

Appendix 1

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypotheses
Improving Tenth Grade students' writing ability by Using Story Mapping technique of Thamsuksa Mulniti School Songkhla Thailand	How can the use of Story mapping strategy improve students' writing ability at tenth grade of Thamsuksa Mulniti School Songkhla Thailand in 2017/2018 academic year?	<u>Independent</u> Story Mapping Technique	<u>Story Mapping Technique</u> 1. Phase 1: a. The teacher show and explain to the students the element of the text and story mapping. b. The teacher explain about the meaning of each element of the story mapping. c. The teacher models to fill the story map containing the element of the text. 2. Phase 2 a. Write down the ideas in the story	<u>Subject of the Research</u> The tenth grade students at Thamsuksa Mulniti School Songkhla Thailand in 2017/2018 academic year. <u>Informant</u> The English teacher of the tenth grade students at Thamsuksa Mulniti School Songkhla Thailand in 2017/2018 academic year.	<u>Kind of the Research</u> Classroom Action Research <u>Design of the Research</u> - Planning - Acting - Observing - Reflecting <u>Area of the Research</u> Thamsuksa Mulniti School Songkhla Thailand <u>Instrument of the Research</u> - Writing test - Field Note Data Analysis	The use of story mapping technique can improve the tenth grade students' writing ability at Thamsuksa Mulniti School Songkhla Thailand in 2017/2018 academic year by giving the students a media about story map and asking the students to make writing descriptive text based on the story map.

		<p>map that guided by story map question.</p> <p>3. Phase 3</p> <ol style="list-style-type: none"> The teacher use story map question to help the students develop stories. Writing a text based on the story map that has been made. Check and revise writing assignment <p><u>Student's Writing Ability</u></p> <ol style="list-style-type: none"> Organization Content Language use (Grammar) Mechanics Vocabulary <p>By: Jacobs (1981) in Hughes (2003)</p>		<p>$\bar{X} = \frac{\sum x}{n}$</p> <p>$\bar{X}$ = the mean score of the students' in writing test result.</p> <p>$\sum x$ = the total score of the students' writing test</p> <p>n = the total number of the subject.</p>	
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Appendix 2

Guide Supporting Data Instruments

A. The Interview Guide

No	Questions	Answers
1.	Do you have time to do interview?	Yes, of course.
2.	How long do you teach English in this school?	I teach English in this school since 7 years ago.
3.	What class do you teach?	I am an English teacher in secondary school, especially class 9, 10, 11, and 12.
4.	How many students are each class?	In class 9, there are 27 students, class 10 and 12 there are 20 students, and 11 class there are 24 students.
5.	What does curriculum apply in this school?	In this school have curriculum, but the curriculum still not implement in this school. So, the teacher use Upstream book that is covered by curriculum.
6.	How many minutes do you teach English in every meeting?	One meeting is one hour time teaching and 45 minutes for one hour time teaching. but, the students have english subject three times in a week.
7.	What media do you use to teach English?	I usually use whiteboard and student's worksheet. And seldom I use projector.
8.	What are the difficulties of the students in learning writing?	They could not develop their idea, mastering tenses and they are lack of vocabulary.
9.	Have you ever used Story Mapping Technique in teaching writing English?	No. I never use that technique.
10.	What is the minimum score requirement?	For secondary school, the minimum score is 50.
11.	Thank you for doing interview.	It's OK

B. The Document Guide

No	The supporting Data Required	Resources
1.	The names of the research subject	The school documentation



Appendix 3

Scoring Rubric of the Students' Writing

Aspect	Level	Criteria
Content	27-30	EXCELLENT TO VERY GOOD: knowledgeable – substantive – thorough development of topic – relevant to assigned topic
	22-26	GOOD TO AVERAGE: some knowledge of subject – adequate range - limited development of thesis – mostly relevant to topic, but lacks detail
	17-21	FAIR TO POOR: limited knowledge of subject – little substance – inadequate development of topic
	13-16	VERY POOR: does not show knowledge of subject – non-substantive – not pertinent – or not enough to evaluate
Organization	18-20	EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive
	14-17	GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	10-13	FAIR TO POOR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	7-9	VERY POOR: does not communicate – no organization – OR not enough to evaluate
Vocabulary	18-20	EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register
	14-17	GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	10-13	FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – <i>meaning confused or obscured</i>

	7-9	VERY POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate
Language use	22-25	EXCELLENT TO VERY GOOD: effective complex construction – few errors of agreement, tenses, number, word order/function, articles, pronouns, preposition
	18-21	GOOD TO AVERAGE: effective but simple construction - minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	11-17	FAIR TO POOR: major problems in major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions – <i>meaning confused or obscured</i>
	5-10	VERY POOR: virtually no mastery of sentence construction rules – dominated by errors – does not communicate – OR not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrated mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing - poor handwriting – <i>meaning confused or obscured</i>
	2	VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – OR not enough to evaluate

(Adapte from Jacob et al. 's (1981) in Hughes 2003:104)

Appendix 4

**LIST OF RESEARCH SUBJECT
THAMSUKSA MULNITI SCHOOL
2017/2018 ACADEMIC YEAR**

Class : M 4/10th grade class

Total of Students : 20

Academic Year : 2017/2018

No	Name of Students	M/F
1	Soleehah Chookeaw	F
2	Apinya Saret	F
3	Asanah Tehbenmud	F
4	Anuchita Hayeemad	F
5	Sarinya Sarahsit	F
6	Kanitta Noosoh	F
7	Kassama Niyomdech	F
8	Asmee Promsawas	M
9	Ameta Baobenmad	F
10	Sunfa Hahyeesan	F
11	Ruwaida Tohbela	F
12	Sareena Saela A-lam	F
13	Nattaya Madchobngam	F
14	Sareena Niyomdech	F
15	Nurhuda Aleesahas	F
16	Rubenyee Tohhem	F
17	Hassanai Na-Pattalung	M
18	Preeyanuch Toheso	F
19	Afra Tamphu	F
20	Abdulloh Mukem	M

Appendix 5

PRELIMINARY TEST

Student's name : _____

Class : _____

Write descriptive text about people consisting of 7 sentences in a paragraph!



Appendix 6

PRELIMINARY STUDENTS' WRITING SCORE

Class : M 4/10th grade class

Total of Students : 20

Academic Year : 2017/2018

Teacher : Halima Peng-o

No	Name of Students	Scorer					Total Score
		C	O	V	G	M	
1	Soleehah Chookeaw	19	9	14	15	3	60
2	Apinya Saret	17	9	10	14	2	52
3	Asanah Tehbenmud	16	8	13	15	3	55
4	Anuchita Hayeemad	19	9	15	15	4	62
5	Sarinya Sarahsit	18	9	14	14	3	58
6	Kanitta Noosoh	19	9	13	17	4	62
7	Kassama Niyomdecha	17	9	10	13	3	52
8	Asmee Promsawas	19	17	14	15	2	67
9	Ameta Baobenmad	17	9	14	17	3	60
10	Sunfa Hahyeesan	19	9	14	15	3	60
11	Ruwaida Tohbela	18	8	12	12	3	53
12	Sareena Saela A-lam	17	8	11	12	3	51
13	Nattaya Madchobngam	12	7	10	8	3	40
14	Sareena Niyomdecha	17	9	12	11	3	52
15	Nurhuda Aleesahas	17	8	11	11	3	50
16	Rubenyee Tohhem	15	9	13	10	4	51
17	Hassanai Na-Pattalung	19	9	15	15	4	62
18	Preeyanuch Toheso	19	9	11	17	3	59
19	Afra Tamphu	22	17	15	15	4	73
20	Abdulloh Mukem	17	9	10	13	3	52
Total Score		353	190	251	274	63	1,131

$$\bar{X} = \frac{\sum X}{n}, \quad \bar{X} = \frac{1,131}{20}$$

$$= 56,5$$

Appendix 7

LIST OF TRY OUT SUBJECT SONGSERM WITAYA SCHOOL 2017/2018 ACADEMIC YEAR

Class : M 4/10th grade class

Total of Students : 7

Academic Year : 2017/2018

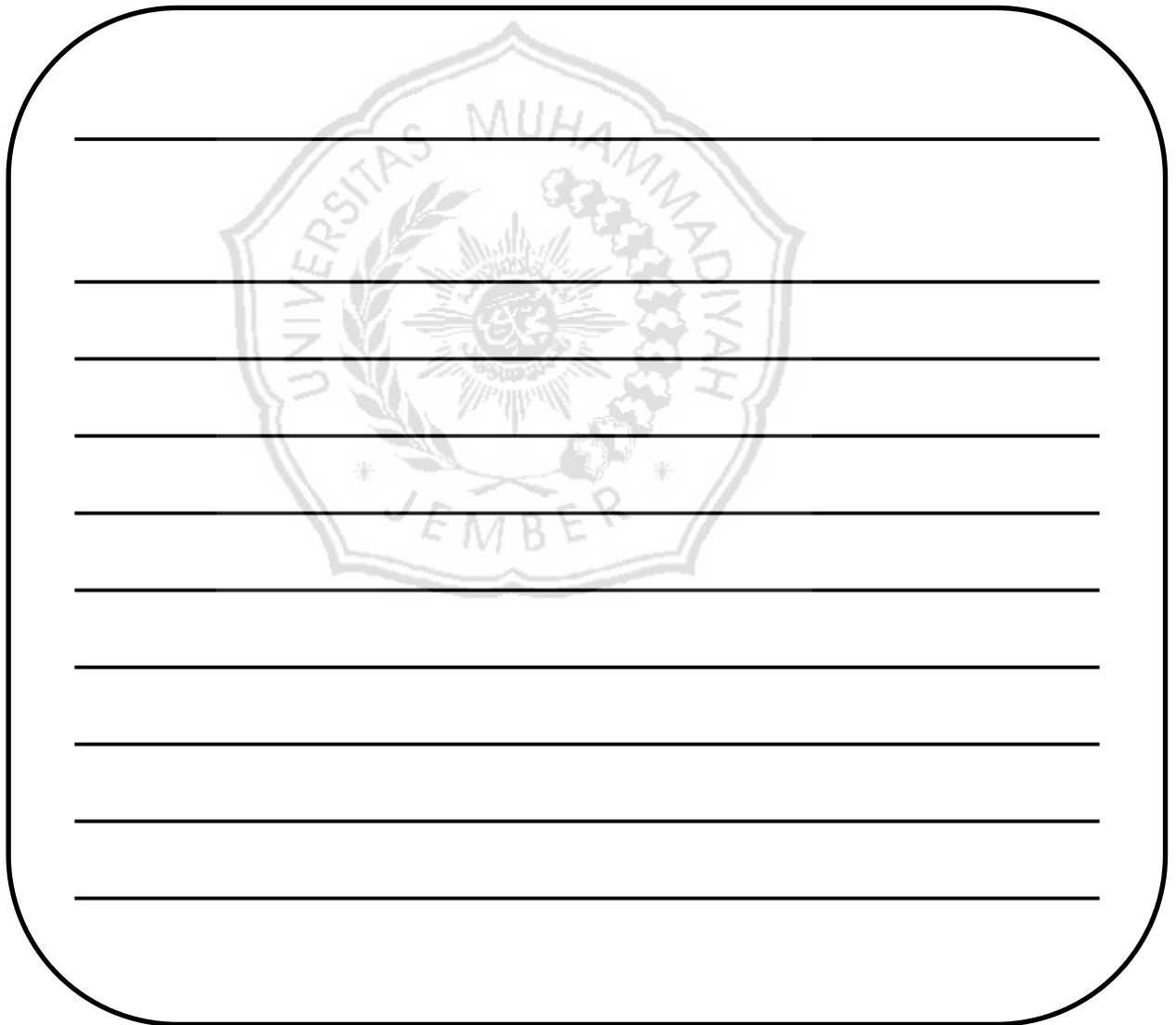
No	Name of students	M/F
1	Atittaya	F
2	Nuraida Mad-Alee	F
3	Sareefah Madsee	F
4	Suwanan	F
5	Wan-alusi	F
6	Warunya	F
7	Maleena	F

Appendix 8

TRY OUT – TEST

Write descriptive text about people consisting of two paragraphs (9-12 sentences) based on one of the following topics!

- a. My Beloved Mom**
- b. The Special Friend**



The writing area consists of a large rounded rectangle containing ten horizontal lines. A faint watermark of the Universitas Muhammadiyah Jember logo is centered in the background of this area.

Appendix 9

TRY-OUT SCORE SONGSERM WITAYA SCHOOL

Class : M 4/10th grade class

Total of Students : 7

Academic Year : 2017/2018

Teacher 1 : Kurniawati

Teacher 2 : Mrs. Nureeyah

No	Name of students	C	O	V	G	M	Writing Score
1	Atittaya	18	11	13	15	3	60
2	Nuraida Mad-Alee	19	10	15	18	3	65
3	Sareefah Madsee	20	11	13	18	3	65
4	Suwanan	24	15	12	17	3	71
5	Wan-alusi	26	18	18	20	4	86
6	Warunya	23	15	10	17	3	68
7	Maleena	24	14	17	19	4	78
Total Score		154	94	98	124	23	493

$$\bar{X} = \frac{\sum X}{n}, \quad \bar{X} = \frac{493}{7}$$

$$= 70.4$$

Appendix 10

Analysis Reliability of Try Out Test

No	Name	Xc	Xc Square	Xo	Xo Square	Xv	Xv Square	Xg	Xg Square	Xm	Xm Square	Σ Score	Σ Square score
1	Atittaya	18	324	11	121	13	169	15	225	3	9	60	3600
2	Nuraida Mad-Alee	19	361	10	100	15	225	18	324	3	9	65	4225
3	Sareefah Madsee	20	400	11	121	13	169	18	324	3	9	65	4225
4	Suwanan	24	576	15	225	12	144	17	289	3	9	71	5041
5	Wan-alusi	26	676	18	324	18	324	20	400	4	16	86	7396
6	Warunya	23	529	15	225	10	100	17	289	3	9	68	4624
7	Maleena	24	576	14	196	17	289	19	361	4	16	78	6084
Σ Score		154	3442	94	1312	98	1420	124	2212	23	77	493	35195
Σ Squar Score		23716		8836		9604		15376		529		243049	

The Varians Formula

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

Note

σ^2 =Variants

$\Sigma(X^2)$ = Total of squared item score

$(\Sigma X)^2$ = Total of item score squared

N = Total of students

$$\sigma^2(C) = \frac{3,442 - \frac{23,716}{7}}{7} = \frac{3,442 - 3,388}{7} = \frac{54}{7} = 7.7$$

$$\sigma^2(O) = \frac{1,312 - \frac{8,836}{7}}{7} = \frac{1,312 - 1,262.3}{7} = \frac{49.7}{7} = 7.1$$

$$\sigma^2(V) = \frac{1,420 - \frac{9,604}{7}}{7} = \frac{1,420 - 1,372}{7} = \frac{48}{7} = 6,9$$



$$\sigma^2(G) = \frac{2,212 - \frac{15,376}{7}}{7} = \frac{2,212 - 2,196.6}{7} = \frac{15.4}{7} = 2,2$$

$$\sigma^2(M) = \frac{77 - \frac{529}{7}}{7} = \frac{77 - 75.6}{7} = \frac{1.4}{7} = 0,2$$

$$\sum \sigma b^2 = 7.7 + 7.1 + 6.9 + 2.2 + 0.2 = 24.1$$

$$\sigma^2 t = \frac{35,195 - \frac{243,049}{7}}{7} = \frac{35,195 - 34,721.3}{7} = \frac{473.7}{7} = 67.7$$

Entered to alpha formula:

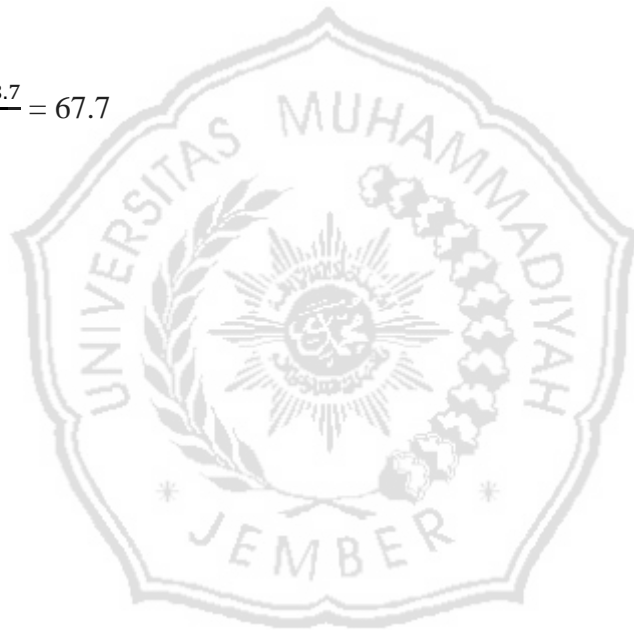
$$r_{11} = \left(\frac{k}{(k-1)} \right) \left(1 - \frac{\sum \sigma b^2}{\sigma_t^2} \right)$$

$$r_{11} = \left(\frac{5}{(5-1)} \right) \left(1 - \frac{24.1}{67.7} \right)$$

$$r_{11} = 1,25 \times (1 - 0,356)$$

$$r_{11} = 1,25 \times 0,641$$

$$r_{11} = \mathbf{0,80 \text{ (High Correlation)}}$$



Appendix 11

ATTENDANCE LIST OF THAMSUKSA MULNITI SCHOOL

Class : M.4/10
Semester : 1
Academic Year : 2017/2018

No	Name of students	24/8	28/8	30/8	18/9	20/9	22/9
1	Soleehah Chookeaw	√	√	√	√	√	√
2	Apinya Saret	√	√	√	√	√	√
3	Asanah Tehbenmud	√	S	√	√	√	√
4	Anuchita Hayeemad	√	√	√	√	√	√
5	Sarinya Sarahsit	√	√	√	S	√	√
6	Kanitta Noosoh	√	√	√	√	√	√
7	Kassama Niyomdecha	√	√	√	√	√	√
8	Asmee Promsawas	√	√	√	√	√	√
9	Ameta Baobenmad	√	√	√	√	√	√
10	Sunfa Hahyeesan	√	√	√	√	√	√
11	Ruwaida Tohbela	√	√	√	√	√	√
12	Sareena Saela A-lem	√	√	√	√	√	√
13	Nattaya Madchobngam	√	√	√	√	√	√
14	Sareena Niyomdecha	√	√	√	√	√	√
15	Nurhuda Aleesahas	√	√	√	√	√	√
16	Rubenyee Tohhem	√	√	√	√	√	√
17	HassanaiNa-pattalung	√	√	√	√	√	√
18	Preeyanuch Toheso	A	√	√	√	√	√
19	Afra Tamphu	√	√	√	√	√	√
20	Abdulloh Mukem	√	√	√	√	√	√

Appendix 12

LESSON PLAN Cycle 1

(Meeting 1)

Subject	: English
Grade/Class	: Mathayom 4
Topic	: People around Us (My Family)
Genre	: Descriptive Text
Language Skills	: English
Time Allocation	: 2 x 40'

I. Basic Competence

Expressing the meaning step of simple essay using written language in the form of descriptive text.

II. Indicator student's competence

Students are able to:

1. Identifying the characteristics of descriptive text
2. Making a story map containing the elements of descriptive text related to the topic
3. Writing simple descriptive text based on the story map that has been made

III. Material

The materials are enclosed.

IV. Teaching activity

Time/ Duration	Activity	Students' Activity
2'	Pre Activity: ➤ Greeting, Praying, and checking students attendances.	Responding the greeting
3'	➤ Introduce the topic.	Paying attention
7'	Main activity: ➤ Teacher explain about characteristic of descriptive text.	Paying attention
1'	➤ Teacher gives an example of descriptive text	Receiving the example of descriptive text
6'	➤ Teacher asks the students to identify the characteristics of descriptive text.	Identifying the characteristic of the descriptive text
1'	➤ The teacher distributes the story map to the students.	Receiving the story maps
8'	➤ The teacher is modeling how to fill a story map based on the example of descriptive text given.	Paying attention
10'	➤ The teacher asks the students to fill a story map containing the elements of descriptive text related to the topic (individually) which is helped by story map question.	Making a story map containing the elements of descriptive text related to the topic (individually)
8'	➤ Discussing the story map that has been made.	Discussing the story map that has been made
10'	➤ The teacher asks the students to write descriptive text based on the story map that has been made.	Writing descriptive text based on the story map that has been made

6'	➤ Explaining how to revise the writing (focus on grammar)	Paying attention
12'	➤ Asking the students to revise their writing and guiding them how to revise	Revising the writings (individually)
1'	➤ The teacher asks the students to submit their work.	Submitting the work
3'	Post Activity: ➤ Teacher review the material by giving oral question.	Answering the oral question
2'	➤ Teacher ask the students to practice it at home	Paying attention.

V. Media/Source

a. Media : white board, worksheet.

b. Source :

Evans, V., and Dooley, J. 2017. *Upstream 4 Student's Book*. Bangkok: aksorn Charoen Tat ACT. Co., Ltd.

Knapp, P., and Watkins, M. 2005. *Genre, text, grammar technologies for teaching and assessing writing*. Australia: University of New South Wales.

VI. Evaluation

Instrument: Observation (field note) and Writing Task

Hatyai, August 3rd 2017

The English teacher

The Reseachers

Haleemah Peng-o

Kurniawati

ENCLOSURES

I. Explanation

Descriptive Text

- Descriptive text is describing a particular person, animal, place or thing in details.
- The characteristic of descriptive text.

A. Generic Structure

1. Identification: identifies the phenomenon to be described.
2. Description of features : describes features in order of importance:
 - Parts/things (physical appearance)
 - Qualities (degree of beauty, excellence, or worth/value)
 - Other characteristics (prominent aspects that are unique)

B. Language Features

- Simple present tense

(+) S + V_{1+s/es} + O/C

(-) S + Do/Does + not + V₁ + O/C

(?) Do/Does + S + V₁ + O/C

(+) S + is/am/are + C

(-) S + is/am/are + not + C

(?) Is/Am/Are + S + C

- | | | |
|------------|---------|---------|
| ✓ Has/have | ✓ lays | ✓ draw |
| ✓ eats | ✓ swims | ✓ sings |

Example:

- She has dark eyes.
- We usually sing a song.

➤ **Adjective**

- | | | |
|-------------|------------|----------|
| ✓ Cool | ✓ friendly | ✓ good |
| ✓ Beautiful | ✓ kind | ✓ afraid |
| ✓ cheerful | ✓ jealous | ✓ smart |

Example:

- He has a cool hairstyle.
- She has beautiful eyes.

➤ **Adverbs of frequency :**

- | | | |
|-------------|-----------|----------|
| ✓ Always | ✓ Usually | ✓ Often |
| ✓ Never | ✓ Seldom | ✓ Rarely |
| ✓ Sometimes | | |

Example:

- He usually listens to classical music.
- She often read book in library.

➤ **Describing physical appearance**

Words that describe physical appearance	
Height	Short, medium height, tall
Weight	Skinny, Slim, fat, over weight
Face	Round, oval, wide
Hair	<ul style="list-style-type: none">- Short, long, bald.- Straight, wavy, curly- Blond, White, grey, light/dark brown, black, red, green etc
eyes	Green, blue, brown, black etc
skin	Fair, tan, white, dark
General	Beautiful, preety, handsome, cute, good looking.
Other	Wears glasses

Example :

- He is medium height
- She has short black hair
- She is good looking
- Mario wears glasses

II. Task I

Identify the generic structure and language features the example of descriptive text below:

MY FATHER

My father is the head of our family. He is a very interesting person. My father's name is Henri. He is 45 years old. He lives with us in Sadao.

My father is good-looking. He is tall and slim, with brown skin, dark eyes, short black hair and straight nose. He has round face. He is interesting person. He is always patient with us. He is also smart. He is a police, so he works at police station. He protects his family and other people. My father always invites us to go to swimming pool. Swimming is his hobby. Every holiday we spare our time to swim. I love my father. He is great person.

Name:

STORY MAP

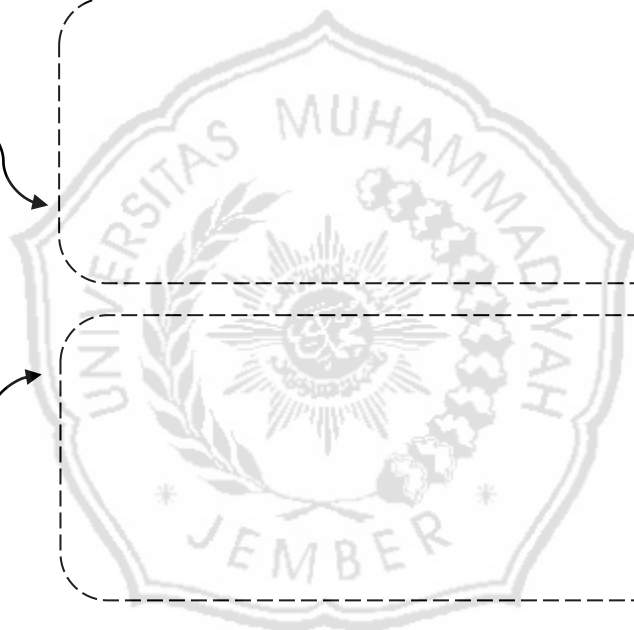
Title

Identification

*Physical
Appearance*

Personality

*Other
Characteristic*



III. Task II

Write descriptive text about people in your family individually! Make your own story map and the following these questions below to help you!

1. (Title)

What is the title of the text?

2. (Identification)

- Who is her/his name?
- How old is she/he?
- Where she/he live?

3. (physical appearance)

- How does she/he look like? (color of hair, eyes and skin
(Build, Height and shapes of her/his face and nose)

4. (Personality)

- How are her/his personal qualities? (excellence, kind, bad etc)

5. Is there any other characteristic? (what is that)

Appendix 13

FIELD NOTES OF CYCLE 1 (FIRST MEETING)

Day, Date : August 25th, 2017
Time : 09.20 – 10.40
Class : M.4 (10th Grade Class)
Time Allocation : 2 x 40 Minutes

First Meeting

1. The teacher gives the students explanation about the definition and generic structures of descriptive text.
2. The teacher gives an examples of descriptive text.
3. the students are identifying the generic structures of descriptive text.
4. The teacher distributes the story map to the students.
5. The teacher is demonstrating how to fill a story map based on the example given.
6. The students are difficult to understand the teacher's language.
7. The students fill a story map containing the generic structures of descriptive text related to the topic which is helped by story map question. But some students still confuse about it.
8. The students are discussing the story map that have been made.
9. The students write descriptive text based on the story map.
10. The students are confuse about the descriptive text.
11. The teacher explains how to revise the writing.
12. The students revise their writing which is guiding the teacher.

Songkhla, August 25th, 2017
Observer

Halimah Peng-o

FIELD NOTES OF CYCLE 1 (FIRST MEETING)

In the pre activity the teacher gives greeting, checking the students' attendance, and also introduce about the topic that will be learnt. The topic in the first meeting in cycle 1 is describing people about people around us (my family).

In the main activity, The teacher explains to the students about the descriptive text. For the first is definition of descriptive text, it mean that describe in detail about people. Second, explaining the generic structure. descriptive text has two parts. There are identification and descriptions. In the descriptions, there are physical appearance (color of eyes, hair, skin etc), personality (smarta, patient, kind etc), and other characteristic (hobby & occupation). Third, descriptive text use simple present tense, adjective, adverbs of frequency. And the teacher give example about that language features. After explain about descriptive text, the teacher show the story map and explain each elements. Then, modeling the story map in front of the class that helped by story map questions. And the teacher also gives the students some vocabulary about physical appearance such as height, weight, face, hair, eyes, skin.

In this meeting there are two tasks. For the first, the students are asked to identify the generic structure and language features the example of descriptive text. Second, the students are asked to fill story map and discuss it together, and write descriptive text about people based on their story map that have been made (individually).

In the last activity, the teacher is giving oral question about the material to review the understanding of the students. And the teacher asks the students to practice at home about write short essay.

Appendix 14

LESSON PLAN Cycle 1

(Meeting 2)

Subject	: English
Grade/Class	: Mathayom 4
Topic	: People around Us (My Friend)
Genre	: Descriptive Text
Language Skills	: English
Time Allocation	: 2 x 40 '

I. Basic Competence

Expressing the meaning step of simple essay using written language in the form of descriptive text.

II. Indicator student's competence

Students are able to:

4. Analyzing the characteristics of recount text by using story map
5. Making a story map containing the elements of descriptive text related to the topic
6. Writing descriptive text based on the story map that has been made

III. Material

The materials are enclosed.

IV. Teaching activity

Time/ Duration	Activity	Students' Activity
2'	Pre Activity: ➤ Greeting, Praying, and checking students attendances.	Responding the greeting
3'	➤ Giving leading question	Answering the questions
6'	Main activity: ➤ Giving feedback to the students' previous writing of descriptive text	Paying attention
6'	➤ Teacher show another example of descriptive text and asking some questions about descriptive text.	Paying attention and answering teacher's questions
1'	➤ The teacher distributes the story map to the students.	Receiving the story maps
9'	➤ The teacher asks the students to analyze the characteristics of descriptive text by using story map given.	Analyzing the characteristics of descriptive text by using the story map given
1'	➤ Distributing the story map to the students.	Receiving the story maps
9'	➤ The teacher asks the students to fill a story map containing the elements of descriptive text related to the topic (individually) which is helped by story map question.	Making a story map containing the elements of descriptive text related to the topic (individually)
8'	➤ Discussing the story map that has been made.	Discussing the story map that has been made
10'	➤ The teacher asks the students to write descriptive text based on the story map that has been made.	Writing descriptive text based on the story map that has been made
8'	➤ Explaining how to revise their writing (focus on grammar)	Paying attention
11'	➤ Asking the students to revise their writing and guiding them how to revise.	Revising the writings (individually)

1'	➤ The teacher asks the students to submit their work.	Submitting the work
3'	Post Activity: ➤ Teacher review the material by giving oral question about descriptive text.	Answering the oral question
2'	➤ Teacher ask the students to practice it at home	Paying attention.

V. Media/Source

c. Media : white board, worksheet.

d. Source :

Evans, V.,and Dooley, J. 2017. *Upstream 4 Student's Book*. Bangkok: aksorn Charoen Tat ACT. Co., Ltd.

Knapp, P., and Watkins, M. 2005. *Genre, text, grammar technologies for teaching and assessing writing*. Australia: University of New South Wales.

VI. Evaluation

Instrument: Observation (field note) and Writing Task

Hatyai, August 3th 2017

The English teacher

The Reseachers

Haleemah Peng-o

Kurniawati

ENCLOSURES

IV. Leading Question

1. Do you have Special friend? who is she/he?
2. How does she/he look like?
3. Can you tell your friends about her/him?

V. Task I

Analyze the characteristics of descriptive text below using story map given!

MY BEST FRIEND

I have a lot of friends in my school, but I just have one best friend. Her name is Matin. She is 15 years old. We have the same age. She lives in Hatyai. I met her at first secondary school. We do not study in the same class, but we meet at school every day during recess and after school.

Matin is good-looking. She is medium height and slim, with fair skin, brown eyes, wavy black hair and long nose. She has oval face. She is always cheerful. She is also very friendly and kind. Like many other girls, she is also talkative and smart. Matin loves drawing, especially the cartoon characters. Sometimes, she spends her time to draw the cartoon characters from her imagination. I am really glad to have a best friend like Matin.

Name:

STORY MAP

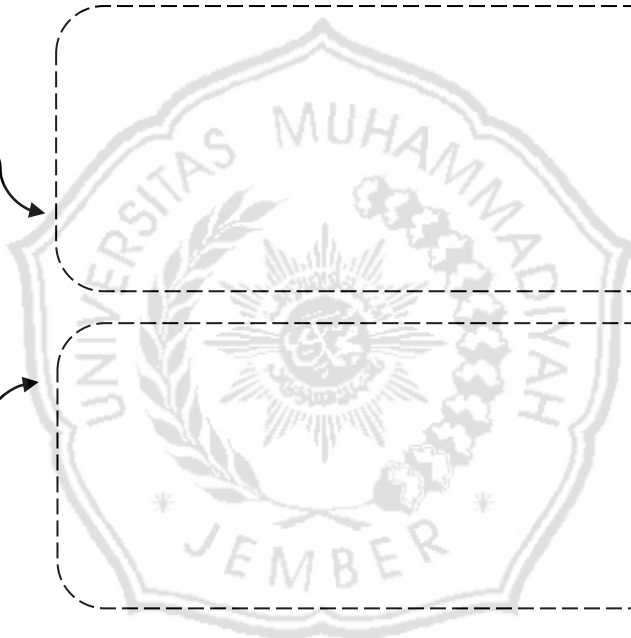
Title

Identification

Physical
Appearance

Personality

Other
Characteristic



VI. Task II

1. Make a story map based on one of the topics below! Then write descriptive text based on the story map that you have made!
 - a. The Friend at Home
 - b. The Friend at School



Appendix 15

FIELD NOTES OF CYCLE 1 (SECOND MEETING)

Day, Date : August 28th, 2017
Time : 13.00 – 14.20
Class : M.4 (10th Grade Class)
Time Allocation : 2 x 40 Minutes

Second Meeting

1. The teacher stimulates the students' enthusiasm by giving the questions about describing people.
2. The teacher gives feedback about students' previous writing.
3. The teacher gives another example about descriptive text.
4. The teacher distributes the story map.
5. The students analyse the descriptive text by using story map.
6. The students fill a story map containing the generic structures of the descriptive text related to the topic.
7. The students are discussing the story map.
8. The students write descriptive text based on the story map that has been made.
9. Some students are less guided in making story map, difficult to find the correct English word and developing into descriptive text.
10. The teacher explains how to revise the writing.
11. The students revise their writing. And they have problems to arrange the sentence and mastery the grammatical.

Songkhla, August 28th, 2017

Observer

Halimah Peng-o

FIELD NOTES OF CYCLE 1 (SECOND MEETING)

In the pre activity the teacher gives greeting, checking the students' attendance, and also giving leading question about describing people based on the topic given to stimulate the students' enthusiastic in teaching and learning process. The topic in the second meeting in cycle 1 is describing people about people around us (my friend). The leading questions have given such as "Do you have a special friends?", some students answer that question, and "who she/he is?, how does she/he look like?". And the students answer based on the teachers' question.

In the main activity, The teacher gives feedback to the students about their previous writing. It is about the students' difficulties such as punctuation, spelling, capitalization, grammatical, organization. And then, the teacher is showing another example of descriptive text. Then, asking some question about it. The teacher distributes the story map to the students one by one. After that, the students are asked to analyze the example of descriptive text by using story map media that consists of title, identification, physical appearance, personality and other characteristic. After they submit their work, the teacher distributes another story map and asked the students to fill the story map that helped by story map question and discuss the story map together. Next, the students are asked to write descriptive text about people based on their story map that have been made. After the students finish their work, the teacher explains how to revise the writing. Finally the students are asked to revise and submit their writing

In the last activity, the teacher is giving oral question about the material to review the understanding of the students. And the teacher asks the students to practice at home about write short essay.

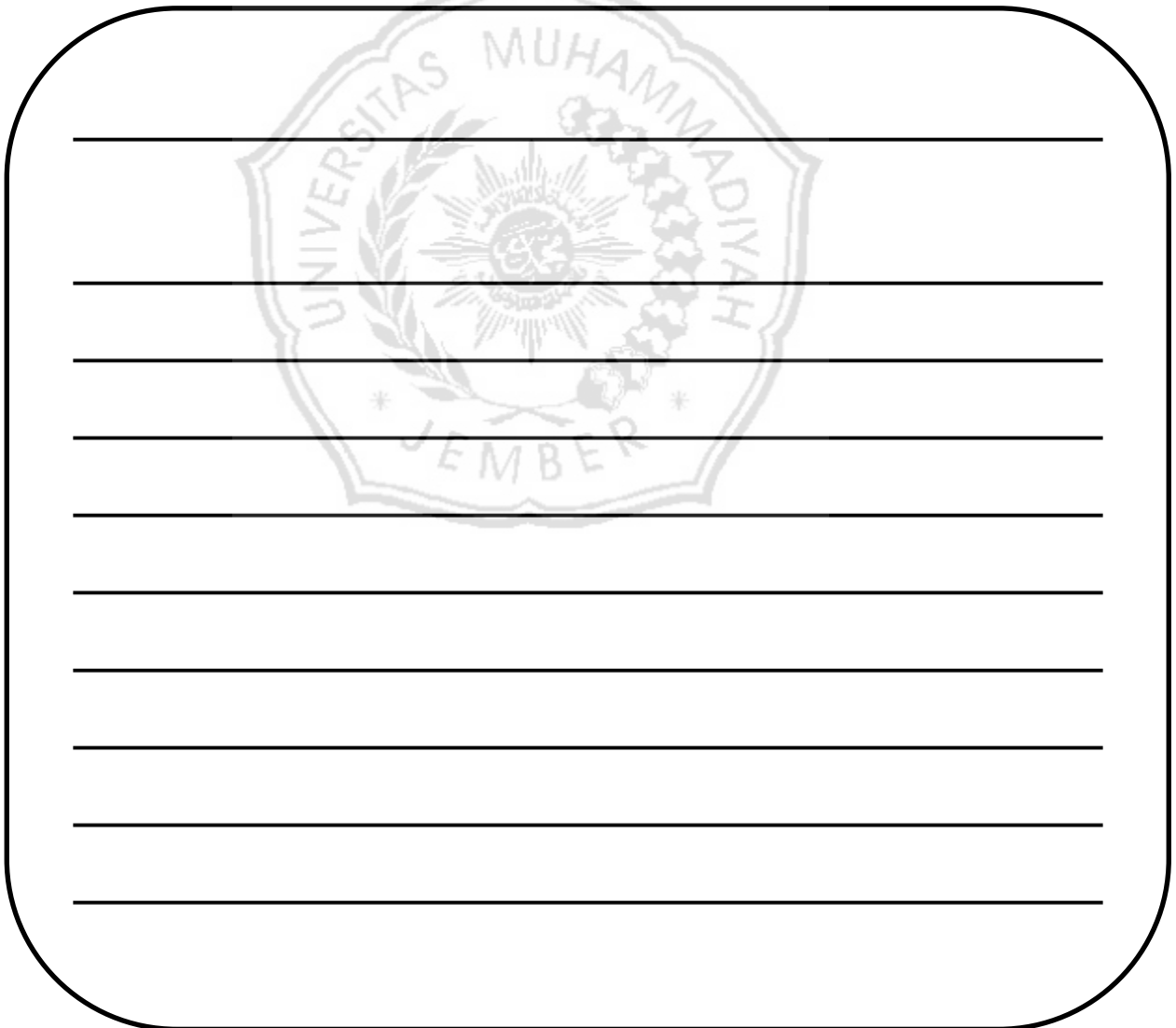
Appendix 16

Writing Test in Cycle One

(Meeting 3)

Write descriptive text about people consisting of two paragraphs (9-12 sentences) based on one of the following topics!

- a. My Beloved Mom
- b. The Special Friend



The writing area consists of a large rounded rectangle containing ten horizontal lines for text entry. A faint, circular watermark of the Universitas Muhammadiyah Jember logo is centered behind the lines. The logo features a sunburst design with the text 'UNIVERSITAS MUHAMMADIYAH' and 'JEMBER' around it.

Appendix 17

The Result of Writing Test in Cycle I]

No	Name of Students	Scorer					Total Score
		C	O	V	G	M	
1	Soleehah Chookeaw	23	17	17	17	4	78
2	Apinya Saret	18	12	13	12	3	58
3	Asanah Tehbenmud	18	12	14	13	3	60
4	Anuchita Hayeemad	19	14	15	13	3	64
5	Sarinya Sarahsit	18	14	12	12	3	59
6	Kanitta Noosoh	20	15	16	14	3	68
7	Kassama Niyomdech	21	15	14	14	4	68
8	Asmee Promsawas	19	12	11	12	3	57
9	Ameta Baobenmad	20	15	16	15	4	70
10	Sunfa Hahyeesan	18	13	12	12	3	58
11	Ruwaida Tohbela	20	14	14	16	3	67
12	Sareena Saela A-lam	17	12	12	13	3	57
13	Nattaya Madchobngam	17	13	12	13	3	58
14	Sareena Niyomdech	17	13	12	12	3	57
15	Nurhuda Aleesahas	20	14	15	15	4	68
16	Rubenyee Tohhem	19	14	14	12	3	62
17	Hassanai Na-Pattalung	18	13	12	12	3	58
18	Preeyanuch Toheso	17	14	12	12	3	58
19	Afra Tamphu	22	17	16	16	4	75
20	Abdulloh Mukem	18	14	13	12	3	60
Total score		379	277	272	267	65	1,260

$$\bar{X} = \frac{\sum X}{n}, \quad \bar{X} = \frac{1,260}{20}$$

$$= 63$$

Appendix 18

LESSON PLAN (Cycle 2)

(Meeting 1)

Subject : English
Grade/Class : Mathayom 4
Topic : Famous people
Genre : Descriptive Text
Language Skills : English
Time Allocation : 2 x 40'

I. Basic Competence

Expressing the meaning step of simple essay using written language in the form of descriptive text.

II. Indicator student's competence

Students are able to:

7. Developing the story map into writing descriptive text
8. Making a story map containing the elements of descriptive text related to the topic
9. Writing simple descriptive text based on the story map that has been made

III. Material

The materials are enclosed.

IV. Teaching activity

Time/ Duration	Activity	Students' Activity
2'	Pre Activity: ➤ Greeting, Praying, and checking students attendances.	Responding the greeting
3'	➤ Giving Leading question.	Answering the questions
5'	Main activity: ➤ Explain about grammatical and give more example about it.	Pay attention
7'	➤ Distributing the story maps containing the elements of descriptive text to the students.	Receiving the story maps containing the elements of descriptive text.
1'	➤ Asking some students to develop the story map into descriptive text by writing it in front of the class.	Developing the story map into descriptive text by writing it in front of the class
6'	➤ Discussing the descriptive text.	Discussing the descriptive text
10'	➤ Asking the students to fill story map containing the element of descriptive text related to the topic (individually) which is helped by story map question.	Making a story map containing the elements of descriptive text related to the topic (individually)
8'	➤ Discussing the story map that has been made.	Discussing the story map that has been made
13'	➤ Asking the students to write descriptive text based on the story map that has been made.	Writing descriptive text based on the story map that has been made
8'	➤ Explaining how to revise the writing (focus on Grammar, mechanic, and vocabulary).	Paying attention
11'	➤ Asking the students to revise their writings and guiding them how to revise.	Revising the writings (individually)

1'	➤ Asking the students to submit their work.	Submitting the work
3'	Post Activity: ➤ Teacher review the material by giving oral question.	Answering the oral question
2'	➤ Teacher ask the students to practice it at home	Paying attention.

V. Media/Source

e. Media : white board, worksheet.

f. Source :

Evans, V., and Dooley, J. 2017. *Upstream 4 Student's Book*. Bangkok: aksorn Charoen Tat ACT. Co., Ltd.

Knapp, P., and Watkins, M. 2005. *Genre, text, grammar technologies for teaching and assessing writing*. Australia: University of New South Wales.

VI. Evaluation

Instrument: Observation (field note) and Writing Task

Hatyai, September 4th 2017

The English teacher

The Reseachers

Haleemah Peng-o

Kurniawati

ENCLOSURES

I. Leading Questions

1. Do you know, who is the famous people in the world?
2. Who is she/he?
3. How does she/he look like?
4. How are her/his personality?

II. Explanation

(+) S + V_{1+s/es} + O/C

(-) S + Do/Does + not + V₁ + O/C

(?) Do/Does + S + V₁ + O/C

(+) S + is/am/are + C

(-) S + is/am/are + not + C

(?) Is/Am/Are + S + C

Example:

- ✓ Mario live in Bangkok
- ✓ She has long wavy brown hair
- ✓ She is friendly and kind person

III. Task I

Develop the story map below into descriptive text by writing it in front of the class!

Name:

STORY MAP

Title

Famous people in Thailand

Identification

Name : Jintanutda Lummakanon

Age : 30 years old

Live : Bangkok, Thailand

Physical Appearance

Eyes : black

Face : oval

Skin : fair

Hair : Long black hair

height : Tall

Weight : Slim

Personality

Cheerful, beautiful

Other characteristic

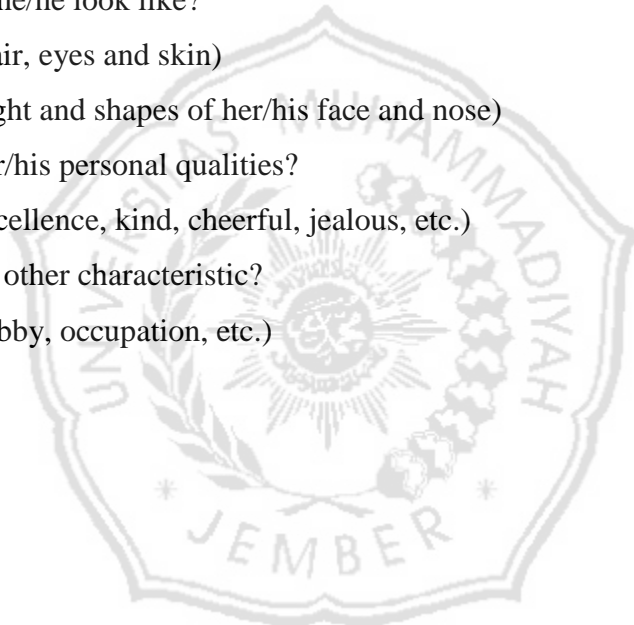
Hobby : Play Badminton

Occupation : Actress

IV. Task II

Make story map based on the topic “Famous People”! Write descriptive text based on the story map that you have made! And following these questions below to help you!

1. What is the title of the text?
2. Who is her/his name?
3. How old is she/he?
4. Where she/he live?
5. How does she/he look like?
(Color of hair, eyes and skin)
(Build, Height and shapes of her/his face and nose)
6. How are her/his personal qualities?
(Such as excellence, kind, cheerful, jealous, etc.)
7. Is there any other characteristic?
(Such as hobby, occupation, etc.)



Appendix 19

FIELD NOTES OF CYCLE 2 (FIRST MEETING)

Day, Date : September 18th, 2017
Time : 13.00 – 14.20
Class : M.4 (10th Grade Class)
Time Allocation : 2 x 40 Minutes

First Meeting

1. The teacher stimulates the students' enthusiasm by giving the questions about describing people.
2. The teacher explains about grammatical structure and give the examples about it.
3. The students develop the story map into descriptive text in front of the class.
4. The students and the teacher are discussing the descriptive text.
5. The students fill story map in their worksheet related to the topic by guided the teacher.
6. The students have more time to developing their story map into descriptive text based on their story map.
7. The teacher explains how to revise the writing about grammar, punctuation, capitalization and students' vocabulary.
8. The students revise their writing.

Songkhla, September 18th, 2017

Observer

Halimah Peng-o

FIELD NOTES OF CYCLE 2 (FIRST MEETING)

In the pre activity the teacher gives greeting, checking the students' attendance, and also giving leading question about describing people based on the topic given to stimulate the students' enthusiastic in teaching and learning process. The topic in the first meeting in cycle 2 is describing people about famous people. The leading questions have given such as "Do you know, who is the famous people in the world?, all of the students answer yes, I do. And "who she/he is?, how does she/he look like?", "how are her/his persnality?". And the students answer based on the teachers' question one by one.

In the main activity, The teacher explains to the students about grammatical that will be used in the descriptive text. The descriptive text use simple present tense, adjective, adverbs of frequency. So, the teacher explains the pattern of simple present tense, some vocabulary that will be used in this text and also an example about it. After explain the material, the teacher distribute the story map containing the example of descriptive text. And some students are asked to develop the story map into descriptive text by writing in front of the class. And discussing the students' writing in the whiteboard. Next, the students are asked to fill the story map related to the topic. They can fill the story map easier because the teacher expalin the points of story map by using Thai language. Finally, the students are asked to develop their story map into descriptive text based on the topic. And the teacher is guided the students to revise their writing.

In this meeting there are two tasks. For the first, the students are asked to develop story map into descriptive text by writing in front of the class. Second, the sudents are asked to fill story map and discuss it together, and write descriptive text about famous people based on their story map that have been made (individually).

In the last activity, the teacher is giving oral question about the material to review the understanding of the students. And the teacher asks the students to practice at home about write short essay.

Appendix 20

LESSON PLAN (Cycle 2)

(Meeting 2)

Subject : English
Grade/Class : Mathayom 4
Topic : Favorite People
Genre : Descriptive Text
Language Skills : English
Time Allocation : 2 x 40'

I. Basic Competence

Expressing the meaning step of simple essay using written language in the form of descriptive text.

II. Indicator student's competence

Students are able to:

10. Making a story map containing the elements of descriptive text related to the topic
11. Writing descriptive text based on the story map that has been made.
12. Revising their writing
13. Rewriting the descriptive text

III. Material

The materials are enclosed.

IV. Teaching activity

Time/ Duration	Activity	Students' Activity
2'	Pre Activity: ➤ Greeting, Praying, and checking students attendances.	Responding the greeting
3'	➤ Giving the leading questions.	Answering the questions
6'	Main activity: ➤ Giving feedback to the students' previous writing of descriptive text nd asking questions related to their previous writing.	Paying attention and answering the teacher's questions.
1'	➤ Distributing the story map containing the elements of descriptive text to the students.	Receiving the story maps
8'	➤ The teacher asks the students to analyze the generic structure of descriptive text by using story map given.	Analyzing the generic structure of descriptive text by using the story map given
1'	➤ Distributing the story map containing the elements of descriptive text to the students	Receiving the story maps
8'	➤ Asking the students to fill a story map containing the elements of descriptive text related to the topic (individually) which is helped by story map question.	Making a story map containing the elements of descriptive text related to the topic (individually)
8'	➤ Discussing the story map that has been made.	Discussing the story map that has been made
13'	➤ Asking the students to write descriptive text based on the story map that has been made.	Writing descriptive text based on the story map that has been made
8'	➤ Explaining how to revise the writing (focus on Grammar, Mechnics, Vocabulary, and Organization)	Paying attention
8'	➤ Asking the students to revise their writings and guding them how to revise.	Revising the writings (individually)

8'	➤ Asking the students to rewrite their descriptive text after revising.	Rewrite their descriptive text after revising.
1'	➤ The teacher asks the students to submit their work.	Submitting the work
3'	Post Activity: ➤ Teacher review the material by giving oral question.	Answering the oral question
2'	➤ Giving the conclusion	Paying attention.

V. Media/Source

g. Media : white board, worksheet.

h. Source :

Evans, V., and Dooley, J. 2017. *Upstream 4 Student's Book*. Bangkok: aksorn Charoen Tat ACT. Co., Ltd.

Knapp, P., and Watkins, M. 2005. *Genre, text, grammar technologies for teaching and assessing writing*. Australia: University of New South Wales.

VI. Evaluation

Instrument: Observation (field note) and Writing Task

Hatyai, September 4th 2017

The English teacher

The Reseachers

Haleemah Peng-o

Kurniawati

ENCLOSURES

I. Leading Question

1. Do you have favorite people in your life?
2. How does she/he look like?
3. Can you tell your friends about her/him?

II. Task I

Analyze the generic structures of descriptive text below using story map given!

FAVORITE TEACHER

I have a lot of favorite people in my life, but I just have one favorite person in this school. Her name is Fateemah Kaloong. She is 25 years old. She is older than me. She lives in Hatyai, but she comes from Yala. She teaches English subject just at Elementary School.

Miss Fateemah is good looking. She is tall and not too fat. She has oval face with brown eyes, long nose and short black hair. She has tan skin, but she is sweet girl. She is always cheerful. She is also very friendly, patient and nice. Like many other girls, she is talkative. Miss fateemah is creative person. She can draw anything. She like spends her weekend to go somewhere. I am really glad to meet her.

III. Task II

Make a story map based on one of the topics below! Then write descriptive text based on the story map that you have made!

- a. My Favorite Celebrity
- b. My Idol

Name:

Class:

STORY MAP

Title

Identification

*Physical
Appearance*

Personality

Other

characteristic

Appendix 21

FIELD NOTES OF CYCLE 2 (SECOND MEETING)

Day, Date : September 20th, 2017
Time : 09.20 – 10.40
Class : M.4 (10th Grade Class)
Time Allocation : 2 x 40 Minutes

Second Meeting

1. The teacher stimulates the students' enthusiastic by giving the questions about describing people.
2. The teacher gives feedback about students' previous writing.
3. The teacher distributes the story map.
4. The students analyse the descriptive text by using story map.
5. The students are easier to fill a story map which is helped by story map question and develop it into descriptive text because they have been familiar with that technique.
6. The students revise their writing by themselves.
7. The students enjoy teaching learning process.

Songkhla, September 20th, 2017

Observer

Halimah Peng-o

FIELD NOTES OF CYCLE 2 (SECOND MEETING)

In the pre activity the teacher gives greeting, checking the students' attendance, and also giving leading question about describing people based on the topic given to stimulate the students' enthusiastic in teaching and learning process. The topic in the second meeting in cycle 2 is describing people about favorite people. The leading questions have given such as "Do you have a favorite people in your life?", some students answer that question, and "how does she/he look like?", "can you tell your friends about her/him?". And the students answer based on the teachers' question.

In the main activity, The teacher gives feedback to the students about their previous writing. It is about the students' difficulties such as grammatical, organization, and spelling. And then, the teacher distributes the story map and ask the students to analyze the example of descriptive text based on the elements of story map media that consists of title, identification, physical appearance, personality and other characteristic. After finish their work, the teacher distributes another story map to the students one by one and asked them to fill story map related to the topic that helped by story map question and discuss the story map together. Next, the students are asked to write descriptive text about people based on their story map that have been made. After the students finish their work, the teacher explains how to revise the writing. Finally the students are asked to revise and submit their writing

In the last activity, the teacher is giving oral question about the material to review the understanding of the students. And the teacher asks the students to practice at home about write short essay.

Appendix 22

Writing Test in Cycle 2

(Meeting 3)

Subject : English
Grade/Class : Mathayom 4
Topic : Famous people in the world
Genre : Descriptive Text
Language Skills : English
Time Allocation : 1 x 45'

Write Descriptive text consisting of two paragraphs (9-12 sentences) based on one of the following topics!

- a. My Favorite actress
- b. My Favorite actor
- c. My Favorite Singer

Appendix 23

The Result of Writing Test in Cycle 2

No	Name of Students	Scorer					Total Score
		C	O	V	G	M	
1	Soleehah Chookeaw	24	17	17	19	4	81
2	Apinya Saret	19	15	13	17	3	67
3	Asanah Tehbenmud	19	14	13	13	3	62
4	Anuchita Hayeemad	20	15	15	18	4	72
5	Sarinya Sarahsit	19	14	13	13	4	63
6	Kanitta Noosoh	22	17	17	19	4	79
7	Kassama Niyomdech	21	17	17	18	4	77
8	Asmee Promsawas	20	14	16	17	4	71
9	Ameta Baobenmad	22	17	17	19	3	78
10	Sunfa Hahyeesan	19	15	13	14	4	65
11	Ruwaida Tohbela	21	17	16	16	4	74
12	Sareena Saela A-lam	18	13	13	13	3	60
13	Nattaya Madchobngam	20	13	15	15	4	67
14	Sareena Niyomdech	19	14	14	15	4	66
15	Nurhuda Aleesahas	21	15	14	15	4	69
16	Rubenyee Tohhem	21	14	15	15	4	69
17	Hassanai Na-Pattalung	20	14	15	16	4	69
18	Preeyanuch Toheso	19	13	15	17	4	68
19	Afra Tamphu	23	17	17	19	4	80
20	Abdulloh Mukem	21	16	17	19	4	77
Total Score		408	301	302	327	76	1,414

$$\bar{X} = \frac{\sum X}{n}, \quad \bar{X} = \frac{1,414}{20}$$

$$= 70,7$$

Appendix 24

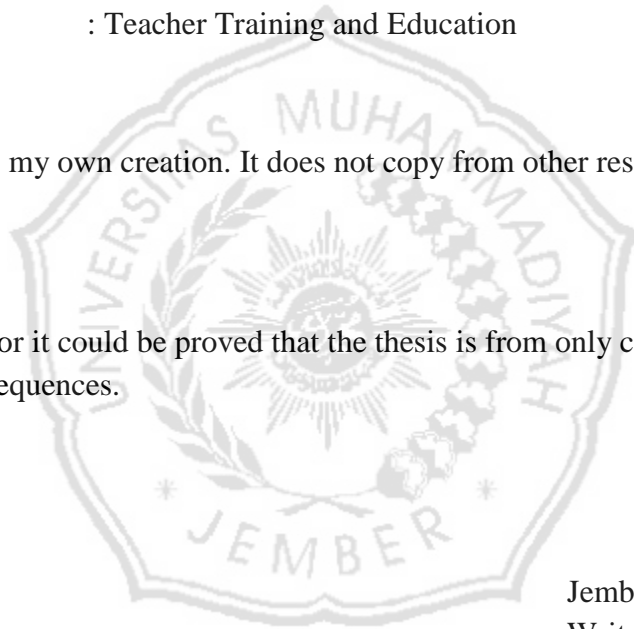
STATEMENT OF ORIGINALITY OF SARJANA THESIS

The undersigned:

Name : Kurniawati
Student Number : 1310231078
Program : English Language Education
Faculty : Teacher Training and Education

I state that this thesis is my own creation. It does not copy from other resources that I claim as my own creation.

If it proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready to all of the consequences.



Jember, February 20th 2018
Writer

Kurniawati
1310231078

Appendix 25

CURRICULUM VITAE

Kurniawati is last daughter of Mr. Sanijan and Mrs. Sumarsih. She was born on September 17th 1994, in Lumajang.

She began her study at TK Darma wanita Tegaalrejo in 1999. Then, she continued to study at Elementary School in 2001. After that, she decided to study at junior high school 1 Tempursari in 2007. For her Senior high school, she learned at senior high school Pronojiwo. After graduating from senior high school, she decided to continue to the university. She took English Education Program because she believed that being a teacher is the best job for her.

Everything was done by her to fulfill her needed. Untill now, she is teaching at Mts and SMK Nuruzzaman Mayang Jember being a teacher.

