APPENDIX 1

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
The use of sequenced improves the students writing ability at MA Darul Muhajirin in the 2018/2019 Academic Year	How can the use of sequence picture can improve students writing ability?	Independent Sequenced picture Dependent - writing skill	- Students will not find a difficulty to write and explore their ideas. - providing the variation techniques in writing. Writing skill - word - sentence - understanding the generic structure.	1. Research Subjects The first grade students at MA Darul Muhajiril 2. Informant The english teacher of the first grade students at MA Darul Muhajirin 3.Documments The name of respondents	1.Research Design. Class room action research. • The stages of each : - planning - acting - observing - reflecting 2. Data Collecting - Field Notes 3. Data Analysis	Sequence picture can improve the tenth grade students' writing ability through descriptive text at MA Darul Muhajirin.

APPENDIX 3

WRITING SCORE (TRYOUT)

NO	NAME	ASPECT OF WRITING				Total Score of Each	QUADRAT SCORE TEST
		G	V	C	O		
1	Achmad Ilza Moelhikam	3	3	3	3	12	144
2	Ahmad Jam'an S	4	4	3	4	15	225
3	Alfan S.Y	3	3	3	3	12	144
4	Andi Agus Prayoga	5	5	4	5	19	361
5	Angga	4	4	5	4	17	289
6	Arum Arya Sukma	3	3	4	5	15	225
7	Audi	5	5	4	5	19	361
8	Dafid Ifandi	3	3	5	4	15	225
9	Dwi Agung S	3	4	3	4	14	196
10	Farhan Ainur R	5	5	4	5	19	361
11	Feri Abdul Fatah	5	3	4	4	16	256
12	Hilman Aditya Arnando	4	3	3	3	13	169
13	Ibnu Arif	5	5	3	5	18	324
14	M. Dwi Saji	5	5	3	5	18	324
15	M. Fajar Imam Wahyudi	3	4	3	3	13	169
16	M. Gilang A	4	4	3	4	15	225
17	M. Hafidz	4	4	4	4	16	256
18	M. Iqbal Habiby	3	3	3	3	12	144
19	M. Lutfi Azizi	5	4	3	5	17	289
20	M. Riza	3	3	3	4	13	169
21	Moh. Abdul Basyir H	5	5	4	5	19	361
22	Mohammad Nur Yusuf	4	4	3	4	15	225
23	Raihan Nur R	5	5	4	5	19	361
24	Rendy	4	4	5	5	18	324
25	Rony	4	4	4	4	16	256
36	Wildan Maliki	3	2	2	3	10	100
	Total Score	**104**	**101**	**92**	**108**	**405**	**6483**
	Quadrate	**434**	**411**	**340**	**464**		

APPENDIX 2

<div align="center">

WRITING TEST (TRYOUT)

</div>

Name   :
Student Number :

DIRECTIONS

1. Write the descriptive paragraph use your own words. At least 100 words!
2. The descriptive paragraph that you make is completed with generic structure of descriptive text: identification, Description.
3. You may open dictionary

APPENDIX 14

THE RESULT of X GRADE STUDENT'S WRITING TEST in CYCLE 2

No	Name of Students	Aspects of Writing					Total Score	Writing Score
		C	M	V	G	O		
1	M. Arif	3	3	3	3	3	15	75
2	M. Rizal A	3	3	4	3	3	16	80
3	M. Ainur	3	2	4	3	3	15	75
4	Yusuf S	3	2	4	3	3	15	75
5	Robert A	2	2	3	2	3	12	60
6	Irfan H	3	2	3	3	3	14	70
7	Taufik K	3	3	4	3	3	16	80
8	Rendi F Z	3	2	4	3	3	15	75
9	Khofifahtur R	3	3	4	3	3	16	80
10	Ilvi N H	3	3	4	4	4	18	90
11	Krisna J	2	2	3	3	2	12	60
12	Niswata	3	3	3	3	3	15	75
13	Arseli D	2	2	3	3	3	13	65
14	M. Aimar Z	3	3	3	3	3	15	75
15	Rahadian A	3	3	4	4	3	17	85
16	Yusditira P	3	3	4	4	3	17	85
17	M. Esa N H	4	3	4	3	3	17	85
18	Javier A O	3	3	3	4	3	16	80
19	Fauziyah N A	3	3	3	3	3	15	75
20	Seravine Z A	4	4	3	3	3	17	85
	Total Score	59	54	70	63	60	306	1.530

ANALYSIS DATA of STUDENTS' SCORE in CYCLE 2

$$\overline{X} = \frac{\sum X}{n}$$

$$\overline{X} = \frac{1,530}{20}$$

$$\overline{X} = 76,5$$

Notes: Total students got $\geq 70 = 17$ Students

Achieved :

$$\overline{X} = \frac{\sum X}{n}$$

$$\overline{X} = \frac{17}{20} \text{ x } 100\%$$

$$= 85\%$$

Not Achieved :

$$\overline{X} = \frac{\sum X}{n}$$

$$\overline{X} = \frac{3}{20} \text{ x } 100\%$$

$$= 15\%$$

So, it is stopped in cycle 2 because 85% of students achieved the score. Because the average score of the writing test in cycle 2 is 76,5. It means that the research was success.

APPENDIX 7

LESSON PLAN (CYCLE 1)

School : MA Darul Muhajirin

Subect : English

Topic : Descriptive Text

Class/Semester : X (tenth) / II

Allocation of Time : 2x45 Minutes

Meeting : 1

A. STANDART COMPETENCE

3. Comprehends, applies and analyzes factual knowledge, conceptual, procedural, and metacognitive based on his/her sense of wonder towards knowledge, technology, art, culture and humanities, with humanity perception, nation, nationality and civilization regarding to phenomenal causes and occurrence, also applies procedural knowledge on a specific inspection field with his/her talent and interest to solve problems.

4. Processes, thinks and provides in concrete domain and abstract domain regarding to the development of what have been learnt at school individually, acts effectively and creatively, also is able to use the methods based on the scientific principles.

B. **BASIC COMPETENCE**

4.8. Capturing meanings in descriptive oral and simple written texts.

4.9. Editing oral and written descriptive texts, simple, about people, tourist attractions, and famous historical buildings, by paying attention to social functions, text structures, and language elements that are correct and in context.

4.10. Arrange simple descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.

C. **INDICATORS**

1. Identifying the generic structure and language feature of descriptive text.

2. Understanding the using of present tense in the descriptive text.

3. Writing a simple descriptive text.

D. **LEARNING OBJECTIVES**

1. Students are able to identify the generic structure and language feature of descriptive text.

2. Students are able to use of present tense in the descriptive text.

3. Students are able to write a simple descriptive text.

4. Students can improve their writing ability.

E. **METHOD**

- Sequenced picture strategy

F. **MATERIALS**

1. Descriptive Text is a piece of text that retells the picture, usually in the order in which they happened. In addition, descriptive text tells the reader about the picture or the condition that has happened in that time, it might have happened to the writer or to someone else.

2. Generic Structure of descriptive Text:

    a. Identification : That introducing the participants, place animal or object will be described.

    b. description   : Describing something such as animal, things, place or anything related to what the writer describe.

3. The Language Features are:

    a. Specific participant : my house, my teacher, Borobudur temple, ect.

    b. The use of the adjective to clarify the noun : a handsome man, the famous place in Indonesia, ect.

    c. The use of simple present tense

    d. Using action verb: Look, Go, Change, etc.

4. Mechanics in writing descriptive text are full stop (.) comma (,) and capital letter (A,B,C).

    a. Full stop is used in the end of sentence.

    b. Comma is used to mention the same category.

    c. Capital letter is used to mention the name of person, animal, country, month, and day.

5. Example of descriptive Text:

My favorite teacher

My teacher is my history teacher, and he is the best teaher that I have ever had. He has the ability to make a subject that many student find incredibly come to life through his enthusiasm and passing for history, and his love being a teacher.

Its ever so funny to watch him get excited about something, which happens in every lesson. Its easy to know that he's getting excited because he

begins bouncing up and down slightly in a way that no other fifty year old would ever managed without looking completely ridiculous, often going into role and becoming the character or figure he is talking about, doing the voice, the action.

A teacher that doesn't take himself too serious always will be a big hit with teenagers, although he is not afraid to impose his authority if he has to.

G. METHOD OF LEARNING

- **Pre Activities** (15 Minutes)

  1. Greeting
  2. Praying before start the lesson
  3. Checking the attendence list
  4. Telling the objective of the learning
  5. Explain about sequenced picture strategy

- **Main Activities** (60 Minutes)

  1. Teacher distributing the example of descriptive text.
  2. Teacher gives explanation about the generic structure and language feature of writing descriptive text.
  3. Teacher asks student to read the text to understand the meaning and the generic structure of the text.
  4. Teacher applied sequenced picture strategy in the process of teaching writing:
  5. Teacher gives revising directly in front of the class after students write a sentences.
  6. Teacher asks student to re-write their work to be a paragraph in a pieces of paper.

- **Post Activities** (15 Minutes)

1. Reviewing the material by giving question about descriptive text.

2. Making a conclusion.

3. Greeting.

H. MEDIA AND SOURCE

1. Media: Black Board, Board Marker, Students' Worksheet, Paper.

I. EVALUATIONS

1. Instrument: field note and Writing Test.

J. WRITING SCORE

NO	NAME	ASPECTS					TOTAL	SCORE
		C	M	V	G	O		

Lumajang, 8 September 2018

English Teacher   Researcher

Maulid Zufiati, S.Pd   Rizki Pahlefi
                                                    NIM :1410231005

APPENDIX 4

ANALYSIS STUDENT'S TRYOUT TEST

1. Alpha Cronbach Formula

$$\sigma^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

1. $a_G^2 = \frac{434 - \frac{104^2}{26}}{26} = \frac{434 - 416}{26} = \frac{18}{26} = 0,69$

2. $a_v^2 = \frac{411 - \frac{101^2}{26}}{26} = \frac{411 - 392.3}{26} = \frac{18,7}{26} = 0,71$

3. $a_c^2 = \frac{340 - \frac{92^2}{26}}{26} = \frac{340 - 325,5}{26} = \frac{14.5}{26} = 0,55$

4. $a_S^2 = \frac{464 - \frac{108^2}{26}}{26} = \frac{464 - 448,6}{26} = \frac{15,4}{26} = 0,59$

$\sum \sigma_b^2 = 0,69 + 0,71 + 0,55 + 0,59 = 2,54$

$\sum \sigma_t^2 = \frac{6483 - \frac{405^2}{26}}{26} = \frac{6483 - 6308.6}{26} = 6.70$

Alpha Formula

$$r_{11} = \left(\frac{k}{(k-1)}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

$$r_{11} = \left(\frac{4}{(4-1)}\right)\left(1 - \frac{2,54}{6,70}\right)$$

$$= (1.3)\,(1-0,379)$$

$$= (1.3)\,(0.\,621)$$

$$= 0,80 \qquad \text{(High Corellation)}$$

APPENDIX 6

STUDENTS ATTENDANCE LIST

Class: X   **Month:September**

No	Name	Days			
		1	2	3	4
1	M. Arif	✓	✓	✓	✓
2	M. Rizal Aziz	✓	✓	✓	✓
3	M. Ainu Rofik	✓	✓	✓	✓
4	Yusuf Setiawan	✓	✓	✓	✓
5	Robert Alexander	✓	✓	✓	✓
6	Irfan Holis	✓	✓	✓	✓
7	Thoufik Khoirul	✓	✓	✓	✓
8	Rendi fauzan Hakiki	✓	✓	✓	✓
9	Khofifatur rohman	✓	✓	✓	✓
10	Ilvi Nur Hidayah	✓	✓	✓	✓
11	Krisna Jayanti	✓	✓	✓	✓
12	Niswata Hilya N	✓	✓	✓	✓
13	Arseli Dyah Ramadhani	✓	✓	✓	✓
14	M. Aimar Zidan	✓	✓	✓	✓
15	Rahadian Ainur Yudha	✓	✓	✓	✓
16	Yusditira Pratama	✓	✓	✓	✓
17	M. Esa Nur Hakim	✓	✓	✓	✓
18	Javier Ahmad Osama	✓	✓	✓	✓
19	Fauziyah Nur Afifi	✓	✓	✓	✓
20	Seravine Zalfa Audiyah	✓	✓	✓	✓

APPENDIX 8

LESSON PLAN (CYCLE 1)

School	: MADarulMuhajirin
Subect	: English
Topic/ Sub Topic	: Descriptive Text
Class/Semester	: X (tenth) / II
Allocation of Time	: 2x45Minutes
Meeting	: 2

A. STANDART COMPETENCE

3. Comprehends, applies and analyzes factual knowledge, conceptual, procedural, and metacognitive based on his/her sense of wonder towards knowledge, technology, art, culture and humanities, with humanity perception, nation, nationality and civilization regarding to phenomenal causes and occurrence, also applies procedural knowledge on a specific inspection field with his/her talent and interest to solve problems.

4. Processes, thinks and provides in concrete domain and abstract domain regarding to the development of what have been learnt at school individually, acts effectively and creatively, also is able to use the methods based on the scientific principles.

B. BASIC COMPETENCE

4.8. Capturing meanings in descriptive oral and simple written texts.

4.9. Editing oral and written descriptive texts, simple, about people, tourist attractions, and famous historical buildings, by paying attention to social functions, text structures, and language elements that are correct and in context.

4.10. Arrange simple descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.

C. INDICATORS

1. Identifying the generic structure and language feature of descriptive text.

2. Understanding the using of present tense in the descriptive text.

3. Writing a simple descriptive text.

D. LEARNING OBJECTIVES

1. Students are able to identify the generic structure and language feature of descriptive text.

2. Students are able to use of present tense in the descriptive text.

3. Students are able to write a simple descriptive text

4. Students can improve their writing ability.

E. METHOD

- Sequenced picture strategy

F. MATERIALS

1. Descriptive Text is a piece of text that retells the picture, usually in the order in which they happened. In addition, descriptive text tells the reader about the picture or the condition that has happened in that time, it might have happened to the writer or to someone else.

2. Generic Structure of Recount Text:

    a. Identification :That introducing the participants, place animal or object will be described.

    b. description   : Describing something such as animal, things, place or anything related to what the writer describe.

3. The Language Features are:

    a. Specific participant : my house, my teacher, Borobudur tample, ect.

    b. The use of the adjective to clarify the noun : a handsome man, the famous place in Indonesia, ect.

    c. The use of simple present tense

    d. Using action verb: Look, Go, Change, etc.

4. Mechanics in writing recount text are full stop (.) comma (,) and capital letter (A,B,C).

    a. Full stop is used in the end of sentence.

    b. Comma is used to mention the same category.

    c. Capital letter is used to mention the name of person, animal, country, month, and day.

5. Example of Descriptive Text:

My best friend

My best friend is IkaNurFadhilahshe is my classmate. We go to the school togather. Ika comes from an educated family. her father is a school principal and her mother is also a teacher.

Ika has a built body. She is girly but fearless. She takes part in all sport,scout, and another activity. She has a warm heart. She is truthful, honest and obedient.

She also plays a guitar and she makes her parent very proud. Her secures good marks and is usually top of her class in examination. She inspire me to work harder. She keep me away from bad company. Iam very happy to have such a friend.

G. Learning Activity

- **Pre Activities** (15 Minutes)

  1. Greeting
  2. Praying before start the lesson
  3. Checking the attendence list
  4. Telling the objective of the learning
  5. Explain about sequenced picture strategy

- **Main Activities** (60 Minutes)

  1. Teacher distributing the example of descriptive text.
  2. Teacher gives explanation about the generic structure and language feature of writing descriptive text.
  3. Teacher asks student to read the text to understand the meaning and the generic structure of the text.
  4. Teacher applied sequenced picturestrategy in the process of teaching writing:
     a. Teacher prepares divides the students into a group
     b. Teacher gave explanation what they are going to do with the picture
  5. Teacher gives revising directly in front of the class after students write a sentences.
  6. Teacher asks student to re-write their work to be a paragraph in a pieces of paper.

- **Post Activities** (15 Minutes)

1. Reviewing the material by giving question about descriptive text.

2. Making a conclusion.

3. Greeting.

H. MEDIA AND SOURCE

1. Media: Black Board, Board Marker, Students' Worksheet, Paper.

I. EVALUATIONS

1. Instrument: field note and Writing Test.

J. WRITING SCORE

NO	NAME	ASPECTS					TOTAL	SCORE
		C	M	V	G	O		

Lumajang, 08September 2018

English Teacher   Researcher

MaulidZufiati, S.Pd   RizkiPahlefi
                                                  NIM :1410231005

APPENDIX 11

FIELD NOTE CYCLE 1 (Meeting Two)

No.	Meeting 2
1.	The teacher explains the material using the picture related to the text
2.	Most students join the class actively
3.	The teacher has the students to guess the difficult words in the text
4.	The students do the task in appropriate instructions
5.	The representatives are willing to come forward to give conclusion without any teacher's instruction

Note:

1. The students paying attention.

2. The students participating in sharing ideas about descriptive text.

3. The students are able to make sentence correctly.

4. The students are able to work together in their team.

APPENDIX 9

THE RESULT of X GRADE STUDEN'S WRITING TEST in CYCLE 1

No	Name of Students	Aspects of Writing					Total Score	Writing Score
		C	M	V	G	O		
1	M. Arif	3	3	3	2	2	13	65
2	M. Rizal A	3	3	3	3	3	15	75
3	M. Ainur	3	2	3	2	3	13	65
4	Yusuf S	2	3	3	2	3	13	65
5	Robert A	2	1	3	2	2	10	50
6	Irfan H	3	2	3	2	3	13	65
7	Taufik K	3	3	3	3	3	15	75
8	Rendi F Z	3	2	3	2	3	13	65
9	Khofifahtur R	2	2	3	3	3	13	65
10	Ilvi N H	3	3	4	3	3	16	80
11	Krisna J	2	2	3	2	3	12	60
12	Niswata	3	3	4	3	3	16	80
13	Arseli D	2	2	3	3	1	11	55
14	M. Aimar Z	3	3	4	3	3	16	80
15	Rahadian A	3	3	4	3	2	15	75
16	Yusditira P	3	3	3	3	3	15	75
17	M. Esa N H	3	3	3	2	3	14	70
18	Javier A O	4	2	4	3	3	16	80
19	Fauziyah N A	3	3	3	3	3	15	75
20	Seravine Z A	3	3	4	3	3	16	80
	Total Score	56	51	66	52	55	280	1.400

ANALYSIS DATA of STUDENTS' SCORE in CYCLE 1

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{1,400}{20}$$

$$\bar{X} = 70$$

Notes: Total students got $\geq 70 = 11$ Students

Achieved :

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{11}{20} \text{ x } 100\%$$

$$= 55\%$$

Not Achieved :

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{9}{20} \text{ x } 100\%$$

$$= 45\%$$

So, it is needed to continue to the cycle 2 because 45% of students do not achived the score ≥ 70. It means that the research was failed.

APPENDIX 15

FIELD NOTE IN CYCLE 2 (meeting 1)

Observing was done during the teaching and learning process in cycle 1. It was to observe the researcher's action and the students' behavior including the response, participation, achievement and everything which was found during the teaching and learning process or during implementing the strategy in the class and it was in the form of field note. And the result of field notes showed that there were many weakness from both students and researcher in the first cycle. The notes in cycle 1 could be seen by the following problems:

First, the researcher spoke to fast, it made the students could not hear clearly to the teacher explanations. Second, the students didn't paid attention to the teacher directive, it made the students were confused in doing the task. Sequenced Picture is a new strategy for them and they did not really understood to the rule of the use of sequenced picture itself. They tend to speak by themselves, especially the group who sat in the backseat. Actually the students realized that they have difficulties in understanding the matery, but they were shy to ask the question to the teacher or their friends. And the teacher had not been able to attract the attention of the students in the class.

The researcher found the causes why the first cycle was not successful. In this stage the researcher planned some activities for the second cycle in order to get success.

APPENDIX 10

FIELD NOTE IN CYCLE 1 (Meeting One)

No.	Meeting 1
1.	The teacher explains the material using the picture related to the text
2.	The students are more enthusiastic in joining the class
3.	The students ask question about the difficult word in the text and answer the teacher's question
4.	Most of the students do the task or worksheet in the group
5.	Each representative of the groups presents the conclusion properly

Note:

1. The students paying attention.

2. The students participating in sharing ideas about descriptive text.

3. The students are able to make sentence correctly.

4. The students are able to work together in their team.

APPENDIX 12

LESSON PLAN (CYCLE 2)

School   : MA DarulMuhajirin

Subect   : English

Topic   : Descriptive Text

Class/Semester   : X (Tenth) / II

Allocation of Time   : 2x45Minutes

Meeting   : 1

A. STANDART COMPETENCE

3. Comprehends, applies and analyzes factual knowledge, conceptual, procedural, and metacognitive based on his/her sense of wonder towards knowledge, technology, art, culture and humanities, with humanity perception, nation, nationality and civilization regarding to phenomenal causes and occurrence, also applies procedural knowledge on a specific inspection field with his/her talent and interest to solve problems.

4. Processes, thinks and provides in concrete domain and abstract domain regarding to the development of what have been learnt at school individually, acts effectively and creatively, also is able to use the methods based on the scientific principles.

B. BASIC COMPETENCE

4.8. Capturing meanings in descriptive oral and simple written texts.

4.9. Editing oral and written descriptive texts, simple, about people, tourist attractions, and famous historical buildings, by paying attention to social functions, text structures, and language elements that are correct and in context.

4.10. Arrange simple descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.

C. INDICATORS

1. Identifying the generic structure and language feature of descriptive text.

2. Understanding the using of present tense in the descriptive text.

3. Writing a simple descriptive text.

D. LEARNING OBJECTIVES

1. Students are able to identify the generic structure and language feature of descriptive text.

2. Students are able to use of present tense in the descriptive text.

3. Studentsare able to write a simple descriptive text.

4. Students can improve their writing of descriptive text.

E. METHOD

- Sequenced picure

F. MATERIALS

Descriptive Text is a piece of text that retells the picture, usually in the order in which they happened. In addition, descriptive text tells the reader about the

picture or the condition that has happened in that time, it might have happened to the writer or to someone else.

1. Generic Structure of descriptive Text:

    a. Identification :That introducing the participants, place animal or object will be described.

    b. description   : Describing something such as animal, things, place or anything related to what the writer describe.

2. The Language Features are:

    a. Specific participant : my house, my teacher, Borobudur temple, ect.

    b. The use of the adjective to clarify the noun : a handsome man, the famous place in Indonesia, ect.

    c. The use of simple present tense

    d. Using action verb: Look, Go, Change, etc.

3. Mechanics in writing recount text are full stop (.) comma (,) and capital letter (A,B,C).

    a. Full stop is used in the end of sentence.

    b. Comma is used to mention the same category.

    c. Capital letter is used to mention the name of person, animal, country, month, and day.

4. Example of descriptive Text:

My grandfather

Identification: My grandfather is very gentle, loving, and caring person. He never raises his voice at anyone. He has lived with me for as very long as I can remember. He take care of when mom and dad go to work.

Description: My grandfather is very meat and tidy person. He has very dray grey hair. He has dark brown eyes that twinkle whenever he sees me. I hardly ever see them wet. Grandfather like to tell stories, he usually tell me brief stories of his childhood and express them very well with her tired, and old hand. I really love my grandfather.

G. METHOD OF LEARNING

- **Pre Activities** (15 Minutes)

  1. Greeting

  2. Praying before start the lesson

  3. Checking the attendence list

  4. Telling the objective of the learning

- **Main Activities** (60 Minutes)

  1. Teacher distributing the example of descriptive text.

  2. Teacher gives explanation about the generic structure and language feature of writing descriptive text based on the example of the text more detail.

  3. Teacher asks student to find the identification, description.

  4. Teacher gives example how to make a good sentence

  5. Teacher asks some of the students to make a sentence in front of the class.

- **Post Activities** (15 Minutes)

  1. Reviewing the material by giving question about descriptive text.

  2. Making a conclusion.

  3. Greeting.

H. MEDIA AND SOURCE

  1. Media: Black Board, Board Marker, Students' Worksheet, Paper.

I. EVALUATIONS

1. Instrument: Field note and Writing Test.

J. WRITING SCORE

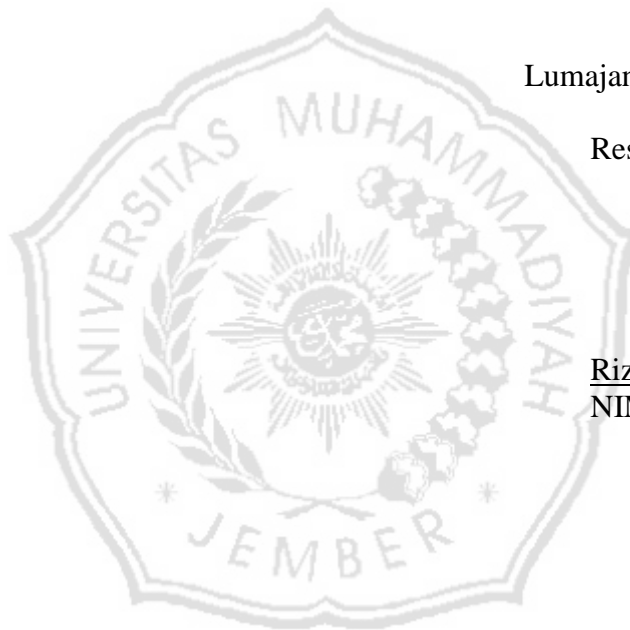| NO	NAME	ASPECTS					TOTAL	SCORE
		C	G	V	O	M		

Lumajang, 08September 2018

English Teacher   Researcher

MaulidZufiati, S.Pd   RizkiPahlefi
                                                             NIM :1410231005

LESSON PLAN (CYCLE 2)

School   : MA DarulMuhajirin

Subect   : English

Topic   : Descriptive text

Class/Semester   : X (Tenth) / II

Allocation of Time   : 2x45Minutes

Meeting   : 2

A. STANDART COMPETENCE

3. Comprehends, applies and analyzes factual knowledge, conceptual, procedural, and metacognitive based on his/her sense of wonder towards knowledge, technology, art, culture and humanities, with humanity perception, nation, nationality and civilization regarding to phenomenal causes and occurrence, also applies procedural knowledge on a specific inspection field with his/her talent and interest to solve problems.

4. Processes, thinks and provides in concrete domain and abstract domain regarding to the development of what have been learnt at school individually, acts effectively and creatively, also is able to use the methods based on the scientific principles.

B. BASIC COMPETENCE

4.8. Capturing meanings in descriptive oral and simple written texts.

4.9. Editing oral and written descriptive texts, simple, about people, tourist attractions, and famous historical buildings, by paying attention to social functions, text structures, and language elements that are correct and in context.

4.10. Arrange simple descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.

C. INDICATORS

1. Identifying the generic structure and language feature of descriptive text.

2. Understanding the using of present tense in the descriptive text.

3. Writing a simple descriptive text.

D. LEARNING OBJECTIVES

1. Students are able to identify the generic structure and language feature of descriptive text.

2. Students are able to use of present tense in the descriptive text.

3. Studentsare able to write a simple descriptive text.

4. Students can improve their writing of descriptive text.

E. METHOD

- Sequenced Picture Strategy

F. MATERIALS

1. Descriptive Text is a piece of text that retells the picture, usually in the order in which they happened. In addition, descriptive text tells the reader about the picture or the condition that has happened in that time, it might have happened to the writer or to someone else.

2. Generic Structure of descriptive Text:

   a. Identification :That introducing the participants, place animal or object will be described.

   b. description : Describing something such as animal, things, place or anything related to what the writer describe.

3. The Language Features are:

   a. Specific participant : my house, my teacher, Borobudur temple, ect.

   b. The use of the adjective to clarify the noun : a handsome man, the famous place in Indonesia, ect.

   c. The use of simple present tense

   d. Using action verb: Look, Go, Change, etc.

4. Mechanics in writing recount text are full stop (.) comma (,) and capital letter (A,B,C).

   a. Full stop is used in the end of sentence.

   b. Comma is used to mention the same category.

   c. Capital letter is used to mention the name of person, animal, country, month, and day.

5. Example of Descriptive Text:

My Favorite Room

Identification : My favorite room in the whole world is my own bedroom in my parent house.

Description : It has everything that I want, a comfortable bed that faces a wide window on the east side of the room. So when I wake up in the morning and swipe the window curtain the light of the sunrise enters the room little by little, creates a beautiful warm the whole room. There's white wardrobe where I put

all of my clothes. In front of the wardrobe, at the other side of the room, there's a brown shelf where I put my makeup collection. Next to the shelf I have a dressing table.

G. METHOD OF LEARNING

- **Pre Activities** (15 Minutes)

  1. Greeting

  2. Praying before start the lesson

  3. Checking the attendence list

  4. Telling the objective of the learning

- **Main Activities** (60 Minutes)

  1. Teacher review the material in the previous meeting.

  2. Teacher distributing the example of thedescriptive text.

  3. Teacher asks student to read the text to understand the meaning and the generic structure of the text.

  4. Teacher applied sequenced picture strategy in the process of teaching writing.

  5. Teacher gives revising directly in front of the class after students write a sentences.

  6. Teacher asks student to re-write their work to be a paragraph in a pieces of paper.

- **Post Activities** (15 Minutes)

  1. Reviewing the material by giving question about descriptive text.

  2. Making a conclusion.

  3. Greeting.

H. MEDIA AND SOURCE

  1. Media: White Board, Board Marker, Students' Worksheet, Paper.

I. EVALUATIONS

    1. Instrument: field note and Writing Test.

J. WRITING SCORE

NO	NAME	ASPECTS					TOTAL	SCORE
		C	G	V	O	M		

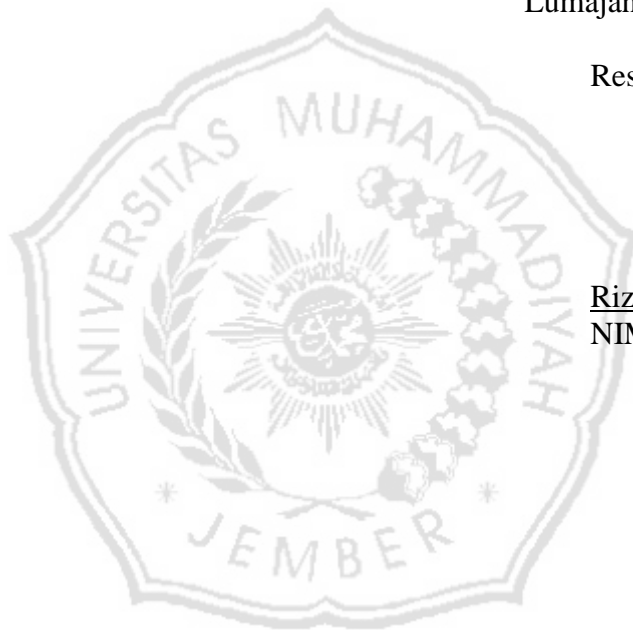Lumajang, 08 September 2018

English Teacher   Researcher

MaulidZufiati , S.Pd   RizkiPahlefi
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APPENDIX 16

FIELD NOTE IN CYCLE 2 (meeting 2)

In observing stage of cycle 2, the process was also similar with the cycle 1. It also observe the students behavior including the students' attention and the interaction both the peers and the researcher. It was done in each meeting of teaching and learning process. Because the teacher has rearranged a seat based on the group, before the class begin. The group were sat in the back moved to in front of the class. And explain again about the rules of sequenced picture as the strategy in learning process . The researcher ask the students to did interesting activity, such as "describing her/his friend" to enrich students' confidence and make them interested in the class. They can join in the group, they can discuss with their friends and also with the teacher. So because they have good interaction, good in responsbility, and confidence, they were enjoy in the group. It makes their outcomes reading skill improved. To prove that they are really understand, the researcher ask one member for each group to present their finding about the text to the whole class.

Based on the description in each cycle of the research, it was got the percentage of the students' participation and writing test result in each cycle. The improvement occurred in cycle 2.
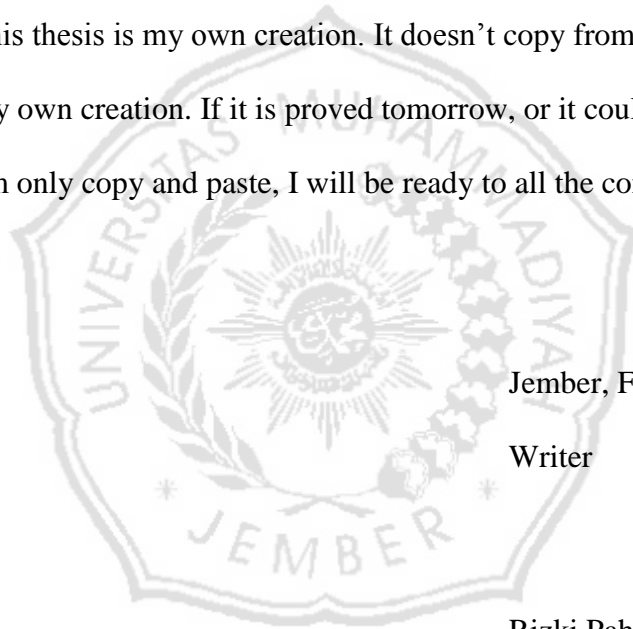
Appendix 17

STATEMENT OF ORIGINALITY OF SARJANA THESIS

The Undersigned:

    Name   : Rizki Pahlefi

    Student Number   : 1410231005

    Program   : English Education

    Faculty   : Teacher Training and Education

I state that this thesis is my own creation. It doesn't copy from other resources that I claim as my own creation. If it is proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready to all the consequences.

Jember, February 25th, 2019

Writer

Rizki Pahlefi
NIM. 1410231005

Appendix 18

CURRICULUM VITAE

Rizki Pahlefi is the first daughter of Mashuri Kurniawan and Supatimah. She was born on Desember 04, 1996 in Lumajang.

She began her study at SDN Wonokerto 02 in 2003-2008. Then, she decided to study at Darul Istiqomah, Bondowoso in 2008-2014 For her junior and senior high school, After graduating from senior high school, she decided continue to the university. She took English Education Program because she believed that teaching is the most noble job in the world.