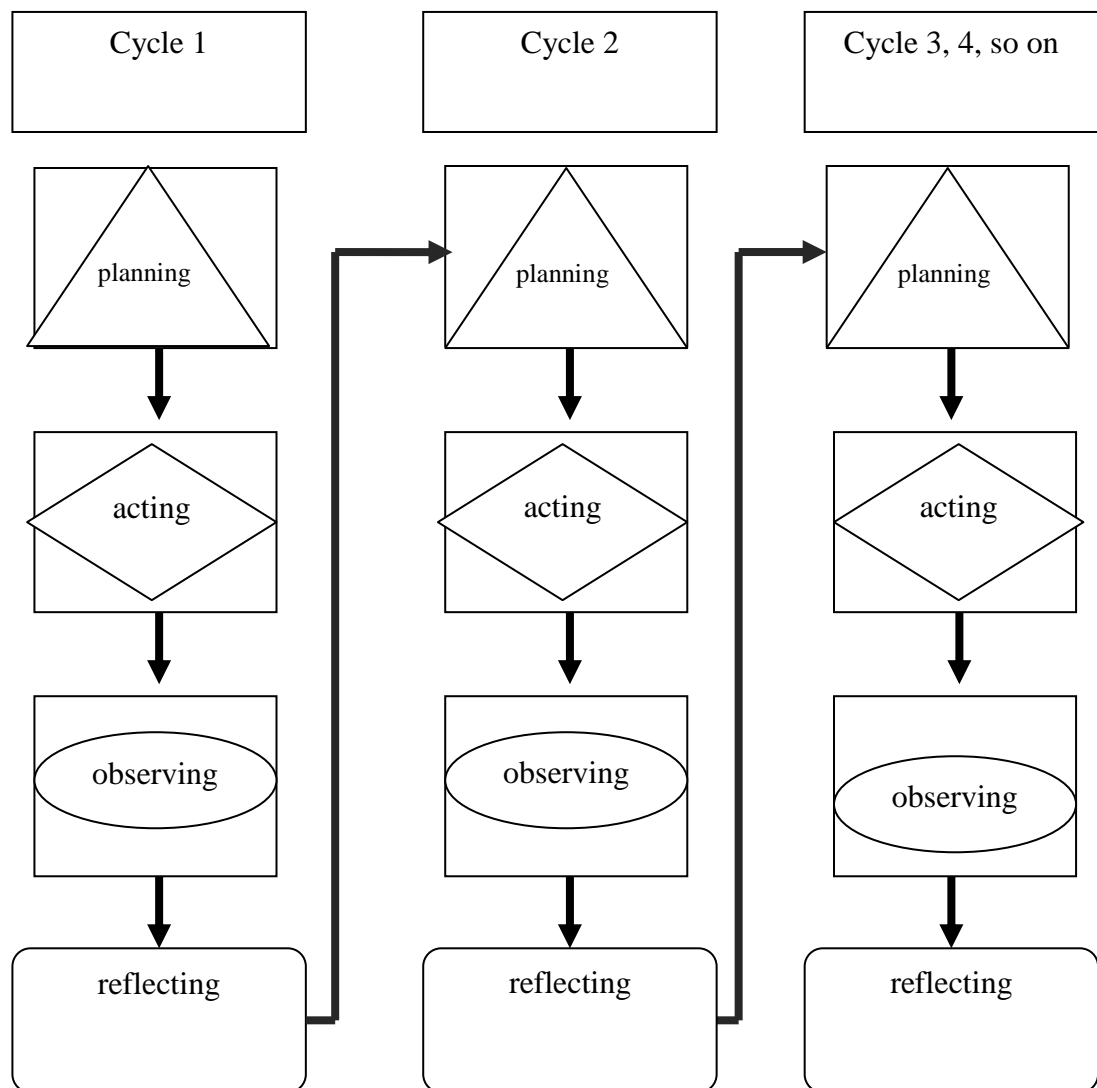
From the simple graphic interpretation above, the sequence of teaching and learning procedure was illustrated. One 'action' indicated a group of events needed to be done before advancing to another 'action'. The arrow from the bottom part of reflection which pointed to the upper part of the planning of the next cycle indicated that before conducting the next cycle, I had to put the correction done in the reflection process into practical used in the next cycle.

3.2.1 The definition of each 'action'

3.2.1.1. Planning

Planning was the detailed plan of the action that I took to conduct research. Planning in this research refers to the making of the steps, methods, and preparations. In order to complete the research purpose, this research was expected to find out:

(1) the students' interest during the learning and teaching process,

(2) the students' ability in using the appropriate adjective in writing descriptive text,

(3) the students' improvement in writing descriptive text using attribute charts strategy.

3.2.1.2. Acting

Acting is the act of collecting and analysing the data (Mertler in Prasetya, 2012: 29). The actions done in this research were the application the planning that stated in the class by the researcher as a teacher. The research purposes that must be fulfilled were included six aspects of micro skill in writing such as: (1) producing graphemes and orthographic patterns of English, (2) producing, writing at an

efficient rate of speed to suit the purpose, (3) producing an acceptable core of words and use appropriate word order patterns, (4) using the acceptable grammatical system, (5) expressing a particular meaning in different grammatical form, and (6) using cohesive devices in writing discourse. To fulfil the purposes of the research and also collected the data, I was using the attribute charts strategy during the teaching learning process. I used the four stages of the curriculum cycle at each meeting; further those stages were explained bellow:

a. building knowledge of the text

the focus of this stage was primarily on the content or information of the text. At this stage, students were a long way writing a text themselves, and activities will involve information gathering and note taking.

b. modelling of the text

to build up the students' understanding of the purpose, overall structure, and language features of descriptive text, I gave students the example of written descriptive text. I displayed the text on the slide, and then asked the students to do the self- evaluation used the guidance from me.

c. joint construction

at this stage I and the students together, discuss the overall structure of the text, suggest more appropriate vocabulary, consider alternative ways of wording an idea, and work correcting grammatical mistakes, spelling, and punctuation. The position of the teacher at this stage was as teacher-guided, not as the teacher – dominated

d. independent writing

it was the final stage of the cycle, when the students write their own text. The students produced their own writing in a group of five and also did individual writing.

3.2.1.3. Observing

Observing was in fact the second most important element in action research. Researcher should ensure they have observed (or recorded) the 'acting' process and keep the result for further analysis.

3.2.1.4. Reflecting

This stage was also a critical phase of action research. Reflecting means evaluating the processes of the previous 'actions'. The result from the reflection would then be used to replan for the next cycle, thus the cycle repeats for as many as the researcher found it was needed to.

3.2.2 The details of the Research

3.2.2.1 Preliminary research

In this preliminary research, two main activities were being done. First was preliminary interview and observation that was conducted several days prior to the actual classroom session was started. Here, I held an interview with the English teacher Mrs. SitiChalimah, S.pd about the classes and each class' potentials of the students. Another interview topic was whether the attribute charts or a similar method, approach, or learning strategy had been used to teach in the classroom prior to the researcher's coming. The result being that, firstly, from two classes it

was decided that class VIIG would be picked for this research. Secondly, attribute charts had not yet to be witnessed as the teaching strategy. Thirdly, after witnessing Mrs. SitiChalimah asked the students regarding their willingness to be the subject of the research, Mrs. Nurjannah said that it was no problem.

The second was analyzing the students'achievement in the semester 1 midterm-test, I tried to analyze whether the semester 1 mid-term test questions consist of the activity of writing descriptive text. I found that the students' achievement in the semester 1 midterm-test was high enough 75.4, but there were any questions that asked the students to write descriptive text.

3.2.2.2 The procedure of cycle 1

This cycle involved the introduction of descriptive writing. The teacher along with the students verbalized their thought together to form a brainstorming process and the process went along until reflection 'action'. Generally, in this cycle the teacher acted as the full guide for the students until they have completed their task. Below were the implementations for each 'actions' in this cycle:

(1) planning

The target of which I intended for conducting this study was VII year students of State Junior High School 18 Semarang of class VII G. This research was done by the teacher partially being an observer and the observer as the doer or teacher of applying attribute charts as strategy in teaching descriptive writing.

(2) acting

Here, the teacher acted as the full time guide or the helper for the students if they were confused about how to convey their ideas. I was focusing on increasing the

students' confidence in writing the story. The students had two writing activities here: imitative writing and intensive writing.

3) Observing

In this phase, I observed the linguistic competencies of students. Linguistic competencies that would assess were: orthographic, grammatical, and lexical competence.

4) Reflecting

Reflecting of Cycle 1 was done outside the teaching process based on my notes in the class, observation sheet and from the documentation if necessary. This action was needed to deduct any misconduct that might have happened in the teaching procedure of Cycle 1. The discussion result would be used to improve the teaching procedure of Cycle 2. This correction was intended for the students to achieve better result in the next cycle.

3.2.2.3 The procedure of cycle 2

In general, this cycle was the continuation of Cycle 1. In this cycle, the two main topics were to habituate the students with the actional competence and discourse competence. Actional competence dealt with the generic structure of the descriptive text while discourse competence met the requirements of cohesion and coherence in a paragraph. In order to improve the teaching and learning process to achieve the purpose of this study, in this cycle, the procedure was similar to the previous cycle, with the addition of the preparation in response to the correction

made before initiating this Cycle 2 (reflection of Cycle 1). Below are the details of the 'actions' of Cycle 2.

(1) Planning

The planning for this was still the same with the previous cycle with an emphasis on any correction made during the reflection session of Cycle 1.

(2) Acting

This cycle 2 the students would produce the real descriptive text. The students would be implemented almost the same procedure as the last cycle with differences in writing activity. In cycle 2 the students accustomed with the responsive writing.

(3) Observing

The observing process stand the same as previous cycle, and focus on the students with intermediate and lower marks from the previous cycle. These students were given extra attention and motivation and hoped to achieve better results in the end of the cycle.

(4) Reflecting

In the end of this Cycle 2, every note, instruments, documentation, and the students' results were gathered together to be analyzed. The correction in this cycle 2 was only noted for further research at another time, considering the lack of time to conduct for the time being.

3.1.: Table of Research Activities

ACTIVITIES		October		November									
		W1	W2	W1		W2		W3		W4		W5	
				M1	M2	M1	M2	M1	M2	M1	M2	M1	M2
Preliminary research		■	■	■									
Pre test					■								
Cycle 1	PLANNING								■	■				
	ACTING Imitative Writing Intensive writing								■	■				
	OBSERVING								■	■				
	REFLECTING								■	■				
Cycle 1 test									■				
Cycle 2	PLANNING										■	■		
	ACTING Responsive Writing										■	■		
	OBSERVING										■	■		
	REFLECTING										■	■		
Post test												■	

3.3. Subject of the Research

The subject of the research was the VII year students of State Junior High School 18 Semarang of class VII G. The total number of the population was 30 students. The reason of choosing the subject was that according to the teacher, the students of VII G had high enthusiasm in learning English.From the midterm- test result, I also got that the achievement was good, but there was any question in the form of writing short descriptive text. The teacher also gave the information that the

writing skill of the students in the class were about intermediate to the lower mark.

3.4. Role of the Researcher

In this study, I had purposed to specifically try out a teaching strategy, practice, or approach in order to improve student learning, attitude, or motivation. I identified the writing problem which gained students, devised.

3.5. Instrument of the Study

The main purpose of this research was to find out the improvement of   the student's skills in writing descriptive texts using attribute charts strategy. The instruments that used were; teacher's interview sheet, observation sheet, tests, and students' assessment. The details of each instrument were described below:

3.5.1. Interview Sheet

This instrument was intended to find out how the classroom teacher taught about the classroom that was taught using attribute charts in descriptive writing. The teacher whowas assigned for this interview was Mrs. SitiChalimah. She was being the observer that assessed me during the learning process. I gave the lesson plan and the interview sheet in the form of rubric. At the end of answering the rubric, the classroom teacher could write the conclusion and suggestions for me.

3.5.2. observation sheet

This instrument was used to observe how each individual motivation during learning process with the use of attribute chart. This observation sheet was initially filled by the classroom teacher Mrs. Siti Chalimah for her best knowledge of the situation of each individual the classroom. Then, for the next cycles of research I will be assisted with an observer, Sri Lestari. The observation sheet for each observer was in the same form, it was rubric form. The processes observed were responding, willingness, activeness, contribution and enthusiasm in doing the assignments and tasks in the class. From the initial observation that was made by the classroom teacher, the students' motivation was 17 points of total points, 20.

3.5.3. assessments and tests

There were two assessments that researcher gave to find out the students' improvement of writing the descriptive text both individual or group assessment. Besides, to find out the students' improvement, I also assessed the cooperativeness of each student in group Assessment.

A test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown in Prasetya, 2012:37). I conducted three tests during the research, such as: pre-test, cycle 1 test, and post-test. The detailed explanation of each test would be elaborated below:

(1) Pre-test

there were two tests that researcher gave to find out the students' initial knowledge of descriptive text. The first pre-test was in the form of cloze test, its test assessed the linguistic competencies of students in using adjectives. There were forty eight items that students should fulfill. And the second pre-test was writing test, the students were given the narration and the data in the attribute chart, and they should write the description of the people with the words that written in the attribute chart.

(2) Cycle 1 test

I gave the students cycle 1 test in the form of cloze test. After being taught using the attribute chats in cycle 1, in the end of cycle 1 2nd meeting the students met the cycle 1 test. This test was conducted to find out the students achievement in linguistic competencies.

(3) Post test

I gave the students cycle 1 test in the form of the writing test. After being taught using the attribute charts in cycle 2, in the end of cycle 2 the students met the post-est. This test was the final test that researcher conducted to get the ultimate achievement during taught using attribute chart.

3.6. Procedure of Collecting Data

3.6.1 Interviewing the English teacher and the students

The interview was addressed to the English teacher and the students. The purpose of this interview was to get the description of the teaching learning process, also any changes might have happened in the classroom as the basic foundation of the data analysis later.

3.6.2 Classroom Observation

I observed the classroom activity from the third point of view. This way, the progress of the classroom will be supervised in real time and the teacher's awareness and actualizing of attribute charts strategy. This procedure was aided with recording devices such digital camera.

3.6.3 Test

The test was conducted at the end of each cycle. The test was in the form of writing performance and cloze tests. The test was used to acquire information about (1) how well the students in group writing; (2) coherence; (3) diction and the story's plot and lines. The grades are in the form of letters ranging from 1 (worst) to 5 (best).

3.7. Procedure of Analysing the Data

In a qualitative research, data analysis was conducted inductively during and after data collection, Prasetya (2012: 39). There are three instruments in this study as stated above. The analysis of each of the instruments above will be elaborately described as followed:

3.7.1 Interview

The first step of analyzing the data by converting the data acquired into written form. This data then calculated using the ranging from 1 (worst) to 5 (best).

3.7.2 Class Observation

I observed the class mainly to match the research questions with the practice. This process analysis was done in real time with the help of recording devices such as digital camera. The data from this observation were analyzed to validate the data from the interviews with the teacher, Ilham in Prasetya (2012: 47). This interview data were then used to find out whether the class was systematic enough in conducting the teaching and learning descriptive writing through attribute charts.

3.7.3 Test

The test was used to see the student's result as they had progressed in the class.

The overall students' result would be converted into a class average grade for each cycle. The differences between two cycles were then used to determine the improvement of the class' progression.

3.8. Scoring Criteria

Scoring criteria of this research were based on Heaton's rubric of teaching writing. Heaton proposed five categories: coherence, grammar, vocabulary, content and spelling. Each criterion was graded from the range of one (worst) to five (best), with each grade representing how well the students did their writing. Below are the scoring criteria with some modification.

Table 3.2: Scoring Guidance of Writing

ASPECTS	SCORE	EXPLANATION
Grammar	5	Native –like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences
	4	Advanced proficiency in English grammar; some grammar problems don't influence communication; no fragments or run-on sentences.
	3	Grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present
	2	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed.
	1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
Content	5	The ideas are concrete and thoroughly developed; the text reflects thought
	4	Ideas could be more fully developed; some extraneous materials are present.
	3	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right
	2	Ideas complete; the text doesn't reflect careful thinking or was hurried written; in adequate effort in area of content.
	1	The text is completely in adequate and doesn't reflect college level work; no apparent effort to consider the topic carefully
Organization	5	Effective introductory paragraph, topic is stated and leads to body, conclusion logical and complete.
	4	Introduction, body, and conclusion of the text are acceptable but some evidence may be lacking.
	3	Mediocre or scant introduction orconclusion; problem with the order of ideas in body.
	2	Shaky or minimally recognizable introduction; severe problems with ordering ideas; conclusion weak or illogical.
	1	Absence of introduction or conclusion; no apparent organization of body.
Mechanics	5	Correct use of English writing convention; left and write margin, all needed capital, paragraphs intended, punctuation and spelling; very neat.

	4	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	3	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	2	Part of the text not legible; errors in sentence punctuation; unacceptable to adequate readers.
	1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.
Style and quality of expression	5	Precise vocabulary usage; use of parallel structures; concise; register well.
	4	Attempts variety; good vocabulary; notwordy; register OK; style fairly concise.
	3	Some vocabulary misused; lack awareness off register; maybe too wordy.
	2	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	1	Inappropriate use of vocabulary; no concepts of register or sentence variety

Table 3.3. The components of linguistic competence for cloze test

Aspect	Explanation
Lexical	Writing the words and collocation appropriately. Writing the appropriate adjective
Grammatical	1. Adjectives usually come after an article and before a noun 2. An adjective can come before a noun. If the noun is singular, use *a / an* or*the* before the adjective, 3. Adjectives have only one form. Use the same adjective with singular and plural nouns. An adjective does not change its form when it modifies a plural noun *4.* An adjective can come after *be.* When two adjectives come after *be,* separate them with *and,* 5. Write the correct adjective order.
Syntax	Write the correct phrase structure. The use of modifier: (1) quantifier ,(2) comparing, (3)equating
Orthographic	Write the English utterance correctly and convention of mechanics and punctuation: (4) when a noun is modified by more than one adjective, you must separate the adjectives with commas, (5) when the students use more than one adjective, they have to put them in right order according to type. (6) when a noun functions as an adjective, it is always singular

CHAPTER IV
RESULT AND DISCUSSION

After conducting the observation for two cycles, hereby, I would spell out and analyzed the data into a clear form. This chapter presented the description of the research and the result of the data collection during action research and the analysis of the data. I discussed the analysis of the overall result of the action research in this chapter.

4.1. Description of the Research

I conducted an action research with two cycles in SMP N 18 Semarang in academic year of 2013/2014. The research started from October 2013 until November 2014. There were four stages that I used in every cycle: (1) planning (2) acting, (3) observing, and (4) reflecting. I used the four stages of the curriculum cycle at each meeting; building knowledge of the text, modeling of the text, joint construction of the text, and independent writing.The two tests were conducted in two times, in initially was pre-test and post-test at the end of the research. The data that I collected was conducted during stages acting and observing. Those stages conducted on November 12 up to 22, 2013.

4.2. Conducting Pre-test

I conducted a pre - test on the 8th November 2013. There were two kinds of pre-test; close test and guided writing test. Time allotment that was given to the students was around thirty minutes to complete each pre-test. I arranged the sitting position based on the student's number. The aim of arranging the students' sitting position was to make sure that the students could not cheat with others.

The first pre-test was close test, there were five texts and the students should fill the blank spaces by the correct adjectives that researcher provided. The first three texts were set by the requirement of writing the appropriate adjectives. There were twenty four items that students should complete. In the fourth text, there were eight items that students would meet the rules of writing the correct comparative or superlative forms of the adjectives. The fifth text required the students to write the correct adjective order in series.

After the first half pre-test section, the students had to take the second pre-test in form of guided writing test. The students should write a short descriptive text by the provided theme from me. The aim of guided writing test was to assess how far the students' ability in writing descriptive text by their own words.

4.3. Conducting Cycle 1

Cycle 1 was conducted on 12th up to 15th November 2013. In cycle 1, I had four meetings during the two weeks. There were four stages that I conducted in cycle 1. It was planning, acting, observing, and reflecting. The data which were prepared at stage planning was: (1) preparing learning material, (2) preparing

teaching planning, and (3) preparing learning medium. I also conducted classroom interview with the classroom teacher. I asked the questions about the attitude and motivation of the students during learning activities.

Before conducting the acting, I conducted the pre-test in order to assess the initial students' achievement in writing descriptive text. The objective of the conducting cycle 1 was to accustom the students with linguistic competence . The linguistic competence components such as wrote the words and collocation appropriately, wrote the appropriate adjective, wrote the correct adjective order, wrote the correct phrase structure, used the modifiers would be given at this cycle.

In order to achieve the linguistic competence that were stated in cycle 1, I would conduct some activities based on the result of the cloze test on pre-test. Bellow was the distribution of students' answer on the cloze test.

Figure 4.1. The Distribution of Students' Answer of Cloze Test Result

in Pre-test

From the distribution of students' answer above, the black spot described the wrong answer, whereas the X sign was meant the correct answer. I also found the orange spot that indicated the students' ability in writing comparing adjective incorrectly. Based on the data above, I found that the most mistakes that made by the students was stated in the first text and fourth text. Therefore, I concluded that learning material that would be given during cycle 1 was how to habituate the students to write the adjective correctly, and wrote the correct collocation

Table 4.1. The Components of Linguistic competence that must be achieved

in cycle 1

Aspect	Explanation
Lexical	Writing the words and collocation appropriately. Writing the appropriate adjective
Grammatical	6. Adjectives usually come after an article and before a noun 7. An adjective can come before a noun. If the noun is singular, use *a / an* or the before the adjective 8. adjectives have only one form. Use the same adjective with singular and plural nouns. An adjective does not change its form when it modifies a plural noun 9. an adjective can come after *be*. When two adjectives come after *be*, separate them with *and,* 10. Write the correct adjective order.
Syntax	Write the correct phrase structure. The use of modifier: (1) quntifier (2) comparing (3) equating
Orthographic	Write the English utterance correctly and convention of mechanics and punctuation: 1. when a noun is modified by more than one adjective, you must separate the adjectives with commas 2. when the students use more than one adjective, they have to put them in the right order according to type

4.3.1. Cycle 1, 1ˢᵗ Meeting.

The first meeting in cycle 1 was conducted on 12ᵗʰ November 2013. After getting

the result of the pre-test, I conducted the first meeting of cycle 1. I would teach

the students to produce an acceptable word and used the appropriate adjective.

The objectives of conducting the first meeting were, in the end of learning

the students should be able to (1) list and select the adjectives, and (2) select the

appropriate adjectives. To achieve the learning objectives, I did a sequence of

events: (1) building knowledge of the field; after opening the class by giving the

greetings, I read a short descriptive text monotonously, and the students should

hear it. I built up a semantic web of the students' current knowledge of descriptive

text and taught new vocabularies as appropriate. (2) modeling of the text; I asked

the students to listen carefully and made some notes from the text that they had

heard. I wrote the frame of mind map on the white board then. (3) joint

construction; I ordered the students to come forward and wrote the adjective, I had

written to the frame of mind map on the board. The students wrote the adjectives

on the white board enthusiastically. The students and I classified the adjectives, it

belonged to appearance-adjectives and personality-adjectives. I evaluated the miss

spelling that made by the students in writing the adjectives. After doing the whole

activities, on the stage (4) independent writing; I wrote the Attribute Chart and

some adjectives on the white board. The students were asked to classify the

adjectives into five appearances-adjectives: age, height, body, hair, face, and eyes

Figure 4.2. Attribute Chart for Brain Storming in cycle 1

Age	Height	Body	Hair	Face	Eyes
…………..	…………..	…………..	…………..	…………..	…………..
……………	……………	……………	……………	……………	……………
…………..	…………..	…………..	…………..	…………..	…………..
……........	……........	……........	……........	……........	……........
……………	……………	……………	……………	……………	……………

4.3.2. The Findings in Cycle 1, 1st Meeting.

Some action that was conducted at the first meeting was based on the result of close test in pre-test. The objectives of conducting the first meeting of cycle 1 were, in the end of learning the students should be able to (1) list and select the adjective and (2) select the appropriate adjective.

I wrote the collected findings during the 1st meeting of cycle 1 in the field notes. At the end of the study, the students were able to achieve the learning objectives. The students could list and selected the correct adjective, they could state the adjectives with the suitable noun, and even they did not know the meaning of some unfamiliar adjectives. By looking up the unfamiliar words in the dictionary, the students work in pair with their friend.

4.3.3. Cycle 1, 2nd Meeting.

The second meeting of cycle 1 was conducted on 15th November 2013. The learning objectives were, in the end of the study the students should be able to write a single sentence that was transformed from the adjectives and nouns in the

previous meeting. The main activity at this meeting was producing correct grammatical features up to length sentence.

To achieve the learning objectives, I did a sequence of events: (1) building knowledge of the field; after opening the class by giving the greeting, I reviewed the learning material in the previous meeting. I built up a semantic web of students' current knowledge of descriptive text and teaching the vocabulary as appropriate. (2) modeling of the text; I wrote the sentence that was arranged from the words that written in Attribute Chart. After that, I asked the students to continue writing the sentences from the words in Attribute Chart. (3) joint construction of the text; I ordered the students to come forward and wrote their sentences. The students and I corrected the students' work. Some students made mistakes in transforming the word *black*, and *dark* when they wanted to describe the color of hair and eyes. After doing the whole activities in the three stages before, in the stage (4) independent writing; I asked the students to write the description of their next friend. The students were permitted to write using their own sentence; they could rewrite the sentences from previous sentences in Attribute Chart.

Figure 4.3. Attribute Chart for Writing Single Sentence in Cycle 1

	Sentence
Age	
Height	
Body	
Hair	
Face	
Eyes	

4.3.4. The Findings in Cycle 1, 2nd Meeting.

The main activity that was conducted in the second meeting of cycle 1 was in order to make the students were able to write a single sentence that was arranged from the adjectives and nouns in the Attribute Chart. Furthermore, in the end of learning activity, the students were expected to write the short descriptive text. In the second meeting of cycle 1, I began to assess the discourse competence of the students. The findings were collected during the second meeting of cycle 1 was written in the field notes. Some aspects that would be concern for the researcher were:

(1) Cohesion; the use of five cohesive devices such as: personal pronouns, the definite article, demonstrative pronouns, synonym, and linking words

(2) Coherence; the use of spatial ordering

The findings in 2nd meeting of cycle 1 were:

(1) The Arrangement of Sentence

The students could not write sentences in the form of present tense. They got confused with the use finite *is* and *has.* One of the students wrote *He is black hair,* another student wrote *He is eyes has oval,* and another student did not give both finite *is* or *has*, he just wrote *She eyes black.* Other examples were in the sentences: *She is young age. He is black eyes.* I also found the sentence that was arranged using wrong finite such as, *Azfa have a oval face* and *Bagus have black eyes.*

(2) The Use of article

The students did not know the use of the article. Some students just wrote *She has oval face,* another student wrote *Tegar is handsome boy.* They did not write the noun phrase correctly, at which articles were needed to determine which person that the writer wanted to describe.

(3) The Use of Ordinal number

Some students wrote ordinal number when explained the age of people.

For examples: *He is age 12nd .*
                She is 12th years old.
                She age is 14th.
                He is age 12th

(4) The function of adjective

When a noun functions as an adjective, it is always singular, but some students write in wrong sentence, such as:

He is 13 year old.
She is twelve year old.

(5) The use of personal pronoun

Almost students use the personal pronoun to substitute the subject correctly. They had known the use of *He* and *She*

(6) The use of coherence

The students' writing did not "hold together". For coherence in writing, the sentences should hold together, that is, the movement from one sentence to the next might be logical and smooth. The students' writings were sudden jump. Each sentence did not flow smoothly into next one. So, from the finding that researcher got, the students did not use spatial ordering. In other words, they did not have sentences that are ordered according to space. For example, this could be top to bottom, head to foot, left to right, or front to back.

Based on the findings that were elaborated above, I made a conclusion that for the second meeting of cycle 1, the students had produced a short descriptive text at the graphological level. The writing system included individual written letters of the alphabet, letters in particular combinations (spelling), punctuation and layout. Punctuation markers such as commas and full stops were used to mark grammatical aspect of writing a language. Layout was concerned with the spatial organization of information, including the spacing between words, paragraphs. Those all writing system had achieved by the students in the second meeting of cycle 1.

4.3.5 Conducting Cycle 1 Test

I conducted cycle 1 test on the 19th November 2013. Time allotment that was given to the students was around thirty minutes to complete the cloze test. There were five texts which the students should fill the blank spaces by the correct adjectives that I provided.

The first three texts were set by the requirement of writing the appropriate adjectives; there were twenty four items that students must be completed. In the fourth text, there were eight items that students would meet the rules of writing the correct comparative or superlative forms. And the fifth text required the students to write the correct adjective order.

4.4. Conducting Cycle 2

Cycle 2 was conducted on 19th up to 22nd November 2013. In cycle 2, I had four meetings during the two weeks. There were four stages that researcher conducted in cycle 1. It was planning, acting, observing, and reflecting. The data that was prepared on stage planning was: (1) preparing learning material, (2) preparing teaching planing, and (3) preparing learning medium. In cycle 2, I would concern with the actional competence at which the students would get the explanation about descriptive text as whole.

Table 4.2. Writing skills that must be achived in cycle 2

Aspect of good writing	Achieved
Content / idea • Has excellent support • Is interesting to read • Has unity and completeness	
Organization • Has topic sentence with clear controlling idea • Has supporting sentences • Has concluding sentence • Has coherence and cohesion	
Grammar / structure • Demonstrate control of basic grammar (eg. Tenses, verb, forms, noun forms, preposition, articles)	
Word choice / word form • Demonstrate sophistication choice of vocabulary items	

• Has correct idiomatic use of vocabulary • Has correct form word	
Mechanics	
• Demonstrates good control over use of capital letters, periods, commas, and semicolons.	

Before conducting the acting, I analyzed the result of the students' writing in previous cycle. The objective of conducting cycle 2 was to accustom the students with the actional competence, at which defined as competence in conveying and understanding communicative intent. The conceptualization of actional competence in writing was mainly about rhetorical competence. At the end of the study, the students were expected able to write the descriptive text at the semantic level, it's mainly concerned with the ways in which such things as ideas, information, issues, opinions, events, and emotions are organized within the whole text. I would concern with such aspects as patterns of causality, ordering of ideas, patterns of time sequence, cohesion and point of view. The semantic level was realized through overall text structures and particular grammatical patterns.

4.4.1.Cycle 2, 1ˢᵗ Meeting.

The first meeting of cycle 2 was conducted on 19ᵗʰ November 2013. After doing the analysis of the data in the 2ⁿᵈ meeting of cycle 1, I got that the students still confused in writing sentences in the correct pattern, they could not produce an acceptable word and use the appropriate adjective. The objectives of the action in the first meeting were, in the end of learning the students should be able to (1)

creating a logically connected sequence through sentences, and (2) produce a brief description in a form of descriptive text.

To achieve the learning objectives, I did a sequence of events: (1) building knowledge of the field; after opening the class by giving the greetings, I displayed the one of the students' writing product on the slide. I read the example of the student's writing loudly, and the students should hear it. I built up a semantic web of students' current knowledge of descriptive text and asked the students to assess the text. (2) modelling of the text; by giving the example of the student's writing on the slide, I gave the explanation of language features of descriptive text, such aspects as:

(1) focus on the specific participant,

(2) use the attribute and identifying processes,

(3) frequent use of epithets and classifiers in nominal groups,

(4) use of simple present tense.

At the (3) joint construction; I ordered the students to come forward and wrote the correction of the mistakes in the displayed text. I explained the generic structure of descriptive text using the displayed text on the slide. After doing the whole activities; at stage (4) independent writing; the students watched the movie thriller entitled Alice in Wonderland. The students were asked to write the description of the main characters in the movie. I gave the Attribute Chart as guidance for the students in writing the short descriptive text.

Figure 4.4. Attribute Chart for cycle 2

			Identificatio
What does she/ he look like?	Age		
	Height		
	Body		
	Face		
	Hair		Descriptio
	Eyes		
What is she/ he like?	Personality (s)		

In the first meeting of cycle 2, the students worked in groups. I would see the cooperative that students created during work in groups. In a group of five they had to work together to produce a short descriptive text using the Attribute Chart.

4.4.2.The Findings of Cycle 2, 1ˢᵗ Meeting.

The main activity that was conducted in the first meeting of cycle 2 was in order to make the students were able to write a short descriptive paragraph. In the first meeting of cycle 2, I began to assess the actional competenc at which they could produce the descriptive text with good coherence, and use the spatial ordering. In other words, they had sentences that were ordered according to space. For example, this could be top to bottom, head to foot, left to right, or front to back.

In the first meeting of cycle 2, I accustomed the students to produce descriptive text on the semantic level, at which mainly concerned with the ways in which such things as ideas, information, issues, opinions, events, and emotions were organized within the whole text. This took into account such aspects as ordering of ideas, cohesion and point of view. The semantic level was realized through overall text structures and particular grammatical patterns.

I found that three of five students' writing product had not indicated the actional level in which they did not write the descriptive text with the appropriate structure. The students did not pay attention at the generic structure of descriptive text, their writing only had the description without any written identification. For made it clear, I gave the sample of students' writing as follows:

The writing product of group three:

She is white queen. She has long white hair.White queen is a beautiful girl. White queen is slim. White queen has oval face. She has dark eyes.

The writing product of group four:

She is white queen. She is young. She is tall. She is slim. She has oval face. She has long, wavy, white, hair. She has dark eyes. I am like white queen because good and kindly.

The writing product of group five:

White queen is a pretty, young woman. She is tall. She is slim. She has oval face. She has brown eyes. She has long wavy hair.

Based on the findings above, I concluded that in the next meeting the students would still be taught to produce the descriptive text in structural correct.

4.4.3. Cycle 2, 2nd Meeting.

The second meeting of cycle 2 was conducted on 22nd November 2013. After analysing the data in the first meeting of cycle 2, I got that the students had not achieved the actional level in which they did not write the descriptive text with the appropriate structure. The students did not pay attention at the generic structure of

descriptive text, their writing only had the description without any written identification.

The objectives of the action of the second meeting were, in the end of learning the students should be able to (1) create a logically connected sequence through sentences, and (2) produce a brief description in a form of descriptive text. To achieve the learning objectives I did a sequence of events: (1) building knowledge of the field; after opening the class by giving the greetings, I asked the students to meet the group in the previous meeting. I demanded the students to correct another group's writing. (2) modelling of the text; by giving the students' writing, I gave the explanation of the general structure of descriptive text. At (3) the joint construction stage; I ordered the students to come forward and delivered the correction of the mistakes. After doing the whole activities, at the (4) independent writing stage; the students were asked to write the description of another main character in the movie that they had watched in the previous meeting. The students could use the Attribute Chart as guidance in writing the short descriptive text.

4.5. Conducting Post-test

I conducted post-test on the 26th November 2013. In the post- test the students did the responsive writing, they had to write descriptive text. Time allotment that was given to the students was around thirty minutes. The aim of post-test was to assess the final achievement of students' ability in writing descriptive text.

At post-test I assessed the discourse competence of the students, at which they could produce the descriptive text with good coherence, or good ordering of

sentences, and the use of spatial ordering. In other words, they had written the sentences that were ordered according to space. In addition, the post – test was also conducted to assess the actional competences.

4.6. How Attribute Charts Strategy Improves the Students' Abilities in Writing Descriptive Texts

One of the primary benefits of using Attribute Charts strategy was that it assisted the learner. The basic writing skill of the students could be improved using that strategy, in which the students began with exploring ideas in order to make the students understand the use of adjective and other language components such as grammar, vocabulary, and spelling. From the research, the conclusion could be deduced from several aspects, namely students' result, students' individual observation sheet by teacher, students' interview sheet and students' direct observation by teacher's notes.

4.6.1.Students Results

Below are the students' results from both of the cycles. I would explain the result of the students' achievement during the research such as, the result of pre-test, the result of cycle 1 test, and the result of post-test.

4.6.1.1. The Result of Pre-test

Before doing some action, I analyzed the data of cloze test in pre-test. The result showed that the students' achievement in pre-test was:

$$\text{result average of the students result} = \frac{\text{the total of the students}}{\text{the number of the students}}$$

$$= \frac{1408}{30}$$

$$= \quad 46.9$$

From result above, the average of the students' result was 46.9. Based on the average of the students result, I found that the students still got low mark (bellow 6), only six students that got six. From the pre-test result showed that the students were still confused in:

(1) writing the collocation appropriately

(2) writing the correct phrase structure

(3) using the modifier, such: quantifier, comparing, and equating,

(4) writing the English utterance correctly and convention of mechanics and punctuation.

After conducting the cloze test, I also conducted another pre-test. Guided writing test was chosen to assess some aspects; the organization, content, grammar, punctuation and the style of their language use. Use the same formula in counting the average of the students result, I got that the result of guided writing test was 48.8. It described that the achievement of the students was low (bellow 6). From the guided writing test result, I found the findings that students were:

(1) Having major mistakes in understanding the mastery of sentence construction.

(2) Attempting to use words acquired- fairly appropriate vocabulary for the whole, but sometimes restricted has resorted to the use of synonyms, circumlocution on a few occasions

(3) Having several errors with the word choice, some words are hard to understand

(4) Hard to write the paragraph that has unity and completeness

(5) Having a lack in demonstrating control of basic grammar (eg. tenses, verb, forms, noun forms, preposition, articles)

Table 4.3. Students' Result of Cloze Test in Pre-test

Students' code	Result
S-1	58.0
S-2	38.0
S-3	36.0
S-4	48.0
S-5	48.0
S-6	62.0
S-7	40.0
S-8	48.0
S-9	38.0
S-10	60.0
S-11	64.0
S-12	56.0
S-13	28.0
S-14	50.0
S-15	48.0
S-16	52.0
S-17	56.0
S-18	60.0
S-19	38.0
S-20	48.0
S-21	34.0
S-22	46.0
S-23	40.0
S-24	44.0
S-25	30.0
S-26	32.0
S-27	52.0
S-28	50.0
S-29	50.0
S-30	54.0

4.6.1.2. The Result of Cycle 1 Test

The purpose of cycle 1 test was to check the students' ability in achieving the linguistic competence such as: (1) wrote the collocation in appropriate, (2) wrote the correct phrase structure, (3) used the modifier, such: quantifier, comparing, and equating, and the last was (4) wrote the English utterance correctly and convention of mechanics and punctuation.

Figure 4.4. The Distribution of Students' Answer Data in Cycle 1 Test

I found that the students still got low marks (bellow 6) on the pre-test, only six students that got six. The average of the students result was only 46.9. From the data of answer distribution, there were 792 points of black spot, which indicated the wrong answer, whereas the X sign meant the correct answer with 648 points. I also found the orange spot that indicates the students' ability in miss spelling when writing comparative adjective.

From the distribution of students' answer above, the black spot described the wrong answer, whereas the *X* sign was meant the correct answer. I found that there were 419 points of black spot and 1021 spots of X sign. It concluded that the number of correct answer was higher than the total of wrong answer (419 point), whereas on the pre-test it was contradictory.

Table 4.4. Result of Cloze Test in Cycle 1 Test

Test type	Total correct answers (point)	Total wrong answers (point)
Pre- test	648	792
Cycle 1 test	1021	419

the detail data of cycle 1 test will be presented below:

Table 4.5. Detail Data of Cycle 1 Test

	Text 1	Text 2	Text 3	Text 4	Text 5	Total point
Total Correct answer in pre-test (point)	102	55	180	59	252	648
Total Correct answer in cycle 1 test (point)	205	75	216	186	339	1021

The first three texts were set by the requirement of writing the appropriate adjectives that students should complete. In the fourth text the students would meet the rules of writing the correct comparative or superlative forms of the adjectives. And the fifth text required the students to write the correct adjective order. Based on the previous explanation, I concluded that:

1) The students had achieved the requirement of writing the appropriate adjective. It could be seen in the result of cycle 1 test in which the students got total point 496 points on text 1, 2, and 3.

2) In the fourth text the students had met the rules of writing the correct comparative or superlative forms of the adjective, and they could achieve that requirement. They got186 points, compare with 56 points on the pre-test, it meant that students had achieved the improvement.

3) In the fifth text the students had achieved 339 points. This text required the students to write the correct adjectives order.

In order to know the students' achievement in detail I used the following formula to find out the percentage of the students achievement of their test.

$$\text{result average of the students result} = \frac{\text{the total of the students}}{\text{the number of the students}}$$

$$= \frac{2154}{30}$$

$$= 71.8$$

Table 4.6. Student's Achievement between Cloze Test in Pretest and Cycle 1 Test

Students' code	Pre-test score	Cycle 1 test score	Improvement of Achievement
S-1	58	74	32%
S-2	38	70	64%
S-3	36	60	48%
S-4	48	60	24%
S-5	48	72	48%
S-6	62	76	28%
S-7	40	56	32%
S-8	48	74	52%
S-9	38	70	64%
S-10	60	72	24%
S-11	64	80	32%
S-12	56	92	72%
S-13	28	64	72%
S-14	50	62	24%
S-15	48	62	28%
S-16	52	80	56%
S-17	56	66	20%
S-18	60	84	48%
S-19	38	86	96%
S-20	48	72	48%
S-21	34	64	60%
S-22	46	62	32%
S-23	40	66	52%
S-24	44	86	84%
S-25	30	58	56%
S-26	32	80	96%
S-27	52	76	48%
S-28	50	78	56%
S-29	50	76	52%
S-30	54	76	44%

After analyzing the data of answer distribution, I counted the score that students achieved in cycle 1 test. I got one student got 56, one student got 58, two

students got 60, one student got 55, two students got 57, one student got 59, three students got 60, three students got 62, two students got 64, two students got 66, two students got 70, three students got 72, two students got 74, four students got 76, one student got 78, three students got 80, one student got 84, two students got 86, one student got 92.

Based on students' achievement data, I concluded that seven students achieved the excellent criteria in which they had gotten the improvement of achievement 80% up to 60%, thirteen students achieved good criteria, they got the improvement of achievement 60% up to 40%, nine students achieved the average criteria in which they got the improvement of achievement 40% up to 20%, and only one student that achieved the poor criteria in which they got the improvement of achievement 20% up to 10%.

4.6.1.3. The Result of Post Test

The activity conducted in the 2nd meeting of cycle 2 was in order to make the students able to write a short descriptive text. In the second meeting of cycle 2, I continued to assess the discourse competence of the students, at which they could produce the descriptive text with good coherence, or good ordering of sentences, and the use of spatial ordering. In other words, whether they had sentences that were ordered according to space or not. In addition, the second meeting of cycle 2 was conducted to improve the actional competence that less achieved by students in the previous meeting.

In the second meeting of cycle 2, I also accustomed the students to produce descriptive text on the semantic level, at which mainly concerned with the ways in which such things as ideas, information, issues, opinions, events, and emotions were organized within the whole text. This took into account such aspects as ordering of ideas, cohesion and point of view. The semantic level was realized through overall text structures and particular grammatical patterns.

The findings that were collected during the second meeting of cycle 2 was written in the field notes. Some aspects that would be the concern were,:

(1) Cohesion; the use of five cohesive devices such as: personal pronouns, the definite article, demonstrative pronouns, synonym, and linking words

(2) Coherence; the use of spatial ordering

From the result of students' writing product, I found that the students were able to write sentences in the form of present tense in the correct pattern and the students had used the article correctly. In using two or more adjectives to describe a noun, the students had been following the rules, at which placed the adjectives that express opinion at the first position in a series. The students' writing were "hold together". The movement from one sentence to the next was logic and smooth. Each sentence was flowing smoothly into next one. Based on the findings, I concluded that the students had used spatial ordering in their writing. They had written a descriptive text that were ordered according to space, this could be top to bottom, head to foot, left to right, or front to back.

The writing product of group one:

Her name is white queen, queen of wonderland . She is 20 years old. She is a young woman. She is tall. She is slim. She has long wavy white hair. She has oval face. She has round dark eyes. White queen is nice and generous.

The writing product of group two:

Her name is White Queen. She is a queen of wonderland. She is a young woman. She is tall. She is thin. She has long, wavy, white hair. She has oval face. She has round, dark eyes. She is a kind, funny, tender, and coward woman.

The semantic level was mainly concerned with the ways in which such things as ideas, information, issues, opinions, events, and emotions are organized within the whole text. This took into account such aspects as patterns of causality, ordering of ideas, patterns of time sequence, cohesion and point of view. The semantic level was realized through overall text structures and particular grammatical patterns.

Graphology was concerned with the writing system of a language. The writing system included individual written letters of the alphabet, letters in particular combinations (spelling), punctuation and layout. Punctuation markers such as commas and full stops were used to mark grammatical aspect of writing language. Layout was concerned with the spatial organization of information, including the spacing between words, paragraphs.

$$\text{result average of the students result} = \frac{\text{the total of the students}}{\text{the number of the students}}$$

$$= \frac{2312}{30}$$

$$= \ 77.1$$

Based on the findings from the first meeting of cycle 2, I concluded that the grammatical level had achieved by the students. This level concerned with the ways in which structure operated at the sentence, clause and word level within the context of the whole text. The graphological level also had achieved by the students. In order to know the average of the students' result I counted with the formula below:

Based on the data above, I concluded that the semantic level was achieved by the students, at which its level, mainly concerned with the ways in which such things as ideas, information, issues, opinions, events, and emotions were organized within the whole text. This took into account such aspects as patterns of causality, ordering of ideas, patterns of time sequence, cohesion and point of view. The semantic level was realized through overall text structures and particular grammatical patterns.

Table 4.7. Students' result of writing between pre-test and post-test

Students' code	Pre-test score	Post-test score
S-1	52.0	76.0
S-2	44.0	72.0
S-3	44.0	80.0
S-4	48.0	72.0
S-5	56.0	80.0
S-6	56.0	92.0
S-7	56.0	64.0
S-8	52.0	80.0
S-9	40.0	52.0
S-10	40.0	80.0
S-11	60.0	92.0
S-12	52.0	56.0
S-13	40.0	60.0
S-14	40.0	52.0
S-15	60.0	52.0
S-16	60.0	76.0
S-17	40.0	76.0
S-18	52.0	72.0
S-19	48.0	72.0
S-20	48.0	72.0
S-21	44.0	68.0
S-22	40.0	60.0
S-23	40.0	52.0
S-24	40.0	76.0
S-25	52.0	72.0
S-26	52.0	60.0
S-27	52.0	72.0
S-28	52.0	64.0
S-29	52.0	68.0
S-30	52.0	76.0

Table 4.5.Sudents' achievement in each cycles

level in writing	graphological level	grammatical level	semantic level
linguistic competence	cycle 1	cycle 2	post test
strategic competence			
actional competence			
discourse competence			
socio- cultural competence			

4.7. Conducting Interview of students' writing

The purpose of conducting an interview of students' writing was to measure the validity of the results of the post-test. The interviewee was Abibah, English undergraduate English education program of UNNES in academic year 2013/2014.

In the post- test, I concluded that the students' writing products had achieved the semantic level. As mentioned in the previous chapter, semantic level dealt with the requirements such aspects as ideas, information, issues, opinions, events, and emotions were organized within the whole text.

Semantic level took into account such aspects as patterns of causality, ordering of ideas, patterns of time sequence, cohesion and point of view. The semantic level was realized through overall text structures and particular grammatical patterns. The purpose of conducting interview of students' writing

was to make a deal with the researcher's conclusion that stated that students' writing result had achieved the semantic level.

The writing aspects that assess by the interviewee were organization, content, grammar, style in expressing ideas, and punctuation. Each criterion was graded from the range of one (worst) to five (best), with each grade representing how well the students did their writing. In the end of interview, I had to calculate the total number of students' score and find out the average of the students result using the same formula.

4.7.1. Result of Interview of Students' Writing

At post-test I assessed the discourse competence of the students, at which they could produce the descriptive text with good coherence, or good ordering of sentences, and used spatial ordering. In other words, they had sentences that were ordered according to space. In addition, the post – test was conducted to assess the actional competence.

From the data, the interviewee concluded that the students' writing products had achieved the semantic level. Semantic level dealt with the requirements such aspects as ideas, information, issues, opinions, events, and emotions were organized within the whole text.

The discourse competence of the students, at which they could produce the descriptive text with good coherence, or good ordering of sentences, and used spatial ordering were achieved by the average of the students' result (71.5). In other words, they had sentences that were ordered according to space.

Table 4.8. Interview result of students's writing

students' code	Aspects					TOTAL SCORE
	G	C	O	M	S	
S-1	3	3	3	2	3	56.0
S-2	4	4	4	4	4	80.0
S-3	4	4	4	4	4	80.0
S-4	3	3	4	4	4	72.0
S-5	4	4	4	4	4	80.0
S-6	5	4	5	4	5	92.0
S-7	3	3	3	4	3	64.0
S-8	4	4	4	4	4	80.0
S-9	2	3	3	2	3	52.0
S-10	4	4	4	4	4	80.0
S-11	5	4	4	5	5	92.0
S-12	3	3	2	2	2	48.0
S-13	3	2	4	4	2	60.0
S-14	3	3	2	4	2	56.0
S-15	4	2	2	4	2	56.0
S-16	4	4	4	4	4	80.0
S-17	2	3	3	4	4	64.0
S-18	5	5	5	5	4	96.0
S-19	3	3	3	3	2	56.0
S-20	4	4	4	4	4	80.0
S-21	4	5	5	4	4	88.0
S-22	3	4	3	3	3	64.0
S-23	3	4	3	2	2	56.0
S-24	4	5	5	5	5	96.0
S-25	3	3	2	2	2	48.0
S-26	3	3	4	4	4	72.0
S-27	5	5	5	5	4	96.0
S-28	5	4	3	2	2	64.0
S-29	3	3	3	3	3	60.0
S-30	3	4	4	4	4	76.0

The conclusion that was made by the interviewee was in line with the conclusion that I had made. The students had written the descriptive text in the semantic level. This took into account such aspects as patterns of causality, ordering of ideas, patterns of time sequence, cohesion and point of view. The

semantic level was realized through overall text structures and particular grammatical patterns.

4.8. Analysis on students' indiviidual Observation

The purpose of conducting an observation was to measure the students' motivation during research. The observer was Srilestari, undergraduate Social education program of UNNES in academic year 2013/2014.

The initial data that researcher got from the classroom teacher, Mrs.Siti Chalimah was used as the base data of students' learning motivation. Then, at cycle 1 and cycle 2, I will be assisted by an observer, Sri Lestari. The observation sheet for each observer was in the same form, it was rubric form. The processes observed were responding, willingness, activeness, contribution and enthusiasm in doing the assignments and tasks in the class.

To help the observer in collecting the data, I gave a sticker for each students and they had to stick it on their uniform. The given number was same with the students' serial number. From the notes that made by the observer, I got that the enthusiastic of the students in learning writing by using Attribute Chart was good. The observer, Srilestari, gave me the result of the observation which the students actually could improve their own skill in writing by using attribute chart. In addition, the use of Attribute Chart also made the students having the sense of deliberation when they had to work in group.

Table 4.9. Result of the Observation during cycle 1 and cycle 2

Students' code	Aspects				
	Respect	Curiosity	Brave	Confidence	Communicative
S-1	A	A	A	A	A
S-2	B	B	B	B	B
S-3	A	B	B	B	A
S-4	A	B	B	B	B
S-5	A	B	B	B	A
S-6	A	A	A	A	A
S-7	A	B	B	B	A
S-8	A	B	B	B	B
S-9	A	A	A	A	A
S-10	A	A	B	B	A
S-11	A	B	B	B	B
S-12	B	A	A	A	A
S-13	A	A	A	A	A
S-14	B	B	B	B	B
S-15	B	B	A	A	A
S-16	A	A	A	A	A
S-17	B	B	B	A	A
S-18	B	B	B	B	B
S-19	A	A	A	A	B
S-20	B	B	B	A	A
S-21	B	B	A	A	A
S-22	B	B	A	A	A
S-23	B	B	B	A	A
S-24	A	A	A	B	B
S-25	A	A	A	A	A
S-26	B	B	A	B	A
S-27	B	A	B	A	A
S-28	B	B	A	B	B
S-29	A	B	B	A	A
S-30	A	A	A	A	A

4.9. Analysis on the Result of the Classroom Teacher Interview

This interview was intended to find out how the classroom teacher thought about the classroom that was taught using attribute charts in descriptive writing. The teacher who was assigned for this interview was Mrs. Siti Chalimah. She was being the observer that assessed me during the learning process. I gave the lesson plan and the interview sheet in the form of rubric. At the end of answering the rubric, the classroom teacher could write the conclusion and suggestions for me.

The interview was addressed to the English teacher. The purpose of this interview was to get the description of the teaching learning process by using the Attribute Chart. After assessing the lesson plan, the classroom teacher answered the questions in the given rubric. At the end of answering the rubric, the classroom teacher could wrote the conclusion and suggestions for the researcher.

The conclusions were; (1) the use of Attribute Charts in teaching descriptive writing was helpful for the students in improving the students' writing abilities. The students could use the appropriate adjectives to describe the object of description were achieved. (2) Attribute Charts used as a strategy during the teaching writing descriptive process to the seventh grade students had given the significant improvement for the students. It could be seen in the final achievement of the students in which they could produce the better descriptive text compared with their initial writing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions based on the result of the action research based on the result of the analysis in the previous chapter.

5.1 Conclusions

Based on the result of the analysis in the previous chapter, I conclude that the students' progress during the teaching learning activity by teaching descriptive text isimproved. It is supported by the average of the students' result of the pre-test (48.8) and that of the post-test (77.1). The main factor affected this success is the use of attribute chart strategy and the given material.

The use of attribute charts assists the students to improvethe initial writing skill in determining the appropriate adjectives. Based on the cycle 1 test, the students have achieved the skills of; writing the collocation appropriately, writing the correct phrase structure, achieving the requirement of writing the correct comparative or superlative forms of the adjective, and achieving the requirement in writing the correct adjectives order in series.

The semantic level has achieved by the students, at which its level mainly concerned with the ways in which such things as ideas, information, issues, opinions, events, and emotions were organized within the whole text. This took into account such aspects as patterns of causality, ordering of ideas, patterns of

time sequence, cohesion and point of view. The semantic level was realized through overall text structures and particular grammatical patterns.

5.2 Suggestions

Based on the conclusion above, I would like to offer some suggestions. First for the teachers, they should be able to use various method and materials, media or teaching aids of teaching writing in order to promote the students' interest in writing. The writing practices should be maintained on a regular, frequent basis, so that the student will not get difficulties on starting writing. In addition, the learning material in each meeting should connect each other, so it made the students easy to write descriptive text.

Second for the students, based on my observation, the students enjoyed the topicand even more using attribute chart strategy that make it easier for themto produce descriptive text. They became *more enthusiastic* in the class. They could explore their ideas freely when they discussed the topic and the end they could produce descriptive text in semantic level. The students said that by using attribute chart for brainstorming the idea, they could easily write the text because they have their clues to write about the topic. The suggestion for the students is, that they should encourage themselves to learn English, especially in writing by trying to write something that interest them. The student could have more exercises of writing descriptive text by finding another problem around them, discuss it with the teacher or friends and then write it on a paper.

Third for the researchers, to get a wider generalization of the result of this study, such activity should be conducted in other classes of other schools, and I hope, there will be many researchers that will teach descriptive text more effectively in the future.

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APPENDIX 1

LESSON PLAN CYCLE 1,1ˢᵗ MEETING

12ᵗʰ November 2013

School   : SMP N 18 Semarang
Class   : VII G
Subject   : English
Semester   : 1
Time Allotment : 2 x 45 minutes (1 meeting)

1. **Standard Competence**

    12. Expressing the meaning in written texts and short functional text of descriptive and procedure to interact with the immediate environment

2. **Basic Competence**

    12.2 Expressing the meaning and rhetorical, using a variety of written language accurately, fluently and acceptable to interact with the immediate environment in the form of descriptive and proceduretext

3. **Learning Indicators:**

    1. List and select the adjective
    2. Select the appropriate adjective.

4 **Learning Objectives:**

    In the end of study the students are able to:

    1. List and select the adjective ,and
    2. Select the appropriate adjective.

5. **Learning Material**

    a. Example of descriptive text

    My name is Sean, I am 12 years old. I have two siblings at home. They are my sister and my brother. My sister is 15 years old, she is my **big** sister. She has beautiful **round** eyes, her name is Dian. She is a **pretty** girl. She is **slim** and **tall**, about 170cm. I also have brother, he is 5 years old. He is my **little** brother. Sam is a **fat** and **short** boy. Both Dian and Sam have same black hair, but Dian has straight, **long,** hair and Sam has **curly**, **short,** hair. Dian

has **oval** face with **pointed** nose but Sam has **round** face with **flat** nose. Dian is a **diligent** girl because she does her homework every day and she becomes one of **good** students at her school. When she makes her home work, she does not let anyone to disturb her; she is **serious** and **grumpy** girl when she does her home work. Differ from my old sister; Sam always plays his toys stuff in his room, sometimes we play together, he is **friendly** enough with me. You can see that my siblings look very different, from the appearance and also personality. Dian is serious, pretty, and grumpy girl, while Sam is funny, friendly, and pleasant boy.

b. Mind mapping

6. Learning Method
   1. Lecturing
   2. Students' performance
   3. Question and answer

7. Learning Activity

Activities	Time Allotment
1. Opening Activity a. Teacher greets the students	10 minutes

2. Main Activity
  a. Building knowledge of the field
      1. Teacher greets the students
      2. Teacher builds up a semantic web of students' current knowledge of descriptive text and teaching new vocabulary as appropriate.
      3. Teacher reads the short descriptive text monotonously, and the students should listen it.
  b. Modeling of the Text
      1. Teacher asks the students to listen carefully and made some notes from the text that they had heard.
      2. Teacher writes the frame of mind mapping on the white board.
  c. Joint Construction of the text
      1. Teacher asks the students to come forward and write the adjective, the researcher had written the frame of mind mapping.
      2. The students write the adjectives on the white board enthusiastically.
      3. Teacher and the students classify the adjectives, it belonged to appearance-adjective and personality-adjective.
      4. Teacher does correction of the miss spelling that made by the students in writing the adjectives.
	65 minutes

d. Independent Writing 1. Teacher writes the attribute chart and some adjectives on the white board. 2. Students were asked to classify the adjectives into five appearance-adjectives: age, height, body, hair, face, and eyes.	
3. Closing Activity a.Teacher gives feedback for the students b. Teacher reviews the learning material	15 minutes

9. Learning Source

1. English book entitled "selektif- sarana belajar siswa aktif" by TIM MGMP BAHASA INGGRIS KOTA SEMARANG page 119

10. Evaluation

a. Technique   : written test

b. Form   : answering questions

c. Procedure   : Post test

Age	Height	Body	Hair	Face	Eyes
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1 short	7 thin	13 short	19 oval
2 tall	8 slim	14 spiky	20 round
3 fat	9 wavy	15 thick	21 slanted
4 chubby	10 curly	16 black	22 young
5 curvy	11 straight	17 dark	23 old
6 husky	12 long	18 pale	

Character Building Rubric

Aspect	A	B	C	D
Brave				
Confidence				
Communicative				

Explanation:

A :Students apply sustainable and consistent good character

B: Students apply good characters, but it is not sustainable and consistent

C: Students begin to be nice.

D: Students do not have good characters at all.

Classroom teacher   Pre-service Teacher,

————————   PATRIA SUMARDI

SRN. 2201409046

APPENDIX 2

<div align="center">

LESSON PLAN CYCLE 1, 2nd MEETING
15th November 2013.
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School   : SMP N 18 Semarang
Class   : VII G
Subject   : English
Semester   : 1
Time Allotment : 2 x 45 minutes (1 meeting)

1. **Standard Competence**

   12. Expressing the meaning in written texts and short functional text of descriptive and procedure to interact with the immediate environment

2. **Basic Competence**

   12.2 Expressing the meaning and rhetorical, using a variety of written language accurately, fluently and acceptable to interact with the immediate environment in the form of descriptive and procedure text

3. **Learning Indicators:**

   1   Select the appropriate adjective.

   2   to write a single sentence and short paragraph

5   **Learning Objectives:**

   In the end of study the students are able to:

   3. Select the appropriate adjective.

   4.   write a single sentence and short paragraph

5. **Learning Material**

   a. adjectives list

1 short	7 thin	13 short	19 oval
2 tall	8 slim	14 spiky	20 round
3 fat	9 wavy	15 thick	21 slanted
4 chubby	10 curly	16 black	22 young
5 curvy	11 straight	17 dark	23 old
6 husky	12 long	18 pale	

Height	
Body	
Hair	
Face	
Eyes	

6. Learning Method

1. Lecturing
2. Students' performance
3. Question and answer

7. Learning Activity

Activities	Time Allotment
1. Opening Activity 4. Teacher greets the students	10 minutes
2. Main Activity a. Building knowledge of the field 1. Teacher reviews learning material in the previous meeting. 2. Teacher builds up a semantic web of students' current knowledge of descriptive text and teaching the vocabulary as appropriate. b. Modeling of the text 1 Teacher writes the sentence that is arranged from the words that written in attribute chart.	65 minutes

3. Teacher asks the students to continue writing the sentences from the words in attribute chart.
 	
c. Joint Construction of the text
 	
    1. Teacher asks the students to come forward and write their sentences.
 	
    2. Teacher and students are correcting the students' work together.
 	
    3. Teacher does correction of the miss spelling that made by the students in writing the adjectives.
 	
3 Independent Writing
 	
    1. Teacher asks the students to write the description of their next friend.
 	
    2. The students are permitted to write using their own sentence; they are able to rewrite the sentences from previous sentences in attribute chart.	

3. Closing Activity
  a. Teacher gives feedback for the students
  b. Teacher reviews the learning material
	15 minutes

9. Learning Source

   1. Learning material that are prepared by the pre-service teacher

10. Evaluation

   a. Technique   : written test

   b. Form   : answering questions

   c. Procedure   : Post test

			Identificatio
What does she/ he look like?	Age		Description
	Height		
	Body		
	Face		
	Hair		
	Eyes		
What is she/ he like?	Personality (s)		

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Aspect of good writing	
Content / idea • Has excellent support • Is interesting to read • Has unity and completeness	
Organization • Has topic sentence with clear controlling idea • Has supporting sentences • Has concluding sentence • Has coherence and cohesion	
Grammar / structure • Demonstrate control of basic grammar (eg. Tenses, verb, forms, noun forms, preposition, articles)	
Word choice / word form • Demonstrate sophistication choice of vocabulary items • Has correct idiomatic use of vocabulary • Has correct form word	
Mechanics • Demonstrates good control over use of capital letters, periods, commas, and semicolons.	

Character Building Rubric

Aspect	A	B	C	D
Brave				
Confidence				
Communicative				

Explanation:

A : Students apply sustainable and consistent good character

B: Students apply good characters, but it is not sustainable and consistent

C: Students begin to be nice.

D: Students do not have good characters at all.

Classroom teacher   Teacher Trainee,

PATRIA SUMARDI

_____

SRN. 2201409046

APPENDIX 3

LESSON PLAN CYCLE 2, 1st MEETING
19thNovember 2013

School   : SMP N 18 Semarang
Class   : VII G
Subject   : English
Semester   : 1
Time Allotment : 2 x 45 minutes (1 meeting)

1. Standard Competence

12. Expressing the meaning in written texts and short functional text of descriptive and procedure to interact with the immediate environment

2.Basic Competence

12.2 Expressing the meaning and rhetorical, using a variety of written language accurately, fluently and acceptable to interact with the immediate environment in the form of descriptive and procedure text

3. Learning Indicators:

1. Create a logically connected sequence through sentences

2. Produce a brief description in a form of descriptive text. To achieve the learning objectives the researcher did sequence of events

4. Learning Objectives:

In the end of study the students are able to:

1. Create a logically connected sequence through sentences

2. Produce a brief description in a form of descriptive text. To achieve the learning objectives the researcher did sequence of events

4. Learning Material

a. picture for writing

Red Queen   White Queen

b. attribute chart table

		Red queen	White queen
What does she look like	Age		
	Height		
	Body		
	Hair		
	Face		
	Eyes		
What is she like			

6. **Learning Method**

    1. Lecturing

    2. Students' performance

    3. Question and answer

7. **Learning Activity**

Activities	Time Allotment
1. Opening Activity 5. Teacher greets the students	10 minutes

2. Main Activity
 	
  a. Building knowledge of the field
 	
      1. Teacher displays the one of the students writing on the slide.
 	
      2. Teacher reads the example of the student's writing loudly, and the students should listen it.
 	
      3. Teacher builds up a semantic web of students' current knowledge of descriptive text and asked the students to assess the text.
 	
  b. Modeling of the Text
 	
      By giving the example of the student's writing on the slide, teacher gives the explanation of language features of descriptive text:(1) focus on specific participant, (2) use the attribute and identifying processes, (3) frequent use of epithets and classifiers in nominal groups, and (4) use of simple present tense.
 	
  c. Joint Construction of the text
 	
      1. Teacherasks the students to come forward and write the correction of the mistakes on the
	65 minutes

displayed text.	
2. Teacher explains the generic structure of descriptive text using the displayed text on the slide	
3. Teacher and students are correcting the students' work together.	
4. Teacher does correction of the miss spelling that made by the students in writing the adjectives.	
d. Independent Writing	
1. The students watch the movie thriller entitled Alice in Wonderland.	
2. The students are asked to write the description of the main characters in the movie in a group of five	
3. Teacher gives the attribute chart as guidance for the students in writing the short descriptive text.	
3. Closing Activity	15 minutes
a. Teacher gives feedback for the students	
b. Teacher reviews the learning material	

9. Learning Source

1. Slide which is made by the teacher

10. Evaluation

a. Technique   : written test

b. Form   : writing short descriptive text

c. Procedure   : Post test

			Identificatio
	Age		
	Height		
What does she/ he look like?	Body		Description
	Face		
	Hair		
	Eyes		
What is she/ he like?	Personality (s)		

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Scoring Guidance of Writing

ASPECTS	SCORE	EXPLANATION
Grammar	5	Native –like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences
	4	Advanced proficiency in English grammar; some grammar problems don't influence communication; no fragments or run-on sentences.
	3	Grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present
	2	Numerous serious grammar problems interfere with communication of the writers" ideas; grammar review of some areas clearly needed.
	1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
Content	5	The ideas are concrete and thoroughly developed; the text reflects thought
	4	Ideas could be more fully developed; some extraneous materials are present.
	3	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right
	2	Ideas complete; the text doesn't reflect careful thinking or was hurried written; in adequate effort in area of content.
	1	The text is completely in adequate and doesn't reflect college level work; no apparent effort to consider the topic carefully
Organization	5	Effective introductory paragraph, topic is stated and leads to body, conclusion logical and complete.
	4	Introduction, body, and conclusion of the text are acceptable but some evidence may be lacking.
	3	Mediocre or scant introduction orconclusion; problem with the order of ideas in body.
	2	Shaky or minimally recognizable introduction; severe problems with ordering ideas; conclusion weak or illogical.
	1	Absence of introduction or conclusion; no apparent organization of body.
Mechanics	5	Correct use of English writing convention; left and write margin, all needed capital, paragraphs intended, punctuation and spelling; very neat.
	4	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat

		and legible.
	3	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	2	Part of the text not legible; errors in sentence punctuation; unacceptable to adequate readers.
	1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.
Style and quality of expression	5	Precise vocabulary usage; use of parallel structures; concise; register well.
	4	Attempts variety; good vocabulary; notwordy; register OK; style fairly concise.
	3	Some vocabulary misused; lack awareness off register; maybe too wordy.
	2	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	1	Inappropriate use of vocabulary; no concepts of register or sentence variety

Character Building Rubric

Aspect	A	B	C	D
Brave				
Confidence				
Communicative				

Explanation:
   A :Students apply sustainable and consistent good character
   B: Students apply good characters, but it is not sustainable and consistent
   C: Students begin to be nice.
   D: Students do not have good characters at all.

Classroom teacher   Pre- service teacher

_____   PATRIA SUMARDI

      SRN. 2201409046

APPENDIX 4

LESSON PLAN CYCLE 2, 2ndMEETING
22ndNovember 2013

School   : SMP N 18 Semarang
Class   : VII G
Subject   : English
Semester   : 1
Time Allotment : 2 x 45 minutes (1 meeting)

1. **Standard Competence**

   12. Expressing the meaning in written texts and short functional text of descriptive and procedure to interact with the immediate environment

2. **Basic Competence**

   12.2 Expressing the meaning and rhetorical, using a variety of written language accurately, fluently and acceptable to interact with the immediate environment in the form of descriptive and procedure text

3. **Learning Indicators:**

   1. Create a logically connected sequence through sentences
   2. Produce a brief description in a form of descriptive text. To achieve the learning objectives the researcher did sequence of events

5. **Learning Objectives:**

   In the end of study the students are able to:

   1.   Create a logically connected sequence through sentences
   2.   Produce a brief description in a form of descriptive text. To achieve the learning objectives the researcher did sequence of events

5. Learning Material

1. Picture for writing

Red Queen

White Queen

2. Attribute chart table

		Red queen	**White queen**
What does she look like	Age		
	Height		
	Body		
	Hair		
	Face		
	Eyes		
What is she like			

6. **Learning Method**

   1. Lecturing
   2. Students' performance
   3. Question and answer

7. **Learning Activity**

Activities	Time Allotment
1. Opening Activity Teacher greets the students	10 minutes

2. Main Activity
 	
    a. Building knowledge of field
 	
       1. Teacher asks the students to meet the group in the previous meeting.
       2. Teacher demands the students to correct the group's writing.
 	
    b. Modeling of the Text
 	
       1. By giving the example of the student's writing on the slide, teacher gives the explanation of language features of descriptive text:(1) focus on specific participant, (2) use the attribute and identifying processes, (3) frequent use of epithets and classifiers in nominal groups, and (4) use of simple present tense.
 	
    c. Joint Construction of the text
 	
          Teacher asks the students to come forward and delivered the correction of the mistakes
 	
    d. Independent Writing
	65 minutes

1. The students are asked to write the description of another main character in the movie that they had watched in the previous meeting. 2. The students could use the attribute chart as guidance in writing the short descriptive text.	

3. Closing Activity
   a. Teacher gives feedback for the students
   b. teacher reviews the learning material
	15 minutes

9. Learning Source

   1. Slide which is made by the teacher

10. Evaluation

   a. Technique   : written test

   b. Form   : writing short descriptive text

   c. Procedure   : Post test

			⎫ Identificatio
What does she/ he look like?	Age		⎫
	Height		
	Body		
	Face		
	Hair		Description
	Eyes		
What is she/ he like?	Personality (s)		

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Scoring Guidance of Writing

ASPECTS	SCORE	EXPLANATION
Grammar	5	Native –like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences
	4	Advanced proficiency in English grammar; some grammar problems don't influence communication; no fragments or run-on sentences.
	3	Grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present
	2	Numerous serious grammar problems interfere with communication of the writers‟ ideas; grammar review of some areas clearly needed.
	1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
Content	5	The ideas are concrete and thoroughly developed; the text reflects thought
	4	Ideas could be more fully developed; some extraneous materials are present.
	3	Development of ideas not complete or the text is somewhat off the topic; paragraphs are not divided exactly right
	2	Ideas complete; the text doesn't reflect careful thinking or was hurried written; in adequate effort in area of content.
	1	The text is completely in adequate and doesn't reflect college level work; no apparent effort to consider the topic carefully
Organization	5	Effective introductory paragraph, topic is stated and leads to body, conclusion logical and complete.
	4	Introduction, body, and conclusion of the text are acceptable but some evidence may be lacking.
	3	Mediocre or scant introduction or conclusion; problem with the order of ideas in body.
	2	Shaky or minimally recognizable introduction; severe problems with ordering ideas; conclusion weak or illogical.
	1	Absence of introduction or conclusion; no apparent organization of body.
Mechanics	5	Correct use of English writing convention; left and write margin, all needed capital, paragraphs Intended, punctuation and spelling; very neat.
	4	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat

		and legible.
	3	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	2	Errors in sentence punctuation; unacceptable to adequate readers.
	1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.
Style and quality of expression	5	Precise vocabulary usage; use of parallel structures; concise; register well.
	4	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	3	Some vocabulary misused; maybe too wordy.
	2	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	1	Inappropriate use of vocabulary; no concepts of register or sentence variety

Character Building Rubric

Aspect	A	B	C	D
Brave				
Confidence				
Communicative				

Explanation:
   A : Students apply sustainable and consistent good character
   B: Students apply good characters, but it is not sustainable and consistent
   C: Students begin to be nice.
   D: Students do not have good characters at all.

   Classroom teacher   Pre-service Teacher,

   _____   PATRIA SUMARDI

      SRN. 2201409046

APPENDIX 5
STUDENTS' IMPROVEMENT IN CLOZE TEST

Students' code	Pre-test	Cycle 1 test	Improvement of achievement	Category
S-1	58.0	74.00	32%	Average
S-2	38.0	70.00	64%	Excellent
S-3	36.0	60.00	48%	Good
S-4	48.0	60.00	24%	Average
S-5	48.0	72.00	48%	Good
S-6	62.0	76.00	28%	Average
S-7	40.0	56.00	32%	Average
S-8	48.0	74.00	52%	Good
S-9	38.0	70.00	64%	Excellent
S-10	60.0	72.00	24%	Average
S-11	64.0	80.00	32%	Average
S-12	56.0	92.00	72%	Excellent
S-13	28.0	64.00	72%	Excellent
S-14	50.0	62.00	24%	Average
S-15	48.0	62.00	28%	Average
S-16	52.0	80.00	56%	Good
S-17	56.0	66.00	20%	Poor
S-18	60.0	84.00	48%	Good
S-19	38.0	86.00	96%	Excellent
S-20	48.0	72.00	48%	Good
S-21	34.0	64.00	60%	Good
S-22	46.0	62.00	32%	Average
S-23	40.0	66.00	52%	Good
S-24	44.0	86.00	84%	Excellent
S-25	30.0	58.00	56%	Good
S-26	32.0	80.00	96%	Excellent
S-27	52.0	76.00	48%	Good
S-28	50.0	78.00	56%	Good
S-29	50.0	76.00	52%	Good
S-30	54.0	76.00	44%	Good
Mean	46.9	71.8	50%	

APPENDIX 6
DATA OF ANSWER DISTRIBUTION OF CLOZE TEST IN PRE-TEST

DATA OF ANSWER DISTRIBUTION OF CLOZE TEST IN CYCLE 1 TEST

APPENDIX 7

ATTENDANCE LIST

NO	NAMA	8/11 Pre-test	12/11 C1,1st M	15/11 C1,2nd M C1 Test	19/11 C2,1st M	22/11 C2,2nd M	26/11 Post-test
1	Adinda Rizqy						
2	Alifia Firmanda Firdaus						
3	Amalia Ummi Nur Rahma						
4	Anis Rizki Fitriadi						
5	Aprilia Mega Anjeline						
6	Aurorra Farah Isna						
7	Ayu Widayanti						
8	AZFA AHMAD . Z						
9	BAGUS SETYAWAN						
10	Cyntia Wahyu Auliasari						
11	Dian Novita						
12	DICKY L.S						
13	ERWIN DWI CANDRA						
14	FARCHAN AFDHALAS						
15	FARIS KHOIRUL H						
16	GUNTUR RAMADHAN						
17	Hana Nur Fa'izah						
18	Hernindya Redita						
19	I MADE K						
20	Ilmu Linda Fitrisia						
21	M TEGAR S						
22	M. ISA AL FAUZI						
23	MUHAMMAD RAFI. S						
24	Ninda Oktaviani Patma						
25	NIWANG						
26	NOVANDA PUTRA PRADANA						
27	Reza Fitri Astuti						
28	Salsabila Josi Dania						
29	Siti Chotijah						
30	Tabriza Fatih Adilah						

APPENDIX8: WRITING RESULT IN PRE-TEST

	G					C					O					M					S					SCORE
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
S-1		x					x						x					x					X			52.0
S-2		x					x					x						x				x				44.0
S-3		x					x					x						x				x				44.0
S-4		x					x					x					x					x				48.0
S-5		x					x						x				x						X			56.0
S-6		x						x					x					x					X			56.0
S-7			x				x						x					x					X			56.0
S-8		x						x					x				x						X			52.0
S-9		x					x					x					x					x				40.0
S-10		x					x					x					x					x				40.0
S-11		x						x					x					x					X			60.0
S-12		x						x					x				x						X			52.0
S-13		x					x					x					x					x				40.0
S-14		x					x					x					x					x				40.0
S-15			x					x					x					x					X			60.0
S-16			x					x					x					x					X			60.0
S-17		x					x					x					x					x				40.0
S-18		x					x						x					x					X			52.0
S-19			x				x					x						x				x				48.0
S-20			x				x					x						x				x				48.0
S-21			x				x					x					x					x				44.0
S-22		x					x					x					x					x				40.0
S-23		x					x					x					x					x				40.0
S-24		x					x					x					x					x				40.0
S-25		x					x						x					x					X			52.0
S-26		x					x						x					x					X			52.0
S-27		x					x						x					x					X			52.0
S-28		x					x						x					x					X			52.0
S-29		x					x						x					x					X			52.0
S-30		x					x						x					x					X			52.0

APPENDIX 9:

INTERVIEW RESULT OF STUDENTS'S WRITING

G:3	C:3	O:3	M:2	S:3	G:4	C:4	O:4	M:4	S:4	G:4	C:4	O:4	M:4	S:4
S-1 : good enough in text structure and grammar					**S-2** : good in detail descriptions					**S-3** : good in text structures an grammatical patterns				
G:3	C:3	O:4	M:4	S:4	G:4	C:4	O:4	M:4	S:4	G: 5	C:4	O:5	M:4	S:5
S-4 : lack of grammar problem					**S-5** : good enough in developing ideas into sentences, correct grammar pattern.					**S-6** : good in description andhas good conclusion,				
G:3	C:3	O:3	M:4	S:3	G:4	C:4	O:4	M:4	S:4	G:2	C:3	O:3	M:2	S:3
S-7 : grammatical pattern : use of "to be" and "has"					**S-8** : very good in text structure and organization, the ideas develop clearly, little bit lack of mechanics					**S-9** : the ideas dont develop into paragraph, just lists of description				
G:4	C:4	O:4	M:4	S:4	G:5	C:4	O:4	M:5	S:5	G:3	C:3	O:2	M:2	S:2
S-10 : good in text structure, the ideas develop clearly, correct grammar					**S-11** : good enough in text structure, well organized from identification and description					**S-12** : lack of mechanics, poor in expressing ideas				
G:3	C:2	O:4	M:4	S:2	G:3	C:3	O:2	M:4	S:2	G: 4	C:2	O:2	M:4	S:2
S-13 : poor organized in arranging the sentences, good in mechanics					**S-14**: poor organized in arranging the sentences, incomplete text structure					**S-15** : the ideas don't develop clearly, incomplete text structure				
G:4	C:4	O:4	M:4	S:4	G:2	C:3	O:3	M:4	S:4	G:5	C:5	O:5	M:5	S:4
S-16 : good enough in developing ideas, good organization and text structure, correct grammar, just little bit mistake on the beginning					**S-17** : grammar prblem in using "to be" and "has", , recognizable text structure					**S-18** : good enough in developing ideas into paragraph, little bit mistakes in grammar, good text structure				
G:3	C:3	O:3	M:3	S:2	G:4	C:4	O:4	M:4	S:4	G:4	C:5	O:5	M:4	S:4
S-19 : doesn't have text structure (just lists of description), but can describe in detail					**S-20** : correct grammar, can develop ideas clearly, little bit mistake in mechanics					**S-21** : ideas are developed clearly into paragraph, correct grammar				
G:3	C:4	O:3	M:3	S:3	G:3	C:4	O:3	M:2	S:3	G:4	C:5	O:5	M:5	S:5
S-22 : good description (in detail), grammar problem in using "have"					**S-23** : detail in description but doesn't organize well into paragraph, grammar problem, lack of mechanics					**S-24** :good in text structure, well organized, correct grammar,				
G:3	C:3	O:2	M:2	S:2	G:3	C:3	O:4	M:4	S:4	G:5	C:5	O:5	M:5	S:4
S-25 : poor organization in text structure, grammar problem and word arrangement, mechanics					**S-26** : lack of mechanics, good enough in description, correct grammar					**S-27** : good in exploring ideas, well arrangement of organization, little bit mistake in grammar				
G:5	C:4	O:3	M:2	S:2	G:3	C:3	O:3	M:3	S:3	G:3	C:4	O:4	M:4	S:4
S-28 : problems in grammar pattern, incomplete organization					**S-29** : problems in grammar pattern, incomplete organization					**S-30** : ideas develop well ,arranged in the whole text,				

APPENDIX 10
RESULT OF INTERVIEW RESULT OF STUDENTS'S WRITING

	G					C					O					M					S					SCORE
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
S-1				X					X					X				X						X		76.0
S-2			X					X						X					X					X		72.0
S-3				X					X					X					X					X		80.0
S-4			X					X						X					X					X		72.0
S-5			X						X					X					X					X		80.0
S-6					X				X						X				X						X	92.0
S-7			X					X					X						X				X			64.0
S-8			X						X					X					X					X		80.0
S-9		X						X					X				X						X			52.0
S-10			X						X					X					X					X		80.0
S-11					X				X						X				X						X	92.0
S-12			X					X					X				X						X			56.0
S-13			X						X			X							X			X				60.0
S-14			X					X				X					X					X				52.0
S-15			X					X				X						X				X				52.0
S-16				X					X					X			X							X		76.0
S-17			X					X						X						X				X		76.0
S-18			X					X						X				X						X		72.0
S-19			X						X					X			X							X		72.0
S-20			X						X					X			X							X		72.0
S-21			X				X							X				X						X		68.0
S-22			X						X			X					X						X			60.0
S-23			X						X			X				X							X			52.0
S-24			X						X					X				X						X		76.0
S-25			X						X			X						X					X			72.0
S-26			X						X			X				X							X			60.0
S-27				X					X					X		X								X		72.0
S-28			X						X			X					X						X			64.0
S-29			X						X			X							X				X			68.0
S-30			X						X					X				X						X		76.0

APPENDIX 11:

INDIVIDUAL OBSERVATION SHEET

students' code	Aspects				
	respect	curiosity	brave	confidence	communicative
S-1	A	A	A	A	A
S-2	B	B	B	B	B
S-3	A	B	B	B	A
S-4	A	B	B	B	B
S-5	A	B	B	B	A
S-6	A	A	A	A	A
S-7	A	B	B	B	A
S-8	A	B	B	B	B
S-9	A	A	A	A	A
S-10	A	A	B	B	A
S-11	A	B	B	B	B
S-12	B	A	A	A	A
S-13	A	A	A	A	A
S-14	B	B	B	B	B
S-15	B	B	A	A	A
S-16	A	A	A	A	A
S-17	B	B	B	A	A
S-18	B	B	B	B	B
S-19	A	A	A	A	B
S-20	B	B	B	A	A
S-21	B	B	A	A	A
S-22	B	B	A	A	A
S-23	B	B	B	A	A
S-24	A	A	A	B	B
S-25	A	A	A	A	A
S-26	B	B	A	B	A
S-27	B	A	B	A	A
S-28	B	B	A	B	B
S-29	A	B	B	A	A
S-30	A	A	A	A	A