THE USE OF WRITE-AROUND STRATEGY TO IMPROVE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT

(A Classroom Action Research at the Eighth Grade Students of SMP N 39 Semarang in the Academic year of 2015/2016)

a final project

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in English

by

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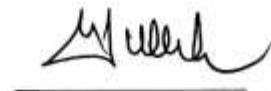
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ii

ii

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar hasil karya saya sendiri, kecuali kutipan dan ringkasan yang semua sumbernya telah saya jelaskan. Apabila di kemudian hari ditemukan adanya pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, maka saya bersedia menerima sanksi adakemis dari Universitas Negeri Semarang.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, September 2015

Tahti Munnisa

MOTTO AND DEDICATION

"Praise be to Allah, Lord of the Worlds," *(Al-Fâtihah: 2)*

"Do Your Best, and God will Take Careof the Rest"

For those who have always
been supporting me: *my
beloved parents, brothers,
sister,family and all of my
beloved best friends…*

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Last but not least, I would like to express my thanks to all my friends and all persons who helped me in finishing this final project whose name cannot be mentioned one by one for helps and supports. Thanks for all. Finally, I have a great expectation that mystudy will be beneficial and useful for anyone who is interested in reading this final project.

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ABSTRACT

Munnisa, Tahti. 2015. *THE USE OF WRITE-AROUND STRATEGY TO IMPROVE STUDENTS' WRITING SKILL OFDESCRIPTIVE TEXTS (An Action Research at theEighth Grade Students of SMPN 39 Semarang inthe academic year of 2015/2016).Final Project.English Department.Faculty of Languages and Arts.Semarang State University.*Advisors: Drs. Suprapto, M.Hum., and Sri Wahyuni, S.Pd., M.Pd.

Key words: write-around strategy, writing, descriptive text, action research

This final project is about the use of write-around strategy to improve students' writing skill of descriptive textsofthe eighth grade students of SMP N 39Semarang in the academic year of 2015/2016. The problem of writing activity that students faced was in generating ideas and arranging sentences. They were also weak in vocabulary, especially adjective.They got low score because there were so many mistakes in their writing.In this study, an action research was conducted to find out in what ways write-around strategy could improve students' writing skill of descriptive texts. The subject of this research was 31 students. In collecting the data, some instruments were used. They are writing tests, observation checklists,questionnaire, and interview.

In this research I used classroom action research consisted oftwo cycles. In cycle one, there were a pre test, two meetings for treatment, and a formative test. In cycle two, there were two meetings for treatment and a post test. The result of the data showed an improvement of the students' writing. The students' writing improved in all writing aspects including grammar, content, vocabulary, and spelling.The average results after conducting the research improved; pre test (60.32), formative test (68.39), and post test (80.16).

Furthermore, based on observation checklists, it can be seen that the implementation of write-around strategy allows the students' behaviorto be positive behaviour. They were more interested in writing descriptive texts. The questionnaire shows that the write-around strategy is helpful and effective for the students in writing descriptive text. Besides, the classroom teacher thought that the strategy can help the students in learning descriptive text. It helps the students in generating ideas and producing a good descriptive text by using cooperative way. The strategy could ease students' problem and helped them reveal the ideas.

Based on the results, it can be concluded that write-around strategy contributes to the improvement of students' writing skill ofdescriptive texts. It is suggested that write-around strategy is an appropriate strategy to use in teaching writing.

TABLE OF CONTENTS

Page

LIST OF TABLES

LIST OF FIGURES

LIST OF CHART

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents 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 the 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.

English is increasingly being used as a tool for interaction among non – native speakers as quoted by Brown (2001: 118). Learning English, like learning a language in general, involves the mastery of the four language skills. They are listening, speaking, reading and writing. Among those language skills, writing is the last skill to acquire after listening, speaking and reading. Producing a variety of short functional texts, monologues, and essays is one of writing skills that must be achieved by the Junior High School students, and one of text must be mastered is descriptive text, BSNP (2007:16)

That language is basically written is an undeniable fact, which most people accept. We must get the ability to write the foreign language. We have to understand the grammatical correct use as well. 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 find the different writing conventions including language components such as grammar, vocabulary, and spelling between in Indonesian and English. Most of students consider that writing is the hardest skill to be mastered, because the ability to write in foreign language is more complicated than the ability to speak, read or listen. It is hard to teach students how to write because it involves many componants such as structure, vocabulary, punctuation, and spelling.

Teaching writing to students of Junior High School is not an easy job since they are in the age of teenage. Teacher should know the characteristics of their students to give them the appropriate treatment in the class. As stated by Harmer (2001:37) that people from different ages have some different needs, competences, and skills. For that reason, it is important for teacher to facilitate students with some teaching techniques that can help them to improve their language skills and produce a good writing. The teacher is the most important element in a successful English class.

In the real condition, there are many students who face difficulties in writing. The difficulties of the students are generating ideas, mastering vocabulary, and organizing or arranging sentence into a paragraph. Students have ideas to write, but they can not share their ideas into a good sentence. It is influenced by the lack of vocabulary. Students usually do not know the meaning of a word. Then, students face difficulty in organizing or arranging their sentences into a good paragraph. It makes the students get the low score because they can

not write and organize their paragraphs well. The problems of students need more attention in order to improve their skill in writing. Teachers have to find strategy so that students can organize their writing well and improve their writing. By the right strategy, students can organize their writing step by step as in the instruction of the strategy itself. They will memorize the steps of writing so that it can help students to improve their writing skill.

In Junior High School, English teacher usually still uses the conventional way in teaching writing. They explain the materials andgive an example on the board. Then, students try to understand the explanation. After explaining, teachers mostly ask students to write their paragraph according to the example given. Students write their paragraph based on the example. So, students can not explore their ideas in writing. They can not write creatively. It means that a strategy is needed in teaching writing. By the new strategy, students will not imitate the example only. They can write creatively based on their ideas.It will be more interesting because they learn in a different way.

Considering the importance of writing, the teaching and learning process of writing should be improved. Harmer (2001: 260) states that the teacher has the roles as the controller, organizer, assessor, prompter, participant, resource, tutor, and observer. The roles of the teacher may change from one activity to another, or from one stage of an activity to another depend on the students needs. If the teachers are able at manage these changes, it can be helpful to enhance the effectiveness in teaching and learning process. As the organizer, the teachers have to organize the students' activity in the classroom. It includes deciding the

students' activities, giving the instruction how to do those activities, putting them into pairs or groups, and closing the activities. When deciding the students' activity, the teachers should find an appropriate strategy to enliven the teaching and learning process.

Using strategy is considered as one of the effective ways to improve students' skill in writing descriptive text. By applying Write-around as a learning strategy in a writing activity, perhaps students not only can learn how to write in English, but also cooperate and communicate with others.Based on the problems above, I intend to know the use of Write-around strategy to improve the students' writing skill of the eighth grade of SMP N 39 Semarang.

1.2. Reasons for Choosing the Topic

The reasons for choosing the topic are as follows :

1) Writing is one of the four skill in English that has to be mastered by students in Junior High School. Most students get difficulties in writing a text or even a sentence. In my opinion, teacher should encourage them to keep practicing by challenging and motivating them in the teaching learning process.

2) Descriptive text is one of the materials of the eight grade in Junior High School. Students face difficulties in writing descriptive text. The basic problem is create a good descriptive text. So, the teachers need to find more appropriate strategy to facilitate the students to improve their writing

skill of descriptive text so that the students have more ideas about what will they write later to make a good paragraph.

3) To introduce the use of Write-around in teaching writing descriptive text. It can help students to get more ideas and stimulate the students to write a good descriptive text. Write-around is interesting strategy. There will be a group in learning process that can make students more active. Students will share their ideas in written form and discuss with their group. By discussing their ideas, students can produce a text especially in writing of descriptive text.

1.3. Research Questions

The problems in this study are :

1) How is Write-around strategy used in the teaching of writing descriptive text of the eight grade of Junior High School?

2) How can Write-around improve the students' writing of descriptive text?

1.4. Objectives of the Study

The objectives of this study as follows :

1) To find out how Write-around is used to teach the students' writing of descriptive text.

2) To find out to what extent that Write-around strategy improve the students' writing of descriptive text.

1.5. Significances of Study

Theoretically, this study will hoppefully be able to give motivation to the teacher to be more creative and innovative in teaching English especially, in teaching writing. It can help teacher to increase the knowledge both teacher and students about the strategy use of teaching and learning process.

Practically, the result will be more useful for English teacher, students, and the researcher. For the English teacher, it hopes that the resultcan stimulate and motivate the teacher to be more creative in using strategy to teach writing. The result of the study can be used as a motivationfor the students to improve their writing ability by using Write-around. And for the researcher, this study is hoped to be useful as a reference for those who have the same interest in the same topic.

Pedagogically, this study is hoped to increase the knowledge and performance of teaching. For the teachers, it can give a new method in teaching writing dealing with the task of the teachers to teach their students. Hopefully, it can increase the performance of the teachers in teaching. Also, this study can offer some informations for teacher to be creative and innovative teacher in delivering materials to their students.

1.6. Outline of the Research

This final project is organized into 5 chapters. Chapter 1 presents introduction which comprises background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, andoutline of the study. Chapter 2 presents review of related literature whichcomprises review of

previous studies, review of theoretical studies, and theoreticalframework. Chapter 3 discusses the method of investigation which coversresearch design, subject of the study, instruments for collecting the data, procedures of collecting the data, and method of analyzing the data. Chapter 4exposes the research result and discussion of this study including description ofthe research, analysis of pre-test, analysis of cycle one, analysis of cycle two,analysis of post-test, improvement of the students' writing skill of descriptive text,analysis of non-test instruments and research findings. Finally, chapter 5 containsthe conclusions and the suggestions of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of previous studies,theoretical background, and theoretical framework.

2.1. Review of Previous Studies

There had been a number of researchers conducted some studies related to the use of write-around strategy to improve students' writing of descriptive text.Some studies about the strategy use in teaching writing had been conducted in some subjects.

Asmiyatun (2010) conducted a research entitled "*The Use of Photograph as Media to Improve the Students'Ability in Writing Descriptive Text*"to find out the effectiveness of using photographs as media to improve the students' ability in writing descriptive text. The design she used is action research in which there are four steps in her desgin. 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.

In 2012, Yoga conducted a study entitled*"The Use of Blog to Improve Descriptive Writing Skill".* The design of the research is action research. The purpose was to find out the progress that the students gained after being taught by using blog. A blog is used as a medium to gain the students' progress in writing.

From that research, it could be seen that there was a significant improvement of students' ability of writing descriptive text after being taught by using blog.

*"Animated GIF (Graphics Interchange Format) as an Alternative Medium to Improve Students' Ability in Writing Descriptive Text"*was a study that was conducted by Jiwandono in 2012.The objective of the study is to find out whether or not the animated GIF can improve students' ability in writing descriptive text. 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.

Other researcher, Mawadah (2009), conducted a research to find out whether the teacher used the mind mapping strategy or not, and if yes, did that strategy help the students improve their skill in writing. Her study was *"The Effectiveness of Using Mind Mapping Strategy in Teaching The Students to WriteDescriptive Text"*.She found that teaching descriptive text by using a mind mapping strategy was very useful both for the teacher and the students.

Sawitri (2012) conducted a research entitled*"The UseofFoxit Reader Soft Copy to ImproveStudents' Writing of Descriptive Text"*. The objective of her research is to find out whether Foxit Reader is useful to improve the students' ability in writing descriptive text. She found that teaching students using Foxit Reader was very useful to improve the students' ability in writing descriptive text.

In 2010, Sa'diyah conducted a researchto find out whether A Picture Seriesaided Learning Strategy can improve students ability in writing descriptive

text. Her study entitled "*Improving Students' Ability In Writing Descriptive Texts Through A Picture Seriesaided Learning Strategy*". The design of her study was action research. Her research indicated that the majority of students had a positive attitude toward the use of the picture-series to learn descriptive text writing. Moreover, it was found from the observation that the students participated actively in the learning process.

Susanthi (2010) wrote about "*The Use of Photographs to Improve Writing Descriptive Text*", the objectives of the study are to investigate whether using photographs are effective to develop the writing skill in writing descriptive text and to find out the advantages and disadvantages of using photographs in teaching writing. The research design of the study was qualitative research. The result of the students' progress during the teaching learning process by using photographs was very good. It means that the use of photographs was the effective technique in teaching writing descriptive.

"*The Use of 3D Images in Improving Students' Ability in Writing Descriptive Tex*"was conducted byFatroni (2012). The objective of the study was to find out whether 3D Images can improve students' ability in writing descriptive text. The design he used in his study was experimental study. Based on the result of this research, there is a significant improvement of the students' achievement in writing descriptive text before and after using 3D images.

Sahrianto (2012) wrote a research entitled "*The Effectiveness of Collaborative Learning in the Teaching of Descriptive Text Writing*". The objective of his study was to find out whether collaborative learning can be used

in teaching descriptive text. The research design of his study was experimental study. The result of this research showed that Collaborative Learning was effective and could be used to improve students' mastery of writing.

In 2013, a research about *"Using E-Learning to Improve the Students' Ability in Writing Descriptive Text"* was done by Suryani. The objective of the study was to find out whether E-learning can improve students ability in writing descriptive text. The research design of her study was experimental study. The calculation revealed that the hypothesis about a significant difference on writing ability between the students who were taught descriptive text by using e-learning and who were taught by using conventional method was accepted.

Based on those reviewed previous studies, I assumed that there is still an area of study that hasnot been explored. That area is the use of strategy in teaching descriptive writing. The strategy which was used was only mind mapping, so I decide to use Write-around 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: Strategy in Teaching Writing, Cooperative Learning, Write-around Strategy, Writing Skill, and Descriptive Text.

2.2.1 Strategy in Teaching Writing

One of the roles of the teacher in teaching writing is as facilitator. As a facilitator, teacher offers guidance in helping student to engage in thinking process of composing a text.Teaching to Junior High School students can be done in many ways. In delivering materials, strategy or technique is very important to use especially in teaching writing. Kirby and Crovits state that (2013:9) "teaching writing is challenging, it might be one of the toughest jobs as a teacher faces". That's why writing is taught at the last after speaking, listening and reading. Teachers must use theappropriate strategies or technique in teaching writing in order to make their students get easier to understand about writing. Also, there are so many media and technique can be used to teach writing. So, teacher must be creative in teaching learning process by using media or technique in delivering materials.

There are some ways to improve students' writing, especially in writing descriptive text. Nunan (2005: 110) stated that teachers can help students to group their ideas and help to write down their ideas based on several ways bellow :

(1) Writing Model

The writing model is one of some strategies that can help students with an example of writing descriptive text. The teacher can help them by giving a model of descriptive text to inspire idea.

(2) Group Writing

In this strategy, the students are grouped in some teams. They will work cooperatively. One student will contribute to share his/her thinking and

generating ideas. When students are in group they can built their idea and share them together which can motivate them to start writing. In this group writing there are some strategies for example, jigsaw, number heads together and others collaboratively activities that can help students in gaining their idea. One of the strategies can be used in teaching writing is write-around.Write-around is one of methods which group students consist of some persons. They are given starter sentence then they continue their sentence by their ideas. The students can write their idea based on time limit. They also can share their thinking and discuss before the time ends.

(3) Talking and Writing Box

Another way to learn writing is by talking and writing box. There will be a box contain in picture. The writing box will carry the students to create the text by telling first to their friend. As for the teacher, She /He will give the prompt to the students.

(4) Writing Centers

This activity of writing is placed in one room or place called writing center. In this place the students are trying to write everything. The place of writing should be comfortable for students to write.

From the statement above, it can be concluded that there are some strategies to teach students in generating their idea to start writing. Teaching writing to students of junior high school is not easy because writing covers some skill such as grammar,vocabulary, and technique. Usually teachers find students' problems, so that teacher can use some techniques to overcome them.

2.2.2 Cooperative Learning

Cooperative learning is a method in order that the students will make interaction to gain the objectives of the study. The main point of cooperative learning is teamwork. Students learn their learning material in group. They find and solve the problem of learning material.

There are some benefits of cooperative learning stated by Felder and Brent (2004). It can improve students-faculty interaction, student-student interaction, information retention, grades, higher-level thinking skills, attitudes toward subject, motivation to learn it, team work, interpersonal skill, and communication skill.

Arends (2007:344) states that:

The cooperative learning model requires students' cooperation and interdependence in its task, goal and reward structures. The cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development.

There are many types of cooperative learning, they are think pair share, three steps interview, round table, jigsaw, round robin brainstorming, three minutes review, team pair solo, write-around, and others. One of the cooperative learning types that can be used in writing process is write-around strategy. The advantage of write-around trategy is to make the students get easy in producing a text by discussing with group. It is because they donot work individually but in a group.

From the definition above, it can be concluded that cooperative learning is a method that makes the students learn how to communicate, socialize and respect each other in group. They can share their opinions or ideas and then discuss with the members of group to decide the best opinion to solve the problem. In cooperative learning activity students are more active than the teacher. The students are also expected to conduct and manage the situation, they are demanded to think creatively and independently.

2.2.3 Write-around Strategy

According to Oxford Advanced Learner's Dictionary(2005:1509,1537,1705), the definition of strategy is "a plan designed for a particular purpose". For the definition above it can be concluded that strategy is something that is designed to improve or to reach a purpose we need. In this case strategy used in teaching and learning process.While the definition of writing in Oxford Advanced Learner's Dictionary (2005:1509,1537,1705) is"to make letters or numbers on a surface, especially using a pen or a pencil and around is preposition that indicate a movement".

Baliya (2013:299) stated that the purpose of a write around is "to engage students to share their opinions or debate things". This strategy can be used to improve students' writing skill. It also develops students' writing ability by asking them to both think critically and constructively and respond to different students' opinions in a group.

This strategy belongs to cooperative learning. It uses a group of students to do the steps in class. Cooperative learning is particularly beneficial for any students in learning English whether it is in a second language or in a foreign language class. Cooperative learning activities promote peer interaction, which helps the development of language and the learning of concepts and content. It is important to assign the students to different teams so that they can benefit from English language role models.

Mandal (2009:100) stated as quoted by Baliya (2013:299) that write-around is a strategy for creative writing or summarizing. In teaching process, teacher could give a sentence starter (for e.g. I have a classmate. She is...). Then, all students in each group have to finish the sentence. Then, they pass the paper to the right, read the one they receive, and add sentence to that one. After a few round, four great summaries or stories emerge. Students should be given time to add a conclusion or edit their favourite one to share with the class.

Mandal (2009:100), states that write-around is started with a sentence starter and continued by the students in a group by passing the sentence.Student write to the next student. After all students have done writing their sentences by their own opinions, teacher should give time for the students to write conclusion in their group. It is interesting because students will memorize what they should write after the first sentence. Steps of write-around strategy are as follows :

1) Teacher devides students into group, it can be 4-5 members in each group and make a circle in each group

2) Teacher can give a sentence starter for each group. (for e.g. I have a classmate. She is ....)

3) Each member will finish his/her sentence and pass the paper to the right

4) The students will then read the one they receive and add another sentence to it and pass it again to the right till all students have added their sentence in the round group

5) After a few rounds, students will be given time to add a conclusion and/or edit their favourite one to share with the class

6) The first student in each group can read their paragraph to share with the class

From those definitions above, it can be concluded that write around strategy is a learning strategy in cooperative learning that can be used to bridge studentstowriteand share their opinion or idea through making some marks which represent letters or numbers on a surface of paper using a pen or pencil after organizing ideas by writing to someone else around them.

2.2.4 Writing Skill

Writing is one of the skills in English. It is a medium of communication that represents language through the inscription of signs and symbols. Writing also represents many structures such as vocabulary, grammar, semantics, and other aspects that can build a text in writing. In most language, writing is a complement to speech or spoken language.

As mentioned in Hogue and Oshima (2006:263)
Writing is a process of creating, organizing, writing, and polishing. In the first step of the process, you create ideas. The second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.

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 is a kind of communication. In order to communicate, the use of English at school will always be involved in the use of written language. Harmer (2001) stated as quoted by Yoga (2012: 5) that the one of four major language skills that must be mastered by the students is writing. Writing has always become 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 that 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).

Hammer (2001:154) states that in writing, a process when 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.

From the definition above, it can be concluded that writing is one of the ways to produce language that comes from our thoughts. By using writing, we can share our ideas, feeling or anything that exists in our mind on a paper or a computer screen. Writing is also a skill to create a form of words that have a higher value.

2.2.4.1 Writing Process

Boardman (2001:11) explains that writing is a continuous process of thinking and organizing, rethinking and reorganizing. Before writing, the writer should do some steps to construct a paragraph or more. There are some steps that will be explained in this section. The explanation is as follows :

1) Generating Ideas

   The purpose of this step is to think about a certain topic and generate as many ideas as possible. There are many ways to do this. The two of the most effective are brainstorming and freewriting.

2) Organizing Ideas

   This step shows how to get some ideas in writing. There are two models of this step. They are topic outline and tree diagram.

3) Writing the First Draft

   If the topic or main idea is formed with the supporting ideas included, the next step is write the first draft. The first draft is a

paragraph that is formed from the main idea or topic and supporting points.

Meyers (2005: 3-12) stated that there are six steps in good writing. They are:

1) Explore Idea

Writing first involves discovering idea. It is the first step to decide the topic and idea on a piece of paper. A writer has to explore his/her mind as many ideas as possible freely, then record it to save the idea.

2) Pre Write

It includes brainstorming the idea. Pre write is the process of gathering the idea and starting to list your idea into words. There are three steps in pre-writing: The first is brainstorming. It is listing thought as they come in mind. The second is clustering. The writer may write the subject in the middle and start to write the related idea around the subject. The last is free writing. The writer writes some simple sentences without worrying about structure, spelling, logic and grammar.

3) Organize

A writer begins to organize ideas after putting them into words. This process involves selecting, subtracting, adding ideas, and then outlining.

4) Write a first draft

In this step, a writer writes quickly to record his or her thoughts and then put notes and new ideas in margins.

5) Revise the draft

Revising is the most important step in writing among others step. After completing the first draft, the writer may add or omit ideas of material, move and remove which are irrelevant and, revise it several times to produce good composition of text.

6) Produce the final copy.

After finishing the revision, notice that the final copy is more entertaining than the original. All of its content develops the main point. Its sentences are clear and have plenty of details.

This is the figure of writing process based on Mayers :

Figure 2.1 writing process based on Mayers

Explore Ideas

Prewrite

Organize

Write a first Draft

Revise the Draft

Edit and Produce the final copy
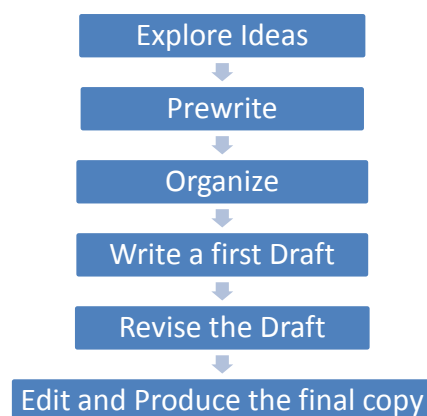
From the explanation above, it can be concluded that writing is a series of process through step by step chronologically. Those processes are important to produce a good writing. Students who want to make a good writing should follow those steps. Those steps are really helpful to guide students in making a good

composition. Every writer may revise or edit the works. By applying those processes, students are expected to produce a good writing

2.2.4.2 Components of Writing

Components of writing are very important to make our writing good and easy to understand by the audience. There are five components of writing by Harmer (2004 : 86)

1) Organization

It contains reasonable sentences that support the topic of the writing. Organization is needed to understand the meaning of text. If the idea and sentences are well organized it can be understood by the reader.

2) Content

Content refers to the sentences that flow easily and is not too hard to understand. Reasonable sentences or ideas that are arranged into a good story refer to meant by the content. The content also includes the idea of the writer. It means that what writer is going to convey ideas to the reader.

3) Grammar

Grammar is connecting with how the words are arranged into good sentences. Good means correct in the tenses and has meaning. Some students got the problem with grammar. This is because some of them are still confused what verbs that should be used in the sentence. They cannot differentiate between the verbs that should be applied according to the times. Another problem is

theusing of 'to be' in English, so because of those mistakes sometimes their writing cannot be understood by others.

4) Punctuation

Punctuation or spellings are important in writing. It is needed to make their writing sounds reasonable to be read. We need to put capital letter, commas, and point in our writing. We should pay attention dealing with punctuation or spelling. This ability needs careful practice.

5) Style

Style deals with the precise vocabulary usage and the use of parallel structure. Vocabulary takes important role in English. Vocabulary is the basic thing that should be owned by the students. Without that, they cannot do many kinds of English tasks. The lack of vocabulary means the failure in the communication. So in the writing, students must have enough vocabulary to make it succeed.

Another expert, Graham (2007: 221) states that the usual things associated with writing skill are word choice, the use of appropriate grammar, such as subject-verb agreement, tense, and article uses, syntax (word order), mechanics (e.g. punctuation, spelling, and handwriting) and organization of ideas into coherent and cohesive form. Ideally, in order to compose a good writing, students have to be able to choose the correct words or what so called diction. Besides, they also have to master grammatical patterns.

From the explanation above, it is clear that a teacher must guide students to master these writing components if they want to be better in writing. Therefore,

the main objective in teaching writing is to make the student have an ability to communicate in written form considering those components.

2.2.5. Descriptive Text

There are so many kinds of text in English. In this section I will present the definition ofdescriptive text, the generic structure of descriptive text, and lexicogrammatical features of descriptive text.

2.2.5.1 Definition of Descriptive Text

Anderson (1997:2) stated that there are two main categories of texts in English. They are literary and factual. Each text type has a common way of using language. Literary texts can make the readers laugh or cry, think what about their own life or consider their beliefs. There are three main text types in this category. They are narrative, poetic, and dramatic. Media texts such as films, videos, television shows and CDs can also fall into this category.

Factual texts present information or ideas and aim to show, tell or persuade the audience. Factual texts include advertisement, announcements, internet web sites, current affairs shows, debates, recipes, reports and instructions. The main text types in this category are recount, response, explanation, discussion, information report, exposition, and procedure. Descriptive text belongs to factual texts because it tells about real something by describing it.

Meyers (2005:60) stated that a good descriptive text has a unifying idea and everything that support the idea. As Broadman, 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.

As mentioned by Savage and Shafiei (2007:15), in a descriptive paragraph, the writer uses words that create an image and help the readers see, touch, feel, smell, or taste the topic that he or she is describing. So, descriptive text uses detail explanations about something, person, or place by using words that related to describe the topic.

From the definitions above, 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.

2.2.5.2 Generic Structure of Descriptive Text

Gerot and Wignel (1994:208) stated that 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.

2.2.5.3 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)

2.2.6 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.

2.2.6.1. Definition of Action Research

Burns, stated that " action research is part of a broad movement that has been going on in education generally forsome time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'". The use of action research is to give judgment and validity to the theory or hypotheses whether it is true or not.

In other words, it is done by teachers in their own classrooms with the goal of improving pedagogy and student learning (Phillips and Carr, 2010:13). Besides, Stringer (2007:8) argues: "Action research is not a panacea for all ills and does not resolve all problems but provides a means for people to 'get a handle' on their situations and formulate effective solutions to problems they face in their public and professional lives."

Action research can be one way for teacher in developing and upgrading their skills in professional teaching to get new findings that cannot be obtained in merely reading the literatures. It can also be one way for teachers in resolving specific problem.

Moreover, Phillips and Carr (2010:17) forward their ideas about action research as the following:

1. It involves a systematic and organized approach to problem−solving.

2. It requires active involvement and interaction between groups of students.

3. It insists upon reflection, evaluation, critical analysis, and assessment.

4. It analyzes system of power of teaching and learning process.

5. It deconstructs taken−for−granted assumptions.

6. It results in *action* as a practical outcome.

7. It results in transformation or new sense of self and other in empowered teaching and learning.

8. It relies upon democratic and ethical principles that value and respect all participants.

9. It focuses on a single place of inquiry.

Kemmis and McTaggart (2000: 595) stated that action research involves a self-reflective spirals as follows:

1. Planning a change

2. Acting and observing the process and consequences of the change

3. Reflecting on these processes and consequences and then re-planning

4. acting and observing,

5. reflecting

The cycle of action research can be seen in this figure:

Figure 2.2: *Cycle of action research by Kemmis and McTaggart*
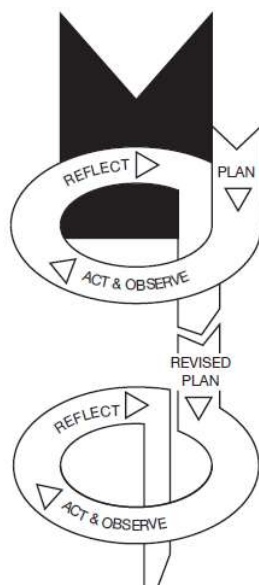
From the definitions above, I conclude that action research is an action in a research which is done by a teacher or researcher in his/her own classroom system through his/her reflection to solve the problems faced by the students and to improve learning and teaching process so that the result of the students improve as well.

2.2.6.2 Steps of Action Research

Steps in action research mean discussing the way to conduct an action research. Phillips (2010: 77) stated that 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

2.3Theoretical Framework

Teaching writing is not an easy job for English teachers especially when they teach text types because it must be followed by some rules and elements in order to be a good and reasonable writing. Therefore, English teacher must seek the best strategy to be applied in teaching learning process. One of the strategies is by using write-around. I use write-around strategy to teach descriptive text. This is a study of action research that observes one group of class.This study focuses in improving students' writing skill of descriptive text by using write-around strategy. The subject of this study is the students of SMPN 39 Semarang in the second grade.

I will do the action research by doing planning, action, observation, and reflection. The quality of the subject will be checked by giving a pretest, then treatment. The treatment consists of two cycles. After giving the treatment the student will get a test. In cycle, the students will be given a formative test. In cycle two, students will be given a post test. I am going to observe the

improvement of the students and how useful write-around strategy is to improve

students' writingin descriptive text.

The details of theoretical framework can be seen as follow :

Figure 2.3. Theoretical Framework

INPUT	→	PROCESS	→	OUTPUT

Based on the observation, the students still get low score in writing descriptive text. It shows that the writing skill of the students is still low. They can not organize their text well.	Teaching descriptive text to the students by using write-around strategy in action research. **Pre-test**: to measure students' writing skill before the treatment **Cycle 1**: to give treatment and formative test to the students **Cycle 2**: to give treatment and post-test to the students	The improvement of students writing skill of descriptive text after being taught by using write-around strategy.

steps in action research :
- planning
- acting
- observing
- reflecting

CHAPTER III

METHODS OF INVESTIGATION

Chapter III discusses the methods used in the study. There are some sections in this chapter: research design, subject of the study, method of collecting data, instruments for collecting data and method of analyzing data.

3.1 Research Design

Research is a formal and systematic application to study a problem. This study needs a systematic method called research design. This research design is used to predict and examinee the problem of the study. In this study, I used classroom action research in order to solve some problems in the classroom through application of scientific method.Harmer (2004:344) states that, "action research is a series of procedures teachers can engage in,either because they wish to evaluate the success and or appropriacy of certainactivities and procedures."

Another definition of action research came from Jean Mcniff and Jack Whitehead (2006: 7). They stated that:

> "Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work. They ask, „What am I doing? What do I need to improve? How do I improve it?" Their accounts of practice show how they are trying to improve their own learning, and influence the learning of others."

In this study, I used Kemmis and McTaggart's concept of action research. According to Kemmis and McTaggart in Burn, action research occurs through a dynamic and complementary process. There are 4 essential steps in this cycle: planning, action, observation, reflection. Those steps cannot be separated.

The action research model proposed by Kemmis and McTaggart can be represented as a figure below:

Figure 3.1: *Cyclical action research model based on Kemmis&McTaggart*
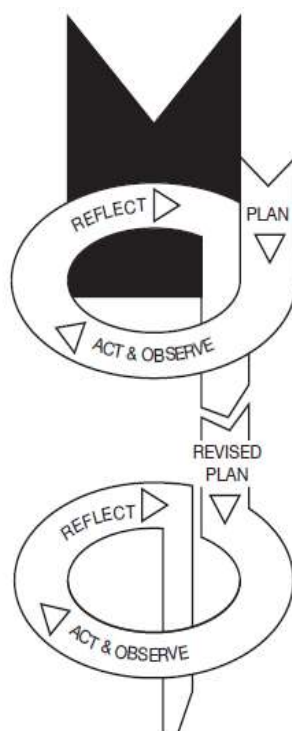
They are two cycle in this research, in every cycle there are four steps: planning, action, observation, reflection.

3.1.1   Cycle 1

a)   Planning

The cycle began with a series of planning actions in order to get optimal result. It was an activity in which a researcher needs to prepare before doing an action research. In doing this step, I prepared a lesson plan and steps in doing write-around strategy to teach descriptive texts. I continued to prepare the materials such as pre-test, observation sheet, and formative testas the research instruments.

b) Acting

In this section, I implemented the plan, which was made in the previous phase of research. The first thing I did in this stage was conducting pre-test to check students' current ability in writing. In this stage, the students would be given the explanation about descriptive text, the example of descriptive text, and write-around.

In doing write-around, the students were given starter sentence to write descriptive text about the theme given by the teacher in their group. Each group would discuss and produce one descriptive text. They did their work by using the steps of write-around that had been explained before. After finishing students' work, they were asked to submit their work in order to know the progress of the learning process.

c) Observing

In this step, I observedthe students' behaviour and activities that happened during the study. I was helped by my friend and classroom teacher to be a observer. Observation was needed to plan a further strategy or to revise the treatment in the next cycle. The observer observed the classroom atmosphere to know student's activeness and ability in doing exercise are observed. The observation sheetwas used to guide the observer in judging students' behavior in receiving the materials and interacting with other students in the teaching learning activities.

d) Reflecting

It was a section in which the writer tried to inspect the students' progress in writing. I wouldanalyze some problems that have not been solved. In short, the purpose of reflecting was to revise the plan for the next cycle.Then there would be cycle 2 in this research to revise the previous cycle.

3.1.2 Cycle 2

a) Planning

After analyzing cycle 1, the lesson plan were designed for the cycle. Here, I tried to find out the solution of the problems arose in cycle 1. I created a lesson plan that has been modified to cover the weaknesses in cycle 1. I reviewed the previous cycle and explain vocabulary and adjective usually used in describing something. Another themewas prepared to this cycle in order to give more exercise for the students. Then,the instruments were prepared to measure students' progress. They were the post-test, observation sheet, and questionnaire.

b) Acting

In this cycle, students did write-around again with the previous group in cycle 1. In order to help the students understand the theme given, they were guided to find the information about characteristic on something that would be described.Students would write everything what they had in the characteristics. They were asked to memorize what to do in writing descriptive text. After doing it, students did brainstorming and started writing their descriptive text based on

the given starter sentence. Then, they started to write sentence with their group

and   made

their sentences into a good descriptive text. They tried to write it step by step. After they had done in writing descriptive text, they were asked to answer the questionnaire given to know the students' opinion after being taught by using write-around.

b) Observing

In this step, the observer tried to observe how the students behaviour was. It was the same with the observation sheet in the cycle 1 that it was used to know the students behaviour in doing write-around in the next cycle. It was about the students activity during the lesson when they worked together with their group. How they understood and produced descriptive text by using write-around strategy.

c) Reflecting

It was an activity to find out significant progress of cycle 1 and cycle 2. I analyzedand compared the result of pre-test, formative test, and post-test. The non-test instruments such as observation checklist was used to know the differences of the students behaviour in learning process by using write-around. Non-test instruments such as questionnaires and interview to the classroom teacherwere used to find the opinion of the students and classroom teacher about write-around strategy. All data were gathered, calculated and concluded to find out the students improvement.

3.2   Subject of the Study

The subject of the study was VIII G students of SMP N 39 Semarang in the academic year of 2015/2016. The reason for choosing VIII Gwas because the students of VIII G faced some problems in writing. The problem that students faced was in generating ideas and arranging sentences. They were also weak in vocabulary, especially adjective.They got low score because there were so many mistakes in their writing. They needed a treatment to improve their skill in writing. So, I decidedto take VIII G as the subject in order to improve their writing skill by using write-around strategy.

3.3   Instrument for Collecting Data

The instruments in this study were; tests, observation sheet, questionnaire, and teacher's interview. The details of each instrument are described below:

3.3.1. Test

A test can be defined as a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004:3). As a method, it is an instrument – a set of techniques, procedures, or items that require performance on the part of the test taker. Test was conducted in order to know the students' achievement in learning process. There were three kinds of test: pre - test, formative test and post - test.

3.3.2. Observation Checklist

This instrument was used to observe how each individual behaviour during learning process with the use of write-around strategy. The processes observed would show the positive behaviour during the learning process. They were respect, enthusiastic, responsibility, convidence, and communicative in doing the assignments and tasks in the class.

3.3.3. Questionnaire

Questionnaire is a number of questions or statements to get information from the respondents.The purpose of giving questionnaire in this research was to obtain information from the students about the factors that may affect their improvement in writing. The questionnaires also tried to find out students' opinion about learning writing in English and the strategy used in this action research.The kind of questionnaire was cloze interview. There were ten questions about writing and the write-around strategy. Students had to answer by giving cross mark in multiple choice.

3.3.4. Interview

Interview was conducted in order to know the classroom teacher's opinion about the strategy that used in the research. It was used to know the condition of students in learning English especially in learning descriptive text after being taught by write-around. There was one interview which was given to classroom teacher as the observer. There would be ten questions in the interview.

3.4. Procedure of Collecting Data

Collecting data is the conscious to get data by systematic method, based on the standard procedure. The purpose of collecting data is to get the relevant, accurate, and reliable materials.

3.4.1. Test

After conducting each cycle, the tests were conducted to know the result of the students' achievement in writing descriptive text after being taught by using write-around. The tests were given after each cycle had done and the cycle 1 test was given after cycle 1. It was conducted in order to know the students' achievement after being taught by using the write-around. Then, cycle 2 test was given after cycle 2 has been done. It is conducted after getting the result of the cycle 1 test and the reflection from the cycle 1 test. Then the result of both test were compared to know the improvement of the students in writing.

3.4.2. Observastion Checklist

Observation study involves collection data. I could simply observe on going activities, without making any attempt to control or determine them. This study used the observation sheet in order to get the detail description of the research. This instrument was used to observe how each individual attitude during learning process with the use of write-around strategy. The students' behaviour observed were respect, enthusiasm, responsibility, confidence, and communication in doing the assignments and tasks in the class. This instrument was used when learning process. In each group, I would observe each member in learning process.

3.4.3. Questionnaire

The questionnaire sheet were given to the students after the cycles. It was done to know the result and the effect of this study.Thequestionaire was used to find out students' opinion and responses in learning process by using write-around strategy. The were ten questions and the kind of the instrument was cloze answer. Each student would be given questionnaire after the cycles. They were asked to answer the questionnaire after conducting all cycle for about ten minutes. After submitting the questionnaire, there was explanation about the activity which had been done.

3.4.4. Interview

Interview will be use to know classroom teacher's opinion about the strategy that used in the research. It was used to know the difficulties of students in learning English and the teaching process of the class based on classroom teacher's opinion. It would be given to classroom teacher after treatment andthe interview would be conducted after cycle 2. The classroom teacher would be interviewed to get more data about the students' condition in learning English after treatment in this study. Then, the result of interview would be used to support the data.

3.5 Procedure of Analyzing the Data

The purpose of this study is to find out whether the write-around could improve the students's writing skill of descriptive text. In analyzing the data, the data from pre test is analyzed, cycle 1 and cycle 2 test, observation sheet, the questionnaire,

and interview. Because this study uses qualitative analysis, the results of the test are only to strengthen the opinion and the description of this study.

3.5.1. Test Scoring Technique

In order to assess pre-test, cycle 1 test, cycle 2 test, the scoring system was needed to guide the teacher in assessing the students' work. In scoring their work, I used the scoring rubric in writing based on Heaton's Grid andcategories in five areas, there are fluency, grammar, vocabulary, content, andspelling (Heaton, 1975:109).

Meanwhile, there were some difficulties in using Heaton's Grid andcategories. The scoring rubric was still complex for writingof Junior High School students. Then, the modification of the criteria ofmastery based on the literacy level of Junior High School was needed. The scoring rubric was limited only in four aspects to make it easy to be used. There were grammar, content, vocabulary, andspelling. I also modified some of the criterion of scoring and the scoregiven for each modified rubric. However, the scoring guidance was adapted fromHeaton's grid and categories. It could be seen as follows:

Table 3.1

The scoring guidance taken from Heaton's grid and categories with some modifications.

Criteria of Mastery	Score	Criterion of Mastery
Grammar	5	**Excellent:** mastery of grammar taught on course,only 1 or 2 minor mistakes.
	4	**Good:** a few mistakes only (preposition, articles,etc.
	3	**Fair:** only 1 or 2 major mistakes but a few minorones.

	2	**Inadequate:** major mistakes, which lead to difficult to understand, lack of mastery of sentence construction.
	1	**Unacceptable:** numerous serious mistakes, nomastery of sentence construction, almost unintelligible.
Content	5	**Excellent:** all sentences support the topic, highlyorganized, clear progression of ideas well linked,like educated native speaker.
	4	**Good:** ideas well organized, links could occasionally be clearer but communication notimpaired.
	3	**Fair:** some lack of organization, re-reading required for clarification of ideas
	2	**Inadequate**: little or no attempt at connectivity,though reader can deduce some organization,individual ideas, may be clearer but very difficultto deduce.
	1	**Unacceptable:** lack of organization to serve thatcommunication is seriously imparted
Vocabulary	5	**Excellent:** use of wide range of vocabulary taughtpreviously
	4	**Good:** good use of new words acquired, and fairly appropriate synonyms
	3	**Fair:** attempts to use words acquired, fairly appropriate vocabulary on the whole but sometimes restricted, have to resort to use ofsynonyms, circumlocution, etc on a few creation.
	2	**Inadequate**: restricted vocabulary, use of synonyms (but always inappropriate), impreciseand vague, affects meaning.
	1	**Unacceptable:** very restricted vocabulary, inappropriate use of synonyms seriously hinderscommunication**.**
Spelling	5	**Excellent:** no error
	4	**Good:** 1 or 2 minor errors only
	3	**Fair:** several error, not too hard to understand

	2	**Inadequate:** several errors, some interfere with communication, some words very hard torecognize
	1	**Unacceptable:** numerous errors, hard to recognize, several words to communication made very difficult.

The calculation of the total score is as follows:

- Grammar   : 5 x 5 = 25

- Content   : 5 x 5 = 25

- Vocabulary   : 5 x 5 = 25

- Spelling   : 5 x 5 = 25

   Total Score   : 4 x 25 = 100

In classifying the score, the researcher used the measurement of students'

achievement suggested by Harris (1969:134)

Table 3.2

Scoring Guidance by Harris

Grade	Category	Score
1	Poor	0-50
2	Poor to average	51-60
3	Average to good	61-80
4	Good to exellent	81-100

A formula of mean score is proposed by Arikunto (2006: 189). The formula of

the mean score of the cycles test can be calculated with the formulas as

follows:

$$M : \frac{\Sigma x}{N}$$

Explanation :

M : mean score

Σ x : the total score

N : the number of sample

3.5.2. Procedure of Analyzing Observation Checklist

The observation checklist were analyzed by the result of the criteria on the observation checklists. The indicators observed showed the positive behaviour during learning process by using write-around. They were respect, enthusiasm, responsibility, confidence, and communication in doing the assignments and tasks in the class. The result described about the students' attitude during the teaching and learning process. It was used to support the data and to answer whether write-around can be used in teaching writing.

The observation checklist was analyzed through the following steps:

(1) determined students' checklist point using the table below:

Table 3.3

Checklist Point of the Students

No	Code	Indicators and Scores																								
		Respect					Enthusiastic					Responsibility					Convidence					Communicative				
		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
1	G-1																									
...	...																									
31	G-31																									
Total Point																										

(2) finding the mean point of each indicator using the following formula:

$$M = \frac{\Sigma}{n};$$

where,

M   = mean point,

Σ = total point,

n   = number of the students;

(3) matching the mean of each indicator to the criteria below:

Table 3.4

The Criterion of Observation Checklist Assessment

Range of Mean	Indicator
1.0-2.0	Poor
2.1-3.0	Average
3.1-4.0	Good
4.1-5.0	Excellent

3.5.3. Procedure of Analyzing Questionnaire

The questionnaire was analyzed by the result of students' answers. Because the questionaire was closed questionnaire, the analysis the questionnaire was based on the most answers made by the students. In analyzing questionnaire, some steps were taken, firstly, the items were graded. For the answer *yes,* itwould be given score 3, for the answer *doubt ,* it would be given 2, and for the answer *no,* the score was 1. Then, I tabulated the data and calculated the mean. the calculation of the mean was by using formula:

$$M = \frac{\Sigma}{n}$$

Then, I matched the mean to the criterion given by Heaton (1975:172). The criterion was as follows :

Table 3.5

Mean Criterion of Questionnaires by Heaton

Range of Mean	Students' Interest	The Advantage	Students' Achievement	The Relevancy	Sustainability
0,00-1.00	Low	Not Helpful	Low	Not Relevant	Not Necessary
1,01-2,00	Medium	Helpful	Medium	Relevant	Necessary
2,01-3,00	High	Very Helpful	High	Very Relevant	Very Necessary

3.5.4. Procedure of Analyzing Interview

The interview was analyzed based on classroom teacher's answer. There were questions about the opinion of classroom teacher about the use of write-around. The description was used to analyze the classroom teacher's answer to collect the data.

3.6 Procedures of Reporting the Result

After collecting the data, I tried to analyze the data by gathering all data from the student's writing, observation checklist, questionnaire and teacher interview. To know the improvements of students, the data from the pre test, cycle 1 and cycle 2 would be compared. Based on the comparison,a conclusion would be made whether there were some improvements or not and it would show a data if write-around strategy could improve students writing ability or not.

The observation checklist during the cycle 1 and cycle 2 also used to describe the use of write-around during the learning and teaching activity. It would observe the students behaviour that show positive behaviour and calculated to know the improvement of the students' positive behaviour during the cycles. The questionnaire of the data also would be analyzed. The result of questionnaire were analyzed to know the students' responses after being taught by using write-around. The result would be described and concluded if there was improvements or not during the learning activity.

CHAPTER IV

RESULT OF THE STUDY AND DISCUSSION

In this chapter, the data which have been collected during the study were analyzed and discussed. Therefore, this chapter provides us the analysis of the overall results of the action research and the discussion of the research findings.

4.1 General Description

This research was conducted in SMP N 39Semarang. Before conducting the research, the observation had been done at the school especially in VIII G to know the real problem of the students. The students at that class were active and dilligent, but they got problem in writing skill. Therefore, they were less motivated in writing activity so they could not write well. Based on the observation, VIII G was choosen as the subject of the study to help them in writing descriptive text as one of the materials that had been mastered in the eighth grade of Junior High School.

After observing the general ability on class VIII G, two cycles were planned in this study and it would not be continued if the students could write descriptive text well and could pass the grading score of 70. However, if there were still problems in the classroom and it had not solved yet, the cycle would be continued until the problems that students faced were solved.

In this study there were pre-test and post-test, and some meetings for treatment. In this case the theme to write descriptive text were about people to make the students easier to observe directly. The specific topics were given to the

students such asfriend, family member, their favorite artist. The cooperative learning was used during the research especially write-around to help the students in learning descriptive text so that the students could understand the material well. It was used to find out whether or not students' behavior after being given treatments improved. The schedule of research could be seen in the table below:

Table 4.1
Schedule of the Study

Date	Activity							
	Preliminary study	Pre test	Cycle 1		Cycle 2		Post test and questionnaire	Interview
			Meeting 1	Meeting 2	Meeting 1	Meeting 2		
July 30th 2015	V							
August 10th 2015		V						
August 12th 2015			V					
August 17th 2015				V				
August 19th 2015					V			
August 24th 2015						V		
August 26th 2015							V	
August 28th 2015								V

4.1.1 Cycle 1

This cycle involved the introduction of descriptive writing. Generally, in this cycle the researcher acted as the full guide for the students until they have completed their task. Below were the implementations for each 'actions' in this cycle:

4.1.1.1 Planning

In this stage, the material was prepared after giving pre-test. After analyzing the students' work, a planning about materials and lesson plan were made for the treatments. The themesabout people that would be discussed in the classroom and the instruments were prepared for the treatments such as observation checklist andpaper for students task. The theme about people was choosen because it could help the students to observe easily the object that would be discussed directly. In doing write-around,the observation checklist was used to observe the students' behaviour during learning process in class.

4.1.1.2 Acting

In cycle 1, there were two meetings for treatments and a formative test after having treatments. The treatments were conducted on 12th, 17th and 19th August 2015. In the initial activity, the apperception and question were given to the students to know whether they had known about the descriptive text or not. Almost all students already knew about descriptive text since they had learned it before. However, to refresh the student's memory about descriptive text, the review about descriptive texts was given;it was about about the social function,

the generic structure and language feature of descriptive text. Then, the students were devided into a group that consisted of six members to introduce them about the write-around strategy. However, they were still confused about what they would do with their group, so the steps of write-aroundwas also explained one by one untill the students began to understand it.

In the initial meeting of cycle 1, the material was delivered conventionally by explaining the material and the students listened to the material. After receiving the explanation about the materials and write-around, the starter sentence was given to the students to be discussed with their group. I tried to encourage the students and asked them to write one sentence for each member until all the members had been done in writing their sentence then the students were also asked to rearranged their writing to be a good paragraph.

In the second meeting, the explainion about the detail features of descriptive text, adjectives, and simple tenes were given to the students. It was used to make students able to write descriptive text in correct adjectives and tenses since they made errors in the pre test. In this meeting the use of correct grammar and adjectives were emphasized. However,write-around strategy was still used in giving material to help students to be more motivated in learning descriptive text.

The students were grouped to do a small competition to make a list of adjectives related to people as many as possible in the given time and display the result in front of the classroom. The group that could make longer list than other groups was the winner. The small competition was used since it could stimulate

the students to remember every single adjective that had been learnt before. Grouping them in a team could also make them to share the given material. Not to mention, they also had fun during the learning in class.

In the next meeting, after some meetings and making sure that the students really understand the whole material given, a formative test was conducted to know the progress of the students in learning writing of descriptive text. They were asked to make a descriptive text based on the theme given about best friend on paper. They were asked to write descriptive text that consisted about 15-20 sentences about one of their best friend in 60 minutes. The test was intended to measure students' ability in writing descriptive text after being given the treatment.

4.1.1.3 Observing

In cycle 1, the students behaviour were observed during the learning activity. In observing the students, there were three observers who observed the students to know the details of the students behaviour during learning process. In the beginning of meeting, the students were still lazy to express their idea. They could not cooperate with all group members. I tried to encourage them to ask freely about the material, helped them in answering question and gave them motivation. Then, they continued the discussion with their group. In understanding the material, the students were fast to memorize some material and implement it. Only few students who could not understand the material well. They were also interested enough with the strategy used.

In the next meeting, the students were grouped again to do write-around in learning the material. The group that used was the same group with the previous meeting to make them easy in disscussion. This strategy helped the students to be more enthusiastic. They could interacteach other both students who were active and less active were communicated each other. This activity was very effective to gather students and to gather their attention.

Most of the students were more enthusiastic with the learning process. They could concentrate more and looked more interested in learning with this strategy. They helped each other in producing descriptive textby asking and giving information. Both the students and I conducted an active interaction during the teaching learning process. The students often asked to the teacher when they had difficulties. Therefore, the classroom activities were active.

However, there was drawback in my observation, some students in the back rows were not cooperated with the teacher. They preferred to talk with their friends. I tried to approach them, so that the students began to give attention to the material.

4.1.1.4 Reflecting

After some meetings, a reflection during the cycle 1 was made and it was found that the students in the end of cycle 1 tried to cooperate with the teacher and their group. During the treatments, most of the students were interested in the strategy. It can be seen in their talks. However, when they were given a formative test, the result was not satisfying enough. They could write descriptive text but could not

arrange it in a good paragraph. It was found that they were still lack in the improvements of the grammar and structure of the sentences.

Inconclusion, there were many mistakes students made in writing descriptive text.the example of the students' work could be seen in Appendix 15, page 127 . Then, the second cycle was continued since they could not achieve the target of the learning. In cycle 2, the plan was revised based on the result of the formative test to make some improvements in some aspects such as grammar, vocabulary, and spelling.

4.1.2 Cycle 2

In general, this cycle was the continuation of Cycle 1. 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).

4.1.2.1 Planning

After giving formative test for the students, the test and some behaviors of the students in the classroom were analyzed. In the formative test, the students still could not achieve the learning target. The students' behavior during the learning process also could not achieve the target to write the descriptive text well. It means that it was not satisfied enough. Based on the analysis, they were lack in the improvements of grammar and spelling. Their grammar were improve although there were some students that still made mistakes, but the contents they wrote were still short. So, I planned to make improvement in the contents of their

writing and grammar. They were asked to memorized the content they had learnt after giving group assignment used write-around.

 4.1.2.2 Acting

Cycle 2 was conducted on 19th, 24th, 26thAugust 2015. In this cycle, the lesson plan was developed into a better one since at the last treatment that could not achieve the target score.

The materials that had given at the previous meeting were asked to review the previous material. The students answered the questions enthusiastically. The purpose of the study for that day was explained and the material for the main activity was explained. Then the example of the students' work in previous meeting were given to evaluate the mistakes that students did. The discussion about the students' writing mistakes was carried out to identify the problem and tried to solve them.

In the first meeting of cycle 2, write-around strategy was still used to help the students easy to understand more deeply about the material. The theme about teacher was given to the students and they were asked to make a descriptive text about teacher. In this meeting, the students were asked to write 3 sentences so that in one group, there would be many supporting sentences in descriptive text. They also could see the correct and incorrect one by discussing.

The material about pronoun was also given to help the students to understand more so that they could write the appropriate pronoun in descriptive

text. By understanding the pronoun about subjective, objective, and possessive pronoun, the students could develop their writing skill in writing descriptive text. They were asked to describe the hobby and the characteristics of the person they described by using appropriate pronoun.

In the second and third meeting of cycle 2 the material discussed was still about grammar and pronoun. At that meeting the students were guided and asked to do write-around again with their group. A group assignment through write-aroundwas given and the students shared their thinking each other. After that, to know the individual ability, they were asked to do individual task after completing the task in write-around.

The mastery ofgrammar, vocabulary and the spelling of the sentence was emphasized to help the students in producing a good descriptive text. The theme about their idol was used to make the students more undertand. The students were more enthusiastic than the previous cycle. They could describe the peopleand arrange it in a good paragraph. The strategy could help them in developing their ideas and making their sentences by discussing and memorizing their text.

After the previous meetings, all the materials that students got were reviewed. The studentswere guided to understand the all materials, and as usual I expected them to ask me some questions, so they did. There were a lot of improvements in cycle 2 thatshowed positive attitude and cooperated in every activity. In the end of the material, the students were asked to answer the advantages of write-around as their strategy in writing descriptive text. Since the target had been achieved, the next cycle of the treatment was not required.

4.1.2.3. Observing

In this cycle 2, the students were more enthusiastic than the previous cycle. Then, the students also cooperated well with the teacher and their group member. They were fast in responding question and bravely asking question to teacher. The class condition was far more active than the previous cycle because of the technique of cooperative leaning in using write-around. Then, they could do the task individually.

4.1.2.4 Reflecting

Seeing the activity in the cycle 2, as a teacher I was satisfied with result during the meeting. The classroom was active and they were enthusiastic in writing descriptive text. Students could write descriptive text individually. They could achieve the target of the competencies. Based on the result, the next cycle was not continued.

4.1.2.5 Post Test

After giving them some materials, a post test was given to the students to know the improvement of them. This post test would be a comparable test for the pre test and formative test. The theme of this post test was about "My Favorite Artist" and they were asked to write descriptive text in 60 minutes. Seeing the result of the post test, it could be said that their ability in writing descriptive text had been improved. They could produce a descriptive text by giving many supporting sentences and using correct grammar. It could be seen that there were a significant

score of the students writing. The content of the text, grammar, vocabulary, and spelling were significantly improved.

4.2   Result of Test

In this action research, some tests were conducted to measure the students' ability. They were pre test, formative, and post test. I analyzed the result of the test by giving them score and used criteria number scoring by giving them number.

4.2.1 Pre-test Result

Atest paper was given to the students and they were asked to write descriptive text based on the theme in the instructions of the test paper. The length of the story was about 15-20 sentences and the time allotment was about 60 minutes. The result of the pre-test would be compared to the result of formative and post-test. Here is the result of the pre test.

Table 4.2

The Result of Pre-test

Students' Code	Components					Score
	Grammar	Content	Vocabulary	Spelling	Total	
G-01	2	3	3	3	11	55
G-02	3	3	3	3	12	60
G-03	2	4	3	3	12	60
G-04	2	4	3	3	12	60
G-05	3	4	4	3	14	70
G-06	2	3	3	3	11	55
G-07	3	3	4	3	13	65
G-08	2	4	3	3	12	60
G-09	3	4	3	3	13	65
G-10	2	4	3	3	12	60
G-11	3	3	3	3	12	60
G-12	2	3	3	3	11	55
G-13	2	3	3	3	11	55
G-14	3	3	3	3	12	60
G-15	3	3	3	3	12	60
G-16	3	4	3	3	13	65
G-17	2	2	3	3	10	50
G-18	2	4	3	3	12	60
G-19	2	4	3	3	12	60
G-20	3	4	3	3	13	65
G-21	2	4	3	3	12	60
G-22	2	3	3	3	11	55
G-23	3	3	3	3	12	60

G-24	2	3	3	3	11	55
G-25	3	4	3	3	13	65
G-26	2	4	3	3	12	60
G-27	3	3	3	3	12	60
G-28	3	4	3	3	13	65
G-29	3	3	3	3	12	60
G-30	3	4	4	3	14	70
G-31	2	4	3	3	12	60
Total	77	108	96	93	374	1870
Mean	2.48	3.48	3.10	3.00	12.06	60.32

Highlighting the analysis of each student's writing in the pre-test, it could be drawn a conclusion that their ability in writing was still poor and far from satisfying. They got very low score in grammar and spelling. Their common errors occurred in the use of adjective and also article. They forgot to give article and could not differentiate the use of adjective, verb, and noun. I should emphasize on grammar, vocabulary and spelling, so that the means and scores can be improved.

Chart 4.1

The Precentage of the Grade Category of Students' Pre-test
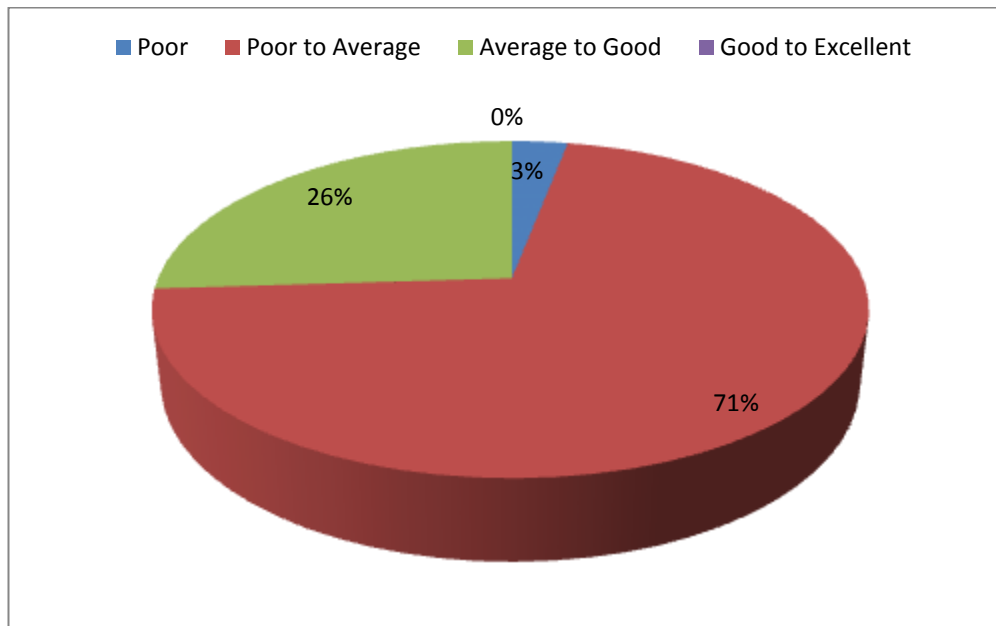
From the result above, we could see the result of the test was very poor. 3,2% of students were categorized in poor. 71% were categorizedin poor tofair. 25,8% of them were categorized as fair to good. The highest score was 70. The means of the test was 57.58. The lowest score was 50. It was far from satisfying. The detail of the grade category and frequency of students' pre-test could be seen in Appendix 20, page 133.

4.2.2 Formative Test Result

After doing the first cycle and treatments, the formative test was conducted. The students were asked to write a descriptive text about "My Best Friend". They followed the instructions to write a descriptive text. Here is the result of the test:

Table 4.3

Result of Formative Test

Students' Code	Components				Total	Score
	Grammar	Content	Vocabulary	Spelling		
G-01	3	4	4	3	14	70
G-02	2	4	4	3	13	65
G-03	3	4	4	3	14	70
G-04	3	4	4	3	14	70
G-05	3	4	4	4	15	75
G-06	3	4	4	3	14	70
G-07	3	4	4	3	14	70

G-08	3	4	3	3	13	65
G-09	3	4	4	3	14	70
G-10	3	4	3	3	13	65
G-11	3	4	4	4	15	75
G-12	3	4	4	3	14	70
G-13	3	4	4	3	14	70
G-14	3	4	4	3	14	70
G-15	3	3	3	4	13	65
G-16	3	4	4	4	15	75
G-17	3	4	3	3	13	65
G-18	2	4	3	3	12	60
G-19	3	4	4	3	14	70
G-20	3	4	3	3	13	65
G-21	3	4	3	3	14	70
G-22	3	3	3	3	12	60
G-23	3	4	4	3	14	70
G-24	3	3	3	3	12	60
G-25	3	4	4	3	14	70
G-26	3	4	3	4	14	70
G-27	3	3	4	4	14	70
G-28	2	4	4	4	14	70
G-29	3	3	4	3	13	65
G-30	3	4	4	4	15	75
G-31	3	3	4	3	13	65
Total	90	118	114	101	424	2120
Mean	2.9	3.81	3.68	3.26	13.68	68.39

The average score of cycle 1 was 68.39. It increased from the pre-test with the margin of 8.07. It showed the improvement in every aspect of students' skill in writing descriptive text. However they got low score in grammar and spelling. Their grammar didn't develop well. They still used the same structure and could not write the sentence well because they did grammar mistakes. It could be seen that there was a little improvement in the formative test. The students could not reach the target score of test that was 70 and it could be seen from the students' grade category. There were still 9.7% students whose score categorized in poor to

average and 90.3% of students' score categorized in average to good but the highest score was 75. None of students got label good to excellent score.The detail of the grade category and frequency of students' pre-test could be seen in Appendix 20, page 133.

Chart 4.2

The Precentage of the Grade Category of Students' Formative Test
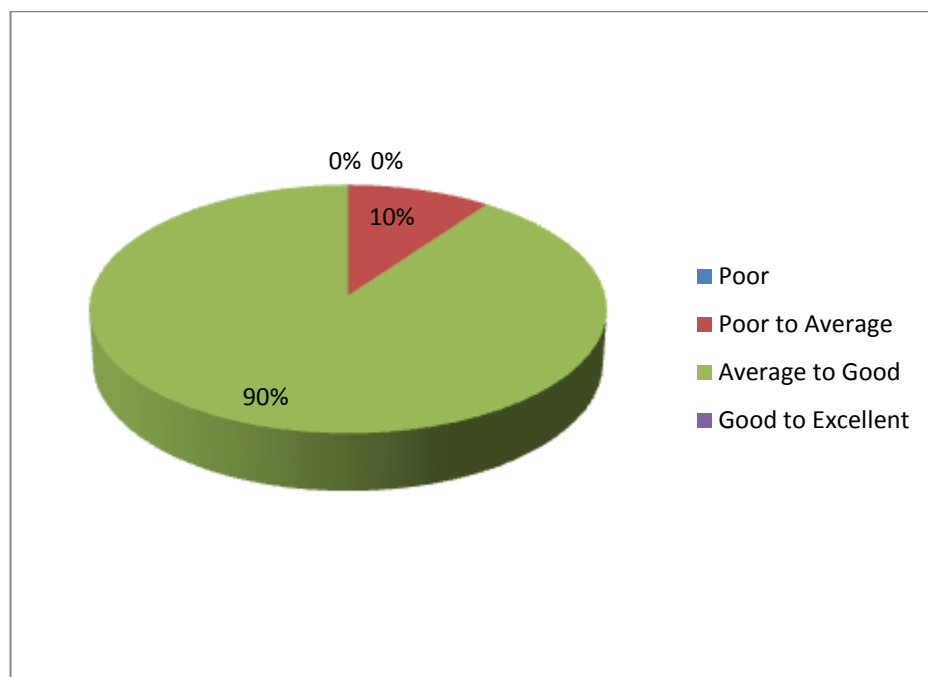
4.2.3 Post Test Result

After getting some treatments in cycle 2, the students did post test. The students had to write descriptive test about "My Favorite Artist". The same instructions about time and limitation of the sentences were given and the students tried to do their work. The post-test score is presented as follows:

Table 4.4

The Result of Post-test

Code	Components				Total	Score
	Grammar	Content	Vocabulary	Spelling		
G-01	4	4	4	4	16	80
G-02	4	5	4	4	17	85
G-03	4	4	4	5	17	85
G-04	4	4	4	4	16	80
G-05	4	5	5	5	19	95
G-06	3	4	4	4	15	75
G-07	4	4	4	4	16	80
G-08	3	4	4	4	15	75

Code	Components				Total	Score
	Grammar	Content	Vocabulary	Spelling		
G-09	4	4	4	5	17	85
G-10	3	4	4	4	15	75
G-11	4	4	4	4	16	80
G-12	4	4	5	4	17	85
G-13	4	5	4	3	16	80
G-14	4	4	4	4	16	80
G-15	4	4	4	4	16	80
G-16	4	4	5	4	17	85
G-17	4	4	4	3	15	75
G-18	3	4	4	3	14	70
G-19	4	4	4	4	16	80
G-20	4	4	4	4	16	80
G-21	3	4	4	4	15	75
G-22	3	4	4	4	15	75
G-23	4	4	4	4	16	80
G-24	4	4	4	3	15	70
G-25	4	4	4	4	16	80
G-26	4	4	5	4	17	85
G-27	4	4	4	3	15	75
G-28	4	4	4	4	16	80
G-29	4	4	4	4	16	80
G-30	4	5	5	5	19	95
G-31	4	4	4	4	16	80
Total	118	128	129	123	498	2485
Mean	3.81	4.13	4.16	3.97	16.06	80.16

The average score of post-test is 80.16. It increased than the test result of the last cycle, with the margin of 11.77. It showed us the improvement of students' skill in writing descriptive text. The detail of the grade category and frequency of students' pre-test could be seen in Appendix 20, page 133.Here is the grade distribution of the students.

Chart 4.3

The Precentage of the Grade Category of Students' Post-test

0%

0%

26%

74%

- Poor
- Poor to Average
- Average to Good
- Good to Excellent
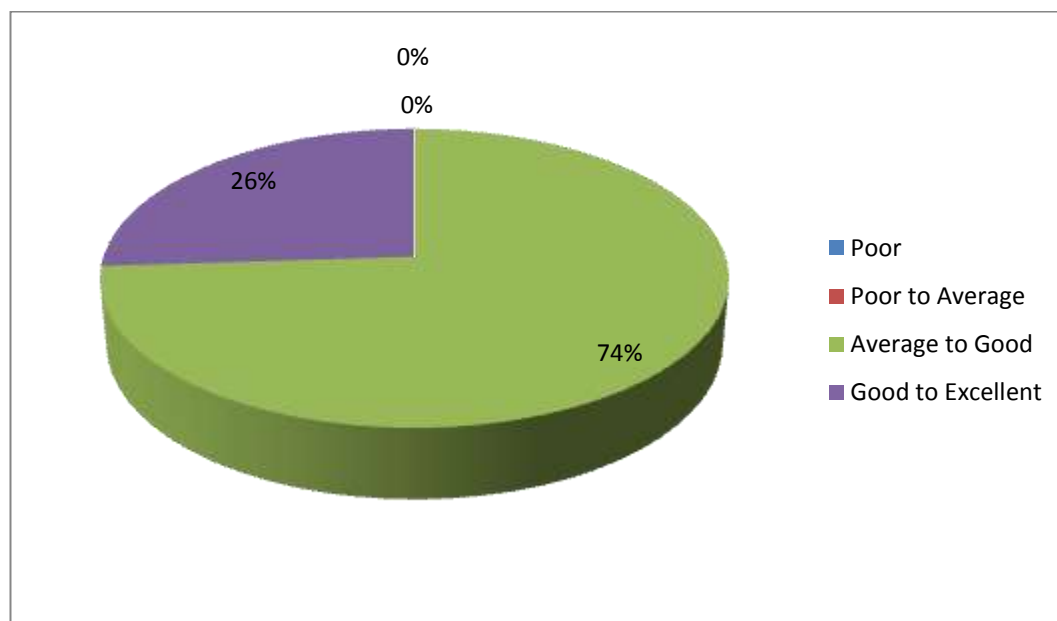
According to the data, it could be concluded that there was improvement of students' writing skill. After giving treatments in some meetings, most of them got the point of how to construct descriptive text correctly. Their skill in writing particularly in descriptive text improved.

There was a significance improvement of the students' ability in writing descriptive text. It could be seen the average of the students' score. During the pretest until formative test there was an improvement it was about 8.07. Then, the score improvement during formative test to post test was 11.77. There was a significance of the students' test. The strategy really helped the students to understand the material and helped the students in writing descriptive text. The diagram of the mean score improvement in the pre test, formative test and post test could be seen as follow:

Chart 4.4

The Comparative Means Score in Each Test

The score means
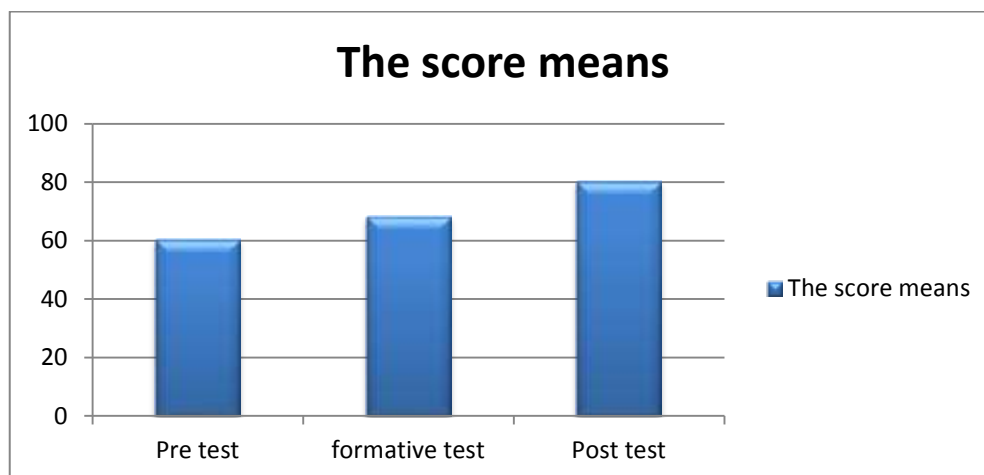
It showed that there was improvement in every test. The use of write-around helped in the improvement of the test. It could be concluded that the appropriate strategy during the teaching material was very important to deliver the material about descriptive text. In the class VIII G of SMP N 39 Semarang, it was found that write-around as the strategywas needed. The strategies could help the students in understanding the materials.

4.3   Analysis of the Observation Checklist

There were two observation checklists. They were cycle 1 observation sheet and cycle 2 observation checklist.

4.3.1 Analysis of Cycle 1 Observation Checklist

The students' attitude during the first treatment was observed and recorded through Cycle 1 observation checklist in the second meeting. The mean point of each indicator was determined by using the following formula:

$$M = \frac{\Sigma x}{n}$$

where,

M   = mean point,

Σx   = total point,

n   = number of the students;

Table 4.5
The Criterion of Observation Checklist Assessment

Range of Mean	Indicator
1.0-2.0	Poor
2.1-3.0	Average
3.1-4.0	Good
4.1-5.0	Excellent

Here is the example the calculation of the mean for the first indicator:

$$M1 = \frac{124}{32}$$
$$= 3.88$$

The result of this observation checklist in cycle one is presented in the table and

chart as following :

Table 4.6
The Result of Cycle 1 Observation Checklist

No	Indicators	Total Point	Mean Point	Criteria
1.	Respect	124	4,00	Good
2.	Enthusiasm	108	3,48	Good
3.	Responsibility	96	3,10	Average
4.	Confidence	90	2,90	Average
5.	Communication	119	3,84	Good

Based on the mean point above, for example, the first indicator that was students'

respect categorized into the good evel. There were 31 students on this cycle, so

that the mean of the first indicator was acquired from total point of indicator 1

divided by 31. The result is 4,00 that is categorized into the good level. The

complete result of Cycle 1 observation checklist could be seen in Appendix 17

page 129.

4.3.2 Analysis of Cycle 2 Observation Checklist

The students' attitude during the second treatment was observed and recorded

through Cycle 2observation checklist in the second meeting. The formula that was

used to calculate the mean point of each indicator was the same with the cycle

one.

The result of this observation checklist in cycle two was described in the

table and chart below:

Table 4.7
The Result of Cycle 2 Observation Checklist

No	Indicators	Total Point	Mean Point	Criteria
1.	Respect	128	4,13	Excellent
2.	Enthusiasm	125	4,03	Excellent
3.	Responsibility	110	3,55	Good
4.	Confidence	108	3,48	Good
5.	Communication	124	4,00	Good

There were 31 students on this cycle so that the mean of the first indicator is acquired from total point of indicator 1 divided by 31,and so did indicator 2 to 5. The result is 4,13 that is categorized into the excellent level. The complete result of Cycle 2 Observation Checklist can be seen in Appendix 17, page 129. According to the data mean point of each indicator above, it shows that there is an improvement of each indicator in this cycle two.

Table 4.8

The improvement of Students' Activity

No	Indicators	Cycle 1	Cycle 2
1.	Respect	4,00	4,13
2.	Enthusiasm	3,48	4,03
3.	Responsibility	3,10	3,55
4.	Confidence	2,90	3,48
5.	Communication	3,84	4,00

The improvement of the students' activity is also showed in the chart below:

Chart 4.5

The Improvement of Students' Activity
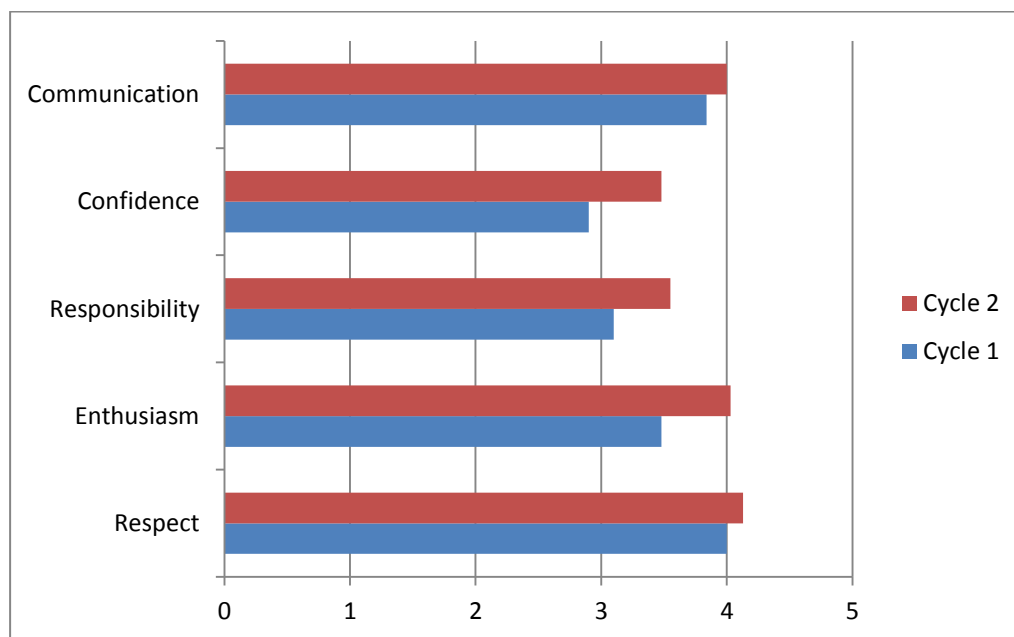
4.4 Analysis of Questionnaire

In order to support the primary data on students' improvement in learning descriptive text, the questionnaires were given to the studentsin the end of the research. There were ten questions that should be answered and the result of the questionnaire was as follows.

1) The first question was whether the students liked learning English or not, the result of this question was 2,71. It showed that students' interest in learning English is high.

2) The second question was whether the students liked learning guided writing in English or not, the result of this question was 2,48. It showed that the students' interest in learning writing also high enough. However, there were still a few of them who had low interest in writing. Moreover, it

needed to be increased in order to improve the students' guided writing ability.

3) The third question was whether the students had mastered writing or not. The answer for this number was 1,45, it means that the students ability was medium.

4) The fourth question was whether the teacher had used the strategy and the answer was 2,39. It means that the teacher ever used strategy in teaching writing.

5) The fifth question was whether the students were willing for the use of strategy in learning about writing. The result was 2,77. It meant that almost all of the students were willing to have strategy in their writing class.

6) The sixth question was about the students' interest in the use of write-around as strategy in writing activity. The result was 2,74. It meant that the students' interest toward these strategy was high.

7) The seventh question was whether the use of write-around helped students in learning writing, the result for this question was 2,48. It meant that the use of write-around in students' opinion was very helpful in learning writing.

8) The eighth question was whether the students' like and interest in learning writing increased or not. The result of this question was 2,84, it meant that their interest highly increased in learning writing.

9) The ninth question was about the students' achievement, whether it increased or not after they had been treated by using write-around as strategy. The result was 2,74, it meant that the students' achievement increased.

10) The last question was about the sustainability of write-around as strategy in writing class. It asked whether the use of this strategy should be continued or not in learning writing in English. The result for this question was 2,81. It showed that the continuity of using write-around as strategy in writing class was very necessary.

From the result of first questionnaire, it could be concluded that the students' attitude toward the learning English, especially in writing was quite good. Then, the use of write-around strategy in teaching writing was needed to improve the students' writing skill.

4.5 Analysis of Interview

After conducting the action, I did interview to the classroom teacher. The purpose of this interview was to know the teacher's opinion about the research I conducted. Also, to know the teacher's opinion about the strategy I used in teaching writing whether it could improve the students writing skill or not.

The English teacher gave positive responses toward the action. She felt satisfied with the improvement made by the students focus on writing ability and their participation. According to her, the strategy should be used in teaching writing in order to improve their skill. She added that the strategy gave the

positive improvements. The result of the interview could be seen in Appendix 19, page 131.

4.6 Research Findings and Discussion

In this session, the improvement of the students' writing skill of descriptive text and the way write-around strategyimproved the students' writing skill would be discussed.

4.6.1 The Improvement of The Students' Writing Skill of Descriptive Text

An action research was conducted in this study which has two cycles, they were cycle 1 and cycle 2. In the cycles, the instruments were used to measure the students' improvement in writing descriptive text after being taught by the write-around strategy. The test instruments of this study were pre-test, formative test, and post test. The purpose of the pre-test has been stated in the previous session which is to see how far the students' writing skillbefore the treatments, while the post-test is to find out the students' writing skill of descriptive text after being treated.

Based on the analyses of the previous section, I would like to find out whether there is improvement from pre-test to post-test in order to find out to what extent the write-around strategyimproves the students' writing skill of descriptive text. According to the analysis of the students' test, before given a treatment, the pre-test mean is 60,32. The most mistakes that the students did in the test were about grammar mistakes and spelling. They could not organize their sentence well by using the correct grammar.

However, after being treated by write-around strategy, the post-test mean is 80,16. It increased from the pre-test which is only 60,32. The students' writing skill of descriptive text is averagely improved by 19,88 points. The students got high score because they could write their descriptive text well. It could be seen from the detail of aspect in scoring system that increase from the pre-test. students are more able arrange their sentence with the correct grammar and spelling. They also could write their paragraph by using so many supporting ideas.

The improvement of the students' writing skill of descriptive text can be calculated in precentage. I calculated the percentage of the improvement from the pre-test to the post-test by using the following formula:

$$\text{Percentage} == \frac{Post\ test - Pre\ test}{pre\ test} \times 100\%$$

$$= \frac{80,16 - 68,39}{68,39} \times 100\%$$

$$= 14,5\%$$

The following chart illustrated the enrichment of the students' writing skill based on the students' mean score of pre-test and post-test:

Chart 4.6
The Improvement of Students' Writing Skill
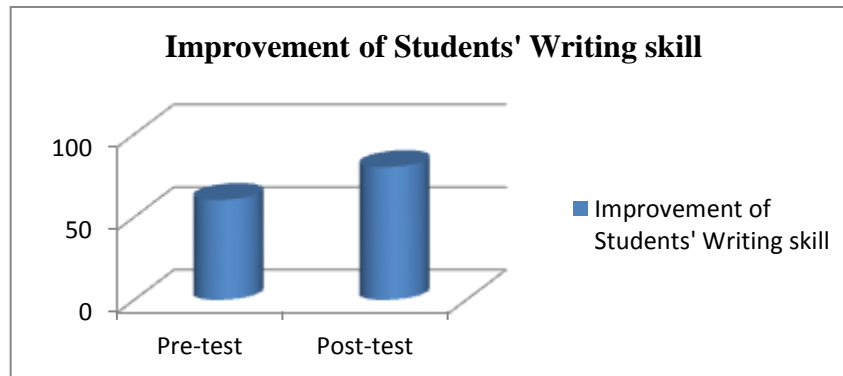
According to the result and the chart, the students' writing skill of descriptive textimproved about 14,5% after given the treatment. In the pretest, before given the treatment, the students did not know how to write descriptive text well. However, after being treated with the strategy, in the post-test, the students could improve they writing betterthan in the pretest. They could write a descriptive text well.

4.7   The Way Write-around Strategy Can be Used to Improve Students' Writing Skill of Descriptive Text

According to the previous discussion, it was proven that the write-around strategy helped the students to write descriptive text. The way it improved students' writing skill of descriptive text would be presented in the following explanation.

By applying the strategy, the students could understand and remember how to write descriptive text. The students had given the starter sentence then they continued to produce a text by making sentence by sentence with their group. Then, they combined the sentences to be a good descriptive text. After making the

desriptive text, the students memorized what they discussed with their group and the students remembered well what they would write in producing descriptive text.

Write-around strategy could help students learn how to write descriptive text. Most of the students stated that using the strategyin learning writing was helpful. It is implied that they enjoyed and pleased during the lesson. After finishing the strategy, the students were assessed by the teacher to know their achievement after being treated.

The observation checklist shows that there is an improvement of the students behaviour in class during learning process. The aspects observed were respect, enthusiasm, responsibility, confidence, and communication. All aspects in cycle 1 increased positively. The categories of cycle 1 increased from good to excellent in cycle 2. The students' behaviour also improved positively after being taught by write-around strategy. The strategy helps the students to be more active and cooperative. It is showed in the process of students' activity in writing descriptive text by using that strategy.

The result of questionnaire also showed that the use of write-around strategy was very helpful for the students. It was effective in teaching writing especially writing descriptive text. The students opinion showed that they are helped by using write-around in learning writing of descriptive text. Most of the students were enthusiastic in learning process because the strategy could help them to improve their score in writing.

Furthermore, the result of the interview showed that the classroom teacher gave positive response about write-around strategy in teaching. According to the teacher, the strategy could be used in teaching writing especially in arranging the sentences into paragraph. The strategy was good to be applied in writing and it can be continued to other materials.

The data explained in the previous discussion showed that there was an improvement of students' score before and after being treated using write-around strategy. The students behaviour also increased positively in writing. In conclusion, the use of write-around strategy was very helpful in improving the students' writing skill of descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter presentsconclusions and suggestions related to the topic of the study.

5.1 Conclusions

This study investigated the use of write-around strategy to improve students'writing skillof descriptive text. After the research findings were discussed in the previous chapter, the conclusion of the research can be drawn from the analysis of the tests, observation checklist, questionnaires, and interview, as follows :

Write-around is appropriate strategy in teaching writing. The strategy was started with a sentence starter and continued by the students in a group by passing the sentence.Student write to the next student. After all students have done writing their sentences by their own opinions, teacher should give time for the students to write conclusion in their group. It is interesting because students will memorize what they should write after the first sentence. The steps of write-around strategy had been done in each cycle.

The analysis during the treatment showed that the use of write-around strategy could improve the students' writing skill. It could be seen from classroom behavioral activities and the quantitative description of the pre-test, formative test, and post-test. The improvement in the first cycle was a result of mastering the vocabulary, adjective, and structure in the descriptive text. Then, the second cycle

improvement was in the students' ability in gaining their idea.The result of both

cycle showed good improvement. The post-test gave a satisfying result in which

indicated write-around strategy is appropriate to improve writing in descriptive text. The students' writing improved in all writing aspects including grammar, content, vocabulary, and spelling.The average results after conducting the research improved; pre test (60.32), formative test (68.39), and post test (80.16).

Based on the observation checklits, it could be seen that the students' behavior during the learning activities improved positively.Students were more enthusiastic using the strategywhich is cooperative learning. Students showed the behaviour and enthusiasm after being taught by usingwrite-around strategy. Overall, students became more enthusiastic, active, and cooperative during the lesson.

The analysis of the questionnaires showed that the students got advantages from write-around strategy to help them in writing descriptive text. The strategy helped them to improve their writing skill. Besides, write-around could increase their motivation in learning writing because the strategy attract them, as a result, the learning processbecame more enjoyable when usewrite-around. Then, the analysis of the interview showed that the classroom teacher gave positive response about this study that used write-around strategy. The teacher add that this strategy could be used in teaching learning process especially in learning writing.

5.2 Suggestions

Referring to the conclusion above, some suggestions are presented as follows:

1. For English teachers

   In teaching descriptive text, teachers need strategy to help students in gaining their idea.Teachers should use strategy that can help the students produce a descriptive text by discussing with their friends. They can share the new knowledge to each other and they can cooperate with their friends. The strategy will help the students to think and arrange descriptive text well. Write-around can be one of alternative strategies to teach writing. The learning activities are more enjoyable and comunicative in writing descriptive text when using this strategy. It also creates a more joyful situation that will help students to write.

2. For students

   In understanding materials, especially descriptive texts, students should cooperate with the teacher. Students should follow the teachers' instruction well. Besides, students should share and cooperate with other friends to share their thinking and idea so that the students willunderstand more and explore their thinking. It would help the students in understanding the material. The cooperation with other friend in the learning activities could be implemented in every subject or learning activity. One more thing, they should not think that writing is difficult and think that it is very interesting.

3. For readers

   The readers are hoped to take benefits from this. In addition, for the readers who are willing to conduct other studies under the same field, this study can be a reference so that they can conduct better studies in the future.

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APPENDICES

Appendix1
Permission Letter from Dekanat

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B, Kampus Sekaran, Gunungpati, Semarang-50229
Telp. +62248508010 Fax. +62248508010
Laman: http://fbs.unnes.ac.id, Email: fbs@unnes.ac.id

Nomor : 3128/UN37.1.2/LT/2015
Lamp. : -
Hal. : Permohonan Izin Penelitian

Yth. **Kepala SMP Negeri 39 Semarang**
di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama	: **Tahti Munnisa**
nim	: 2201411069
jurusan	: Bahasa Inggris
program studi	: pendidikan bahasa inggris
jenjang	: S1
tahun akademik	: 2014/2015
judul	: The Use of Writearound Strategy to Improve Students Writing Skill of Descriptive Text.

akan mengadakan penelitian di **SMP Negeri 39 Semarang**, waktu pelaksanaan **Juli s.d. September 2015**. Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.

Semarang, 27 Juli 2015
Dekan,

Prof. Dr. Agus Nuryatin, M.Hum.
NIP 196008031989011001

Tembusan:
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Pertinggal

FM-05-AKD-24

Appendix 2
Permission Letter from Dinas Pendidikan Kota Semarang

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
Jalan Dr. Wahidin 118 ☎ (024) 8412180 Fax (024) 8317752
Semarang – 50254
website : www.disdik.semarangkota.go.id. e-mail : disdik@semarangkota.go.id

SURAT IJIN KEPALA DINAS PENDIDIKAN KOTA SEMARANG
Nomor : 070/4813

TENTANG IJIN PENELITIAN

Dasar : Surat dari Universitas Negeri Semarang

Nomor : 3128/ UN37.1.2/LT /2015 . tanggal 27 Juli 2015

Perihal : Permohonan Ijin Penelitian

Berdasarkan hal tersebut di atas, Kepala Dinas Pendidikan Kota Semarang mengijinkan Mahasiswa sebagai berikut :

Nama : Tahti Munnisa

NIM : 2201411069

Perguruan Tinggi : Universitas Negeri Semarang

Fakultas : Pendidikan Bahasa Inggris

Judul : "The Use of Writearound Strategy to Improve Students Writing Skill of Descriptive Text"

Untuk melaksanakan penelitian di SMP N 39 Semarang dengan memperhatikan hal-hal sebagai berikut:

1. Kegiatan penelitian tidak mengganggu proses pembelajaran di sekolah.
2. Mentaati peraturan dan ketentuan yang berlaku di tempat penelitian tersebut.
3. Menyampaikan laporan/pemberitahuan kepada Kepala Dinas Pendidikan Kota Semarang setelah selesai pelaksanaan kegiatan penelitian.
4. Kegiatan penelitian dilaksanakan sejak dikeluarkannya surat ijin Kepala Dinas Pendidikan Kota Semarang sampai dengan selesai.

A.n. Kepala Dinas Pendidikan
Kota Semarang
Ka. Bidang MONBANG

Drs. Taufik Hidayat, MT
Pembina
NIP. 19640224 198903 1 010

Tembusan Yth:
1. Kepala Sekolah Ybs;
2. Pertinggal.

Appendix 3
Letter of the Conducted Research from SMP N 39 Semarang

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 39
Jalan Sompok No. 43 A Telp. (024) 8311540 Semarang 50242
Http : www.smpn39-smg.sch.id email : smpn39semarang@yahoo.co.id

SURAT KETERANGAN
Nomor : 070/ 420 /2015

Yang bertanda tangan dibawah ini Kepala SMP Negeri 39 Semarang menerangkan bahwa :

N a m a	:	Tahti Munnisa
N I M	:	2201411069
Perguruan Tinggi	:	UNNES Semarang
Program Studi	:	Pendidikan Bahasa Inggris

Berdasarkan surat dari Dekan UNNES Semarang No. 3128/UN37.1.2/LT/2015 tanggal 27 Juli 2015, telah mengadakan Penelitian dan Pengumpulan Data di SMP Negeri 39 Semarang, pada tanggal 7 s.d 29 Agustus 2015 guna kepentingan penyusunan Skripsi dengan judul "The Use of Writearound Strategy to Improve Students Writing Skill of Descriptive Text".

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana perlunya.

Semarang, 3 September 2015

Kepala Sekolah

M.Pd
NIP. 19670430 199703 1 001

Appendix 4

List Name of the Subject

Class VIII I

No	Name	Code
1	Adjani Bintang Ramadhan	G-01
2	Adhea Sefiana	G-02
3	Agil Surya Fajar	G-03
4	Aldi Mohamad Rizal	G-04
5	Alfiana Cahya Syahrani	G-05
6	Alif Baskara	G-06
7	Ardiansyah	G-07
8	Devi Cahyanti Rahmadani	G-08
9	Dinda Gustia	G-09
10	Dwi Roro Ayuningtyas	G-10
11	Farel Bayu Alexandra	G-11
12	Farid Nur Hidayanto	G-12
13	Friska Meilani Saputri	G-13
14	Ghaniiyya Anandini Putri	G-14
15	Handika Ardyansyah	G-15
16	Ika Putri Rosniawati	G-16
17	Indri Destira	G-17
18	Jeri Aditya Pangestu	G-18
19	Lutfi Aditya Wijaya	G-19
20	Muhammad Dhaffa Alif Setyo	G-10
21	Muhammad Iqbal Mustaqim	G-21
22	Mutiara Maharani Putri Lestari	G-22
23	Nia Cornelia	G-23
24	Ochtavia Sutari Nur Chasanah	G-24
25	Rahmat Andhika	G-25
26	Sofi Safik	G-26

27	Tegar Noor Cahyo	G-27
28	Tiara Putri Widiastuti	G-28
29	Widyanelsa Eka Prasasti	G-29
30	Yawidya Nur Khanifah	G-30
31	Yuardika Efratha	G-31

Appendix 5

Pre-test Instrument

Name :

Class/number :

Instructions :

1) Make a descriptive text about one of your family member (example : mother)

2) The duration is about 60 minutes.

3) Your descriptive text consists of at least 15-20 sentences

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Appendix 6

Post Test Instrument

Name :

Class/number :

Instructions :

1) Make a descriptive text about your best friend

2) The duration is about 60 minutes

3) Your descriptive texts consists of 15-20 sentences

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Name :

Class/Number :

Instructions :

1) Make a descriptive text about your favorite artist

2) The duration is about 60 minutes

3) Your descriptive texts consists of 15-20 sentences

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Appendix 7

LESSON PLAN CYCLE 1,1ˢᵗ MEETING

School : SMP N 39 Semarang
Class : VIII
Subject : English
Semester : 1
Time : 2 x 40 minutes (1 meeting)

1. Standard Competence

12. Expressing meaning in short functional text and short essay in the form of *descriptive*, and *recount* to interact with society.

2. Basic Competence

12.2. Expressing meaning and rhetoric step in simple short functional text using written language accurately, fluently, and acceptable to interact with society in the form of *descriptive* and *recount*.

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

Descriptive Text

- A text that describe someone, place, or something

Purpose of Descriptive Text

- To describe someone, place, or something

Language Feature

- Use simple present tense
- Focus on specific participants

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. Discussion

7. Learning Activity

Activities	Time Allotment
1. Opening Activity a. Teacher greets the students	10 minutes
2. Main Activity 1) Teacher builds up a semantic web of students' current knowledge of descriptive text and teaching new vocabulary as appropriate. 2) Teacher asks students to make a group of 5 and explain the write-around strategy 3) Teacher reads the short descriptive text monotonously, and the students should listen it. 4) Teacher asks the students listen carefully and made some notes from the text that they have heard. 5) Teacher writes the frame of mind mapping on the white board. 6) Teacher asks the students to write the list of adjective they heard on the white board. 7) Teacher and the students classify the adjectives, it belonged to appearance-adjective and personality-adjective. 8) Teacher does correction of the miss spelling that made by the students in writing the adjectives. 9) Students are asked to classify the adjectives into five appearance-adjectives: age, height, body, hair, face, and eyes by using write-around.	60 minutes

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

9. Learning Source

1. Learning materials that are prepared by pre-service teacher.

10. Evaluation

a. Technique   : written test

b. Form   : answering questions

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

Right Answer   : 5

Wrong Answer   : 0

Total Acore   : 5 x 20 = 100

Character Building Rubric

No	Code	Indicators and Scores																								
		Respect					Enthusiastic					Responsibility					Convidence					Communicative				
		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
1	G-1																									
...	...																									
31	G-31																									
Total Point																										

Explanation:

       1 : Very Low

       2 : Low

       3 : Medium

       4 : High

       5 : Very High

Classroom teacher   Pre-service Teacher,

Sri Mulyati, S.Pd   Tahti Munnisa

NIP :   NIM :

LESSON PLAN CYCLE 1, 2ⁿᵈ MEETING

School   : SMP N 39 Semarang
Class   : VIII
Subject   : English
Semester   : 1
Time   : 2 x 40 minutes (1 meeting)

1. Standard Competence

12. Expressing meaning in short functional text and short essay in the form of

descriptive, and *recount* to interact with society.

2. Basic Competence

12.2. Expressing meaning and rhetoric step in simple short functional text

using written language accurately, fluently, and acceptable to interact with

society in the form of *descriptive* and *recount*.

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.

5. Learning Material

Descriptive Text

- A text that describe someone, place, or something

Purpose of Descriptive Text

- To describe someone, place, or something

Language Feature

- Use simple present tense

- Focus on specific participants

a. adjectives list

1 short	6 thin	12 short	16 oval
2 tall	7 slim	13 Thick	17 round
3 fat	8 wavy	14black	18 slanted
4 chubby	9 curly	15 Dark	19 young
5 curvy	10 straight		20 old
	11long		

b. Sentence :

Example : Her body is slim.

c. Short Paragraph

Make a short paragraph by arranging the sentences you made.

I have a little sister. She is..

....

....

....

....

6. Learning Method

1. Lecturing

2. Students' performance

3. Discussion

7. Learning Activity

Activities	Time Allotment

1. Opening Activity
 	
    Teacher greets the students
 	
    Teacher reviews the material in the previous meeting
	10 minutes

2. Main Activity 1) Teacher asks the students to make a group of five and asks	60 minutes

them to do write-around strategy	
2) Teacher writes the sentence that is arranged from the words that written	
3) Teacher asks the students to continue writing the sentences from the words in each group	
4) Teacher asks the students to come forward and write their sentences.	
5) Teacher and students are correcting the students' work together.	
6) Teacher asks students to arrange the sentences they made into a paragraph. Teacher gives starter sentence before. Then students continue to write their paragraph	
7) Teacher asks students make a short descriptive text about "brother or sister" and submit their work and review the materials	
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   : Short Essay

……………………………………………………………………..

I have a sister. Her name is Meilany. She is..

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Scoring Guidance of Writing

Criteria of Mastery	Score	Criterion of Mastery
Grammar	5	**Excellent:** mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	**Good:** a few mistakes only (preposition, articles, etc.
	3	**Fair:** only 1 or 2 major mistakes but a few minor ones.
	2	**Inadequate:** major mistakes, which lead to difficult to understand, lack of mastery of sentence construction.
	1	**Unacceptable:** numerous serious mistakes, no mastery of sentence construction, almost unintelligible.
Content	5	**Excellent:** all sentences support the topic, highly organized, clear progression of ideas well linked, like educated native speaker.
	4	**Good:** ideas well organized, links could occasionally be clearer but communication not impaired.

	3	**Fair:** some lack of organization, re-reading required for clarification of ideas
	2	**Inadequate**: little or no attempt at connectivity, though reader can deduce some organization, individual ideas, may be clearer but very difficult to deduce.
	1	**Unacceptable:** lack of organization to serve that communication is seriously imparted
Vocabulary	5	**Excellent:** use of wide range of vocabulary taught previously
	4	**Good:** good use of new words acquired, fairly appropriate synonyms, and circumlocutions.
	3	**Fair:** attempts to use words acquired, fairly appropriate vocabulary on the whole but sometimes restricted, have to resort to use of synonyms, circumlocution, etc on a few creation.
	2	**Inadequate**: restricted vocabulary, use of synonyms (but always inappropriate), imprecise and vague, affects meaning.
	1	**Unacceptable:** very restricted vocabulary, inappropriate use of synonyms seriously hinders communication**.**
Spelling	5	**Excellent:** no error
	4	**Good:** 1 or 2 minor errors only
	3	**Fair:** several error, not too hard to understand
	2	**Inadequate:** several errors, some interfere with communication, some words very hard to recognize
	1	**Unacceptable:** numerous errors, hard to recognize, several words to communication made very difficult.

The calculation of the total score is as follows:

- Grammar   : 5 x 5 = 25
- Content : 5 x 5 = 25
- Vocabulary   : 5 x 5 = 25
- Spelling   : 5 x 5 = 25

   Total Score   : 4 x 25 = 100

Character Building Rubric

No	Code	Indicators and Scores																								
		Respect					Enthusiastic					Responsibility					Convidence					Communicative				
		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
1	G-1																									
...	...																									
31	G-31																									
Total Point																										

Explanation:

   1 : Very Low

   2 : Low

   3 : Medium

   4 : High

   5 : Very High

   Classroom teacher   Pre-service Teacher

   Sri Mulyati, S.Pd   Tahti Munnisa

   NIP: NIM:

Formative Test

Name :

Class/number :

Instructions :

1) Make a descriptive text about your best friend

2) The duration is about 60 minutes

3) Your descriptive texts consists of 15-20 sentences

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LESSON PLAN CYCLE 2, 1st MEETING

School : SMP N 39 Semarang
Class : VIII
Subject : English
Semester : 1
Time : 2 x 40 minutes (1 meeting)

1. **Standard Competence**

   12. Expressing meaning in short functional text and short essay in the form of

   descriptive, and *recount* to interact with society.

2. **Basic Competence**

   12.2. Expressing meaning and rhetoric step in simple short functional text

   using written language accurately, fluently, and acceptable to interact with

   society in the form of *descriptive* and *recount*.

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

5. **Learning Material**

   Descriptive Text

   - A text that describe someone, place, or something

   Purpose of Descriptive Text

   - To describe someone, place, or something

Language Feature

- Use simple present tense

- Focus on specific participants

Example of Descriptive Text :

I have a friend. She is Diah Ayu. My friends call her Ayu. She was born on September 5 2002. She is 12 years old. She lives in Semarang at Flamboyan Street number 5. She is a student of SMP 39 Semarang. She is tall. She has black hair. Her skin is dark. Her hobby is reading a novel. Her favorite artist is Tere Liye. Her favorite food is Burger and her favorite drink is Orange Juice.

6. Learning Method

1. Lecturing

2. Students' performance

3. Discussion

7. Learning Activity

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

2. Main Activity
 	
    1. Teacher give example of descriptive text
    2. Teacher reads the example of the student's writing loudly, and the students should listen it.
    3. 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.
    4. Teacher explains the generic structure of descriptive
    5. Teacher asks the students to make a group of five
	60 minutes

and do write-around strategy	
6. Teachers asks students to make a descriptive text about "my home"	
7. Teacher give sentence starter in write-around strategy	
8. Teacher gives the instruction and time to each group to do the task. Then observe the students' activity	

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

9. Learning Source

1. Worksheet which is made by the teacher

10. Evaluation

a. Technique   : written test

b. Form   : writing descriptive text

Title		Identificatio
What does she/he/it look like?		Description
What does she/he/it like?		

………………………………………………………………………………

..

I will tell you about my friend...

....

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

Scoring Guidance of Writing

Criteria of Mastery	Score	Criterion of Mastery
Grammar	5	**Excellent:** mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	**Good:** a few mistakes only (preposition, articles, etc.
	3	**Fair:** only 1 or 2 major mistakes but a few minor ones.
	2	**Inadequate:** major mistakes, which lead to difficult to understand, lack of mastery of sentence construction.
	1	**Unacceptable:** numerous serious mistakes, no mastery of sentence construction, almost unintelligible.
Content	5	**Excellent:** all sentences support the topic, highly organized, clear progression of ideas well linked, like educated native speaker.
	4	**Good:** ideas well organized, links could occasionally be clearer but communication not impaired.

	3	**Fair:** some lack of organization, re-reading required for clarification of ideas
	2	**Inadequate**: little or no attempt at connectivity, though reader can deduce some organization, individual ideas, may be clearer but very difficult to deduce.
	1	**Unacceptable:** lack of organization to serve that communication is seriously imparted
Vocabulary	5	**Excellent:** use of wide range of vocabulary taught previously
	4	**Good:** good use of new words acquired, fairly appropriate synonyms, and circumlocutions.
	3	**Fair:** attempts to use words acquired, fairly appropriate vocabulary on the whole but sometimes restricted, have to resort to use of synonyms, circumlocution, etc on a few creation.
	2	**Inadequate**: restricted vocabulary, use of synonyms (but always inappropriate), imprecise and vague, affects meaning.
	1	**Unacceptable:** very restricted vocabulary, inappropriate use of synonyms seriously hinders communication**.**
Spelling	5	**Excellent:** no error
	4	**Good:** 1 or 2 minor errors only
	3	**Fair:** several error, not too hard to understand
	2	**Inadequate:** several errors, some interfere with communication, some words very hard to recognize
	1	**Unacceptable:** numerous errors, hard to recognize, several words to communication made very difficult.

Character Building Rubric

No	Code	Indicators and Scores																								
		Respect					Enthusiastic					Responsibility					Convidence					Communicative				
		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
1	G-1																									
...	...																									
31	G-31																									
Total Point																										

Explanation:

1 : Very Low

2 : Low

3 : Medium

4 : High

5 : Very High

Classroom teacher   Pre- service teacher

Sri Mulyati, S.Pd   Tahti Munnisa

NIP: NIM :

LESSON PLAN CYCLE 2, 2ⁿᵈMEETING

School   : SMP N 39 Semarang
Class   : VIII
Subject   : English
Semester : 1
Time   : 2 x 40 minutes (1 meeting)

1. **Standard Competence**

12. Expressing meaning in short functional text and short essay in the form of

descriptive, and *recount* to interact with society.

2. **Basic Competence**

12.2. Expressing meaning and rhetoric step in simple short functional text

using written language accurately, fluently, and acceptable to interact with

society in the form of *descriptive* and *recount*.

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

5. Learning Material

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

6.

Learning Method

1. Lecturing

2. Students' performance

3. Discussion

7. Learning Activity

Activities	Time Allotment
1. Opening Activity Teacher greets the students	10 minutes
2. Main Activity 1. Teacher asks the students to meet the group in the previous meeting. 2. Teacher demands the students to correct the group's writing. 3. By giving the example of the student's writing, teacher reviews the material about descriptive text 4. The students are asked to write the description of the theme "my pet" by using write-around strategy 5. Teacher gives sentence starter to each group 6. The students can use the form of descriptive text in the previous material that they do in group by using write-around in writing the short descriptive text.	60 minutes

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

9. Learning Source

1. Students' worksheet 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)		

Make a descriptive text about your pet in the box below:

………………………………………………………………..

I have a pet. She is a female cat. Her name is

....

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Scoring Guidance of Writing

Criteria of Mastery	Score	Criterion of Mastery
Grammar	5	**Excellent:** mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	**Good:** a few mistakes only (preposition, articles, etc.
	3	**Fair:** only 1 or 2 major mistakes but a few minor ones.
	2	**Inadequate:** major mistakes, which lead to difficult to understand, lack of mastery of sentence construction.
	1	**Unacceptable:** numerous serious mistakes, no mastery of sentence construction, almost unintelligible.
Content	5	**Excellent:** all sentences support the topic, highly organized, clear progression of ideas well linked, like educated native speaker.
	4	**Good:** ideas well organized, links could occasionally be clearer but communication not impaired.
	3	**Fair:** some lack of organization, re-reading required for clarification of ideas
	2	**Inadequate**: little or no attempt at connectivity, though reader can deduce some organization, individual ideas, may be clearer but very difficult to deduce.
	1	**Unacceptable:** lack of organization to serve that communication is seriously imparted
Vocabulary	5	**Excellent:** use of wide range of vocabulary taught previously
	4	**Good:** good use of new words acquired, fairly appropriate synonyms, and circumlocutions.
	3	**Fair:** attempts to use words acquired, fairly appropriate vocabulary on the whole but sometimes restricted, have to resort to use of

	2	**Inadequate**: restricted vocabulary, use of synonyms (but always inappropriate), imprecise and vague, affects meaning.
	1	**Unacceptable:** very restricted vocabulary, inappropriate use of synonyms seriously hinders communication**.**
Spelling	5	**Excellent:** no error
	4	**Good:** 1 or 2 minor errors only
	3	**Fair:** several error, not too hard to understand
	2	**Inadequate:** several errors, some interfere with communication, some words very hard to recognize
	1	**Unacceptable:** numerous errors, hard to recognize, several words to communication made very difficult.

(note: first two lines at top of table continue previous entry: "synonyms, circumlocution, etc on a few creation.")

The total score is as follows:

- Grammar   : 5 x 5 = 25

- Content : 5 x 5 = 25

- Vocabulary   : 5 x 5 = 25

- Spelling   : 5 x 5 = 25

    Total Score   : 4 x 25 = 100

Character Building Rubric

No	Code	Indicators and Scores																								
		Respect					Enthusiastic					Responsibility					Convidence					Communicative				
		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
1	G-1																									
...	...																									
31	G-31																									
Total Point																										

Explanation:

    1 : Very Low

    2 : Low

    3 : Medium

    4 : High

    5 : Very High

Classroom teacher   Pre-service Teacher,

Sri Mulyati, S.Pd   Tahti Munnisa
NIP: NIM:

Name :

Class/Number :

Instructions :

1) Make a descriptive text about your favorite artist

2) The duration is about 60 minutes

3) Your descriptive texts consists of 15-20 sentences

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Appendix 8

OBSERVATION CHECKLIST

No.	Code	Respect					Enthusiastic					Responsility					Convidence					Comunicative				
		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
1.	G-1																									
2.	G-2																									
3.	G-3																									
4.	G-4																									
5.	G-5																									
6.	G-6																									
7.	G-7																									
8.	G-8																									
9.	G-9																									
10.	G10																									
11.	G-11																									
12.	G-12																									
13.	G-13																									
14.	G-14																									
15.	G-15																									
16.	G-16																									
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24.	G-24																									
25.	G-25																									
26.	G-26																									
27.	G-27																									
28.	G-28																									
29.	G-29																									
30.	G-30																									
31.	G-31																									

Notes:
Respect : The students' attention to the teacher explanation during the lesson.
Enthusiastic : The students' interest during the lesson.
Responsibility : The students' responsibility.

Convidence : The students' convidence.
Comunicative : The students' comunication to the teacher and class.

Scoring Criterion				
1	2	3	4	5
Very low	Low	Medium	High	Very high

Mean Criterion of Each Indicator

$$M = \frac{\Sigma}{n};$$

where,

M   = mean point,

Σ = total point,

n   = number of the students;

Range of Mean	Indicator
1.0-2.0	Poor
2.1-3.0	Average
3.1-4.0	Good
4.1-5.0	Excellent

Appendix 9

Name   :
Number   :

QUESTIONNAIRE
Jawablah pertanyaan berikut dengan memberi tanda X pada salah satu jawaban a, b, atau c.

1. Apakah Anda suka pelajaran bahasa Inggris?
   a. Ya
   b. Ragu-ragu
   c. Tidak

2. Apakah Anda suka belajar ketrampilan menulis (writing) dalam bahasa Inggris?
   a. Ya
   b. Ragu-ragu
   c. Tidak

3. Apakah Anda sudah merasa menguasai pelajaran menulis (writing) dalam bahasa Inggris saat ini?
   a. Ya
   b. Ragu-ragu
   c. Tidak

4. Apakah guru Anda pernah menggunakan teknik kelompok belajar dalam mengajar ketrampilan menulis (writing)?
   a. Ya
   b. Ragu-ragu
   c. Tidak

5. Apakah Anda suka belajar dengan menggunakan teknik kelompok belajar?
   a. Ya
   b. Ragu-ragu
   c. Tidak

6. Apakah suasana kelas menjadi menyenangkan ketika kalian diberikan pembelajaran dengan menggunakan teknik kelompok belajar Write-around?
   a. Ya
   b. Ragu-ragu
   c. Tidak

7. Apakah teknik Write-around yang telah digunakan mempermudah Anda dalam memahami deskriptif text?
   a. Ya
   b. Ragu-ragu
   c. Tidak

8. Apakah belajar dengan menggunakan teknik Write-around bisa membantu Anda meningkatkan kemampuan dalam menulis?
   a. Ya
   b. Ragu-ragu
   c. Tidak

9. Apakah teknik tersebut dapat menambah motivasi Anda dalam belajar ketrampilan menulis dalam bahasa Inggris ?
   a. Ya
   b. Ragu-ragu
   c. Tidak

10. Menurut Anda, apakah teknik Write-around dalam pembelajaran menulis perlu di lanjutkan?
    a. Ya
    b. Ragu-ragu
    c. Tidak

Appendix 10

Interview

1. Bagaimana proses pembelajaran Bahasa Inggris di kelas?

2. Skill apa yang menurut anda paling sulit dipelajari dalam Bahasa Inggris?

3. Aktivitas apa yang dilaksanakan dalam proses pengajaran writing?

4. Apa kendala dalam pengajaran writing?

5. Bagaimana partisipasi siswa ketika pengajaran writing berlangsung?

6. Strategi apa yang anda gunakan dalam pengajaran writing?

7. Apakah strategi pembelajaran writing di perlukan? Mengapa?

8. Apakah anda pernah mendengar write-around strategi sebelumnya?

9. Menurut anda, apakah write-around strategi dapat meningkatkan kemampuan menulis siswa dalam Bahasa Inggris?

10. Apakah strategi ini dapat di teruskan dalam pembelajaran writing?

Appendix 11

Result of Pre-test

No	Students' Code	Score
1	G-01	55
2	G-02	60
3	G-03	60
4	G-04	60
5	G-05	70
6	G-06	55
7	G-07	65
8	G-08	60
9	G-09	65
10	G-10	60
11	G-11	60
12	G-12	55
13	G-13	55
14	G-14	60
15	G-15	60
16	G-16	65
17	G-17	50
18	G-18	60
19	G-19	60
20	G-10	65
21	G-21	60
22	G-22	55
23	G-23	60
24	G-24	55
25	G-25	65
26	G-26	60
27	G-27	60
28	G-28	65
29	G-29	60
30	G-30	70
31	G-31	60

Appendix 12

Result of Pre-test

No	Students' Code	Score
1	G-01	70
2	G-02	65
3	G-03	70
4	G-04	70
5	G-05	75
6	G-06	70
7	G-07	70
8	G-08	65
9	G-09	70
10	G-10	65
11	G-11	75
12	G-12	70
13	G-13	70
14	G-14	70
15	G-15	65
16	G-16	75
17	G-17	65
18	G-18	60
19	G-19	70
20	G-10	65
21	G-21	70
22	G-22	60
23	G-23	70
24	G-24	60
25	G-25	70
26	G-26	70
27	G-27	70
28	G-28	70
29	G-29	65
30	G-30	75
31	G-31	65

Appendix 13

Result of Post Test

No	Students' Code	Score
1	G-01	80
2	G-02	85
3	G-03	85
4	G-04	80
5	G-05	95
6	G-06	75
7	G-07	80
8	G-08	75
9	G-09	85
10	G-10	75
11	G-11	80
12	G-12	85
13	G-13	80
14	G-14	80
15	G-15	80
16	G-16	85
17	G-17	75
18	G-18	70
19	G-19	80
20	G-10	80
21	G-21	75
22	G-22	75
23	G-23	80
24	G-24	70
25	G-25	80
26	G-26	85
27	G-27	75
28	G-28	80
29	G-29	80
30	G-30	95
31	G-31	80

Appendix 14

Example of Student's Pre-test

Name : Agil Surya. F

Class/number : VIII-6/03/SMP 3g

Instructions

1) Make a descriptive text about one of your family member (example : mother)

2) The duration is about 60 minutes.

3) Your descriptive text consists of at least 15-20 sentences

---

My Brother

His name is Desta Rizki P. He has a brown skin. He call name is Desta. He is twenty five years old. He is about a mean times. He now school at Diponegoro university at S2. He now business man. He will married. He is a tall and thin. He has moustache and beard.

He now business with her friends for KONTWACH. My brother likes Apple juice. He often drink Apple juice at home. His hobby are play game and watch Film. He has famiya.

G = 2
C = 3
V = 4
S = 3

12 × 5 = 60

Appendix 15

Example of Student's Formative Test

Name : Sofi Safik

Class/number : VIII G / 26

Instructions :

1) Make a descriptive text about your best friend

2) The duration is about 60 minutes

3) Your descriptive texts consists of 15-20 sentences

My Best Friend

I have a best friend. Her name is Alfrida. she is thirtheen years old. She a student of SMP N 39 Semarang

She has curly hair. she has Drou skin Her Favorite hobby is reading book. Her Favorite food is Meatball. Her Favorite drink is milk ice. Her Favorite color is Blue.

Her lives in Jl. asrama THI AD Mrican. Weight is 35 kg. Height 150 cm. She is a nice girl. I Love my best friend.

G = 3
C = 4
U = 4
S = 3
‾‾‾‾
14 = 70

Appendix 16

Example of Student's Post Test

Name : Dinda gurtia
Class/Number : VIII G / 09

Instructions :

1) Make a descriptive text about your favorite artist

2) The duration is about 60 minutes

3) Your descriptive texts consists of 15-20 sentences

"My Favourite Artist"

I will tell you my favourite artist. Her name is Preity Zinta. She was born in India 31st January 1975. She is 40 year old. Her name parents is Neelphaba and Dev Zinta. She is hindu religion. She has hobbies are dancing and singing. She is very beautiful. She is tall. She has to many fans.

Preity Zinta has pointed nose. She has brown hair. She has brown eyes. She has white skin. her favourite food is kadi chawal. Her favourite drink is apple juice. Her favourite colours are red, blue and black. She has dimple in his right cheek. She has slim body. She is very nice is acting. She is very sweet.

$6 = \frac{3}{4}$
$C = 5$
$V = 5$
$S = 4$
$17 + 8 = 5 = 85$

Appendix 17

Computation of Observation Checklist

Computation of Cycle 1 Observation

No	Indicators	Total Point	Mean Point	Criteria
1.	Respect	124	3,88	Good
2.	Enthusiastic	108	3,38	Good
3.	Responsibility	96	3,0	Average
4.	Convidence	90	2,81	Average
5.	Communicative	119	3,72	Good

Computation of Cycle 2 Observation

No	Indicators	Total Point	Mean Point	Criteria
1.	Respect	128	4,13	Excellent
2.	Enthusiastic	125	4,03	Excellent
3.	Responsibility	110	3,55	Good
4.	Convidence	108	3,48	Good
5.	Communicative	124	4,00	Good

Appendix 18

Computation of Questionnaire

No.	Students' Code	No.1	No.2	No.3	No.4	No.5	No.6	No.7	No.8	No.9	No.10
1	G-01	3	2	1	2	3	3	3	3	3	2
2	G-02	3	3	1	2	3	2	2	3	3	3
3	G-03	3	3	1	2	3	3	2	3	2	3
4	G-04	3	2	1	2	3	3	2	2	2	3
5	G-05	2	3	2	3	3	3	2	3	3	3
6	G-06	2	3	2	3	3	2	2	3	3	3
7	G-07	2	2	2	3	2	3	3	3	3	3
8	G-08	3	2	1	2	2	2	2	3	3	2
9	G-09	3	2	2	2	3	3	3	2	2	2
10	G-10	3	3	1	2	3	3	3	3	3	3
11	G-11	3	3	1	2	3	3	3	3	3	3
12	G-12	3	3	1	2	3	3	2	3	3	3
13	G-13	2	2	1	2	2	2	2	3	3	3
14	G-14	3	3	2	3	2	3	3	3	2	3
15	G-15	2	2	2	3	3	3	3	3	3	3
16	G-16	3	2	2	3	3	2	3	2	3	3
17	G-17	2	2	1	2	3	3	3	3	2	3
18	G-18	3	2	1	2	3	3	2	3	2	2
19	G-19	3	3	1	3	3	3	2	3	2	3
20	G-20	3	3	2	3	3	3	2	3	3	3
21	G-21	3	2	2	3	2	2	2	3	3	3
22	G-22	2	2	1	3	2	3	2	3	3	2
23	G-23	3	3	1	2	3	3	2	3	3	2
24	G-24	2	2	1	2	3	3	3	2	3	3
25	G-25	3	2	1	2	2	2	3	2	3	3
26	G-26	3	2	2	2	3	3	2	3	2	3
27	G-27	3	2	2	2	3	2	2	3	3	3
28	G-28	3	3	2	2	3	3	3	3	3	3
29	G-29	2	3	2	3	3	3	3	3	3	3
30	G-30	3	3	2	3	3	3	3	3	3	3
31	G-31	3	3	1	2	3	3	3	3	3	3
Total		84	77	45	74	86	85	77	88	85	3
Mean		2.71	2.48	1.45	2.39	2.77	2.74	2.48	2.84	2.74	2.81

Appendix 19

Interview

1. Bagaimana proses pembelajaran Bahasa Inggris di kelas?

Narasumber : *"Biasanya saya menggunakan teknik konvensional dalam menyampaikan materi. Saya menerangkan dan siswa memahami. Setelah itu saya beri latihan latihan dan di bahas bersama seperti biasa."*

2. Skill apa yang menurut anda paling sulit dipelajari dalam Bahasa Inggris?

Narasumber : *"Menurut saya, yang paling sulit dalam bahasa Inggris itu biasanya grammar dan menulis. Terkadang kita susah menyusun kalimat dengan grammar yang tepat. Sedangkan menulis dikatakan susah karena tingkat ketelitiannya lebih besar dari grammar, vocabulary, juga cara penulisannya."*

3. Aktivitas apa yang dilaksanakan dalam proses pengajaran writing?

Narasumber : *"Dalam mengajar writing di kelas, biasanya saya melatih anak-anak untuk menulis frasa yang pendek baru menulis satu kalimat secara individu. Setelah itu saya periksa hasil kerjaan siswa."*

4. Apa kendala dalam pengajaran writing?

Narasumber : *"Kendalanya yang sering terjadi adalah kelemahan siswa di grammar, vocabulary, dan penulisan. Mereka sering mengalami kesulitan dalam penyusunan kalimat menggunakan grammar yang benar. Lalu, mereka juga lebih cenderung sering menanyakan arti kata dan cara penulisannya seperti apa."*

5. Bagaimana partisipasi siswa ketika pengajaran writing berlangsung?

Narasumber : *"Ya seperti biasanya, mereka mengikuti pembelajaran dengan mendengarkan dan mengerjakan tugas. Walaupun pasti ada beberapa anak yang sering ribut sendiri ngobrol dengan temannya."*

6. Strategi apa yang anda gunakan dalam pengajaran writing?

Narasumber : *"Strategi yang saya gunakan lebih sering ke cara konvensional. Terkadang saya juga menyuruh anak anak untuk belajar kelompok dengan sebangku mereka. Itu jika di perlukan untuk tugas yang sekiranya perlu di diskusikan."*

7. Apakah strategi pembelajaran writing di perlukan? Mengapa?

   Narasumber : *"Menurut saya sih penting ya. Karena agar siswa itu tidak bosan. Jika mereka bosan dengan kondisi kelas, mereka akan cenderung gaduh. Jadi ya memang perlu teknik khusus agar mereka itu fokus pada pekerjaan mereka di kelas."*

8. Apakah anda pernah mendengar write-around strategi sebelumnya?

   Narasumber : *"Saya sebelumnya belum pernah mendengar tentang teknik itu."*

9. Menurut anda, apakah write-around strategi dapat meningkatkan kemampuan menulis siswa dalam Bahasa Inggris?

   Narasumber : *"Kalau saya amati, tekniknya bisa juga ya di aplikasikan di kelas. Dan sepertinya tidak hanya untuk menulis. Bisa digunakan juga untuk mengoleksi vocabulary, lalu menyusun kalimat-kalimat jadi paragraf. Saya pikir itu bagus."*

10. Apakah strategi ini dapat di teruskan dalam pembelajaran writing?

    Narasumber : *"Menurut saya ya perlu. Memang beberapa teknik diperlukan dalam pengajaran. Saya pikir teknik tersebut cocok dan sesuai ya dengan kegiatan menulis dalam Bahasa Inggris."*

Appendix 20

Table of Grade Category and Frequency of Students' Test

Grade Category and frequency of students' pre-test

Grade	Category	Score	Frequency	Percentage
1	Poor	0-50	1	3,2%
2	Poor to fair	51-60	22	71%
3	Fair to good	61-80	8	25.8%
4	Good to exellent	81-100	0	0%
The Lowest Score				50
The Highest Score				70
Mean				60.32

Grade Category and frequency of students' formative test

Grade	Category	Score	Frequency	Percentage
1	Poor	0-50	0	0%
2	Poor to average	51-60	3	9.7%
3	Average to good	61-80	28	90.3%
4	Good to exellent	81-100	0	0%
The Lowest Score				60
The Highest Score				75
Mean				68.39

Grade Category and frequency of students' post test

Grade	Category	Score	Frequency	Percentage
1	Poor	0-50	0	0%
2	Poor to average	51-60	0	0%
3	Average to good	61-80	23	74.2%
4	Good to exelent	81-100	8	25.8%
The Lowest Score				70
The Highest Score				95
Mean				80.16

Appendix 21

Documentation