



**IMPROVING STUDENTS' SKILL IN WRITING
REPORT TEXT WITH ALL ABOUT ANIMALS VCD**
(An Action Research at the Ninth Year Students of SMP 2 Kudus in
the Academic Year of 2009/2010)

a final project

submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by

Retana Tartila Tristy
2201405073

PERPUSTAKAAN
UNNES

**ENGLISH DEPARTMENT
FACULTY LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY**

2010

APPROVAL

This final project was approved by Board of Examiners of the English Department of the Faculty of Languages and Arts of Semarang State University on March, 29th 2010.

Board of Examiners:

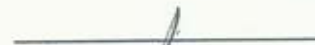
1. Chairperson,

Dra. Malarsih, M.Sn
NIP. 196106171988032001



2. Secretary,

Drs. Alim Sukrisno, M.A
NIP. 195206251981111001



3. First Examiner,

Drs. Suprpto, M.Hum
NIP. 195311291982031002



4. Second Examiner,

Dr. Dwi Anggani L.B., M.Pd
NIP. 195901141989012001




5. Third Examiner,

Rohani, S.Pd. M.A
NIP. 197903122003121002



Approved by
The Dean of Languages and Arts Faculty


Prof. Dr. Ructono

PERNYATAAN

Dengan ini saya,

Nama : Retana Tartila Tristy

NIM : 2201405073

Jurusan/Prodi : Pendidikan Bahasa Inggris/S1

Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa skripsi/final project yang berjudul:

IMPROVING STUDENTS' SKILL IN WRITING REPORT TEXT WITH ALL ABOUT ANIMALS VCD (AN ACTION RESEARCH AT THE NINTH YEAR STUDENTS OF SMP 2 KUDUS IN THE ACADEMIC YEAR OF 2009/2010)

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan/ujian. Semua kutipan baik langsung maupun tak langsung, baik diperoleh dari sumber kepustakaan, wawancara langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim digunakan dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/final project ini membubuhkan tanda tangan keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia memperbaikinya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, Maret 2010
Yang membuat pernyataan

Retana Tartila Tristy
NIM: 2201405073

Get started now and just do it! (Anonym)



To My Parents

(Sutrisno and Lilik N. A)

ACKNOWLEDGEMENTS

First of all, I would like to express my highest gratitude to Allah SWT for the mighty hands that I can finish my study.

In the process of writing this final project, I am very thankful to Mr. Rohani, S.Pd., M.A. as the first advisor and Dr. Dwi Anggani L.B., M.Pd. as the second advisor for their guidance and suggestion in finishing this final project.

Moreover, my thanks are extended to the head of the English Department and to all lecturers of the English Department for sharing the valuable knowledge during my study at the English Department.

I express my sincere thanks to SMP 2 Kudus who permitted me to conduct an action research of my study. I also wish to thank all of the greatest students in IXC of SMP 2 Kudus who had given the participation from the beginning of the research to the last worked of this final project.

Finally, my deepest gratitude goes to my parents, my sisters, my boy friend, and my friends for their support and their help in making this study complete.

Retana Tartila Tristy

PERPUSTAKAAN
UNNES

ABSTRACT

Tristy, Retana Tartila. 2010. *Improving Students' Skill in Writing Report Text with All About Animals VCD (An Action Research at the Ninth Year Students of SMP 2 Kudus in the Academic Year of 2009/2010)*. Final Project. English Education. Language and Art Faculty. Semarang State University. First supervisor: Rohani, S.Pd., M.A. Second advisor: Dr. Dwi Anggani L.B., M.Pd.

Key words: Teaching report writing, media, and All About Animals VCD.

The title of this final project is improving students' skill in writing report text with All About Animals VCD (An Action Research at the Ninth Year Students of SMP 2 Kudus in the Academic Year 2009/2010). This final project is an action research. The objective of the study was to find whether teaching writing report with All About Animals VCD is effective to improve the students' achievement. The population of this study was the ninth grade of SMP 2 Kudus. The subject of the study was 40 students.

In collecting the data, I carried out three activities. In the first activity, I gave a pre-test to know the students' prior knowledge about report text. In the second activity, I asked the students to watch All About Animals VCD. By watching the video, it let the students get information and knowledge about animal. So, it can help them in writing a report text about animal. In the last activity, I gave a post-test to measure the students' improvement.

The average of the students' result in pre-test was 58.775%, in the cycle 1 test was 69.475%, and in the post-test was 79.55%. It means that the students' achievement in writing report text was improved because the post-test result was better than the pre-test result.

Based on the study, it is found that All About Animals VCD seems to be effective for improving the students' ability in writing report. I hope this technique can be used by other teacher to enable the students to write report text.

PERPUSTAKAAN
UNNES

TABLE OF CONTENTS

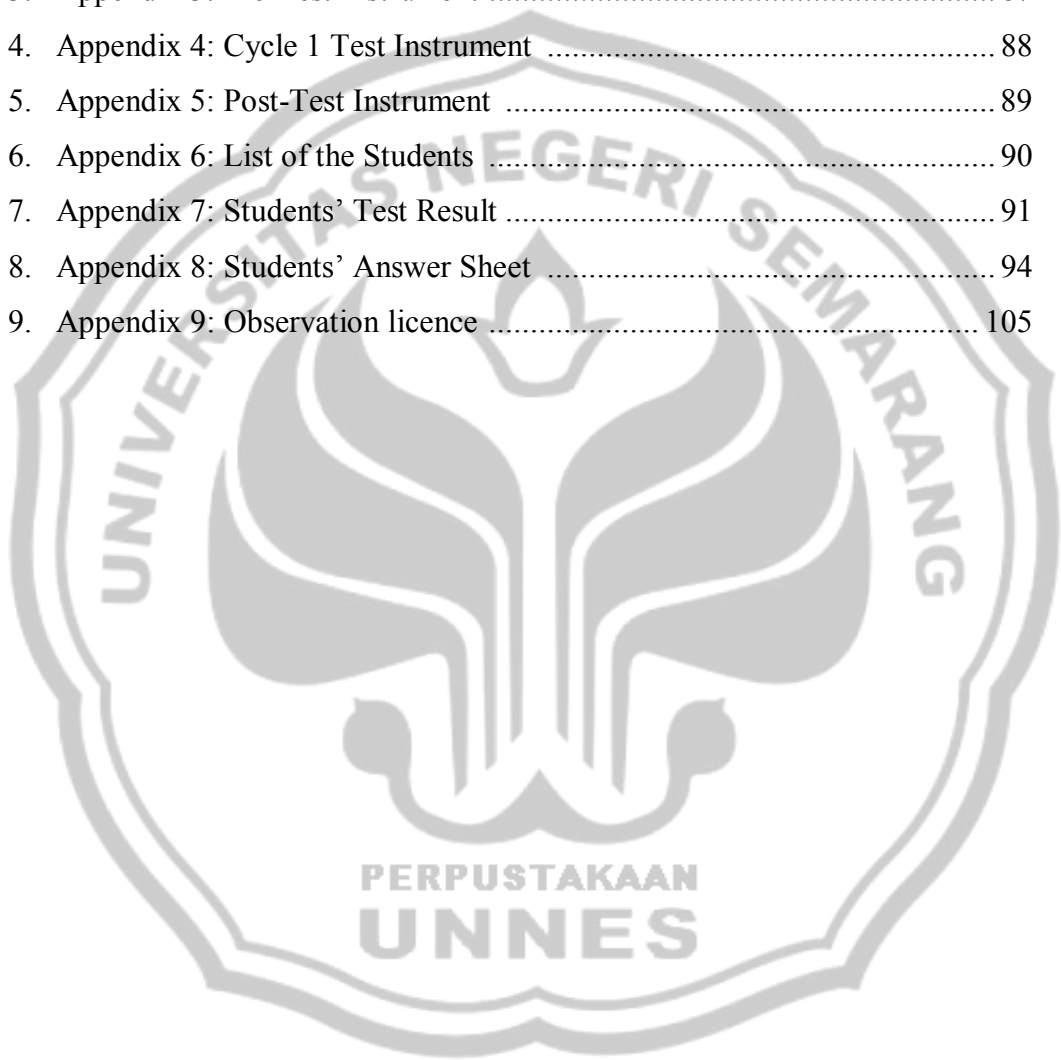
	Page
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF APPENDICES	x
Chapter	
1. INTRODUCTION	
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	3
1.3 Statement of the Problem	4
1.4 Objective of the Study	4
1.5 Significance of the Study	4
1.6 Limitation of the Study	4
1.7 Outline of the Study	5
2. REVIEW OF RELATED LITERATURE	
2.1 General Concept of Writing	6
2.1.1 Definition of Writing	6
2.1.2 Teaching Writing	8
2.1.3 Teaching Writing in Junior High School	8
2.2 General Concept of Report	9
2.3 Teaching and Learning Media	10
2.4 Video Compact Disc (VCD) as a Media	11
2.4.1 Audio Visual	12
2.5 General Concept of All About Animals VCD	14
2.6 Teaching Writing Report Text with All About Animals VCD	14
3. METHOD OF INVESTIGATION	
3.1 Research Design	16
3.1.1 Cycle 1	18
3.1.2 Cycle 2	19

3.2 Subject of the Study	20
3.2.1 Population	20
3.2.2 Sample	20
3.3 Instrument	20
3.3.1 Test	21
3.4 Procedures of Collecting Data	21
3.5 Method of Analysing Data	22
4. DATA ANALYSIS	
4.1 Result of the Study	27
4.2 Analysis of Pre-Test	28
4.3 Analysis of Cycle 1	30
4.4 Analysis of Cycle 2	33
4.5 Overall Analysis	35
5. CONCLUSION AND SUGGESTION	
5.1 Conclusion	37
5.2 Suggestion	37
BIBLIOGRAPHY	39
APPENDICES	41

PERPUSTAKAAN
UNNES

LIST OF APPENDICES

Appendix	Page
1. Appendix 1: Lesson Plan Cycle 1	42
2. Appendix 2: Lesson Plan Cycle 2	65
3. Appendix 3: Pre-Test Instrument	87
4. Appendix 4: Cycle 1 Test Instrument	88
5. Appendix 5: Post-Test Instrument	89
6. Appendix 6: List of the Students	90
7. Appendix 7: Students' Test Result	91
8. Appendix 8: Students' Answer Sheet	94
9. Appendix 9: Observation licence	105



CHAPTER I

INTRODUCTION

1.1 Background of the Study

Human beings use language as a means of communication with other people. Not only is it a means of communicating thoughts and ideas, but it forges friendship, cultural ties, and economic relationships. Without language it is hard for people to cooperate and get along with one another. Because of that, some people who live in an area have their own language. They use the language to communicate with their own community. However, they couldn't use the language to communicate with other people from other parts of the world because they use a different language. Therefore, an international language for communicating with people from various parts of the world is needed.

English, which is spoken by people in most of the countries in the world, is known as an international language. English is used as a means of communication both orally and in writing among people from different countries in the world. It is needed for communicate and socialize in the world community. Therefore, it is important to learn English, otherwise we will be left behind.

As an international language, English has been chosen by Indonesian government as the first foreign language. It is taught at schools and considered as a major subject in junior high school and senior high school. In some elementary schools, it is taught from fourth grade as a local content.

Basically, there are four basic skills of English: listening, speaking, reading, and writing. Students must master the four language skills in order to use English effectively. But one of the most important of those four basic skills is writing because it is one of the media of communication.

Generally, writing is difficult and complex. The students often encounter some problems in writing. They get difficulty in making a choice of words and putting the words together. In writing, the choice of words depends on the purpose and the particular situation that are being used in creating the text.

Today, genre is one of important and influential concepts in English education. Dudley-Evans and S. T. John (1998: 15) stated that knowledge of genre is a key element in all communication and especially significant in writing academic or professional text. It means that genre is an important element when someone wants to communicate his idea especially in writing. Based on KTSP, the ninth grade students of junior high school study some of the genres such as procedure, report, and narrative.

Report, as one of genres which is taught in ninth grade of junior high school is a piece of text that talks about an entire class of thing or animal. Report gives information about a subject which is being the topic of the text, but students have some difficulties in learning this material. The students usually do not know about kinds of topics that can be chosen and how to develop them to produce a report text.

In solving the students' problems, teachers can give material by using media in order to help the student in learning as stated by Brown (1983: 17)

“Educational media of all types play increasingly important roles in enabling students to reap benefits from individualized learning.” It means media are usually used for presenting information related to the material which can improve the students’ understanding through interesting process. If they enjoy the learning process, the material can be understood easily.

With the development of information and media, teachers do not become the only one information source for teaching and learning process. Students can get information from various sources, such as the video compact disc, television, or the Internet. For example, if the material is a report text about animal, students can get information about the topic from All About Animals VCD. The use of All About Animals VCD here is as a medium, does not fully replace teachers’ role in the teaching and learning process.

All About Animals VCD can be very useful for teaching a report text. The VCD tells about many kinds of animals with wonderful pictures, sound, and information. The use of All About Animals VCD may give the students information and knowledge about kinds of animal. This media may help students construct a report text more easily.

1.2 Reasons for Choosing the Topic

Some reasons why I choose the topic “Improving Students’ Skill in Writing Report Text with All About Animals VCD” are as follows:

- a. To observe a good way of teaching writing that should be used by teachers to teach students of a junior high school.

- b. To describe teaching writing report text with All About Animals VCD.
- c. To encourage students to have good quality in English, especially in writing class.

1.3 Statement of the Problem

How effective is All About Animals VCD to improve students' skill in writing a report text?

1.4 Objective of the Study

To find whether teaching writing report with All About Animals VCD is effective to improve the students' achievement.

1.5 Significance of the Study

This research is hoped to benefit many parties. This study is expected to help students improve their ability in writing. It will facilitate students to choose a topic, develop ideas, and understand the genre. For English teachers, the result of this study can offer an alternative in choosing media for developing students' writing skill.

1.6 Limitation of the Study

Since the scope of the topic is relatively broad, I limit the study. The limitations are:

- a. The writing focuses on students' ability in writing a report.

- b. The topic of the report is animals.
- c. The media used is All About Animals VCD.
- d. It analyses the ability of ninth year students of SMP 2 Kudus in the academic year of 2009/2010.

1.7 Outline of the Study

This study consists of 5 chapters:

Chapter I is introduction. It includes background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, limitation of the study, and outline of the study.

Chapter II presents review of related literature. This chapter includes general concept of writing, general concept of report, teaching and learning media, video compact disc as a media, general concept of All About Animals VCD, and teaching writing report text with All About Animals VCD.

Chapter III deals with the method of investigation. It consists of research design, subject of the study, instrument of the study, procedures of collecting data, and method of analyzing data.

Chapter IV presents data analysis. It discusses the result of the test and overall analysis.

Chapter V presents the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is concerned with some theories and ideas which are related to the study and support my opinions. It consists of four subchapters. The first is general concept of writing, the second subchapters explains about general concept of report, the third subchapter is teaching and learning media, the fourth subchapter is video compact disc as a media, the fifth subchapter is general concept of All About Animals VCD, and the last subchapter is teaching writing report text with All About Animals VCD.

2.1 General Concept of Writing

In this subchapter discusses the definition of writing, teaching writing, and teaching writing in junior high school. The explanations are presented as follow:

2.1.1 Definition of Writing

Writing is one way to communicate with other people. It is representation of language which is used to express and explain ideas in a textual medium through the use of signs or symbols.

There are several definitions of writing, as Meyers (2005: 2) states that writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them. While Harmer (2001: 154) states that writing is a process that what we write is often heavily influenced by

the constraints of genres. Based on those definitions, it can be concluded that writing is a process to produce language which comes from our thought.

Writing is a complex skill, it involves a complex process done step by step to pass on knowledge or messages in our mind in a written form, in which we have to use certain grammatical rules and choose the right words in our sentences. Each of sentences in a paragraph must have certain correlation with each other and organize in a good order.

Actually, paragraphs discuss the main idea of the essay. Oshima and Hogue (2006: 16) states that a paragraph is basic unit of organization in writing in which a group of related sentences develop one main idea.

A well-written paragraph contains six elements. They are:

- a. Topic sentence. It states the main idea of the paragraph.
- b. Supporting sentences which develop the topic sentence.
- c. Concluding sentence. It indicates the end of the paragraph and leaves the reader with important points to remember.
- d. Unity. It means that the discussion in the paragraph is only one main idea, which is stated in the topic sentence, and then each and every supporting sentence develops that idea.
- e. Coherence. It means that the paragraph is easy to read and understand because the supporting sentences are in logical order and using appropriate transition signals connects the ideas.
- f. Cohesion. It means that all supporting sentences “stick together” in their support of the topic sentence.

2.1.2 Teaching Writing

Teaching writing actually is not easy because in writing needs some skills such as grammar, vocabulary, punctuation, etc. As cited by Heaton (1974: 138) that the writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgement elements.

Based on the statement above it seems that teachers have to more concern about teaching writing because it needs more skills in writing than others. So teacher should give some strategies to improve the students' writing. One of them is using some interesting techniques in writing to make the students enjoy and easy to write.

2.1.3 Teaching Writing in Junior High School

Based on the School Based Curriculum (KTSP) 2006, English subject for junior high school is aimed for the students to reach functional level which is communicate in spoken and written to solve daily problems. The students should have competence in understanding and creating some short functional text and monolog essay. Genre is one of the main materials which are taught in junior high school. Report becomes one of the genres which must be taught. The followings are competencies in teaching writing report in junior high school on KTSP 2006 for the ninth grade:

Standard Competence	12) Expressing the meaning in functional written text and simple short essay in the form of narrative and report to interact in the context
---------------------	---

	of daily live
Basic Competence	<p>12.1) Expressing the meaning in the form of simple short functional written text using accurate, fluent, and acceptable written language to interact in the context of daily live.</p> <p>12.2) Expressing the meaning and rhetorical steps in simple short essay using accurate, fluent, and acceptable written language to interact in the context of daily live in the form of narrative and report.</p>

2.2 General Concept of Report

A report text is a piece of text that presents information about a subject. Report usually contains facts about a subject, a description and information on its part, behaviour, and qualities. It can be said that report tells about persons, places or things in general based on people's research.

According to Gerot and Wignell (1994: 196), the social function of report is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. While, Hyland (2004: 29) says that social purpose of report is to present factual information, usually by classifying things and then describing their characteristics. Based on the statements above, it

can be concluded that the purpose of report is to classify, describe or to present information about a subject.

According to Gerot and Wignell (1994: 196), generic structure of report includes:

- a. General Classification: tells what the phenomenon under discussion *is*
- b. Description: tells what the phenomenon under discussion *is like* in terms of
 - parts (and their function)
 - qualities
 - habits or behaviours, if living; uses, if non-natural

The lexicogrammatical features of report are:

- a. Focus on Generic Participants
- b. Use Relational Processes to state what is and that which it is
- c. Use simple present tense
- d. No temporal sequence

2.3 Teaching and Learning Media

Media, the plural form of medium is derived from Latin word “medium” which means between Gerlach and Elly (1980: 24) stated that a medium is any person, material, or event that establishes condition which enable the learners or students to acquire knowledge, skills, and attitudes.

Media is needed in teaching and learning process to help to establish the conditions for learners to identify or describe someone or something.

Many kinds of media such as still pictures, tape recorder, overhead projector, radio, television, computer, etc are useful for teacher to achieve instructional goals of the teaching learning process and they can also be easily found in our daily lives.

According to Gerlach and Elly (1980: 254), to select the media, the teacher must consider the characteristics of the student which directly relate to learning process such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality, and social skills.

According to Brown et. al. (1983: 76-77), there are some criteria of media selection:

- a. Content
- b. Purposes
- c. Appropriateness
- d. Cost
- e. Technical quality
- f. Circumstance of use
- g. Learner verification
- h. Validation

2.4 Video Compact Disc (VCD) as a Media

VCD basically is a Compact Disc that contains moving pictures and sound. It is a kind of audio visual media. VCD is a moving image in colour produced from live action or from graphic representation. VCD is a thing that

helps teacher implants the idea of what is presented in the mind of students (Brown et al., 1964: 7).

The VCD will be very useful in teaching and learning process if they are carefully prepared by the teacher and they then are used effectively to support the presentation of the lesson. They help students to master the subject which is presented by teachers more easily.

Jerold (1963: 3-4) lists the function of media in general, or visual aids in particular, and their contribution to a language learning as follows:

a. The instruction can be more interesting

VCD can attract the students' interest especially those of English learners. If they are interested, they will give much attention to what is being taught or discussed. They will be curious to know about the lesson. This can lead to an interesting language learning process.

b. Learning becomes more interactive

Applying audio visual aids in teaching learning process, for example watching VCD is relatively interesting than the activity of listening teacher's explanation. This activity can give students a lot of information, including a wonderful picture and sound.

2.4.1 Audio Visual

Audio visual means something that can be seen and can be heard. It is called audiovisual because we can enjoy it by watching and listening. It can be said that audio visual media is equipment which is used to teach by using motion

pictures produced by a video. According to Harmer (2002: 282), there are many reasons why video can add a special extra dimension to the learning experience:

- Seeing language in-use: one of the main advantages of video is that students do not just hear language but they can see it too.
- Cross cultural awareness: video uniquely allows students to look at situations beyond their classroom.
- The power of creation: when students use video cameras themselves they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of video making can provoke genuinely creative and communication uses of language, with students finding them “doing new things in English”.
- Motivation: for all the reason so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

To make the teaching learning process using video compact disc successful, according to Philips (1993: 126) there are some criteria when selecting a video:

- a. The kind of video: when using authentic videos, make sure they have high visual content, for example cartoons, short stories, advertisement, or educational programs.
- b. The language level: when using authentic videos, make sure that there is as much visual support as possible and that the tasks do not require the children to understand unusual expression.

2.5 General Concept of All About Animals VCD

All About Animals VCD is series of video about animals. It let us explore habits, characteristics, behaviour, and etc, with video, about the animal. But in Indonesia, we can find it in the form of video compact disc that can be found in bookstore, video shop, etc. Each series of this VCD consists of two animals. The duration of each series is about an hour. Because it provide with an interesting picture, students will be interesting in learning activity. The language which is used is English, but it provide with Indonesian subtitle, so it can be easily understand by the students. This VCD hopefully can help students get information and knowledge about animal. The information may help them in learning process, especially in writing a report text about animal.

2.6 Teaching Writing Report Text With All About Animals VCD

Teaching English as a foreign language for Indonesian student is not easy. The teacher asked to use a suitable technique or media to teach effectively because effective teaching is the basic factor for the success learning process including learning writing.

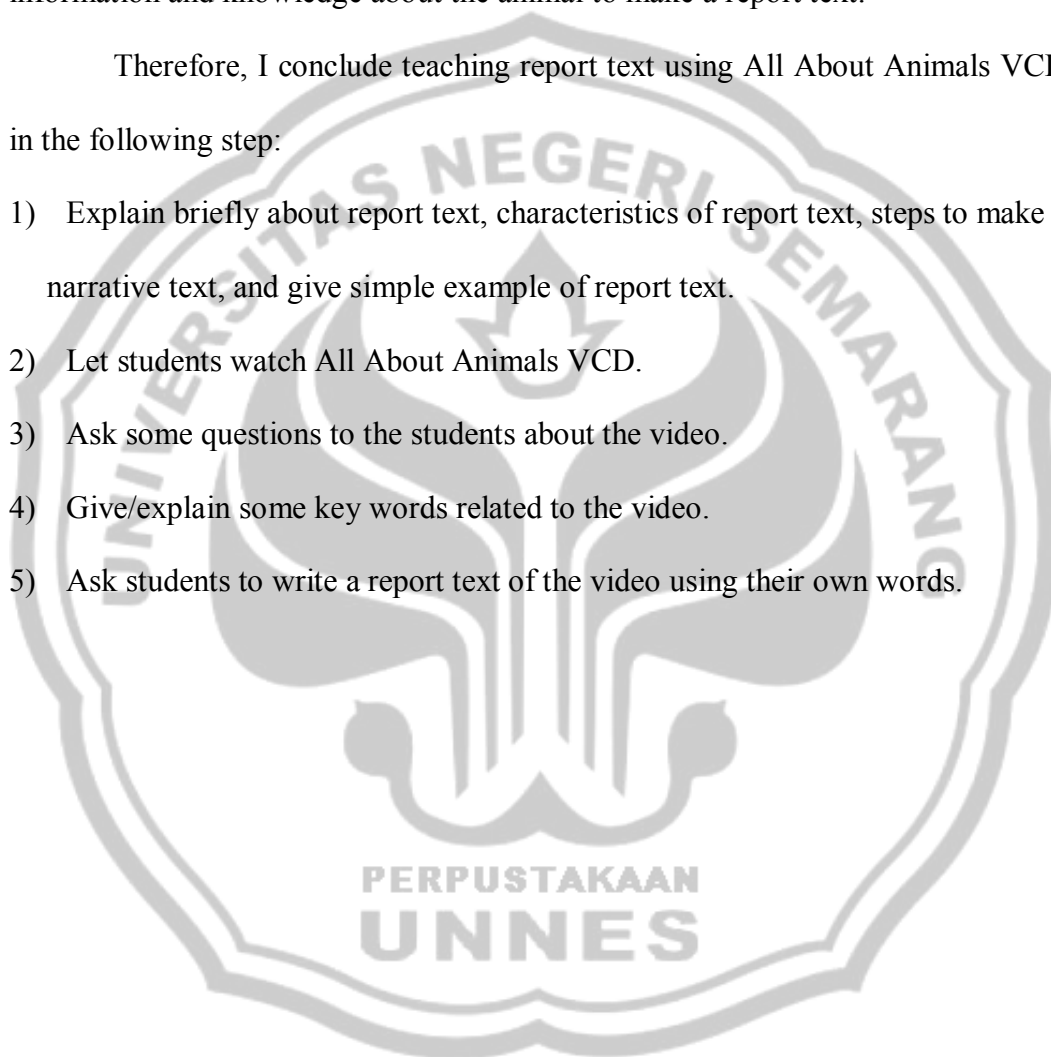
Gerlach and Elly (1980: 260) assert that the effectiveness of any medium depends on the creativity of the teacher in using it. Media are teaching and learning tool, they have the potential assuming many teaching function.

Based on the definition above, I come to a conclusion that using media to teach report is very important. Using media helps students more understand the message which teacher gave them. So, I tried to use animated film as the media.

Through All About Animals VCD, teacher can motivate students to learn report more enjoyably and interestingly. The students can also enrich their listening skill. They will find new situation in learning report through All About Animals VCD. The video will show about the animal's living, so students will get information and knowledge about the animal to make a report text.

Therefore, I conclude teaching report text using All About Animals VCD in the following step:

- 1) Explain briefly about report text, characteristics of report text, steps to make a narrative text, and give simple example of report text.
- 2) Let students watch All About Animals VCD.
- 3) Ask some questions to the students about the video.
- 4) Give/explain some key words related to the video.
- 5) Ask students to write a report text of the video using their own words.



CHAPTER III

METHOD OF INVESTIGATION

This chapter presents procedures and research steps to solve the research problems. It is divided into five subsections: research design, subject of the study, instrument of the study, procedures of collecting data, and method of analyzing data.

3.1 Research Design

The type of research which was applied in this study was action research. According to Harmer (2003: 344), action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or they wish to evaluate the success and/or appropriateness of certain activities and procedures.

Actually, a classroom action research is conducted by cycle. According to Kemmis (1990) as cited in Mill (2000), there are four steps in one cycle for doing classroom action research. There are planning, action, observation, and reflection.

The steps which are carried out are presented below:

a. Planning

In the planning activity, the researcher identifying the problem which students faced and preparing everything needed to conduct the research.

b. Action

Doing an action is the main phase of action research. This phase is the implementation of plan that has made to solve the problem.

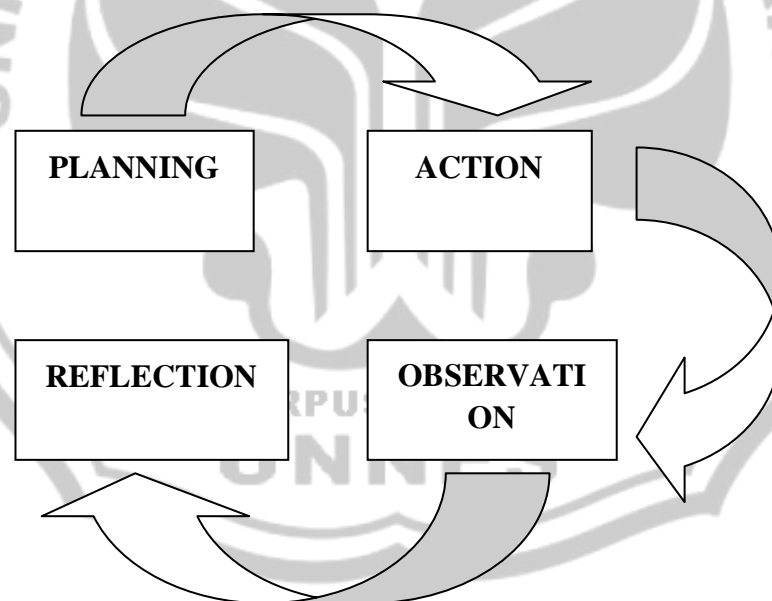
c. Observation

In this step, it observed all events and activities during the research.

d. Reflection

A reflection is an effect to inspect what has been done. The result of reflection is used to establish the next steps of the research. In other words, it is the inspections effort of the success or the failure in reaching the research purpose.

The cycle of action research could be seen in the figure below:



The Step of Action Research

Taken from Action Research: A Guide for the Teacher Researcher

(Mills, 2000)

In this action research, I conducted two cycles; cycle 1 and cycle 2. But, before doing the research, I conducted a pre-test. It shows students' prior knowledge about report text. In this first step, students were asked to make a report text by developing the key words given.

The explanations of steps of the cycles were presented more clearly as the following:

3.1.1 Cycle 1

(1). Planning

In doing this activity, I intended to find out an institution to do an action research. SMP N 2 Kudus was chosen as institution to do the research. I asked the English teacher's about the students and teaching learning activity in there. I found that the students in that school faced difficulties in writing, especially about report which they learned in that semester. They were lack of vocabulary and their writings were not coherence. Then, I designed a well-prepared plan and making some lesson plans to solve that students' problem.

(2). Action

In this activity, I explained materials of report text briefly and gave an exam of report text. Then, I explained the generic structure and the lexicogrammatical features of report. A media using All About Animals VCD was introduced in writing. Finally, cycle 1 test was given to check the students' progress to write a report text using the media.

(3). Observation

I analyzed and collected the result of the action to supervise to what extent the result of “action” reaches the objective.

(4). Reflection

In this activity, I observed whether the “action” activity had resulted any progress, what progress happened, and also about the positive and negatives.

3.1.2 Cycle 2

(1). Planning

The planning in cycle 2 is based on the result of the cycle 1. The planning which will be done is to make improvement of the planning teaching writing report by using All About Animals VCD and it is hoped that it can solve the problems or weaknesses in cycle 1.

(2). Action

The act in cycle 2 is done by giving the feedback about the result which is got in cycle 1. Learning process in cycle 2 enclosed the solutions of the difficulty which is faced by the students.

(3). Observation

Analyzing and collecting the result of the action. The purpose it to know to what extent the result of “action” reaches the objective.

(4). Reflection

Reflection in cycle 2 is used to reflect the evaluation result to determine the developments which have been reached along the teaching and learning process.

3.2 Subject of the Study

Arikunto (2006: 102) defines the subject of the study as the subject where the data comes from. Since it was action research, I conducted the experiment by choosing one class of the ninth year students of SMP.

3.2.1 Population

Population is a very important element in conducting a research. According to Arikunto (2006: 108), a population is the entire subject in a research. The population in this study was the second semester of the ninth year students of SMP 2 Kudus which consists of six classes.

3.2.2 Sample

In conducting research, it is difficult to use all of the population, so I selected sample. According to Kerlinger (1965: 18), "Sample is a part of population which is supposed to represent the characteristic of the population". So, I took one class among six classes of all ninth grade classes. The class chosen was IXC which consists of 40 students.

3.3 Instrument

According to Arikunto (2002: 136), research instrument is a device used by researcher while collecting data to make the work become easier and the result is better, complete, and systematic in order to make the data easy to be processed. Saleh (2003: 31) states "the word instrument refers to research tools for data collecting". An instrument could be in form of questionnaire, observation list,

interview, and test. In this study, I used test, field notes, and questionnaire to collect the data.

3.3.1 Test

Test is the instrument to measure the students' progress in every step during the research. As stated by Brown (2004: 3), a test is method of measuring a person's ability, knowledge, or performance in a given domain. According to Harris (1969: 69), there are two kinds of writing test: composition tests and objective tests. In this study, I used composition test of writing. The choice of this type of test is based on the following consideration:

- 1) Composition test requires students to organize their own answer, expressed in their own words.
- 2) Composition test motivates students to improve their writing.

3.4 Procedures of Collecting Data

In doing the research, I conducted some writing tests to know the students' progress in writing skills. The tests included pre-test, cycle 1 test, and cycle 2 test or post-test.

(1) Pre-test

A pre-test was conducted at the beginning of the research. It was used to check the students' ability of writing report text before treatment was given.

The teacher asked the students to listen the teacher's explanation about the direction in doing the test. After that, the teacher asked the students to write a report about the topic (Elephants).

(2) Cycle 1 test

In cycle 1, I reviewed the students about report genre. I gave the example of report text and explained the generic structure, the purpose, and the language feature of report text. In this cycle, I introduced the use of All About Animals VCD in writing report. In doing the treatment, I gave some tasks based on the video. The assessments given were due to improve the students' ability in writing report text.

After the treatments given, I conducted cycle 1 test. I asked the students to write a report about the topic by developing the key words given. The procedures of cycle 1 test were the same as the procedures of pre-test.

(3) Post-test

The treatment in cycle 2 is conducted to solve the problem of the previous cycle. After giving the treatment, the students were evaluated by giving a post-test. The post-test were used to measure the improvement of students' writing skill after being implemented with All About Animals VCD in cycle 1 and cycle 2.

3.5 Method of Analyzing Data

To assess the students' test result, I classified the test items into some categories. Those elements are:

- a. Organization,
- b. Content,
- c. Grammar,

d. Mechanics, and

e. Style

To analyze the students' written text, the analytical scale for rating composition tasks used is:

Aspect	Score	Criteria
I. Organization: Introduction, body, and conclusion	20-18	Appropriate title, effective introductory, topic is stated, leads to body, conclusion logical and complete.
	17-15	Adequate title, introduction and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed.
	14-12	Mediocre or scant introduction or conclusion; problems with the order of ideas in the body.
	11-6	Shaky or minimally recognizable introduction; severe problems with ordering of ideas; severe problems with ordering of ideas; conclusion weak or illogical.
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence.
II. Logical development of ideas:	20-18	The ideas are concrete and thoroughly developed; no extraneous materiel; essay reflects though
	17-15	Essay addresses the issues but misses some points;

content		<p>ideas could be more fully developed; some extraneous material is present.</p> <p>14-12 Development of ideas not complete or essay is somewhat of the topic; paragraphs aren't divided exactly right.</p> <p>11-6 Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.</p> <p>5-1 Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.</p>
III. Grammar		<p>20-18 Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.</p> <p>17-15 Advanced proficiency in English grammar; some grammar problems don't influence communication; no fragments or run-on sentences.</p> <p>14-12 Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.</p> <p>11-6 Numerous serious grammar problems interfere with</p>

		<p>communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.</p> <p>5-1 Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.</p>
IV. Punctuation, spelling, and mechanics	<p>20-18</p> <p>17-15</p> <p>14-12</p> <p>11-6</p> <p>5-1</p>	<p>Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.</p> <p>Some problems with writing conventions and punctuation; occasional spelling errors; left margin correct; paper is neat and legible.</p> <p>Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.</p> <p>Parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.</p> <p>Complete disregard for writing English conventions; paper illegible; obvious capitals missing; no margins, severe spelling problems.</p>
V. Style and quality of	20-18	Precise vocabulary usage; use of parallel structures; concise; register good.

expression	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14-12	Some vocabulary misused; lacks awareness of register; may be too wordy.
	11-16	Poor expression of ideas; problems in vocabulary; lacks variety of structure.
	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety.

(Brown & Bailey, 1984: 39-41)

After getting the students' score, then I used the classification of students' achievement according to Harris (1969: 134). The classification was as follow:

Test Score	Level of Achievement
80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

CHAPTER IV

DATA ANALYSIS

In this chapter, the data which have been collected were analyzed and discussed. Firstly, it describes the result of the study. Then, it discusses about the analysis of each activity started from pre-test up to post-test.

4.1 Result of the Study

This study is conducted in two cycles. Each cycle consisted of four phases. The phases were planning, action, observation, and reflection. In each cycle, there needed four meetings. Before giving the treatments, there was a meeting to give the pre-test. There were five meetings in cycle 1, four meetings were to give treatments and the fifth meeting was to give cycle 1 test. Then it was continued by giving second treatment in cycle 2. It also needed four meetings. The treatment given in this cycle was based on the students' difficulties found after they got the treatments in cycle 1. After they got the treatments in cycle 2, the students were giving the post-test. The schedule of the research can be seen below:

The Schedule of the Research

Activity	Date
Pre-Test	January 4 th 2010
Cycle 1:	
Treatment 1	January 7 th 2010
Treatment 2	January 9 th 2010
Treatment 3	January 11 th 2010
Treatment 4	January 14 th 2010
Cycle 1 test	January 16 th 2010
Cycle 2:	
Treatment 1	January 18 th 2010
Treatment 2	January 21 st 2010
Treatment 3	January 23 rd 2010
Treatment 4	January 25 th 2010
Post-Test	January 28 th 2010

4.2 Analysis of Pre-Test

Before conducting this action research, a pre test was given. The purpose of the pre-test was to check the students' ability in producing a report text. This stage was intended to know the students' weaknesses before having some treatments.

The pre-test was followed by 39 students because one of the student was absent on that day. They had to write a report paragraph about elephants by developing the key words given. The paragraph was consisted of 125-150 words. The time allotment given was 80 minutes. The result of the pre-test would be compared to the students' results after the treatment to know the improvement of students' ability in writing report. The result of the pre-test can be seen as follows:

The Result of the Pre-Test

Students' Code	Organization	Content	Grammar	Punctuation	Style	Total
S-01	14	14	11	12	14	65
S-02	15	12	11	14	12	64
S-03	15	11	11	13	12	62
S-04	12	11	13	13	11	60
S-05	17	15	12	14	15	73
S-06	17	15	14	16	14	76
S-07	12	10	11	12	9	54
S-08	17	16	14	16	15	78
S-09	15	12	11	13	10	61
S-10	0	0	0	0	0	0
S-11	15	10	10	13	10	58
S-12	10	10	8	11	9	48
S-13	17	16	14	16	15	78
S-14	13	11	11	13	12	60
S-15	15	13	12	14	11	65
S-16	13	12	10	12	11	58
S-17	14	12	12	13	11	62
S-18	15	13	11	13	12	64
S-19	14	10	11	13	10	58
S-20	10	9	11	11	8	49
S-21	11	10	10	9	10	50
S-22	13	12	11	11	11	58
S-23	16	14	12	13	14	69
S-24	15	11	14	14	11	65
S-25	14	11	9	13	10	57
S-26	15	12	10	13	12	62
S-27	15	12	12	14	12	65
S-28	17	14	12	15	14	72
S-29	11	9	9	9	9	47
S-30	12	10	10	10	10	52
S-31	9	9	9	11	10	48
S-32	17	16	14	16	15	78
S-33	13	10	9	9	9	50
S-34	13	10	8	10	10	51
S-35	14	12	12	13	12	63
S-36	12	9	8	10	9	48
S-37	14	13	12	13	13	65
S-38	14	13	12	13	12	64
S-39	12	9	8	9	8	46
S-40	12	9	9	9	9	48
Σ	539	457	428	486	441	2351

The Classification of the Pre-Test Result

Test Score	Frequency	Percentile Ranks	Level of Achievement
80-100	0	0	Good to excellent
60-79	22	56.4	Average to good
50-59	10	25.64	Poor to average
0-49	7	17.95	Poor

$$\begin{aligned}
 \text{The average of the students' result} &= \frac{\text{The Total Percentage}}{\text{The Number of the Students}} \times 100\% \\
 &= \frac{2351}{40} \times 100\% \\
 &= 58.775\%
 \end{aligned}$$

From the analysis above, most of the students was poor I making a paragraph of report text. It can be seen that the average achievement of the students' pre-test was 58.775%. I concluded that the students had difficulties to make a report text. They got low score in the five elements of writing. They made many mistakes in constructing their paragraphs. Therefore, it was needed a new technique in teaching writing to improve the students' achievement.

4.3 Analysis of Cycle 1

Cycle 1 consisted of four meetings. In this cycle, I gave treatments to make students' writing better. In giving the treatments, I focused on the five elements of writing: organization, content, grammar, punctuation, and style. In the first meeting, I gave an example of report text and explained about report text briefly. On the next meeting of this cycle, I introduced the use of All About Animals VCD as the media. I let the students to watch a video about ostrich.

Then, I constructed the exercises to improve the students' ability in writing report.

The last step was giving a test to know the students achievement in writing report

text after the treatments in cycle 1. The result of the test can be seen below:

The Result of the Cycle 1 Test

Students' Code	Organization	Content	Grammar	Punctuation	Style	Total
S-01	16	15	14	13	15	73
S-02	17	13	12	17	13	72
S-03	17	12	13	13	14	69
S-04	13	13	16	13	12	67
S-05	18	16	12	14	15	75
S-06	17	17	15	17	13	79
S-07	13	11	12	13	11	60
S-08	17	17	15	17	17	83
S-09	16	12	15	13	11	67
S-10	13	15	15	15	14	72
S-11	14	13	11	14	12	64
S-12	11	13	11	13	12	60
S-13	18	17	17	17	17	86
S-14	14	14	12	14	12	66
S-15	16	16	12	15	16	75
S-16	14	13	13	14	13	67
S-17	13	14	13	14	13	67
S-18	15	14	14	14	12	69
S-19	14	12	13	14	12	65
S-20	15	14	12	15	14	70
S-21	10	13	12	13	12	60
S-22	13	12	10	14	13	62
S-23	18	15	14	13	17	77
S-24	15	14	14	13	12	68
S-25	15	11	10	14	10	60
S-26	15	13	13	14	13	68
S-27	17	16	15	15	15	78
S-28	18	17	14	16	17	82
S-29	13	11	12	11	10	57
S-30	13	13	11	13	13	63
S-31	13	12	11	13	11	60
S-32	17	18	17	17	17	86
S-33	14	12	13	13	11	63
S-34	14	13	12	13	13	65
S-35	15	15	13	14	13	70
S-36	13	13	12	13	12	63

S-37	18	17	15	17	17	84
S-38	17	17	15	15	16	80
S-39	14	13	12	13	12	64
S-40	14	13	12	12	12	63
Σ	597	559	524	565	534	2779

The Classification of the Cycle 1 Test

Test Score	Frequency	Percentile Ranks	Level of Achievement
80-100	5	12.5	Good to excellent
60-79	34	85	Average to good
50-59	1	2.5	Poor to average
0-49	0	0	Poor

$$\begin{aligned}
 \text{The average of the students' result} &= \frac{\text{The Total Percentage}}{\text{The Number of the Students}} \times 100\% \\
 &= \frac{2779}{40} \times 100\% \\
 &= 69.475\%
 \end{aligned}$$

Based on the analysis above, the result of the students' achievement was higher than the pre-test. The average of the students in cycle 1 was 69.475%. It increased 10.7% from the pre-test and it can be concluded that the first cycle was successful. But in fact, I found that some of the students still had difficulty in writing report. Based on the main elements, the first difficulty that the students faced was in grammar, the second was style, the third was content, the fourth was punctuation, and the last was organization. Based on those problems, I conducted cycle 2.

4.4 Analysis of Cycle 2

Cycle 2 also took four meetings. Based on the findings, the treatments in cycle 2 were designed on helping the students to solve the problems or difficulties from the previous cycle. The main activities in cycle 2 were almost the same as the activities in cycle 1. I let the students, to watch All About Animals about polar bear. Then, I gave exercises to improve their writing ability in report text.

The next activity after the treatments was giving the post-test. The students were asked to create a report text based on the key words given. The students' test result can be seen below:

The Result of the Post-Test

Students' Code	Organization	Content	Grammar	Punctuation	Style	Score
S-01	18	17	15	17	15	82
S-02	18	16	13	17	14	78
S-03	17	14	14	15	14	74
S-04	17	13	14	15	13	72
S-05	18	18	16	18	18	88
S-06	18	18	16	18	17	87
S-07	18	18	16	18	18	88
S-08	18	18	17	18	18	89
S-09	15	14	15	15	15	74
S-10	16	16	15	16	15	78
S-11	16	14	13	14	13	70
S-12	14	13	13	15	12	67
S-13	18	19	17	18	19	91
S-14	18	17	15	16	14	80
S-15	18	17	15	17	17	84
S-16	17	15	14	15	14	75
S-17	16	16	15	15	14	76
S-18	18	17	15	16	15	81
S-19	16	16	15	16	15	78
S-20	18	18	16	18	18	88
S-21	17	14	14	16	14	75
S-22	16	15	13	15	14	73
S-23	18	17	16	15	16	82
S-24	15	15	15	16	13	74

S-25	16	15	13	15	14	73
S-26	17	17	16	17	16	83
S-27	19	18	16	17	17	87
S-28	18	18	16	17	17	86
S-29	17	14	13	15	14	73
S-30	16	13	13	14	12	68
S-31	17	16	14	16	15	78
S-32	18	19	17	17	18	89
S-33	17	15	14	15	14	75
S-34	16	15	13	15	15	74
S-35	17	16	15	16	16	80
S-36	16	16	14	16	15	77
S-37	19	18	15	17	17	86
S-38	18	17	16	17	16	84
S-39	18	18	16	17	17	86
S-40	17	16	15	16	15	79
Σ	684	646	593	646	613	3182

The Classification of the Post-Test

Test Score	Frequency	Percentile Ranks	Level of Achievement
80-100	19	47.5	Good to excellent
60-79	21	52.5	Average to good
50-59	0	0	Poor to average
0-49	0	0	Poor

$$\begin{aligned}
 \text{The average of the students' result} &= \frac{\text{The Total Percentage}}{\text{The Number of the Students}} \times 100\% \\
 &= \frac{3182}{40} \times 100\% \\
 &= 79.55\%
 \end{aligned}$$

From the analysis above the students' score improved significantly. The result of the post-test was better than the result of the pre-test and the cycle 1 test. The average of the post test was 79.55%. It increased 10.075% from the cycle 1

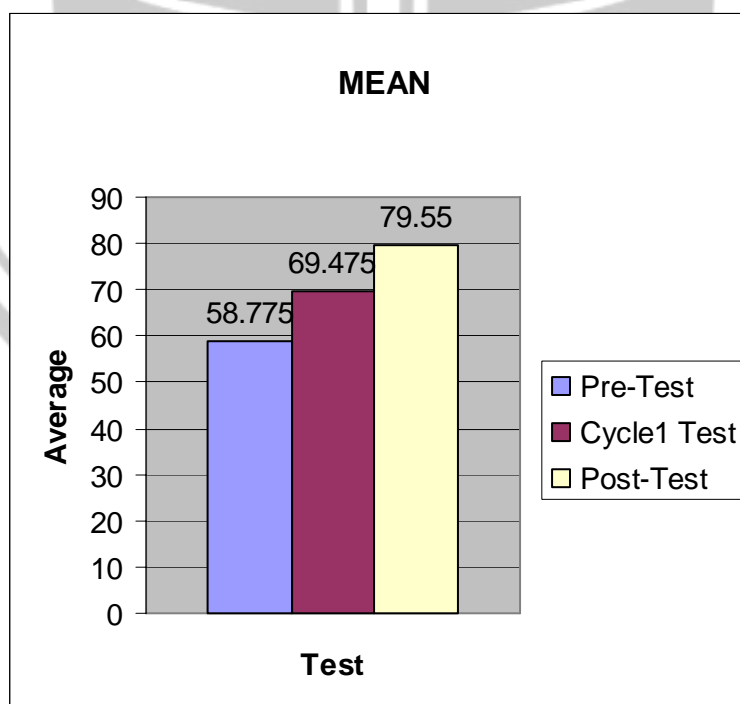
test. It can be concluded that the students' achievement in writing report text by using All About Animals VCD had significant improvement.

4.5 Overall Analysis

In conducting this research, the three written test were held in order to know the students writing skill. The result of each test showed improvements of the students' writing skill. The percentages were presented in the table below:

No.	Test	Mean Score
1.	Pre-Test	58.775%
2.	Cycle 1 Test	69.475%
3.	Post-Test	79.55%

Improvement of the Students' Writing Skill



The data showed that there were improvements in every test which were conducted. The percentage of the pre-test was only 58.775%. It showed that the students had problem in every element of writing, including organization, content, grammar, punctuation, and style. After doing treatments using All About Animals VCD in cycle 1, I conducted cycle 1 test. The percentage was 69.475% which meant it was higher than the pre-test. But I found that the students still have problems in writing report text. To solve the students' problem in cycle 2, I conducted cycle 2. After doing activities in cycle 2, I gave post-test. The percentage was 79.55%. This result was better than the previous test.

From those result, it can be said that the activities during the research ran well. In the end of the research, the students could improve their ability in writing report text. The improvement of the students' writing skill proved that All About Animals VCD was effective to be used as the media in teaching written report to the junior high school students.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the analysis in the previous chapter, I conclude that the students' ability in writing report text was improved through the use of All About Animals VCD. There is a different achievement of the students' writing before and after using All About Animals VCD in teaching report writing. The average of the students' achievement in the pre-test was 58.775%, in the cycle 1 was 69.475%, and in the post-test was 79.55%.

From the result above I conclude that the students need media that can encourage them in mastery the lesson. The use of media can attract them in studying English. In fact, All About Animals VCD is very useful to teach the students in teaching writing report text.

5.2 Suggestion

Based on the conclusion above, I offer some suggestions:

1. Teachers need interesting media to attract the students' interest and motivation in learning English.
2. Using All About Animals VCD can be the one of alternative media for teachers in teaching report text.

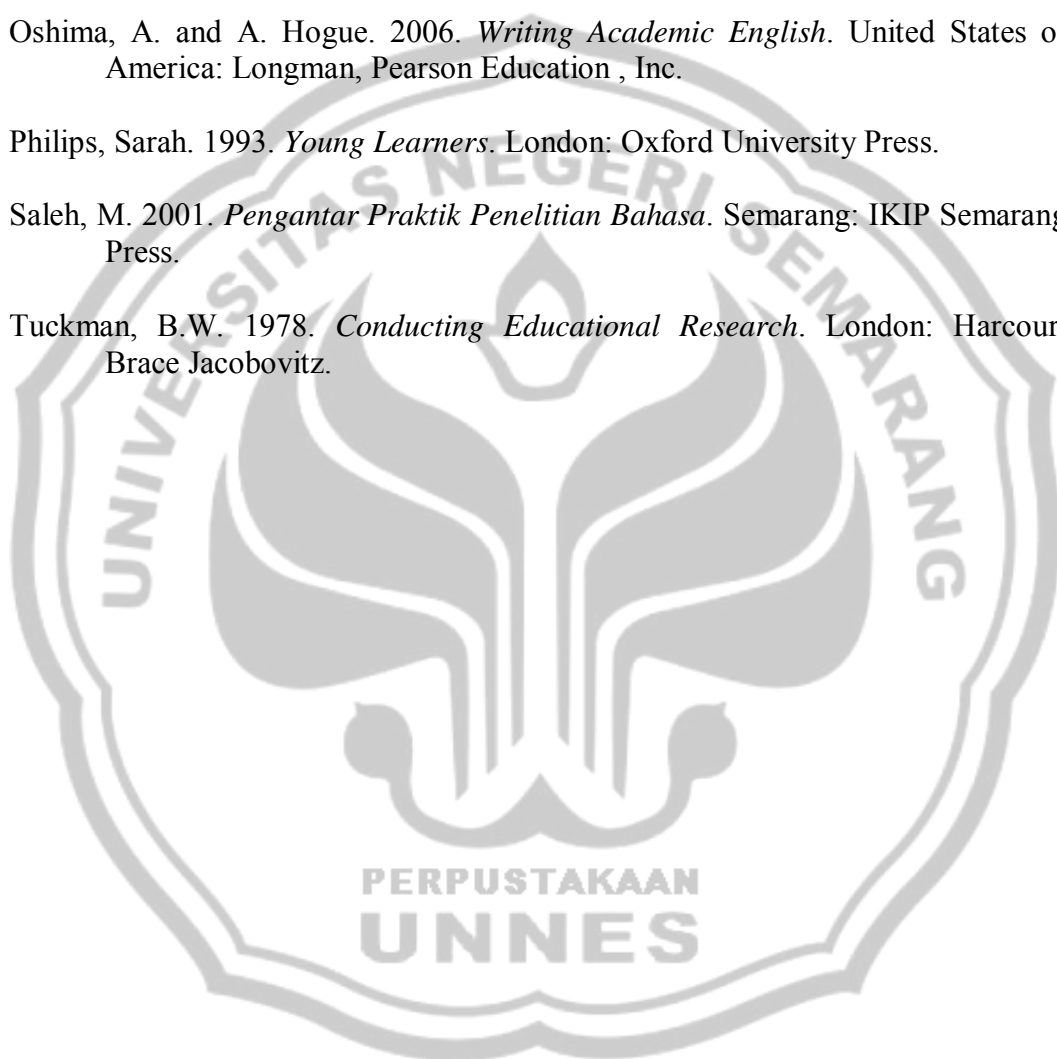
3. Teacher should think about the duration of the video, so the video don't waste the time in teaching and learning.
4. Teacher should prepare the equipment well before playing the video.



BIBLIOGRAPHY

- Arikunto, S. 2006. *Prosedur Penelitian (6th Ed.)*. Jakarta: PT Rineka Cipta.
- Best, J.W. 1981. *Research in Education*. New Jersey: Prentice Hall, Inc.
- Boardman, C.A. and J. Frydenberg. 2002. *Writing to Communicate (Paragraph and Assays)*. New York: Longman.
- Brown, H.D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc.
- Brown, J.D. 1988. *Understanding Research in Second Language Learning*. Cambridge: CUP.
- Brown, J.W., R.B. Lewis, and F.F. Harclerod. 1983. *AV Instruction: Technology, Media, and Method*. New York: Mc Graw-Hill Inc.
- Dudley-Evans, T. and M.J. St John. 1998. *Development in English for Specific Purposes*. New York: Cambridge University Press.
- Finocchiaro, Marry. 1974. *English as A Second Language: From Theory to Practice*. New York: Regent Publishing Company, Inc.
- Geddes, M. And Gill Strutrude. 1982. *Video in the Language Classroom*. London: Hazell Watson and Viney Ltd.
- Gerlach, V.S. and D.P. Elly. 1980. *Teaching and Media: A Systematic Approach*. New Jersey: Prentice Hall, Inc.
- Gerot, L. and P. Wignell. 1994. *Making Sense of Functional Grammar*. Sydney: AEE (Antipodean Education Enterprises).
- Harmer, J. 2004. *How to Teach Writing*. England: Pearson Education Limited.
- Harris, D.P. 1969. *Teaching English as a Second Language*. New York : Mc Graw-Hill Book Company.
- Heaton, J.B. 1974. *Writing English Language Test*. London: Longman Group Ltd.
- Hyland, K. 2002. *Teaching and Researching Writing*. London: Pearson Education Limited.

- Jerold, K.E. 1983. *Planning and Producing Audiovisual Materials*. San Fransisco, California: Chandler Publishing Company.
- Kerlinger, F.N. 1965. *Foundation of Behavioural Research*. New York: Holt, Rinchartand Wisnton, Inc.
- Meyers, A. 2005. *Getaways to Academic Writing*. New York: Pearson Education, Inc.
- Oshima, A. and A. Hogue. 2006. *Writing Academic English*. United States of America: Longman, Pearson Education , Inc.
- Philips, Sarah. 1993. *Young Learners*. London: Oxford University Press.
- Saleh, M. 2001. *Pengantar Praktik Penelitian Bahasa*. Semarang: IKIP Semarang Press.
- Tuckman, B.W. 1978. *Conducting Educational Research*. London: Harcourt Brace Jacobovitz.



APPENDICES



CYCLE 1-TEST

Genre : Report

Time allotment : 80 minutes

Instruction:

1. Write your name, attendance list number and class on the top right hand corner.
2. Write a report paragraph by developing the key words given.

Follow the stages bellow:

- Develop the topic based on the key words given.
- The paragraph should consist of 125-150 words.
- You are allowed to use a dictionary.

Topic: Polar Bear

Key words:

- Mammal
- Thick fur
- Carnivore
- Swim
- The tall is up to 3 meters
- Born
- The weight is similar to 10 men

Appendix 1

LESSON PLAN (1st Meeting) CYCLE 1

School : SMP N 2 Kudus
Subject : English
Class/ Semester : IX Grade/ II
Time allotment : 2 x 40 minutes
Skill : Writing
Genre : Report

I. Competence Standard:

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Basic Competence:

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative dan report.

III. Indicators:

- a. Students are able to express the meaning and rhetorical steps in an essay of a report.
- b. Students understand about a report text.

IV. Materials:

1. Report Text
2. Vocabulary related to the text
3. Communicative purpose of the report
4. Generic structure of the report
5. Language features of the report

V. Learning Methods:

- a. Question and Answer
- b. Explanation
- c. Discussion
- d. Exercises

VI. Learning Activities:

a. Building Knowledge of the Field

- 1) Teacher greets the students.
 - Good morning, Class.
 - How are you today?
- 2) Teacher checks the students' attendance list.
 - Who is absent today?
 - Are all of you present today?
- 3) Teacher shows a picture related to the topic (Kangaroo).
 - Do you like animals?
 - What kind of animals do you like?
 - Ok, here I have an interesting picture.

- What picture is it?

4) Teacher asks the students to name parts of kangaroo's body.

- Can you name parts of this kangaroo's body?

5) Teacher asks some questions about report text.

- Do you still remember about report text?
- Today we are going to learn a report text about animal.

b. Modelling of the Text

1) Teacher explains about report briefly.

- Ok, students. Let's review about report text.
- The social purpose, generic structure, and language feature of report.

2) Teacher gives an example of report text.

- Here, is an example of a report text about Kangaroo.

3) Teacher asks the students to read the text.

- Now, I would like to ask one of you to read the text.

4) Discuss the vocabulary related to the text.

- Now, I want you to find the difficult words from the text?
- Lets we discuss it together.

c. Joint Construction of the Text

1) Teacher asks the students to work in group consisting of two students.

- I want you to work in pairs with your friend.

2) Each group discuss the generic structure of the text which is given.

- Each group has to discuss about the general classification and description.

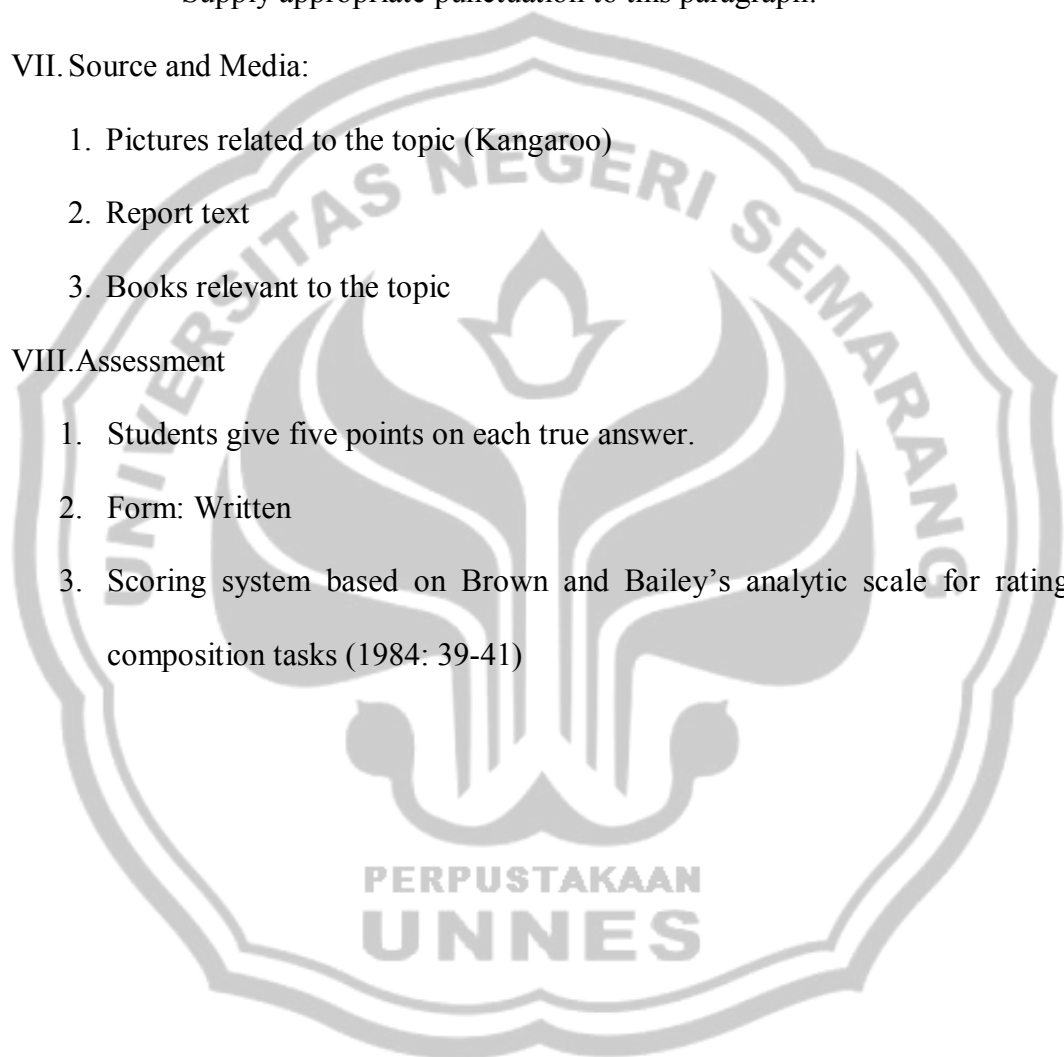
- Write your work in a paper.
- 3) Teacher collects the students' assignment and discusses it later.
- Now, let's discuss it together.
- 4) Teacher gives another task about report text to the students.
- Supply appropriate punctuation to this paragraph!

VII. Source and Media:

1. Pictures related to the topic (Kangaroo)
2. Report text
3. Books relevant to the topic

VIII. Assessment

1. Students give five points on each true answer.
2. Form: Written
3. Scoring system based on Brown and Bailey's analytic scale for rating composition tasks (1984: 39-41)



LESSON PLAN (2nd Meeting)
CYCLE 1

School : SMP N 2 Kudus

Subject : English

Class/ Semester : IX Grade/ II

Time allotment : 2 x 40 minutes

Skill : Writing

Genre : Report

I. Competence Standard:

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Basic Competence:

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative dan report.

III. Indicators:

- c. Students are able to express the meaning and rhetorical steps in essay of a report.
- d. Students are able to write a report paragraph using All About Animals VCD as medium.

IV. Materials:

6. Report text with All About Animals VCD
7. Vocabulary related to the video
8. Communicative purpose of the report
9. Generic structure of the report
10. Language features of the report

V. Learning Methods:

- e. Question and Answer
- f. Explanation
- g. Discussion
- h. Exercises

VI. Learning Activities:

d. Building Knowledge of the Field

6) Teacher greets the students.

- Good morning, Class.
- How are you today?

7) Teacher checks the students' attendance list.

- Who is absent today?
- Are all of you present today?

8) Teacher review the last lesson by showing the picture (kangaroo).

- Do you still remember about this animal?
- What kind of animal it is?

- How is the description about this animal? (habitat, parts, food, and behaviour/ habit)

9) Teacher asks some questions about report text.

- Do you still remember about the generic structure of report text?

e. Modelling of Text

5) Teacher explains about report briefly.

- Ok, students. Let's review about report text.
- The social purpose, generic structure, and language feature of report.

6) Teacher introduces the use of All About Animals VCD in writing.

- Have you ever watch a documentary film about animal in television?
- Today, we are going watch a video from All About Animals VCD.

7) Teacher lets the students to watch the All About Animals Video about Ostrich.

- What kind of animal is it?
- Now, please enjoy the video!

f. Joint Construction of Text

1) Teacher discusses the vocabulary related the video.

- Here I have some difficult words related to the video.
- Please find the meaning of these words using your dictionary!

2) Teacher gives a task related to the video.

- State whether the statements are True (T) or False (F)!

3) Teacher asks the students to match the words in column A with the meaning in column B.

VII. Source and Media:

4. All About Animals VCD
5. Books relevant to the topic

VIII. Assessment

1. Form: Written
2. Students get five points on each true answer.



LESSON PLAN (3rd Meeting)
CYCLE 1

School : SMP N 2 Kudus

Subject : English

Class/ Semester : IX Grade/ II

Time allotment : 2 x 40 minutes

Skill : Writing

Genre : Report

I. Competence Standard:

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Basic Competence:

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative dan report.

III. Indicators:

- e. Students are able to express the meaning and rhetorical steps in essay of a report.
- f. Students are able to write a report paragraph using All About Animals VCD as medium.

IV. Materials:

11. Report Text
12. Vocabulary related to the text
13. Communicative purpose of the report
14. Generic structure of the report
15. Language features of the report
16. Report text with All About Animals VCD

V. Learning Methods:

- i. Question and Answer
- j. Explanation
- k. Discussion
- l. Exercises

VI. Learning Activities:

- g. Building Knowledge of the Field
 - 10) Teacher greets the students.
 - Good morning, Class.
 - How are you today?
 - 11) Teacher checks the students' attendance list.
 - Who is absent today?
 - Are all of you present today?
 - 12) Review the last lesson.
 - Do you still remember this animal? (picture of ostrich)
 - What kind of animal the ostrich is?

13) Teacher asks some questions about animals.

- How many kinds of animal that you know?
- What are they?

h. Modelling of the Text

1) Teacher gives some tasks about animals.

- Here I have five categories of animals.
- Match the category with the definition beside them!
- Give four examples of each category!

i. Joint Construction of the Text

1) Teacher asks the students to arrange sentences to make a report text.

- Arrange these sentences into a good order!

VII. Source and Media:

6. Pictures related to the topic
7. All About Animals VCD
8. Books relevant to the topic

VIII. Assessment

4. Students give five points on each true answer.
5. Form: Written
6. Scoring system based on Brown and Bailey's analytic scale for rating composition tasks (1984: 39-41)



LESSON PLAN (4th Meeting)
CYCLE 2

School : SMP N 2 Kudus

Subject : English

Class/ Semester : IX Grade/ II

Time allotment : 2 x 40 minutes

Skill : Writing

Genre : Report

I. Competence Standard:

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Basic Competence:

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative dan report.

III. Indicators:

- g. Students are able to express the meaning and rhetorical steps in essay of a report.
- h. Students are able to write a report paragraph using All About Animals VCD as medium.

IV. Materials:

1. Report Text
2. Vocabulary related to the text
3. Communicative purpose of the report
4. Generic structure of the report
5. Language features of the report
6. Report text with All About Animals VCD

V. Learning Methods:

- a. Question and Answer
- b. Explanation
- c. Discussion
- d. Exercises

VI. Learning Activities:

a. Building Knowledge of the Field

- 1) Teacher greets the students.
 - Good morning, Class.
 - How are you today?
- 2) Teacher checks the students' attendance list.
 - Who is absent today?
 - Are all of you present today?
- 3) Review the last lesson
 - Ok, students. Let's review about report text.
 - The social purpose, generic structure, and language feature of report.

b. Modelling of the Text

2) Teacher asks the students to watch All About Animals about ostrich.

- Today, we are going to watch the video about ostrich.
- Please, pay attention to the information because I'll give you some questions afterwards.

3) Teacher gives some question about ostrich in general to the students.

- Please, answer the question below!

c. Independent Construction of the Text

2) Teacher asks the students to work in pairs.

3) Teacher asks the students to make report text about ostrich.

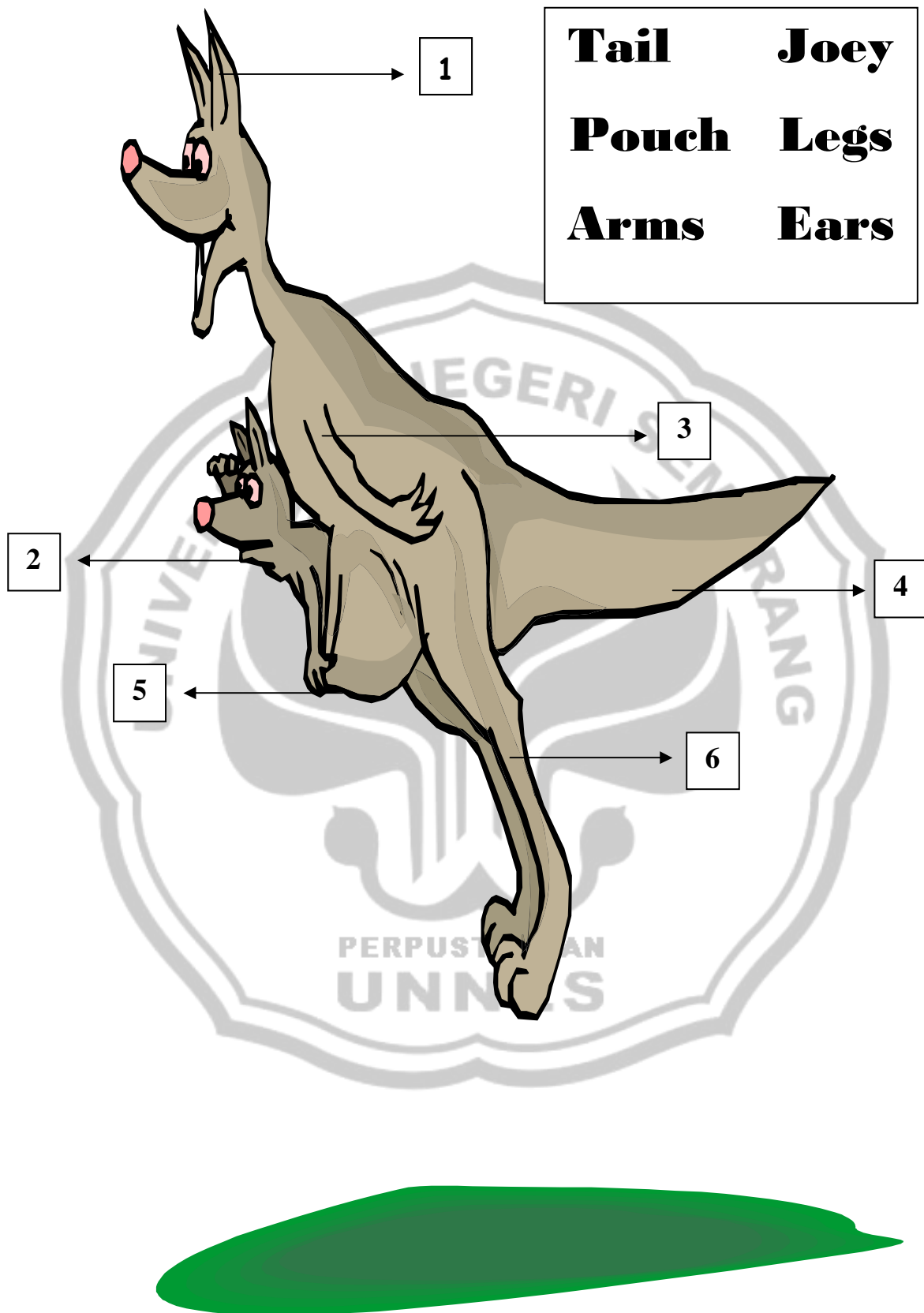
- Make a report text about Ostrich!

VII. Source and Media:

1. Pictures related to the topic
2. All About Animals VCD
3. Books relevant to the topic

VIII. Assessment

1. Students give five points on each true answer.
2. Form: Written
3. Scoring system based on Brown and Bailey's analytic scale for rating composition tasks (1984: 39-41)



Report Text**Kangaroo**

The Kangaroo is a Marsupial from the islands of Australia and New Guinea. Marsupials are animals with pouch. They carry their babies in a pouch in the mother's abdomen. (1)

Kangaroo have two strong legs with two long feet. They have a muscular long tail, large ears, and a small head. They have short arms with clawed hands. The soft, woolly fur can be blue, grey, red, black, yellow, or brown, depending on the species. Females have a pouch in which the young live and drink milk. (2)

These herbivores (plant eaters) eat grass, leaves, and roots. They swallow their food without chewing it. Kangaroos need little water, they can go for months without drinking, and they dig their own water wells. (3)

These shy animals live about 6 years in the wild and up to 20 in captivity. Most kangaroos are nocturnal (active at night). Kangaroos can hop up to 74 kilometres per hour and go over 9 meters in one hop. (4)

Task 1

Name the part of the paragraph!

- (1)
- (2)
- (3)
- (4)

Task 2

Supply appropriate punctuation and capital letters to the paragraph below!

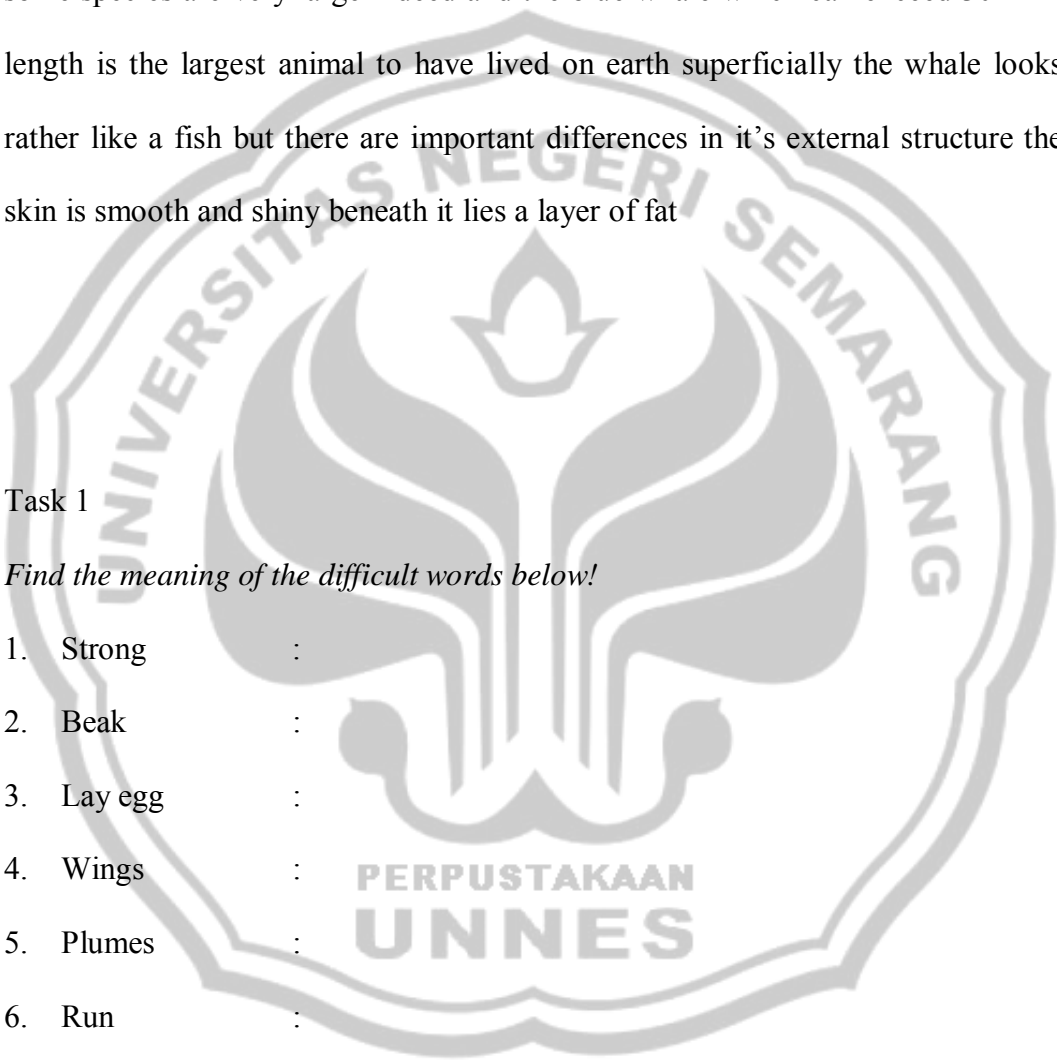
WHALES

whales are sea-living mammals they breath air but cannot survive on land some species are very large indeed and the blue whale which can exceed 30 m in length is the largest animal to have lived on earth superficially the whale looks rather like a fish but there are important differences in it's external structure the skin is smooth and shiny beneath it lies a layer of fat

Task 1

Find the meaning of the difficult words below!

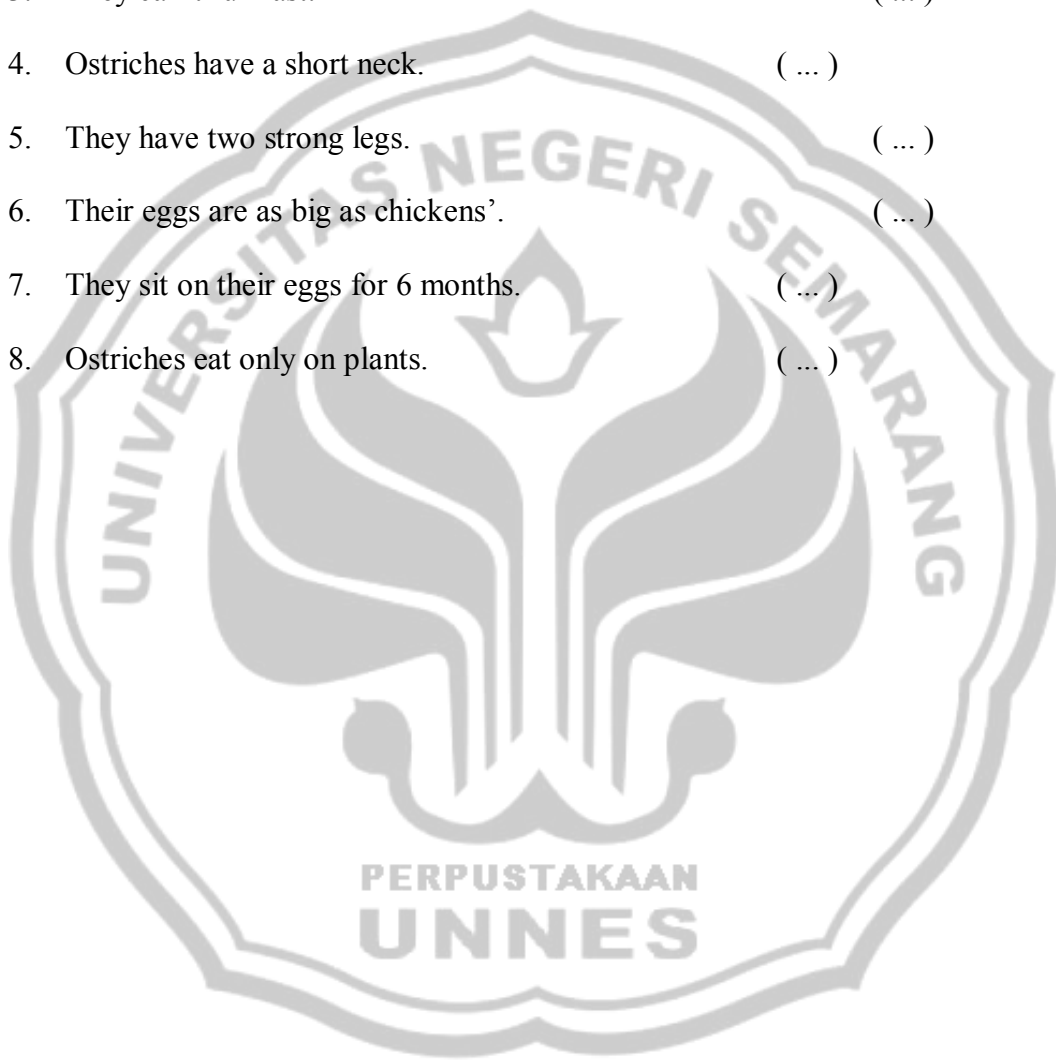
1. Strong :
2. Beak :
3. Lay egg :
4. Wings :
5. Plumes :
6. Run :
7. Peck :
8. Leg :



Task 2

State whether the statements are True (T) or False (F)!

1. Ostriches are live in India. (...)
2. Ostriches have amazing eyesight. (...)
3. They can't run fast. (...)
4. Ostriches have a short neck. (...)
5. They have two strong legs. (...)
6. Their eggs are as big as chickens'. (...)
7. They sit on their eggs for 6 months. (...)
8. Ostriches eat only on plants. (...)



Task 3

Match the words in column A with the meaning in column B!

A

1. Feather
2. Claw
3. Beak
4. Tail
5. Fur
6. Wings

B

- a. The part of a bird which are use for flying.
- b. The part of the covering of a bird's body.
- c. One of the sharp points on wild animals' feet.
- d. A bird's mouth.
- e. Thick hair of mammals.
- f. A part at the end of animals' body.

1. Mammals

Have six legs. Most of them have wings and can fly.

2. Birds

Have cold blood and thick skin. They all lay eggs.

3. Fish

Give milk to their babies. They have warm blood.

4. Reptiles

Lay eggs. They have warm blood and wings. Many of them can fly.

5. Insects

Live in water and lay eggs. They have cold blood and can swim.

Task 2

Instruction: Give four examples on each category!

1. **MAMMALS** : _____
2. **BIRDS** : _____
3. **FISH** : _____
4. **REPTILES** : _____
5. **INSECTS** : _____

Task 3

Arrange the following sentences into a good report!

1. However, hunters kill them for their skin and farmers clear the forest for land.
2. Tigers are the largest of the big cats, with huge head.
3. Now they live only on special reserves.
4. Tigers live in forest of Asia, Sumatra, and Java.
5. That's why they are becoming very rare.
6. The average male tiger's body grows to over 2 m long, plus a 1 m long tail.

Task 1

Answer the following questions based on the video!

1. Where do ostriches live?
2. How are the physical characteristics of ostrich?
3. How do they keep the eggs?
4. What kind food do they eat?
5. How do the male ostrich get the interest of the female?

Task 2

*Work in pairs with your friend. Make a report text
about Ostrich based on the video!*

PERPUSTAKAAN
UNNES

Appendix 2

LESSON PLAN (5th Meeting) CYCLE 2

School : SMP N 2 Kudus

Subject : English

Class/ Semester : IX Grade/ II

Time allotment : 2 x 40 minutes

Skill : Writing

Genre : Report

I. Competence Standard:

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Basic Competence:

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative dan report.

III. Indicators:

- a. Students are able to express the meaning and rhetorical steps in essay of a report.

- b. Students are able to write a report paragraph using All About Animals VCD as medium.

IV. Materials:

1. Report text with All About Animals VCD
2. Vocabulary related to the video
3. Communicative purpose of the report
4. Generic structure of the report
5. Language features of the report

V. Learning Methods:

- a. Question and Answer
- b. Explanation
- c. Discussion
- d. Exercises

VI. Learning Activities:

- a. Building Knowledge of the Field
 - 1) Teacher greets the students.
 - Good morning, Class.
 - How are you today?
 - 2) Teacher checks the students' attendance list.
 - Who is absent today?
 - Are all of you present today?
 - 3) Teacher shows a picture (polar bear).
 - What animal is it?

- Where do they usually live?

b. Modelling of Text

1) Teacher lets the students to watch the All About Animals Video about polar bears.

- Today, we are going watch a video from All About Animals VCD.
- Now, please enjoy the video!

c. Join Construction of Text

1) Teacher discusses the vocabulary related the video.

- Here I have some difficult words related to the video.
- Please find the meaning of these words using your dictionary!
- Use those difficult words to make sentences.

2) Teacher gives a task related to the video

- State whether the statements are True (T) or False (F)!

3) Teacher asks the students to arrange jumbled words into a good sentence.

- Arrange the words into a good sentence!

VII. Source and Media:

1. Pictures related to the topic (polar bear)
2. All About Animals VCD
3. Books relevant to the topic

VIII. Assessment

1. Form: Written
2. Students get five points on each true answer.

LESSON PLAN (6th Meeting)
CYCLE 2

School : SMP N 2 Kudus
Subject : English
Class/ Semester : IX Grade/ II
Time allotment : 2 x 40 minutes
Skill : Writing
Genre : Report

I. Competence Standard:

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Basic Competence:

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative dan report.

III. Indicators:

- a. Students are able to express the meaning and rhetorical steps in essay of a report.
- b. Students are able to write a report paragraph using All About Animals VCD as medium.

IV. Materials:

1. Report text with All About Animals VCD
2. Vocabulary related to the video
3. Communicative purpose of the report
4. Generic structure of the report
5. Language features of the report

V. Learning Methods:

1. Question and Answer
2. Explanation
3. Discussion
4. Exercises

VI. Learning Activities:

a. Building Knowledge of the Field

- 1) Teacher greets the students.
 - Good morning, Class.
 - How are you today?
- 2) Teacher checks the students' attendance list.
 - Who is absent today?
 - Are all of you present today?
- 3) Teacher asks some questions about animal.
 - Do you have a pet at home?
 - What kind of animal that you like?
 - Please write a paragraph about your pet or animal that you like.

b. Modelling of Text

1) Teacher asks the students to find the mistakes and rewrite the report.

- Find the mistakes and rewrite the report.

2) Teacher asks the students to complete a paragraph.

- Complete the text with the verbs given in the box!

c. Join Construction of Text

4) Teacher asks the students work in pairs.

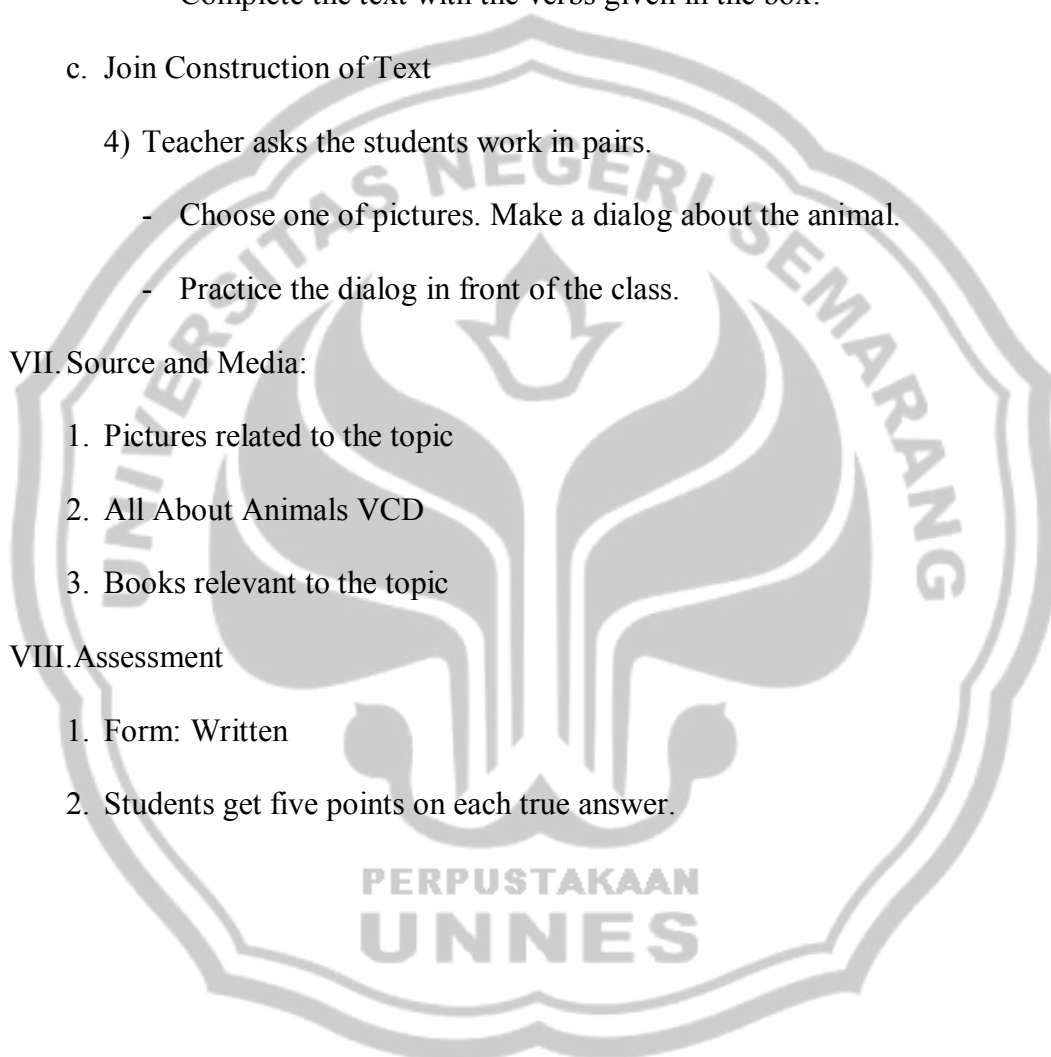
- Choose one of pictures. Make a dialog about the animal.
- Practice the dialog in front of the class.

VII. Source and Media:

1. Pictures related to the topic
2. All About Animals VCD
3. Books relevant to the topic

VIII. Assessment

1. Form: Written
2. Students get five points on each true answer.



LESSON PLAN (7th Meeting)
CYCLE 2

School : SMP N 2 Kudus

Subject : English

Class/ Semester : IX Grade/ II

Time allotment : 2 x 40 minutes

Skill : Writing

Genre : Report

I. Competence Standard:

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Basic Competence:

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative dan report.

III. Indicators:

- a. Students are able to express the meaning and rhetorical steps in essay of a report.
- b. Students are able to write a report paragraph using All About Animals VCD as medium.

IV. Materials:

1. Report text with All About Animals VCD
2. Vocabulary
3. Communicative purpose of the report
4. Generic structure of the report
5. Language features of the report

V. Learning Methods:

1. Question and Answer
2. Explanation
3. Discussion
4. Exercises

VI. Learning Activities:

a. Building Knowledge of the Field

- 1) Teacher greets the students.
 - Good morning, Class.
 - How are you today?
- 2) Teacher checks the students' attendance list.
 - Who is absent today?
 - Are all of you present today?
- 3) Review the last lesson.
 - Today we are still talking about animals.

b. Modelling of Text

1) Teacher asks the students to work in pairs.

- Choose one of the two forms and then make a report text based on the information on the form.

2) Teacher gives the next task to the students.

- Supply appropriate punctuation to this paragraph.

c. Join Construction of Text

1) Playing game (guessing).

- Ask one of the students to come forward.
- He has to think of an animal.
- Other students have to guess the animal by asking a yes/no question.
- The student which is in front of the class just answer: Yes, it is or No, it isn't.

VII. Source and Media:

1. Pictures related to the topic
2. Books relevant to the topic

VIII. Assessment

1. Students give five points on each true answer
2. Form: Written
3. Scoring system based on Brown and Bailey's analytic scale for rating composition tasks (1984: 39-41)

LESSON PLAN (8th Meeting)
CYCLE 2

School : SMP N 2 Kudus

Subject : English

Class/ Semester : IX Grade/ II

Time allotment : 2 x 40 minutes

Skill : Writing

Genre : Report

I. Competence Standard:

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Basic Competence:

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative dan report.

III. Indicators:

- a. Students are able to express the meaning and rhetorical steps in essay of a report.
- b. Students are able to write a report paragraph using All About Animals VCD as medium.

IV. Materials:

1. Report text with All About Animals VCD
2. Vocabulary related to the video
3. Communicative purpose of the report
4. Generic structure of the report
5. Language features of the report

V. Learning Methods:

1. Question and Answer
2. Explanation
3. Discussion
4. Exercises

VI. Learning Activities:

a. Building Knowledge of the Field

- 1) Teacher greets the students.
 - Good morning, Class.
 - How are you today?
- 2) Teacher checks the students' attendance list.
 - Who is absent today?
 - Are all of you present today?
- 3) Review the last lesson.
 - Do you still remember this animal? (polar bear)
 - What kind of animal the polar bear is?

b. Modelling of Text

1) Teacher asks the students to watch All About Animals about polar bear.

- Today, we are going to watch the video about polar bear once more.
- Please, pay attention to the information because I'll give you a task afterwards.
- Now, please enjoy the video!

c. Join Construction of Text

1) Teacher asks the students to complete a form based on the video.

- Please complete the form related to the video!

2) Teacher asks the students to make a report text based on the form.

- Now, you have to make a report text about polar bear based on the form.

VII. Source and Media:

1. Pictures related to the topic (polar bear)
2. All About Animals VCD
3. Books relevant to the topic

VIII. Assessment

1. Students give five points on each true answer.
2. Form: Written
3. Scoring system based on Brown and Bailey's analytic scale for rating composition tasks (1984: 39-41)



Task 1

Find the meaning of the difficult words below using your dictionary!

- a. Fur :
- b. Hunt :
- c. North pole :
- d. Carnivore :
- e. Born :
- f. Claw :
- g. Swim :
- h. Strong :

Task 2

Use the difficult words to make sentences!

Task 3

State whether the statement below are TRUE (T) or FALSE (F)!

1. Polar bears are belonging to amphibian. (...)
2. Their thick fur keeps the polar bear warm and dry. (...)
3. Polar bears eat plants. (...)
4. Birds and grass are polar bears' favourite food. (...)
5. Polar bears have white fur. (...)
6. Polar bears are tiny. (...)
7. Polar bears have sharp claw. (...)
8. Polar bears are bad hunters. (...)

Task 3

Arrange the following words into a good sentence!

Example: Insects – four – are – large – butterflies – wings – with.

Become: Butterflies are insects with four large wings.

1. That – are – fly – penguins – birds – cannot.
2. Is – for – whale’s – a – easy – body – shaped – swimming.
3. To – belong – giraffes – because – feed – they – leaves – on – herbivores.
4. Kangaroo – has – the – a – pouch – her – female – the – front – on – body – of.
5. Tigers – kill – hunters – skin – many – their – for.
6. The – mammals – world – are – elephants – in – largest – the.
7. Groups - called – live – colonies – honeybees – in.
8. Largest – the – crocodiles – and – are – the – reptile – dangerous – most.

Task 1

Please write a paragraph of report text about your pet or animal that you like!

Task 2

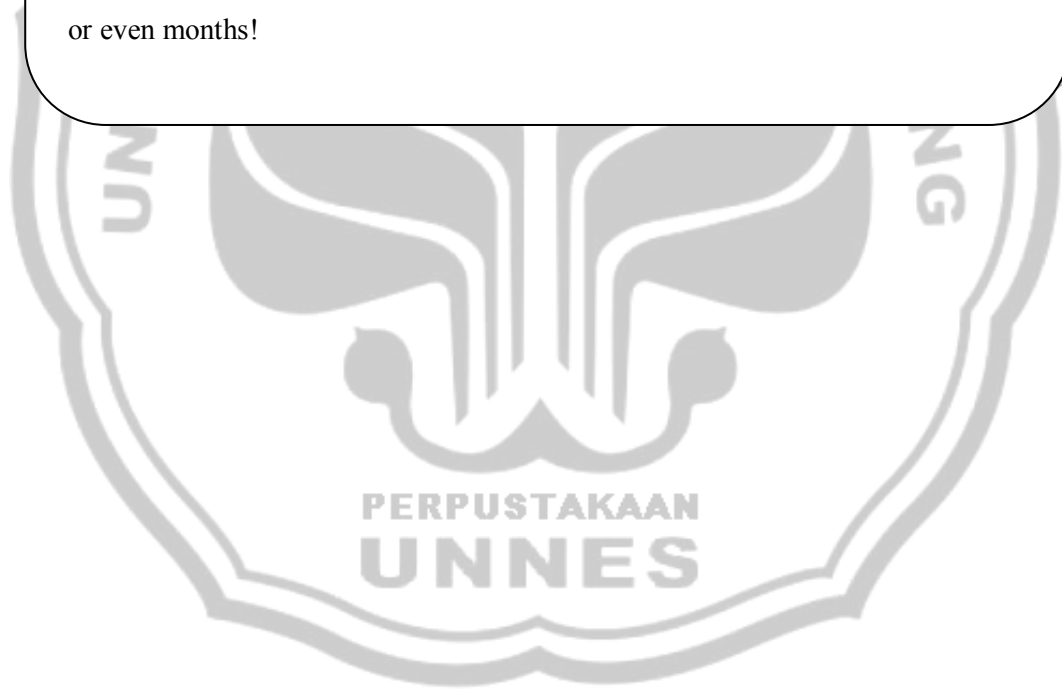
This is Mary's homework. She was not really careful so she made some mistake.

Can you find the mistakes and correct them?

Komodo Dragons

Komodo dragons is the native animals of Indonesia. They are very big. People sometimes calls them giant lizards. It is very dangerous. They eats deer, wild pigs and other komodo dragons.

Komodo dragons belong to reptiles. They has cold blood and t lay eggs. A komodo dragon can climb and climbs a tree. It can lives without eating for weeks or even months!



Task 3

Complete the text with the verbs given in the box!

PENGUINS

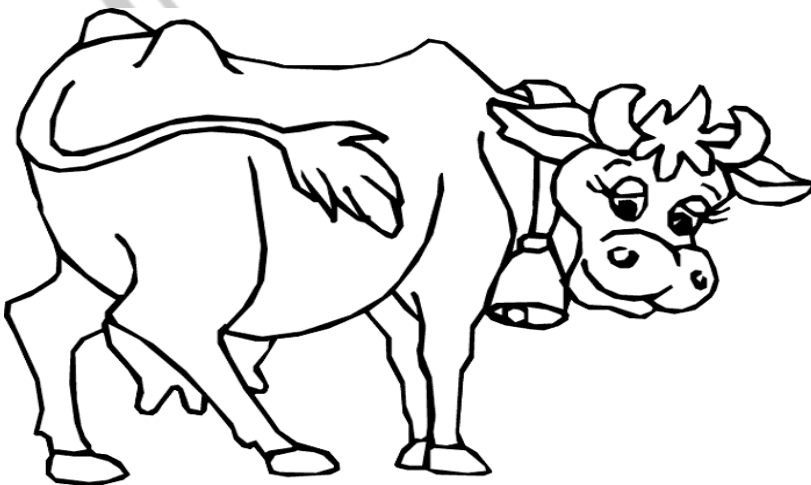
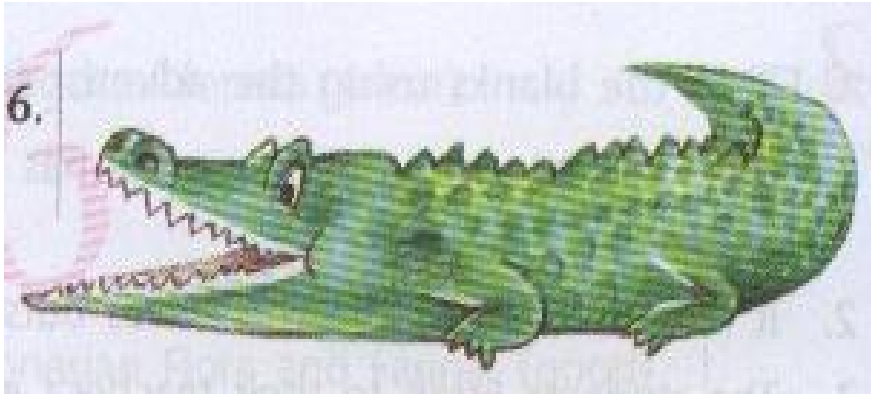
Penguins are (1)..... that cannot fly. There are eighteen different species. They are all splendid (2)..... and can propel themselves through the water at a rate of 30 kilometres per hour. They (3)..... only in the southern seas of the world, on the island of Australia, in New Zealand, South Africa, and southern south America. Those that live in the (4)..... and ice cannot build nests.

The biggest are the emperor penguins which stand about (5)..... When a female (6)....., it is the male that (7)..... it off the ice by resting it on top of his feet. When the chick (8)....., the male, which will not have eaten for two months, then goes off to (9)..... while the female stays with the chick to feed and protect it.

Lays an egg	snow	swimmers
live	fed	birds
keeps	75 kilograms	hatches

Task 3

Work in pairs with your friend. Choose one of the pictures below. Make a dialog about the picture and then practice it in front of the class!



Task 1

In pairs, choose one of the following cards! Construct report text based on the data from the cards, or you may add more.

Dolphins	
Class	: Sea mammals
Habitat	: seas, rivers, and lakes
Physical appearance	: - Smooth skin - Long tail - The fin on the top of their back - Grow from 2 or 3 meters long - Weight up to 75 kg
Food	: fish, squid
Behaviour/habit	: - Fastest animal in the sea - Dolphins slightly exceed the intelligence of dogs

Panda	
Class	: mammals
Habitat	: China
Physical appearance	: - Black patches over its eyes, ears, and leg - Has round body - A short tail - Length 1,5 m - Weight about 100 kg
Food	: bamboo
Behaviour/habit	: - Eat 18 kg bamboo leaves and stem - Live in family groups

Task 2

Supply appropriate punctuation and capital letters to the paragraph below!

SNAKES**POLAR BEAR**

snakes are reptiles they belong to the same group as lizards but form a sub group of their own snakes are not slimy they are covered in scales which are just bumps on the skin snakes often sun bake on the rocks in the warn weather this is because snakes are cold blooded and they need the sun's warmth to heat their body up a snake's diet usually consists of frogs lizards mice and other snakes the anaconda can eat small crocodiles and even wild boars

Food

:

Behaviour

: -

- PERPUSTAKAAN
- UNNES

Appendix 3

PRE-TEST

Genre : Report

Time allotment : 80 minutes

Instruction:

3. Write your name, attendance list number and class on the top right hand corner.
4. Write a report paragraph by developing the key words given.

Follow the stages bellow:

- Develop the topic based on the key words given.
- The paragraph should consist of 125-150 words.
- You are allowed to use a dictionary.

Topic: Elephants

Key words:

- Mammals
- Big
- Trunk
- Herbivore
- Eat 200-400 kg per day
- Drink 320 l of water
- Born baby
- Mud bath

Appendix 4

CYCLE 1-TEST

Genre : Report

Time allotment : 80 minutes

Instruction:

5. Write your name, attendance list number and class on the top right hand corner.
6. Write a report paragraph by developing the key words given.

Follow the stages bellow:

- Develop the topic based on the key words given.
- The paragraph should consist of 125-150 words.
- You are allowed to use a dictionary.

Topic: Polar Bear

Key words:

- Mammal
- Thick fur
- Carnivore
- Swim
- The tall is up to 3 meters
- Born
- The weight is similar to 10 men

Appendix 5

POST-TEST

Genre : Report

Time allotment : 80 minutes

Instruction:

7. Write your name, attendance list number and class on the top right hand corner.
8. Write a report paragraph by developing the key words given.

Follow the stages bellow:

- Develop the topic based on the key words given.
- The paragraph should consist of 125-150 words.
- You are allowed to use a dictionary.

Topic: Elephants

Key words:

- Mammals
- Big
- Trunk
- Herbivore
- Eat 200-400 kg per day
- Drink 230 l of water
- Born baby
- Mud bath

Appendix 6

List of the Students in Action Research

Students' Name	Sex	Students' Code Number
Ade Arif H.	M	S-01
Afreza A. R. Y.	M	S-02
Akbar Tri H.	M	S-03
Aldilla Rahmasari	F	S-04
Alfiani Agustin	F	S-05
Andyka Surya B.	M	S-06
Arnita Adi P.	F	S-07
Aulia Firdhayani	F	S-08
Betty Noor Diana	F	S-09
Brilia Rizky	M	S-10
Choirul Fajar	M	S-11
Cindy Octaviana D.	F	S-12
Cita Audia A.	F	S-13
Citra Putri S. W.	F	S-14
Elvina A. A.	F	S-15
Faris Dwi Lifiarto F.	M	S-16
Frisma Kurniawan	M	S-17
Henry Susilo	M	S-18
Ilham B.	M	S-19
Innes Maolia Putri	F	S-20
Laily wahyu R.	F	S-21
M. Yanuar Ilham	M	S-22
Mahendra Adi P.	M	S-23
Merlin Nor A.	F	S-24
M. Rindho	M	S-25
Muhamad Fatkhur Riza	M	S-26
Monica Rizky Octavia	F	S-27
Muslimah	F	S-28
Mussholechah	F	S-29
Nana Putri Octavia	F	S-30
Novan Maulana	M	S-31
Nurul Aini Rizqia	F	S-32
Okta Maulana Rizky	M	S-33
Reza Eka Saputra	M	S-34
Rizky Catur M.	M	S-35
Rizki Putri Ananda	F	S-36
Sukma Akhiria	F	S-37
Uswatun Khasanah	F	S-38
Winda Claudia	F	S-39
Yunantopria A.	M	S-40

Students' Code	Organization	Content	Grammar	Punctuation	Style	Total
S-01	14	14	11	12	14	65
S-02	15	12	11	14	12	64
S-03	15	11	11	13	12	62
S-04	12	11	13	13	11	60
S-05	17	15	12	14	15	73
S-06	17	15	14	16	14	76
S-07	12	10	11	12	9	54
S-08	17	16	14	16	15	78
S-09	15	12	11	13	10	61
S-10	0	0	0	0	0	0
S-11	15	10	10	13	10	58
S-12	10	10	8	11	9	48
S-13	17	16	14	16	15	78
S-14	13	11	11	13	12	60
S-15	15	13	12	14	11	65
S-16	13	12	10	12	11	58
S-17	14	12	12	13	11	62
S-18	15	13	11	13	12	64
S-19	14	10	11	13	10	58
S-20	10	9	11	11	8	49
S-21	11	10	10	9	10	50
S-22	13	12	11	11	11	58
S-23	16	14	12	13	14	69
S-24	15	11	14	14	11	65
S-25	14	11	9	13	10	57
S-26	15	12	10	13	12	62
S-27	15	12	12	14	12	65
S-28	17	14	12	15	14	72
S-29	11	9	9	9	9	47
S-30	12	10	10	10	10	52
S-31	9	9	9	11	10	48
S-32	17	16	14	16	15	78
S-33	13	10	9	9	9	50
S-34	13	10	8	10	10	51
S-35	14	12	12	13	12	63
S-36	12	9	8	10	9	48
S-37	14	13	12	13	13	65
S-38	14	13	12	13	12	64
S-39	12	9	8	9	8	46
S-40	12	9	9	9	9	48
Σ	539	457	428	486	441	2351

Appendix 7

The result of Pre-Test

Students' Code	Organization	Content	Grammar	Punctuation	Style	Total
S-01	16	15	14	13	15	73
S-02	17	13	12	17	13	72
S-03	17	12	13	13	14	69
S-04	13	13	16	13	12	67
S-05	18	16	12	14	15	75
S-06	17	17	15	17	13	79
S-07	13	11	12	13	11	60
S-08	17	17	15	17	17	83
S-09	16	12	15	13	11	67
S-10	13	15	15	15	14	72
S-11	14	13	11	14	12	64
S-12	11	13	11	13	12	60
S-13	18	17	17	17	17	86
S-14	14	14	12	14	12	66
S-15	16	16	12	15	16	75
S-16	14	13	13	14	13	67
S-17	13	14	13	14	13	67
S-18	15	14	14	14	12	69
S-19	14	12	13	14	12	65
S-20	15	14	12	15	14	70
S-21	10	13	12	13	12	60
S-22	13	12	10	14	13	62
S-23	18	15	14	13	17	77
S-24	15	14	14	13	12	68
S-25	15	11	10	14	10	60
S-26	15	13	13	14	13	68
S-27	17	16	15	15	15	78
S-28	18	17	14	16	17	82
S-29	13	11	12	11	10	57
S-30	13	13	11	13	13	63
S-31	13	12	11	13	11	60
S-32	17	18	17	17	17	86
S-33	14	12	13	13	11	63
S-34	14	13	12	13	13	65
S-35	15	15	13	14	13	70
S-36	13	13	12	13	12	63
S-37	18	17	15	17	17	84
S-38	17	17	15	15	16	80
S-39	14	13	12	13	12	64
S-40	14	13	12	12	12	63
Σ	597	559	524	565	534	2779

The result of Cycle 1 Test

Students' Code	Organization	Content	Grammar	Punctuation	Style	Score
S-01	18	17	15	17	15	82
S-02	18	16	13	17	14	78
S-03	17	14	14	15	14	74
S-04	17	13	14	15	13	72
S-05	18	18	16	18	18	88
S-06	18	18	16	18	17	87
S-07	18	18	16	18	18	88
S-08	18	18	17	18	18	89
S-09	15	14	15	15	15	74
S-10	16	16	15	16	15	78
S-11	16	14	13	14	13	70
S-12	14	13	13	15	12	67
S-13	18	19	17	18	19	91
S-14	18	17	15	16	14	80
S-15	18	17	15	17	17	84
S-16	17	15	14	15	14	75
S-17	16	16	15	15	14	76
S-18	18	17	15	16	15	81
S-19	16	16	15	16	15	78
S-20	18	18	16	18	18	88
S-21	17	14	14	16	14	75
S-22	16	15	13	15	14	73
S-23	18	17	16	15	16	82
S-24	15	15	15	16	13	74
S-25	16	15	13	15	14	73
S-26	17	17	16	17	16	83
S-27	19	18	16	17	17	87
S-28	18	18	16	17	17	86
S-29	17	14	13	15	14	73
S-30	16	13	13	14	12	68
S-31	17	16	14	16	15	78
S-32	18	19	17	17	18	89
S-33	17	15	14	15	14	75
S-34	16	15	13	15	15	74
S-35	17	16	15	16	16	80
S-36	16	16	14	16	15	77
S-37	19	18	15	17	17	86
S-38	18	17	16	17	16	84
S-39	18	18	16	17	17	86
S-40	17	16	15	16	15	79
Σ	684	646	593	646	613	3182

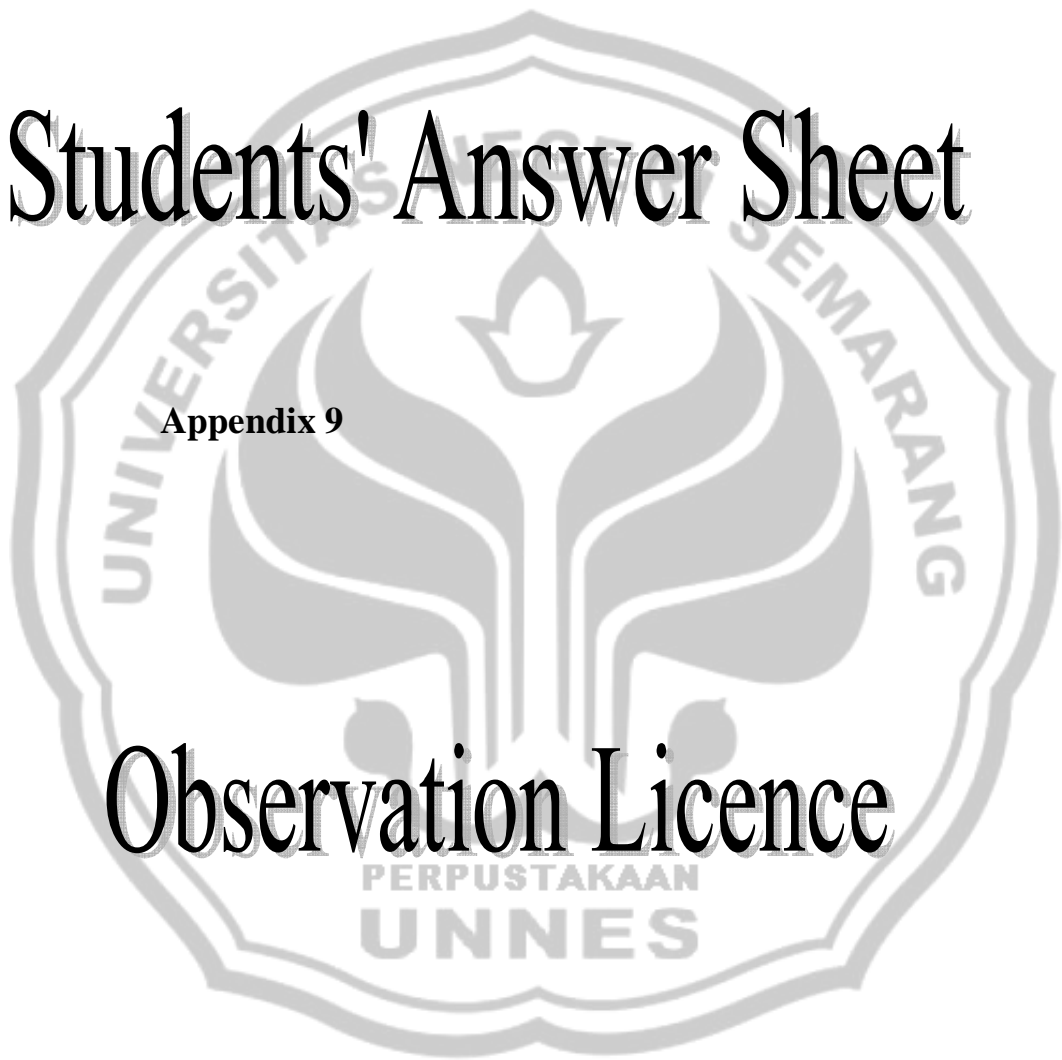
The result of Post-Test

Appendix 8

Students' Answer Sheet

Appendix 9

Observation Licence







PEMERINTAH KABUPATEN KUDUS
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP 2 KUDUS

Sebagai
RINTISAN SEKOLAH BERTARAF INTERNASIONAL (RSBI)
Jl.Jenderal Sudirman No. 82 Telp (0291) 438031 - 430350 / Faks (0291) 438031
Website : www.smp2kudus.com
E-mail : smp2kudus@yahoo.co.id

SURAT KETERANGAN
Nomor : 420/26/14.06.04/2009

Dengan ini Kepala SMP 2 Kudus menerangkan :

Nama : RETANA TARTILA T.
NIM : 2201405073
Fakultas : Bahasa dan Seni Universitas Negeri Semarang

Bahwa Saudara tersebut di atas telah mengadakan Penelitian di SMP 2 Kudus, untuk menyusun Skripsi dengan judul " **IMPROVING STUDENTS' SKILL IN WRITING REPORT TEXT WITH ALL ABOUT ANIMALS VCD** " terhitung mulai tanggal 7 s.d 18 Januari 2010.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kudus, 27 Januari 2010

Kepala SMP 2 Kudus

tanggal 4 s.d. 28 Januari 2010.

