



**IMPROVING THE EIGHTH GRADE STUDENTS' ACTIVE PARTICIPATION
AND THEIR DESCRIPTIVE TEXT WRITING ACHIEVEMENT BY USING
INDIVIDUAL PICTURES AT SMPN 7 PROBOLINGGO**

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Study Program, Language and Arts Department,
Faculty of Teacher Training and Education,
Jember University

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2015

STATEMENT OF THESIS AUTHENTICITY

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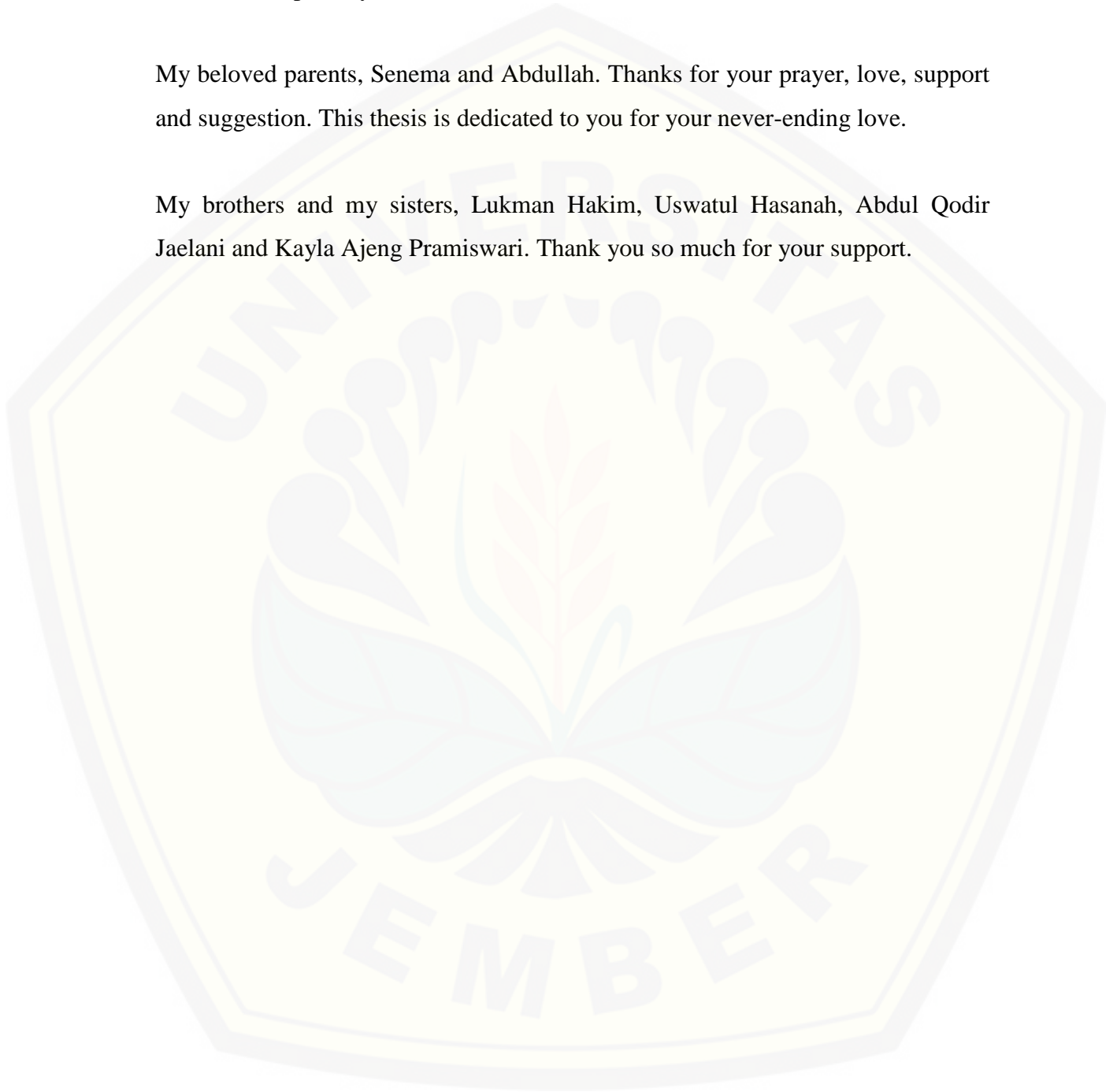
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DEDICATION

This thesis is proudly dedicated to:

My beloved parents, Senema and Abdullah. Thanks for your prayer, love, support and suggestion. This thesis is dedicated to you for your never-ending love.

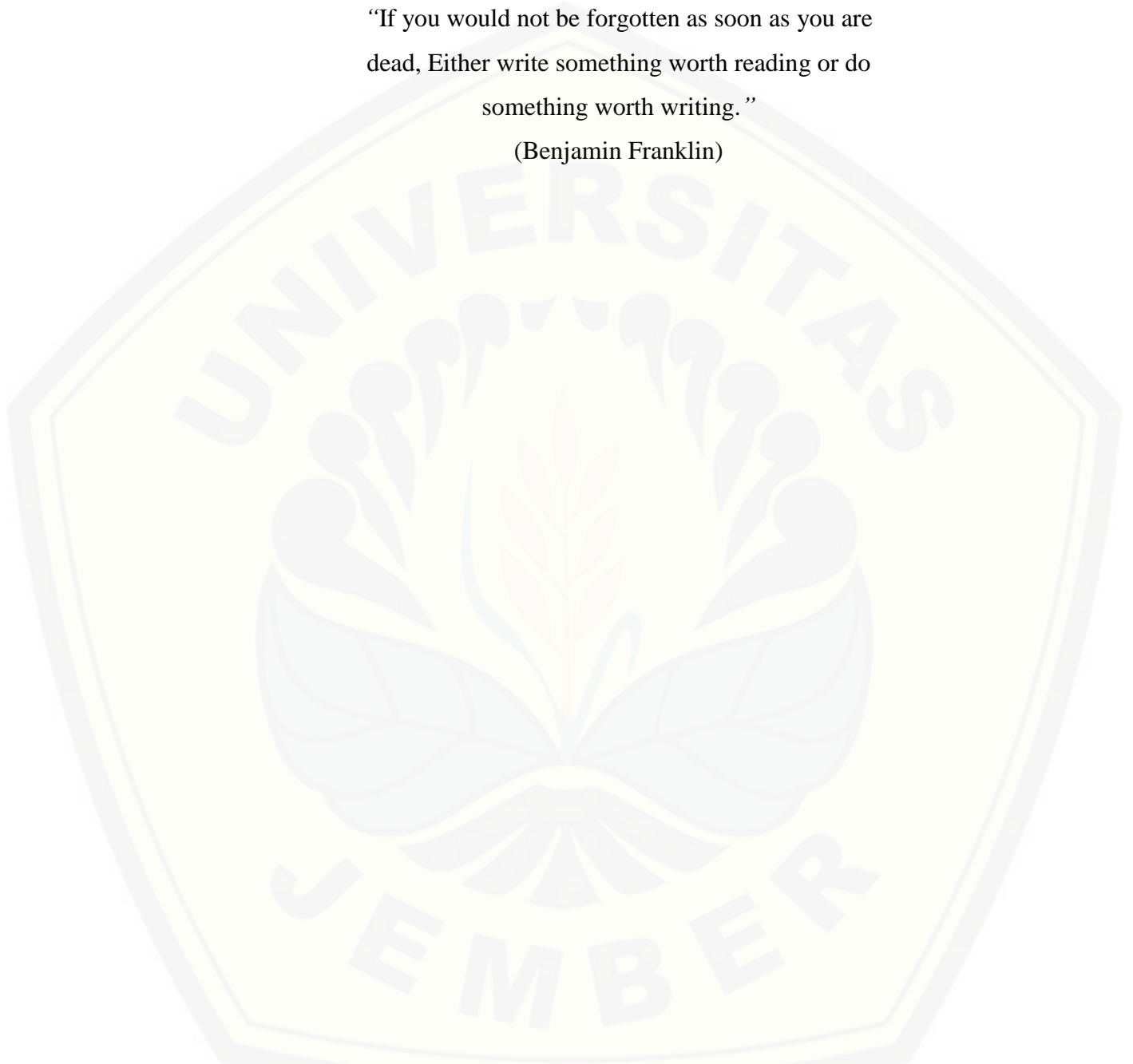
My brothers and my sisters, Lukman Hakim, Uswatul Hasanah, Abdul Qodir Jaelani and Kayla Ajeng Pramiswari. Thank you so much for your support.



MOTTO

“If you would not be forgotten as soon as you are
dead, Either write something worth reading or do
something worth writing.”

(Benjamin Franklin)



<http://www.brainyquote.com/quotes/quotes/b/benjaminfr133951.html>

[May, 20th, 2015]

CONSULTANT APPROVAL

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Jember, June 05th, 2015

The writer

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SUMMARY

Improving the Eighth Grade Students' Active Participation and Their Descriptive Text Writing Achievement by Using Individual Pictures at SMPN 7 Probolinggo ; Ika Yuni Kartika; 100210401101; 2015; 59 pages; English Education Study; Language and Arts Education Department; Faculty of Teacher Training and Education; Jember University.

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English as a global language is used in countries throughout the world, including Indonesia. In Indonesia, English is considered as the first foreign language that must be learnt by students beginning from Elementary School, up to University level. Considering that English is a global language, the students have to master the four language skills of English and the three language components. As an international language, English is used by most people around the world to express their ideas, thoughts and desire in spoken or in written form. The problem in this research concerned in students' writing on the eighth grade of SMPN 7 Probolinggo that found from preliminary study by interview the English teacher.

This classroom action research was intended to improve the eighth grade students' active participation and their descriptive text writing achievement by using individual pictures at SMPN 7 Probolinggo in 2014/2015 academic year. The reason of using individual pictures was the students would focus on the materials that were taught. Based on the preliminary study that was held on 16th August 2014, the VIII E students of SMPN 7 Probolinggo faced some difficulties in mastering English, especially on writing. In addition, it was also supported by observation that had been conducted at August 18th 2014. The students were passive and they seemed less enthusiastic. This was proven by their English scores which showed that only 8 students of 25 students of class VIII E got 75 or higher and the mean score was 71.44. Whereas, the minimum requirement standard score of English at SMPN 7 Probolinggo is 75. Further, based on the

observation, only a few students were enthusiastic in the teaching learning process.

This research was done collaboratively with the English teacher of class VIII of SMPN 7 Probolinggo. It was conducted in class VIII E that consisted of 25 students. The observation of the students' active participation, interview, documentation, and the writing test were the methods that were used in collecting the data. The descriptive qualitative analysis was used to analyze the data gathered from interview, observation, and documentation. The result of writing test in the form of the students' score of writing test would be analyzed quantitatively.

The action was implemented in two cycles in order to achieve the goal of this classroom action research. Each cycle was done in three meetings. The results of the students' active participation in meeting I showed that 50% out of 24 students and 70.83% out of 24 students. It did not achieve the target of the research that was 75%. But in the second cycle it achieved the target. The percentage of students' active participation was 83.33% out of 24 students in meeting I and 91.66% out of students in meeting II. Besides, the result of the writing test in Cycle 1 also did not achieve the target of the research whereas 75% of the students got 75 or higher in the writing test. The percentage of the students who got score 75 was 62.5%. It improved in the second cycle become 87.5%.

There were some factors that influenced the students failed in the first cycle. The problems were the students still confused to write descriptive text, size of picture was small, and the students were still shy to discuss their work. to overcome those problems, the researcher gave some more explanation about descriptive text, prepare the picture bigger (in form of A3), giving them some verbal and nonverbal reinforcement.

In summary, it could be concluded that the use of individual pictures could improve the students' active participation and their descriptive text writing achievement in teaching learning process of writing at SMPN 7 Probolinggo.

CHAPTER I. INTRODUCTION

This chapter discusses some aspects dealing with the topic of the research. They are the research background, the research problems, the research objectives, the significance of the research, and the limitation of the research.

1.1 The Research Background

Language is a means of communication. Communication cannot be separated from human's life. By communication, people can share their ideas with others. People can communicate with other people using a language. As an international language, English is used by most people around the world to express their ideas, thoughts and desire in spoken or in written form. In Indonesia, English is regarded as a foreign language that is learned by Indonesian since they are in the kindergarten level. The importance of English as the key to the international communication and commerce makes it a compulsory subject for students from Junior High School, Senior High School and University.

The main purpose of teaching English for Indonesian learners is on communication. Students are expected to be communicative and interactive while they are using English. As we know, in English there are four language skills, listening, speaking, reading and writing, and three language components, grammar, vocabulary and pronunciation. Those skills and those language components can be taught intergratedly.

One of the language skills to learn is writing. Writing is a form of written communication to express the ideas or feeling after speaking. In learning English, students should learn the four language skills and the three language components. Richards (1990:100) states that learning to write, in either a first or second language, is one of the most difficult tasks a learner encounters and one that few people can be said to fully master. He also adds that learning to write well is difficult and needs long process. Further, he (1990:101) also states that writing is the process of moving

from concepts, thoughts, idea to write text which is complex. From that statement, we can conclude that most of students including Indonesian students have difficulties in writing because of the nature of writing itself which is difficult and needs long process, especially in the process in moving the concept into written form.

The teacher has to be able to select an appropriate media in teaching writing. As Richards (1990:100) says, writing is a difficult skill to be mastered, so something has to be done to help students in learning English. It means that, to deliver the material a teacher has to use various interesting media such as real things, pictures or videos to motivate the students in teaching writing. Wright (1989:2) states that it is important to have as wide range of resources as possible in the classroom so that the students can have a rich base and stimulus. And resources must include pictures. In this case, individual pictures could make the students focused to the material that would be taught. In addition, the students would accept stimulus easily.

A teacher will get many advantages by choosing pictures as an instructional medium. Pictures contribute to raise interest and motivation, a sense of context about the language and a specific reference or stimulus. Wright (1989:193) also states that pictures such as picture of a person, an object, an action, and a place can help the process of meaning assimilation of the students because it can direct the students to think about the pictures and have their ideas and interpretation. So, pictures here play as visual aid that helps the students to dig information by looking at the pictures. This process is easier than when the students have to dig information by imagining the object without having pictures.

Pictures are useful media in teaching learning process because they are interesting, meaningful and authentic to help students improve their writing skill. Yunus (1981-49) states that there are three kinds of picture, namely individual pictures, composite pictures, and picture in series. In this case individual pictures are used as media to improve the students' writing achievement. Using individual picture as media will be attractive and interactive ways in teaching writing. Because the

students would focus to the material if it used individual pictures. Using individual pictures in teaching writing have many advantages.

There are some roles of individual picture in writing development. First, individual pictures can motivate the students and make them eager to take part. Second, individual pictures contribute the context in which language is being used; they bring the world into the classroom. Third, individual pictures can be described in objective way ('This is a train') or interpreted (It's probably a local train') or responded to subjectively ('I like travelling by train').
(Wright, 1989:17)

This research focused on the students's writing achievement, especially writing descriptive text by using individual pictures. Based on the interview with the English teacher as the preliminary study that was conducted on August 16th2014 at SMPN 7 Probolinggo, especially on the eighth grade students, it was found that the students had some difficulties in learning English especially in writing English and they were lack of motivation. He also said that among the eighth classes in SMPN 7 Probolinggo, VIII-E class had a problem in writing skill. In addition, it was also supported by observation that had been conducted on August 18th 2014. The students were passive and they seemed less enthusiastic. Only students in the first row paid attention to the teacher but the students in the back row were not.

According to the English teacher, the students' writing achievement score in VIII-E class was still low. When the teacher gave task to the students to write some sentences, it can be seen from the scores of their writing test which were only 8 students of 25 students who got 75 or higher. Whereas, the minimum requirement standard score of English at SMPN 7 Probolinggo is 75. The mean score from the data above was 71,44. In addition, the English teacher told that the English lesson is taught twice a week for each class, with time allocation 2x40 minutes for each meeting. From the discussion above, the researcher and the English teacher agreed to solve the problems by using individual pictures because the teacher rarely used various media in teaching learning process and tended to use the students' worksheet

named *Neo Quantum*. In addition, this research focused on the students' descriptive text writing because it was taught in that semester. In teaching writing, the teacher taught the students without using media and explained the material orally. He informed that he taught English based on the textbook and rarely used pictures as media to make it clear for the students. As the result, the classroom activity became less active and only few students were active in the teaching learning process of writing.

There were a number of researches in this topic which were conducted. One of them was conducted by Prakasa (2012) entitled *The effect of using single pictures on the seventh grade students' descriptive paragraph writing achievement at Mts. Negeri 2 Jember*. It showed that the statistical value of the t-test analysis of students' writing scores was higher than the value of t-table with significant level 5% ($2.335 > 1.9966$). It can be concluded that there was a significant effect of teaching descriptive text writing by using individual pictures. This research and the previous one are different in the research subjects and type of writing. The research subjects are the eighth grade students at SMPN 7 Probolinggo and this research uses descriptive text.

In addition, a research that was conducted by Ma'rifah (2011) entitled *Improving the grade VIII-C students' writing achievement of recount paragraph by using single pictures at SMPN 2 Puger*. The result of the research showed that the percentage of the students who got 70 or higher increased from 40% in cycle 1 to 61% in cycle 2. Moreover, the percentage of the students' active participation increased from 41.46% in cycle 1 to 80,48% in cycle 2. It can be concluded that single pictures can improve the students' active participation and the students' writing achievement by exploring their experience about the condition of the picture into paragraph.

Based on the explanation above, it can be concluded that individual pictures can improve students' ability in writing. Whether, it was writing of recount text or descriptive text. The researcher is interested in conducting a classroom action

research entitled Improving the Eighth Grade Students' Active Participation and Their Descriptive Text Writing Achievement by Using Individual Pictures at SMPN 7 Probolinggo will be conducted.

1.2 The Research Problems

Based on the research background above, the research problems are formulated as follow.

1. Can the use of individual pictures improve the eighth grade students' active participation in the teaching learning process of descriptive text writing at SMPN 7 Probolinggo?
2. Can the use of individual pictures improve the eighth grade students' descriptive text writing achievement at SMPN 7 Probolinggo?

1.3 The Research Objectives

The objectives of the research are as follows.

1. To improve the eighth grade students' active participation in the teaching learning process of descriptive text writing by using individual pictures at SMPN 7 Probolinggo.
2. To improve the eighth grade students' descriptive text writing achievement by using individual pictures at SMPN 7 Probolinggo.

1.4 The Significance of the Research

This research is expected to give contributions to the English teachers, the students, and other researchers.

a. The English Teacher

The result of this research can give information to the English teacher to make their students interested in joining the writing teaching learning process by using individual pictures. Hopefully, this classroom action research gives the teacher an experience in the teaching of writing by using individual pictures.

b. The Students

Students are expected to improve their active participation in the teaching learning process by using individual pictures and improve their descriptive writing achievement as well. Moreover, the results can be an alternative solution to overcome their problems in writing, so the students in the classroom will not be bored anymore.

c. The Other Researchers

The result of the research can become a reference and information to conduct a further research dealing with the use of individual pictures as media in the same or different aspects of the English skills, research area or research subjects.

1.5 Limitation of the Research

Limitation of the research was used to limit the scope of the research. This research would be conducted at SMPN 7 Probolinggo. The research respondents were VIII-E students in the 2014/2015 academic year because VIII-E students had the lowest score in writing. So, the research result could not be generalized to all the eighth grade students at SMPN 7 Probolinggo in the 2014/2015 academic year. It would be assigned only for VIII-E students at SMPN 7 Probolinggo in the 2014/2015 academic year. In addition, this research only focuses on students' descriptive text writing achievement by using individual pictures with the theme of animals.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter reviews the theories related to the research problems covering Writing, Writing in ELT, Paragraph Writing and Its Elements, Descriptive Text Writing, Assessing Students' Writing, Types of Pictures, the Advantages of Using Individual Pictures, the Disadvantages of Using Individual Pictures, the Procedures of Using Individual Pictures in Writing, and Action Hypothesis.

2.1 Writing

Writing is an activity of expressing ideas in written forms. Fairbairn and Winch (1996:32) state that writing is about conveying meaning by selecting words and putting them together in a written or printed form. It means that writing is an activity to express the writer's ideas in written form by selecting and putting proper words in proper places.

Writing is how to organize the ideas in written form. Wingersky, Boerner and Balogh (1999:4) state that writing is a process through which you discover, organize and communicate your thoughts to a reader. It can be said that writing is an activity that started when the writer get the ideas, organize the ideas and then communicate the ideas in written form.

Writer can communicate with other person and transfer his messages through writing, even though the person intends to communicate is in long distance. Writing is also seen as a form of communication (Hartfiel et al, 1995:36). As stated by Fairbairn and Winch (1996:33), writing is frequently used to communicate over distance and time.

In this research, writing means the ability to link words and thoughts which involves a series of steps to produce written messages. This research would investigate the students' writing achievement in the form of text writing only.

2.1.1 Writing in English Language Teaching (ELT)

In communicating the ideas to the readers, the writer should not only consider his own intention but also the readers' understanding of the text. It is because the writer, the readers and the text are related to each other (Richards, 1990:24). The writer cannot communicate his messages without the existence of the readers. On the other hand, the reader cannot receive the messages clearly if the text does not carry the meaning of the writer's messages.

In order to make clear, fluent and effective communication, the writer should consider some important elements of writing (Raimes, 1983:6). In line with the Raimes' idea, there are five elements of writing as follows:

- a. Grammar refers to a set of rules to help a writer construct sentences that make sense and acceptable in English.
 - b. Vocabulary refers to the ability to choose and use words and idioms effectively, mastering words/form and using appropriate register.
 - c. Mechanics is convention in writing that is related to punctuation, spelling and capitalization.
 - d. Fluency (style and ease of communication) deals with the use of structure and vocabulary.
 - e. Form (organization) refers to the ability to arrange the ideas in logical sequence and cohesion to make unified contribution the whole paragraph.
- (Hughes, 2003:93)

Based on the above elements of writing, it can be said that the teacher should consider the students' ability to write paragraph that meet the requirements of grammar, vocabulary, mechanics, fluency and organization. In other words, the students are supposed to be able to write grammatically correct sentences with appropriate words. Besides, their texts should be well organized and understood with the correct use of mechanics. The teacher should also train the students to pay attention to the mechanics when writing words with correct spelling and sentences with proper punctuation. Next, the teacher should consider fluency which includes the appropriateness in using vocabulary and the structure in order to make the text will have sense in the written communication. Further, the teacher should consider the organization of the text that includes coherence and

unity. As a good teacher, he should train the students to combine all the elements of writing as a good phrase, sentence, paragraph or text and easily send the messages to the reader. Further, Goldman and Hirsch (1986:5) say that in writing, sentence structure and organization affect how well the writer expresses his ideas. This means that sentence structure and organization are required to make a good writing in English.

Therefore, according to the English curriculum of Junior high school, this research will focus on the students' ability in writing descriptive text with correct structure and appropriate vocabulary. In addition, this research focuses on the students' ability to organize their ideas in the form of descriptive text that has unity and coherence.

2.1.2 The Aspects of Writing

There are some aspects of writing that support each other to make a good writing. They are grammar, vocabulary, mechanics, content, and organization. The aspect will be described as following:

2.1.2.1 Grammar

Grammar is one of the important aspects in writing. According to Warriner (2008:T19) grammar is a description of the way a language words that tells us the order in which sentence parts must be arranged. It explains many things. Watkins (2005:17) adds that the aim of a genre, text and grammar approach, then, is to provide students with the ability to use the codes of writing (the genres and grammar) effectively and efficiently. Without these codes the process of writing can be a frustrating and unproductive process. Hence, grammar is useful because it enables us to make statements in constructing a good writing and how to use our language, because it will be easier for the reader to understand our writing if the writer sets the proper grammar. According to Bram (1995:54) grammar controls what we write. It means grammar plays an important role in writing.

In this research, grammar was used to evaluate the students' writing descriptive text to describe the description of animals in the form of simple present tense.

2.1.2.2 Vocabulary

Vocabulary is another aspect of writing. Bram (1995:48) argues that words are the basic tool for writing, because words carry meaning where the writer's message across. Hornby (1995:1331) states that vocabulary is the total number of words with rules combining them to make up language. It means that by comprehending vocabulary, the writer can build sentences to communicate with others. The more vocabulary the writer masters, the easier he/she conveys the ideas in writing.

In this research, the vocabulary that would be given to the students were verb, noun, adjective and adverb.

2.1.2.3 Mechanics

Mechanic is one of the important aspects in writing skill. It takes a big part in writing besides vocabulary and grammar. The students should understand how to apply mechanics in their writing. It deals with the spelling, punctuation, and capitalization. Heaton (1991:35) states that mechanical skill is the ability to use correctly those conventions peculiar to the written language. We can conclude that mechanics used to evaluate the students' writing are punctuation, spelling and capitalization.

2.1.2.4 Content

The writer should consider the ideas and messages to express in his or her writing to make the reader understands the content of writing. Heaton (1991:135) states that content deals with the writer's ability to think creatively and develop thoughts, excluding all irrelevant information. We say that to make the readers understand the content of writing, the writer should consider the ideas and messages to express in his or her writing.

2.1.2.5 Organization

Organization in writing here is the students' ability to arrange their ideas, to arrange logical sequence and the coherence to make a paragraph unity. Wingersky, et.al (1999:36) affirms that a well-organized paragraph must have unity and coherence. Unity means all supporting sentences that explain the topic sentence. Coherence also plays important roles in making paragraph coherent. It

means that the parts of the paragraph are logically connected. Bram (1995:22) believes that it is difficult to achieve a coherence of a paragraph without the transitions. Some transitions' are: when, because of, however, although, finally, therefore, since, as and nevertheless. In this research, the students made a descriptive text being coherent by leading one idea to another logically.

2.1.3 Writing Process

Writing has some process to solve the problem. White and Arndt (1991:3) states that writing is a form of problem solving involving such processes as generating ideas, planning, goal setting, monitoring, and evaluating whether what is going to be written or what has been written, and searching for language with which to express exact meaning. Thus, a good writer should follow the process of writing in order to produce a good composition.

This research used the general steps of writing process suggested by Wingersky (1999:4), including prewriting, organizing idea, drafting, revising, editing and making a final draft. The following parts discusses about each step of the writing process.

a. Pre-writing

The first step in writing process is prewriting. Prewriting is a way to generate ideas, narrow topic, or find a direction. The main purpose of prewriting is to produce as many ideas as possible. Before the writer wants to write something, they need to think about everything that they know or want to write. They make a plan or outline for what is to be written.

b. Organizing Ideas

Organizing ideas is the second major step in the writing process. Organizing involves sorting idea in logical manner to prepare or write a draft. In this process, the writer needs to decide which detail support the main ideas and in what order the ideas need to be presented. In other words, organizing ideas is sorting or arranging ideas in a logical manner and preparing to write a draft to make the writing clear and understandable for the reader.

c. Drafting

After the writer has generated and organized their ideas, they prepared to write a draft. Wingersky (1999:14) says that writing and drafting involves taking the information that the writer has generated and organized, and clear writing a paragraph in which he consciously starts with the main idea and supporting ideas that flow smoothly. In short, writing is a way of trying out the ideas to see if and how they work.

d. Revising

Revising means rewriting a paper, building on what has already been done, in order to make it stronger. Wingersky (1999:4) confirms that revising involves smoothing out the words, adding more detail, and making other changes that will help the writer says what she/he wants to say in best way. This step should be done until the writer feel satisfied that is the best way she/he do.

e. Editing

What the writer does in editing step is checking for mechanical problems on his paper. Some items that the writer checks in the editing step are spelling, punctuation, capitalization, grammar usage, error in sentence structure, consistency in the verbs tense.

f. Making a Final Draft

This is the last step to decide whether it is the best form or not. Besides, it is also the last step of deciding the paper ready for writers' intended readers.

In this research, the students should follow the above steps to make their work as best as possible. The steps began from generating the idea or they needed to eliminate to their idea. The second step was organizing the idea to make the writing clear. Then, the students should write a draft. Next, the students needed to rewrite the paper to make their text became coherence and cohesive. And then, the students needed to check the mechanics that they used. The last, students decided whether it is the best form or not.

2.1.4 Descriptive Text Writing

There are many kinds of text. It is stated in the Curriculum 2013 that there are four texts that should be taught for junior high school. They are descriptive, recount, procedure, and narrative.

Descriptive is a way of visualizing objects, people, or places using descriptive details which enable the reader to paint his mental picture of it. Hornby (1995:233) states that “descriptive” means giving a picture in words, describing something, especially without expressing feeling or judging. The writer tries to give a picture or impression of person, place or thing. Therefore, to be effective, written description should have an efficient, sensible, carefully thought-out and logical plan. According to D’Angelo (1980:17), description is a way of picturing images verbally in speech or writing and arranging those images in some kind of logical associational pattern. In this case, it can be started that a descriptive text refers to a group of sentences dealing with one main idea that gives a picture of something or someone clearly through the words in a logical pattern, sharp, and colorful details.

The purpose of a descriptive text is to share with the reader some objects, places, scenes, or people that the writer experienced. Through description, the writer tries to give sense impression about what she has seen, heard, felt, smelled, tasted to person, place or things, etc. Stanley et al. (1992:152) states that the aim of description is to convey the readers what something looks like; it attempts to paint a picture with words. In line with this, Boiarsky (1993:243) states that a description can serve as a definition; it provides a “picture” of physical entity, process, or event for readers to see in their mind’s eye. In other words, when one describes something, it can be about objects, places, scenes or people through this description, the reader will have a picture of the whole entity or process.

In short, descriptive text writing is a sequence of related sentence with one main idea to give some pictures about something (place, thing or person) without the expression of feeling of judgment. A descriptive text is a text which lists the characteristic of something. It means that a descriptive text tends to describe how something looks like. It can be a place, a thing or a person. So, a descriptive text

writing is writing which describes, explains or defines an unfamiliar term by relating it with some logical plan of development. A descriptive text has a function to describe particular person, thing, or place.

There are two generic structures in descriptive text. They are identification and description. Identification is a part which identifies the phenomenon to be described. Description is a part which describes parts of things. Identification covers identifying person, place, or thing which students will describe. In addition, description covers describing a person, a place, or a thing in details including the parts, the quality, or the characteristics being described. Here is the example of a descriptive text.

Faska's Classroom

Identification ← **Faska's school is SMP 5. It is on Jl. Cokroaminoto.**

Description { There are twelve classrooms, one library, and three other rooms for headmaster, teachers and office.
Faska is in class VIII C. It is next to library. His classroom is very neat and clean. There is a blackboard in it. There are twenty desks for the students and one desk for the teacher. Faska sits next to Fahmi. Fahmi is Faska's best friend. There are some pictures on the wall around the classroom.

(Taken from:

<http://wordpress.com/2014/12/04/the-example-of-descriptive-text/>)

The language features used in the descriptive text based on the text above are:

- a. Using certain noun, such as class, blackboard, etc.
- b. Using simple present tense

Example:

- Faska's School is SMP 2.

There are some pictures on the wall around the classroom.

- c. Using adjective, there are some kinds of adjectives which has the characteristics such as attributive, classifier, numbering and describing. Attributive is an adjective which is normally come right before the noun, for example; "*a large house*". While classifier is a word that used in

combination with a number to indicate the count of noun-countable nouns, for example; “*there are twenty desks*”.

d. Using adverb

Example: neat, clean.

2.1.5 Assessing Students’ Descriptive Text Writing

Assessing the students’ descriptive text writing usually becomes a difficult task. It needs certain methods to evaluate their work. There are two methods of scoring writing product, namely analytic scoring method and holistic scoring method (Hughes 2003:86). The two methods are reviewed in the following parts.

a. Analytic Scoring Method

Analytic scoring method is scoring which gives a score for each aspect of writing. Hughes (2003:100) defines analytic scoring as a method of scoring which requires a separate score for each aspect of writing. There are five writing aspects to be evaluated in writing, namely: grammar, vocabulary, mechanic content, and organization. The explanation about each aspect is given below.

1. Grammar refers to a set of rules to help a writer construct sentences that make sense and acceptable in English.
2. Vocabulary refers to the ability to choose and use words and idioms effectively, mastering words/form and using appropriate register.
3. Mechanics is convention in writing that is related to punctuation, spelling and capitalization.
4. Fluency (style and ease of communication) deals with the use of structure and vocabulary.
5. Form (organization) refers to the ability to arrange the ideas in logical sequence and cohesion to make unified contribution the whole paragraph.
(Hughes, 2003:93)

In this research, some aspects in analytic scoring that would be applied focusing on structure or grammar, vocabulary, mechanic, content and organization in order to increase the students’ ability in writing descriptive text. Structure would assess the students’ ability in the use of nouns, verbs, adjectives, and adverbs. Mechanics would assess the students’ ability in the use of spellings and punctuations (full stop, comma, and capital letters).content must have clarity, conciseness, and completeness to make the readers understand the ideas

or messages conveyed. Organization would assess the students' ability in writing a descriptive text related unity and coherence. Hence, the students should master those writing aspects in order to be able to produce a meaningful writing and easy to understand by the reader.

Analytic scoring method has some advantages. Hughes (2003:102) proposes three advantages of analytic scoring method. First, it deposes of the problem of uneven development of sub skills in individuals. Second, the fact that the scorer has to give a number of scores that tend to make the scoring more reliable. Third, the scorers or assessors are compelled to consider aspects of performance which they might otherwise ignore. Besides, this scoring method also has a disadvantage. The main disadvantage of this scoring method is the time that it takes (2003:103). The scoring takes a long time because it scores each aspect of writing.

b. Holistic Scoring Method

Holistic scoring method is a method of scoring, which involves the assignment at a single score to a piece of writing on the basis of an overall impression on it (Hughes, 2003:94). This kind of scoring has the advantage of being very rapid (Hughes, 2003:95). Experienced scorers can judge a one-page piece of writing in a short time. This means that it is possible for each piece of work to be scored more than once if it is necessary. However, the disadvantage of this scoring method is the scorer or the teacher cannot identify in which aspects of writing that the students have the strengths and weaknesses.

From the above explanation, there are two methods of scoring that can be applied to evaluate the students' writing, namely analytic scoring method and holistic scoring method. However, this research would apply analytic scoring method to assess the students' writing in the aspects of grammar, vocabulary, mechanic, content, and organization.

2.2 Picture

Pictures are useful teaching media that are interesting, meaningful, and authentic to help students improve their writing skill. Dealing with this, Hornby

(1995:631) states that pictures are paintings, drawings, sketch of something, especially as a work of art. They can be used as media in the English teaching learning process. In addition, Rohani (1997:76) says that through pictures, the students can pay attention to an object or other matters that they have not seen before, pictures give the students a large experience and understanding. In other words, by looking at the pictures, the students might recognize the object and understand them easily. Therefore, pictures are one of the media that can be used by students to create the ideas to be written down on a piece of writing.

2.2.1 Pictures as Media in Teaching Writing

Pictures have an important part in the teaching learning process. It is important because it can be the stimulus for the students to build their motivation during the lesson. Wright (1989: 2) states that it is important to have as a wide range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development and the resources must include pictures.

Pictures are useful to conduct in all teaching material. Yunus (1981: 49) says that pictures are the most widely available of all teaching materials. In addition, Wright (1989: 2) states that pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences. It is clear that picture is a useful teaching aid, and it can be conducted in all teaching materials.

In teaching writing, pictures are helpful for the students to get their ideas and to build imagination to describe that they have seen from the picture given. The students can describe thing, place, people and others easily because they have seen pictures and also they will not feel bore anymore. By using individual pictures, the students will be asked to describe what they have seen on the picture.

2.2.2 Types of Pictures

The kinds of pictures might be in the form of drawing, painting or something else. They can describe a human being, an animal, a plant, and any other objects. They can be taken from newspapers, photographs, magazines,

brochures, textbooks, advertisements, etc. Yunus (1981: 49-50) notes that there are three kinds of pictures namely: pictures in series, composite pictures, and individual pictures,. These three pictures are explained in the following parts:

Pictures in series are pictures that are related to each other to build up a series or a sequence. This statement is supported by Yunus (1981:50) who says that picture in series is a number of related composite pictures whose function is to form a sequence. In this case, the main function of picture in series is to tell a story or sequence or events.

Composite picture is a picture that shows some activities. According to Yunus (1981:49), composite pictures are large single pictures which show a scene (hospital, beach, school, street, cafeteria, and railway station) in which a number of people can be seen doing things. In addition, Wright (1989:98) says that a composite picture is a picture which gives detailed information. It means that a composite picture can give different activities or information in the picture.

However, this research focused on the individual pictures only because the pictures were simple and appropriate to be applied in teaching writing descriptive text to the eighth grade students at SMPN 7 Probolinggo.

➤ **Individual Pictures**

Individual pictures are single objects, people or activities. This statement is supported by Wright (1989:193) who says that an individual picture is a picture of a single object. Further he also adds that an individual picture, such as a picture of a person, an object, an action, and a place, can help the process of meaning assimilation of the students because it can direct the students to think about the pictures and have their ideas and interpretation.

Individual pictures are simple and appropriate for the beginners. There are many sources to get individual pictures. They can be taken from newspapers, magazines, catalogues, greeting cards, advertisements, textbooks, and even wrapping newspapers. However, not all pictures can be applied in the teaching learning process. They have to be suitable and appropriate with the level of the students and the theme or the topic discussed in the class. Therefore, the teacher

should be selective in choosing the theme. Here are the examples of individual pictures:



(Taken from: <http://www.jaringanpelajaraceh.com/wp-content/uploads/2014/04/kartun-dokter-munsypedia.jpg>)



(Taken from: <https://defivindianis.files.wordpress.com/2013/10/anak-menyiram-bunga.jpg>)



(Taken from: <https://defivindianis.files.wordpress.com/2013/10/mobil-biru-cartoon.jpg>)

The first pictures is the example of individual picture about person. The second picture is the example of individual picture an activities. The third picture is the example of individual picture about an object (car).

2.2.3 The Advantages and Disadvantages of Using Individual Pictures

As a teaching aid, individual pictures not only bring positive impacts, but also have some negative ones. Then, the following parts will discuss about

those advantages and disadvantages of using individual pictures in language teaching.

2.2.3.1. The Advantages of Using Individual Pictures

Individual pictures have a function as the teaching media which play a very important role to increase the effectiveness of the teaching and learning process. This is because individual pictures can help the students assimilate their ideas in more meaningful and interesting manner. According to Wright (1989:2), using only verbal explanation to the language learners sometimes is not enough. Teachers should use a wide range of resources as possible to help the learners understand the meaning of context. He also adds that pictures contribute the context in which the language is being used. They bring the world into the classroom. Using individual pictures as media for writing class gives an opportunity to develop not merely a wide variety of task, but also a sequence of task. It is because when the individual pictures are selected carefully, the students can be motivated in mastering the material from the simple to the most difficult materials gathering with small vocabulary knowledge and sentence structure organizational skills.

According to Yunus (1981: 53), there are 6 advantages of using pictures as the media. The six advantages are as follows:

1. Pictures are very useful for presenting new grammatical and vocabulary items.
2. Picture material allows for meaningful practice of vocabulary and structures presented by the teacher.
3. Picture material can also provide a stimulus for using the language at the reproduction and manipulation stages-to speak, to read and to write.
4. Pictures can be used for revision from one lesson to another as well as for long-term revision.
5. Picture material can be used to supplement whatever textbook the teacher is using, or whatever course he is following.

6. Picture material is easy to collect, to make and to transport.

In addition, Wright (1989:17) states that the advantages of the use of pictures in writing are as follows:

1. Pictures can motivate the students and make them pay attention and take part in the teaching learning process.
2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
3. Pictures can be described in objective way or interpreted or responded to subjectively.
4. Pictures can cue response to questions and cue substitution through controlled practice.
5. Pictures can stimulate and provide information referred to convince discussion and storytelling.

Based on the advantages above, it is clear that individual pictures have many advantages since they give contribution to the students and the teacher in the teaching learning process. In this case, they are expected to be useful to help the students, especially for junior high students to improve their text writing ability.

2.2.3.2. The Disadvantages of Using Individual Pictures

Besides having some advantages, pictures as the media in teaching and learning process also have some disadvantages. Underhill (1987: 67) states that there are 2 disadvantages of using pictures as the media:

1. With a visual stimulus, there is a danger that the learner will miss the point of a picture, for personal or cultural reasons.
2. Suitable pictures are hard to find and difficult for an amateur to draw.

To solve the disadvantages above the teacher should be careful in selecting the pictures that will be given to the students so that it can easily be

understood by the students. If the teacher cannot draw a picture, it will be better if they try to get the pictures from internet.

2.2.4 The Procedures of Using Individual Pictures in the Teaching of Descriptive Text

Writing is a one of basic language skills, just as important as speaking, listening and reading. Harmer (2004:79) states that students need to know some of writing's special conventions (punctuation, paragraph, construction, and so on.) just as they need to pronounce spoken English appropriately. Part of our job as a teacher is to give them that skill. According to the statement above, it can be concluded that writing skill is one of the students' needs in their real life and it is our obligation to teach our students about writing appropriately. Pictures are very essential in English language teaching. It can motivate and stimulate students. Wright (1989:2) confirms that English teacher needs a wide range resource to help the students understand about the context.

In this research, the procedures of using individual pictures were as follows:

1. The teacher chose the topic based on the curriculum for the eighth grade students of junior high school.
2. The teacher prepared the individual pictures as the media in teaching descriptive text writing.
3. The teacher gave explanation about descriptive text. It was about the generic structure of descriptive text and the language features of descriptive text.
4. The teacher showed individual pictures to the students.
5. The teacher guided the students to find out the idea by using some questions. The examples of question were "What animal is it?", "Does it have long tail or short tail?", "What color is it?" etc.
6. The students began to make descriptions based on the pictures shown by the English teacher. The students should write related to the generic structure of descriptive text, namely identification and description.
7. The students began to write the description into a good text.

8. Revising the students' work.

Based on the explanation above, the use of pictures would help the students to improve their writing. It could stimulate the students' involvement in the teaching learning process of descriptive text writing. It also stimulates the students to express their ideas based on the pictures given. Therefore, the researcher used pictures, especially individual pictures to conduct an action research to improve the students' ability in composing descriptive text writing.

2.3 Action Hypothesis

Based on the literature review above and the research problem, the hypotheses of this action research are formulated as follows.

1. The use of individual pictures could improve the eighth grade students' active participation in the teaching learning process of descriptive text writing achievement at SMPN 7 Probolinggo.
2. The use of individual pictures could improve the eighth grade students' writing achievement in descriptive text at SMPN 7 Probolinggo.

CHAPTER 3. RESEARCH METHOD

This chapter presents the method used in this research. They are research design, area determination method, subject determination method, data collection methods, and research procedures that would be presented respectively in the following parts.

3.1 Research Design

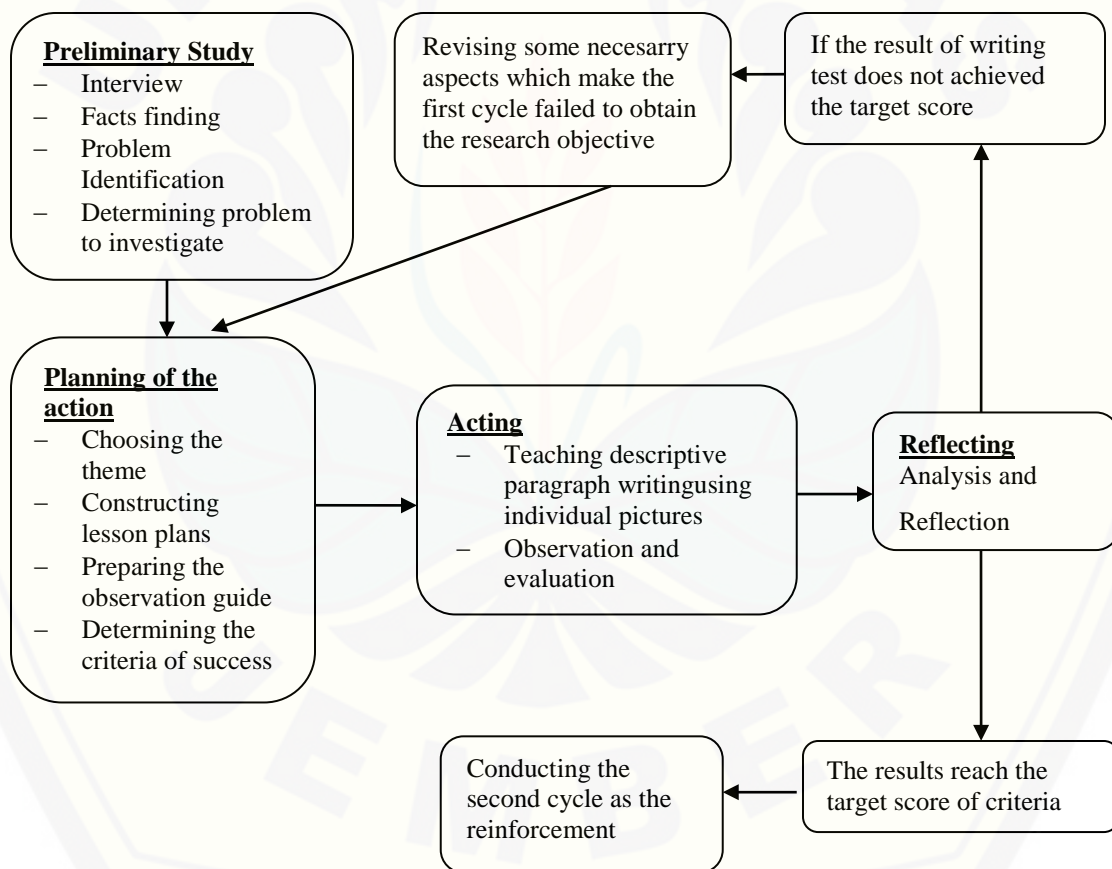
In this research, the research design was Classroom Action Research (CAR) with cycle model. This research was intended to improve the eighth grade students' descriptive text writing achievement by using individual pictures. Fraenkel and Wallen (2009: 589) state that action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Moreover, Elliot (1991: 69) defines action research as the study of a social situation, with a view to improve the quality of action. It means that it is followed by a list of methods and techniques for gathering and analyzing data. Therefore, this classroom action research was intended to improve the eighth grade students' descriptive text writing achievement by using individual pictures of SMPN 7 Probolinggo.

This classroom action research was conducted at SMPN 7 Probolinggo. In this research, the researcher collaborated with the English teacher of the eighth grade students of SMPN 7 Probolinggo. The collaboration focused on identifying and defining the research problem, planning the action, carrying out the action, class observation and evaluation, and doing the reflection. This classroom action research was planned to be conducted in two cycles in which each cycle covered the activities of planning the action, implementing the action, class observation and evaluation, and reflection (Elliott,1991). If the students' score of writing achievement in the first cycle did not achieve the required standard score, that is 75% of the subjects get score 75, the action would be continued to the second cycle. However, if the students' score

of writing achievement in the second cycle did not achieve the required standard score, it would be stopped in the second cycle not to continue in the third cycle. In addition, if the students' score of writing achievement test in the first cycle achieved the required standard score, the action would be continued to the second cycle to know the consistency of the students' writing score.

The design of classroom action research was illustrated in the following diagram:

Figure 3.1 The Design of Classroom Action Research



(Adapted from Lewin, in Elliot, 1991:70)

Based on the research design above, the detail activities of the research are as follows:

1. Doing the preliminary study by interviewing the eighth grade English teacher to find out the problem faced by the students, the technique used by the English teacher, the students' score in writing.
2. Observing the classroom to know the students' participation during teaching learning process of writing before they learned writing using individual pictures.
3. Determining the problem to be investigated.
4. Planning the action in the first cycle (constructing the lesson plans and materials for the first cycle).
5. Implementing the first cycle by using individual pictures in teaching descriptive text writing.
6. Observing the classroom done by English teacher while the researcher is implementing the first action.
7. Giving the descriptive text writing achievement test to the students after implementing the action in the first cycle to know whether the target score had been achieved or not.
8. Analyzing the results of descriptive text writing achievement test and then describing the test result.
9. Doing reflection.

The result of the actions in the first cycle could not achieve the standard mean score, so the action would be continued to the second cycle. In addition, if the actions in the first cycle achieved the required standard score, the action would be continued to the second cycle to know the consistency of the students' writing score by the following steps:

1. Planning the actions by constructing the lesson plans for the second cycle by revising some aspects which made the actions in the first cycle failed collaboratively with the English teacher.
2. Implementing the second cycle by using individual pictures in teaching descriptive text writing.
3. Observing the students' participation during the action in the second cycle done by the researcher and the English teacher.
4. Giving the descriptive text writing achievement test to the subjects after implementing the second cycle in the third meeting.
5. Reflecting the results of descriptive text writing achievement test and class observation in the second cycle. The result of the action in the second cycle has been achieved so the action is stopped in the second cycle.
6. Drawing a conclusion to answer the research problems.

3.2 Area Determination Method

The area determination method was determined by using purposive method. Arikunto (2000:128) states that purposive method is used to determine the area of the research based on the prior information with a certain purpose. In addition, According to Fraenkel and Wallen (2009:100), a purposive method is a method in choosing a research based on a certain purpose or reason. There were some considerations of choosing SMPN 7 Probolinggo as the research area. First, as information from the English teacher in the preliminary study which was conducted on August 16 2014 the eighth grade students especially VIII-E of SMPN 7 Probolinggo still had difficulties in writing skill. Second, the English teacher in that school did not use individual pictures in teaching writing descriptive text in his class. Third, the headmaster and the English teacher of SMPN 7 Probolinggo gave permission to the researcher to conduct the classroom action research in that school. In addition, the English teacher agreed with the researcher to conduct this research collaboratively. Hence, it was possible to obtain the data of this research.

3.3 Subject Determination Method

The subject of this research was the eighth grade students of SMPN 7 Probolinggo, especially VIII-E class. The number of the students in VIII-E was 25 students. The researcher chose this class purposively based on the students' problem in writing. Moreover, the score of the students' on writing test was only 32% of the students who got 75. Besides, the students' achievement in writing descriptive text was still low with mean score of 71,44.

3.4 Data Collection Methods

In this classroom action research, the data that were collected were students' achievement in writing descriptive text and the use of individual pictures in composing descriptive text. The methods used to collect the data were test, observation, interview, and documantation. The data about students' achievement was collected through writing test and the data about the use of individual pictures were collected through observation.

3.4.1 Writing Test

In this classroom action research, writing test was used to measure the students' writing achievement. It was used to measure the eighth grade students' writing achievement after being taught by using individual pictures. According to Hughes (2003: 13), achievement test is used to measure how successful individual students, group of students or the course in achieving objective. It means that test is used to find out the students' ability or competence in a particular skill.

Test was used to measure students' ability. According to Arikunto (2000: 150), test is as an instrument that is used to measure skills, knowledge, and talents of individual or group. Further, Hughes (2003: 11), categorizes the test into four types; those are proficiency test, achievement test, diagnostic test, and placement test. Achievement test is used in this research in order to measure the students' writing

achievement after being taught by using individual pictures. Furthermore, Hughes (2003: 22) adds that there are two kinds of test based on method of scoring. They are objective and subjective tests. If there is no interpretation required on the part of scorer, it can be called as objective scoring. On the other hand, if judgment and interpretation is needed, then the scoring is said as subjective scoring. Therefore, a subjective test was applied in this research after being taught by using individual pictures.

A good test has characteristics of being valid and reliable, they are validity and reliability. The tests which were intended to measure the eighth grade students' descriptive text writing achievement applied valid instrument. According to Heaton (1990:159), a valid test measures what it is supposed to measure and nothing else. The content validity is applied in the test to measure the students' writing achievement. Some aspects that are measured are grammar using simple present tense, vocabulary, mechanics dealing with punctuation and capitalization, fluency, and organization dealing with unity.

The reliability of scoring is determined as the quality of assessment. According to Heaton (1990:162), reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first reliable as a measuring instrument. Based on the reliability of the test, this research uses inter-rater reliability. The consistent scores are produced by different raters. They are the researcher (Rater 1) and the English teacher (Rater 2) who keep the consistency of the writing test score. The scoring criteria was used by the researcher and the teacher in scoring.

In this classroom action research, an evaluation about the students' ability in descriptive text writing by using individual pictures was measured through the process evaluation and the product evaluation. In the process evaluation, the students' descriptive text writing was corrected in order that the students could know the mistakes in their descriptive text writing. Besides, the mistake frequency of the students' writing from each aspect such as grammar, vocabulary, mechanic, content, and organization were counted. It was done in order to know what the most difficult

aspect that the students faced. Then, the product evaluation would be done in writing test by using individual pictures. In addition, the improvement of the students' writing could be seen from the how many of the mistake frequency from the students' writing. The calculation of the mistake frequency of the students' writing in the process evaluation was counted by using tallies. Meanwhile, the result of the test was scored by using analytic scoring. Analytic scoring gives many advantages in scoring students' work. Hughes (2003:102) states that one of the advantages of using analytic scoring is the very fact that the scorer has to give a number of scores which tend to make the scoring more reliable. The test result of the descriptive text writing was measured based on the scoring criteria for writing introduced by Hughes. The scoring criteria was adapted in term of the scores requirement and the criteria. In this research, the scores requirement of each aspect was from 1 to 5. Meanwhile, the criteria was simplified and adjusted with the scores requirement. The criteria considers five aspects. They were grammar, vocabulary, mechanics, content, and organization. Further, the explanation about the scoring method was as follows.

Table 3.1 The Scoring Criteria of the Students' Writing

No.	Scores	Criteria
1.		<p>Grammar</p> <p>5 Few (if any) errors of grammar or word order.</p> <p>4 Some errors of grammar or word order but do not interfere comprehension.</p> <p>3 Errors of grammar or word order frequent.</p> <p>2 Errors of grammar or word order very frequent.</p> <p>1 Errors of grammar or word order so severe as so to make comprehension impossible.</p>
2.	5	<p>Vocabulary</p> <p>Use few (if any) inappropriate words.</p>

	<p>4 Use some inappropriate words but do not interfere comprehension.</p> <p>3 Use inappropriate words frequent, expressing ideas limited.</p> <p>2 Use inappropriate words very frequent, readers own interpretation is needed.</p> <p>1 Vocabulary so limited as to make comprehension impossible.</p>
3.	<p>Mechanics</p> <p>5 Few (if any) wrong punctuation and capitalization.</p> <p>4 Some wrong punctuation and capitalization but do not interfere comprehension.</p> <p>3 Wrong punctuation and capitalization frequent, re-reading is necessary for full comprehension.</p> <p>2 Wrong punctuation and capitalization very frequent, readers own interpretation is needed.</p> <p>1 Wrong punctuation and capitalization so severe as to make comprehension impossible or not enough to evaluate.</p>
4.	<p>Content</p> <p>5 Knowledgeable, through development of topic sentence, and supporting sentence relevant to assigned topic.</p> <p>4 Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.</p> <p>3 Some knowledgeable of subject, limited development of topic sentence, supporting sentence relevant to assigned topic.</p> <p>2 Limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.</p> <p>1 Does not show knowledgeable of subject, inadequate development of topic sentence and supporting sentence does not</p>

		relate to assigned topic, or not enough to evaluate.
5.		Organization
	5	Few (if any) lack of organization and link to ideas.
	4	Some lack of organization and link of ideas but do not impair communication.
	3	Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.
	2	Lack of organization and link of ideas very frequent; readers own interpretation is needed.
	1	Lack of organization and link of ideas so severe as to make communication impaired.
$\text{Score} = \frac{\text{Grammar} + \text{Vocabulary} + \text{Mechanics} + \text{Content} + \text{Organization}}{25} \times 100$		

(Adapted from Hughes, 2003: 101-102)

In addition, the result of the students' descriptive text writing test could be classified qualitatively based on the score classification level that was adapted from Nurgiyantoro by taking the scores interval and the categories. This was done because the English teacher also used the same categories of the score level as Nurgiyantoro in determining the criteria. Further, the explanation is as follows.

Table 3.2 The Score Classification Levels

Scores	Categories
85-100	Excellent
75-84	Good
60-74	Fair
40-59	Poor
0-39	Failed

(Adapted from Nurgiyantoro, 2001:399)

3.4.2 Observation

Observation was used as the primary data collection method to measure the students' active participations during the teaching and learning process. Observation in this research was conducted to record the students' activities and response in teaching and learning process. The observation of this research used a checklist containing the students' participation in the teaching and learning process of writing descriptive text by using individual pictures. The checklist was used in collecting the data to observe whether they were active or passive during the teaching learning activities. Here the researcher observed the students' active participation from some indicators as follows:

The students' active participation

1. The students mention ideas or words related to the picture,
2. The students discuss the result of their work clearly,
3. The students write sentences related to the picture,
4. The students write a descriptive text by using individual pictures.

The student was categorized as an active student if at least three indicators were fulfilled. On the other hand, if the students fulfilled only one indicator. He or she was categorized as a passive student. The following was the form of the observation checklist for the students' participation:

Table. 3.3 The observation checklist

No.	Name	Indicators				Total	Active	Passive
		1	2	3	4			
1								
2								
3								

3.4.3 Interview

Interview in this research was conducted in the preliminary study to find the students' problem in learning writing. It was conducted with the English teacher of the eighth grade in SMPN 7 Probolinggo to get information about the teaching of writing dealing with the media, the problem that students faced, and the books was used by the English teacher.

McMillan (1992: 132) states that interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. He also divides interview into three categories: semi structured interview, structured interview, and unstructured interview. The type of the interview in this research was semi structured interview. It means that a list of questions was prepared and it was used to get information needed.

3.4.4 Documentation

Documentation was used to get data. According to Arikunto (2000: 149), document was used to get data from written documents such as book, report, daily notes. Documents in this research were used to gain supporting data about the names of the subjects and the students' writing score from the English teacher.

3.5 Research Procedures

In this classroom action research, the action would be implemented in two cycles in which each cycle consists of four stages activities, namely (1) planning of the action, (2) implementation of the research, (3) observation and evaluation, (4) reflection of the action. Each stage would be explained more detail in the following parts.

3.5.1 Planning of the Action

There were several activities to be prepared before conducting this action research. They were as follows:

1. Choosing the topic based on the curriculum for the eighth year students of junior high school.
2. Constructing the lesson plans for the first cycle (lesson plan 1 and lesson plan 2).
3. Consulting the lesson plans with the English teacher.
4. Preparing the individual pictures as media in teaching descriptive text for the first cycle.
5. Preparing the observation guide in each meeting in the form of checklist containing the indicators to be observed about the indicators of the students' participation during the teaching learning process of descriptive text writing using individual pictures.
6. Constructing the writing test by individual pictures for the first cycle to measure the students' descriptive text writing achievement.
7. Constructing the lesson plans for the second cycle by revising the teaching technique in the first cycle and consult it with the English teacher.
8. Constructing the test for the second cycle.

3.5.2 The Implementation of the Action

After planning the action, the researcher implemented the action in the class that was teaching writing descriptive text by using individual pictures. This action would be conducted in two cycles. The action in this research was carried out during the school hours by the research (in 2 x 40 minutes in each teaching). The implementation of the actions in the first and second cycle was based on the lesson plans were made by the researcher that has been consulted with the English teacher. The first cycle would be conducted by the researcher while the English teacher was doing observation to observe the students' active participation in the teaching learning process of writing. The implementation of the action would be done in cycle

model. Each cycle would be conducted in two meetings. And then, in the third meeting would be conducted by giving writing test about descriptive text using individual pictures that would be given individually to the students.

It means that, if the result of descriptive text writing test in the first cycle did not achieved the target mean score yet ($M \geq 75$), the following cycle would be conducted to increase the students' mean score in the good category. However, if the result of the test in cycle 1 had achieved the target means score, the second cycle would remain to be done as the reinforcement to know whether the results of the action were consistent or not.

3.5.3 Observation and Evaluation

3.5.3.1 Observation

In this research, the observation would be conducted while the actions were in the progress. It means that the English teacher observes the students' active participation in each meeting of each cycle while the researcher was doing the action. Observation was very important to control the students' activities that concern with the application of using individual pictures in writing descriptive text. The observation would focus on the students' active and passive participation in the writing teaching process. The researcher used a checklist as a guide to observe the students' active participation during the teaching learning process of descriptive text writing. The indicators that would be observed were as follows.

1. The students mention ideas or words related to the picture,
2. The students discuss the result of their work clearly,
3. The students write sentences related to the picture,
4. The students write a descriptive text by using individual pictures.

In this research, the students would be categorized as active if the students fulfilled at least three indicators. It means that they were active in the teaching learning process of descriptive text writing by using individual pictures.

3.5.3.2 Evaluation

Evaluation in this research would be conducted to know whether the use of individual pictures could improve the students' writing descriptive text achievement covering 5 aspects of writing namely grammar or sentence structure (the use of simple present tense), vocabulary, mechanics (the use capital letters, coma, period), content of paragraph, and organization (unity and coherence) based on the scoring criteria for writing introduced by Hughes that had been explained on page 30. There were two kinds of evaluations in this research, process evaluation and product evaluation. Process evaluation would be done by conducting the observation in every meeting in each cycle during the teaching learning process of writing by using individual pictures. Then, the product evaluation would be done in writing test by using individual pictures.

The criteria of success in this research were as follows:

1. The use of individual pictures could improve the students' descriptive text writing achievement if 75% students would achieve the target score ≥ 75 or more in the writing test.
2. The use of individual pictures could improve the students' active participation if 75% of the students did at least three indicators of the five indicators stated in the checklist.

3.5.4 Reflection of the Action

The reflection conducted to reflect the results of the actions collect from class observation and descriptive text writing achievement test. The researcher and the English teacher did the reflection after analyzing the result of writing and the result of observation. It was intended to know whether or not the action was successful, or what was completely done. After doing reflection, the researcher and the English teacher would modify the strategy to solve the problem. The result of the reflection in the first cycle would be used as a guide to revise the lesson plans for the actions in the second cycle.

3.6 Data Analysis Methods

In analyzing the data, this research used both descriptive qualitative analysis and quantitative analysis method. The descriptive qualitative analysis was used to analyze the data gathered from interview, observation, and documentation.

The result of students' activeness in the observation checklist was analyzed by using the following formula to find the percentage of the students' active participation.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who are active

n = the total number of the students who are categorized as active students

N = the total number of the students

(Adapted from Ali, 1993:186)

The result of writing test in the form of the students' score of writing test would be analyzed quantitatively by using the following formula to know the 75% of the students who get score at least 75:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who achieve ≥ 75 as the minimum score.

n = the total number of the students who achieve ≥ 75 as the minimum score.

N = the total number of the students

(Adapted from Ali, 1993:186)

The result of writing test in the form of the students' score of writing test would be analyzed quantitatively by using the following formula to find mean score:

$$M = \frac{\sum x}{N}$$

Note: M = The mean score of the students' writing test

$\sum x$ = The total score of the students' writing test

N = The number of the students

(Adapted from Hadi, 1989: 186)

3.7 Operational Definition of the Research Variables

The variables of this research are students' writing achievement, active participation, descriptive text and individual pictures. In order to avoid misunderstanding, they are operational definition as follows:

3.7.1. Writing Achievement

In this research, the writing achievement is a dependent variable deals with the students' ability in writing a descriptive text after being taught descriptive text writing by using individual pictures. It indicates the increasing level or the number of English writing that the students have mastered after learning English writing by using individual pictures. In this case, the students' writing achievement can be seen from the students' scores of writing test done after the actions given in each cycle. Meanwhile, some aspects related to the assessment of this skill are grammar using simple present tense, vocabulary, mechanics dealing with punctuation and capitalization, fluency dealing with coherence, and organization dealing with unity.

3.7.2. Students' Active Participation

Participation is a way to bring "students actively into the educational process" and to assist in "enhancing our teaching and bringing life to the classroom". The

students' active participation in this classroom action research is the students' activeness based on their participation in the teaching and learning process in the writing class. It is shown by their activities in the classroom such as; paying attention to the teacher explanation, asking questions, answering question, making a note, and making a paragraph based on the individual picture. The students are categorized as the active students if they could fulfill at least three indicators.

3.7.3. Descriptive Text

A descriptive text in this research is a text that describes particular things, places, people, or animals based on the pictures given. The descriptive text here is taken from the writing test given to the students where they are asked to write a simple descriptive text.

3.7.4. Individual Pictures

Individual pictures in this research, means the picture materials that are used as media in teaching writing to improve the students' descriptive text writing achievement. Individual pictures are single pictures of an object, a person, a place, and an activity. Similarly, it is said that single pictures are pictures that show a single object. Single pictures are suitable ways of providing topic in description of something (a person, a place, an object and an action).

CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter presents the results of the actions in Cycle 1 and Cycle 2. Each cycle consists of the result of observation, the result of writing test by using individual pictures, the result of reflection and the discussion of the research result.

4.1 The Result of the Action in Cycle 1

The actions in Cycle 1 were done in three meetings including the test. The first meeting was done on March 04th 2015, the second meeting was done on March 06th 2015 and the third meeting that was the writing test was one on March 11th 2015. The researcher did the action collaboratively with the teacher. There were two kinds of main data obtained in this action. The first data were obtained through observation for students' active participation. Meanwhile, the second data were obtained through writing test for students' writing achievement by using individual pictures.

4.1.1 The Result of Observation in Cycle 1

As stated before, the action in cycle 1 was done in three meetings including the test. The observation was intended to observe the students' participation during the teaching learning process of writing by using individual pictures in each meeting (Meeting 1 and Meeting 2) in Cycle 1. The time allocation for the first meeting in cycle 1 was 80 minutes. The implementation of the first meeting was based on Lesson Plan 1. The observation was done by the English teacher as the collaborator by using an observation checklist. There were 4 indicators observed. They were: (1) the students mentioned ideas or words related to the picture, (2) the students discussed the results of their work clearly, (3) the students wrote sentences related to the picture, and (4) the students wrote a descriptive text by using individual pictures. The students were considered to be active when they fulfilled at least three indicators.

In the first meeting, there were 12 students or 50% of 24 students who actively participated in the teaching learning process of descriptive text writing by using individual pictures. The rest of them were passive in the teaching learning process of writing. It means that the percentage of the students' active participation did not achieve the success criteria of this research. The result of the observation in meeting 1 can be seen in Appendix 1.

In the second meeting, the result of the observation showed that there were 17 students or 70.83% of 24 students who actively participated in the teaching learning process of writing, while 7 students or 29.16% of 24 students were passive during the teaching learning process. The percentage of the students' active participation in the second meeting increased, but the students' active participation in the teaching learning process of descriptive text writing in Cycle 1 did not achieve the standard percentage requirement that was 75%. In general, the students' active participation in cycle 1 was 60.41%. It means that the students' active participation in cycle 1 did not reach the success criteria of this research. Therefore, the actions were continued into the second cycle. The result of the observation in the second meeting is enclosed in Appendix 1. This following table is the summary of the observation results in cycle 1.

Table 4.1 The Students' Active Participation in Cycle 1

The Participation	Cycle 1		
	Meeting 1	Meeting 2	Average
The percentage of the students' active participation	50 %	70.83%	60.41%

4.1.2 The Result of the Students' Writing Achievement Test in Cycle 1

Product evaluation in the form of writing test was conducted to measure the students' writing achievement. The test was given to the students in the third meeting. It took 80 minutes and it was conducted on March 11th 2015. In the writing test, the students were asked to make a descriptive text based on the

individual pictures given. The students were asked to write two paragraphs consisting of identification and description. The topic of the writing test was animals. The individual pictures used were a lion, a cow and a horse. The students were asked to choose one of them to be described. Double scores were applied in scoring the students' work. The results of the students' writing achievement test in Cycle 1 are presented in the following table.

Table 4.2 The Results of the Students' Writing Achievement Test in Cycle 1

No.	The Students' Name	Rater 1	Rater 2	Average
1.	ASH	76	76	76
2.	ARDP	80	84	82
3.	AGP	68	64	66
4.	BSD	80	76	78
5.	CDR	80	80	80
6.	DRK	72	68	70
7.	DA	76	76	76
8.	EYP	84	84	84
9.	GRA	72	76	74
10.	HYK	56	52	54
11.	MRD	52	52	52
12.	ML	76	76	76
13.	MR	76	76	76
14.	MES	52	56	54
15.	MIS	84	84	84
16.	MMS	76	80	78
17.	NUP	76	76	76
18.	NEN	76	76	76
19.	RI	76	80	78
20.	RPP	68	68	68
21.	SHR	52	52	52
22.	SM	80	80	80
23.	SR	56	52	54
24.	UH	-	-	-
25.	YNR	80	80	80
Total Score		1724	1712	1718
Mean Score		71.83	71.33	71.58

There was one student (UH: 24) who did not follow the test because she moved to the other class. So, she was not counted as the reserach subjects. The number of students was 24 in Cycle 1.

Based on the table above, the mean score of the writing achievement test was 71.58. In addition, the data were analyzed by using the following formula to know the percentage of the students gaining score ≥ 75 .

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{15}{24} \times 100\%$$

$$E = 62.5\%$$

Notes:

E = the students' writing achievement test.

n = the number of the students who got score ≥ 75 in the descriptive text writing achievement test.

N = the number of the students doing the descriptive text writing achievement test.

Further, the data about the classification, the frequency, and the percentage of the students' writing achievement are presented in the following table.

Table 4.3 The Classification of the Students' Writing Achievement in Cycle 1

No.	The Students' Name in Initials	Score Interval in Its Classification				
		Excellent (85-100)	Good (75-84)	Fair (60-74)	Poor (40-59)	Failed (0-39)
1.	ASH		76			
2.	ARDP		82			
3.	AGP			66		
4.	BSD		78			
5.	CDR		80			
6.	DRK			70		
7.	DA		76			
8.	EYP		84			
9.	GRA			74		
10.	HYK				54	
11.	MRD				52	
12.	ML		76			
13.	MR		76			
14.	MES				54	
15.	MIS		84			
16.	MMS		78			
17.	NUP		76			
18.	NEN		76			
19.	RI		78			
20.	RPP			68		
21.	SHR				52	
22.	SM		80			
23.	SR				54	
24.	UH	-	-	-	-	-
25.	YNR		80			
Frequency		0	15	4	5	0
Percentage (%)		0%	62.5%	16.66%	20.83%	0%

Based on table 4.3 above, the result showed that there were only 0 student or 0% of 24 students who got scores in the range 85-100 which were classified as excellent. Then, there were 15 students or 62.5% of 24 students who got scores in

the range of 75-84 which were classified as good. Next, there were 4 students or 16.66% of 24 students who got scores in the range of 60-74 who were classified as fair. Then, there were 5 students or 20.83% of 24 students who got scores in the range of 40-59 who were classified as poor. Finally, there were 0 students or 0% of 24 students who got scores in the range of 0-39 who were classified as failed category.

Based on the data above, it was found that there were 15 students or 62.5% of 24 students who got score 75 or more. This indicated that the students' writing achievement in the first cycle was still under the target score requirement that was at least 75% got score 75 or more. So, the action in this research was considered to be unsuccessful because the percentage was 62.5%. Therefore, it was necessary for the researcher to continue the actions to the second cycle by revising some necessary aspects related to the use of individual pictures in the teaching learning process of descriptive text writing.

4.1.3 The Result of Reflection in Cycle 1

The reflection was done by the researcher and the English teacher after the results of observation and writing test were known. In this research, the results of observation showed that there were 12 students or 50% out of 24 students in the first meeting were actively participated during the teaching learning process of descriptive text writing by using individual pictures and there were 17 students or 70.83% of 24 students in the second meeting who were actively participated during the teaching learning process of writing descriptive text by using individual pictures. So, in general their active participation in cycle 1 was 60.41%. It means that the students' active participation in Cycle 1 Meeting 1 and Meeting 2 did not achieve the standard requirement that was 75% or more of the students should be active participant. In addition, there were 62.5% of the students got score 75 or more and their mean score was 71.58. Meanwhile, the success criterion in this research was 75% of the total students can achieve the target score

requirement that was 75 or more. It means that the result of the students' writing test in cycle 1 did not achieve the target requirement yet.

Some students did not mention ideas related to the pictures. They tended to talk to their friends and making some noise. It made them work slowly in writing descriptive text by using individual pictures. When they were asked to discuss the result of their work, they did not talk about their work. Some of them talked about different topics even different subjects. In addition, when they were asked to write sentences related to the pictures, they were confused on how to organize it. Based on the reflection done by the researcher and the English teacher, it was found that there were some factors that influenced the students' writing achievement in Cycle 1.

Then, the results of the writing test by using individual pictures in the first cycle showed that there were 15 students or 62.5% of 24 students who got score 75 or more and their mean score was 71.58.

The factors that influenced the students' writing achievement were as follows.

1. The students did not really write about descriptive text correctly because they were still confused about the generic structure and language features of descriptive text.
2. The size of individual pictures that used in the first cycle is small, just in piece of paper.
3. The students did not really discuss about their work clearly because they felt shy to speak up about their work.

Therefore, the second cycle was needed to solve the problems found in the first cycle. The actions in the second cycle were conducted by revising the lesson plan in the first cycle. The revisions were made as follows.

1. Giving more explanations to the students about descriptive text writing its elements concerning the generic structure (introduction and description) and the grammatical features (objectives and simple present tense).

2. The size of individual pictures are bigger in the second cycle than in the first cycle. In second cycle, the researcher used pictures in the form of A3.
3. Giving reinforcement (verbal and nonverbal reinforcement) for the students when they discussed their work clearly. the examples of verbal reinforcement by saying good job, well done, and excellent. the examples of nonverbal reinforcement by giving them gift or present such as candy and snack.

4.2 The Result of the Actions in Cycle 2

The actions in Cycle 2 were conducted in three meetings including the writing test. The first meeting was done on March 13th 2015, the second meeting was done on March 18th 2015 and the test was conducted on March 20th 2015. The action was carried out based on the results of reflection in the first cycle that had not achieved the target yet. There were also two kinds of data obtained, they were obtained through observation for students' active participation. Meanwhile, the second data were obtained through writing test for students' writing achievement by using individual pictures.

4.2.1 The Result of Observation in Cycle 2

The observation in Cycle 2 was done by the English teacher by using an observation checklist to evaluate the students' active participation during the teaching learning process of writing descriptive text by using individual pictures. The result of the observation was described as follows.

In the first meeting, there were 20 students or 83.33% of 24 students who actively participated in the teaching learning process of descriptive text writing by using individual pictures. In the second meeting, the numbers of the students who were actively involved in the teaching learning process increased. There were 22 students or 91.66% of 24 students who were actively involved in writing class by using individual pictures. In general, the students' active participation in cycle 2 was 87.49%.

The target requirement of the students' active participation was at least 75% of the students were active in the teaching learning process. Thus, from the results of the observation in Cycle 2 above, it could be concluded that the target requirement of the students' active participation was achieved. Therefore, the action was stopped. The result of the observation in meeting 1 and meeting 2 can be seen in Appendix 1. This following table is the summary of the observation results in cycle 2.

Table 4.4 The Students' Active Participation in Cycle 2

The Participation	Cycle 2		
	Meeting 1	Meeting 2	Average
The percentage of the students' active participation	83.33 %	91.66%	87.49%

4.2.2 The Result of the Students' Writing Achievement Test in Cycle 2

The writing achievement test was conducted at the end of the actions in Cycle 2 that was in the third meeting. It was done on March 20th 2015. The students were asked to write a simple descriptive text based on the individual pictures given. The individual pictures used were a rhinoceros, a mouse and a parrot. The students were asked to choose one of them to be described. The researcher used those pictures under consideration that they were known by the students. The time allocation was 80 minutes. The results of the students' writing achievement in Cycle 2 are presented in the following table.

Table 4.5 The Result of the Students' Writing Achievement Test in Cycle 2

No.	The Students' Name	Rater 1	Rater 2	Average
1.	ASH	76	80	78
2.	ARDP	88	84	86
3.	AGP	84	84	84
4.	BSD	88	84	86
5.	CDR	84	88	86
6.	DRK	88	80	84
7.	DA	88	84	86
8.	EYP	92	88	90
9.	GRA	80	84	82
10.	HYK	88	88	88
11.	MRD	80	84	82
12.	ML	84	84	84
13.	MR	64	64	64
14.	MES	76	76	76
15.	MIS	88	88	88
16.	MMS	76	80	78
17.	NUP	84	88	86
18.	NEN	88	88	88
19.	RI	76	76	76
20.	RPP	64	68	66
21.	SHR	76	76	76
22.	SM	80	84	82
23.	SR	56	56	56
24.	UH	-	-	-
25.	YNR	80	80	80
Total Score		1928	1936	1932
Mean Score		80.33	80.66	80.5

There was one student (UH: 24) who did not follow the test because she moved to the other class. So, she was not counted as the research subjects. The number of students was 24 in Cycle 2.

Based on the table 4.5 above, the mean score of the students' writing achievement test was 80.5. In addition, the data analysis used was the same as the

one used in the first cycle to know the percentage of the students who got score ≥ 75 or more.

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{21}{24} \times 100\%$$

$$E = 87.5\%$$

Notes:

E = the students' writing achievement test.

n = the number of the students who got score ≥ 75 in the descriptive text writing achievement test.

N = the number of the students doing the descriptive text writing achievement test.

The data about the classification, the frequency, and the percentage of the students' writing achievement are presented in the following table.

Table 4.6 The Classification of the Students' Writing Achievement in Cycle 2

No.	The Students' Name in Initials	Score Interval in Its Classification				
		Excellent (85-100)	Good (75-84)	Fair (60-74)	Poor (40-59)	Failed (0-39)
1.	ASH		78			
2.	ARDP	86				
3.	AGP		84			
4.	BSD	86				
5.	CDR	86				
6.	DRK		84			
7.	DA	86				
8.	EYP	90				
9.	GRA		82			
10.	HYK	88				
11.	MRD		82			
12.	ML		84			
13.	MR			64		
14.	MES		76			
15.	MIS	88				
16.	MMS		78			
17.	NUP	86				
18.	NEN	88				
19.	RI		76			
20.	RPP			66		
21.	SHR		76			
22.	SM		82			
23.	SR				56	
24.	UH	-	-	-	-	-
25.	YNR		80			
Frequency		9	12	2	1	0
Percentage (%)		37.5%	50%	8.3%	4.16%	0%

Based on table 4.6 above, the result showed that there were only 9 students or 37.5% of 24 students who got scores in the range 85-100 which were classified as excellent. Then, there were 12 students or 50% of 24 students who got scores in the range of 75-84 which were classified as good. Next, there were 2 students or

8.3% of 24 students who got scores in the range of 60-74 who were classified as fair. Then, there was 1 student or 4.16% of 24 students who got scores in the range of 40-59 who were classified as poor. Finally, there were 0 students or 0% of 24 students who got scores in the range of 0-39 who were classified as failed.

Based on the data above, there were 21 students or 87.5% of the total students who got scores 75 or more. It means that the results of writing test achieved the standard percentage requirement of the research that was 75% of total students got score 75 or more. In addition, the mean score of cycle 2 was 80.5.

4.2.3 The Result of Reflection in Cycle 2

The reflection was done after getting the results of observation and writing test in Cycle 2. The result of reflection in this cycle showed the improvement of the students' active participation in the writing class by using individual pictures. In the first meeting, there were 20 students or 83.33% of 24 students who were actively participated in teaching learning process of writing by using individual pictures. In the second meeting, there were 22 students or 91.66% of 24 students who were actively participated in the writing class. So, in general their active participation in cycle 2 was 87.49%. It means that the target requirement of the students' participation in the teaching learning process of writing descriptive text by using individual pictures was achieved in the second cycle.

Then, the results of the writing test in Cycle 2 showed that there were 21 students or 87.5% of the students who got scores ≥ 75 . The results achieved the standard score requirement that was 75% of the total students got scores 75 or more. In addition, the mean score of the writing test was 80.5.

Based on the result of observation and the writing achievement test in Cycle 2, it could be concluded that teaching writing by using individual pictures could improve the students' active participation and achievement in writing descriptive text. The students were easier to make descriptive text because they could see and observe the object directly, so they did not need to imagine the object. Besides, the students' writing achievement reached the standard score

requirement since the results of the students' writing achievement had achieved the standard score requirement. In other words, the actions in Cycle 2 successfully improved the students' active participation and their writing achievement. That is why, the actions were stopped.

4.3 Discussion

Related to the use of individual pictures in the teaching learning process of descriptive text writing, it could be seen that teaching writing by using individual pictures improved the students' active participation in the teaching learning process and their writing achievement test. The observation checklist result showed that the percentage of the students' active participation in Cycle 2 was higher than that one in Cycle 1. It increased from 60.41% of the students in Cycle 1 to 87.49% of the students in Cycle 2 who actively participated during the teaching learning process of writing descriptive text by using individual pictures. It means that the use of individual pictures could improve the students' active participation in the teaching learning process of writing descriptive text by giving them verbal and nonverbal reinforcement.

Then, based on the results of the students' writing achievement test, it could be seen that the result of the students' writing achievement test in Cycle 1 did not achieve the success criteria in this research that was 75% of the students' got score ≥ 75 in the writing test. In fact, the result of the writing test showed that the percentage of the students who got score ≥ 75 was only 62.5%. In addition, the mean score of the writing score was 71.58.

There were some factors influencing the results. The students still did not know about the generic structure of descriptive text, namely identification and description. In identification part, the students should write a part which identifies the phenomenon to be described. In description part, the students should write a part which describes parts of things. It made the students difficult to compose a descriptive text correctly. Then, the students did not understand the use of simple present tense and could not differentiate between verbal and nominal sentences. They also experienced difficulties in arranging adjective correctly. To overcome

those problems, the teacher advised the students to learn more about the elements of descriptive text by explaining the material again and giving more examples of the use of simple present tense in verbal and nominal sentences and the examples of arranging the correct adjectives. The other factor was size of picture was small. To overcome that problem, the researcher used picture in form of A3.

After being given the actions in Cycle 2, the students could improve their writing achievement about descriptive text. In the second cycle, the percentage of the students who got score ≥ 75 was higher (87.5%) than that one in the first cycle (62.5%). It means that it achieved the target percentage that was 75% as the minimum requirement score. It might be caused by the revised lesson plan. Finally, the mean score of the writing test improved to 80.5. Thus, the students' problem could be overcome in Cycle 2. The use of individual pictures could improve the students' writing achievement in Cycle 2.

Table 4.7 The Improvement of the Students' Active Participation in Cycle 1 and Cycle 2

The Improve ment	Cycle 1			Cycle 2		
	Meeting 1	Meeting 2	Average	Meeting 1	Meeting 2	Average
The percentage of the students' active participation	50 %	70.83%	60.41%	83.33%	91.66%	87.49%

Based on the table above, it can be said that the percentage of students' active participation in first cycle improved 20.83% out of 24 students who were categorized as active. In addition, the percentage of students' active participation in second cycle improved 8.33% out of 24 students who were categorized as

active. The improvement of the students' active participation in the first cycle was higher than in the second cycle. The reason was because many students were already active in second cycle.

From the table above, the percentage of the students' active participation increased from 60.41% in Cycle 1 to 87.49% in Cycle 2 during the teaching learning process of writing descriptive text by using individual pictures. It means that the use of individual pictures improved the students' active participation in the teaching learning process of writing descriptive text by using individual pictures.

Table 4.8 The Improvement of the Students' Writing Achievement in Cycle 1 and Cycle 2

The Improvement	Cycle 1	Cycle 2
The percentage of the students' writing achievement score ≥ 75	62.5 %	87.5%

From the table above, it was found that there were 15 students or 62.5% of 24 students who got score 75 or more. There were 21 students or 87.5% of the total students who got scores 75 or more. The percentage of the students' writing achievement improved from 62.5% in Cycle 1 to 87.5% in Cycle 2. The improvement of the students' writing achievement from first cycle to the second cycle was 25%. It means that the action in the second cycle reached the target percentage of the evaluation criteria that was 75%. Therefore, the action cycle was stopped.

The result above proved the theories of using individual pictures in teaching writing, suggested by Wright (1989: 193) that individual pictures are pictures of single objects. Such as pictures of person, objects, actions, and places which can help the process of meaning assimilation of the students because they can direct the students to think about the pictures and had their ideas an interpretation. In addition, he (1989:17) also states that individual pictures can motivate the students to make them paid attention to the teacher. Pictures also can

stimulate and provide information. In line with that statement, Rohani (1997:76) says that through pictures, the students can pay attention to an object or other matters that they have not seen before, pictures give the students a large experience and understanding.

Hornby (1995:233) states that “descriptive” means giving a picture in words, describing something, especially without expressing feeling or judging. The writer tries to give a picture or impression of person, place or thing. According to D’Angelo (1980:17), description is a way of picturing images verbally in speech or writing and arranging those images in some kind of logical associational pattern. In this case, it can be started that a descriptive text refers to a group of sentences dealing with one main idea that gives a picture of something or someone clearly through the words in a logical pattern, sharp, and colorful details.

Furthermore, the research results are also relevant to the previous research results on the use of individual pictures to teach writing. For example the result of the previous research that was conducted by Ma’rifah (2011) showed that the percentage of the students who got 70 or higher increased from 40% in cycle 1 to 61% in cycle 2. Moreover, the percentage of the students’ active participation increased from 41.46% in cycle 1 to 80,48% in cycle 2.

Related to the discussion above, it could be concluded that teaching writing by using individual pictures in two cycles could improve the eighth grade students’ active participation and their descriptive text writing achievement in the teaching learning process of writing at SMPN 7 Probolinggo.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and some suggestions for the English teacher, the students, and for the future researchers.

5.1 Conclusion

Based on the result of the data analysis and discussion, the following points could be concluded. 1) The use of individual pictures could improve the eighth grade students' active participation in the teaching learning process of descriptive text writing at SMPN 7 Probolinggo in the 2014/2015 academic year. 2) The use of individual pictures could improve the eighth grade students' descriptive text writing achievement at SMPN 7 Probolinggo in the 2014/2015 academic year.

The evidences from the research result are elaborated in the following explanation. The improvement of the students' active participation could be seen from the percentage of the students' active participation from 60.41% in cycle 1 to 87.49% in cycle 2. It means that the use of individual pictures could improve the students' active participation in the teaching learning process of descriptive text writing.

The improvement of the students' writing achievement could be seen from the number of students' percentage. In the first cycle 62.5% the students who got score ≥ 75 and the second cycle it became 87.5%. It means that the use of individual pictures in the teaching learning process of writing was useful and effective to improve the students writing achievement. In addition, the mean score of the writing achievement test increased from 71.58 to 80.5.

5.2 Suggestions

Considering the research result that showed the use of individual pictures could improve the students' active participation in the teaching learning process and their achievement at SMPN 7 Probolinggo, some suggestions are proposed to the following people.

5.2.1 The English Teacher

It is suggested to the English teacher to use individual pictures as alternative media in teaching writing to improve the students' text writing achievement. It is due to the fact that individual pictures as media could improve the students' writing achievement. Besides, the English teacher is suggested to use individual pictures in different teaching learning activities, such as in teaching speaking. It is based on the consideration that by using individual pictures, the students could see or observe and imagine the objects directly.

5.2.2 The Students

The students of SMPN 7 Probolinggo are suggested to use individual pictures as media to practice and improve their writing. It is because by using individual pictures as media for writing class gives an opportunity to develop not merely a wide variety of task, but also a sequence of task., so they are helped in writing a descriptive text.

5.2.3 The Future Researchers

The future researchers who have the same problem in teaching writing are suggested to use this research result as a reference and source of information to conduct a further research dealing with the use of individual pictures as media in the same or different aspects of the English skills, research area or research subjects.

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Title	Problems	Variables	indicators	Data Resources	Research Method	Hypothesis
Improving the Eighth Grade Students' Active Participation and Their Descriptive Text Writing Achievement by Using Individual Pictures at SMPN 7 Probolinggo.	<p>Can the use of individual pictures improve the eighth grade students' active participation in the teaching learning process of descriptive text writing at SMPN 7 Probolinggo?</p> <p>Can the use of individual pictures improve the eighth grade students' descriptive text writing achievement at SMPN 7 Probolinggo?</p>	<p>Independent Variable: The Use of Individual Pictures in Teaching Descriptive Text Writing.</p> <p>Dependent Variable: The Students' Descriptive Test Writing Achievement</p>	<p>1. Individual pictures Teaching writing by using individual pictures covering:</p> <ul style="list-style-type: none"> - Giving the pictures to the students - Asking the students to mention the characteristic of the pictures - Writing a descriptive text based on the picture given. <p>Students' participation in writing class by using individual pictures:</p> <ol style="list-style-type: none"> 1. Paying attention to the teacher's explanation. 2. Asking questions to the teacher. 3. Answering teacher's questions. 4. Making a note about important point of the teacher's explanation. 5. Writing a descriptive text by using individual pictures. 	<p>1. Research Respondents: The eighth grade students of SMPN 7 Probolinggo.</p> <p>2. Research Informant: The English teacher of the eighth grade of SMPN 7 Probolinggo.</p> <p>3. Documentation :</p> <ul style="list-style-type: none"> - The number of the research subjects. - The names of the research subjects. - The English scores of the students in writing test. 	<p>1. Research Design: Classroom Action Research (CAR) with the cycle model:</p> <ol style="list-style-type: none"> 1. The planning of the action. 2. The implementation of the action. 3. Doing observation and monitoring. 4. Doing Evaluation and reflection of the action. <i>(Adapted from Lewin, in Elliot, 1991:69)</i> <p>2. Area Determination Method: Purposive method</p> <p>3. Respondent Determination Method: Purposive method</p> <p>4. Data Collection Method:</p> <ol style="list-style-type: none"> 1) Writing Test 2) Observation 3) Interview 4) Documentation <p>5. Data Analysis Method:</p> $E = \frac{n}{N} \times 100\%$	<p>Using individual pictures can improve the eighth grade students' active participation in the teaching learning process of descriptive text writing at SMPN 7 Probolinggo.</p> <p>Using individual pictures can improve the eighth grade students' descriptive text writing achievement at SMPN 7 Probolinggo.</p>

			<p>The Students' writing test score covering the aspects of:</p> <ol style="list-style-type: none"> a. Vocabulary b. Grammar c. Mechanic d. Content e. Organization 		<p>Where:</p> <p>E: The percentage of the students' who get score of 75 or more in the writing test.</p> <p>n: The total number of the students who get score 75 or more in the writing test.</p> <p>N: The total number of the students.</p> <p><i>(Adapted from Ali, 1993:186)</i></p> $M = \frac{\sum x}{N}$ <p>Note:</p> <p>M = The mean score of the students' writing test</p> <p>$\sum x$ = The total score of the students' writing test</p> <p>N = The number of the students</p> <p><i>(Adapted from Hadi, 1989: 186)</i></p>	
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The Interview Guide

A. The Interview Guide

Data Resources: The eighth grade English teacher at SMPN 7 Probolinggo.

No.	Interview Questions	Teacher's Answers
1.	What curriculum do you use at SMPN 7 Probolinggo?	Curriculum 2013.
2.	How often do you teach English in a week?	Twice a week.
3.	What media do you apply in teaching learning process?	I didn't use media, just tended to use the English book.
4.	What English book is used in teaching learning process?	Neo Quantum.
5.	Do the students show active participation in the classroom?	No, they do not.
6.	What kind of English skills those students difficult to understand in teaching learning process?	Most of the students in the classroom are passive and not interested in learning writing.
7.	How do you solve the problem?	I ask the students to open the dictionary to find difficult word that they don't understand.
8.	How was the students' writing score?	Most of seventh grade students did not achieve the standard score.
9.	What is the standard score of writing?	The standard score is 75.
10.	Which class has the lowest percentage score to achieve the standard score?	VIII-E class is the lowest class that achieved the standard score.

B. The Documentation Guide

Data resources: school documents, the eighth grade English teacher at SMPN 7 Probolinggo.

No.	Document	Data
1.	The names of the research respondents	School Document
2.	The scores of the students' writing test	English teacher of the eighth grade students at SMPN 7 Probolinggo

No.	NAME
1.	Ahmad Syarif Hidayatullah
2.	Allya Rahma Digdoyo Putri
3.	Anggind Greatdika Princess
4.	Bernilia Sukma Dewi
5.	Chandra Dwi Ramadhani
6.	Dea Renitaryuri Kashar
7.	Devita Aprilyanti
8.	Esti Yuli Prasetyaningrum
9.	Galey Riza Achmadan
10.	Hasri Yudya Kusumadayan
11.	Maretha Riska Damayanty
12.	Maulid Lidiah
13.	Mochammad Riyadi
14.	Muhammad Edi Sunarko
15.	Muhammad Immamuddin Setia
16.	Muhammad Maulana Samsul
17.	Nandito Utama Prasetya
18.	Novella Eka Nursyabanah
19.	Rega Ibrahim
20.	Rizki Pratama Putra
21.	Sifak Helmi Ramadhan
22.	Siti Marfu'ah
23.	Slamet Riyadi
24.	Ulfatun Husna
25.	Yulinar Nur Rahmawati

STUDENTS' PREVIOUS SCORE OF WRITING

No.	NAME	SCORE
1.	Ahmad Syarif Hidayatullah	68
2.	Allya Rahma Digdoyo Putri	65
3.	Anggind Greatdika Princess	60
4.	Bernilia Sukma Dewi	70
5.	Chandra Dwi Ramadhani	72
6.	Dea Renitaryuri Kashar	70
7.	Devita Aprilyanti	71
8.	Esti Yuli Prasetyaningrum	85
9.	Galey Riza Achmadan	82
10.	Hasri Yudya Kusumadayan	65
11.	Maretha Riska Damayanty	76
12.	Maulid Lidiah	65
13.	Mochammad Riyadi	73
14.	Muhammad Edi Sunarko	80
15.	Muhammad Imمامuddin Setia	80
16.	Muhammad Maulana Samsul	70
17.	Nandito Utama Prasetya	79
18.	Novella Eka Nursyabanah	68
19.	Rega Ibrahim	80
20.	Rizki Pratama Putra	65
21.	Sifak Helmi Ramadhan	70
22.	Siti Marfu'ah	72
23.	Slamet Riyadi	60
24.	Ulfatun Husna	60
25.	Yulinar Nur Rahmawati	80

Mean Score:

$$M = \frac{\sum x}{N} = \frac{1786}{25} = 71,44$$

OBSERVATION GUIDE FOR THE STUDENTS' PARTICIPATION

No.	The Students' Initials	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1.	ASH												
2.	ARDP												
3.	AGP												
4.	BSD												
5.	CDR												
6.	DRK												
7.	DA												
8.	EYP												
9.	GRA												
10.	HYK												
11.	MRD												
12.	ML												
13.	MR												
14.	MES												
15.	MIS												
16.	MMS												
17.	NUP												
18.	NEN												
19.	RI												
20.	RPP												
21.	SHR												
22.	SM												
23.	SR												
24.	UH												
25.	YNR												
Total		Meeting 1						Meeting 2					

Notes:

1. The students mention ideas or words related to the picture.
2. The students discuss the result of their work clearly.
3. The students write sentences related to the picture.
4. The students write a descriptive text by using individual pictures.

LESSON PLAN**(Meeting 1 Cycle 1)**

School	: SMPN 7 Probolinggo
Subject	: English
Class/Semester	: VIII/II
Language Skill	: Writing
Type of Text	: Descriptive Text
Theme	: Animal
Time Allocation	: 2 x 40 minutes

I. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .
- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. Indikator

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2. Sosial

Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3. Pengetahuan

Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi binatang pendek dan sederhana, sesuai dengan konteks penggunaannya.

4. Keterampilan

Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Tujuan Pembelajaran

1. Spiritual

Setelah proses pembelajaran, peserta didik mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar

komunikasi internasional yang diwujudkan dalam semangat belajar secara konsisten.

2. Sosial

Setelah mengamati dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi fungsional dengan guru dan teman.

3. Pengetahuan

Setelah mengamati dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang orang, peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi binatang sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4. Keterampilan

Setelah memahami dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik dapat menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

V. Materials

1. Teks deskriptif
2. Soal-soal latihan

VI. Teaching and Learning Strategy

Approach : Scientific Approach and Students Center Learning
Method : Discussion

VII. Teaching Learning Activities

Activity	Description	Time Allocation
Set Induction		5'
	1. Greeting	1'
	2. Asking the students to pray together according to their own beliefs.	1'
	3. Asking the students about their condition.	1'
	4. Showing the individual picture of rabbit and ask some leading questions.	1'
	5. Conveying the purpose of teaching learning process by using individual pictures briefly and clearly for the students.	1'
Main Activity		70'
Observing	1. The teacher shows individual pictures and the students pay attention about it.	2'
	2. The teacher explains about descriptive text, social function text and generic structure of descriptive text.	4'
	3. The teacher gives the example of descriptive text about animal and the students pay attention about it.	4'
Questioning	4. The students ask about that social function, generic structure and language features.	5'
Experimenting	5. For the first task, the teacher asks the students to answer the provided questions based on the picture given.	10'
	6. After finishing, the teacher discuss the answers with the entire class.	5'
	7. The teacher asks students to move to the second task that is writing descriptive text based on the individual picture given by teacher.	25'

Associating	8. The teacher asks the students to write descriptive text about their favorite animal or their pet.	10'
Communicating	9. The students communicate the result of their writing by presenting it with the whole class.	5'
Closure		5'
	1. Doing reflection by asking the students' opinion about the material that has been taught.	2'
	2. Guiding the students to make conclusion about the material that has been taught.	1'
	3. Giving feedback to the students.	1'
	4. Asking the students to pray based on their own beliefs and parting the students.	1'

VIII. Media and Sources

- Media : - A descriptive text
 - Individual pictures
 - Students' worksheet

Sources : - LKS PR Bahasa Inggris untuk SMP/MTs kelas VIII semester 2 (Neo Quantum)

IX. Scoring

Scoring Rubric:

a.

No.	Scores	Criteria
1.	5	Grammar Few (if any) errors of grammar or word order.
	4	Some errors of grammar or word order but do not interfere comprehension.

	3	Errors of grammar or word order frequent.
	2	Errors of grammar or word order very frequent.
	1	Errors of grammar or word order so severe as so to make comprehension impossible.
2.		Vocabulary
	5	Use few (if any) inappropriate words.
	4	Use some inappropriate words but do not interfere comprehension.
	3	Use inappropriate words frequent, expressing ideas limited.
	2	Use inappropriate words very frequent, readers own interpretation is needed.
	1	Vocabulary so limited as to make comprehension impossible.
3.		Mechanics
	5	Few (if any) wrong punctuation and capitalization.
	4	Some wrong punctuation and capitalization but do not interfere comprehension.
	3	Wrong punctuation and capitalization frequent, re-reading is necessary for full comprehension.
	2	Wrong punctuation and capitalization very frequent, readers own interpretation is needed.
	1	Wrong punctuation and capitalization so severe as to make comprehension impossible or not enough to evaluate.
4.		Content
	5	Knowledgeable, through development of topic sentence, and supporting sentence relevant to assigned topic.
	4	Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
	3	Some knowledgeable of subject, limited development of topic sentence, supporting sentence relevant to assigned topic.
	2	Limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.

	1	Does not show knowledgeable of subject, inadequate development of topic sentence and supporting sentence does not relate to assigned topic, or not enough to evaluate.
5.		Organization
	5	Few (if any) lack of organization and link to ideas.
	4	Some lack of organization and link of ideas but do not impair communication.
	3	Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.
	2	Lack of organization and link of ideas very frequent; readers own interpretation is needed.
	1	Lack of organization and link of ideas so severe as to make communication impaired.
$\text{Score} = \frac{\text{Grammar} + \text{Vocabulary} + \text{Mechanics} + \text{Content} + \text{Organization}}{5} \times 100$		
25		

(Adapted from Hughes, 2003: 101-102)

b. Process Evaluation.

It is conducted during the teaching learning process. The indicators to be assessed are:

1. The students mention ideas or words related to the pictures,
2. The students discuss the result of their work clearly,
3. The students write sentences related to the pictures,
4. The students write a descriptive text by using individual pictures.

Observation checklist of the students' active participation

No.	Names	Indicators				Total	Active	Pasive
		1	2	3	4			
1								
2								
3								

Note:

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

Jember, December 20th, 2014,

The English Teacher,

Researcher,

Dedi Agung Subagyo, S.Pd

Ika Yuni Kartika

NIP: 197807052005011013

NIM:100210401101

INSTRUCTIONAL MATERIAL

A. Set Induction

1. What animal is it?
2. What do you know about this animal?
3. How is its fur?
4. Does it have long tail or short tail?
5. Can you describe this animal?

Motivation

Showing some individual pictures about person:



(taken from <http://http://www.carabelajarbahasainggrisoke.com/2014/09/contoh-descriptive-text-about-animal.html>)

B. Main Materials

1. Descriptive Text

- ✓ A descriptive text is a text which lists the characteristic of something.
- ✓ The social function is to describe a particular person, place, or thing.
- ✓ The generic structure:
 - a. Identification : identifying phenomenon to be described.
 - b. Description : describing a person, a place, or a thing in details including the parts, the quality, or the characteristics being described.
- ✓ Language features:

- a. Using noun.
- b. Using simple present tense.
- c. Using adjective.
- d. Using adverb.

The Example of Descriptive Text

The Rabbit

I have a cute rabbit named Gure. Gure is taken from Japanese language that means gray. I got it from my uncle last year. He is four years old now.

Gure has long ears, red eyes, and gray fur. Gure loves to eat carrots so much. He also likes milk and other vegetables. I like the way he walks. It looks so funny and adorable. I spend a lot of my time to play with him. He is my best friend and I really love him.

(Taken from <http://www.carabelajarbahasainggrisoke.com/2014/09/contoh-descriptive-text-about-animal.html>)

IDENTIFICATION



I have a cute rabbit named Gure. Gure is taken from Japanese language that means gray. I got it from my uncle last year. He is four years old

Gure has long ears, red eyes, and gray fur. Gure loves to eat carrots so much. He also likes milk and other vegetables. I like the way he walks. It looks so funny and adorable. I spend a lot of my time to play with him. He is my best friend and I really love him.

DESCRIPTION

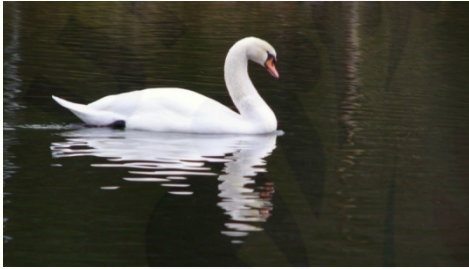





EXERCISES

Task I

A. Answer the questions below by using complete sentences on the right column! You can use the provided vocabulary! Number one is done for you as the example.

1. What is the name of the animal?
2. Where does it live?
3. What does it eat?
4. What are the physical features of the animal?

No.	Picture	Description
1.		<ul style="list-style-type: none"> • It is a goose • It lives in the river • It eats fish • It has white colour • It can swim in the water <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> White Colour, Swim, Beak </div>
2.		<ul style="list-style-type: none"> • • • • • <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> Fur, Long, Clever </div>

<p>3.</p>		<ul style="list-style-type: none">••••• <p style="border: 1px dashed black; padding: 5px; text-align: center;">Brown, Swing, Climb</p>
<p>4.</p>		<ul style="list-style-type: none">••••• <p style="border: 1px dashed black; padding: 5px; text-align: center;">White and Black, Cute, Ear Will Move When Eating</p>



Task II

Write a descriptive text based on the picture below using your own words!



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.....

JEMBER

ANSWER KEY**Task I**

1. - It is a goose
 - It lives in the river
 - It eats fish
 - It has white colour
 - It can swim in the water

2. - It is a dog
 - It lives in the land
 - It eats meat
 - It has white fur
 - It has long tail

3. - It is a monkey
 - It lives in the jungle
 - It eats banana
 - It has brown colour
 - It can swing

4. - It is a panda
 - It lives in China
 - It eats bamboo
 - It has white and black colour
 - The ears will move when panda is chewing the food.

MODEL ANSWER**Task II****The Girrafe**

Giraffe is one of the world's tallest mammals. Most of girrafes live in Africa. They usually live in savannas, grasslands, and other open areas in tropical zone.

Giraffe is well known for its long necks, long legs, and spotted patterns. Giraffe has small "horns" or knobs on top of its heads that grow to be about five inches long. Giraffe has very long neck and legs. Giraffe has tall body that can help to identify the enemies while they are hiding around it. Giraffe eats leaves on trees. Its tall body helps to eat leaves in high places that can not be gotten by other species.

LESSON PLAN**(Meeting 2 Cycle 1)**

School	: SMPN 7 Probolinggo
Subject	: English
Class/Semester	: VIII/I
Language Skill	: Writing
Type of Text	: Descriptive Text
Theme	: Animal
Time Allocation	: 2 x 40 minutes

I. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .
- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. Indikator

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2. Sosial

Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3. Pengetahuan

Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi binatang pendek dan sederhana, sesuai dengan konteks penggunaannya.

4. Keterampilan

Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Tujuan Pembelajaran

1. Spiritual

Setelah proses pembelajaran, peserta didik mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar

komunikasi internasional yang diwujudkan dalam semangat belajar secara konsisten.

2. Sosial

Setelah mengamati dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi fungsional dengan guru dan teman.

3. Pengetahuan

Setelah mengamati dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang orang, peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi binatang sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4. Keterampilan

Setelah memahami dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik dapat menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

V. Materials

1. Teks deskriptif
2. Soal-soal latihan

VI. Teaching and Learning Strategy

Approach : Scientific Approach and Students Center Learning
Method : Discussion

VII. Teaching Learning Activities

Activity	Description	Time Allocation
Set Induction		5'
	<ol style="list-style-type: none"> 1. Greeting 2. Asking the students to pray together according to their own beliefs. 3. Asking the students about their condition. 4. Showing the individual picture of rabbit and ask some leading questions. 5. Conveying the purpose of teaching learning process by using individual pictures briefly and clearly for the students. 	1' 1' 1 1' 1'
Main Activity		70'
Observing	<ol style="list-style-type: none"> 1. The teacher shows individual pictures and the students pay attention about it. 2. The teacher explains about descriptive text, social function text and generic structure of descriptive text. 3. The teacher gives the example of descriptive text about animal and the students pay attention about it. 	2' 4' 4'
Questioning	<ol style="list-style-type: none"> 4. The students ask about that social function, generic structure and language features. 	5'
Experimenting	<ol style="list-style-type: none"> 5. For the first task, the teacher asks the students to write three to five sentences based on the picture given. 6. After finishing, the teacher discuss the answers with the entire class. 7. The teacher asks students to move to the second task that is writing descriptive text based on the individual picture given by teacher. 	10' 5' 25'

Associating	8. The teacher asks the students to write descriptive text about their favorite animal or their pet.	10'
Communicating	9. The students communicate the result of their writing by presenting it with the whole class.	5'
Closure		5'
	1. Doing reflection by asking the students' opinion about the material that has been taught.	2'
	2. Guiding the students to make conclusion about the material that has been taught.	1'
	3. Giving feedback to the students.	1'
	4. Asking the students to pray based on their own beliefs and parting the students.	1'

VIII. Media and Sources

Media : - A descriptive text

- Individual pictures
- Students' worksheet

Sources : - LKS PR Bahasa Inggris untuk SMP/MTs kelas VIII semester 2 (Neo Quantum)

IX. Scoring

Scoring Rubric:

a.

No.	Scores	Criteria
1.		Grammar
	5	Few (if any) errors of grammar or word order.
	4	Some errors of grammar or word order but do not interfere

		comprehension.
	3	Errors of grammar or word order frequent.
	2	Errors of grammar or word order very frequent.
	1	Errors of grammar or word order so severe as so to make comprehension impossible.
2.		Vocabulary
	5	Use few (if any) inappropriate words.
	4	Use some inappropriate words but do not interfere comprehension.
	3	Use inappropriate words frequent, expressing ideas limited.
	2	Use inappropriate words very frequent, readers own interpretation is needed.
	1	Vocabulary so limited as to make comprehension impossible.
3.		Mechanics
	5	Few (if any) wrong punctuation and capitalization.
	4	Some wrong punctuation and capitalization but do not interfere comprehension.
	3	Wrong punctuation and capitalization frequent, re-reading is necessary for full comprehension.
	2	Wrong punctuation and capitalization very frequent, readers own interpretation is needed.
	1	Wrong punctuation and capitalization so severe as to make comprehension impossible or not enough to evaluate.
4.		Content
	5	Knowledgeable, through development of topic sentence, and supporting sentence relevant to assigned topic.
	4	Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
	3	Some knowledgeable of subject, limited development of topic sentence, supporting sentence relevant to assigned topic.
		Limited knowledgeable of subject, inadequate development of topic

	2	sentence, supporting sentence relevant to the topic but lacks detail.
	1	Does not show knowledgeable of subject, inadequate development of topic sentence and supporting sentence does not relate to assigned topic, or not enough to evaluate.
5.		Organization
	5	Few (if any) lack of organization and link to ideas.
	4	Some lack of organization and link of ideas but do not impair communication.
	3	Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.
	2	Lack of organization and link of ideas very frequent; readers own interpretation is needed.
	1	Lack of organization and link of ideas so severe as to make communication impaired.
<p>Score = $\frac{\text{Grammar} + \text{Vocabulary} + \text{Mechanics} + \text{Content} + \text{Organization}}{5} \times 100$</p> <p>25</p>		

(Adapted from Hughes, 2003: 101-102)

b. Process Evaluation.

It is conducted during the teaching learning process. The indicators to be assessed are:

1. The students mention ideas or words related to the pictures,
2. The students discuss the result of their work clearly,
3. The students write sentences related to the pictures,
4. The students write a descriptive text by using individual pictures.

Observation checklist of the students' active participation

No.	Names	Indicators				Total	Active	Pasive
		1	2	3	4			
1								
2								
3								

Note:

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

Jember, December 20th, 2014,

The English Teacher,

Researcher,

Dedi Agung Subagyo, S.Pd

Ika Yuni Kartika

NIP: 197807052005011013

NIM:100210401101

INSTRUCTIONAL MATERIAL

A. Set Induction

1. What animal is it?
2. What do you know about this animal?
3. How is its fur?
4. Does it have long tail or short tail?
5. Can you describe this animal?

Motivation

Showing some individual pictures about animal:



(taken from http://images.nationalgeographic.com/wpf/media/live/photos/000/004/cache/dog_435_600x450.jpg)

B. Main Materials

1. Descriptive Text

- ✓ A descriptive text is a text which lists the characteristic of something.
- ✓ The social function is to describe a particular person, place, or thing.
- ✓ The generic structure:

- a. Identification : identifying phenomenon to be described.
 - b. Description : describing a person, a place, or a thing in details including the parts, the quality, or the characteristics being described.
- ✓ Language features:
- a. Using noun.
 - b. Using simple present tense.
 - c. Using adjective.
 - d. Using adverb.

The Example of Descriptive Text

The Dog

Dog is a tame animal and it can be trained as a man's friend. I have wonderful dog. I named it Volvo.

Volvo is a male dog. He is pomeranian dog. Volvo has grayish-white fur, small ears, and a cone shaped mouth. His paws are strong. He always barks loudly and noisily when there is a stranger coming to my house. Volvo eats dog's food, fresh food and drinks fresh milk.

(Taken from <http://www.rosariosantodomingo.edu.co>)

IDENTIFICATION

Dog is a tame animal and it can be trained as a man's friend. I have wonderful dog. I named it Volvo.

Volvo is a male dog. He is pomeranian dog. Volvo has grayish-white fur, small ears, and a cone shaped mouth. His paws are strong. He always barks loudly and noisily when there is a stranger coming to my house. Volvo eats dog's food, fresh food and drinks fresh milk.

DESCRIPTION

EXERCISES

Task I

Write three to five sentences based on the picture given! Number one is done for you as the example!

1.



It is a cow
It has white and black color
It has four legs and two ears

2.



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3.



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4.



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5.



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Task II

Write a descriptive text based on the picture using your own words!



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MODEL ANSWER**Task I**

1. It is a cow
It has white and black color
It has four legs and two ears
2. It is a hamster
The color is brown and white
It has mustache
3. It is an owl
The color is brown or gray with patches of black and white
It has big eyes and it is so scary
4. It is a small fish
It has orange, red, and white color
It doesn't have leg
5. It is a squirrel
It has brown fur
It has long tail

Task II**The Elephant**

Elephant is wonderful animal. It is the largest and strongest mammal in the world that lives on land.

Elephant has big body. Its color is grey. It has four legs. It has a short tail. Elephant has two long/pointed teeth and the name is tusk. It has a trunk. The trunk has various usages. The elephant draws up water by using its trunk and it can squirt the water all over its body like a shower. The elephant's trunk also lifts leaves and put them into its mouth. The elephant is herbivore. It eats such as grasses, leaves, and small trees. The elephant is a tame animal but if the elephant is angry, it can be a dangerous animal.

The Results of Observations in Cycle 1

No.	The Students' Initials	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1.	ASH	√	√	-	-		√	√	-	√	√	√	
2.	ARDP	√	-	-	√		√	√	-	√	√	√	
3.	AGP	√	√	√	-	√		√	√	√	√	√	
4.	BSD	-	√	-	√		√	-	√	-	√		√
5.	CDR	√	-	√	√	√		√	√	√	√	√	
6.	DRK	√	-	-	√		√	√	-	-	√		√
7.	DA	-	√	√	√	√		-	√	√	√	√	
8.	EYP	√	√	√	√	√		√	√	√	√	√	
9.	GRA	√	√	√	-	√		√	√	√	√	√	
10.	HYK	√	-	√	√	√		√	-	√	√	√	
11.	MRD	√	√	√	-	√		√	√	-	-		√
12.	ML	√	-	-	-		√	√	√	√	-	√	
13.	MR	-	-	√	√		√	√	-	√	√	√	
14.	MES	√	-	√	√	√		-	√	√	-		√
15.	MIS	√	√	√	√	√		√	√	√	√	√	
16.	MMS	√	-	-	√		√	-	√	√	√	√	
17.	NUP	√	-	√	√	√		√	-	√	√	√	
18.	NEN	-	√	-	√		√	√	-	√	√	√	
19.	RI	√	√	-	-		√	-	√	√	-		√
20.	RPP	√	-	√	-		√	√	√	-	√	√	
21.	SHR	-	√	√	√	√		√	-	√	-		√
22.	SM	-	√	√	-		√	√	√	√	-	√	
23.	SR	√	-	-	-		√	-	-	√	-		√
24.	UH	-	-	-	-	-	-	-	-	-	-	-	-
25.	YNR	√	√	√	-	√		√	-	√	√	√	
Total		Meeting 1				12	12	Meeting 2				17	7

Notes:

1. The students mention ideas or words related to the picture.
2. The students discuss the result of their work clearly.
3. The students write sentences related to the picture.
4. The students write a descriptive text by using individual pictures.

WRITING TEST

School : SMPN 7 Probolinggo
Subject : English
Level/Semester: VIII / II
Skill : Writing
Genre : Descriptive Text
Theme : Animal
Time : 2 x 40 minutes

Write a short descriptive text based on the following picture by using your own word based on the picture chosen!



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MODEL ANSWER

The Lion

Lion is carnivore and wild animal. We can find it in the African jungle or savannah. The lion can be called as the king of jungle.

The lion usually has brown skin. It usually hunts at its hunting area. The lion feeds on zebras, buffaloes, and deer. It can run fast like a horse. Its fangs can tear flesh easily and its claws are sharp. The lion resembles with cat. The male is bigger than female. The lion is well known for its roar.

The Horse

Horse is a big and useful domestic animal. Horse is found almost all over the world. There are many kind of horses in the world.

Horse has a tough body, incredibly strong legs and a hairy tail. It also has brown skin. Horse is herbivore that only eats grass. Horse is very clever. Like dogs, a horse is intelligent animal that can be trained to perform stunts and tricks to entertain audiences. Horse can run fast.

My Lovely Cow

Cow belongs to tame animal. I have a cow. His name is Cowdy. He is an Australian cow.

Cowdy has fat body. He also has black and white fur. It has two ears, and four legs. He has two big eyes and one tail too. He is very diligent. He likes to eat grass. My father and I love him because he never disturbs us. He also likes to sleep in the field under the tree. He walks like a gentleman with his big body. If someone comes to his field, he becomes friendly. I have to protect and care about him because he can give us much milk.

The Result of the Students' Writing Achievement Test in Cycle 1

No.	The Students' Initials	Scores	Achieved	Not Achieved
1	ASH	76	√	
2.	ARDP	82	√	
3.	AGP	66		√
4.	BSD	78	√	
5.	CDR	80	√	
6.	DRK	70		√
7.	DA	76	√	
8.	EYP	84	√	
9.	GRA	74		√
10.	HYK	54		√
11.	MRD	52		√
12.	ML	76	√	
13.	MR	76	√	
14.	MES	54		√
15.	MIS	84	√	
16.	MMS	78	√	
17.	NUP	76	√	
18.	NEN	76	√	
19.	RI	78	√	
20.	RPP	68		√
21.	SHR	52		√
22.	SM	80	√	
23	SR	54		√
24.	UH	-	-	-
25.	YNR	80	√	
Total			15 students	9 students

LESSON PLAN**(Meeting 1 Cycle II)**

School	: SMPN 7 Probolinggo
Subject	: English
Class/Semester	: VIII/II
Language Skill	: Writing
Type of Text	: Descriptive Text
Theme	: Animal
Time Allocation	: 2 x 40 minutes

I. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .
- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. Indikator

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2. Sosial

Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3. Pengetahuan

Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi binatang pendek dan sederhana, sesuai dengan konteks penggunaannya.

4. Keterampilan

Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Tujuan Pembelajaran

1. Spiritual

Setelah proses pembelajaran, peserta didik mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar

komunikasi internasional yang diwujudkan dalam semangat belajar secara konsisten.

2. Sosial

Setelah mengamati dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi fungsional dengan guru dan teman.

3. Pengetahuan

Setelah mengamati dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang orang, peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi binatang sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4. Keterampilan

Setelah memahami dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik dapat menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

V. Materials

1. Teks deskriptif
2. Soal-soal latihan

VI. Teaching and Learning Strategy

Approach : Scientific Approach and Students Center Learning
Method : Discussion

VII. Teaching Learning Activities

Activity	Description	Time Allocation
Set Induction		5'
	1. Greeting	1'
	2. Asking the students to pray together according to their own beliefs.	1'
	3. Asking the students about their condition.	1
	4. Showing the individual picture of camel and ask some leading questions.	1'
	5. Conveying the purpose of teaching learning process by using individual pictures briefly and clearly for the students.	1'
Main Activity		70'
Observing	1. The teacher shows individual pictures and the students pay attention about it.	2'
	2. The teacher explains about descriptive text, generic structure of descriptive text and simple present tense.	10'
	3. The teacher gives the example of descriptive text about animal and the students pay attention about it.	4'
Questioning	4. The students ask about that social function, generic structure and language features.	2'
Experimenting	5. For the first task, the teacher asks the students to answer the questions based on the picture given.	7'
	6. After finishing, the teacher discuss the answers with the entire class.	5'
	7. The teacher asks students to move to the second task that is writing descriptive text based on the individual picture given by teacher.	25'

Associating	8. The teacher asks the students to write descriptive text about their favorite animal or their pet.	10'
Communicating	9. The students communicate the result of their writing by presenting it with the whole class.	5'
Closure		5'
	1. Doing reflection by asking the students' opinion about the material that has been taught.	2'
	2. Guiding the students to make conclusion about the material that has been taught.	1'
	3. Giving feedback to the students.	1'
	4. Asking the students to pray based on their own beliefs and parting the students.	1'

VIII. Media and Sources

Media : - A descriptive text

- Individual pictures
- Students' worksheet

Sources : - LKS PR Bahasa Inggris untuk SMP/MTs kelas VIII semester 2 (Neo Quantum)

IX. Scoring

Scoring Rubric:

a.

No.	Scores	Criteria
1.	5	Grammar Few (if any) errors of grammar or word order.
	4	Some errors of grammar or word order but do not interfere comprehension.

	3	Errors of grammar or word order frequent.
	2	Errors of grammar or word order very frequent.
	1	Errors of grammar or word order so severe as so to make comprehension impossible.
2.		Vocabulary
	5	Use few (if any) inappropriate words.
	4	Use some inappropriate words but do not interfere comprehension.
	3	Use inappropriate words frequent, expressing ideas limited.
	2	Use inappropriate words very frequent, readers own interpretation is needed.
	1	Vocabulary so limited as to make comprehension impossible.
3.		Mechanics
	5	Few (if any) wrong punctuation and capitalization.
	4	Some wrong punctuation and capitalization but do not interfere comprehension.
	3	Wrong punctuation and capitalization frequent, re-reading is necessary for full comprehension.
	2	Wrong punctuation and capitalization very frequent, readers own interpretation is needed.
	1	Wrong punctuation and capitalization so severe as to make comprehension impossible or not enough to evaluate.
4.		Content
	5	Knowledgeable, through development of topic sentence, and supporting sentence relevant to assigned topic.
	4	Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
	3	Some knowledgeable of subject, limited development of topic sentence, supporting sentence relevant to assigned topic.
	2	Limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.

	1	Does not show knowledgeable of subject, inadequate development of topic sentence and supporting sentence does not relate to assigned topic, or not enough to evaluate.
5.		Organization
	5	Few (if any) lack of organization and link to ideas.
	4	Some lack of organization and link of ideas but do not impair communication.
	3	Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.
	2	Lack of organization and link of ideas very frequent; readers own interpretation is needed.
	1	Lack of organization and link of ideas so severe as to make communication impaired.
$\text{Score} = \frac{\text{Grammar} + \text{Vocabulary} + \text{Mechanics} + \text{Content} + \text{Organization}}{5} \times 100$		
25		

(Adapted from Hughes, 2003: 101-102)

b. Process Evaluation.

It is conducted during the teaching learning process. The indicators to be assessed are:

1. The students mention ideas or words related to the pictures,
2. The students discuss the result of their work clearly,
3. The students write sentences related to the pictures,
4. The students write a descriptive text by using individual pictures.

Observation checklist of the students' active participation

No.	Names	Indicators				Total	Active	Pasive
		1	2	3	4			
1								
2								
3								

Note:

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

Probolinggo, March 11th, 2015,

The English Teacher,

Researcher,

Dedi Agung Subagyo, S.Pd

Ika Yuni Kartika

NIP: 197807052005011013

NIM:100210401101

INSTRUCTIONAL MATERIAL

A. Set Induction

1. What animal is it?
2. What do you know about this animal?
3. How is its color?
4. Does it have long tail or short tail?
5. Can you describe this animal?

Motivation

Showing some individual pictures about animal:



(taken from <http://http://www.carabelajarbahasainggrisoke.com/2014/09/contoh-descriptive-text-about-animal.html>)

B. Main Materials

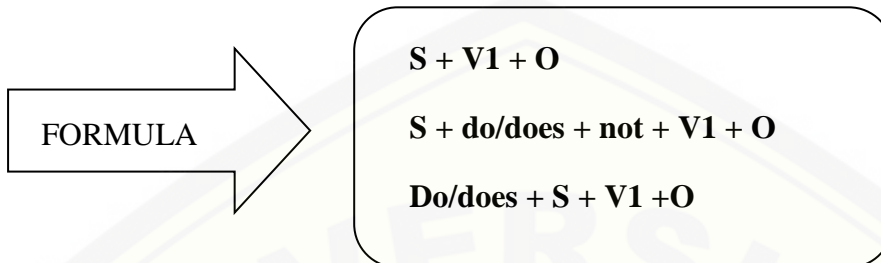
1. Descriptive Text

- ✓ A descriptive text is a text which lists the characteristic of something.
- ✓ The social function is to describe a particular person, place, or thing.
- ✓ The generic structure:
 - a. Identification : identifying phenomenon to be described.

b. Description : describing a person, a place, or a thing in details including the parts, the quality, or the characteristics being described.

- Simple Present tense

➤ **Verbal Sentences**



- When the subject is “he/she/it”, V1 is added by s/es.
Example: He drinks fresh milk.
- In negative form, if the subject is “he/she/it”, it is followed by “does”.
Example: He does not eat meat.
If the subject is “I/you/we/they”, it is followed by “do”.
Example: They do not live in the forest.

➤ **Nominal Sentences**

Subject + be (am/are/is) + O

Subject: I → am
 You, They, We → are
 He, She, It → is

Example:

- The pet is very cute and adorable.
- It is really pretty.
- It is very beautiful.
- Using Adjectives

Height	Size	Color	Eyes
Tall	Big	Black	Big
Short	Small	White	Round
	Short	Green	Bright
	Long	Pink	Slanting
		Brown	

		Etc.	
--	--	------	--

The Example of Descriptive Text

Camel

Camel is one of the most interesting animals in the world. Camel lives in the dessert. We can see camel in the zoo.

Camel has four legs, its three legs are long. It has a tail and long neck. Camel eats leaves. It has brown color. It can be used as transportation. Camel can go for a long time without drinking water because it keeps the water in the stomach and also the fat in the hump.

(Taken from <http://www.carabelajarbahasainggrisoke.com/2014/09/contoh-descriptive-text-about-animal.html>)

IDENTIFICATION



Camel is one of the most interesting animals in the world. Camel lives in the dessert. We can see camel in the zoo.

Camel has four legs, its three legs are long. It has a tail and long neck. Camel eats leaves. It has brown color. It can be used as transportation. Camel can go for a long time without drinking water because it keeps the water in the stomach and also the fat in the hump.

DESCRIPTION



EXERCISES

Task I. Answer the questions below based on the picture above! Number one is done for you as the example.

- 1. What Picture is it? It is a goat.**
2. What kind of animal is it? Is it carnivore or herbivore?
3. How is its body, is it small or big?
4. Where does it live?
5. What is its color?
6. How many ears does it have?
7. Howmany eyes does it have?
8. How many leg does it have?
9. How is its tail, it is long or short?
10. What food does it like?

Task II

Write a descriptive text based on picture below by using the questions above!



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ANSWER KEY**Task I**

1. It is a goat.
2. It is herbivore.
3. Its body is small.
4. It lives in the field.
5. Its color is white.
6. It has two ears.
7. It has two eyes.
8. It has four legs.
9. It is a long tail.
10. It likes grass.

MODEL ANSWER**Task II****The Goat**

Goat is a tame animal. Goat belongs to mammal. We can find it around the world. Usually it plays at field.

Goat has white color. It has two eyes, four feet, two ears and two horns. Goat also has a tail. it has small body. Goat likes to eat grass. Goat is a herbivore animal.

LESSON PLAN**(Meeting 2 Cycle II)**

School	: SMPN 7 Probolinggo
Subject	: English
Class/Semester	: VIII/I
Language Skill	: Writing
Type of Text	: Descriptive Text
Theme	: Animal
Time Allocation	: 2 x 40 minutes

I. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .
- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. Indikator

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2. Sosial

Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3. Pengetahuan

Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi binatang pendek dan sederhana, sesuai dengan konteks penggunaannya.

4. Keterampilan

Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Tujuan Pembelajaran

1. Spiritual

Setelah proses pembelajaran, peserta didik mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar

komunikasi internasional yang diwujudkan dalam semangat belajar secara konsisten.

2. Sosial

Setelah mengamati dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi fungsional dengan guru dan teman.

3. Pengetahuan

Setelah mengamati dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang orang, peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi binatang sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4. Keterampilan

Setelah memahami dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik dapat menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

V. Materials

1. Teks deskriptif
2. Soal-soal latihan

VI. Teaching and Learning Strategy

Approach : Scientific Approach and Students Center Learning
Method : Discussion

VII. Teaching Learning Activities

Activity	Description	Time Allocation
Set Induction		5'
	1. Greeting	1'
	2. Asking the students to pray together according to their own beliefs.	1'
	3. Asking the students about their condition.	1'
	4. Showing the individual picture of horse and ask some leading questions.	1'
	5. Conveying the purpose of teaching learning process by using individual pictures briefly and clearly for the students.	1'
Main Activity		70'
Observing	1. The teacher shows individual pictures and the students pay attention about it.	2'
	2. The teacher reeviewing the students about descriptive text.	8'
	3. The teacher gives the example of descriptive text about animal and the students pay attention about it.	4'
Questioning	4. The students ask about that social function, generic structure and language features.	4'
Experimenting	5. For the first task, the teacher asks the students to write three to five sentences based on the picture given.	8'
	6. After finishing, the teacher discuss the answers with the entire class.	4'
	7. The teacher asks students to move to the second task that is writing descriptive text based on the individual picture given by teacher.	25'

Associating	8. The teacher asks the students to write descriptive text about their favorite animal or their pet.	10'
Communicating	9. The students communicate the result of their writing by presenting it with the whole class.	5'
Closure		5'
	1. Doing reflection by asking the students' opinion about the material that has been taught.	2'
	2. Guiding the students to make conclusion about the material that has been taught.	1'
	3. Giving feedback to the students.	1'
	4. Asking the students to pray based on their own beliefs and parting the students.	1'

VIII. Media and Sources

Media : - A descriptive text

- Individual pictures
- Students' worksheet

Sources : - LKS PR Bahasa Inggris untuk SMP/MTs kelas VIII semester 2 (Neo Quantum)

IX. Scoring

Scoring Rubric:

a.

No.	Scores	Criteria
1.	5	<p>Grammar</p> <p>Few (if any) errors of grammar or word order.</p> <p>Some errors of grammar or word order but do not interfere</p>

	4	comprehension. Errors of grammar or word order frequent.
	3	Errors of grammar or word order very frequent.
	2	Errors of grammar or word order so severe as so to make comprehension impossible.
	1	
2.		Vocabulary
	5	Use few (if any) inappropriate words.
	4	Use some inappropriate words but do not interfere comprehension.
	3	Use inappropriate words frequent, expressing ideas limited.
	2	Use inappropriate words very frequent, readers own interpretation is needed.
	1	Vocabulary so limited as to make comprehension impossible.
3.		Mechanics
	5	Few (if any) wrong punctuation and capitalization.
	4	Some wrong punctuation and capitalization but do not interfere comprehension.
	3	Wrong punctuation and capitalization frequent, re-reading is necessary for full comprehension.
	2	Wrong punctuation and capitalization very frequent, readers own interpretation is needed.
	1	Wrong punctuation and capitalization so severe as to make comprehension impossible or not enough to evaluate.
4.		Content
	5	Knowledgeable, through development of topic sentence, and supporting sentence relevant to assigned topic.
	4	Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
	3	Some knowledgeable of subject, limited development of topic sentence, supporting sentence relevant to assigned topic.

	2	Limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.
	1	Does not show knowledgeable of subject, inadequate development of topic sentence and supporting sentence does not relate to assigned topic, or not enough to evaluate.
5.		Organization
	5	Few (if any) lack of organization and link to ideas.
	4	Some lack of organization and link of ideas but do not impair communication.
	3	Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.
	2	Lack of organization and link of ideas very frequent; readers own interpretation is needed.
	1	Lack of organization and link of ideas so severe as to make communication impaired.
$\text{Score} = \frac{\text{Grammar} + \text{Vocabulary} + \text{Mechanics} + \text{Content} + \text{Organization}}{5} \times 100$		
25		

(Adapted from Hughes, 2003: 101-102)

b. Process Evaluation.

It is conducted during the teaching learning process. The indicators to be assessed are:

1. The students mention ideas or words related to the pictures,
2. The students discuss the result of their work clearly,
3. The students write sentences related to the pictures,
4. The students write a descriptive text by using individual pictures.

Observation checklist of the students' active participation

No.	Names	Indicators				Total	Active	Pasive
		1	2	3	4			
1								
2								
3								

Note:

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

Probolinggo, March 13th, 2015,

The English Teacher,

Researcher,

Dedi Agung Subagyo, S.Pd

Ika Yuni Kartika

NIP: 197807052005011013

NIM:100210401101

INSTRUCTIONAL MATERIAL

A. Set Induction

1. What animal is it?
2. What do you know about this animal?
3. How is its color?
4. Does it have long tail or short tail?
5. Can you describe this animal?

Motivation

Showing some individual pictures about animal:



(taken from http://images.nationalgeographic.com/wpf/media/live/photos/000/004/cache/horse_435_600x450.jpg)

B. Main Materials

The Example of Descriptive Text

The Horse

Horse is a big and useful domestic animal. Horse is found almost all over the world. There are many kind of horses in the world.

Horse has a tough body, incredibly strong legs and a hairy tail. It also has brown skin. Horse is herbivore that only eats grass. Horse is very clever. Like dogs, a horse is intelligent animal that can be trained to perform stunts and tricks to entertain audiences. Horse can run fast.

IDENTIFICATION

Horse is a big and useful domestic animal. Horse is found almost all over the world. There are many kind of horses in the world.

Horse has a tough body, incredibly strong legs and a hairy tail. It also has brown skin. Horse is herbivore that only eats grass. Horse is very clever. Like dogs, a horse is intelligent animal that can be trained to perform stunts and tricks to entertain audiences. Horse can run fast.

DESCRIPTION



EXERCISES

Task I

Write three to five sentences based on the picture given! Number one is done for you as the example!

1.



It is a lion
It has brown color
It has four legs and two ears
It has long tail

2.



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.....
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3.



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4.



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.....
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5.



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Task II

Write a descriptive text based on the picture using your own words!



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MODEL ANSWER**Task I**

1. It is a lion
It has brown color
It has four legs and two ears
It has long tail
2. It is a dolphin
Dolphin is sea mammal
Dolphin has smooth skin
It has grey color
3. It is a zebra
It has black and whit color
It has two ears, four legs, and a tail
4. It is a peacock
It has beautiful tail and feathers
It has green feathers
5. It is a wolf
It has grey fur
It has long tail, two ears, two eyes and spout.

Task II**Butterfly**

Butterfly is a beautiful insect because it is colourful. It is very god flier. We can find butterfly around the world.

Butterfly has six legs and three body parts. It also has pair of antennae and compound eyes. The three part of body are the head, throat (the chest), and abdomen (the tail end). Butterfly has four wings and three six legs that are connected to the throat. It has colourful wings, they are yellow, black and blue. Butterfly usually perch on the flower.

The Results of Observations in Cycle 2

No.	The Students' Initials	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1.	ASH	√	-	√	-		√	√	-	√	√	√	
2.	ARDP	√	-	√	√	√		√	-	√	√	√	
3.	AGP	√	√	√	-	√		√	√	√	√	√	
4.	BSD	√	-	√	√	√		-	√	√	√	√	
5.	CDR	√	√	√	√	√		√	√	√	√	√	
6.	DRK	√	-	√	-		√	√	-	√	√	√	
7.	DA	√	-	√	√	√		√	-	√	√	√	
8.	EYP	√	√	√	√	√		√	√	√	√	√	
9.	GRA	√	√	√	√	√		√	√	√	√	√	
10.	HYK	√	√	√	-	√		√	√	√	√	√	
11.	MRD	-	√	√	√	√		-	√	√	√	√	
12.	ML	√	√	√	-	√		√	√	√	√	√	
13.	MR	√	-	√	√	√		√	√	√	-	√	
14.	MES	√	-	√	√	√		√	-	√	√	√	
15.	MIS	√	√	√	√	√		√	√	√	√	√	
16.	MMS	√	√	√	√	√		√	√	√	√	√	
17.	NUP	√	√	√	√	√		√	√	√	√	√	
18.	NEN	√	-	√	√	√		√	√	-	√	√	
19.	RI	√	-	-	√		√	√	-	-	√		√
20.	RPP	√	√	√	√	√		√	√	√	√	√	
21.	SHR	-	√	√	√	√		√	-	√	√	√	
22.	SM	√	-	√	√	√		-	√	√	√	√	
23.	SR	√	-	√	-		√	√	-	√	-		√
24.	UH	-	-	-	-	-	-	-	-	-	-	-	-
25.	YNR	-	√	√	√	√		√	-	√	√	√	
Total		Meeting 1				20	4	Meeting 2				22	2

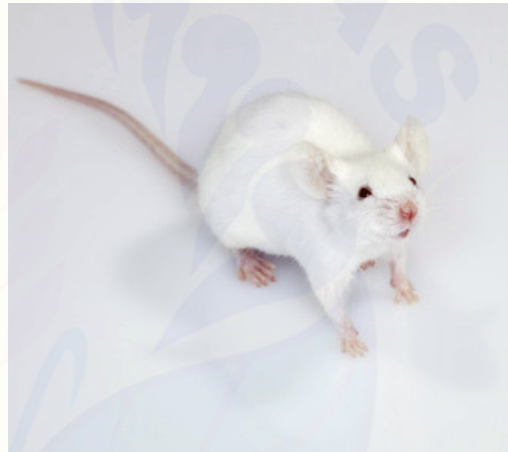
Notes:

1. The students mention ideas or words related to the picture.
2. The students discuss the result of their work clearly.
3. The students write sentences related to the picture.
4. The students write a descriptive text by using individual pictures.

WRITING TEST

School : SMPN 7 Probolinggo
Subject : English
Level/Semester: VIII / II
Skill : Writing
Genre : Descriptive Text
Theme : Animal
Time : 2 x 40 minutes

Write a short descriptive text based on the following picture by using your own word based on the picture chosen!



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MODEL ANSWER

The Rhinoceros

Rhinoceros is a wild animal. We can find it in the African jungle or savannah. In Indonesia we can find it in the zoo.

The rhinoceros usually has grey skin. It has thick skin that cover its and strong body. It has short neck that makes it hard to turn its head to other side. Rhino has small eyes. And it has horn on it nose. It is used as its weapon. Rhinoceros eats leaves, tight, and certain kinds of grass.

The Mouse

Mouse is a pet. It belongs to mammals. We can find mouse easily. The mouse is found in all corners of the globe.

Mouse is herbivore. It has white color. It also has two eyes, two ears, four feet and a long tail. Its fur is so smooth. Mouse has moustache. Mouse can eat fruits, seeds and cheese. Many people like to keep the mouse as pets because of the small size and quiet temperament.

The Parrot

Parrot is smart animal. It lives in the jungle. It is very common in Indonesia, we can find parrot in Papua.

Most of people like this bird because parrot is beautiful and it is a tame animal. Parrot has two eyes, two feet, warp beak and it also has colorful feathers. Parrot has slanting eyes. It has long tail which also colorful. Parrot eats fruits. Parrot is good flyer bird.

The Result of the Students' Writing Achievement Test in Cycle 2

No.	The Students' Initials	Scores	Achieved	Not Achieved
1	ASH	78	√	
2.	ARDP	86	√	
3.	AGP	84	√	
4.	BSD	86	√	
5.	CDR	86	√	
6.	DRK	84	√	
7.	DA	86	√	
8.	EYP	90	√	
9.	GRA	82	√	
10.	HYK	88	√	
11.	MRD	82	√	
12.	ML	84	√	
13.	MR	64		√
14.	MES	76	√	
15.	MIS	88	√	
16.	MMS	78	√	
17.	NUP	86	√	
18.	NEN	88	√	
19.	RI	76	√	
20.	RPP	66		√
21.	SHR	76	√	
22.	SM	82	√	
23	SR	56		√
24.	UH	-	√	
25.	YNR	80	√	
Total			21 students	3 students



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121

Telepon: 0331-334988, 330738 Fax: 0331-334988

Laman: www.fkip.unej.ac.id

Nomor 5354 /UN25.1.5/PL.5/2014
Lampiran
Perihal : Permohonan Izin Penelitian

17 JUL 2014

Yth. Kepala SMP Negeri 7
Probolinggo

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Ika Yuni Kartika
NIM : 100210401101
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMPN 7 Probolinggo yang Saudara pimpin dengan judul "Improving The Eighth Grade Students' Descriptive Text Writing Achievement by Using Individual Pictures at SMPN 7 Probolinggo in the 2014/2015 Academic Year".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

an Dekan
Bantuan Dekan I,



Dr. Sykatman, M.Pd.

NIP. 19640123199512 1 001

Nama : Allya Rahma D.P

No. _____

Kelas / no : 8E / 02

Date: _____

The parrot

The parrot's name is a Gotik. Gotik lives in the jungle, in Indonesia we can find it in Papua. Gotik is smart animal.

it is beautiful animal. it has two eyes. it has two feet. it has warp beak. it has colourfull feathers. it has slanting eyes. it has long tail. ~~FE's~~

like eat fruits

G: 3

V: 5

M: 4

C: 5

O: 5

22

$$\frac{22}{25} \times 100 = 88$$

SCORE: 1

Nama : Hasri Yudya-k
 kelas : VIII E
 NO : 10

Nilai : _____
 Date : _____

Bhs Inggris

The Parrot

The parrot name is Rio. Rio lives in the jungle. In Indonesia we can find it in Papua. Rio is ~~not~~ smart animal.

Rio is beautiful animal. it has ~~animal~~ two eyes. It has two feet, it has warp beak. it has colourful feathers. It has slanting eyes. it has long tail. it's like eat fruits.

G : 3

V : 4

M : 5

C : 5

O : 5

$$\begin{array}{r} 5 \\ 5 \\ \hline 22 \end{array} +$$

$$\frac{22}{25} \times 100 = 88$$

Scorer : 1



Name : M. Imamuddin S.

Class : 815

No : 15

No.

Date :

The Parrot.

Parrot is a smart animal. It lives in the jungle. We can find it in Indonesia in Papua.

Parrot is a beautiful animal. It has two eyes, two feet, It has warp beak. It has colourful feathers. It has slanting eyes. It has a long tail. It likes to eat fruits.

G: 4

V: 5

M: 3

C: 5

O: 5

22

$$\frac{22}{25} \times 100 = 88$$

SCORE 1

Nama : Allya Pahma D.P

No : 02

No. _____

Date: _____

the Lion

Lion is a carnivora. Lion is one of the biggest animals in the world. It's like to some much eats. It is a wild animal.

Lion has a big body. It has two ears small, thick fur and four legs. It long tail. It's like eats a meat, etc. It has a sharp eyes, and sharp nose. It has sharp claw ~~is~~ because to fall upon

SCORER : 2

G : 3

V : 3

M : 4

C : 5

O : 5 +

20

$$\frac{21}{25} \times 100 = 84$$

Hasri Yuleya (10)
VIII E

monday

tuesday

wednesday

thursday

friday

saturday

The Lion

Lion is a carnivora. Lion is one of the biggest in the world. It's like to some much eat's. it's a wild animal.

Lion has two ears small. it has thick fur. It has ~~four~~ legs. it has long tail. it has sharp eyes. it food like meat. it has sharp nose. it has sharp-claw. because to fall upon.

SCORER : 2

G : 3

M : 5

M : 5

C : 5

O : 5

22

$$\frac{22}{25} \times 100 = 88$$

No. _____

Date : _____

<input type="checkbox"/>	Writing Test
<input type="checkbox"/>	Name : Muhammad Imamuiddin Setiyono
<input type="checkbox"/>	Class : VIII E
<input type="checkbox"/>	School : SMPN 7
<input type="checkbox"/>	Subject : English
<input type="checkbox"/>	Semester : VIII / II
<input type="checkbox"/>	Skill : Writing
<input type="checkbox"/>	Genre : Descriptive text.
<input type="checkbox"/>	Theme : Animal.
<input type="checkbox"/>	Time : 2 x 40 minutes
<input type="checkbox"/>	
<input type="checkbox"/>	The cow.
<input type="checkbox"/>	
<input type="checkbox"/>	My grand father has a cow. It's name is Buly. It is from Pame-
<input type="checkbox"/>	kasan, Mardura, East Java. I like it from it color.
<input type="checkbox"/>	It like eats grass. It long is 117 cm. It high is 87 cm. It
<input type="checkbox"/>	is exhausted in backyard. It usually plays with some birds.
<input type="checkbox"/>	It has long tail. It has white and black color. It has two small
<input type="checkbox"/>	ears. It has four legs.
<input type="checkbox"/>	
<input type="checkbox"/>	G : 3
<input type="checkbox"/>	V : 5
<input type="checkbox"/>	W : 4
<input type="checkbox"/>	C : 5
<input type="checkbox"/>	O : 5
<input type="checkbox"/>	
	$\frac{22}{25} \times 100 = 88$
	SCORER : 2

