



THE USE OF PICTURE PROMPTS TO IMPROVE STUDENTS' WRITING IN DESCRIPTIVE TEXTS

(An Action Research at the Eighth Grade Students of SMPN 1
Bansari, Temanggung in the Academic year of 2014/2015)

a final project
submitted in partial fulfillment of the requirements
for degree of *Sarjana Pendidikan*
in English

by:
Istiqomah Khoirul Ilmi
2201410049

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY
2015

PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini saya

Nama : Istiqomah Khoirul Ilmi
NIM : 2201410049
Prodi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Judul Skripsi : *The Use of Picture Prompts to Improve Students' Writing in Descriptive Texts (An Action Research at the Eighth Grade Students of SMP N 1 Bansari, Temanggung in the Academic Year of 2014/2015)*

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 akademik dari Universitas Negeri Semarang.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, Mei 2014



Istiqomah Khoirul Ilmi

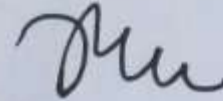
APPROVAL

This final project entitled *The Use Picture Prompts to Improve Students' Writing in Descriptive Text (An Action Research at the Eighth Grade Students of SMP N 1 Bansari, Temanggung in the Academic Year of 2014/2015)* has been approved by a board of examination and officially verified by the Dean of Faculty of Languages and Arts of Semarang State University on April 24th, 2015.

Board of Examination:

1. Chairman

Dr. Abdurrachman Faridi, M.Pd.
NIP. 19530112 199002 1 001



2. Secretary

Rohani, S.Pd., M.A.
NIP. 19790312 200312 1 002



3. First Examiner

Dra. Indrawati, M. Hum.
NIP. 19541020 198601 2 001



4. Second Examiner

Arif Suryo Priyatmojo, S.Pd., M.Pd.
NIP. 19830610 201012 1 002



5. Advisor as Third Examiner:

Dra. C. Murni Wahyanti, M.A.
NIP. 19540423 197903 2 001



Approved by:

The Dean of the Faculty of Languages and Arts



PrUNER. Agus Nuryatin, M.Hum.
NIP. 196008031989011001

MOTTO AND DEDICATION

A Journey of a thousand miles begins with a single step

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

ACKNOWLEDGEMENT

First and foremost, Praise to Allah SWT, God the Almighty. I would like to express my greatest gratitude to Allah SWT for His blessing upon me in the form of guidance in completing this final project so that it could be accomplished.

The deepest gratitude goes to my advisors Dra. C. Murni Wahyanti, M.A. for her patience in giving guidance, suggestions, and advice from the beginning until I could accomplish this final project. The appreciation is also forwarded to SMP N 1 Bansari, especially for students of VIII F who have participated and helped so that I could conduct the research well.

The deepest thanks are also dedicated to my beloved parents (Mr. Kuwat and Mrs. Nafiatun) and my beloved brothers (Luqman Hakim and Ulil Albab) for their support and pray. Countless thanks also go to my bestfriends (Sakilah Bewafa, Laili Wahyuwidiati, Andarini Handayani, Rina Wulandari), my friends in Saskia boarding house (Kholif Mawadda, Lutfiana Tyas, Septima Dewi, Novita Tri Lestari, Arina Dinta, and Lutiatul Himi), and all of my friends for their support and care so that I could feel like having a new wonderful family in Semarang.

Istiqomah Khoirul Ilmi

ABSTRACT

Ilmi, Istiqomah Khoirul. 2015. *THE USE OF PICTURE PROMPTS TO IMPROVE STUDENTS' WRITING IN DESCRIPTIVE TEXTS (An Action Research at the Eighth Grade Students of SMPN 1 Bansari, Temanggung in the academic year of 2014/2015). Final Project. English Department. Faculty of Languages and Arts. Semarang State University.* Advisor: Dra. C. Murni Wahyanti, M.A

Key words: picture prompts, writing, descriptive text, action research

This final project is about the use of picture prompts to improve students' writing in descriptive texts at the eighth grade students of SMP N 1 Bansari, Temanggung in the academic year of 2014/2015. An action research was conducted to find out in what ways picture prompts could improve students' writing in descriptive texts. The subject of this research was 31 students of eighth grade students since they got problem in mastering descriptive texts. I used some writing tests, field notes, and questionnaires in collecting the data. In this research I conducted two cycles consisted of cycle one and cycle 2. In cycle one, there were a pre test, three meetings for treatment, and a formative test. In cycle two, there were three meetings for treatment and a post test. The result of the data showed a significant improvement of the students' writing. The students' writing improved in all writing aspects including grammar, vocabulary, mechanic and relevance. The average results after conducting the research improved; pre test (57.58), formative test (65.00), and post test (81.13). Furthermore, based on questionnaires and field notes, it shows that the implementation of picture prompts made the students' behavior changed. They were more interested in writing descriptive texts. The prompts could ease their problem and helped them in revealing the ideas. Therefore, it can be concluded that picture prompts as learning media contributes to the improvement of students' writing in descriptive texts.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
CHAPTER	
I INTRODUCTION	
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	4
1.3 Statement of the Problem	5
1.4 Objective of the Study	5
1.5 Significance of the Study.....	5
1.6 Limitation of the Study.....	6
1.7 Definition of Key Terms.....	6
1.8 Outlines of the Study	7
II REVIEW OF RELATED LITERATURE	
2.1 Previous Study	9
2.2 Review of Related Literature.....	11
2.2.1 The General Concept of Writing	11
2.2.2 Components of Writing	12
2.2.3 Writing Process	14
2.2.4 Genre-Based Writing	16
2.2.5 Curriculum of Junior High School	17
2.3 Descriptive Text	20
2.4 Teaching Writing	21
2.4.1 Classroom Technique and Activities in Writing Descriptive.....	22
2.5 Definition of Media	24
2.5.1 Picture.....	24

2.5.2	Prompts.....	25
2.5.3	Advantages of Picture Prompts	27
2.5.4	Differences from Other Common Picture	28
2.7	Action Research.....	29
2.3	Theoretical Framework.....	31

III METHOD OF INVESTIGATION

3.1	Research Design	33
3.1.1	Cycle 1	34
3.1.2	Cycle 2.....	36
3.2	Subject of the Study.....	37
3.3	Role of Researcher.....	37
3.4	Type of Data	38
3.5	Method of Collecting Data	38
3.6	Instruments for Collecting Data	39
3.6.1	Test	39
3.6.1	Questionnaire.....	40
3.6.2	Field Notes.....	42
3.7	Method of Analyzing the Data	43
3.7.1	Method of Analyzing Students' Writing	43
3.7.2	Method of Analyzing the Questionnaire	44
3.7.3	Method of Analyzing the Field Notes	46
3.8	Procedures of Reporting the Result	47

IV RESULTS OF THE STUDY

4.1	General Description	48
4.1.1	Cycle 1	51
4.1.1.1	Pre-test.....	51
4.1.1.3	Acting	53
4.1.1.4	Observing	55

4.1.1.5	Reflecting	56
4.1.2	Cycle 2.....	57
4.1.2.1	Planning.....	57
4.1.2.2	Acting	58
4.1.2.3	Observing	60
4.2.2.4	Reflecting	61
4.2.2.5	Post Test	61
4.2	Result of Test.....	63
4.2.1	Pre-test Result	66
4.2.2	Formative Test Result.....	68
4.2.3	Result of post test	69
4.3	The Analysis of Field Notes	73
4.3.1	Field Notes in Cycle 1	73
4.3.2	Field Notes in Cycle 2	74
4.4	Analysis of questionnaire	76
4.5	Research Findings and Discussion	81
V	CONCLUSION AND SUGGESTIONS	
5.1	Conclusion	80
5.2	Suggestions	89
	BIBLIOGRAPHY	91
	APPENDICES	94

LIST OF TABLES

Table	Page
Table 2.1 Types of genre based writing	17
Table 2.1 Core Competence	18
Table 3.1 Question Guideline	41
Table 3.2 Form of Field Notes	43
Table 3.3 The scoring guidance taken from Heaton's grid and categories with some modifications.	44
Table 3.4 Wallace's Aspects in Constructing Field Notes	46
Table 4.1 The Schedule of Action Research	49
Table 4.2 The score of Student- 16 during pre-test	51
Table 4.3 The score of student- 16 during formative test....	57
Table 4.4 The score of student- 16 during Post test	63
Table 4.5 The scoring guidance taken from Heaton's grid and categories with some modifications	64
Table 4.6 The scoring categories of Harris (1969:134) in Brilianti 2010	66
Table 4.7 The Result of Pre-test	66
Table 4.8 Grade Category and frequency of students' pre test	67
Table 4.9 Result of Formative Test	68
Table 4.10 Grade Category and frequency of students' formative test.....	69
Table 4.11 The Result of Post-test	70
Table 4.12 Grade Category and frequency of students' post test.....	71
Table 4.13 Result of Questionnaire	80
Table 4.14 Result of Comparison between Cycle 1 and Cycle 2	84
Table 4.15 The Description of The Activity in Cycle 1 and Cycle 2	85
Table 4.16 The Comparison of Score based on aspects in Cycle 1 and Cycle 2	87

LIST OF FIGURES

Figure	Page
Figure 2.1 Writing Process Based on Mayers	16
Figure 2.2 Steps of the scientific approach.....	19
Figure 2.3 Example of Descriptive text.....	26
Figure 2.4 Example of Picture prompts.....	27
Figure 2.3 Cycle of action research by Kemmis and McTaggart.....	30
Figure 2.5 Cycle of action research	32
Figure 3.1 Cyclical action research model based on Kemmis & McTaggart	34
Figure 3.2 Methods of collecting data	39
Figure 3.3 The Guideline of Test.....	40
Figure 4.1 Students' test (S16) during pretest	51
Figure 4.2 Students' text (S-16) during formative test.....	56
Figure 4.3 Picture prompts of school.....	59
Figure 4.4 Picture prompts of school.....	61
Figure 4.4 Students' text (S-16) During Post test.....	63
Figure 4.5 The Comparative result of each element in every test	72
Figure 4.6 The Comparative means score in each test	73

LIST OF APPENDIXES

Appendix.....	Page
1. List of Students' Name	94
2. List of Students' attendance	95
3. Lesson Plan of Meeting One (Cycle 1)	96
4. Lesson Plan of Meeting Two and three (Cycle 1)	102
5. Lesson Plan of Meeting One (Cycle 2)	107
6. Lesson Plan of Meeting Two and Three (Cycle 2)	110
7. Field notes Cycle 1	114
8. Field notes Cycle 2	116
9. Instrument of Pre-Test	118
10. Instrument of Formative Test	119
11. Instrument of Post- Test	120
12. Instrument of Questionnaire	121
13. Students' work	122
14. Students' Questionnaire	130
15. Documentation	133

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the reasons for choosing the topic, the statement of the problem, the objectives of the study, significance of the study, and outline of the study. In general, this chapter provides the framework or the ground thinking of this study to bridge the following chapter.

1.1 Background of the Study

Among the four skills of language taught in school, writing is difficult to be learned and taught. Writing is not only drawing some words on a piece of paper and formulating letter together, but also a combination of process and product. It needs a specialization to combine an idea and good product of writing. In producing good writing, writers should fulfill some rules. They should master the terms of vocabulary, choices of word, paragraph organization, and grammar. This process of writing also needs some competencies and skill. This writing skill cannot develop naturally like speaking skill, but it needs to be trained and learned. Writing skill needs some practice and continuous training.

As one of the language skills that is taught in Junior High School, writing descriptive texts needs more attention because students get some difficulties in mastering descriptive text. When the students write descriptive text, they should have imagination to gain idea, a skill of writing, and should also master some

vocabularies. They also need to understand the sensory detail of the object that they describe. Moreover, they need motivation to keep them writing the descriptive texts.

In fact, when I did my observation in class eight, I found that the teacher emphasize more on reading skill through reading activities while the writing activities get less attention. Therefore, reading plays an important role in the teaching and learning process than writing. Additionally, most of the test items are based on reading passage. There are a few items only to explore the writing skill. Besides that, when I interviewed the students, most of the students of Junior High School comment that they have difficulty in mastering writing and they prefer comprehending reading to writing.

Because students focused on comprehending reading, they got less practice in writing. They are not accustomed to write. As we know writing is a matter of practice. When students have enough practice they will get the ability to write. It influence the students in writing skill, they have less motivation in writing. They set aside the writing. It is proven when students were given homework to write, some students only copied from the internet. Some others only wrote few sentences and others not do the homework. It means that students are not interested in writing. Some students also complained that they are less practice in writing so they are not interested and prefer reading.

Based on the problems above, I focused on the strategy in the way of teaching and learning process that can make the condition in the classroom as effective as possible. Therefore, some teachers usually use picture to help students in writing, especially writing descriptive texts. Picture can help students to understand what

they are going to write. Pictures provide them the information they see, tell about specific topic and help the students in writing. The use of picture is very powerful and has many advantages on engaging student's in task to flow. Picture can stimulate students to understand the sensory detail of the object. Some picture can be used to help student in writing. They are flash picture, picture cards, motion picture and picture prompts.

This study is an action research entitled —The use of picture prompts to improve students' ability in writing descriptive texts. This research was done with the purpose to make the teaching and learning process more enjoyable in writing descriptive texts. The picture prompts can help students to gain their motivation in learning writing descriptive text. The pictures include some prompts or clues, some information and explanation about the picture. It also provides us some vocabulary, some questions and clues according to the picture, so the students can explore their idea based on the picture. When they get stuck in writing, they can use the prompts to gain and explore the idea. Therefore, it can help the students in writing descriptive texts.

In this case, I chose a state school, SMP N 1 Bansari to do my research based on the consideration of the students' achievement. They always got low score in writing because in their class they only concerned on reading comprehension. Some students also have less motivation in learning English. There are less media and games in the class, so they are not interested in learn English. Therefore, this research was done to help the students to increase their ability in learning English especially in writing descriptive texts for better achievement.

1.2 Reasons for Choosing the Topic

Based on the background, the reason for choosing this topic was that writing descriptive text can be more interesting and enjoyable for students through picture prompts because pictures are interesting for students. Another reason was that because the writing score was still low compared to another skill. In this case, the use of picture prompt is suitable for the characteristics of Junior High School students, because in Indonesia English is started to be taught formally in Junior High School. Hopefully, they will be self-motivated if the writing descriptive texts are accompanied with picture prompts.

The writing score of Junior High School students was still low. This shows that there are difficulties in learning English for Junior High School students. Basically, writing should play an important role in English teaching and learning process because one of the goals in learning English is that the students should be able to communicate through both spoken and written texts. However, schools are concerned more on developing the students' reading skill through reading passages. As a result, most of the students of Junior High School complained that they have difficulty in writing. They tend to copy and paste from the internet than gaining their own idea. Nevertheless, through media of pictures, the students can usually grasp the meaning of the picture and start the writing easier.

Picture prompts are still new media. It is a combination of picture and prompts that can stimulate students' idea. Then, I assumed that —The Improvement of Students' Ability in Writing Descriptive Text through Picture

Prompts also gives a positive result. I tried the strategy using of picture prompts that can be done by applying an action research.

1.3 Statement of the Problem

The problem in this research is:

How can the use of Picture Prompts improve students' ability in writing descriptive texts?

1.4 Objectives of the Study

The objective of the study is to find out to what extend the picture prompt can improve students' ability.

1.5 Significance of the Study

a. Theoretically

Theoretically, this study will provide us a kind of knowledge about a new technique in writing descriptive text that is by using Picture Prompts. This knowledge can be used as the basis to select a good and appropriate technique in teaching and learning process.

b. Practically

Practically, this study will be useful for teachers in providing a new technique of writing descriptive texts. Moreover, this study will also be useful for the students to improve their writing skill, especially in writing descriptive texts.

c. Pedagogically

Pedagogically, the result will give us a knowledge that can be implemented in the classroom for the benefit of the students' development in writing learning process.

1.6 Limitation of the Study

In this research, the writer limits on the scope:

1. The research focuses on investigation on students' achievement in writing skill
2. Picture prompt as a focus media in this investigation. The prompts that I used are clue, some vocabulary, and information about the picture.
3. Students of junior high school in SMP N 1 Bansari at eight grader as the focus of investigation, class VIII-F.
4. Descriptive text is text type as focus on this investigation, describing things.

1.7 Definition of Key Term

Prompts can be defined as instructions, clues or questions that will guide to do something. Picture prompts is a combination of picture and prompts which contains some guided questions, vocabularies, and information so that it will guide the students to create texts and stimulate thought of students.

1.8 Outline of the Study

This final project consists of five chapters. With the purpose of facilitating the readers to understand the study, this writing is organized as follows:

Chapter one is the introduction which brings the readers to the discussion of the background of the topic being studied. It includes the background of the

study, the reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the study.

Chapter two provides the review of related literature. In this chapter, I discuss review of previous studies, review of theoretical background, and framework of analysis. The theoretical background consists several relevant theories used in this study are being transpired with respect to the objectives of the study. They are writing skill consists of elements of writing and micro-skill of writing; teaching writing consists of the nature of teaching writing, technique of teaching writing; teaching media consists of picture as media in teaching writing, advantages of using pictures prompts in teaching; students of Junior High School consists of definition of Junior High School, English teaching learning process in Junior High School; action research and characteristics of action research.

Chapter three is methods of investigation which represents the research design, subject of the research: population and sample, research instruments: field notes, questionnaire, and tests, procedure of data collection: pre-test, cycle 1, and cycle 2, and the last is procedure of data analysis: field notes, questionnaire, and tests: pre-test, formative test, and post-test.

Chapter four is findings and discussion. First part, findings elucidates description of the research, pre-test: analysis of pre-test; Cycle 1: first meeting, second meeting, analysis of result formative-test; Cycle 2: first meeting, second meeting, analysis of result post-test; the analysis of field notes: field notes in cycle 1, and field notes in cycle 2; and the analysis of questionnaire. The last part is discussion of the research results. It elucidates the theory and the research. The

points of the discussion discusses the analysis of the overall result of the action research and basically to answer the research question.

Chapter five concludes the overall study. This section contains the contribution of the study toward English language pedagogy in Indonesia (conclusion and suggestion).

CHAPTER II

REVIEW OF RELATED LITERATURE

The main concern of this classroom action research is to see the use of picture prompt to improve students' ability in writing descriptive text to the eighth grade students of junior high school. Review of previous studies, theoretical background, and framework of recent studies are provided in this section.

2.1 Previous Studies

The use of media in teaching and learning process is important. It can help the students to understand the material correctly. Many students of the English Department of Semarang State University have used pictures as the media to conduct their research.

A research has been done dealing with picture media shows that pictures can help the student in writing. The result shows some students were more attracted, more active, and more interested in studying when they used pictures compared to their behavioral when they did not use those materials. The researcher, Kukuh (2013) shows that the result of the students' tests showed that the students' mastery was improved.

Another research is working on speaking skill dealing with pictures. The result of the study showed that there was a significant improvement of students' speaking ability after being taught using pictures as media. The improvement between the pre-test to post-test was 25.56 point. The students' speaking skill

aspects: grammar, vocabulary, comprehension, fluency, and pronunciation also made a good progress in each test.

The next research dealing with pictures is done in elementary school. The researcher found that the average of post test was higher than the pre test. The use of pictures as media works well in guided writing class, especially for the sixth graders. The use of pictures as media influences students' motivation and improves the students' achievement in guided writing area.

In research about descriptive text, Sa'diyah (2010), as the researcher, indicated that the majority of the 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. Finally, the study also proved that the strategy improved the students' writing with their average score increased from 56.86 (0-100 scale) prior to the teaching-learning process to 77.87 at the end of the treatment.

From those statements above, we can conclude that picture as learning media can improve students' ability in writing descriptive text. Picture can stimulate students' thinking. It also helps students in gaining idea and constructing their idea directed to the topics. The pictures can help students in constructing idea and helping to start writing text. The students are more attracted, more active, and more interested in studying when they use pictures. Besides that the pictures also can influence students' motivation and improve the students' achievement in writing, so in this study researcher will use picture as media.

2.2 Review of Related Literature

In this part, the researcher gives explanation on related theory of this study. They are general concept of writing, components of writing, writing processes, curriculum of eight graders of junior high school, teaching writing, and general concept of descriptive text, picture prompts, and action research.

2.2.1. The general concept of writing

Some experts have different definitions about writing. Nunan (2003:88) asserts that writing is a combination of physical and mental acts. Writing is physical act of committing words and ideas. Therefore, mental acts are inventing ideas, thinking about how to express them and organizing into statement and paragraph. Writing also is known as a combination of process and product. It means that the writer should imagines, organizes, draft, edits, read, and rereads. Sakokik as quoted in Linse (2003:98) also defines writing as a combination of process and product. The process refers to the act of gathering and making the product, so the readers also know what they want to share and understand about their writing. The concept of process and product need a procedure to make a good writing. The product of the writing needs some criterion to be o good writing. It is dealing with content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation (Brown, 2003: 335). As quote in Hyland (2003:5):

Writing in this way directs attention to writing as a product and encourages a focus on formal text units or grammatical features of text. In this view, learning to write in a foreign or second language mainly involves linguistics knowledge and vocabulary choices, syntactic pattern, and cohesive devises that comprise the essential building block of texts

From those statements, writing is not enough if it just consists of sentences. But, it is dealing with some rules and ideas. Students should understand the linguistics knowledge, the vocabulary, and syntactic pattern to gain the texts. It will be effective if the students use media such as picture prompts to gain their idea. Through picture prompts, the students will be easier in imagining object and gaining their idea, so they will start to write fast by first looking at the pictures.

2.2.2 Components of Writing

Carroline (2006:98) mentioned that writing is not only drawing some words on a piece of paper and formulating letter together. Writing is about meaning. If you just write letter and it does not have meaning it is not classified as writing. Writing needs some components to make it as a good writing and has meaning. 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:

(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 the using 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.

Based on that explanation, in making a good writing we should follow those rules. The rules and component of writing is important to make the reader know our writing, so our writing has meaning.

In this study the researcher will follow the rules and components of writing in assessing students' writing. Students should follow those rules and components of writing, so their writing will have meaning and the readers will understand the writing.

2.2.3. Writing Process

Writing and speaking are a part of action. The processes include discovering idea, giving idea, and sharing information. However, writing belongs to complex skills. It is not as simple as speaking. Writing is a matter of communication on a piece of paper (Mayer, 2003:2). When drawing on a piece of paper, we present the idea in logical order. The important thing is how we make it as a good paragraph and the reader can understand our writing.

In producing a good composition of the text, there are many stages before to follow. As stated by Meyers (2005: 3-12), 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 diagram of process of writing

Figure 2.1 writing process based on Mayers



From the explanation above, I conclude 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. Genre-Based Writing

Hyland (2002:16) asserts that Genre means how text is organized so that the reader recognizes its social purpose. This genre has a stage and social purpose and goal-oriented. This is a matter of communication to share to particular community. Genre based writing is identified by their structure and its pattern. Teaching genre-based involves increasing learner's awareness of convention to help them produce text. A typology of curriculums has been drawn in dealing with genre based writing.

There are several types of genre or text type. Every type of text has social function and purpose. This is a table of text type and their purpose:

Table 2.1: *Types of genre based writing*

Genre	Purpose
Recount	To reconstruct past experiences by retelling events in original sequence
Procedures	To show how something is done
Narrative	To entertain and instruct via reflection on experience
Description	To give an account of imagined or factual events
Report	To present factual information, usually by classifying things and then describing their characteristics.
Explanation	To give reason state of affairs or a judgment
Exposition	To give argument for why a thesis has been proposed

The researcher should concern on the generic structure and purpose of the text, for optimal use in communication or in writing genre based writing. The researcher focuses on the study about descriptive text, because descriptive text has special features.

2.2.5. Curriculum of Junior High School

Based on Curriculum 2013, Teaching Secondary School Students (Junior High School Students) has focus in developing in the scope of knowledge, ability,

critics, creative and innovative. There are some core competences and basic competence that students should reach. Those competences have goal that students can apply it in daily activity, develop their thinking, their ability and curiosity so they have critics thinking.

Writing as one of four language skills that is taught in junior high school includes as one of core competence in Curriculum 2013, which is students should apply their knowledge and try to make a product of writing. As one of core competence in curriculum 2013, writing includes writing the genre based writing. The goal of genre based writing is to make students have competencies to make a product of genre based writing. One of genre based writing that should be mastered is descriptive text. In the core competence students should make descriptive text. The core competence and standard competence can be seen as follows:

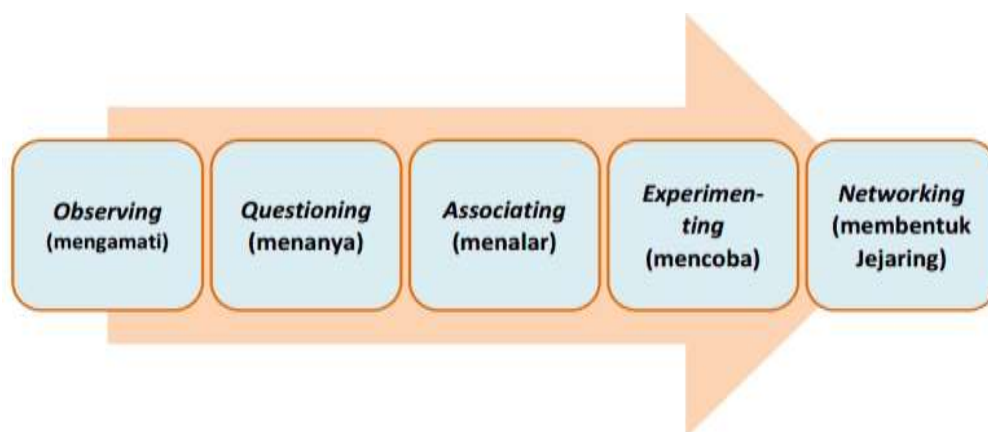
Table 2.2 Core Competence and Basic Competence

Core Competence	Basic Competence
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

The basic competence stated that students should master descriptive text. They should understand and can arrange descriptive text about things, people and place in spoken or written. This curriculum 2013 wants the students understand the genre based writing well.

In teaching writing descriptive text, the curriculum 2013, uses scientific approach. This scientific approach is used to make students think more creatively. The steps of the scientific approach include: observing, questioning, experimenting and networking. The diagram of scientific approach is presented below:

Figure 2.2. Steps of the scientific approach



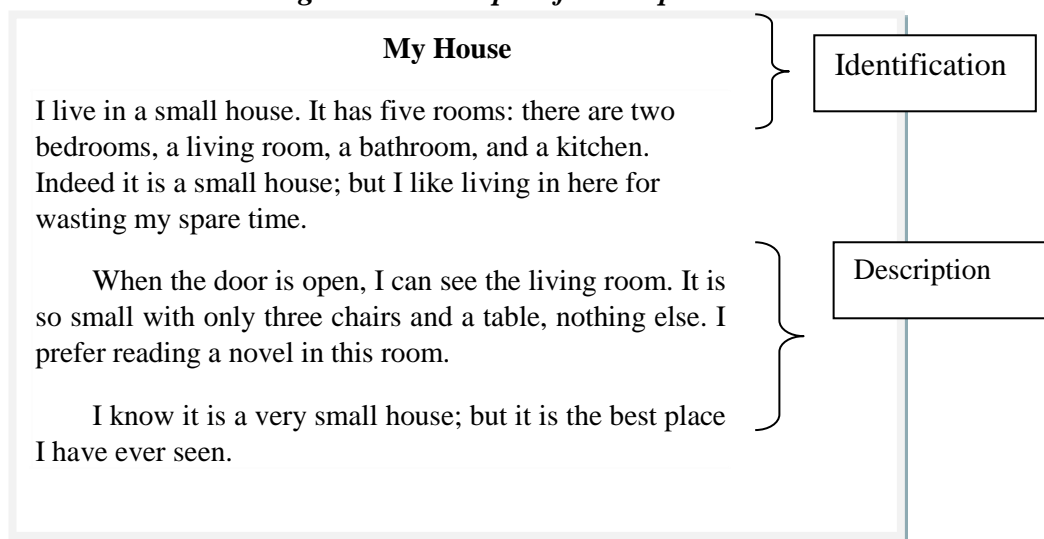
The researcher will implement this stage of approach. This will be effective to make students more active. It can be inferred the aim of Curriculum 2013 in preparing students to face competition in global society by developing their communicative competence and understanding the relationship between language and culture.

2.3 Descriptive text

Based on Gerot and Wignell (1994) Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The social function of descriptive Text is to describe a particular person, place, or thing. A good description has unifying idea and everything that support the idea. A description shows and allows the reader to see, hear, and feel the subject matter clearly.

The generic structure of descriptive Text consists of Identification and Description. Identification: Identifies phenomenon to be described. Description: Describes parts, qualities, characteristics, etc. (Hammond, 1992)

Figure 2.3 Example of Descriptive text



The understanding of these structures is important for producing good writing. Unfortunately, young learners sometimes ignore this and keep writing

based on their ideas and imagination. Therefore, the teacher's role is to help students develop materials in writing.

Besides the structure, descriptive text also has some language features. The language features of Descriptive text are very simple and easy to be taught. They usually use Present Tense. Descriptive texts contain some adjective clause. Sometimes it also uses past tense if the thing to be described does not exist anymore. Based on Hammond (1994) significant grammatical features:

- (1) Focus on specific participants
- (2) Use of Simple Present Tense
- (3) Use of Simple Past Tense if Extinct.
- (4) Verbs of being and having 'Relational Processes'.
- (5) Use of descriptive adjectives
- (6) Use of detailed Noun Phrase to give information about the subject.
- (7) Use of action verbs 'Material Processes'
- (8) Use of adverbials to give additional information about behavior
- (9) Use of Figurative language

Those language features are important to differentiate descriptive with other texts. Therefore, writers should be aware of that and apply it in their works. This study will emphasize those language features of descriptive text to be taught during the research.

2.4 Teaching writing

One of role of the teacher in teaching writing is as facilitator. As a facilitator, teacher offer guidance in helping student to engage in thinking process of

composing a text. Dana Ferris (1997) in Brown stated a technique how to give a good guided that make teacher more effective in teaching writing. A teacher should requested a specific information and then made summary commend on grammar, more substantive student revision ensued. Beside that teacher also can use some approaches to help student to focus on their product of writing, so they can make a good writing. Here is some duty of teacher in teaching writing as follows:

- (1) Focus on process writing that leads to the final written product
- (2) Help students to understand their composing product
- (3) Help them to build repertory of strategies for prewriting, drafting, and rewriting
- (4) Help student time to write and rewrite
- (5) Place central importance on the process of revision
- (6) Let students discover what they want to write
- (7) Give student feedback throughout the composing process, it is not just on the final product
- (8) Encourage feedback from both the instructor and peer Include individual conference between teacher and students during the process of composing.

2.4.1 Classroom Technique and Activities in Writing Descriptive

Writing is a matter of habit. If we have the writing habit we can write easily. However, in the level of students who haven't writing habit. It is difficult to start their writing. There are some ways to improve their writing, especially in writing

descriptive text. Nunan (2005: 110) we can help students to group their idea and help to write down their idea based on some way.

(1) Writing Model

The writing model is one of some techniques 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 technique, the students are grouped in some teams. They will work collaboratively. 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 techniques for example, jigsaw, number heads together and others collaboratively activities that can help students in gaining their idea. One of the famous techniques is round robin brain storming. Round robin brain storming is one of methods which group students consist of five persons. They are given some questions and every student is given turns to talk and write. The students can say and write their idea during the time limit. They also can share their thinking and discuss before the limit time end.

(3) Talking and Writing Box

Another way to learn writing is by talking and writing box. There will be a box contain of picture. The writing box will carry the students to create the

text by telling first to their friend. As 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 techniques to teach students in generating their idea to start writing. Teaching writing to students of junior high school is not easy. Usually teachers find students' problems, so that teacher can use some techniques to overcome them.

2.5 Definition of Media

Media is one of teacher-aid in language learning activity. Media can be used to show some information to audience. Gagne (1970) asserts as stated in Sadiman, Media is some component in students' environment which can stimulate students thinking. This media can help students and student to help them in teaching and learning activity. National Education Association stated that media is a form of communication it can be visual or audiovisual. This media tries to deliver message and stimulate students' thinking. So the media is really needed in teaching and learning activity.

2.5.1 Picture

Picture is one of visual media to deliver some textual information. It can be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. Wright stated that the

use of picture can stimulate and motivate students in language learning. In learning language, students concentrate on grammatical or phonological accuracy and the used of picture provide motivation and non verbal stimulus, and give textual meaning. Wright also stated:

Pictures are not just an aspect of method but through its representation of place, object, and people, it is an essential part of the overall experiences.

Wright (1989: 128) also stated that picture can help teacher and students in some way:

1. To motivate the student to speak or to write
2. To create a context within which his/her respond has meaning
3. To provide the student with information to use in control practice work. pictures showing objects, action, events and relationships can cue answers to questions, substitutions and sentence completion
4. To sponsor, stimulate and possibly to guide, spoken and written descriptions, narrations or dialogues
5. To sponsor, stimulate and offer information for free writing and speaking. 'Free, in the sense of the teacher offering no language guidance or restrictions

Based on that statement, picture has a good side in helping teacher in language learning. It really helps to give the model and motivation to the students. Through pictures, students can use their imagination to some purposes, especially to know the object. Through pictures, learners can be shown people, places and things, from areas far outside their own experiences. Pictures can represent images from ancient times or portray the future.

2.5.2 Prompts

There are some types of pictures and their use. One of them is picture with some information. It can be defined as a picture prompt to describe a particular object.

In picture prompts there are some information related to the picture. Hyland (2003: 222) stated that the writer needs material that will stimulate a written response that is the prompts. There are 3 formats of prompt based on Kroll and Rein as stated in Hyland:

(1) A Based Prompt.

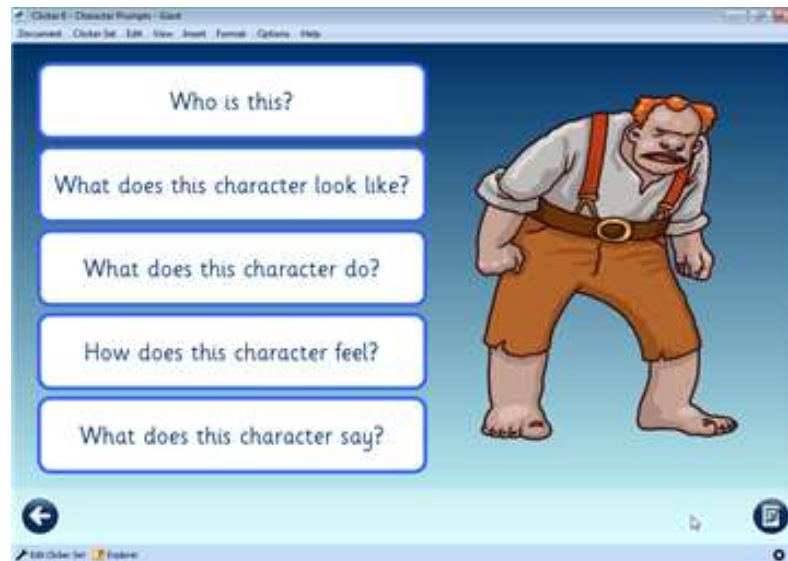
This prompt states the entire task in direct and simple term. It can be a question direct to the topic. This prompt guides the writer to write on the right track. This prompts guide the writer to write based on the topic.

(2) A Frame prompts. This prompt presents a situation as a frame for the interpretation of a task. This prompt helps to set the situation and the writer tries to continue or write based on their interpretation.

(3) A Text Based prompt. This prompts presents a text to which the students responds to or uses in his or her writing. This prompts provide a text for students to respond. It is also a text that can be used on their writing. The prompts are necessary for the beginner to help them and stimulate their thinking. With this prompts they can use to initiate their writing. There will be a text that can be used or guide them to write.

The prompt really help students who have less ability in writing. In this research I choose based prompts in which it consists of some guided questions. The prompts help students to stimulate their thinking and idea. The combination of picture and prompts will help students in understanding the material especially in descriptive texts. It is expected that the students are motivated in the teaching and learning process accompanied by interesting pictures with prompt.

Figure 2.4 Example of Picture prompts



The writer focused on the use of picture prompt as shown above on this research. The use of picture prompt is suitable for students in writing descriptive which provide interesting picture and guided idea. Therefore, this kind of pictures can help students in writing descriptive and help them to stimulate their thinking. Pictures can guide them to the reality. They can be described in different types that will determine students' imaginations.

2.5.3 Advantages of Picture Prompts

In teaching writing, it can be more enjoyable if teachers use picture prompt to help students in writing skill. There are some advantages of picture prompt. The pictures prompts are based on visual images that can stimulate the imagination. These images require interpretation and imagination. At the same time, all of the students will develop a richer sense of visual literacy. The cue and provided vocabulary can help students to understand more and start to write their descriptive text.

Based on Sinatra as cited by Malcolm, visual aid (picture prompt) has advantages in other literacy. It shows how visual language literacy not only occurs first, but also is inter-linked to four other stages of literacy. He outlines the stages of literacy as: Visual literacy as primary ,that can viewing, exploring, and nonverbal representation; Oral Literacy; Written Literacy ;Visual Literacy as representational communication - imaging, producing, aesthetic engagement.

There are also advantages of using visual aid (picture prompts) to motivate the reader, promote creativity, serve as mental scaffolds, fostering aesthetic appreciation, promote children's language and literacy. Those show us that it is really important to use picture prompt to help students in writing descriptive text.

From all of the statements above, picture prompt give more benefits than the students just write based on common picture. It is clear that the picture is a tool in increasing students' motivation, especially in writing descriptive text.

2.5.4 Differences from Other Common Picture

Wright (1981: 193) stated that there are some kinds of picture based on type and use. There are picture with single object, picture with text, sequences picture and so on. However those kinds of picture only help students in imagining the picture. To help students to gain idea and start to write need more than picture. In picture prompt, there is kinds of pictures that are understandable for students and also interesting for students in learning English especially in learning descriptive text. Therefore, the students are excited in the teaching and learning process accompanied by interesting pictures. This picture is different from other picture

because it also has some information and guided vocabulary. The students will enjoy learning English and will be motivated by the interesting picture.

2.7 Action Research

Based on Elliot, action research is a study of social situation with a view to improve quality action within it. Ebbutt (1985: 156) in Cohen (2007) regards action research as a systematic study that combines action and reflection with the intention of improving practice. The use of action research is to give judgment and validity to the theory or hypotheses whether it is true or not.

The purpose of the action research is to solve classroom problems through the application of the scientific method. Based on Gay (1981:10) the primary goal of action research is the solution of the given problem. This means that this action research is a research to solve a problem in the classroom when in a classroom there are a lot of problems.

Kemmis and Mc Taggard in Cohen (2007) mentioned that action research is a form of *collective* self reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of the own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out.

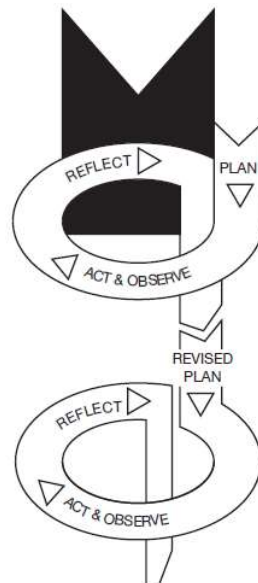
Kemmis and McTaggart (2000: 595) stated that action research involves a self-reflective spirals as follows:

- (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 2.3: Cycle of action research by Kemmis and McTaggart



Based on that cycle we can conclude that action research is a process of collecting some information in classroom. It is a practical process that is done to solve problem in classroom. Action research has some characteristics. Burn (1999:30) stated that there are some characteristics of action research:

- (1) Action research is contextual, small scale and localized. It means that it identifies and investigates problem in specific situation.
- (2) It is evaluative and reflective as it aims to bring about change and improvement in practice.
- (3) It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researcher.

- (4) Changes in practice are based on collection of information or data which provides the impetus for change.

The study will follow those steps of action research. Based on that statement, I use an action research design to students of Junior high school in SMP N 1 Bansari to know the use of picture prompt to improve students ability in writing descriptive text. The researcher uses action research to find out some problems and solve them. At last, the result is analyzed and reflected to revise the next plan and action, to obtain a better result.

2.3. Theoretical Framework

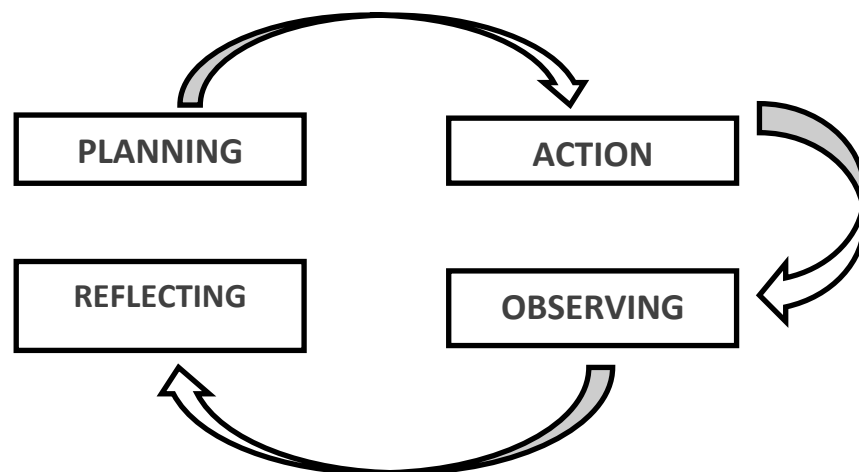
Teaching writing is not easy job for English teachers especially teaching descriptive texts. When teaching writing, teacher must follow the rules and element of writing. Thus, teacher must choose the suitable media for the process of teaching and learning. Picture prompt is assumed to have good contribution to improve students' ability in writing descriptive texts. Picture has relationship with descriptive texts. This can help students to gain idea and help to imagine to what they will write.

Seeing the potency of the picture and need of improvement in way teachers explain the writing lesson, I decide to conduct a classroom action research to use picture prompt as an alternative medium for teaching descriptive text, the purpose is to improve the teaching learning process.

In this research, the writer uses the theory of media from Jeremy Harmer about English language teaching in order to teach English well. The theories about genre and narrative itself are taken from Linda Gerot and Peter Wignel,

(1995:200). As for the action research, I use the theory from Kemmis and Mc Taggart and Michael Wallace about Action Research for language because the steps are easy to follow.

Figure 2.5 cycle of action research



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, will be given a post test. I am going to observe the improvement of the students and how useful picture prompt is to improve students' ability.

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.

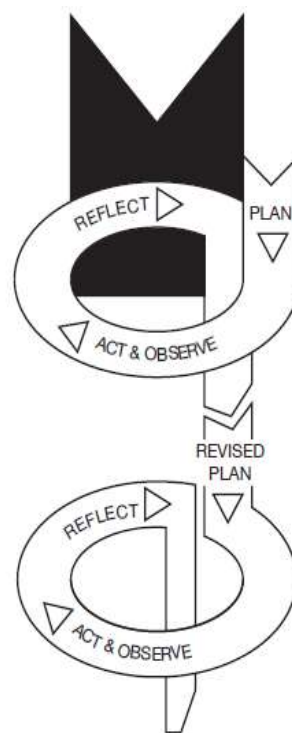
3.1 Research Design

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 examine 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. Based on Burn (1993: 24) the major focus of action research is in the particular social and groups, it is only for particular classroom. The goal of action research as stated in Gay (1981:10) is to solve classroom problem through the application of scientific method and it is local problem and conducted in local setting. The action research is conducted to give solution of particular problem. Teacher will take a lot of part in this action research.

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 begins 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 prepare a lesson plan and picture prompts to teach descriptive texts. I continue to prepare the materials such as pre-test, first questionnaire, formative test, and field notes as the research instruments.

(b) Acting

In this section, the researcher implemented the plan, which was made in the previous phase in the field of research. The first thing I do in this stage is conducting pre-test to check students' current ability in writing. In this stage, before delivering some material to the students I give them a building knowledge and a game. It's called "what is it". I will give them a clue and students will try to answer it. The game will be held in group of 4-5 persons. They will discuss it together. I also used round robin brainstorming to help the students understand the prompts.

After that I will show them about some picture prompt. I tried to gain students' attention by showing those pictures. I gave some pictures to each group and asked them to explain what it is in the picture. I asked them to try to describe what they see in the picture and give some vocabulary. Then, I will explain what descriptive text is. It covers the purpose, structure, and language features of descriptive. I gave them an example of descriptive text based on the given picture prompt. I put it into slides and give some parts of it as examples of generic structure and language features.

(c) Observing

In this step, I observe all the events or activities that happen during the study. Observation is needed to plan a further strategy or to revise the treatment in the next cycle. I observe the classroom atmosphere to know student's enthusiasm, response, and ability in doing exercise are observed. Field notes is used to guide

me in judging students' behavior in receiving the materials and interacting in the teaching learning activities.

(d) Reflecting

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

3.1.2 Cycle 2

a. Planning

After analyzing cycle 1, the writer designed a lesson plan for cycle. Here, I tried to find out the solution of the problems arose in cycle 1. I create a lesson plan that has been modified to cover the weaknesses in cycle 1. Another picture I prepared to this cycle. I used more detailed picture with some guided vocabulary and detail information about the picture. Wright (1989: 17) stated that the more detail picture and information in the picture, the clearer context which will be easy to describe. I prepared instruments to measure students' progress. They are the post-test and field notes.

b. Acting

In order to help the students understand the picture easily, I will guide the students to find the information at the picture and try to put it in a diagram. Students will write everything what they have seen in the diagram. After doing it students will

do brainstorming. They will try to write it step by step. Students start writing their own descriptive text based on the given picture.

c. Observing

In this step, the writer tried to observe how far students understand the whole materials. This step is done by writing down the learning process during this cycle in the field notes. It was about the students response during the lesson when they have some pictures prompt. How they understand and respond the picture.

d. Reflecting

It was an activity to find out significant progress of cycle 1 and cycle 2. I analyze the result of the test. I compared the result of pre-test, formative test, and post-test. The non-test instruments such as questionnaires and field notes are used to find the progress of students including student's behaviour. All data are gathered, calculated and concluded to find out the students improvement.

3.2 Subject of the Study

The population of the study is VIII grade students of SMP N 1 Bansari in the academic year of 2014/2015. I take class VIII F as the sample well as the subject of the study.

3.3 Role of Researcher

During the investigation, the role of the researcher was a teacher and data collector. The researcher was also the data analyst that would analyze the result of the students' score, and participations.

3.4 Type of Data

In this research I will collect some data. This data is primary data which I got it directly from the classroom and from my observation. In this research there will be qualitative data. The qualitative data will be a descriptive and descriptive qualitative data. The qualitative data use to know the factor problem in writing descriptive text, which happened in the students of junior high school. The data also analyses factors and behaviour of students in writing descriptive text.

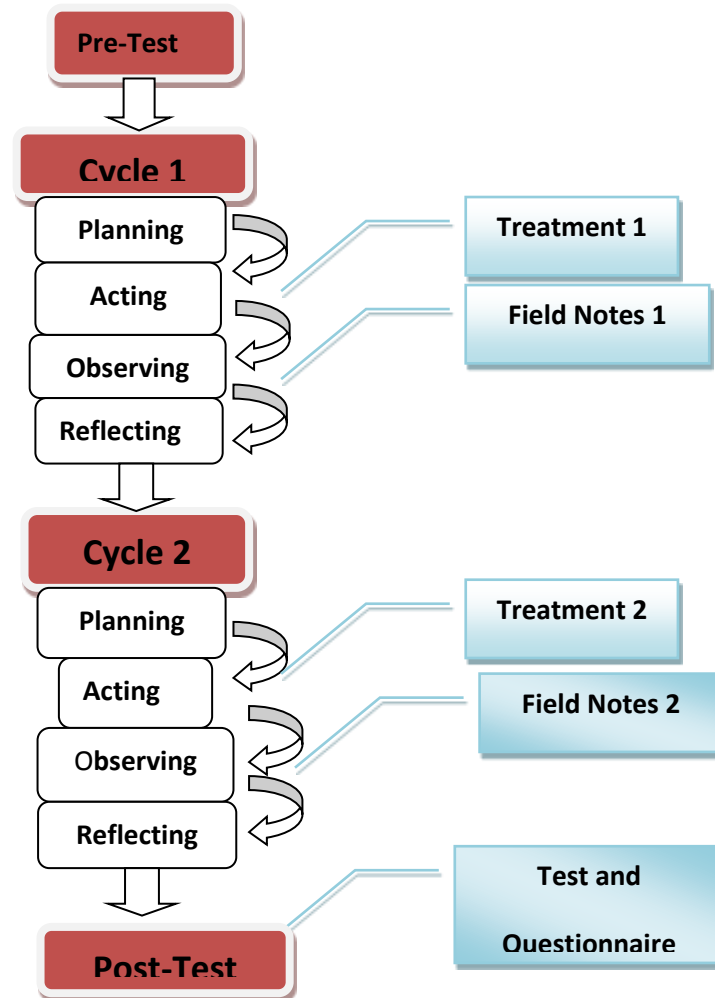
3.5 Method of Collecting Data

In gathering the data, I used some ways. There were the techniques of collecting data. Based on Burn (1999:79) there are some methods of collecting data in order to know students' behaviour. There are observational techniques and non observational techniques. The observational techniques include observation, photograph, notes, recording, and diagrams. The non observational techniques can be interview, questionnaire, career history, and document. Those techniques were applied to support the action research in this study.

In this study, I collect data through questionnaires, field notes, and some writing tests. The purpose of gathering data through these methods is to obtain information, data, and facts that are trustworthy in order to answer the problem and give conclusion at the end of the study.

This is the figure of method of collecting data:

Figure 3.2 Methods of collecting data



3.6 Instruments for Collecting Data

In this study, I use three writing tests, questionnaire, and field notes as my instrument.

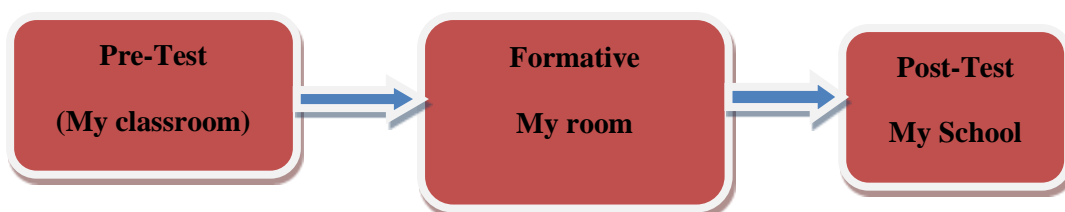
3.6.1 Tests

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 requires performance on the part of the test taker. In this research, I used achievement test to determine whether the giving picture will be effective or not by the students. It is to know if the picture can give improvement in student's writing ability. The tests consist of a pre-test, a formative test, and a post-test.

I gave a pre test in the beginning of the research. The pre-test is conducted for checking students' prior ability in producing descriptive text. Then, I gave formative and post test to measure the degree of the students' progression in writing descriptive text.

Figure 3.3: *The Guideline of Test*



3.6.2 *Questionnaires*

Questionnaire is a number of questions or statements to get information from the respondents. Burn (1999:129) the questionnaire presented in written form and thus they also assume adequate literacy skills on the part of survey. Questionnaires have advantages of being easier and less time. The responses also can be gathered easily. Questionnaires are easy to analyze. It is usually used when a researcher has a large number of people but he has limited time and resources. Another advantage of using this instrument is that questionnaire is very versatile.

The purpose of giving questionnaire in this research is to obtain information from the students about the factors that may affect their improvement in writing. The questionnaires also try to find out students' opinion about learning writing in English and the media used in this action research.

The researcher will give the questionnaire in the post test. It will help the researcher to know the improvement of the student after getting the treatment. The guideline of the questions given to the students can be seen in the following table:

Table 3.1: Question Guideline

Number	Question Guideline
1	Students' interest in English Lesson
2	Students' interest in teaching learning activity in their school
3	Students' interest in writing activity
4	Students' difficulty in writing activity
5	The use of media in classroom activity
6	The use of picture prompts
7	Students' opinion in writing descriptive used picture prompts
8	Students' interest in using picture prompts as their guidance
9	The influence of picture prompts in guiding students in writing descriptive text
10	The situation during the class by using picture prompts

I used *Likert* scale in these questionnaires. This scale is used to determine the students' opinions, starts from very negative point until the very positive one. I use the responses in four scales; strongly disagree, disagree, agree, strongly agree. It used Likert scale because I will know the students' response whether they are in positive response or in negative response.

3.6.3. *Field Notes*

Field notes is a description and account of events in the research context which are written in a relatively factual and objective style. They generally include reports of non verbal information, physical setting, group structure and records of conversation and interaction between participants (Burn, 1999: 87). Field notes were used to observe situation of the class during this study whether the teaching process was progressing or declining. I continuously took notes about the students' participation, behaviour, interest, improvement, and difficulties. The field notes then will be used to provide qualitative information.

Wallace (1998: 58) stated that the aspect of teaching and learning which could be used as guidance in making the field notes:

- 1) Teaching learning process.
- 2) Performance of individual students.
- 3) Interesting or common errors made by students.
- 4) Problematic issues/dilemmas.
- 5) Ideas, inspirations, things that worked well, and
- 6) Amusing incidents, remarks.

Based on above aspects, I constructed five aspects in constructing the field note which were also related to the purpose of the study that asked about the use of pictures as media in teaching writing. It involved the aspects of the process of teaching and learning, the students' attention, material given, and the use of pictures as media in teaching writing. The explanation of the aspect that would be analyzed is presented on technique of analyzing field notes.

Here is the form of the field notes:

Table 3.2: *Form of Field Notes*

NO.	ASPECTS	DESCRIPTION
1.	Learning environment	
2.	The students' enthusiasm	
3.	The students' interaction	
4.	The students' cooperation	

3.7 Method of Analyzing the Data

The purpose of conducting this study is to describe how to improve students' ability in writing descriptive texts by using film as medium. Therefore, some writing tests are needed to find out students' achievement in writing.

3.7.1 *Method of Analyzing Students' Writing*

I use rating scale to score or evaluate the students' achievement in writing. The students writing skill was analyzed by considering these five general components:

- 1) Fluency refers to the style
- 2) Grammar refers to appropriate tense

- 3) Vocabulary refers to diction
- 4) Relevance refers to the relevance in the relation to the task demand of the students
- 5) Mechanics refers to the use of punctuation

The scoring guidance is modified to use criteria number. I used the scoring guidance taken from Heaton Grid and Categories (1975:109-111) in five areas. However because the students are in the level of junior high school that is categorized as young learner, I modified the rubrics components. I only used three components that are grammar, vocabulary and mechanics. I want the students to master three components of writing.

Table 3.3: The scoring guidance taken from Heaton's grid and categories with some modifications.

No.	Writing Component	Score	Description
1.	Grammar	(4)	A few minor mistakes only (preposition, articles, etc)
		(3)	Only one major mistake but a few minor mistakes.
		(2)	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
		(1)	Numerous serious mistakes, no mastery of sentence construction.
2	Vocabulary	(4)	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
		(3)	Attempts to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted.

		(2)	Restricted vocabulary, use of synonym (but not always appropriate).
		(1)	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
3	Mechanic	(4)	A few minor errors, still easy to understand.
		(3)	Several errors, do not interfere significantly with communication, but rather hard to understand.
		(2)	Several errors, some interfere with communication, some words very hard to recognize.
		(1)	Numerous errors, hard to recognize several words, communication made very difficult.
4	Relevance	(4)	Ideas well organized, links could occasionally be clearer but communication not impaired.
			Some lacks of organization, re-reading required for classification ideas.
		(3)	Little or no attempt at connectivity, readers can deduce some organization, individuals' ideas may be clear but very difficult connection between them.
		(2)	
		(1)	Lack of organization so severe that communication is seriously impaired.

The researcher classifies the students based on their criteria and analyzes it. I will analyze the students' writing in the pre test, formative and the post test. There will be shown the improvement of students whether it improve or does not improve.

3.7.2 Method of Analyzing the Questionnaire

I used two questionnaires in this study, the first given after the pre-test and the second given after the post-test. Each questionnaire consists of ten statements

about students' opinion of writing, their class condition, opinion about the use of picture prompt, and their feeling after being treated.

I used *Likert* scale in these questionnaires. I used *likerts* scale because I want to know the students' opinions, starts from very negative point until the very positive one. There will be two option of positive and negative. I use the responses in four scales; strongly disagree, disagree, agree, strongly agree.

The questionnaire is in the *checklist* form. Students are asked to give a (✓) mark in the columns available. After calculating the number of students who have the same responses, I will find out the percentage of the scale.

3.7.3. Method of Analysing Field Note

The field notes were analyzed in form of description gained during the action research process. The description would be explained about the aspects which I used in making the field notes (Wallace's Aspects in Constructing Field Note, 1998).

Table 3.4: Wallace's Aspects in Constructing Field Notes

Number of questions	Description
1	About the learning environment
2	About the students' enthusiasm
3	About the students' interaction
4	About the students' cooperation

3.8 Procedures of Reporting the Result

After I collected the data, I tried to analyze the data. I gathered all the data from the student's writing, questionnaire and field notes. To know the improvements of students I would compare the data from the pre test, cycle 1 and cycle 2. Based on the comparison I will make a conclusion whether there are some improvements or not. It will show a data if the picture prompts can improve students writing ability or not.

The field notes during the cycle 1 and cycle 2 also used to describe the use of picture prompts during the learning and teaching activity. The description of the material, the students attention, and the used of picture prompts will be explained. The questionnaire of the data also will be analyzed. The result of questionnaire also will be compared in the pre test and post test, so there will be a result of the research. The result will be written down in the conclusion. Then, I will conclude if there is improvements or not during the learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

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

5.1 Conclusion

This study investigated the use of picture prompts to improve students' writing in 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, questionnaires, and field notes.

The analysis during the treatment showed that the use of picture prompts 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 and adjective in the descriptive text. It was delivered using clear explanation and round robin brainstorming method. Students were more enthusiastic using picture prompts and cooperative learning. 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 picture prompts are appropriate media to improve writing in descriptive text. The analysis of the questionnaires showed that the students got advantages from picture prompts to help them in writing descriptive text. The prompts helped them to reveal the idea and help them in gaining the idea. Besides

that, picture prompts could increase their motivation in learning writing because the pictures are attracting them, as a result, the class situation became more enjoyable when using picture prompts.

Based on the field notes, it could be seen that the students' behavior during the learning activities improved positively. Students who were passive in the first meeting showed their interest and enthusiasm after being taught with picture prompts. Overall, students became more enthusiastic, active, and cooperative during the lesson.

5.2 Suggestions

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

1. For English teacher

In teaching descriptive text, teachers need media to help students in imagining and gaining their idea. Teachers should use media that can illustrate things well. The illustration will help the students to imagine and think well. Picture prompts can be one of alternatives media to teach writing. The learning activities are more enjoyable and students are motivated in writing descriptive text when using this media. It also creates a more joyful situation that will help students to write more comfortably.

2. For students

In understanding material, especially descriptive texts, Students should cooperate with the teacher. Students should follow the teachers' instruction well. Besides that, students also should share and cooperate with other friends to share their thinking and idea, so that, the students will

understand more and explore their thinking. It would help the student 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 also should not think that writing is difficult and think that it is very interesting.

3. For the reader

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.

BIBLIOGRAPHY

- Andersom, Mark and Anderson, Katty. 1997. Text Types 2. Australia :Macmillan Education Australia
- Arikunto, Suharsimi. 2010. Prosedur Penelitian: Suatu Pendekatan Praktik. Jakarta: PT Rineka Cipta.
- Boardman, Cythia A. Frydenberg. 2002. *Writing to communicate*. NewYork : Pearson Education, Inc.
- Brown, Douglas.2004. *Language Assessment: Principle and Classroom Practices*. San Francisco: San Francisco state University
- Brown, H. Douglas. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education
- Burn, Anne. 1999. *Collaborative Action Research for English Language Teachers*. New York: Cambridge University Press
- Carp,Charlotte L. Et. 2012. *A Further Evaluation Of Picture Prompts During Auditory-Visual Conditional Discrimination Training*. Journal Of Applied Behavior Analysis. Number 4 (Winter 2012)
- Elliot, John. 1998. *Action Research for Educational Change*. Buckingham: British Library cataloguing data
- Gay, L.R. 1981. Educational Research: Competencies for Analysis & Application. USA: Charles E. Merrill Publishing Co.
- Gerot, L. and P. Wignell. 1994. *Making Sense of Functional Grammar*. Sydney: GerdStabler.
- Harmer, Jeremy. 2004. *How to Teach Writing*. England: Pearson Education Limited
- Harmer, Jeremy.2003.*The Practice of English Language Teaching*. New York: Longman

- Harmer, Jeremy. 2004. *How to Teach Writing*. United Kingdom: longman
- Harris, D. P. 1969. *Testing English as a Second Language*. New York: McGraw-Hill.
- Hogue, Ann and Oshima, Alice. 2006. *Writing Academic English*. New York : Pearson Education. In
- Hyland, Ken. 1999. *Second Language Writing*. Cambridge: Cambridge University Press
- Hyland, Ken. *Genre and Second Language Writing*. USA: University of Michigan
- Joklová, Kateřina. 2009. *Using Picture for Teaching Vocabulary*. Bachelor thesis. Masaryk University Faculty Of Education Department Of English Language And Literature.
- Kellaher, Keren. 1999. *101 picture prompt to spark super writing*. USA : Scholastic, Inc.
- LAN ,Yu-Feng. 2011. *Effects of Guided Writing Strategies on Students' Writing Attitudes Based on Media Richness Theory*. Scientific Journal of Educational Technology, volume 10 Issue 4. Hlm 1-3.
- Linse, Caroline T. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill.
- Liu, Judan Belcher, Diane. 2004. *Genre and Second Language Writing*. United States of America ; University of Michigan Press.
- Malcolm. John D. *Visual Language: The Concept and Application for the Classroom. One Credit Project*. Lethbridge University
- Martin, C. Et. 1985. *Exploring American English*. New York: Mac Millan Publishing Company
- Meyers, Alan. 2005. *Gateway to Academic Writing*. New York: Pearson Education inc.

Nunan, David. 2003. *Practical English language Teaching*. New York: McGraw-Hill.

Ramet,Adele. 2007. *Creative Writing*. British :British Library.

Sa'diyah, Halimatus. 2010. *Improving Students' Ability In Writing Descriptive Texts Through A Picture Seriesaided Learning Strategy*. Journal of English teacher, Vol. XL: 164-182.

Wallace, Michael J. 1998. *Action Research for Language Teachers*. USA: Cambridge university Press.

Wright, A. 1989. *Pictures for Language Learning*. Cambridge: Cambridge University Pres

APPENDIXES

*Appendix 1***List of Students Name and Code**

No	Name	Code
1	Afiddotul Alafiyah	S-01
2	Ajeng Sri Rahayu	S-02
3	Amirotul Muflihah	S-03
4	arif Nurul Aini	S-04
5	Ayu Indrawati	S-05
6	Dea Lestariana	S-06
7	Dony Rifki Darmawan	S-07
8	Emi Andriyani	S-08
9	Farhan Ainur R	S-09
10	Is Fajar Safi'i	S-10
11	Joko Wahyu Widayat	S-11
12	Lia Rahma Sari	S-12
13	Nurasih	S-13
14	Reza	S-14
15	Ridwan Mukarim	S-15
16	Rima Sekar Melati	S-16
17	Rini Sintya	S-17
18	Sekar Indah Dewanti	S-18
19	Sigit Prasetyo	S-19
20	Solihin	S-20
21	Sri Rustanti	S-21
22	Suci Apriyati	S-22
23	Syarif Alfani	S-23
24	Titik Nurhayati	S-24
25	Titus Dute B	S-25
26	Uni Fiernani	S-26
27	Wina Alpika	S-27
28	Yogi Hendriawan	S-28
29	Yovin Radiva	S-29
30	Yulita Ariyani	S-30
31	Yunia	S-31

Appendix 2

List of Student Attendance

No	Name	Pre test	Cycle 1			Cycle 2			Post test
			1	2	3	4	5	6	
1	Afiddotul Alafiyah	v	v	v	v	V	v	v	v
2	Ajeng Sri Rahayu	V	V	V	V	V	V	V	V
3	Amirotul Muflihah	V	V	V	V	V	V	V	V
4	Arif Nurul Aini	V	V	V	V	V	V	V	V
5	Ayu Indrawati	V	V	V	V	V	V	V	V
6	Dea Lestariana	V	V	V	V	V	V	V	V
7	Dony Rifki Darmawan	V	V	V	V	V	V	V	V
8	Emi Andriyani	V	V	V	V	V	V	V	V
9	Farhan Ainur R	V	V	V	V	V	V	V	V
10	Is Fajar Safi'i	V	V	V	V	V	V	V	V
11	Joko Wahyu Widayat	V	V	V	V	V	V	V	V
12	Lia Rahma Sari	V	V	V	V	V	V	V	V
13	Nurasih	V	V	V	V	V	V	V	V
14	Reza	V	V	V	V	V	V	V	V
15	Ridwan Mukarim	V	V	V	V	V	V	V	V
16	Rima Sekar Melati	V	V	V	V	V	V	V	V
17	Rini Sintya	V	V	V	V	V	V	V	V
18	Sekar Indah Dewanti	V	V	V	V	V	V	V	V
19	Sigit Prasetyo	V	V	V	V	V	V	V	V
20	Solihin	V	V	V	V	V	V	V	V
21	Sri Rustanti	V	V	V	V	V	V	V	V
22	Suci Apriyati	V	V	V	V	V	V	V	V
23	Syarif Alfani	V	V	V	V	V	V	V	V
24	Titik Nurhayati	V	V	V	V	V	V	V	V
25	Titus Dute B	V	V	V	V	V	V	V	V
26	Uni Fiernani	V	V	V	V	V	V	V	V
27	Wina Alpika	V	V	V	V	V	V	V	V
28	Yogi Hendriawan	V	V	V	V	V	V	V	V
29	Yovin Radiva	V	V	V	V	V	V	V	V
30	Yulita Ariyani	V	V	V	V	V	V	V	V
31	Yunia	V	V	V	V	V	V	V	V

Appendix 3

LESSON PLAN

(Cycle 1)

School	: SMP N 1 Bansari
Class/Semester	: VIII/1
Subject	: Bahasa Inggris
Topic	: Descriptive Text
Meeting	: 1
Time	: 2 x 40 menit

A. The Goal of the study

At the end of the lesson students are able to:

1. Understand the explanation about descriptive text include the social function, text structure and language feature about things, person and place.
2. Understand the meaning of descriptive text in spoken and written.
3. Write the descriptive text based on language feature, text structure and social function.

B. Learning Outcomes

- Students are able to describe things around them correctly and care to the environment around them by saying the characteristics of the thing around them.
- Students are able to communicate and explain the thing around them fluently, care, corporate, honestly, and polite and responsible.
- Students know the social function, generic structure, and language features of descriptive text by stating and asking the description of person, place and things based on context short and simple.
- Students understand the meaning of descriptive text spoken and written.
- Students are able to write short and simple descriptive text.

C. Learning Material



My Classroom.

This is my classroom. I will tell you about my classroom.

My classroom is next to school library. My classroom is not too big but it is very clean. There is a desk teacher in front of the class. There are twenty tables and forty chairs in my class. There is a clock on the wall. The calendar is next to the clock. There are also a globe and a computer on the desk. We also have an announcement board to display our work. We put our textbook and assignment book on our book case. I love my classroom because it is very neat and quite.

❖ **Descriptive text:**

Descriptive text is text that tells about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

❖ **Social function** : to describe a particular person, place or thing.

❖ **Generic structure** :

Identification : identifies phenomenon to be described.

Description : describe parts, qualities, characteristic.

❖ **Language Features:**

The use of Simple Present Tense

S subject + Verb/ Verb -s/ Verb-es + O

Subject + to be + Adj/ Noun

My Classroom.

This is my classroom. I will tell you about my classroom.

Identification

My classroom is next to school library. My classroom is not too big but it is very clean. There are a lot of things in the classroom. There is a desk teacher in front of the class. There are twenty tables and fourty chairs in my class. There is a clock on the wall and the calendar is next to the clock. There are also a globe and a computer on the desk. We have an announcement board to display our work. We put our textbook and assignment book on our book case. I love my classroom because it is very neat and quite.

Description

❖ Grammar

Nominal Sentence

Subject	To be	Adjective/noun
I	Am	
He, She. It	Is	
They, We, You	Are	

For example:

- I am smart.
- It is big
- I am happy

SINGULAR AND PLURAL

SINGULAR	PLURAL	RULE
- a doctor	- doctors	Most of words (noun), simply a final -s is added to spell the word correctly.
- a nurse	- nurses	
- a pen	- pens	
- a book	- books	
- a table	- tables	
- a tree	- trees	

- a chair, etc.	- chairs, etc.	
- a potato - a tomato - a hero, etc.	- potatoes - tomatoes - heroes	Some nouns that end in -o add -es to form the plural.
- a photo - a piano - a studio - a tattoo - a zoo	- photos - pianos - studios - tattoos - zoos	Some nouns that end in -o add only -s to form the plural.
- Man - woman - child - ox - mouse - foot - tooth - goose, etc.	- men - women - children - oxen - mice - feet - teeth - geese	Irregular plural forms.

The use of *There is* and *There are*

There is.....	For singular (only one)
There are.....	For plural (more than one)

Example:

There is a book

There are two books

There is a clock

D. Method/ technique

1. Scientific approach: *Observing, Questioning, Associating, Experimenting, Networking*
2. Explanation
3. Performance

E. Step of the teaching and learning process

1. Opening activity

- Aperseption dan motivation
- Delivering the aim of the lesson
- Delivering the material

2. Main Activity

Steps	Activities
<i>Observing</i>	<ul style="list-style-type: none"> • Giving some vocabulary related to the topic • Students are giving attention to teacher's explanation • Giving an example of descriptive text • Giving explanation about Generic structure, social function and language features. • Identify the language features and social function, and generic structure to the text given
<i>Questioning</i>	<ul style="list-style-type: none"> • Giving question to the students related to the topic • Giving chances to ask question. • Teacher give example to describe a thing and students try to give one word to describe that thing
<i>Associating</i>	<ul style="list-style-type: none"> • The students associating to the

	teacher explanation
<i>Experimenting</i>	<ul style="list-style-type: none"> • Teacher give picture and ask the students to describe it based on the example given.
Networking	<ul style="list-style-type: none"> • Discussing the students' work

3. Closing

- Conclude the material
- Reflection
- Exercise: identify the thing around them
- Delivering the next lesson plan

F. Sumber/Media Pembelajaran

- English, When English Rings the Bell
- E-book Material
- Power point

Appendix 4

LESSON PLAN

School	: SMP N 1 Bansari
Class/Semester	: VIII/1
Subject	: Bahasa Inggris
Topic	: Descriptive Text
Meeting	: 2 &3
Time	: 4 x 40 menit

A. The Goal of the study

At the end of the lesson students are able to:

1. Understand the explanation about descriptive text include the social function, text structure and language feature about things, person and place.
2. Understand the meaning of descriptive text in spoken and written.
3. Write the descriptive text based on language feature, text structure and social function.

B. Learning Outcomes

- Students are able to describe things around them correctly and care to the environment around them by saying the characteristics of the thing around them.
- Students are able to communicate and explain the thing around them fluently, care, corporate, honestly, and polite and responsible.
- Students know the social function, generic structure, and language features of descriptive text by stating and asking the description of person, place and things based on context short and simple.
- Students understand the meaning of descriptive text spoken and written.
- Students are able to write short and simple descriptive text.

C. Learning Material



My Classroom.

What is this?

What does the classroom look like?

What things inside the classroom?

What is the condition of the classroom?

Do you like your classroom? Why?

This is my classroom. I will tell you about my classroom.

Identification

My classroom is next to school library. **My classroom is not too big but it is very clean.** There are a lot of things in the classroom. **There is a desk teacher in front of the class. There are twenty tables and forty chairs in my class. There is a clock on the wall and the calendar is next to the clock. There are also a globe and a computer on the desk.** We have **an announcement board** to display our work. We put our textbook and assignment book on our book case. I love my classroom **because it is very neat and quite.**

Description

❖ Grammar

Nominal Sentence

Subject	To be	Adjective/noun
I	Am	
He, She. It	Is	
They, We, You	Are	

For example:

- I am smart.
- It is big
- I am happy

List of adjectives

Below are the lists of adjectives you can use when you want to describe an object:

- ♠ *Adjectives to describe quality:*
good, beautiful, bad, light, heavy, happy, clean, etc.
- ♠ *Adjectives of size:*
little, small, big, huge, long, short, etc.
- ♠ *Adjectives of color:*
red, green, yellow, blue, etc.
- ♠ *Adjectives of age:*
old, new, antique, modern, etc.
- ♠ *Adjectives of shape:*
round, oval, square, rectangular, etc.
- ♠ *Adjectives of origin:*
American, Indonesian, Javanese, Sundanese, etc.
- ♠ *Adjectives of substance or material:*
Gold, wooden, silver, linen, metal, iron, glass, etc.

The use of *There is* and *There are*

There is.....	For singular (only one)
There are.....	For plural (more than one)

Example:

There is a book

There are two books

There is a clock

D. Method/ technique

1. Scientific approach: *Observing, Questioning, Associating, Experimenting, Networking*
2. Round robin brain storming
3. Group
4. Performance

E. Step of the teaching and learning process

4. Opening activity

- Aperseption dan motivation
- Delivering the aim of the lesson

- Reviewing previous material

5. Main Activity

Steps	Activities
<i>Observing</i>	<ul style="list-style-type: none"> • Giving explanation about picture prompts of classroom • Giving example of descriptive text • Giving material about list of adjectives • Giving instruction to answer the question related to picture prompts
<i>Questioning</i>	<ul style="list-style-type: none"> • Giving question to the students related to the topic • Giving chances to ask question. • Teacher ask question about list of adjectives in the classroom • Teacher give example to answer the picture prompts
<i>Associating</i>	<ul style="list-style-type: none"> • The students associating to the teacher explanation
<i>Experimenting</i>	<ul style="list-style-type: none"> • Teacher give picture of classroom and group them
<i>Networking</i>	<ul style="list-style-type: none"> • Doing round robin brainstorming in group to list some adjective in the classroom • Doing round robin brainstorming to answer the prompts

6. Closing

- Conclude the material
- Reflection
- Exercise: List of adjectives
- Delivering the next lesson plan

F. Sources

- English, When English Rings the Bell
- E-book Material
- Power point

Appendix 5

LESSON PLAN

(Cycle 2)

School	: SMP N 1 Bansari
Class/Semester	: VIII/1
Subject	: Bahasa Inggris
Topic	: Descriptive Text
Meeting	: 1
Time	: 2 x 40 menit

A. The Goal of the study

At the end of the lesson students are able to:

1. Understand the explanation about descriptive text include the social function, text structure and language feature about things, person and place.
2. Understand the meaning of descriptive text in spoken and written.
3. Write the descriptive text based on language feature, text structure and social function.

B. Indicators

- Students are able to describe things around them correctly and care to the environment around them by saying the characteristics of the thing around them.
- Students are able to communicate and explain the thing around them fluently, care, corporate, honestly, and polite and responsible.
- Students know the social function, generic structure, and language features of descriptive text by stating and asking the description of person, place and things based on context short and simple.
- Students understand the meaning of descriptive text spoken and written.
- Students are able to write short and simple descriptive text.

C. Learning Material

My Bedroom

This is my Bedroom. It is small enough. I use my bedroom to sleep and too learn.

I have a small room in my house. My room is next to my brother's room. My room is a place for me to rest, relax and sleep.

My room is clean and colorful. There are so many things inside my room. There is a small bed for sleep. There are also a pillows and a blanket on bed. I have a desk to study. There is a cupboard next to the desk. I have picture and I put it on the wall. I also have a lamp over the bed. So my room is not dark. In my room there is a small window between the bed and desk. I can see the outside from the window. I also can get fresh air by opening the window.

My room is very neat, because I always clean and tidy it up. I love my room. It is the best part of my life. I feel comfortable when I am in my room.

D. Method/ technique

1. Pendekatan Scientific: *Observing, Questioning, Associating, Experimenting, Networking*
2. Scffolding
3. Pairs
4. Performance

E. Step of the theaching and learning process

7. Opening activity

- Aperseption dan motivation
- Delivering the aim of the lesson
- Giving previous meeting

8. Main Activity

Phase and step	Kegiatan
Observasi (<i>Observing</i>)	<ul style="list-style-type: none"> • Reviewing the previous material • Asking their difficulties • Giving modeling text of My bedroom • Explaining about relevance of the sentence • Evaluating the students' work in

	writing descriptive text <ul style="list-style-type: none"> • Giving feed back
Bertanya (<i>Questioning</i>)	<ul style="list-style-type: none"> • Giving question to the students related to the topic • Giving chances to ask question.
Menalar (<i>Associating</i>)	<ul style="list-style-type: none"> • The students associating to the teacher explanation
Mencoba (<i>Experimenting</i>)	<ul style="list-style-type: none"> • Teacher give picture about bed room and house • Teacher ask the students to identifying the prompts • Sstudents try to answer the question
Membuat jaringan (<i>Networking</i>)	<ul style="list-style-type: none"> • Doing round robin brain stroming to answer

9. Closing

- Conclude the material
- Reflection
- Exercise: identify the thing around them
- Delivering the next lesson plan

F. Source and Media

- English, When English Rings the Bell
- E-book Material
- Power point

Appendix 6

LESSON PLAN

School	: SMP N 1 Bansari
Class/Semester	: VIII/1
Subject	: Bahasa Inggris
Topic	: Descriptive Text
Meeting	: 2 and 3
Time	: 2 x 40 menit

A. The Goal of the study

At the end of the lesson students are able to:

1. Understand the explanation about descriptive text include the social function, text structure and language feature about things, person and place.
2. Understand the meaning of descriptive text in spoken and written.
3. Write the descriptive text based on language feature, text structure and social function.

B. Indicators

- Students are able to describe things around them correctly and care to the environment around them by saying the characteristics of the thing around them.
- Students are able to communicate and explain the thing around them fluently, care, corporate, honestly, and polite and responsible.
- Students know the social function, generic structure, and language features of descriptive text by stating and asking the description of person, place and things based on context short and simple.
- Students understand the meaning of descriptive text spoken and written.
- Students are able to write short and simple descriptive text.

My Bedroom



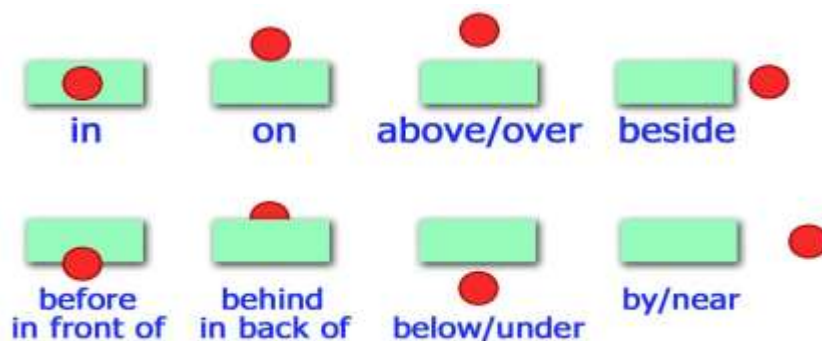
My Bedroom

This is my Bedroom. It is small enough. I use my bedroom to sleep and too learn.

I have a small room in my house. My room is next to my brother's room. My room is a place for me to rest, relax and sleep.

My room is clean and colorful. There are so many things inside my room. There is a small bed for sleep. There are also a pillows and a blanket on bed. I have a desk to study. There is a cupboard next to the desk. I have a beautiful picture and I put it on the wall. I also have a colorful lamp over the bed. So my room is not dark. In my room, there is a small window between the bed and desk. I can see the outside from the window. I also can get fresh air by opening the window.

My room is very neat, because I always clean and tidy it up. I love my room. It is the best part of my life. I feel comfortable when I am in my room.



C. Method/ technique

1. Pendekatan Scientific: *Observing, Questioning, Associating, Experimenting, Networking*
2. Round robin brain storming and scaffolding
3. Groups
4. Performance

D. Step of the teaching and learning process

1. Opening activity

- Aperseption dan motivation
- Delivering the aim of the lesson
- Giving previous meeting

2. Main Activity

Phase and step	Kegiatan
Observasi (<i>Observing</i>)	<ul style="list-style-type: none"> • Giving some vocabulary related to the topic • Students are giving attention to teacher's explanation • Giving an example of descriptive text • Giving explanation about Generic structure, social function and language features. • Identify the language features and social function, and generic structure to the text given
Bertanya (<i>Questioning</i>)	<ul style="list-style-type: none"> • Giving question to the students related

	<p>to the topic</p> <ul style="list-style-type: none"> • Giving chances to ask question. • Teacher give example to describe a thing and students try to give one word to describe that thing
Menalar (<i>Associating</i>)	<ul style="list-style-type: none"> • The students associating to the teacher explanation
Mencoba (<i>Experimenting</i>)	<ul style="list-style-type: none"> • Teacher give picture and ask the students to describe it based on the example given.
Membuat jaringan (Networking)	<ul style="list-style-type: none"> • Discussing the students' work

3. Closing

- Conclude the material
- Reflection
- Exercise: identify the thing around them
- Delivering the next lesson plan

E. Source and Media

- English, When English Rings the Bell
- E-book Material
- Power point

Appendix 7

Fields notes Cycle 1

NO.	ASPECTS	DESCRIPTION
1.	Learning environment	There were 31 students at the classroom. The classroom had enough facilities and conducive enough. The students performed positive responses toward the use of picture prompts in learning descriptive text. I saw that student's motivation in learning process really good. The classroom was active and only some students that made noise in the classroom. It was only few students that responded negatively
2.	The students' enthusiasm	Most of the students were enthusiastic during the teaching and learning process. They frequently asked question and answered question related to picture prompts. When teacher were asking question, the students responded quickly.
3.	The students' interaction	The students and teacher conducted an active interaction during teaching learning process. The students often asked me if they had difficulties. Also, some of them would be the volunteer when I asked them to practice or answer the questions. However there were some students at the back always keep talking their friend and didn't give attention.

4.	The students' cooperation	Students obeyed the rules of the learning. Only some students, who were on the back rows of the class, showed laziness . Whereas, other students cooperated very well when I instructed them to do something. They responded it relatively fast.
----	---------------------------	--

Appendix 8

Fields notes Cycle 2

NO.	ASPECTS	DESCRIPTION
1.	Learning environment	<p>The classroom was conducive enough. I saw the motivation in learning process was really good.</p> <p>The classroom was active. Every student participated in every activity, both in individual and group activities. The learning process was fun enough. However, there were only few students that responded negatively to the learning activity.</p>
2.	The students' enthusiasm	<p>Students had shown an improvement in their enthusiasm to follow the lesson. Some of the students even showed that they were really interested in the material. They seemed always ready accepting the explanation and willingly listen or take a note of the material. To summarize, everyone paid attention and no one looked reluctant to learn English at that time.</p>
3.	The students' interaction	<p>Students' participation in the classroom activities increased. They would ask some questions whenever they got confused. They could also response to my explanation very well and state their opinions without my order. they felt a bit shy when expressing their opinions. However,</p>

		<p>they could actively ask and answer to my questions pretty nice. These indicated that the students had involved in the learning well, proved by they confidently asked and answer my questions during the learning.</p>
4.	The students' cooperation	<p>Students tried to cooperate well by following my instruction and guidance. Only few students did not obey my instructions, but they also had an initiative to ask other students to follow the class activities better. In sum, these evidences proved that the treatment was useful in developing students' cooperative attitude toward the teacher and the lesson</p>

Appendix 9

INSTRUMENT OF PRE TEST

Instruction

1. Write your name in the corner of your worksheet.
2. Make a descriptive text of this picture below.
3. The length of the paragraph is about 10-15 sentences.
4. You may open your dictionary.
5. The time allotment is 40 minutes



Clock

Desk

Comput

Book

White

Calendar

Teacher

Announce
ment board

Clean

Quite

Neat

Appendix 10

INSTRUMENT OF FORMATIVE TEST

Instruction

1. Write your name in the corner of your worksheet.
2. Make a descriptive text about "My Room"
3. The length of the paragraph is about 10-15 sentences.
4. You may open your dictionary.
5. The time allotment is 40 minutes.



Bed

Lamp

Window

Clock

Desk

Chair

Photo

Cupboard

Clean

Small

Comfortabl

Beautiful

Colorful

Neat

What is this?

What the things inside the room?

What does your room look like?

How do people feel after seeing your room?

Do you like your room? Why?

Appendix 11

INSTRUMENT OF POST TEST

Instruction

1. Write your name in the corner of your worksheet.
2. Make a descriptive text about "My School"
3. The length of the paragraph is about 10-15 sentences.
4. You may open your dictionaries.
5. The time allotment is 40 minutes



Where is your school location?

Where do you usually go to school?

How large is your school?

How many rooms are there?

What rooms are there in your school?

How does your school look like?

Do you like your school? Why?

Yard

Laboratory

Library

Classroom

Hall

Canteen

Computer

Big

Neat

Clean

Interesting

Large

Appendix 12

KUESIONER

Nama : _____

Kelas : _____

A. PETUNJUK PENGISIAN

1. Lengkapilah identitas kamu pada kolom yang telah disediakan.
2. Periksa dan bacalah pertanyaan-pertanyaan dengan teliti sebelum menjawab.
3. Jawablah pertanyaan dengan sejujur-juurnya sesuai dengan kondisi kamu.
4. Apapun jawaban kamu tidak akan berpengaruh pada nilai.
5. Jawablah dengan memberikan tanda centang (V) pada kotak / kolom yang kamu pilih.

No.	Questionnaire	Sangat tidak setuju	Tidak setuju	Setuju	Sangat setuju
1.	Pelajaran bahasa Inggris itu sangat mudah				
2.	Pelajaran bahasa Inggris merupakan pelajaran yang menyenangkan				
3.	Saya tertarik dengan pelajaran menulis bahasa Inggris				
4.	Menulis Descriptive text sangat mudah				
5.	Saya tertarik dengan media gambar				
6.	Menulis Descriptive itu dengan menggunakan gambar				
7.	Gambar sangat mudah dipahami dalam setiap pelajaran				
8.	Saya dapat menulis descriptive text melalui gambar yang disediakan				
9.	Gambar akan membantu saya mempermudah belajar menulis descriptive text				
10.	Pelajaran menggunakan gambar akan lebih menarik dibandingkan dengan yang lain				

Appendix 11

Name: LIA RAHMA SARI
Class: VIII 4

My Classroom

This is my classroom. I will tell you about my classroom, in my classroom there is a white board, clock, computer, Announcement board, Teacher desk, a book case, and calender. and there are nine desks. There is a computer on the teacher desk. There are nine desk. There is an announcement board is big and beautiful. I like my classroom it is very beautiful clean, quite, and neat.

Name: Sri Ruslan

Class: Viii F

My Classroom

This is my classroom. I will tell you about my classroom. In my classroom there is a white board, clock, computer, A announcement board, Teacher desk, a book case, and calendar and there are nine desks. The clock is on the wall, and the next of clock is calendar in bookcase there are many books. The whiteboard in my class is clean. I like my class because my class is clean, quiet, and neat.

Name: Titik Nurhayati

Class: VIII F

My Room

Hello friends, My name is Titik. I have a room.

My room is next to living room. My room is small, but it is very clean, because always am sweep. There is a bed, colour green and orange, on the bed there are a pillow, a blanket and a blanket. There are a lamps on the desk, and over the bed. There is a window next to desk. There are four photo on the desk. There are a cupboard next to desk and photo. In the cupboard there are books, a globe, and etc. There is a clock on the wall.

I love my room. Because my room is very clean, comfortable, beautiful, and neat.

Name: Ayu Indra

Class: VIII F

My Room

My name is Ayu. I have a Bedroom. This is my room.

My room is next to kitchen. My room is not big but it is very clean and comfortable. My room is clean because I always clean my room every day. There are a lamp, a book, and a pencil case on the desk.

I have a cupboard in the next desk. There are a pillow and a blanket on the bed. There are a clock and four photos of my family on the wall.

I have a globe on the cupboard. I have two desks and one chair.

I like my Bedroom because it is clean, comfortable, neat, and beautiful. I like it.

Name: Artif nurul atriClass: VIII f

My Room

Hello My friends. My name is Artif. I have a room. This is My Room.
I want tell you about My room.

My room is next to living room. My Room is small but it is very clean,
because always I am sweep. There is bed on the floor. There is a lamp on
bed and color orange. there is a clock
on the wall. There is a chair beside the window. There are four photo
on the wall. there is a cupboard in the corner of my room.
there is desk beside window.

I love my room. because my room is very clean, comfortable,
beautiful and nice.

*
3

Name: Wina Alpika

Class: VIII F

My School

Hello friends, my name is Wina. I usually go to SMP N 1 Bansari everyday. SMP N 1 Bansari is my school. It is the place to study. SMP N 1 Bansari is at the Bansari village, Temanggung regency.

My school is big, large, clean, and very fresh. My school has many classrooms. There are 18 classrooms. My school has 3 laboratories, such as: Language laboratory, computer laboratory, and Biology laboratory.

The headmaster and teacher room is near the yard. There are 3 canteens in my school. There are a mosque and an interesting room.

My school has a Basketball field and a Volley field. My school has a library. When I am bored I usually go to the library.

My school is green and fresh. There are many plants and trees in the yard. We also have a green house. So, the air is so fresh. It also makes our school beautiful.

I am like my school. Because I have many friends in my school. And my school is comfortable, clean, and nice. I am so glad to study here.

6 = 1
M = 4
P = 3
V = 3

Name: Rini Sintya
Class: VIII F

My School

My name is Rini Sintya. I usually go to SMP N 1 BANWARI everyday. SMP N 1 BANWARI is my school. It is the place to study. SMP N 1 BANWARI is at the Sawit, Banwari street. It is in Sawit, Banwari village.

My school is big and very clean and beautiful. There are 18 classrooms in my school. There are also a headmaster room, a teacher room, a library, and a laboratory. In my school, there is also a language lab, it is next to FF classroom. My classroom is next to BT class. We have a big yard. It is in the middle of the school. There are some canteens next to BK room, between class FF and toilet, and behind the classroom.

My school is green. There are many plants around school. We also have a green house. So, the air is so fresh. It also makes our school beautiful.

I am proud to study in SMP N 1 BANWARI. It is fresh, beautiful, comfortable, nice, and neat.

I love and like my school. I am so glad to study here.

6
M
R
V

Name: EMI Andriyani

Class: VIII F (8F)

My School

My Name is EMI ANDRIYANI. I usually go to SMP N1 Bansari everyday. I have a my school. Is it the place to study SMP 1 Bansari is at the ~~the~~ Sawit, Bansari, Brakan street. It is Bansari Village.

My school is big, but is very clean, beautiful and colorful. There are 18 classrooms in my ~~school~~ school. There is also a language lab, laboratory, library, a canteen, a headmaster room, a stage.

My classroom is next to 8F class. We have a big yard. It is in the middle of the school.

My school is green. There are many plants around school. We also have a green house so, ~~the~~ air is so fresh. It also makes our school beautiful.

I am proud to study in SMP N1 Bansari. It is comfortable, clean, nice, neat, and beautiful.

I love my school. I am so ~~glad~~ glad to study here.

glad

G = 3
M = 3
P = 3
V = 3

Appendix 14

KUESIONER

Nama : Titik Nurhayati
 Kelas : VIII F

A. PETUNJUK PENGISIAN

1. Lengkapilah identitas kamu pada kolom yang telah disediakan.
2. Periksa dan bacalah pertanyaan-pertanyaan dengan teliti sebelum menjawab.
3. Jawablah pertanyaan dengan sejujur-jujurnya sesuai dengan kondisi kamu.
4. Apapun jawaban kamu tidak akan berpengaruh pada nilai.
5. Jawablah dengan memberikan tanda centang (V) pada kotak / kolom yang kamu pilih.

No.	Questionnaire	Sangat tidak setuju	Tidak setuju	Setuju	Sangat setuju
1.	Pelajaran bahasa Inggris itu sangat mudah		✓		
2.	Pelajaran bahasa Inggris merupakan pelajaran yang menyenangkan		✓		
3.	Saya tertarik dengan pelajaran menulis bahasa Inggris			✓	
4.	Menulis Descriptive text sangat mudah		✓		
5.	Saya tertarik dengan media gambar				✓
6.	Menulis Descriptive menggunakan gambar sangat menyenangkan				✓
7.	Gambar sangat mudah dipahami dalam setiap pelajaran			✓	
8.	Saya dapat menulis descriptive text melalui gambar yang disediakan		✓		
9.	Gambar akan membantu saya mempermudah belajar menulis descriptive text			✓	
10.	Pelajaran menggunakan gambar akan lebih menarik dibandingkan dengan yang lain				✓

KUESIONER

Nama : Guci Ariyati
 Kelas : BF

A. PETUNJUK PENGISIAN

1. Lengkapilah identitas kamu pada kolom yang telah disediakan.
2. Periksa dan bacalah pertanyaan-pertanyaan dengan teliti sebelum menjawab.
3. Jawablah pertanyaan dengan sejujur-jujurnya sesuai dengan kondisi kamu.
4. Apapun jawaban kamu tidak akan berpengaruh pada nilai.
5. Jawablah dengan memberikan tanda centang (V) pada kotak / kolom yang kamu pilih.

No.	Questionnaire	Sangat tidak setuju	Tidak setuju	Setuju	Sangat setuju
1.	Pelajaran bahasa Inggris itu sangat mudah		✓		
2.	Pelajaran bahasa Inggris merupakan pelajaran yang menyenangkan			✓	
3.	Saya tertarik dengan pelajaran menulis bahasa Inggris			✓	
4.	Menulis Descriptive text sangat mudah		✓		
5.	Saya tertarik dengan media gambar			✓	
6.	Menulis Descriptive menggunakan gambar sangat menyenangkan			✓	
7.	Gambar sangat mudah dipahami dalam setiap pelajaran			✓	
8.	Saya dapat menulis descriptive text melalui gambar yang disediakan				✓
9.	Gambar akan membantu saya mempermudah belajar menulis descriptive text				✓
10.	Pelajaran menggunakan gambar akan lebih menarik dibandingkan dengan yang lain			✓	

KUESIONER

Nama : Ridwan Muhsin
 Kelas : BF

A. PETUNJUK PENGISIAN

1. Lengkapi identitas kamu pada kolom yang telah disediakan.
2. Periksa dan bacalah pertanyaan-pertanyaan dengan teliti sebelum menjawab.
3. Jawablah pertanyaan dengan jujur-juurnya sesuai dengan kondisi kamu.
4. Apapun jawaban kamu tidak akan berpengaruh pada nilai.
5. Jawablah dengan memberikan tanda centang (V) pada kotak / kolom yang kamu pilih.

No.	Questioinaire	Sangat tidak setuju	Tidak setuju	Setuju	Sangat setuju
1.	Pelajaran bahasa Inggris itu sangat mudah		✓		
2.	Pelajaran bahasa Inggris merupakan pelajaran yang menyenangkan			✓	
3.	Saya tertarik dengan pelajaran menulis bahasa Inggris			✓	
4.	Menulis Descriptive text sangat mudah		✓		
5.	Saya tertarik dengan media gambar			✓	
6.	Menulis Descriptive menggunakan gambar sangat menyenangkan			✓	
7.	Gambar sangat mudah dipahami dalam setiap pelajaran		✓		
8.	Saya dapat menulis descriptive text melalui gambar yang disediakan	✓			
9.	Gambar akan membantu saya mempermudah belajar menulis descriptive text			✓	
10.	Pelajaran menggunakan gambar akan lebih menarik dibandingkan dengan yang lain			✓	

Appendix 13

Documentations



Students were sticking their work on the board



Teacher Guided the students



Teacher explained about the material



Students did individual task in writing descriptive text



Students worked in group to answer the prompts



Students were discussing and doing round robin brainstorming