

IMPROVING THE SECOND YEAR STUDENTS' WRITING SKILL  
BY USING A SERIES OF PICTURES AT SLTP NEGERI 4 BONDOWOSO  
IN THE 1999-2000 ACADEMIC YEAR

CLASSROOM ACTION RESEARCH REPORT



by :

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JEMBER UNIVERSITY  
2000



**DEDICATION**

This Report Writing is honorably dedication to :

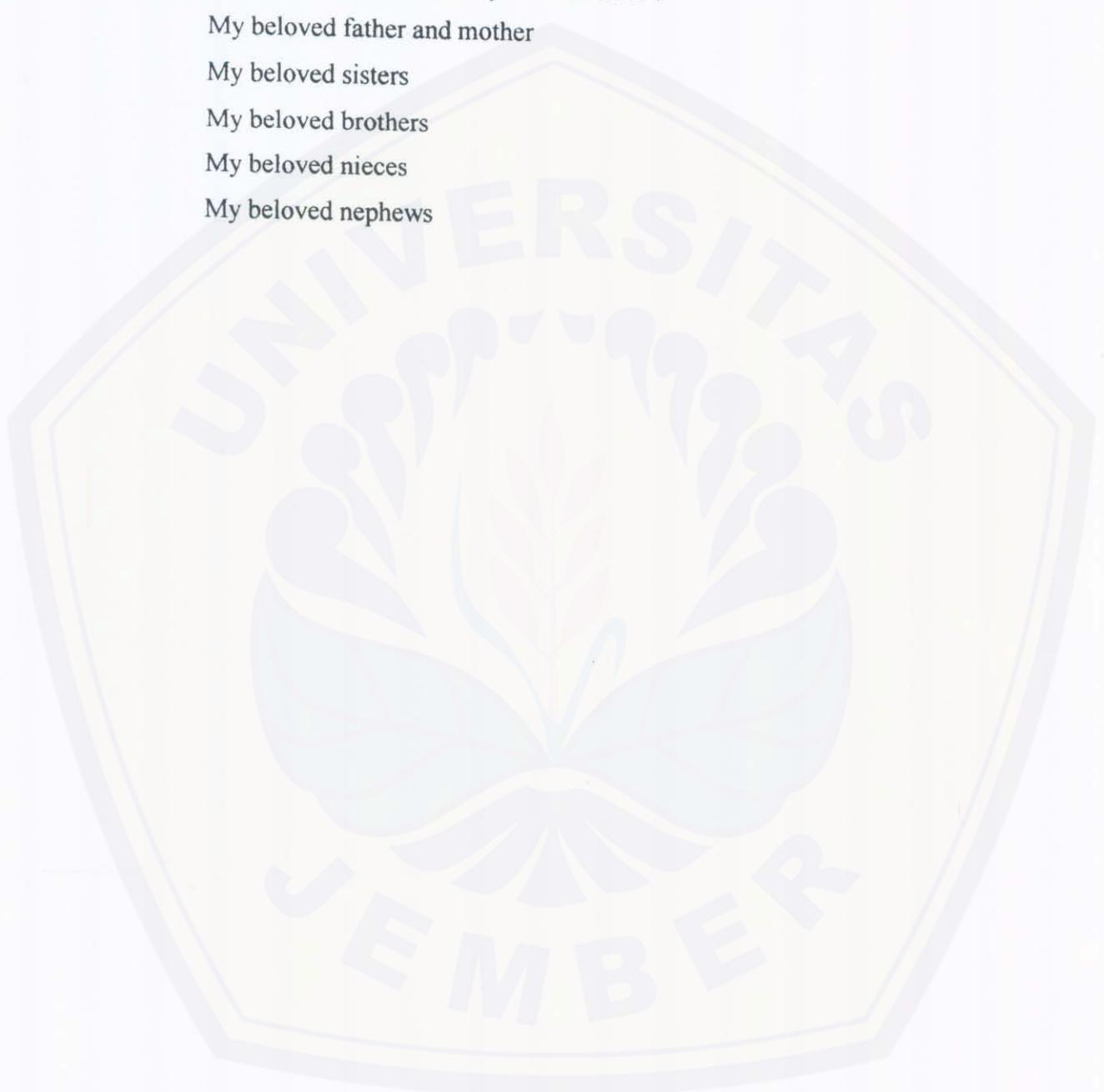
My beloved father and mother

My beloved sisters

My beloved brothers

My beloved nieces

My beloved nephews



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CLASSROOM ACTION RESEARCH REPORT

Proposed as One of the Requirements to Obtain S 1 Degree  
at the English Education Program of the Faculty of Teacher Training  
and Education, Jember University

by

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I realize that this report writing is far from being perfect. Therefore, criticism and suggestions from the readers will be fully appreciated. Finally, I hope that this report writing will be useful for readers especially those who are in the field of education.

Jember, September 2000

The Writer

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## ABSTRACT

Noeroel Koemala, September 2000, Improving The Second Year Students' Writing Skill By Using A Series Of Pictures At SLTP Negeri 4 Bondowoso In The 1999 – 2000 Academic Year.

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Key Words: Writing Skill

A Series of Pictures

The teaching writing English at Junior High School is based on the 1994 English Curriculum. It must be taught integratedly with the other English skills, such as : listening, speaking and reading by using communicative approaches. However, the writing skill often gets less attention than the others get, so it is considered to be difficult to be mastered by the students.

The main purpose of this classroom action research was to improve the students' writing skill by using a series of pictures. This research was carried out at SLTP Negeri 4 Bondowoso, which took one month, from April to May 2000. It was implemented in two cycle in which each cycle consisted of the following procedures : (1) planning the action, (2) implementing the action, (3) conducting the observation, (4) reflecting the results. The respondents of this research were the students of II A in the 1999 – 2000 academic year.

The data dealing with the students' learning motivation were obtain from class observation, while the data about the improvement of the students' writing skill taken from the results of English Writing Tests. The collected data were analyzed by means of descriptive qualitative methods.

The research results showed that the use of a series of pictures could motivate the students' in writing a paragraph and could improve the students' writing skill. It was proved by the increase of the mean score of the students' writing scores from 67,81 in the cycle 1 to 72,58 in the cycle 2.

## CHAPTER I INTRODUCTION

### 1.1. Background of the Research

English as one of the international language is widely spoken all over the world. English has taken a part in the educational system as the first foreign language in Indonesia. As the important foreign language, it becomes one of the compulsory subjects to be taught from the beginning of Junior High School to the Universities. Even it has been stated as a local content subject taught to the elementary schools.

According to the 1994 English Curriculum for SLTP, learning English is purposed to develop the students' ability in communication through mastering the four skills of English, namely : listening, speaking, reading, and writing that must be taught integratedly by using communicative approaches.

Learning a language is intended to be able to use it in communication both orally or in written form ( Fardhani, 1997 : 1 ). This means that we express our ideas directly to the people whom we are talking to or we do it in the form of writing.

Writing, as one of the ways of communication, is very important. Through writing we are able to share ideas, arouse feeling, persuade and convince people ( Write, 1995 : 1 ). However, among the four English skills, writing is considered to be difficult to be mastered by the students. This idea is supported by Gavin ( 1996 : 228 ) that says writing is not an easy task. We often face many difficulties in expressing our ideas in a written form because it needs not only practice but also talent.

Writing in a foreign language, English, for example, is difficult, especially for foreign language learners, because each language has its own distinctive forms. English and Indonesia are known to have their own language systems which are different from one another. Thus, rules and principles followed by both languages must be obviously different, too ( Fardhani, 1997 : 43 ). Writing is a

difficult task for most people not only in their native language but in a foreign or second language. In relation to this matter, White and Arndt (1995 : 3) state that people writing in their native language, though they may have a more extensive stock of language resources to call upon, frequently confront exactly the same kind problems as people writing in a foreign language.

It stands to reason that writing requires thinking and thinking is always complicated and hard. Writing is complicated because writing involves mental and physical efforts more than does speaking. When writing we make the best use of sentences to express our message. In line with this statement, Bram (1996 : 25) says that for most beginning writers whose mother tongue is not English, to express what they intend is sometimes difficult. One of the common problems might be a lack of ability to construct grammatical sentences. Some writers also often produce sentences that are grammatically correct, but semantically awkward or even wrong.)

It is reasonable that students often have difficulties in writing English sentences. The writer as an English teacher at SLTP Negeri 4 Bondowoso finds that most of her students feel frustrated when they have to do a writing test. It was shown by the results of their writing tests. They often get bad scores. Here are the descriptions of their problems in writing.

1. the students are not able to put down some words in grammatically correct sentences when they have to arrange jumbled words to make sentences.
2. The students cannot construct sentences grammatically and meaningfully when they have to write the answers of a reading text's questions.
3. They have difficulties in joining and linking sentences logically and cohesively when they arrange jumbled sentences to make a paragraph.

Based on the description above, the writer thinks that writing, as one of the language skills, is as important as the other skills. It is necessary to get attention as well as the other skills although it is difficult. The writer as an English teacher, therefore, always tries to solve the students' problems by trying out various ways and methods in order to arouse the students' interest in teaching and learning process. To improve the students' writing skill, the writer uses the instructional

media, in this case pictures. The writer believes that by using media the teaching and learning process runs more interestingly and easily. In this research, the writer chooses a series of pictures as the instructional media.

### **1.2. Problems of the Research**

Based on the background of the research above, this classroom action research will answer the problems as formulated below :

1. How can the use of a series of pictures motivate the students in learning writing a paragraph ?
2. How can the use of a series of pictures improve the students' writing skill ?

### **1.3. Scope of the Research**

This classroom action research was conducted for the students of II A of SLTP Negeri 4 Bondowoso in the third 'catur wulan' of the 1999 – 2000 academic year, from April to May. The theme used to present the teaching writing was 'Entertainment' and the subthemes were 'Music' and 'Film'.

This research was focused on a guided writing technique by using a series of pictures as the teaching media to improve the students' writing skill. Here, the students are required to write a short and simple paragraph according to the series of pictures given.

The implementation of the actions was carried out in two cycles during the school hours.

### **1.4. Purposes of the Research**

Considering the background and the problems of the research, this classroom action research has purposes as follows :

1. To motivate the students to write a short and simple paragraph through the use of a series of pictures.
2. To improve the students' writing skill through the use of a series of pictures.

### **1.5. The Significances of the Research**

It is expected that the results of this research will be useful :

1. To give an input for the English teacher and the institution about the effectiveness of using pictures to improve the students' writing skill. Furthermore, the results can be used by the English teacher as an input and consideration to improve and develop his / her methods in teaching writing.
2. As a source of information for the students that they can increase their ways in studying English especially in improving their writing skill.
3. To give an input for other researchers who want to conduct a similar research, especially by using pictures as the instructional media to improve the students' writing skill.

## CHAPTER II

### THEORETICAL FRAMEWORK

The discussion in this chapter will focus on the theories related to the teaching and learning writing by using a series of pictures. There are five main points discussed, they are : (1) Writing Skill, (2) Teaching Writing at Junior High School, (3) Media, (4) Pictures, (5) Action Hypothesis.

#### 2.1. Writing Skill

According to Hornby ( 1986 : 996 ) writing means make letters or other symbols in a surface, especially with a pen or pencil on paper. This means that writing, as one of the four language skills, is the skill that leads us to transfer our thought or ideas on a piece of paper, so that we can communicate with other people. In this case Davies ( 1996:120 ) states :

“ In every day life, we are more likely to use writing not only to remember things but also to organize our ideas, reflect on experience, communicative with others, clarify ideas, report events, share opinions, entertain, inform and persuade “.

Writing, like speaking, is a form of communication. It is not a skill which can be learnt in isolation, because the mastery on writing depends on progress in other skills. Besides, it also requires knowledge about components of a language, such as : structure, vocabulary and the linguistic tools of words. In line with this, White and Arndt ( 1995:1 ) say :

“ Yet despite the power of writing – as permanent record, as a form of expression and as a means of communication – it has tended to be a much neglected part of the language programme, both in first and foreign or second language teaching “.

Considering the opinion above, it can be concluded that writing is a complicated skill especially writing in a foreign language. Learning to write in a foreign language deals with the system and the form of the language. Sentence constructions of each language follow the rules of the languages. It means that we

need to make some adjustments on the sentences that we write. To have a writing result sounds like original we must consider not only to the style of the language but also to the meaning, because when we write we convey the meaning to others. We should, therefore, always think carefully about what we want to write. We should choose the right words to express our messages, because words carry meanings. Words determine whether a paragraph is good or not. Bram (1996:48) says that for foreign learners of English, choosing the right words is a tricky problem. An English word often has more than one meaning. This implies that context plays a crucial role. In other words, the meaning of a word depends on the context. Concerning with the opinion above, Fardhani (1997:35) states that in the process of translations, meaning plays an important role. There are different kinds of meanings in language. The meanings relate to the language function as a means of communication. It is closely influenced by grammar, context, situation and socio-culture to where the meaning occurs.

Teaching writing as a foreign language or second language is given as the students' need and its function in Indonesia. Gorman in Murcia (1979:87) explains that the techniques that can be used to teach writing at different proficiency levels in the ESL classroom such as, controlled writing, directed composition, guided composition and free writing. Furthermore, Fadloeli (1986:1.1) states that learning to write in a foreign or second language can be started from the easiest technique up to the most difficult one, such as : dictation ( words, phrases, sentences ), copying paragraph, dicto-composition, guided or controlled composition and free composition.

## **2.2. Teaching Writing At Junior High School.**

According to the 1994 English Curriculum, in teaching and learning writing, a student who graduated from SLTP should be able to write a short paragraph contains eight sentences and to make a simple letter.

To gain those intruactional objectives, English teachers often use the following techniques in teaching writing for the second year students, such as :

1. arranging jumbled words to make sentences,
2. completing simple and short dialogues,
3. arranging jumbled sentences to make a coherent paragraph,
4. writing the answers of reading text's questions,
5. writing sentences by using pictures,
6. writing a short and simple paragraph by using a series of pictures.

Dealing with the statements above, the teachers should be able to consider the topics of writing, choose the appropriate media and determine the instructional objectives. The 1994 English Curriculum in Tupan et al. ( 1994 : 20 ) also states the general instructional objectives in writing for the Junior High School Students.

They are :

1. to improve the students' ability in writing skill,
2. to improve the students' ability in expressing their ideas and thought in written form logically and cohesively,
3. to improve the students' ability in making note taking.

Referring to the explanations above, the writer thinks that writing is as important as other skills although it is supposed to be a difficult skill. This motivates the writer to improve her methods in teaching writing for the second year students of SLTP. In this research, the writer focused the research on writing a short and simple paragraph by using a series of pictures as the instructional media.

### 2.3. Media

Media is one of the instruments that plays a key role in teaching and learning process including teaching English as a foreign language. Hamalik in Arsyad ( 1997:15 ) defines that media is an instrument, method and technique that is used in communication and interaction between a teacher and students, so they can communicate more effectively. As an instrument, media is used to help improving the teaching and learning process. It can help not only improve all language learning programs. But also promote a friendly environment in the classroom. It will stimulate the students to learn more actively in comparison with



verbal presentation. In teaching and learning process, it can be used to understand all language skills. Concerning with this statement, Hamalik in Arsyad ( 1997:5 ) explains that the use of media can arouse the students' desire, interest, motivation and stimulation.

Based on the Encyclopedia of Educational research in Arsyad ( 1997:25 ) the functions of media are as follow :

1. to give the concrete basics to think, so verbalism can be avoided,
2. to motivate the students,
3. to give the important experiences in learning process,
4. to develop the students thought regularly,
5. to help the students describe something.

Follow the explanation above, it is clear that the functions of media are to help and to motivate the students in teaching and learning process and in gaining the instructional objectives.

In educational world, there are three kinds of media : visual, audio and audio visual aid. (Depdikbud, 1984). The clarification of each kind is as follows.

#### 1. Visual aid

The visual aid is media which primarily uses the sense of sight (Arsyad, 1997 :89). In other words, the audio visual aid is media that is used to help and to motivate the students in learning process through the sight, such as, pictures, flash cards, etc.

#### 2. Audio aid

Sudjana and Rivai in Arsyad ( 1997:44 ) define that audio aid is media contains the message in the form of sound, such as : radio, and tape recorder.

#### 3. Audio visual aid

The audio visual aid is media that is used to help students in learning process primarily in the form of both sound and sight, such as, television and video (Arsyad, 1997:91).

Since the research works on visual aid, aspecially in the form of a series of pictures, so the following sections will review more on the point of series of pictures.

#### 2.4. Pictures

Pictures, as a kind of visual aid, are very flexible language teaching media. They can be used by teachers and students whatever the curriculum they used. Pictures are the most widely available of all teaching material. Murcia and McIntosh (1979:312) state :

“ Pictures can be used, whether the students are children or adults, for teaching vocabulary, practicing grammar, stimulating writing practice, and for many other activities. Every ESL teacher should be actively developing his or her own picture file “.

Furthermore, Wright (1996:2) states :

“ It is common to hear people say that pictures are all right for beginners and for young but not for advanced students or exam class. This generalisation is unhelpful and untrue. Pictures should certainly be subjected to some practical criteria for assessment of their value, but such criteria should apply to all activities whether they involve picture or not “.

These opinions state that pictures are extremely helpful in teaching and learning activities especially in teaching English.

Language teachers should be able to have a wide range of resources as possible in the classroom, so that the students can have good basic knowledge and stimulus for the development of their study. Pictures are resources that can be used as the alternative choice because they provide some advantages, as follows :

1. easy to prepare.
2. easy to organize.
3. interesting.
4. meaningful and authentic
5. sufficient amount of language (Wright, 1996:3).

Furthermore, Wright (1996:4) adds that pictures can be used as reference and stimulus in order to promote five very difficult language teaching emphases : structures, vocabulary, functions, situation and skills.

In the teaching and learning language, pictures have an important role, especially in teaching writing, because they can bring outside world into the classroom through their representative of places, people and objects. Dealing with the statement above, White and Arndt (1995:35) say :

“Pictures have long had a role in language teaching ( as witness the number of picture composition books ) and a wide range of visually – based material can be used in the teaching of writing. ”

Further, they ( 1995:17 ) explain some more roles for pictures in writing, as follows :

1. Pictures can motivate the student and make him or her want to pay attention and want to take a part.
2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom ( a street scene or a particular object, for example, a train ).
3. Pictures can be described in an objective way or interpreted or responded to subjectively.
4. Pictures can cue responses to questions or cue substitutions through controlled practice.
5. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

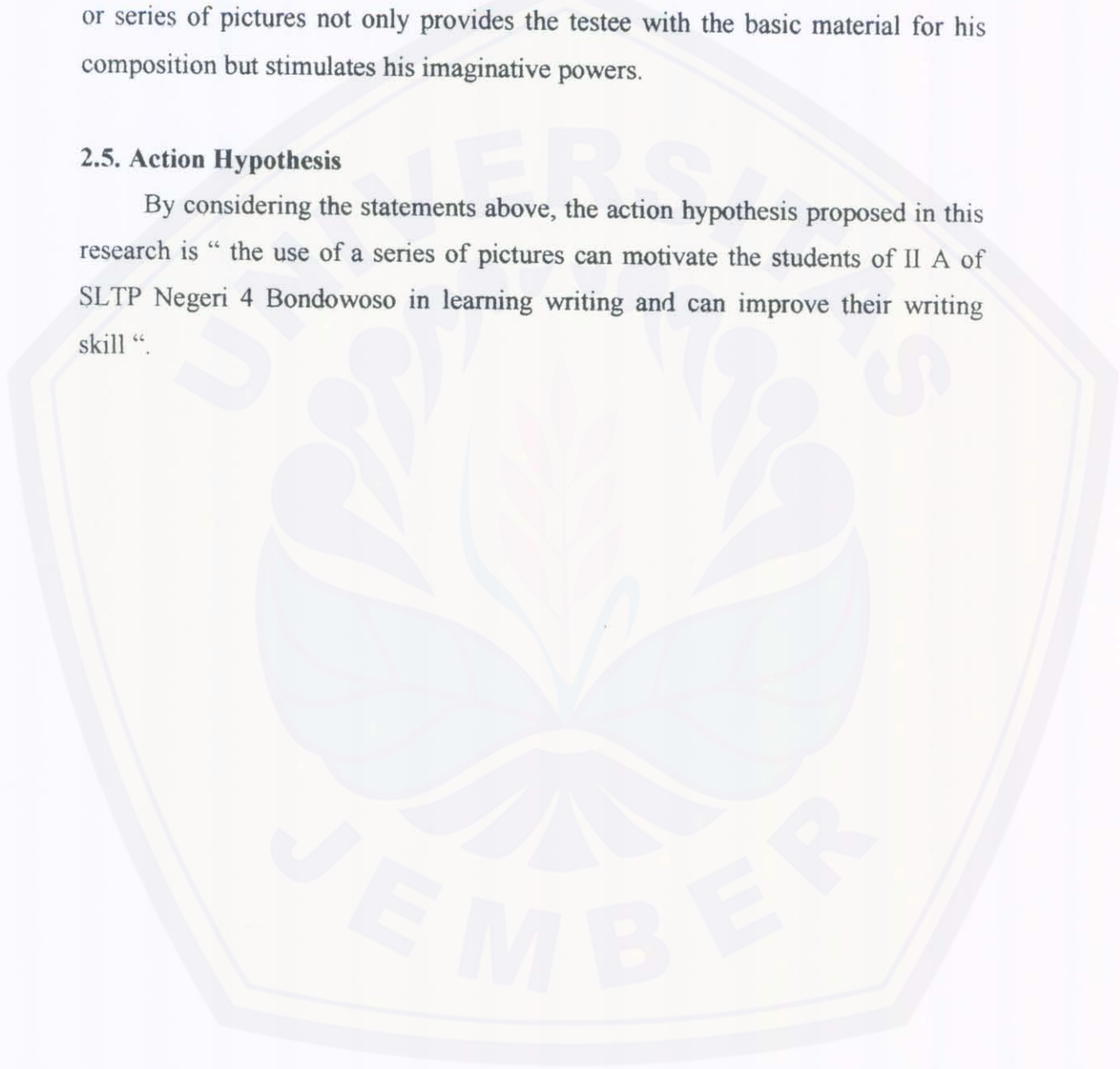
Regarding the explanation above, it can be concluded that pictures can help the teaching and learning activities run more effectively and easily. Besides, pictures can stimulate the students to participate actively in teaching writing. In this research, the writer chooses a series of pictures as media to improve the students' ability in writing skill. In this case, a series of pictures is used to help the students write a coherent paragraph. In line with this, Noor ( 1981:50 ) says that picture series is a number or related composite pictures linked form a series or sequence. It means that a number of pictures have relationship to each other to make a series or sequence. Hence, its function is to tell a story or a sequence of events. A wide variety of pictures series is available in textbook, comics and in

cartoon strip in magazine for the teacher to copy or enlarge. sets of picture series are also available commercially.

Furthermore, Heaton ( 1984:113 ) says that an excellent device for providing both a purpose and content for writing is the use of pictures. A picture or series of pictures not only provides the testee with the basic material for his composition but stimulates his imaginative powers.

## **2.5. Action Hypothesis**

By considering the statements above, the action hypothesis proposed in this research is “ the use of a series of pictures can motivate the students of II A of SLTP Negeri 4 Bondowoso in learning writing and can improve their writing skill “.



## CHAPTER III RESEARCH METHODS

### 3.1. Research Setting

In this research the writer decides that SLTP Negeri 4 Bondowoso as the location of the research based on the consideration that the writer is an English teacher at the school.

The subjects of the research are the students of II A Of SLTP Negeri 4 Bondowoso in the academic year of 1999-2000. This classroom action research was carried out in the third 'Catur Wulan' beginning from April up to May 2000. The number of the students in this classroom was forty - five students consisting of twenty - six male and nineteen female students. The choice of the class was due to the fact that most of the students in this class have problems in writing English sentences. The writer found that they were not able to express their thought or ideas in the written form. Even they could not write sentences fluently although a very simple sentence.

This classroom action research was conducted with a collaboration. A collaborator was needed to help the researcher conduct the actions. The collaborator is Endah Srianah, S.Pd. who also teaches English at SLTP Negeri 4 Bondowoso. She graduated from Muhammadiyah University of Malang, Faculty of Teacher Training and Education, English Department in 1994. She has been teaching English for eight years.

### 3.2. Research Procedures

#### 3.2.1. General Descriptions Of The Research

The classroom action research was carried out by means of a cyclical model. Every cycle of the model consisted of four stages of action :

1. Planning the action,
2. Implementing the action,
3. Conducting the observation,
4. Reflecting the results. ( Hopkins in Tim Pelatih proyek PGSM, 1998 : 8 )

The material of writing task chosen from the text book based on the theme and subtheme in the 1994 English Curriculum for the second year students of Junior High School.

### **3.2.2. Details of The Research**

#### **A. Preparation**

In order to achieve the goals of the research, the writer planned some several activities to be prepared before conducting this research as follows :

1. Preparing the theme and subthemes taught in the third catur wulan, then write the lesson plan of teaching writing.
2. Preparing series of pictures.
3. Preparing the instrument of observation.
4. Preparing the way to score the students' writing test.

#### **B. Implementation**

This classroom action research was carried out in two cycles. The action cycle 1 and 2 were implemented during the school hours according to the schedule of English Subject. The writer and her collaborator conducted the action more than months.

In the implementation phase, the writer carried out the action that focused on improving the students' writing skill. It is hoped that students are able to write a short and simple paragraph according to the series of pictures given. At the same time, the team observed the students' responses, motivation and activities in the classroom during the action.

#### **C. Monitoring and Evaluation**

##### **1. Monitoring**

The monitoring was focused on the activities of the students during the teaching and learning of writing through the use of a series of pictures. The writer and her collaborator did the monitoring on :

1. The students' motivation in writing by using a series of pictures,

2. The problems happening in the process of writing,
3. The students' improvement in the writing skill.

## 2. Evaluation

The data about the improvement of the students' writing skill were obtained from writing test. The action is said to be successful if the mean score of students' writing test reaches the expected target by the curriculum. According to the 1994 Curriculum for Junior High School in The Guide to the Implementation of the Teaching and Learning Process ( 1994 : 35 ), the learning accomplishment value ( = nilai ketuntasan belajar ) will be achieved if 85 percent of the members of the students have obtained the minimum score of 65.

In this research, the writer used ' Analytic Method of Scoring ' to score a student's writing because the teaching and learning of writing at Junior High School is aimed at developing the students' abilities in writing grammatically correct sentences and composing a simple paragraph cohesively. Besides, the writer wanted to know the students' problems with writing. By analyzing the aspects which became obstacles in writing, the implementation of the actions could run easily.

Supporting the statements above, Hughes ( 1996 : 91 ) states that methods of scoring which require scores for each number of aspects of a task are said to be analytic. Furthermore, he ( 1996 : 97 ) adds that the choice of analytic scoring depends in part on the purpose of the testing. If diagnostic information is required, then analytic scoring is essential. This method classified the writing test in some components, and each of the components is given equal weight through rating scale. A student's total score is the sum of the weighted scores.

The components evaluated in this research are relevance, organization, grammar and vocabulary. The writer ignored mechanics ( punctuation and spelling ) because they are too difficult applied for the second year students of Junior High School. The rating scale of weighing of each component is adapted from the Analytic Method of Scoring as stated in Testing For Language Teacher ( Hughes, 1996 : 91 - 96 ) ( Appendix : 9 ).

To obtain the final score of a student, the writer used a formula as follows :

$$\text{A student's Final score} = \frac{\text{A student's score}}{\text{the total maximum score}} \times 100$$

However, to obtain a mean score, the writer used a formula as stated in Metodologi Research 3 ( Hadi, 1980 : 246 ) as follows :

$$\text{Mean Value} = \frac{\sum x}{N}$$

$\sum x$  = the total of students' scores

$N$  = the number of students

#### **D. Analysis and Reflection**

The data of the students' writing skill obtained from writing test were analyzed using the technique of a descriptive qualitative method. Then, the results of the data analysis were described qualitatively to answer the research problems based on the students' mean scores of writing in the cycle 1 and cycle 2.

If 85 percent of the students' members have obtained the minimum score of 65, it is regarded that the learning accomplishment value has reached. It means that the students have achieved a better improvement in writing skill. However, the following cycle was needed to be implemented if most of the students have not achieved the learning accomplishment value as stated in the 1994 curriculum. Then, the following cycle was implemented with certain modification in order to gain the purposes of this research.



## **CHAPTER IV**

### **RESEARCH RESULTS AND DISCUSSION**

As stated in the previous chapter, the main purpose of this research is to improve the students' writing skill by using a series of pictures. This research was conducted for one month beginning from April up to May 2000. The implementation of the action cycle was carried out in two cycles during the school hours without disturbing the teaching and learning process.

This chapter will discuss the results of the research implementation both in the first and in the second cycle. It will discuss the results of the observation on the students' learning motivation during the implementation of the actions directly done by the writer and the collaborator, and the results of the English writing test obtained by the students in the cycle 1 and cycle 2.

However, before stepping into further discussion about the action cycle 1, the writer needs to describe the students' writing test scores before the action given. The purpose of this writing test was to identify and to know the students' problems in writing, so that the writer could determine what should be done to make this classroom action research get a success. The mean score of the students' writing test conducted before the action given was 58,73. This score is far behind the learning accomplishment value. It means that the students had difficulties to communicate their thought or ideas in the written form.

Following the results of the pre-test above, the writer thinks that the teaching and learning writing cannot be neglected because it is as important as the other skills. Therefore, by using a series of pictures it is expected that the students' writing ability will greatly improve and develop well.

#### **4.1. Descriptions of The Action Cycle 1**

##### **a. The Results of Observation**

In this cycle, the writer used a series of pictures as the instructional media to write a paragraph as the purpose of this classroom action research. A series of pictures was used to help them join and link sentences to make a coherent

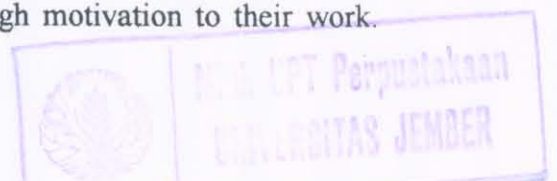
paragraph. Further, the students had to develop the topics of the sentences related to the sequence of the pictures. The sub theme discussed in this cycle was “Music” that must be written in the Simple Present Tense’s pattern as they are stated in the 1994 English Curriculum of the second year students for the third ‘Catur Wulan’. During the implementation of the action cycle 1, the writer and the collaborator conducted the observation on the students’ motivation and their problems in learning writing.

The first step in this action, the writer showed up a series of pictures. At that time, most of the students focused their attention on the series of pictures. They seemed interested in the pictures. Then, the writer asked them to write a story referring to the series of pictures. The students looked surprised and confused. This was reasonable because they thought writing was a difficult task, especially writing a story. To help them express their ideas the writer asked them everything dealing with the topics of the pictures before they did the task. As a result, they gradually did the task. Nobody tried to make a noise or walked around the classroom. They were enthusiastic to do the task.

Conducting the observation during the action, the writer found that most of the students were completely dependent on dictionaries. They, however, took words out dictionaries without analyzing them. As a result, their sentences were meaningless. Another main problem was the usage of the English structure. In this part, they had to use the Simple Present Tense’s pattern in expressing sentences, but they could not construct grammatically correct sentences. In order to help them solve their problems the writer gave examples of sentences and explained to them.

Most of the students kept on trying to work seriously and actively. They sometimes asked the writer their problems, but some students disturbed their friends because they did not have dictionaries. To help the students who were unable to identify appropriate vocabularies, the writer gave them some key words dealing with the series of pictures and reminded them not depending on dictionaries.

Nevertheless, in general most of the students were enthusiastic to involve in the teaching and learning process. They showed high motivation to their work.



This condition was very different from the usual class which was usually passive. They did not look frustrated or lazy. On the contrary, they looked actively and happily.

Having described about the situation of the class as long as the implementation of the cycle 1 above, the writer believes that the use of pictures especially a series of pictures can make the situation of the class more interesting but also they could arouse the students' motivation in the teaching and learning writing. Moreover, they can make the students be motivated to write actively and properly.

#### b. The Results of Students' Writing Test

To determine the progress of the students' writing skill, the writer gave the students a writing test. The test was different from the pretest in which the students had to write a short paragraph based on a series of pictures. In this case, the writer used another series of pictures and had them do the test without the teacher's help, but they might use their dictionaries.

The following are the results of the English writing test achieved by the students in the cycle 1.

Table 1. The Data of Students' Scores of the English Writing Test

The cycle 1	
No. Respondent	Score
1.	67
2.	67
3.	67
4.	67
5.	67
6.	83
7.	67
8.	75
9.	67
10.	75
11.	67
12.	58
13.	67
14.	75

The cycle 1	
No. Respondent	Score
15.	50
16.	67
17.	67
18.	58
19.	67
20.	67
21.	83
22.	58
23.	58
24.	75
25.	67
26.	58
27.	75
28.	75
29.	75
30.	67
31.	67
32.	67
33.	67
34.	75
35.	67
36.	58
37.	50
38.	67
39.	75
40.	67
41.	75
42.	50
43.	58
44.	67
45.	83
$N_1 = 45$	$\Sigma X_1 = 3,029$
Mean = 67,31	

The data in table 1 above shows that there was an increase of mean in cycle 1 compared to that before the classroom action research. The Pre Test's mean score was 58,73 and the mean score of cycle 1 increased to 67,31. It meant that there happened an increase score. However, there were ten (10) students got mean score were less than 65, and thirty five (35) students or, 77,78 percents of

forty-five (45) students could achieved the criteria of minimal mean score. This showed that the result of the writing test of cycle 1 has not fulfilled the learning accomplishment value, that is, that eighty-five percent of the students are able to achieved the minimum score of 65.

During the implementation of the cycle 1, the writer got into all sorts of troubles that the students had met in learning writing. Those were obstacles that must be broken down in order to achieve the instructional goals. Here are the students' problems in learning writing English.

1. Most of the students had difficulties in finding appropriate words or information described the series of pictures, so they could not organize the sentences in a paragraph well.
2. Most of the students could not construct grammatically correct sentences. The sentences they wrote used the conventional rule of Indonesian, for instance ; She very like listen to the music, When study not listen to music, etc.

Having learnt those problems, the writer tried to improve the action plan and developed it into the action plan of cycle 2.

## **4.2. Descriptions of The Action Cycle 2**

### **a. The Results of Observation**

As explained in Chapter III, that if in the cycle 1 most of the students have not achieved the curriculum target, the action must be continued in the cycle 2.

Based on the results of the cycle 1, the writer thought that the implementation of the cycle 2 must be better than the cycle 1. The writer had to make some efforts that could make the situation in the classroom more interesting and conducive. This condition was expected to make the students became more enthusiastic and active in the teaching and learning writing, so the implementation of the cycle 2 was carried out well as planned.

The action cycle 2 was conducted as soon as after the action cycle 1 had completed. The material was discussed referred to the sub theme "Film". As it planned, the action cycle 2 had been implemented for two weeks.

The action plan of the cycle 2 consisted of those of the cycle 1 supported with some developed steps as follows :

1. Preparing a series of pictures. The pictures were made colourful as an effort to make the lesson more interesting.
2. Hanging the series of pictures on the board. The pictures were arranged in wrong order. That meant to give a challenge for the students.
3. Asking the students to arrange the pictures in right order.
4. Asking the students about the ideas of pictures.
5. Giving the students a task of writing a paragraph or a short story based on the series of pictures.
6. Allowing the students to open their dictionaries.
7. Reminding the students to use the English structure as the example given.
8. Explaining the use of transitional words, such as : then, the first, the second, after that, before, at last, finally, etc.
9. Conducting the evaluating on the students' writing.
10. Reflecting the results of the students' writing in the cycle 2.

In the beginning of the action cycle 2, the students looked more enthusiastic and interested in the colourful pictures that hung on the board. They showed high motivation and good ambition to join the lesson. Each of them wanted to do the task when the writer asked them to arrange the pictures based on the sequence of the story. That condition was so helpful for the writer to carry out the action as planned.

During the action, the students looked more active and serious. They did the task more carefully because they wanted to get better marks than the results they have got in the cycle 1. The writer and the collaborator watched that they tried to improve themselves. Even they asked the teacher more actively. They did not disturb their friend any more. However, there were still some students that sometimes left their seats to borrow dictionaries to their friends. Therefore, the teacher helped them express the ideas of each picture. As a result they could develop the sentences well and could arrange them into paragraphs

chronologically as the series of pictures. Moreover, their writing achieved better progress in developing the main idea of the story. Furthermore, to help the students who had difficulties in using the English structure the writer gave examples of sentences and reminded them to use the patterns. It was not easy because they were used to think in Indonesian.

Conducting the observation on the students' motivation during the implementation of the action cycle 2, the writer and her collaborator supposed that the use of a series of pictures could raise the students' motivation in joining the lesson. Besides, the series of pictures could stimulate their imagination powers. Those could be noticed from their writing that developed better than before. It indicated that they had done the writing task seriously and happily. Furthermore, the techniques that used to present the series of pictures and to teach the writing skill in the action cycle 2 could arouse the students' motivation as well.

#### **b. The Results of Students' Writing Test**

At the end of the cycle 2, the students were required to have a test. The test accomplished in line with the test had been done in the cycle 1, that was the students had to write a short story based on the series of pictures. The writer used another series of pictures to test the students' writing skill. The components of writing skill that were assessed were relevance, organization, grammar and vocabulary. The marking of each component was done as in the cycle 1.

Here are the results of the students' writing test of cycle 2

Table 2. The Data of Students' Scores of the English Writing Test.

<b>The cycle 2</b>	
<b>No. Respondent</b>	<b>Score</b>
1.	75
2.	75
3.	67
4.	67
5.	75
6.	83
7.	75
8.	83
9.	75

The cycle 2	
No. Respondent	Score
10.	75
11.	67
12.	67
13.	83
14.	83
15.	58
16.	75
17.	58
18.	67
19.	75
20.	75
21.	83
22.	67
23.	67
24.	83
25.	58
26.	75
27.	92
28.	83
29.	67
30.	83
31.	75
32.	67
33.	67
34.	92
35.	67
36.	75
37.	58
38.	75
39.	75
40.	50
41.	83
42.	67
43.	67
44.	58
45.	83
$N_2 = 45$	$\sum X_2 = 3,266$
Mean = 72,58	



Table 2 above shows that there is an increase of the mean score. The mean score of the cycle 1 was 67,31 and that of the cycle 2 increases to 72,58, There was an increase of 5,27 points in the cycle 2. It indicates that the results of the students' score in the cycle 2 show the improvements toward the students' writing skill in comparison with the previous one in the cycle 1. Besides, the students' scores have fulfilled the learning accomplishment value because 86,67 percent of the members of the students have obtained the minimum score of 65. There were only 6 students failed obtained the minimum score of 65. It means that the following cycle was not needed to be implemented, so this classroom action research has been completed.

The results of the given tests in the following table show the improvements of the writing obtained by the students.

Table 3. The Data of the Students' Scores of the English Writing Test in Pre-Test, Cycle 1 and Cycle 2.

Writing Test Scores			
Number Respondent	Pre Test	Cycle 1	Cycle 2
1.	58	67	75
2.	67	67	75
3.	58	67	67
4.	50	67	67
5.	67	67	75
6.	75	83	83
7.	50	67	75
8.	67	75	83
9.	58	67	75
10.	75	75	75
11.	58	67	67
12.	42	58	67
13.	67	67	83
14.	83	75	83
15.	42	50	58
16.	67	67	75
17.	58	67	58
18.	58	58	67
19.	42	67	75

Writing Test Scores			
Number Respondent	Pre Test	Cycle 1	Cycle 2
20.	67	67	75
21.	67	83	83
22.	42	58	67
23.	67	58	67
24.	50	75	83
25.	50	67	58
26.	42	58	75
27.	75	75	92
28.	67	75	83
29.	58	75	67
30.	67	67	83
31.	67	67	75
32.	58	67	67
33.	58	67	67
34.	75	75	92
35.	58	67	67
36.	42	58	75
37.	42	50	58
38.	58	67	75
39.	67	75	75
40.	50	67	50
41.	50	75	83
42.	58	50	67
43.	50	58	67
44.	58	67	58
45.	58	83	83
<b>N = 45</b>	<b><math>\Sigma X_1=2,643</math></b>	<b><math>\Sigma X_2=3,029</math></b>	<b><math>\Sigma X_3=3,266</math></b>
<b>Mean Score</b>	<b>58,73</b>	<b>67,81</b>	<b>72,58</b>

#### 4.3. Discussion

From the table above, it can be seen that the mean score always increased. There were better improvements of writing skill achieved by the students in cycle 1 and 2 in comparison with the results of the students' writing in Pre-Test that far behind the learning accomplishment value (Nilai Ketuntasan Belajar).

The mean score of Pre-Test was 58,73, that of cycle 1 was 67,81 and 72,58 in cycle 2. Those mean that the actions implemented in this classroom action research have given positive results in improving the students' writing skill.

Besides, 86,67 percent of the students' members or 39 students have already obtained the learning accomplishment value and only 6 students failed to improve their writing skill.

Based on the data above, the writer thought that this classroom action research should be ended up to the cycle 2. Having learnt the research results, the writer believes that the use of a series of pictures as the instructional media in teaching writing can motivate the students to write a paragraph or short story and can improve the students' writing skill. Moreover, it can make the teaching and learning process run more interestingly and successfully in comparison with a verbal presentation.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1. Conclusion

Based on the results of data analysis, it can be concluded as follows :

1. The use of a series of pictures can motivate the students in learning writing. It can help the students write a paragraph and develop it into a good story. Besides, it can stimulate the students' imagination, so that they can express their thought or ideas in the written form.
2. The use of a series of pictures can improve the students' writing skill. It was proved by the increase of the students' writing scores from 67,81 in the cycle 1 to 72,58 in the cycle 2.

#### 5.2. Suggestions

Based on the results of this classroom action research, some suggestions are given to the following people.

1. The English Teacher

Teaching writing at Junior High School level is necessary to get attention as well as the other English skills. It can be a natural and enjoyable task if it is done and taught to the students step by step, patiently and continuously. It is suggested, therefore, to the English teachers whose students have the same problems in the writing skill as the writer has, to conduct the classroom action research for the purpose of improving the students' writing skill.

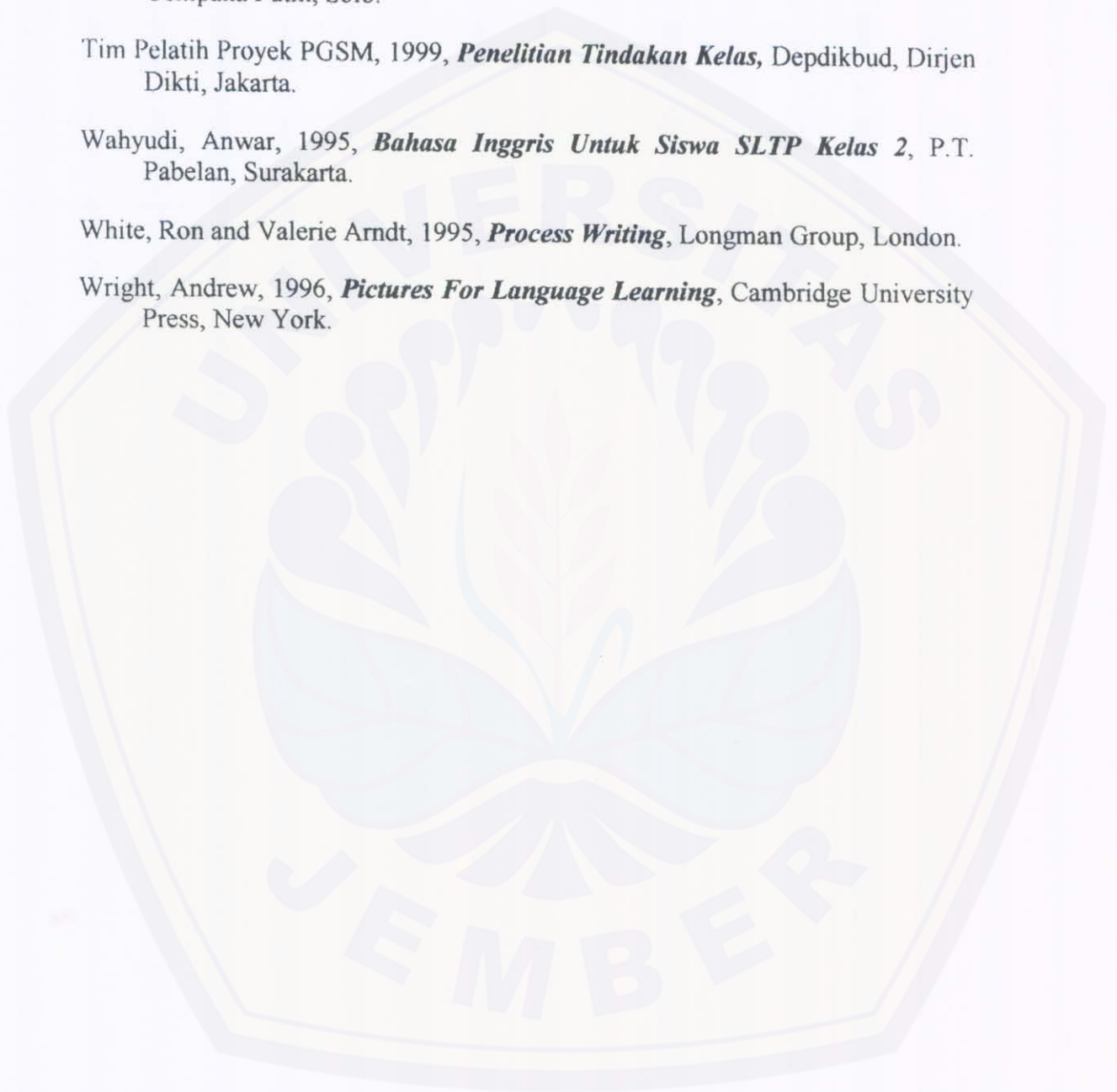
2. The Other Researchers

This research can be used by the other researchers as an input to conduct the classroom action research, especially dealing with the writing skill by using a series of pictures to improve the students' writing skill.

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Appendix : 1

**RENCANA PEMBELAJARAN**

( Cycle 1 )

MATA PELAJARAN : BAHASA INGGRIS  
TEMA : ENTERTAINMENT  
ANAK TEMA : MUSIC  
KELAS / CAWU : II / 3  
WAKTU : 2 X 45 MENIT

**I. TUJUAN PEMBELAJARAN KHUSUS :**

1. Siswa dapat membuat /menulis kalimat sederhana berdasarkan gambar.
2. Siswa dapat membuat / menulis paragraf sederhana berbentuk deskripsi dengan topik musik sesuai dengan rangkaian gambar berseri.

**II. BAHAN PEMBELAJARAN**

- Sumber Pembelajaran :
1. GBPP tahun 1994 dan Suplemen GBPP 1999
  2. Buku Paket Kelas II
  3. Buku Sumber Lain yang relevan

**III. ALAT PERAGA**

Gambar berseri

**IV. KEGIATAN PEMBELAJARAN**

**A. KEGIATAN AWAL**

1. Salam dan tegur sapa
2. Guru mengabsen siswa
3. Guru memberi motivasi

**B. KEGIATAN INTI**

1. Siswa mengamati gambar berseri.
2. Guru memberi kesempatan siswa untuk menanyakan hal-hal yang berhubungan dengan gambar.
3. Siswa membuat kalimat – kalimat sederhana sesuai gambar.
4. Siswa menyusun kalimat – kalimat yang telah dibuat menjadi sebuah paragraf sederhana.

**C. KEGIATAN AKHIR**

1. Guru dan siswa membahas materi yang telah dipelajari.
2. Guru memberi 'Writing Test'

**V. PENILAIAN**

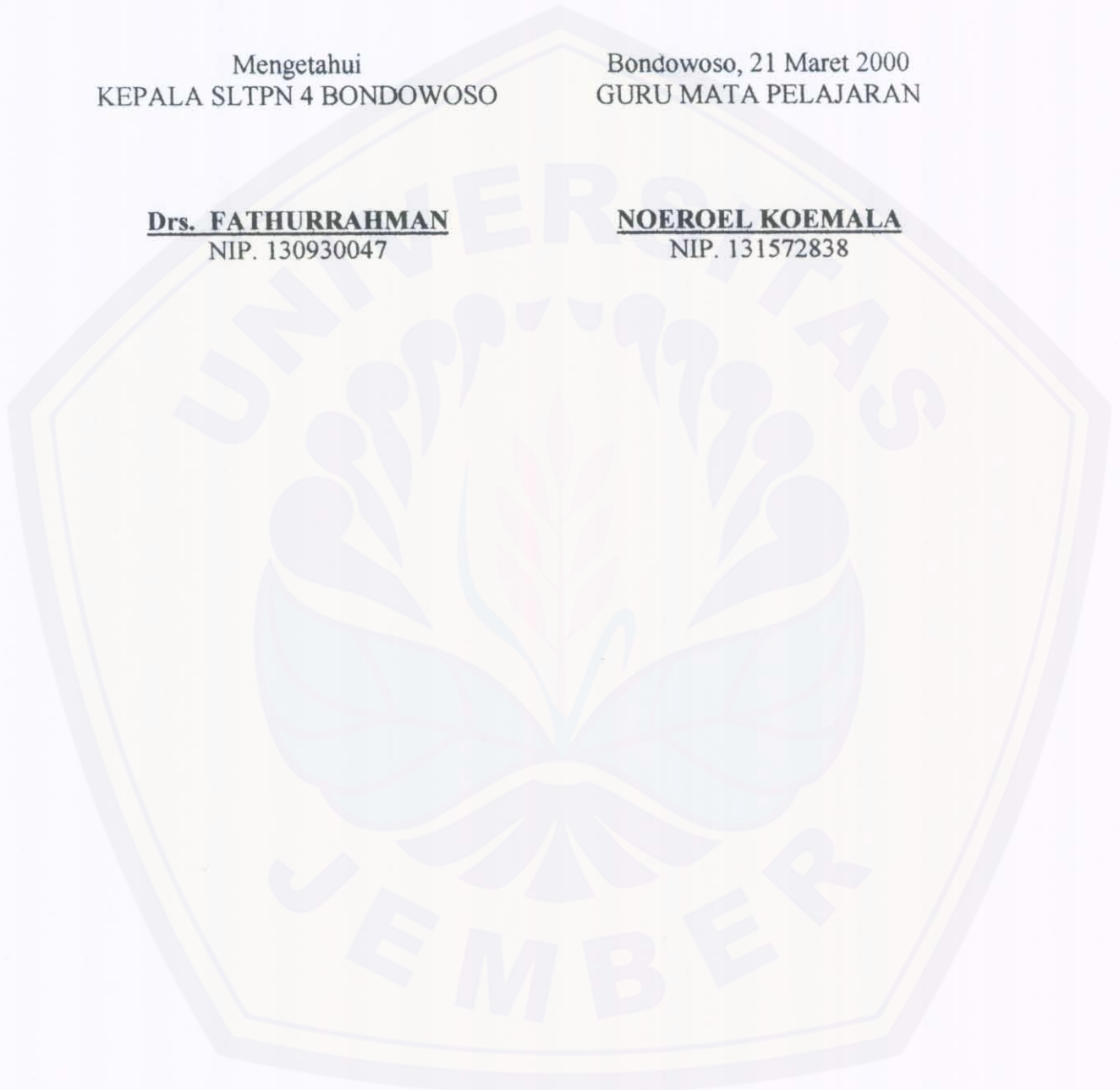
1. Prosedur : Penilaian Proses Belajar dan Hasil Belajar
2. Alat Penilaian : Tes Menulis (Writing Test)

Mengetahui  
KEPALA SLTPN 4 BONDOWOSO

Bondowoso, 21 Maret 2000  
GURU MATA PELAJARAN

Drs. FATHURRAHMAN  
NIP. 130930047

NOEROEL KOEMALA  
NIP. 131572838





Appendix : 2

### RENCANA PEMBELAJARAN

( Cycle 2 )

MATA PELAJARAN : BAHASA INGGRIS  
TEMA : ENTERTAINMENT  
ANAK TEMA : FILM  
KELAS / CAWU : II / 3  
WAKTU : 2 X 45 MENIT

#### I. TUJUAN PEMBELAJARAN KHUSUS :

1. Siswa dapat membuat /menulis kalimat majemuk setara dan bertingkat dengan menggunakan 'transitional words'.
2. Siswa dapat membuat / menulis paragraf dengan kalimat majemuk setara dan bertingkat sesuai dengan topik dan rangkaian cerita dalam gambar berseri.

#### II. BAHAN PEMBELAJARAN

- Sumber Pembelajaran :
1. GBPP tahun 1994 dan Suplemen GBPP 1999
  2. Buku Paket Kelas II
  3. Buku Sumber Lain yang relevan

#### III. ALAT PERAGA

Rangkaian gambar berseri

#### IV. KEGIATAN PEMBELAJARAN

##### A. KEGIATAN AWAL

1. Salam dan tegur sapa
2. Guru mengabsen siswa
3. Guru memberi motivasi

##### B. KEGIATAN INTI

1. Siswa mengamati gambar berseri yang disusun tidak urut.
2. Secara bergantian siswa menyusun gambar berseri menjadi rangkaian gambar / cerita yang benar.
3. Guru memberi kesempatan siswa untuk bertanya tentang gambar berseri.
4. Guru menjelaskan penggunaan 'transitional words' dalam kalimat.
5. Siswa membuat sebuah cerita pendek yang sederhana dengan topik film sesuai dengan cerita dalam rangkaian gambar.

##### C. KEGIATAN AKHIR

3. Guru dan siswa membahas materi yang telah dipelajari.
4. Guru memberi 'Writing Test'

V. **PENILAIAN**

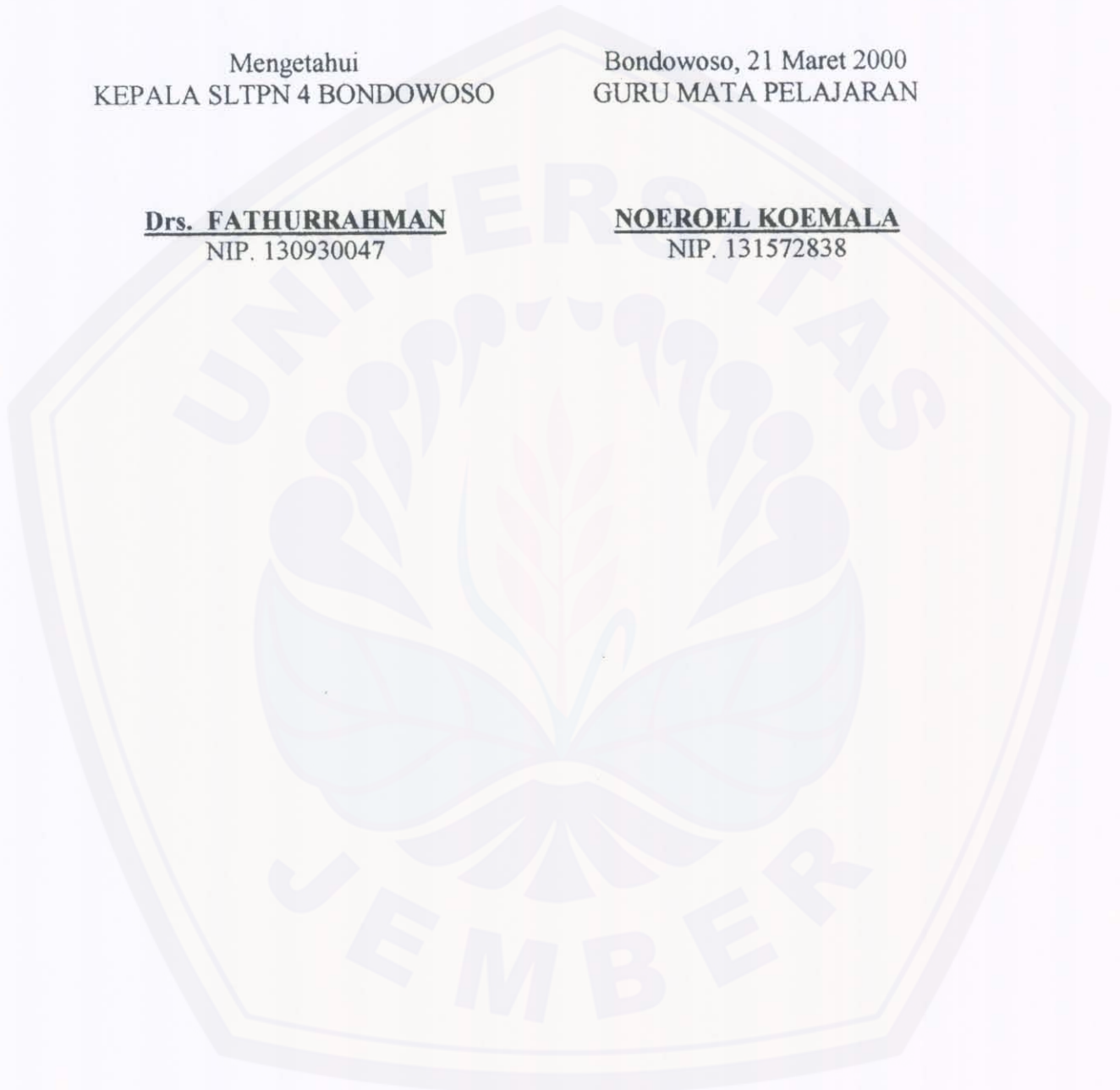
1. Prosedur : Penilaian Proses Belajar dan hasil belajar
2. Alat Penilaian : Tes Menulis (Writing Test)

Mengetahui  
KEPALA SLTPN 4 BONDOWOSO

Bondowoso, 21 Maret 2000  
GURU MATA PELAJARAN

Drs. FATHURRAHMAN  
NIP. 130930047

NOEROEL KOEMALA  
NIP. 131572838



Appendix : 3

**PRE TEST**

( WRITING TEST BEFORE ACTION )

1. Write a good paragraph about your hobby.
2. The following questions will help you to write your composition.
  1. What is your hobby ?
  2. How long have you been doing your hobby ?
  3. When do you do your hobby ?
  4. How do you do your hobby ?
  5. Does your hobby spend much money ?

Appendix : 4

**DAFTAR NILAI 'WRITING' SISWA  
( PRE – TEST )**

NO	NAMA	RELE-	ORGA-	TATA	KOSA	JUMLAH	NILAI	TUNTAS	
		VANSI	NISASI	BAHASA	KATA	SKOR		YA	TIDAK
		3	3	3	3	12	100		
1.	DWI FITRI	3	2	1	1	7	58		✓
2.	DIAN WARNIYANTI	2	2	2	2	8	67	✓	
3.	FAJAR FJIRIA	3	1	1	2	7	58		✓
4.	IKA ARISTIOWATI	2	2	1	1	6	50		✓
5.	JENI TRISULA W	3	2	1	2	8	67	✓	
6.	LUTFIAH RETNO N	3	2	2	2	9	75	✓	
7.	LINDA MARISA	2	1	1	2	6	50		✓
8.	MENIK N	3	2	1	2	8	67	✓	
9.	MARIA APRIYANTI	2	2	2	1	7	58		✓
10.	NINUK ISMADI Y	3	2	2	2	9	75	✓	
11.	NOVA DIAN SARI	2	2	1	2	7	58		✓
12.	RIRIN	2	1	1	1	5	42		✓
13.	SUNDARI MANDASARI	3	2	2	1	8	67	✓	
14.	SIAMAH DWI P	3	2	2	3	10	83	✓	
15.	SULASTRI	2	1	1	1	5	42		✓
16.	SUKA REJEKI	2	2	1	3	8	67	✓	
17.	VERONIKA BAHRI	1	2	2	2	7	58		✓
18.	VERA PRIMA DEWI	3	1	1	2	7	58		✓
19.	YULISANTI A	1	1	2	1	5	42		✓
20.	ALHADI MERI Y	3	1	2	2	8	67	✓	
21.	ACHMAD AFFANDI	3	2	1	2	8	67	✓	
22.	AGUS SUGIYANTO	2	1	1	1	5	42		✓
23.	DIDIK HARDIYANTO	2	1	2	3	8	67	✓	
24.	DONI AGUS S	1	1	2	2	6	50		✓
25.	EKA NOVIYANTO	1	2	1	2	6	50		✓
26.	FERRY HARIYANTO	1	1	1	2	5	42		✓
27.	GENTA ABIRAMA	3	2	2	2	9	75	✓	
28.	HARIYANTO	2	2	1	3	8	67	✓	
29.	HERMANTO	2	2	1	2	7	58		✓
30.	HENDRA YUNI	2	1	3	2	8	67	✓	
31.	HENDRA FITRI	2	2	1	3	8	67	✓	
32.	HERU IRAWAN	2	2	1	2	7	58		✓
33.	LULUK YUNIAR D	3	2	1	1	7	58		✓
34.	MUHYIT MARTIKA	3	2	3	2	9	75	✓	
35.	MOCHAMMAD FAID	2	1	2	2	7	58		✓
36.	NOKI SEBASTIAN	1	2	1	1	5	42		✓
37.	NURUL HUDA	1	1	1	2	5	42		✓
38.	RONALD SB	2	2	1	2	7	58		✓
39.	RIZAL KURNIA W	3	2	1	2	8	67	✓	
40.	RIBUT SUSANTO	3	1	1	1	6	50		✓
41.	SIGIT PURWANTO	2	2	1	1	6	50		✓
42.	SIGIT NUGROHO	2	2	1	2	7	58		✓
43.	SURYO TRIJAYADI	3	1	1	1	6	50		✓
44.	WENI SYAIFUL B	2	1	2	2	7	58		✓
45.	YOGA PRAMONO	2	2	1	2	7	58		✓
	<b>JUMLAH</b>						<b>2643</b>		
	<b>RATA - RATA</b>						<b>58,73</b>		✓

$$\text{NILAI} = \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimum}} \times 100$$

Appendix : 5

WRITING TEST OF CYCLE 1

Write a short paragraph based on the pictures.



( Adapted from : Bahasa Inggris Untuk siswa kelas IIIPT. Pabelan )

Appendix : 4

**DAFTAR NILAI 'WRITING' SISWA  
( PRE – TEST )**

NO	NAMA	RELE- VANSI	ORGA- NISASI	TATA BAHASA	KOSA KATA	JUMLAH SKOR	NILAI	TUNTAS	
								YA	TIDAK
		<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>12</b>	<b>100</b>		
1.	DWI FITRI	3	2	1	1	7	58		✓
2.	DIAN WARNİYANTI	2	2	2	2	8	67	✓	
3.	FAJAR FITRIA	3	1	1	2	7	58		✓
4.	IKA ARISTIOWATI	2	2	1	1	6	50		✓
5.	JENI TRISULA W	3	2	1	2	8	67	✓	
6.	LUTFIAH RETNO N	3	2	2	2	9	75	✓	
7.	LINDA MARISA	2	1	1	2	6	50		✓
8.	MENIK N	3	2	1	2	8	67	✓	
9.	MARIA APRIYANTI	2	2	2	1	7	58		✓
10.	NINUK ISMADI Y	3	2	2	2	9	75	✓	
11.	NOVA DIAN SARI	2	2	1	2	7	58		✓
12.	RIRIN	2	1	1	1	5	42		✓
13.	SUNDARI MANDASARI	3	2	2	1	8	67	✓	
14.	SIAMAH DWI P	3	2	2	3	10	83	✓	
15.	SULASTRI	2	1	1	1	5	42		✓
16.	SUKA REJEKI	2	2	1	3	8	67	✓	
17.	VERONIKA BAHRI	1	2	2	2	7	58		✓
18.	VERA PRIMA DEWI	3	1	1	2	7	58		✓
19.	YULISANTI A	1	1	2	1	5	42		✓
20.	ALHADI MERI Y	3	1	2	2	8	67	✓	
21.	ACHMAD AFFANDI	3	2	1	2	8	67	✓	
22.	AGUS SUGIAYANTO	2	1	1	1	5	42		✓
23.	DIDIK HARDIYANTO	2	1	2	3	8	67	✓	
24.	DONI AGUS S	1	1	2	2	6	50		✓
25.	EKA NOVIYANTO	1	2	1	2	6	50		✓
26.	FERRY HARIYANTO	1	1	1	2	5	42		✓
27.	GENTA ABIRAMA	3	2	2	2	9	75	✓	
28.	HARIYANTO	2	2	1	3	8	67	✓	
29.	HERMANTO	2	2	1	2	7	58		✓
30.	HENDRA YUNI	2	1	3	2	8	67	✓	
31.	HENDRA FITRI	2	2	1	3	8	67	✓	
32.	HERU IRAWAN	2	2	1	2	7	58		✓
33.	LULUK YUNIAR D	3	2	1	1	7	58		✓
34.	MUHYIT MARTIKA	3	2	3	2	9	75	✓	
35.	MOHAMMAD FAID	2	1	2	2	7	58		✓
36.	NOKI SEBASTIAN	1	2	1	1	5	42		✓
37.	NURUL HUDA	1	1	1	2	5	42		✓
38.	RONALD SB	2	2	1	2	7	58		✓
39.	RIZAL KURNIA W	3	2	1	2	8	67	✓	
40.	RIBUT SUSANTO	3	1	1	1	6	50		✓
41.	SIGIT PURWANTO	2	2	1	1	6	50		✓
42.	SIGIT NUGROHO	2	2	1	2	7	58		✓
43.	SURYO TRIJAYADI	3	1	1	1	6	50		✓
44.	WENI SYAIFUL B	2	1	2	2	7	58		✓
45.	YOGA PRAMONO	2	2	1	2	7	58		✓
	<b>JUMLAH</b>						<b>2643</b>		
	<b>RATA - RATA</b>						<b>58,73</b>		✓

$$\text{NILAI} = \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimum}} \times 100$$

Appendix : 5

WRITING TEST OF CYCLE 1

Write a short paragraph based on the pictures.



( Adapted from : Bahasa Inggris Untuk siswa kelas IIIPT. Pabelan )

Appendix : 6

**DAFTAR NILAI 'WRITING' SISWA  
CYCLE : 1**

NO	NAMA	RELE-	ORGA-	TATA	KOSA	JUMLAH	NILAI	TUNTAS	
		VANSI	NISASI	BAHASA	KATA	SKOR		YA	TIDAK
		3	3	3	3	12	100		
1.	DWI FITRI	3	2	2	1	8	67	✓	
2.	DIAN WARNIYANTI	3	2	1	2	8	67	✓	
3.	FAJAR FITRIA	3	2	1	2	8	67	✓	
4.	IKA ARISTIOWATI	2	2	2	2	8	67	✓	
5.	JENI TRISULA W	3	2	1	2	8	67	✓	
6.	LUTFIAH RETNO N	3	3	2	2	8	83	✓	
7.	LINDA MARISA	3	1	2	2	8	67	✓	
8.	MENIK N	3	2	2	2	9	75	✓	
9.	MARIA APRIYANTI	3	1	2	2	8	67	✓	
10.	NINUK ISMADI Y	3	2	2	2	9	75	✓	
11.	NOVA DIAN SARI	2	2	1	3	8	67	✓	
12.	RIRIN	2	2	1	2	7	58		✓
13.	SUNDARI MANDASARI	2	2	2	2	8	67	✓	
14.	SIAMAH DWI P	3	2	2	3	9	75	✓	
15.	SULASTRI	2	1	1	2	6	50		✓
16.	SUKA REJEKI	2	2	2	2	8	67	✓	
17.	VERONIKA BAHRI	2	2	2	2	8	67	✓	
18.	VERA PRIMA DEWI	2	2	1	2	7	58		✓
19.	YULISANTI A	2	2	2	2	8	67	✓	
20.	ALHADI MERI Y	3	2	1	2	8	67	✓	
21.	ACHMAD AFFANDI	3	2	2	2	10	83	✓	
22.	AGUS SUGIAYANTO	2	3	2	2	7	58		✓
23.	DIDIK HARDIYANTO	2	1	1	2	7	58		✓
24.	DONI AGUS S	3	1	2	2	9	75	✓	
25.	EKA NOVYANTO	3	2	1	2	8	67	✓	
26.	FERRY HARIYANTO	2	2	1	2	7	58		✓
27.	GENTA ABIRAMA	3	2	2	2	9	75	✓	
28.	HARIYANTO	3	2	2	2	9	75	✓	
29.	HERMANTO	3	2	2	2	9	75	✓	
30.	HENDRA YUNI	2	2	2	2	8	67	✓	
31.	HENDRA FITRI	3	2	2	2	8	67	✓	
32.	HERU IRAWAN	3	1	1	2	8	67	✓	
33.	LULUK YUNIAR D	2	2	1	3	8	67	✓	
34.	MUHYIT MARTIKA	3	2	2	2	9	75	✓	
35.	MOCHAMMAD FAID	2	2	2	2	8	67	✓	
36.	NOKI SEBASTIAN	2	2	1	2	7	58		✓
37.	NURUL HUDA	2	2	1	2	6	50		✓
38.	RONALD SB	2	1	2	2	8	67	✓	
39.	RIZAL KURNIA W	3	2	2	2	9	75	✓	
40.	RIBUT SUSANTO	3	2	1	2	8	67	✓	
41.	SIGIT PURWANTO	3	2	2	2	9	75	✓	
42.	SIGIT NUGROHO	2	1	1	2	6	50		✓
43.	SURYO TRIJAYADI	1	2	2	2	7	58		✓
44.	WENI SYAIFUL B	3	2	1	2	8	67	✓	
45.	YOGA PRAMONO	3	2	2	3	10	83	✓	
	<b>JUMLAH</b>						<b>3029</b>		
	<b>RATA - RATA</b>						<b>67,31</b>		✓

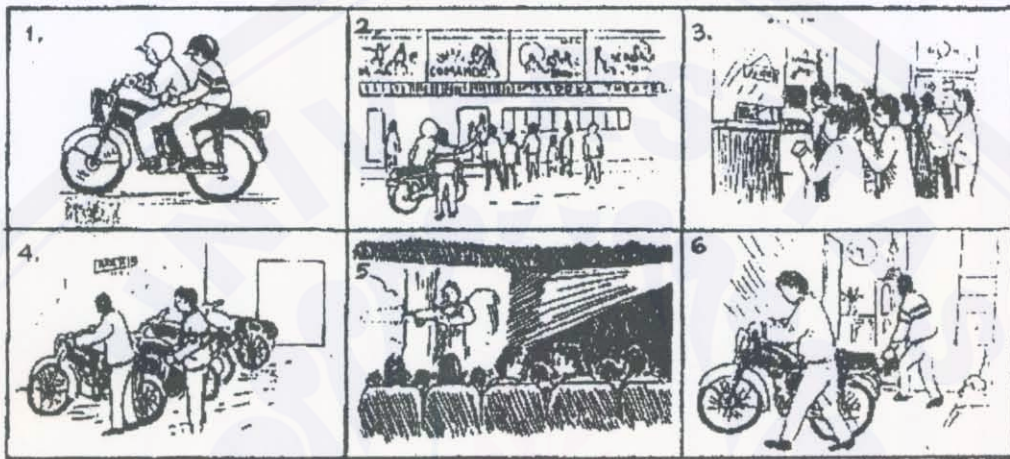
$$\text{NILAI} = \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimum}} \times 100$$



Appendix : 7

WRITING TEST OF CYCLE 2

Tell the pictures in good paragraphs



( Adapted from : Bahasa Inggris untuk siswa kelas II PT. Pabelan )

Appendix : 8

**DAFTAR NILAI 'WRITING' SISWA  
CYCLE : 2**

NO	NAMA	RELE- VANSI	ORGA- NISASI	TATA BAHASA	KOSA KATA	JUMLAH SKOR	NILAI	TUNTAS	
								YA	TIDAK
		<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>12</b>	<b>100</b>		
1.	DWI FITRI	3	2	2	2	9	75	✓	
2.	DIAN WARNİYANTI	2	2	2	3	9	75	✓	
3.	FAJAR FITRIA	3	2	1	2	8	67	✓	
4.	IKA ARISTIWATI	2	2	2	2	8	67	✓	
5.	JENI TRISULA W	3	2	2	2	9	75	✓	
6.	LUTFIAH RETNO N	3	3	1	3	10	83	✓	
7.	LINDA MARISA	3	2	2	2	9	75	✓	
8.	MENIK N	3	2	3	2	10	83	✓	
9.	MARIA APRIYANTI	3	2	2	2	9	75	✓	
10.	NINUK ISMADI Y	3	2	2	2	9	75	✓	
11.	NOVA DIAN SARI	2	2	2	2	8	67	✓	
12.	RIRIN	3	2	1	2	8	67	✓	
13.	SUNDARI MANDASARI	3	2	2	3	10	83	✓	
14.	SIAMAH DWI P	3	2	2	3	10	83	✓	
15.	SULASTRI	2	2	1	2	7	58		✓
16.	SUKA REJEKI	3	2	2	2	9	75	✓	
17.	VERONIKA BAHRI	2	2	1	2	7	58		✓
18.	VERA PRIMA DEWI	2	2	2	2	8	67	✓	
19.	YULISANTI A	3	2	2	2	9	75	✓	
20.	ALHADI MERI Y	3	2	2	2	9	75	✓	
21.	ACHMAD AFFANDI	3	2	2	3	10	83	✓	
22.	AGUS SUGIAYANTO	3	2	1	2	8	67	✓	
23.	DIDIK HARDIYANTO	2	2	2	2	8	67	✓	
24.	DONI AGUS S	3	2	2	3	10	83	✓	
25.	EKA NOVIYANTO	2	2	1	2	7	58		✓
26.	FERRY HARIYANTO	2	2	3	2	9	75	✓	
27.	GENTA ABIRAMA	3	3	2	3	11	92	✓	
28.	HARIYANTO	3	3	2	2	10	83	✓	
29.	HERMANTO	3	2	1	2	8	67	✓	
30.	HENDRA YUNI	3	2	2	3	10	83	✓	
31.	HENDRA FITRI	3	2	2	2	9	75	✓	
32.	HERU IRAWAN	2	2	2	2	8	67	✓	
33.	LULUK YUNIAR D	3	2	1	2	8	67	✓	
34.	MUHYIT MARTIKA	3	3	2	3	11	92	✓	
35.	MOCHAMMAD FAID	2	2	2	2	8	67	✓	
36.	NOKI SEBASTIAN	2	2	3	2	9	75	✓	
37.	NURUL HUDA	3	2	1	2	7	58		✓
38.	RONALD SB	3	2	2	2	9	75	✓	
39.	RIZAL KURNIA W	3	2	2	2	9	75	✓	
40.	RIBUT SUSANTO	2	1	1	2	6	50		✓
41.	SIGIT PURWANTO	3	2	3	2	10	83	✓	
42.	SIGIT NUGROHO	2	2	2	2	8	67	✓	
43.	SURYO TRIJAYADI	2	2	2	2	8	67	✓	
44.	WENI SYAIFUL B	2	2	1	2	7	58		✓
45.	YOGA PRAMONO	3	2	2	3	10	83	✓	
<b>JUMLAH</b>							<b>3266</b>		
<b>RATA - RATA</b>							<b>72,58</b>	✓	

$$\text{NILAI} = \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimum}} \times 100$$

Appendix : 9

**INDICATORS OF SCORING THE STUDENTS' WRITING**

SCORE	RELEVANCE	ORGANIZATION	GRAMMAR	VOCABULARY
1	irrelevant to the topic, difficult to understand, confusing	lack of organization, no attempt at connectivity, uncohesive, confusing	errors of grammar or word order so severe to make comprehension imposible, misused structures	vocabulary so limited, and so frequent misused, errors in spelling so frequent
2.	relevant to the topic, some irrelevant supporting details	material well organized, cohesive, but some sentences are not clear	some errors of grammar or word order but do not interfere the comprehension, no attempt to use complex sentences	expression of ideas may be limited, because of inadequate vocabulary, some errors in spelling
3.	relevant to the topic, has relevant supporting details and sentences, and easy to understand	sentences well organized, ideas linked well, sentences clearly and cohesively linked	few noticeable errors of grammar or word order, some complex sentences used well	the use of vocabulary appropriate to the topic, few noticeable lapses in spelling

( Adapted from Testing For Language Teachers, Arthur Hughes, 1996 : 91 – 96 )