

Appendix 1

LESSON PLAN (Cycle I)

Date	: Monday, April 21 st 2014
Field of study	: Language
Sub-field of study	: English
Skill	: Writing
Session	: 1
Class	: X.1
Semester	: II
Time allocation	: 2 x 45 minutes

I. Standard Competence

Expressing meaning in texts written monologue in the form of descriptive text accurately, fluently and acceptable in the context of daily life

II. Basic Competence

Expressing the meaning and rhetorical steps of a written short essay accurately, fluently, and acceptable in the context of daily life in the form of descriptive.

III. Indicators:

1. Students are able to make a word map.
2. Students are able to understand what descriptive paragraph is.

IV. Character Building

The students become more active, enthusiasm and sociable with other friends.

V. Learning Material

"Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

Word map

A word map is a diagram used in guided writing to help writers organize their ideas. Related words are written to show their relationship to a central topic or concept.

VI. Teaching Technique: PPP (Presentation, Practice, Procedure)

VII. Learning Strategies

No	Learning Activities	Duration	Note
1	<p>Opening: Class preparation: greeting, checking the students' attendance, and socializing.</p> <p>Motivation</p> <ul style="list-style-type: none"> - Teacher introduces herself to the students. - Teacher explains about the goal of the material. 	15 minutes	
2	<p>Main Activities</p> <p>Exploration</p> <ul style="list-style-type: none"> • Students learn about writing. • Students learn about word map technique. • Students learn about descriptive paragraph (definition, generic structure, and the purpose). • Students listen to the teacher's explanation about using Word Map technique to make descriptive paragraph. <p>Elaboration</p> <ul style="list-style-type: none"> • Students make a word map based on the topic. • Students make a word map one by one in front of class. <p>Confirmation</p> <ul style="list-style-type: none"> • Provide positive feedback and reinforcement. • Explain about something which is not understood by the students. • Motivate the students to be more active in the next lesson. 	60 minutes	
3	<p>Post Activity</p> <ul style="list-style-type: none"> • Teacher asks some students related to the material. • Teacher ends the teaching activities: say good bye and thank you. 	15 minutes	

VIII. Teaching Aids and Source of Materials**A. Teaching Aids**

1. White board
2. Markers
3. Carton
4. Picture

B. Source of Materials

Books :

Sudarwati, Th, N & Grace, E.,(2007).*Look ahead: An English course for senior high school students year XI*. Jakarta: Erlangga.

Bekasi, April 21st 2014

Approved by

Researcher

Observer

Rusnita Agustina

Jasril, S.S.

The Principal

Dra.Hj. Sri Rohimi

Appendix 2

LESSON PLAN (Cycle I)

Date	: Monday, April 28 th 2014
Field of study	: Language
Sub-field of study	: English
Skill	: Writing
Session	: 2
Class	: X.1
Semester	: II
Time allocation	: 2 x 45 minutes

I. Standard Competence

Expressing meaning in texts written monologue in the form of descriptive text accurately, fluently and acceptable in the context of daily life

II. Basic Competence

Expressing the meaning and rhetorical steps of a written short essay accurately, fluently, and acceptable in the context of daily life in the form of descriptive.

III. Indicators:

1. Students are able to make a Word Map.
2. Students are able to understand the generic structure of descriptive paragraph.
3. Students are able to make descriptive paragraph with the help of Word Map

IV. Character Building

The students become more active, enthusiasm and sociable with other friends.

V. Learning Material

A. Definition of descriptive:

Descriptive is described and reveal a particular person, place or thing. The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we are describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details.

B. Generic Structure:

- **Identification** : identifies phenomena to be described (mention the special participant)
- **Description** : describe parts, qualities, characteristics (mention the part, quality, and characteristic of the subject being described.)

C. Grammar Focus:

Present Simple

- Subject (**She/He/It**) + Be (**is**) + **Adjective**
 - a. She is beautiful.
 - b. He is tall.
 - c. It is black.
- Subject (**She/He**) + **has** + **adjectives** + **Noun**
 - a. She has long hair.
 - b. He has grey eyes.
 - c. She has flat nose.
- Subject (**She/He**) + Be (**is**) + **Noun**
 - a. He is a singer.
 - b. She is a teacher.
 - c. He is a basketball player.

VI. Teaching Technique: PPP (Presentation, Practice, Procedure)

VII. Learning Strategies

No	Learning Activities	Duration	Note
1	Opening: Class preparation: greeting, checking the students' attendance, and socializing. Motivation - Teacher gives flashback the material that taught before. - Teacher explains about the goal of the material.	15 minutes	
2	Main Activities Exploration <ul style="list-style-type: none"> • Students learn about to word map technique. • Students learn about descriptive paragraph (definition, generic structure, and the purpose). • Students listen to the teacher's explanation about using Word Map technique to make descriptive paragraph. Elaboration <ul style="list-style-type: none"> • Students write a descriptive paragraph based on the Word Map they have done by group. • Students submit the exercises to be scored. Confirmation <ul style="list-style-type: none"> • Provide positive feedback and reinforcement. • Explain about something which is not understood by the students. • Motivate the students to be more active in the next lesson. 	60 minutes	
3	Post Activity <ul style="list-style-type: none"> • Teacher asks some students related to the material. • Teacher ends the teaching activities: say good bye and thank you. 	15 minutes	

VIII. Exercise

Write a descriptive paragraph in group based on the pictures! (min 250 words)

IX. Teaching Aids and Source of Materials**A. Teaching Aids**

1. White board
2. Markers
3. Sheets

B. Source of Materials

Books :

-Sudarwati, Th, N & Grace, E.,(2007).*Look ahead: An English course for senior high school students year XI*. Jakarta: Erlangga.

<http://dewaariwinata-tefl.blogspot.com/>

Bekasi, April 28th 2014

Approved by

Researcher

Observer

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The Principal

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Appendix 3

LESSON PLAN (Cycle I)

Date	: Tuesday, May 13 th 2014
Field of study	: Language
Sub-field of study	: English
Skill	: Writing
Session	: 3
Class	: X.1
Semester	: II
Time allocation	: 2 x 45 minutes

I. Standard Competence

Expressing meaning in texts written monologue in the form of descriptive text accurately, fluently and acceptable in the context of daily life

II. Basic Competence

Expressing the meaning and rhetorical steps of a written short essay accurately, fluently, and acceptable in the context of daily life in the form of descriptive.

III. Indicators:

1. Students are able to write a word map.
2. Students are able to write descriptive paragraph based on the topic.
3. Students are able to write descriptive paragraph in good grammar, vocabulary, punctuation, and spelling.

IV. Character Building

The students become more active, enthusiasm and sociable with other friends.

V. Learning Material

A. Definition of descriptive:

Descriptive is described and reveal a particular person, place or thing. The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt, and heard.

B. Text Organization

Title : Chelsea Olivia
 Identification : Chelsea Olivia is a beautiful actress.
 Description : She is tall and slim. She has long and straight hair. She has light skin. She has dark eyes

C. Language Features

1. The use of linking verbs

A linking verb connects a noun or pronoun with words that identify or describe the noun or pronoun.

Many linking verbs are forms of the verb be.

- e.g.:
- 1) I **am** a student.
 - 2) His paws **are** strong.
 - 3) Volvo **is** a Pomeranian dog.
 - 4) The house **was** on the hill.
 - 5) The books **were** on the table.

Beside to be, there are other linking verbs.

- e.g.:
- 1) Volvo **appears** happy when he sees his master.
 - 2) The Doberman dog **seems** fierce.
 - 3) The cat is **becoming** fatter and fatter.
 - 4) The milk **tastes** so sweet.
 - 5) The horse **looked** really tired.

2. Order of adjectives

Sometimes we use more than one adjective to describe something. We can use both **fact** adjectives and **opinion** adjectives. **Opinion adjectives** go before **fact adjectives**.

Opinion	fact		
A	beautiful	silky	dress
An	interesting	young	lady
An	expensive	large round wooden	table

VI. Teaching Technique: PPP (Presentation, Practice, Procedure)

VII. Learning Strategies

No	Learning Activities	Duration	Note
1	Opening: Class preparation: greeting, checking the students' attendance, and socializing. Motivation - Teacher gives flashback the material that taught before. - Teacher explains about the goal of the material.	15 minutes	
2	Main Activities Exploration <ul style="list-style-type: none"> • Students learn about to word map technique. • Students learn about descriptive paragraph (definition, generic structure, and the purpose, language features). • Students listen to the teacher's explanation about using adjectives in writing descriptive paragraph. Elaboration <ul style="list-style-type: none"> • Students do the exercises. • Students submit the exercises to be scored. Confirmation <ul style="list-style-type: none"> • Provide positive feedback and reinforcement. • Explain about something which is not understood by the students. • Motivate the students to be more active in the next lesson. 	60 minutes	
3	Post Activity <ul style="list-style-type: none"> • Teacher asks some students related to the material. • Teacher ends the teaching activities: say good bye and thank you. 	15 minutes	

VIII. Exercise

Write descriptive paragraph using opinion adjectives and fact adjectives!

IX. Teaching Aids and Source of Materials

A. Teaching Aids

1. White board
2. Markers
3. Sheets
4. Laptop/LCD

B. Source of Materials

Books :

-Sudarwati, Th, N & Grace, E.,(2007).*Look ahead: An English course for senior high school students year XI*. Jakarta: Erlangga.

Bekasi, May 13th 2014

Approved by

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Appendix 4**LESSON PLAN (Cycle II)**

Date	: Tuesday, May 20 th 2014
Field of study	: Language
Sub-field of study	: English
Skill	: Writing
Session	: 4
Class	: X.1
Semester	: II
Time allocation	: 2 x 45 minutes

I. Standard Competence

Expressing meaning in texts written monologue in the form of descriptive text accurately, fluently and acceptable in the context of daily life

II. Basic Competence

Expressing the meaning and rhetorical steps of a written short essay accurately, fluently, and acceptable in the context of daily life in the form of descriptive.

III. Indicators:

1. Students are able to write a word map.
2. Students are able to write descriptive paragraph.
3. Students are able to write a descriptive paragraph in good grammar, vocabulary, punctuation, and spelling.

IV. Character Building

The students become more active, enthusiasm and sociable with other friends.

V. Learning Material

Paragraph

A paragraph is a group of sentences that fleshes out a single idea.

How to write a good paragraph? A good paragraph has 3 methods:

- a) Plan your paragraph
- b) Write your paragraph
- c) Review your paragraph

1. Plan paragraph

- A. Decide what the main topic of the paragraph is going to be.
- B. Write down information and ideas relating to that topic.
- C. Figure out how you want to structure your paragraph.

2. Write Paragraph

- A. Write a topic sentence

The first sentence of your paragraph needs to be the topic sentence.
- B. Fill in the supporting details.
- C. Write a concluding sentence.
- D. Know when to move on to a new paragraph.

3. Review Paragraph

- A. Check your paragraph for spelling and grammar.
- B. Check your paragraph for coherency and style.
- C. Decide if your paragraph is complete.

Example paragraph descriptive:

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

VI. Teaching Technique: PPP (Presentation, Practice, Procedure)

VII. Learning Strategies

No	Learning Activities	Duration	Note
1	Opening: Class preparation: greeting, checking the students' attendance, and socializing. Motivation - Teacher gives flashback the material that taught before. - Teacher explains about the goal of the material.	15 minutes	
2	Main Activities Exploration • Students learn how to write good paragraph. • Students listen to the teacher's explanation about 3 methods in writing a good paragraph. • Students read the example of a descriptive paragraph. Elaboration • Students make a good paragraph using 3 methods. Confirmation • Provide positive feedback and reinforcement. • Explain about something which is not understood by the students. • Motivate the students to be more active in the next lesson.	60 minutes	
3	Post Activity • Teacher asks some students related to the material.	15 minutes	

	• Teacher ends the teaching activities: say good bye and thank you.		
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VII. Teaching Aids and Source of Materials

A. Teaching Aids

- | | |
|----------------|---------------|
| 1. White board | 3. Sheets |
| 2. Markers | 4. Laptop/LCD |

B. Source of Materials

Books :

-Sudarwati, Th, N & Grace, E.,(2007).*Look ahead: An English course for senior high school students year XI*. Jakarta: Erlangga.

-<http://www.wikihow.com/Write-a-Paragraph>

Bekasi, May 20th 2014

Approved by

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Appendix 5**LESSON PLAN (Cycle II)**

Date	: Saturday, May 31 st 2014
Field of study	: Language
Sub-field of study	: English
Skill	: Writing
Session	: 5
Class	: X.1
Semester	: II
Time allocation	: 1 x 45 minutes

I. Standard Competence

Expressing meaning in texts written monologue in the form of descriptive text accurately, fluently and acceptable in the context of daily life

II. Basic Competence

Expressing the meaning and rhetorical steps of a written short essay accurately, fluently, and acceptable in the context of daily life in the form of descriptive.

III. Indicators:

1. Students are able to write a word map.
2. Students are able to write descriptive paragraph in good grammar, vocabulary, punctuation, and spelling.

IV. Character Building

The students become more active, enthusiasm and sociable with other friends.

V. Learning Material

Descriptive Paragraphs

A descriptive paragraph describes a thing, a person, or a place.

An example of descriptive paragraph about place:

Lake Calhoun is a great place to swim and relax. In the summer, the water is warm and clean, and the beaches are large enough to accommodate groups of people seeking relief from a midsummer scorcher. In addition to swimming, visitors to the lake can go canoeing, sailing, windsurfing, or fishing. The blue water is a refreshing, tempting sight. The sweet scent of sun block wafts through the air from sunbathers lying on the beach. Children laugh and splash in water and nearby volleyball games stir passionate shouts in the heat of competition. Meanwhile lifeguards sit atop their towers and make sure everyone is safe. In the distance, sail boats catch the soft breezes that cross the lake and canoeists glide quietly past. This is what summer is all about!

VI. **Teaching Technique:** PPP (Presentation, Practice, Procedure)

VII. **Learning Strategies**

No	Learning Activities	Duration	Note
1	Opening: Class preparation: greeting, checking the students' attendance, and socializing. Motivation - Teacher gives flashback the material that taught before. - Teacher explains about the goal of the material.	10 minutes	
2	Main Activities Exploration <ul style="list-style-type: none"> • Students read an example of descriptive paragraph about place. • Students learn to describe a place. Students listen to the teacher's explanation about using word map in writing descriptive paragraph. Elaboration	30 minutes	

	<ul style="list-style-type: none"> • Students try to make descriptive paragraph about place. <p>Confirmation</p> <ul style="list-style-type: none"> • Provide positive feedback and reinforcement. • Explain about something which is not understood by the students. • Motivate the students to be more active in the next lesson. 		
3	<p>Post Activity</p> <ul style="list-style-type: none"> • Teacher asks some students related to the material. • Teacher ends the teaching activities: say good bye and thank you. 	5 minutes	

VIII. Teaching Aids and Source of Materials

A. Teaching Aids

1. White board
2. Markers
3. Sheets
4. Laptop/LCD

B. Source of Materials

Books :

-Sudarwati, Th, N & Grace, E.,(2007).*Look ahead: An English course for senior high school students year XI*. Jakarta: Erlangga.

http://www.learnamericanenglishonline.com/Write_in_English/WL11_descriptive_paragraphs.html

Bekasi, May 31st 2014

Approved by

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Appendix 6

Table 3.2 Scoring Writing

Detail	Score	Level	Criteria
Content	30-27	Excellent	Knowledgeable, substantive, thorough development of paragraph, relevant to assigned topic.
	26-22	Good	Some knowledge of subject, adequate range, limited development of paragraph, mostly relevant to topic, but lacks detail.
	21-17	Fair	Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	20-18	Excellent	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	17-14	Good	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair	Non-fluent, ideas confused or disconnected lacks logical sequencing and development.
	9-7	Poor	Does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent	Sophisticated range, effective word choice and usage, word form mastery, appropriate register.
	17-14	Good	Adequate range, occasional errors of word form, choice, usage but meaning not obscured.
	13-10	Fair	Limited range, frequent errors of word form, choice, usage, meaning confused or obscured.
	9-7	Poor	Essentially translation, little knowledge of English vocabulary, word form, or not enough to evaluate.

Language Use	25-22	Excellent	Effective complex constructions, few errors of agreement, tense, number, word order function, articles, pronouns, prepositions.
	21-18	Good	Effective but simple constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Poor	Virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	5	Excellent	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good	Occasional errors of spelling, punctuation, capitalization.
	3	Fair	Frequent errors of spelling, punctuation, capitalization, poor handwriting, meaning confused or obscured
	2	Poor	No mastery of conventions, dominated by errors spelling, punctuation, capitalization, handwriting illegible, or not enough to evaluate.

Appendix 7: Students' Score for Pre-test in the First Cycle

No	Name	C	O	V	L	M	Total
1	Am	13	7	7	5	2	34
2	Aa	14	10	7	11	2	44
3	As	13	7	7	5	5	34
4	Ac	18	13	13	15	3	62
5	Grp	13	7	7	5	2	34
6	Gf	14	10	10	10	3	47
7	Hm	14	8	9	5	2	38
8	Lm	14	8	8	5	2	37
9	Na	13	7	7	5	2	34
10	Oo	19	13	14	15	3	64
11	Pba	13	7	7	5	2	34
12	Rf	13	7	7	5	2	34
13	Ral	15	8	12	12	3	50
14	Rac	14	8	10	11	3	46
15	Rn	13	7	7	6	2	35
16	Rf	16	12	11	12	3	54
17	Tan	13	7	7	5	2	34
18	Vpp	13	7	7	5	2	34
19	Tgh	19	12	14	13	3	61
20	Ws	13	7	7	5	2	34
21	Yr	13	7	7	5	2	34
Average							42

Explanation = Content O= Organization V= Vocabulary L= Language Use M= Mechanics

Appendix 8: Students' Score for Progressing-test in the First Cycle

No	Name	C	O	V	L	M	Total
1	Am	15	9	9	9	3	45
2	Aa	19	13	13	13	3	61
3	As	18	11	10	11	3	53
4	Ac	20	13	15	15	3	66
5	Grp	16	10	10	11	3	50
6	Gf	18	13	10	12	3	56
7	Hm	20	13	13	15	2	63
8	Lm	18	11	12	12	3	56
9	Na	13	8	7	6	2	36
10	Oo	23	15	16	18	4	76
11	Pba	16	9	9	10	3	47
12	Rf	16	9	9	10	3	47
13	Ral	20	12	12	13	3	60
14	Rac	22	14	15	12	3	66
15	Rn	21	13	12	13	3	62
16	Rf	22	13	15	14	4	68
17	Tan	19	13	12	15	3	62
18	Vpp	17	11	9	10	3	50
19	Tgh	21	13	13	17	3	67
20	Ws	16	13	10	11	3	53
21	Yr	15	9	9	10	3	46
Average							56,66

Explanation = Content O= Organization V= Vocabulary L= Language Use M= Mechanics

Appendix 9: Students' Score for Post-test in the First Cycle

No	Name	C	O	V	L	M	Total
1	Am	16	9	9	10	2	46
2	Aa	22	13	15	17	3	70
3	As	21	13	13	15	3	65
4	Ac	23	15	15	17	4	74
5	Grp	17	13	13	14	3	60
6	Gf	20	13	13	14	3	63
7	Hm	20	11	12	12	3	58
8	Lm	21	13	13	14	3	64
9	Na	20	12	12	13	3	60
10	Oo	25	16	15	18	4	78
11	Pba	21	13	13	13	3	63
12	Rf	22	15	13	17	3	70
13	Ral	23	14	14	15	3	69
14	Rac	21	13	13	15	3	65
15	Rn	20	13	13	11	3	60
16	Rf	22	14	13	17	3	69
17	Tan	22	14	14	17	4	71
18	Vpp	20	13	13	12	3	61
19	Tgh	22	14	13	16	3	68
20	Ws	21	12	11	13	3	60
21	Yr	19	12	12	15	3	61
Average							64,52

Explanation = Content O= Organization V= Vocabulary L= Language Use M= Mechanics

Appendix 10: Students' Score for Post test in the Second Cycle

No	Name	C	O	V	L	M	Total
1	Am	17	12	12	16	3	60
2	Aa	23	14	14	18	4	73
3	As	21	14	15	17	3	70
4	Ac	21	16	15	17	4	73
5	Grp	21	15	14	17	3	70
6	Gf	22	14	17	17	4	74
7	Hm	21	13	13	17	3	67
8	Lm	22	15	16	17	3	73
9	Na	21	13	13	10	3	60
10	Oo	27	17	17	23	4	88
11	Pba	21	15	14	17	3	70
12	Rf	23	13	14	18	4	72
13	Ral	24	15	15	18	3	75
14	Rac	22	16	13	17	4	72
15	Rn	23	13	14	17	3	70
16	Rf	24	14	15	17	4	75
17	Tan	22	13	15	17	4	74
18	Vpp	22	15	14	17	3	71
19	Tgh	25	16	16	18	3	78
20	Ws	21	13	13	17	3	67
21	Yr	21	13	13	17	13	67
Average							71,38

Explanation = Content O= Organization V= Vocabulary L= Language Use M= Mechanics

Appendix 17**Researcher's Notes****Monday, 21st April 2014**

That day was the first meeting of the researcher with the students in the classroom. The students greet to the researcher. After that she gave treatment to make descriptive paragraph writing using word map technique. The students paid attention and excited to follow the lesson. Some students still confused, so that they made noisy. In this meeting, some of them were lazy to do exercise because they did not know what to do and what to write. They felt shy to ask because she was new teacher for them. But they were enthusiastic to make word map.

Monday, 28th April 2014

This Monday was the second meeting of researcher in the class. As usual they greet the teacher before start study. Today, many of them did not pay attention to her explanation. They liked to talk each other, liked to move each other. It makes them lack to pay attention. They were lazy to do exercise individually, so she asked them to write descriptive paragraph using word map in group. They did it excited because they can discuss each other. Still some of them did not want to ask about material. Students made word map in group together.

Tuesday, 13th May 2014

After conducted progressing test, that day was the third meeting for her taught students in class 10.1. Students greeted the teacher and start to study again. The students paid attention to hear the explanation about structure of descriptive paragraph and language features used in it. They were not excited because they busy told each other. Although they were lazy, they still want to make descriptive paragraph using word map.

Tuesday, 20th May 2014

That day was the fourth meeting. It was conducted after post-test 1 held. After greet the teacher, she treated them again to improve their skill in writing descriptive paragraph. Most of them paid attention, but some students were not paid attention. They were excited to follow the lessons because they began understand what word map and descriptive paragraph is. They did activities and asked some questions they did not understand yet. The learning process was good in that day.

Saturday, 31st May 2014

This was the last meeting in cycle 2. Most of them already know and understand how to write descriptive paragraph well. After they greet teacher, they paid attention to her last explanation. They were excited to follow the lesson without told each other like usual. They did all activities they could. They asked question if they did not clear yet. They made word map and write descriptive paragraph with the

topic that has given. In this last meeting, they showed changes from attitudes, did exercise in every meeting. After that the collaborator gave them questionnaire to be filled in by them.