

APPENDIX



Appendix 1. Letter of Disposition



យលសភវដ្ឋិកញ្ញម្ភបរិគ្គិដិភាភវិសម្បត្តិក្រាហ្វិកជ័យ
YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERSATUAN GURU REPUBLIK INDONESIA
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SURAT KETERANGAN

No. 189/SMKPGRI2/E.7/2023

Yang bertanda tangan dibawah ini saya :

Nama : Drs. I Wayan Ginastra, M.M
NIP : -
Jabatan : Kepala Sekolah
Unit Kerja : SMK PGRI 2 Denpasar

Dengan ini menerangkan bahwa :

Nama : Ni Made Pramilaga
NIM : 1912021142
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni Universitas Pendidikan Ganesha

Memang benar mahasiswa tersebut diatas telah mengadakan Penelitian pada SMK PGRI 2 Denpasar dengan judul Penelitian : IMPROVING STUDENTS' WRITING SKILL BY USING PICTURES AT GRADE X SMKS PGRI 2 DENPASAR dari tanggal 14 April sampai 10 Juni 2023

Demikian surat keterangan ini dapat kami buat untuk dapat dipergunakan sebagaimana mestinya.



Appendix 2. Table of Field Note

Field Note

Date :
R :
P :
ET :
Place :

No.	Activity
1.	
2.	
3.	
4.	
5.	



Appendix 3. Interview Guide

PLANNING STAGE

Interviewee: English Teacher

Questions:

1. What is the process of teaching English class X accounting 2 SMKS PGRI 2 Denpasar?
2. What is the level of English proficiency of grade X students of SMKS PGRI 2 Denpasar?
3. In your opinion, do grade X students of SMKS PGRI 2 Denpasar have high motivation in learning English?
4. Of the 4 English macro skills (listening, speaking, reading, writing) which skill is the least mastered by students?
5. What writing teaching patterns do you apply and what activities do you give to students?
6. What materials and media do you use in teaching writing skills?
7. What sources did you use in retrieving the material?
8. Do you adopt or adapt material you take from those sources?
9. How often do you give students writing exercises?
10. How do you provide feedback on student work results?
11. What difficulties or obstacles did you find in teaching writing?
12. How did you overcome the difficulty?

Interviewee: Students

Questions

1. Do you like English subjects?
2. Of the 4 English macro skills (listening, speaking, reading, writing) which skill do you think is the most difficult to master?
3. What parts of the skill do you find difficult?
4. What did you do to overcome the difficulty?
5. What activities do you enjoy learning to write?
6. What media do you like in writing skills?

Cycle 1

Interviewee: English Teacher

1. What do you think about the teaching and learning process that I have done?
2. What are the shortcomings of the teaching and learning process that I have done?
3. Are the materials, techniques and learning media I use appropriate?
4. What do you think of students' writing skills in cycle 1?
5. What improvements have students achieved in cycle 1?
6. What are your suggestions for the next cycle?

Interviewee: Students

1. What do you think of today's English teaching and learning activities?
2. Do you like the materials, activities and media used? Why?
3. Does the use of picture series help you in learning
4. writing?
5. What difficulties did you encounter in the teaching and learning activities earlier?
6. What improvements have you made so far?
7. What are your suggestions for the next meeting?

Cycle 2

Interviewee: English Teacher

1. What do you think about the teaching and learning process that I have done?
2. What are the shortcomings of the teaching and learning process that I have done?
3. Are the materials, techniques and learning media I use appropriate?
4. What do you think of students' writing skills in cycle 2?
5. What improvements have students achieved in cycle 2?
6. What are your suggestions for the next cycle?

Interviewee: Students

1. What do you think of today's English teaching and learning activities?
2. Do you like the materials, activities and media used? Why?
3. Does the use of picture series help you in learning
4. writing?
5. What difficulties did you encounter in the teaching and learning activities earlier?

6. What improvements have you made so far?



Appendix 4. Observation Checklist

Date :

Meeting :

Observer :

Instruction : Give a check mark (√) in each item in the column that most clearly represent your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comment
A.	Pre-teaching			
1.	Teacher enters the classroom and leads the students to pray together.			
2.	Teacher and students pray together.			
3.	Teacher ends praying session.			
4.	Teacher greets the students.			
5.	Students respond to the greeting addressed by the teacher.			
6.	Teacher asks students' condition.			
7.	Students tell their condition to the teacher.			
8.	Teacher checks students' attendance list.			
9.	Teacher tells the students the goal of today's teaching and learning process.			
B.				
10.	Students are ready to learn.			
11.	Teacher explains descriptive text material (definition, social function, generic structure, grammatical features) by relating her explanation to the descriptive text about tourism place given to the students.			

12.	Students make description about tourism place based on their known not using picture. (pre-test)			
13.	Students are motivated in doing the task given by the teacher.			
14.	Teacher and students discuss the about the material together.			
15.	Teacher provides the students with explanation of descriptive text.			
16	Teacher gives chance to ask questions to the students.			
Post-Teaching				
17.	Teacher concludes today's material.			
18.	Teacher asks the students whether they have questions or not.			
19.	Teacher answers the students' questions.			
20.	Teacher tells the students the main material for the next meeting.			
21.	Teacher leads the students to pray together.			
22.	Teacher and students pray together.			
23.	Teacher ends the pray session.			
24.	Teacher says good bye to the students.			
25.	Students respond to the teacher's parting.			

Appendix 5. Expert Judgment Sheet

Form Penilaian Lembar Observasi

Form ini bertujuan untuk menilai relevansi dari lembar observasi sebagai instrumen yang akan digunakan untuk melihat proses implementasi gambar untuk meningkatkan kemampuan siswa menulis dalam Bahasa Inggris. Dengan mereview instrument ini, mohon untuk para penilai untuk memberikan penilaian relevansi dari pernyataan dalam instrument dengan cara memberi *check mark* (tanda centang) yang tersedia yaitu relevan atau tidak relevant. Mohon untuk diisi apa adanya dengan jujur karena penilaian Bapak/Ibu tidak ada kaitannya terhadap apapun.

Judge I:

Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

Activity	Indicators	Relevant	Irrelevant	Note
Pre-Teaching	Teacher enters the classroom and leads the students to pray together.	√		
	Teacher and students pray together.	√		
	Teacher ends praying session.	√		
	Teacher greets the students.	√		
	Students respond to the greeting addressed by the teacher.	√		
	Teacher asks students' condition.	√		
	Students tell their condition to the teacher.	√		
	Teacher checks students' attendance list.	√		
	Teacher tells the students the goal of today's teaching and learning process.	√		
Whilst Teaching	Students are ready to learn.	√		
	Teacher explains descriptive text material	√		

	(definition, social function, generic structure, grammatical features) by relating her explanation to the descriptive text about tourism place given to the students.			
	Students make description about tourism place based on their known not using picture. (pre-test)	√		
	Students are motivated in doing the task given by the teacher.	√		
	Teacher and students discuss the about the material together.	√		
	Teacher provides the students with explanation of descriptive text.	√		
	Teacher gives chance to ask questions to the students.	√		
Post - Teaching	Teacher concludes today's material.	√		
	Teacher asks the students whether they have questions or not.	√		All of the students have no questions.
	Teacher answers the students' questions.	√		
	Teacher tells the students the main material for the next meeting.	√		
	Teacher leads the students to pray together.	√		
	Teacher and students pray together.	√		
	Teacher ends the pray session.	√		
	Teacher says good bye to the students.	√		
	Students respond to the teacher's parting.	√		

Singaraja, March 10th, 2023

Prof. Dr.I Nyoman Adi Jaya Putra, M.A.

NIP. 19620319 198703 1 001



Form Penilaian Lembar Observasi

Form ini bertujuan untuk menilai relevansi dari lembar observasi sebagai instrumen yang akan digunakan untuk melihat proses implementasi gambar untuk meningkatkan kemampuan siswa menulis dalam Bahasa Inggris. Dengan mereview instrument ini, mohon untuk para penilai untuk memberikan penilaian relevansi dari pernyataan dalam instrument dengan cara memberi *check mark* (tanda centang) yang tersedia yaitu relevan atau tidak relevant. Mohon untuk diisi apa adanya dengan jujur karena penilaian Bapak/Ibu tidak ada kaitannya terhadap apapun.

Judge II:

G.A.P. Suprianti, S.Pd., M.Pd

Activity	Indicators	Relevant	Irrelevant	Note
Pre-Teaching	Teacher enters the classroom and leads the students to pray together.	√		
	Teacher and students pray together.	√		
	Teacher ends praying session.	√		
	Teacher greets the students.	√		
	Students respond to the greeting addressed by the teacher.	√		
	Teacher asks students' condition.	√		
	Students tell their condition to the teacher.	√		
	Teacher checks students' attendance list.	√		
	Teacher tells the students the goal of today's teaching and learning process.	√		
	Whilst Teaching	Students are ready to learn.	√	
Teacher explains descriptive text material (definition, social function, generic structure, grammatical		√		

	features) by relating her explanation to the descriptive text about tourism place given to the students.			
	Students make description about tourism place based on their known not using picture. (pre-test)	√		
	Students are motivated in doing the task given by the teacher.	√		
	Teacher and students discuss the about the material together.	√		
	Teacher provides the students with explanation of descriptive text.	√		
	Teacher gives chance to ask questions to the students.	√		
Post - Teaching	Teacher concludes today's material.	√		
	Teacher asks the students whether they have questions or not.	√		
	Teacher answers the students' questions.	√		
	Teacher tells the students the main material for the next meeting.	√		
	Teacher leads the students to pray together.	√		
	Teacher and students pray together.	√		
	Teacher ends the pray session.	√		
	Teacher says good bye to the students.	√		
	Students respond to the teacher's parting.	√		

Singaraja, March 10th, 2023

G.A.P. Suprianti, S.Pd., M.Pd

NIP. 199002242014042001



Form Penilaian Lembar Panduan Wawancara

Form ini bertujuan untuk menilai relevansi dari lembar panduan wawancara sebagai instrumen yang akan digunakan untuk melihat proses implementasi gambar untuk meningkatkan kemampuan siswa menulis dalam Bahasa Inggris. Dengan mereview instrument ini, mohon untuk para penilai untuk memberikan penilaian relevansi dari pernyataan dalam instrument dengan cara memberi *check mark* (tanda centang) yang tersedia yaitu relevan atau tidak relevant. Mohon untuk diisi apa adanya dengan jujur karena penilaian Bapak/Ibu tidak ada kaitannya terhadap apapun.

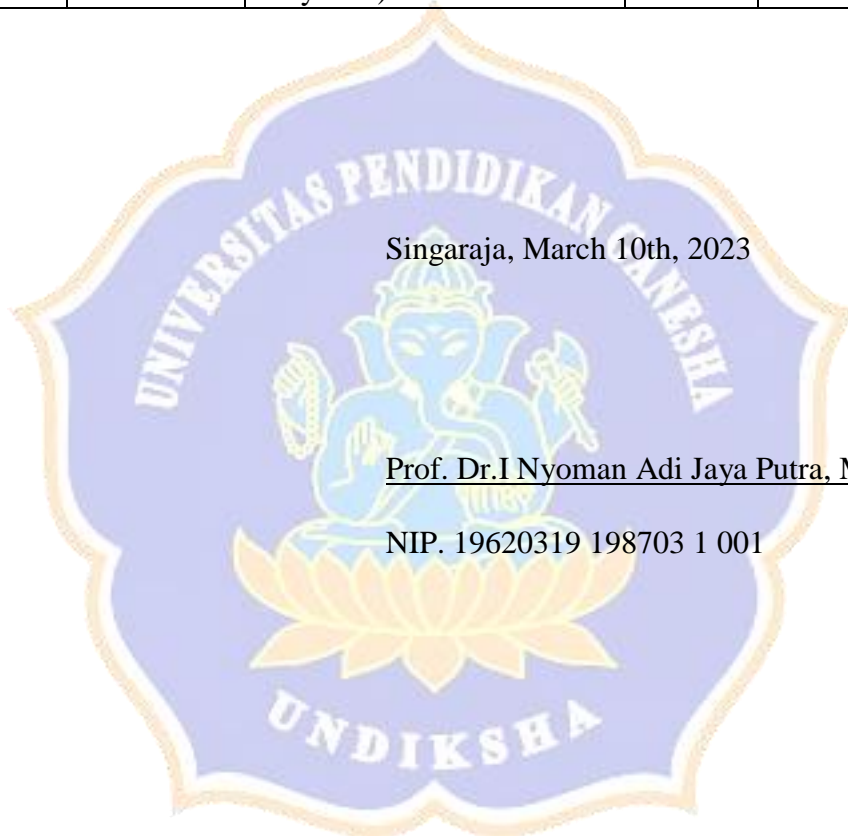
Judge I:

Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

Interviewee	Phase	Indicators	Relevant	Irrelevant	Note
Teacher	Observation	What is the process of teaching English class X accounting 2 SMKS PGRI 2 Denpasar?	√		
		What is the level of English proficiency of grade X students of SMKS PGRI 2 Denpasar?	√		
		In your opinion, do grade X students of SMKS PGRI 2 Denpasar have high motivation in learning English?	√		
		Of the 4 English macro skills (listening, speaking, reading, writing) which skill is the least mastered by students?	√		
		What writing teaching patterns do you apply and what activities do you give to students?	√		
		What materials and media do you use in teaching writing skills?	√		
		What sources did you use in retrieving the material?	√		
		Do you adopt or adapt material you take from those	√		

		sources?			
		How often do you give students writing exercises?	√		
		How do you provide feedback on student work results?	√		
		What difficulties or obstacles did you find in teaching writing?	√		
		How did you overcome the difficulty?	√		
Student		Do you like English subjects?	√		
		Of the 4 English macro skills (listening, speaking, reading, writing) which skill do you think is the most difficult to master?	√		
		What parts of the skill do you find difficult?	√		
		What did you do to overcome the difficulty?	√		
		What activities do you enjoy learning to write?	√		
		What media do you like in writing skills?	√		
Teacher	Cycle 1 & 2	What do you think about the teaching and learning process that I have done?	√		
		What are the shortcomings of the teaching and learning process that I have done?	√		
		Are the materials, techniques and learning media I use appropriate?	√		
		What do you think of students' writing skills in cycle 1?	√		
		What improvements have students achieved in cycle 1?	√		
		What are your suggestions for the next cycle? (Only in Cycle 1)	√		
Students		What do you think of today's English teaching and learning activities?			
		Do you like the materials,			

		activities and media used? Why?			
		Does the use of picture series help you in learning writing?			
		What difficulties did you encounter in the teaching and learning activities earlier?			
		What improvements have you made so far?			
		What are your suggestions for the next meeting? (Only in Cycle 1)			



Singaraja, March 10th, 2023

Prof. Dr.I Nyoman Adi Jaya Putra, M.A.

NIP. 19620319 198703 1 001

Form Penilaian Panduan Wawancara

Form ini bertujuan untuk menilai relevansi dari lembar panduan wawancara sebagai instrumen yang akan digunakan untuk melihat proses implementasi gambar untuk meningkatkan kemampuan siswa menulis dalam Bahasa Inggris. Dengan mereview instrument ini, mohon untuk para penilai untuk memberikan penilaian relevansi dari pernyataan dalam instrument dengan cara memberi *check mark* (tanda centang) yang tersedia yaitu relevan atau tidak relevant. Mohon untuk diisi apa adanya dengan jujur karena penilaian Bapak/Ibu tidak ada kaitannya terhadap apapun.

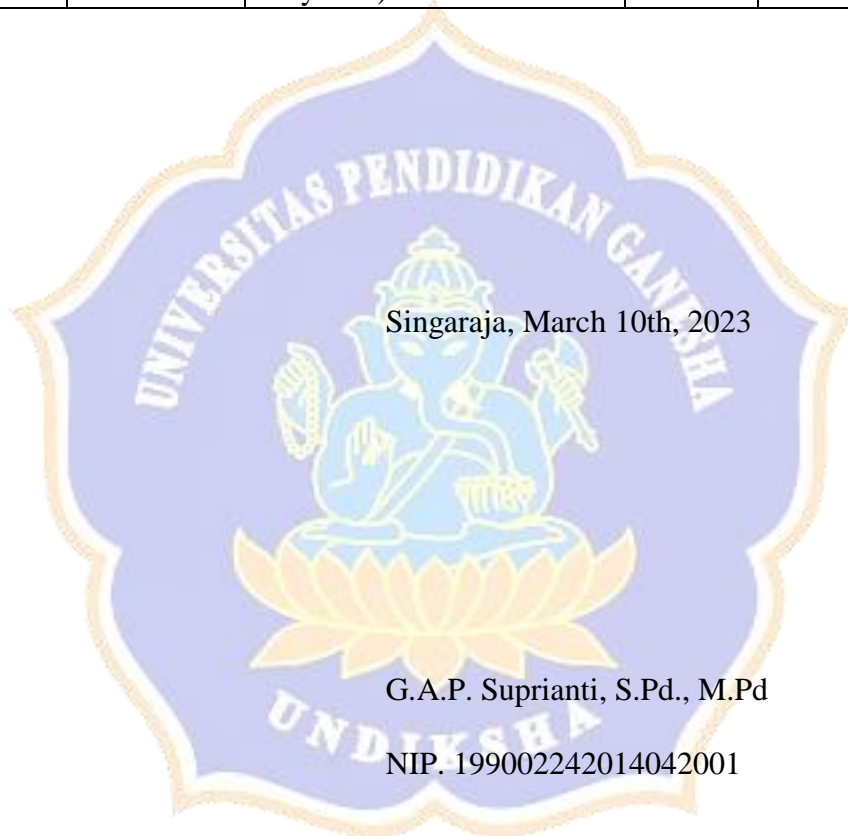
Judge II:

G.A.P. Suprianti, S.Pd., M.Pd

Interviewee	Phase	Indicators	Relevant	Irrelevant	Note
Teacher	Observation	What is the process of teaching English class X accounting 2 SMKS PGRI 2 Denpasar?	√		
		What is the level of English proficiency of grade X students of SMKS PGRI 2 Denpasar?	√		
		In your opinion, do grade X students of SMKS PGRI 2 Denpasar have high motivation in learning English?	√		
		Of the 4 English macro skills (listening, speaking, reading, writing) which skill is the least mastered by students?	√		
		What writing teaching patterns do you apply and what activities do you give to students?	√		
		What materials and media do you use in teaching writing skills?	√		
		What sources did you use in retrieving the material?	√		
		Do you adopt or adapt material you take from those	√		

		sources?			
		How often do you give students writing exercises?	√		
		How do you provide feedback on student work results?	√		
		What difficulties or obstacles did you find in teaching writing?	√		
		How did you overcome the difficulty?	√		
Student		Do you like English subjects?	√		
		Of the 4 English macro skills (listening, speaking, reading, writing) which skill do you think is the most difficult to master?	√		
		What parts of the skill do you find difficult?	√		
		What did you do to overcome the difficulty?	√		
		What activities do you enjoy learning to write?	√		
		What media do you like in writing skills?	√		
Teacher	Cycle 1 & 2	What do you think about the teaching and learning process that I have done?	√		
		What are the shortcomings of the teaching and learning process that I have done?	√		
		Are the materials, techniques and learning media I use appropriate?	√		
		What do you think of students' writing skills in cycle 1?	√		
		What improvements have students achieved in cycle 1?	√		
		What are your suggestions for the next cycle? (Only in Cycle 1)	√		
Students		What do you think of today's English teaching and learning activities?			
		Do you like the materials,			

		activities and media used? Why?			
		Does the use of picture series help you in learning writing?			
		What difficulties did you encounter in the teaching and learning activities earlier?			
		What improvements have you made so far?			
		What are your suggestions for the next meeting? (Only in Cycle 1)			



Appendix 6. Field Notes Result

Field Note 1

Date : Thursday, April 13th, 2023

R : Researcher

P : Principal

ET : English Teacher

E : Employee

Place : SMKS PGRI 2 Denpasar

Observation

No.	Activity
1.	At 09.00 AM Researcher arrived at SMKS PGRI 2 Denpasar to ask the principal for verbal permission to make observations and research. The researcher came to the administration room and was then directed by the employee to meet the English teacher.
2.	The English teacher accompanied the researcher to the principal's room to meet the principal.
3.	The researcher asked for permission and submitted a permit to conduct observation and research at SMKS PGRI 2 Denpasar to the principal. The principal allows researchers to conduct observations and research at SMKS PGRI 2 Denpasar by fulfilling existing procedures (bringing a research permit).
4.	The researcher explained about the research plan that was planned to be carried out at the school to the principal and English teachers, they received the researcher well, the English teacher was also well willing to cooperate and help during the research process carried out by the researcher.
5.	After being explained by the researcher regarding the research plan to be carried out, it was decided by the English teacher and known by the principal it was decided to be given class X Accounting 2 during the research.
6.	After getting permission and already known by the principal and English teacher and having determined the class, the researcher decided to leave school.

Field Note 2

Date : Friday, April 14th, 2023.

R : Researcher

P : Principal

ET : English Teacher

E : Employee

Place : SMKS PGRI 2 Denpasar

Observation and interview

No.	Activity
1.	At 08.20 AM Researcher arrived at SMKS PGRI 2 Denpasar.
2.	The researcher goes to the administration room first, then directed by the employee to go to the teacher's room to meet the English teacher.
3.	Furthermore, coinciding with the English learning schedule in class X accounting 2 was carried out, English teachers and researchers rushed to class for the next researcher to start making class observations.
4.	The English teacher and researcher entered the classroom. The English teacher allows the researcher to sit in the back seat. At 08.40 AM English lessons in class X accounting 2 were started by the English teacher, at that time the researcher conducted observation activities in class X accounting 2.
5.	The English teacher said greetings "Good morning students. How are you?" and the student replied "I'm fine, thank you. And you?" The English teacher replied again, "I'm very well." English teachers fill out the attendance list of students. The students present at the time thirty students.
6.	The English teacher starts the lesson by writing some example command sentences to the students. English teachers exemplify the way their pronunciation is followed by students. All students follow the orders of the English teacher. The English teacher tells students to look for examples of other command sentences. Some students are reluctant to do the tasks assigned by the English teacher and crowded themselves. At 10.10 AM the lesson was stopped because it was already recess. Researcher interviewed 4 students about the process of teaching and learning English during recess.
7.	At 10.30 AM, the break is over. At 10.40 AM, the English teacher entered the classroom. Lessons and observations resumed. The English teacher asked some students to give examples of command sentences and write them down in front of the class. Some students set the wrong example. They miswrote a few words in English. Then the English teacher wrote several examples of

	other command sentences on the board, Throughout the lesson, English teachers only use English when opening and closing lessons. However, students do not communicate at all during learning using English.
8.	At 10.50 AM the lesson is over. English teacher closes lesson Throughout the lesson English teachers only use English when opening and closing lessons. Students do not communicate in English at all. Observations have been completed by the researcher.
9.	The English teacher and researcher returned to the teacher's room. The researcher left school at 11.00 AM.



Field Note 3

Date : Saturday, April 15th, 2023.

R : Researcher

P : Principal

ET : English Teacher

Place : SMKS PGRI 2 Denpasar

Interview

No.	Activity
1.	At 08.30 AM, researchers arrived at SMKS PGRI 2 Denpasar.
2.	The researcher immediately entered the administration room to ask permission to meet with the English teacher. Next, the researcher rushed to the teacher's room where the English teacher was waiting for the arrival of the researcher to conduct an interview.
3.	The interview was conducted according to the attached results of the interview with the English teacher. After the interview, the teacher gave several things to the researcher such as syllabus, a list of names of class x accounting 2 students, teaching materials related to descriptive texts that can be used as a reference later by the researcher in teaching later and making lesson plans.
4.	After discussing for a while, at 11.00 AM, The English teacher heads to class to teach the next class hour. And the researcher went home.

Field Note 4

Date : Friday, April 28th, 2023

R : Researcher

P : Principal

ET : English Teacher

Place : SMKS PGRI 2 Denpasar

Cycle 1

No.	Activity
1.	At 7.30 AM, the researcher came to SMKS PGRI 2 Denpasar and go to the teacher's room to meet with the English teacher.
2.	The researcher knocked on the door before entering the teacher's room, it was seen that the English teacher was sitting in his chair and welcoming the researcher's arrival.
3.	Researchers are welcome to sit down and start making learning plans based on the syllabus and plans that will be implemented from the researcher where later, the researcher will act as a teacher and English teacher as an observer while the researcher carries out teaching and learning activities in next meetings.
4.	Researchers are allowed to make lesson plans in the teacher's room, while the English teacher teaches according to the schedule for that day.
5.	Towards the end of school hours at 13.30 PM, the lesson plan that has been made is given to the English teacher which will later be revised again, then the researcher goes to go home.

Field Note 5

Date : Friday, April 28th, 2023

R : Researcher

P : Principal

ET : English Teacher

Place : SMKS PGRI 2 Denpasar

Cycle I, Pre-test

No.	Activity
1.	The researcher arrived at SMKS PGRI 2 Denpasar at 09.15 because the English teacher had sent a message to the researcher if the class hours were shortened because a teacher meeting would be held after school.
2.	The English teacher welcomes the researcher and asks if the researcher needs an LCD projector and speakers for teaching and learning activities. The researcher said there was no need, because on that day it was just an introduction to the material and the researcher as a teacher.
3.	The researcher again provides a learning design that has been made and also been revised to reconfirm whether it is appropriate or not with the English teacher. Before later, the researcher on that day will carry out the first teaching and learning activity where the researcher acts as a teacher and the English teacher acts as an observer while the researcher teaches.
4.	At 09.30 AM the researcher and English teacher entered classroom X accounting 2. The researcher told the students that, starting today the researcher will teach English lessons in class X accounting 2. English teachers allow researchers to start lessons and sit at the back of the bench to observe teaching and learning activities carried out by researchers.
5.	The researcher opened the class by greeting all students "Good morning, class. How are you today?" all students replied "Good morning, miss. I'm fine thank you and you?" the researcher replied "I'm very well too, thank you." The researcher asked "Do you still remember me?" all the students were silent and looked confused. The researcher interprets it in Indonesian " <i>Apakah kalian masih mengingat saya?</i> " all students answered " <i>Masih miss</i> " The researcher then said "Okay, so I don't need to introduce myself again, do I?" all the students looked confused again " <i>Jadi, saya tidak perlu memperkenalkan diri lagi ya?</i> ", " <i>Tidak miss</i> " replied all the students. The researcher fills out the students' attendance list by calling their names one by one. That day 2 students were absent, when the researcher asked why they were absent all the students replied "Alpha, miss."

6.	The researcher then begins to open the lesson " <i>Hari ini kita akan mempelajari teks yakni deskriptif teks</i> " Have you heard the word descriptive text before?" all the students replied " <i>Belum, Miss</i> " There are students who ask " <i>Apa itu descriptive teks, jika dalam pembelajaran bahasa inggris miss?</i> " The researcher replied, "We will study it today'
7.	After explaining the descriptive text material to students, students still seemed less enthusiastic, no students gave questions during the question and answer session, they seemed to try to understand but did not give questions or statements even though the researcher had asked students if indeed students had questions related to the material.
8.	The researcher acts as a teacher when he begins to explain the descriptive text material briefly to students. As long as the explanation of the students is seen, some are listening and some are less concentrated on the teaching and learning activities carried out.
9.	When making the pre-test, researchers try to make interactions between students and teachers, such as listening around when students are working on descriptive texts, almost all students experience problems such as examples in interpreting sentences in Indonesian form into English. In addition, most students still seem to have difficulty in putting what they think into writing, many students eventually begin to be active such as asking researchers as teachers at that time even though it seems that students still look hesitant.
10.	The meeting was spent on students doing pre-tests, the bell rang for students to submit assignments and English learning ended.
11.	The researcher goes to the teacher's room and at that time the teacher goes to teach the next class, while the researcher corrects the students' work in the teacher's room, after finishing correcting the whole, the researcher goes home at the same time as school with the other teachers at 13.30 PM.

Field Note 6

Date : Saturday, May 6th, 2023

R : Researcher

P : Principal

ET : English Teacher

Place : SMKS PGRI 2 Denpasar

Cycle I

No.	Activity
1.	At 7.00 AM the researcher arrived at SMKS PGRI 2 Denpasar. The entrance bell has rung but the students still participate in the puja trisandya together activity which is held every morning before the first hour begins. The researcher went to the administration room to ask for an LCD to be taken to the employees in the room. After getting the LCD, the researcher came to the teacher's room to meet with the English teacher.
2.	At 07.15 AM the puja trisandya together is done. Researcher and English teacher entering X accounting 2 class. The English teacher went straight to the back bench. Researcher opens lesson researcher greets students "Good morning, students. How is it going?" "Good morning, miss." But the students did not answer their news "How is it going, students? Doyou know the meaning of "How is it going?" it is same with "How are you" so, how is it going?" "I'm fine, thank you. And you?" "I'm fine too, thank you." Researcher Fill out the student's attendance list by asking "Who is absent today?" " <i>Siapa yang tidak hadir hari ini?</i> " A student is absent without information.
3.	The researcher recalled the material that was discussed yesterday. To provoke student more active in class, researchers asked again about what they knew about descriptive text "Of course all of you guys still remember about the descriptive material, right?" "But, now I want you to tell about what do you know or what do you remember about the material, just rise your hand and tell your absence number, I will give you some point, okey" It can be seen when researchers say about the point of students becoming enthusiastic and more concentrated in class, after previously still not concentrating, like some of them who are still noisy or cool themselves. Counted 5 students or 14% expressed their opinions and got points.
4.	After it was felt that there was enough session in taking student points and judging from the enthusiasm of the students were quite good, the researcher then displayed a powerpoint where there was a brief explanation related to descriptive text, followed by examples of descriptive text about the right descriptive text destination place. On the next slide there is a picture where the picture provokes student questions such as " <i>itu dimana miss?</i> "

	"sepertinya gambar pantai itu tidak asing ya?"
5.	The researcher answered questions from students, "Looks familiar, doesn't it?" "That is Kuta Beach one of famous tourist destination places in Bali "Maybe some of you can guess?" Tourist destination place have a wide scope, right? Tourist destination place are diverse, and there are everywhere, of course you can find a lot of references to tourist destination, one of which I displayed in today's PowerPoint slide. Next, the researcher instructs students to prepare a piece of paper and then describe the picture they see and put it into the form of descriptive writing text. I hope, after previously being explained regarding descriptive texts about places, you can make descriptive texts that are even more precise, for results that were previously considered decent but need improvement, right? After you make the text, there are some texts that I ask you to read in the future the results of your writing, of course, for those who read the results of their writing in front of the class, points will be given. Students enthusiastically begin to create descriptive texts based on the images displayed.
6.	The researcher gave students 15 minutes to do the assignment included in post-test 1. Students are not allowed to discuss with friends, but are allowed to open dictionaries or ask researchers.
7.	After finishing the work, there were 2 students who deigned to read the results of the papers they had made. From these two students, they have seen an improvement in making descriptive sentences of tourist attraction texts based on images with a more precise structure.
8.	Students who do not read their work, submit their work, the day's learning ends and closes.
9.	The day's learning was over, the researcher went to the teacher's room and the English teacher had permission with the researcher to teach the next class. The researcher on this occasion corrected the work of the students.
10.	At 1.30 PM the researcher excused himself from school to rush back home.

Field Note 7

Date : Friday, May 12th, 2023

R : Researcher

P : Principal

ET : English Teacher

Place : SMKS PGRI 2 Denpasar

Cycle I

No.	Activity
1.	At 09.45 AM the researcher arrived at SMKS PGRI 2 Denpasar. The researcher goes to the teacher room waits for the English teacher in the teacher's room. After finishing the lesson, the English teacher met the researcher in the teacher's room and discussed about the activities to be carried out today.
2.	The researcher submits the value of the student's post-test 1 result to the English teacher while providing information that the student has improved, students can already make description sentences with a more appropriate structure, vocabulary or words in English are more appropriate, although there are still students who are not right in writing English form sentences. This can also be used as a reference to improve in the next cycle that will be implemented.
3.	On that day, the researcher did not fill the class because at that time the class was filled by an English teacher, the English teacher invited the researcher to make a design in cycle 2 later in the teacher's room.
4.	After making the plan, the researcher decided to go home at school at 13.30 PM. On that day, there are not many discussions that can be done together with the English teacher because there are other activities that must be filled in by the English teacher.

Field Note 8

Date : Friday, May 19th, 2023

R : Researcher

P : Principal

ET : English Teacher

Place : SMKS PGRI 2 Denpasar

Cycle II

No.	Activity
1.	At 7.10 AM the researcher arrived at the school. The researcher rushed to the teacher's room, there was a teacher's room where the desk of the English teacher was still empty, a sign that the English teacher had not arrived at school. The researcher waits outside the teacher's room while preparing the lesson design file that will be discussed together with the English teacher. After 15 minutes of waiting, the English teacher came, the researcher along with the English teacher entered the teacher's room to the English teacher's desk.
2.	The agenda that will be carried out that day revises and discusses the learning design made by the researcher. While adding and improving to make it even more coherent, the English teacher rushed to the classroom, on that day the class was filled with English teachers. Meanwhile, researchers make learning plans in the teacher's room.
3.	The English teacher finished teaching, began to revise and look carefully at the results of the learning design that had been made by the researcher, at that time the researcher also said that the learning design this time would be slightly different by adding brainstorming on the sidelines of learning activities, according to the researcher this was a good innovation, especially after several times teaching in the class, Researchers study the classroom situation and see, students are easily provoked by something interesting, and have an impact on them, of course something interesting that is still related to learning, so the researcher plans to add brainstorming activities with in it the existence of image games which of course are still related to learning, namely descriptive texts about places, especially tourist attractions.
4.	The activity of making learning designs and revising is complete, English teachers also approve the learning designs made by researchers, the activity ends at the same time as school hours, which is 13.30 PM.

Field Note 9

Date : Friday, May 26th, 2023

R : Researcher

P : Principal

ET : English Teacher

Place : SMKS PGRI 2 Denpasar

Cycle II

No.	Activity
1.	At 7.10 AM the researcher arrived at SMKS PGRI 2 Denpasar. The researcher went to the administration room to borrow an LCD proyektor then met the English teacher in the teacher's room.
2.	At 7:30 AM the researcher went to class, the English teacher invited the researcher to open the class. Researchers as they usually open classes, start with greeting prefixes and check student attendance, in cycle II researchers also try to use more interaction with English sentences and do not provide translations into Indonesian word form, to familiarize students with English sentences.
3.	At this time students are asked to use their respective smartphones. As the previous directive, they will describe the image where as expected that the image can generate students' ideas in addition to writing on the learning on that day the researcher tries to make the image can generate students' ideas in speaking activities which have been done in cycle I but are done again in cycle II considering the implementation of learning is slightly different by freeing students to look for images that will be described so that it is expected that during learning in cycle II students experience an increase both in terms of activeness and grades. The students are instructed to make descriptive text based on a picture that they have searched on their smartphone, they describe the picture of a tourism place from their origin place. After finishing in making the descriptive text the students were asked to perform their descriptive text that they have made in front of the class.
4.	As expected by the researcher, learning activities on that day have increased, students are more active and more want to display their written work to the front of the class, this is certainly supported by providing additional points for students who are active when English learning activities are held.
5.	The bell rings, learning ends, researchers wait until school hours are over while checking the students' work and ends at 13.30 PM.

Field Note 10

Date : Friday, June 2nd , 2023

R : Researcher

P : Principal

ET : English Teacher

Place : SMKS PGRI 2 Denpasar

Cycle II

No.	Activity
1.	At 07.00 the researcher arrived at SMKS PGRI 2 Denpasar. The researcher went to the teacher's room to meet the English teacher but the English teacher was not present. After the English teacher arrives, the researcher submits the results of the post-test cycle II that the researcher has scored.
2.	On that day, English teachers cannot accompany researchers in learning and learning activities, so at that time researchers without assistance carry out learning and learning activities, this is not an obstacle for researchers considering that researchers have taught some time recently in the class already understand how the situation of the class and students of course.
3.	Learning is opened by researchers, giving greetings and checking student attendance. In the learning on that day, the researcher added brainstorming activities as planned to the learning design.
4.	The first game was about bingo game. The game was aimed to generate students' vocabulary about the picture. First, the researcher explained the students about the rule of the game. The students were required to mention at least 5 specific things in the picture related to the material that is descriptive text material based on explain that they have before at Cycle I and also in the beginning learning before games. They wrote them in a list. After they did this, the researcher mentioned any things in the pictures. The students crossed any things in their list which had been mentioned by the researcher. If the list of the objects were crossed, the student who made the list said 'bingo!' It meant that he or she had mentioned all things that mentioned by the researcher and the group won the game. They make the list in the group at least 4-5 students in a group.

5.	<p>Students look were enthusiastic in listing the tourism place. They worked individually though sometimes they asked their friends about the name of things that they did not know. After the researcher mentioned any things in tourism place picture, four group students said 'bingo!' together. They cheered and laughed. Some students were disappointed since they only had one or two things left. Some students stated their disappointment. It meant that the students were very competitive to be a winner.</p>
6.	<p>The second game was 'twenty-Q game' or 'twenty questions game'. However, the researcher modified the game into 'twenty statements game'. The game was aimed to encourage the students to describe an object in the picture. The first category was not an object from the picture. The category was a famous place in the world. The students were able to make statements about the place though sometimes they opened their dictionary or asked their friends. They also discussed about the answer of the game. Finally, they could answer correctly what is in the researcher's mind. They looked happy. After answering the first category, they wanted the next category. For the second game, the students were the winner and they were happy. After that, the researcher asked one of the students to be a volunteer in front of the class to be the person who her mind was guessed by her friends. There were three students were interested and enthusiastic to take over the game.</p>
7.	<p>Students seem enthusiastic and active after the games in learning, it can be said that all students concentrate on teaching and learning activities that day, learning activities are packaged more interesting by adding brainstorming in it.</p>

8.	The bell rang to signal that the learning activity ended and the researcher returned home at 13.30 PM.
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Field Note 11

Date : Friday, June 9th , 2023

R : Researcher

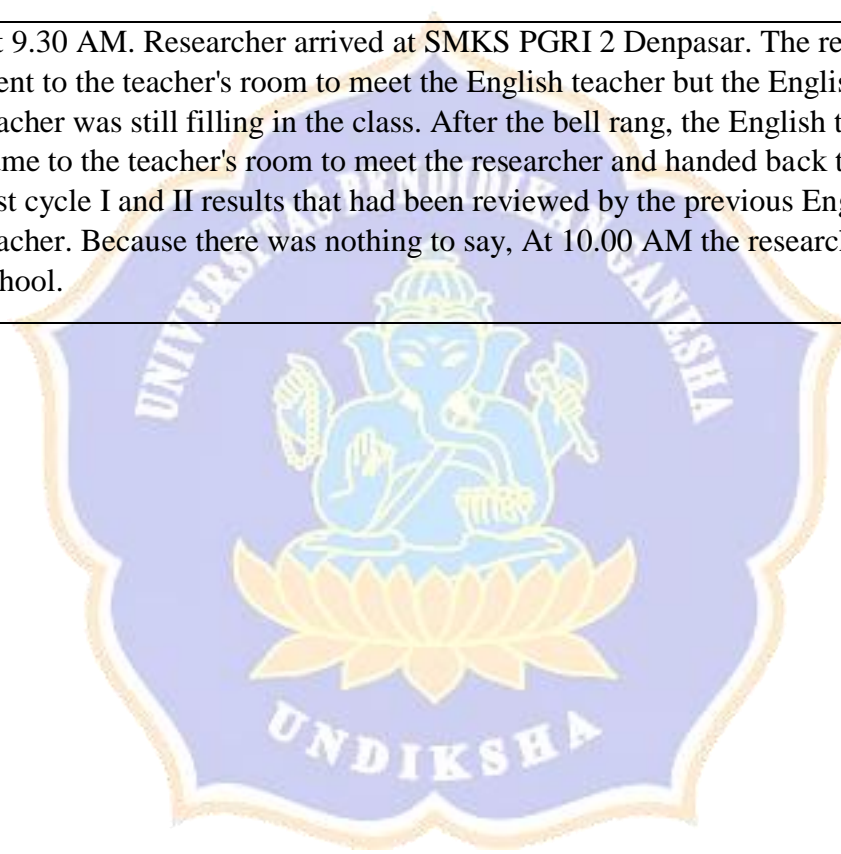
P : Principal

ET : English Teacher

Place : SMKS PGRI 2 Denpasar

Cycle II

No.	Activity
1.	At 9.30 AM. Researcher arrived at SMKS PGRI 2 Denpasar. The researcher went to the teacher's room to meet the English teacher but the English teacher was still filling in the class. After the bell rang, the English teacher came to the teacher's room to meet the researcher and handed back the post-test cycle I and II results that had been reviewed by the previous English teacher. Because there was nothing to say, At 10.00 AM the researcher left school.



Field Note 12

Date : Saturday, June 10th , 2023

R : Researcher

P : Principal

ET : English Teacher

Place : SMKS PGRI 2 Denpasar

Cycle II

No.	Activity
1.	At 10.00 AM the researcher arrived at SMKS PGRI 2 Denpasar. Then the researcher met the English teacher in the teacher's room. Researcher and English teacher discuss today's activities and students' progress during the study.
2.	At 10.10 AM the researcher and English teacher entered classroom X accounting 2. The English teacher said today's meeting was the last meeting with researchers so the English teacher asked students to focus and be serious in participating in teaching and learning activities today. The English teacher allows the researcher to open the lesson and sit on the back bench to make observations.
3.	Researcher opens lesson "Good morning, students. How is it going?" "Good morning, Miss. I'm fine, thank you. And you." "I'm fine too, thank you. Today is our last meeting in class. I don't say much, thank you for your participation and cooperation during my research in class X accounting 2 SMKS PGRI 2 Denpasar, see you next time. Hopefully, the research that has been done so far can give an impression and also benefit all of you, the farewell greeting was warmly welcomed by students.
4.	At 11.55AM the researcher left the school.

Field Note 13

Date : Monday, June 12th, 2023

R : Researcher

P : Principal

ET : English Teacher

Place : SMKS PGRI 2 Denpasar

No.	Activity
1.	<p>At 09.00 the researcher arrived at SMKS PGRI 2 Denpasar to ask for a research certificate from the principal. The researcher went to the teacher's room to meet with the English teacher. The waiting English teacher then excused himself and headed to the living room to meet the principal.</p> <p><i>"Selamat pagi Prami, Prami, Silahkan duduk" "Nggih baik Bapak"</i> <i>"Bagaimana skripsinya? Lancar?" "Astungkara Bapak, semoga kedepannya dilancarkan" "Ya tentu, Bapak doakan agar lekas selesai" "Jadi, sekarang apa yang bisa dibantu Nak Prami?" "Dikarenakan penelitian telah selesai dilaksanakan apakah bisa dibantu nggih Bapak dalam pembuatan surat keterangan penelitian di SMKS PGRI 2 Denpasar nggih Bapak?" "Ditunggu sebentar ya" "Terimakasih banyak tentunya saya ucapkan kepada Bapak, serta Bapak guru dan seluruh warga sekolah yang sudah mengizinkan untuk Prami melaksanakan penelitian disekolah niki nggih Bapak, serta sangat membantu jalannya penelitian yang Prami lakukan" "Tentu, Nak jika terdapat kebutuhan terkait data ataupun lainnya selama penelitian tidak usah sungkan untuk kemari atau mengkontak guru bahasa inggris" The researcher who had received a research certificate decided to leave school and go home.</i></p>

Appendix 7. Interview Transcript

Teacher's Interview Transcripts

Interview Transcript 1

Observation

Interviewer : Ni Made Pramilaga (R)

Interviewee : Mr. Krisna Purnayasa, S.Pd (T)

Day, Date : Saturday, April 15th 2023

Time : 10.20 AM

Place : Teacher Office

R : Good morning, Mr. Krisna.

T : Good morning too.

R : Thank you for your time, sir. Here I would like to ask you some questions about learning English for class X accounting 2 at SMKS PGRI 2 Denpasar.

T : Okay, Sure.

R : What do you think about teaching English, especially for class X at SMKS PGRI 2 Denpasar?

T : With the implementation of the 2013 curriculum and I am a new teacher at this school, I honestly don't know what kind of teaching pattern is suitable here. But from my experience these few months, the teaching pattern for English is still teacher-centered or teacher-centered, not student-centered.

R : What about the level of English proficiency of the students themselves, sir?

T : Because here is a private school, the input ability of students is still very low. So if you teach students of SMK PGRI 2 Denpasar, besides being required to be creative, you also have to be patient.

R : Regarding students' interest in English, in your opinion, do grade X students of SMK PGRI 2 have high motivation in English lessons?

T : Less motivated, in my opinion. Because they think English is difficult but I try not to be boring in delivering lessons.

R : Then what skills are the students least mastered, sir?

T : For skills, all skills are still lacking. But, if the most mastered so far that is speaking skills. At least they often do not want to because they are ashamed to be wrong, some of them want to come forward to speak or answer questions in English. The weakest, I think their writing skills are still lacking because they are lazy to write. Vocab and grammar are also very lacking.

R : Then your own teaching pattern for writing skills how are you? What activities do you give to students in teaching and learning activities?

T : Writing is a skill assessment, so I gave it at the end.

R : What media do you usually use to teach writing skills?

T : Incidentally, relying on books distributed by schools, textbooks

I usually teach them according to the existing material.

R : Do you take material from books for granted? or add references from other sources? Like the internet maybe?

T : I just take it directly.

R : What other writing activities do you often give in class?

T : Yes, it varies. Sometimes I tell them to write down expressions they've learned like they did in class. But if I write one text, I have never taught it, because they have very little knowledge of vocab and grammar. Usually, if you want to write one text, I give examples of vocabulary and grammar first.

R : How often do you give writing exercises to students?

T : Not very often. I adjusted to the curriculum only.

R : Then how to provide feedback on student work especially in writing activities?

T : I always praise them. Whether it's right or wrong, I always praise their work so that they stay enthusiastic in doing and practicing.

R : Then what difficulties are found in teaching writing skills?

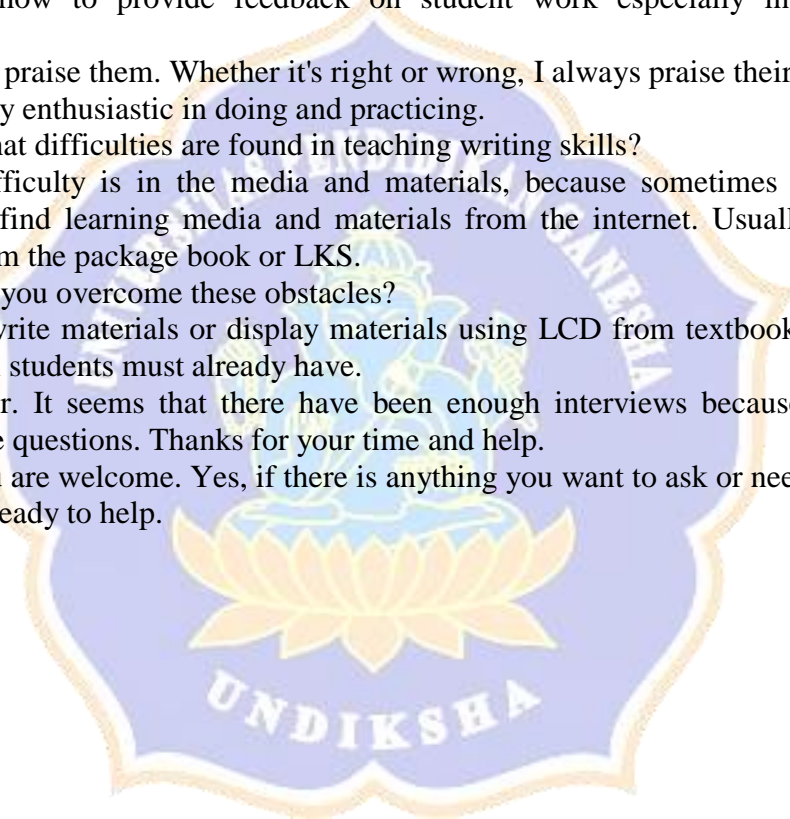
T : The difficulty is in the media and materials, because sometimes I find it difficult to find learning media and materials from the internet. Usually I take material from the package book or LKS.

R : How do you overcome these obstacles?

T : Yes, I write materials or display materials using LCD from textbooks or use LKS that all students must already have.

R: Okay, sir. It seems that there have been enough interviews because I have asked all the questions. Thanks for your time and help.

T : Yes, you are welcome. Yes, if there is anything you want to ask or need help, I am always ready to help.



Interview Transcript 2

Interviewer : Ni Made Pramilaga (R)

Interviewee : Mr. Krisna Purnayasa, S.Pd (T)

Day, Date : Friday, May 5th, 2023

Time : 07.30 AM

Place : Teacher Office

R : Good morning, Mr. Krisna.

T : Good morning too.

R : I would like to ask you for advice about my research.

T : Sure, how?

R : After yesterday making observations in class and interviews with you and also some students, I concluded that the weakness of English students of grade X SMKS PGRI 2 Denpasar lies in almost all skills. But I catch the biggest weakness is in writing skills like that. I decided to do research in the aspect of writing skills using picture. I use picture series so that later I can guide children more easily in learning related material, namely descriptive texts like that. So, what do you think of my idea?

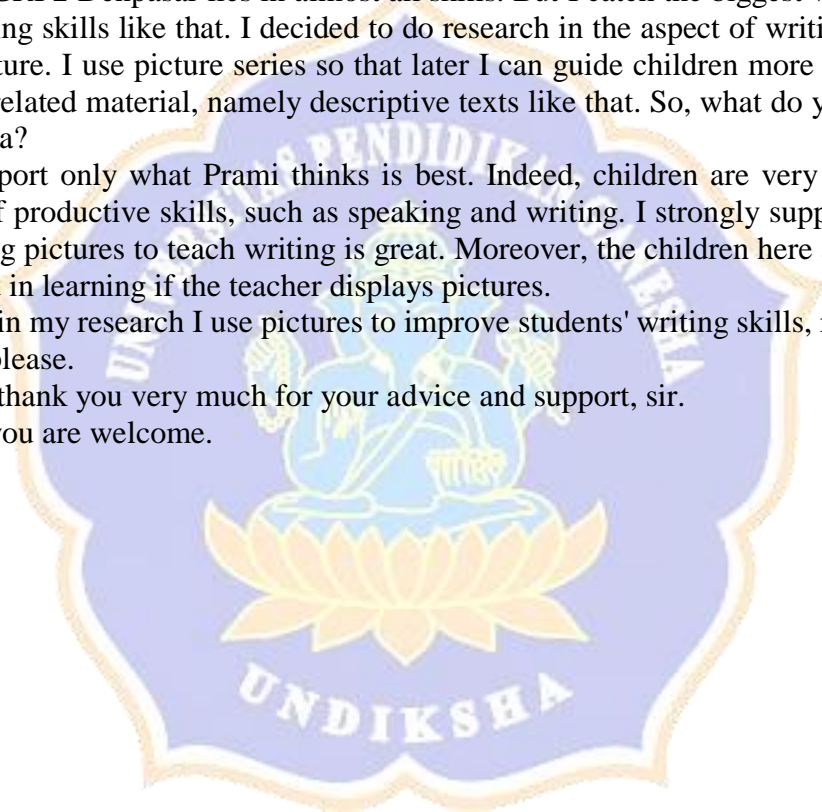
R : I support only what Prami thinks is best. Indeed, children are very weak in aspects of productive skills, such as speaking and writing. I strongly support your idea, using pictures to teach writing is great. Moreover, the children here are more interested in learning if the teacher displays pictures.

R : Then in my research I use pictures to improve students' writing skills, right?

T : Yes, please.

R : Then thank you very much for your advice and support, sir.

T : Yes, you are welcome.



Interview Transcript 3

Cycle 1

Interviewer : Ni Made Pramilaga (R)

Interviewee : Mr. Krisna Purnayasa, S.Pd (T)

Day, Date : Friday, May 5th, 2023

Time : 10.35 AM

Place : Teacher Office

R : Excuse me, Mr. Krisna.

T : Yes, can I help you?

R : Yes, sir. I would like to ask for suggestions and criticisms for the English learning process that I was doing."

T : Okey.



R : What do you think about the teaching and learning process that I did earlier, sir?

T : It was actually good, but I don't mean to patronize this.

R : Yes, sir. I am happy to get input from you.

T : So it's actually good, but it would be even better if you use LCD.

Just display the picture in front of the class. If I saw earlier, children still lack

concentration on learning.

R : Okay, then tomorrow I will display the picture in front of the class, sir.

What other shortcomings can you convey?

T : The rest is pretty good in my opinion, that's all my criticism and suggestions.

R : Then what about the material, whether the technique in delivering the material is appropriate?

T : I think it's appropriate.

R : Then what do you think about the writing ability of students in This cycle 1 especially in this first meeting sir?

T : I think the students' abilities are still the same because it's only the first meeting

maybe later when the second or third is seen from the results of the assignments.

R : That means the improvement hasn't been seen yet, sir?

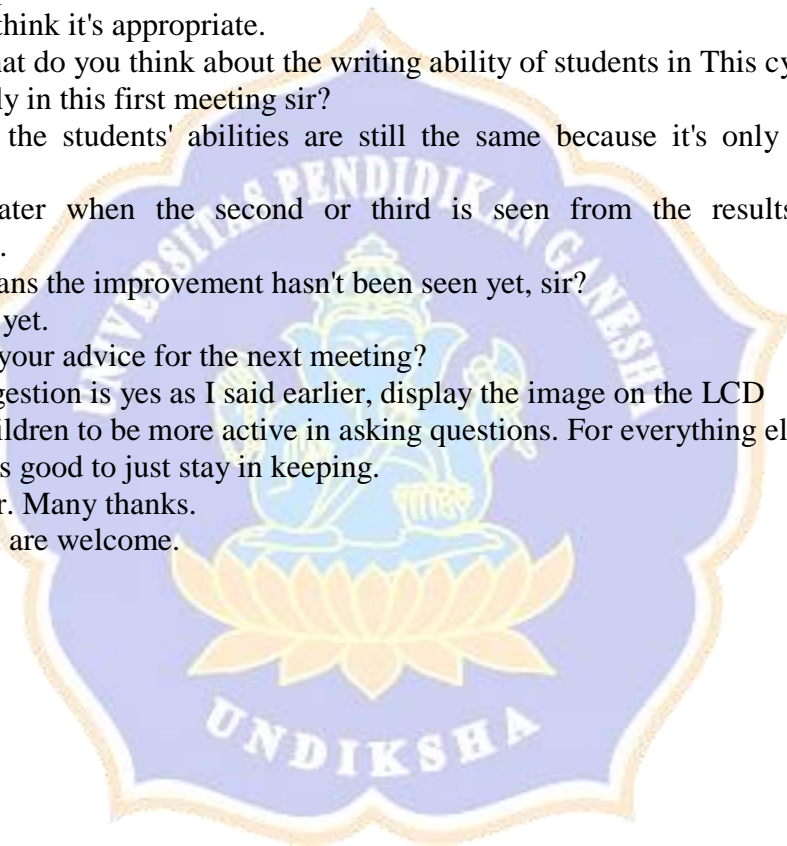
T : Yes, not yet.

R : What is your advice for the next meeting?

T : The suggestion is yes as I said earlier, display the image on the LCD invite children to be more active in asking questions. For everything else I think it's good to just stay in keeping.

R : Okay, sir. Many thanks.

T : Yes, you are welcome.



Interview Transcript 4

Cycle I

Interviewer : Ni Made Pramilaga (R)

Interviewee : Mr. Krisna Purnayasa, S.Pd (T)

Day, Date : Saturday, May 6th, 2023

Time : 11.00 AM

Place : Teacher Office

R : Good afternoon, sir.

T : Good afternoon, Prami.

R : What do you think about the learning process that I did?

T : Much better. It's much better because the picture was displayed in front with an LCD so the children were more interested and focused on the front so they didn't talk to themselves.

R : What other shortcomings still need to be corrected from the learning process, sir?

T : Actually, this is not a shortcoming but if you want to improve it would be even better. If you ask with children, don't answer it yourself. Wait until his son answers even if he is wrong. But I understand because in this school children are indeed less willing to participate in the process of teaching and learning activities, but at least we as teachers must try to be patient and provoke them to be active.

R : Okay, sir, tomorrow I will try to provoke them more to answer. Then what about the materials, media and techniques that I used earlier? Is it appropriate?

T : It's very appropriate. Just now the powerpoint with explanations and pictures was good, the children also had fresh minds when given pictures, not boring.

R : Okay, ma'am. Then, what do you think about the writing ability of students in cycle 1, ma'am?"

T : So far it hasn't been very visible. But judging from their micro-skill writing, they have improved. Yesterday they have expanded the new vocabulary, it is not bad for their capital to write.

R : Then, what is your advice for the next meeting or cycle?

T : Everything is good, just maintain it like this.

R : Okay, Mr. Thank you.

Interview Transcript 5

Cycle II

Interviewer : Ni Made Pramila (R)

Interviewee : Mr. Krisna Purnayasa, S.Pd (T)

Day, Date : Friday, May 26th, 2023

Time : 11.37 AM

Place : Teacher Office

R : Good afternoon sir.

T : Good afternoon.

R : According to you, how was the process of teaching and learning activities that took place?

T : It has been quite good preparation and implementation earlier.

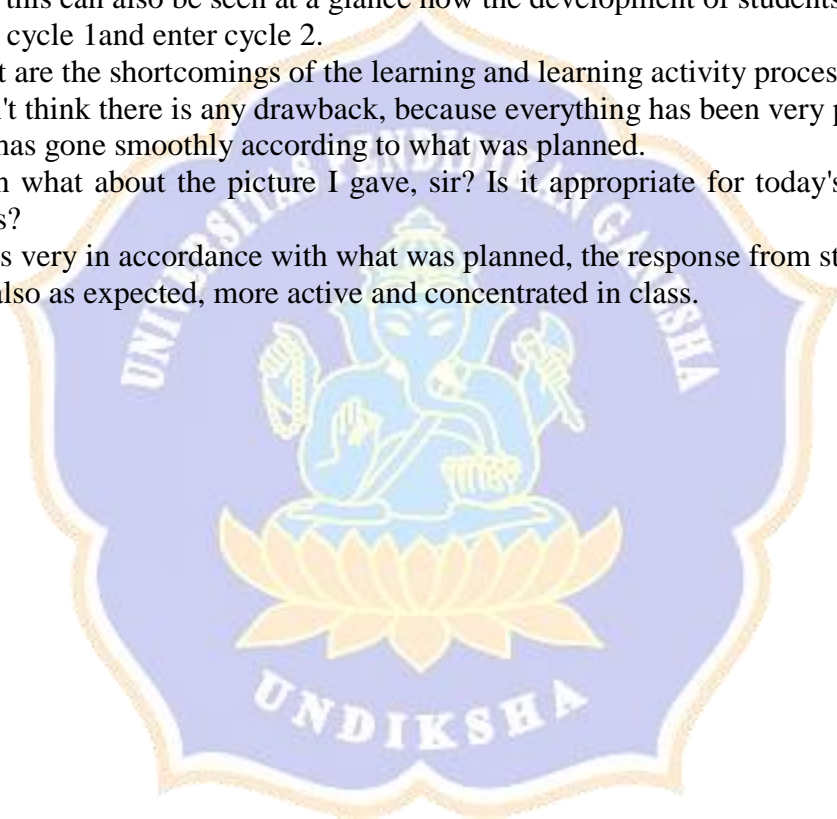
Then this can also be seen at a glance how the development of students
After cycle 1 and enter cycle 2.

R : What are the shortcomings of the learning and learning activity process, sir?

T : I don't think there is any drawback, because everything has been very prepared so it has gone smoothly according to what was planned.

R : Then what about the picture I gave, sir? Is it appropriate for today's student activities?

T : It was very in accordance with what was planned, the response from students was also as expected, more active and concentrated in class.



Interview Transcript 6

Cycle II

Interviewer : Ni Made Pramilaga (R)

Interviewee : Mr. Krisna Purnayasa, S.Pd (T)

Day, Date : Friday, June 2nd, 2023

Time : 11.00 AM

Place : Teacher Office

R : How was the learning process that I did earlier, sir? Are there any shortcomings or advice that can be given?

T : Everything went well and I didn't find any flaws, everything was good, it went smoothly as Prami planned. Prami has mastered the class, even running very well, students seem enthusiastic because of the additional games carried out as brainstorming, it is a good innovation in English language learning.

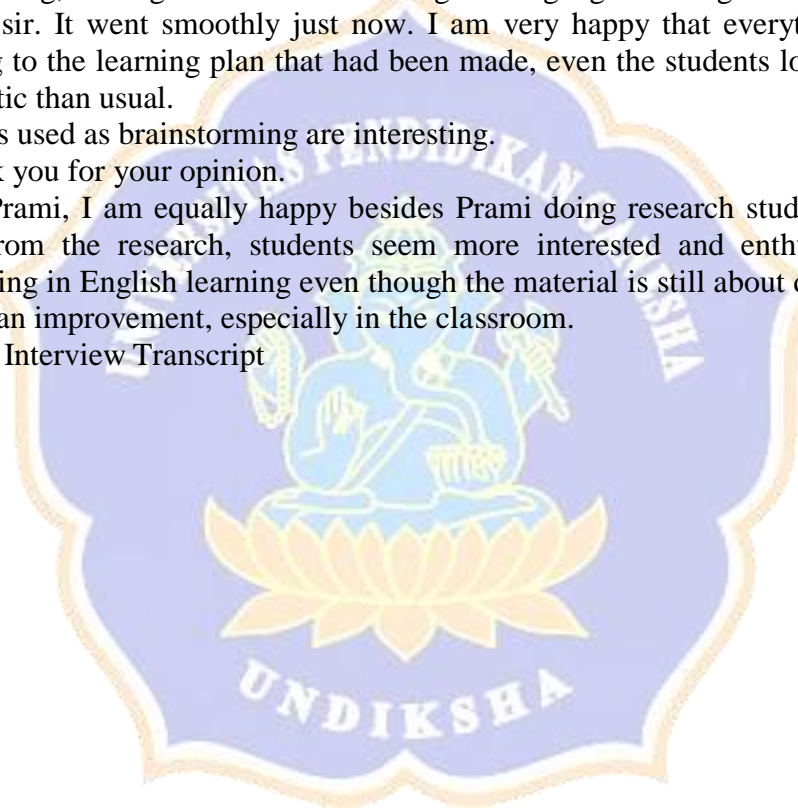
R : Yes, sir. It went smoothly just now. I am very happy that everything went according to the learning plan that had been made, even the students looked very enthusiastic than usual.

T : Games used as brainstorming are interesting.

R : Thank you for your opinion.

T : Yes, Prami, I am equally happy besides Prami doing research students really benefit from the research, students seem more interested and enthusiastic in participating in English learning even though the material is still about descriptive text, it is an improvement, especially in the classroom.

Students' Interview Transcript



Interview Transcript 7

Observation

Interviewer : Ni Made Pramila (R)

Interviewee : Mila (S)

Day, Date : Friday, April 14th, 2023

Time : 11.00 WITA

Place : Library of SMKS PGRI 2 Denpasar

R : Good afternoon, Mila.

S : Good afternoon, Miss Prami.

R: Today I can ask a little bit, huh?

S : Maybe, Miss. Want to ask about what?

R : Do you think English is fun? Do you like English lessons?

S : I Like English lesson, Miss.

R : Why do you like it?

S: I don't have reason Miss, I just like English lessons.

R : So, from 4 English skills, listening, speaking, reading and Writing, which one do you think the hardest?

S : Most difficult I think, writing, Miss.

R : Why writing? What's the hard part of writing?

S: The verb part is, Miss. Sometimes I don't memorize the tenses.

R : How do you overcome it?

S : Open the dictionary. In the past, it was also given when story telling.

R : Good, that means you use the dictionary correctly. Furthermore, what activities do you like to learn writing?

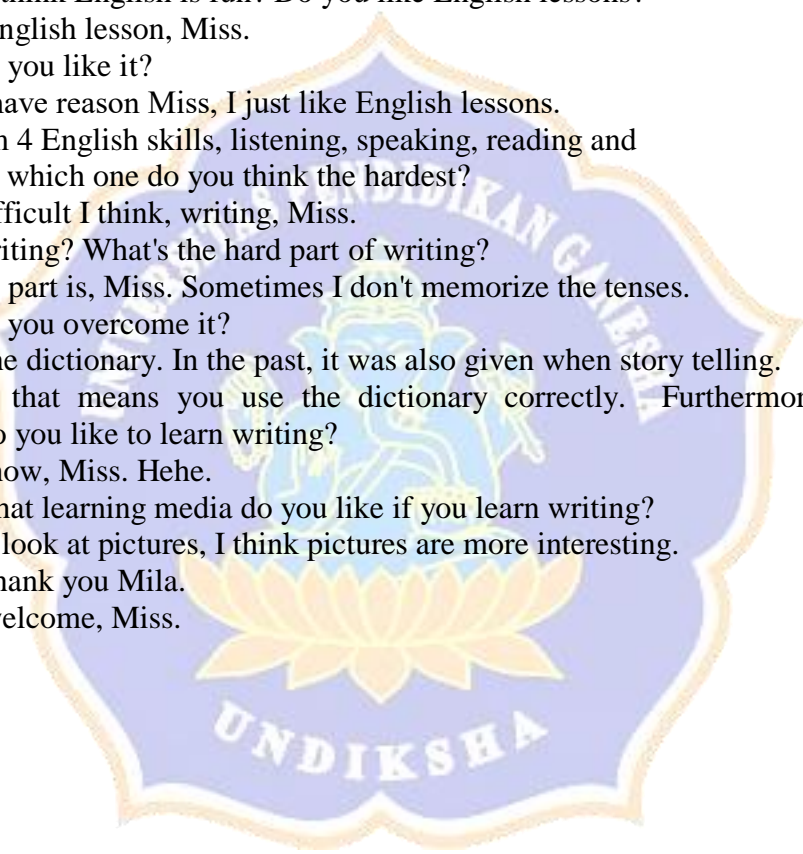
S : Don't know, Miss. Hehe.

R : Then what learning media do you like if you learn writing?

S : I like to look at pictures, I think pictures are more interesting.

R : Okey, thank you Mila.

S: You're welcome, Miss.



Interview Transcript 8

Interviewer : Ni Made Pramilaga (R)

Interviewee : Yoga (S1)

Day, Date : Friday, April 14th, 2023

Time : 11.10 WITA

Place : Library of SMKS PGRI 2 Denpasar

R : Good afternoon, Yoga.

S1 : Good afternoon, Miss.

R : Can you ask for time to make an interview. Well, the first question. Do you like English ga?"

S1 : I really like it.

R : Why?

S1 : Happy if you say smart in English.

R : Which of the 4 English skills is the most difficult for you to master?

S1 : I think, writing Miss.

S1: Yes, that's the hardest, hehe.

R : What part is difficult do you think is difficult about writing?

S1: I just don't know what to write, miss.

R : So how did you overcome that difficulty?

S1: Yes study, Miss.

R : Yes yes yes, that's right, study. What activities do you enjoy learning Writing?

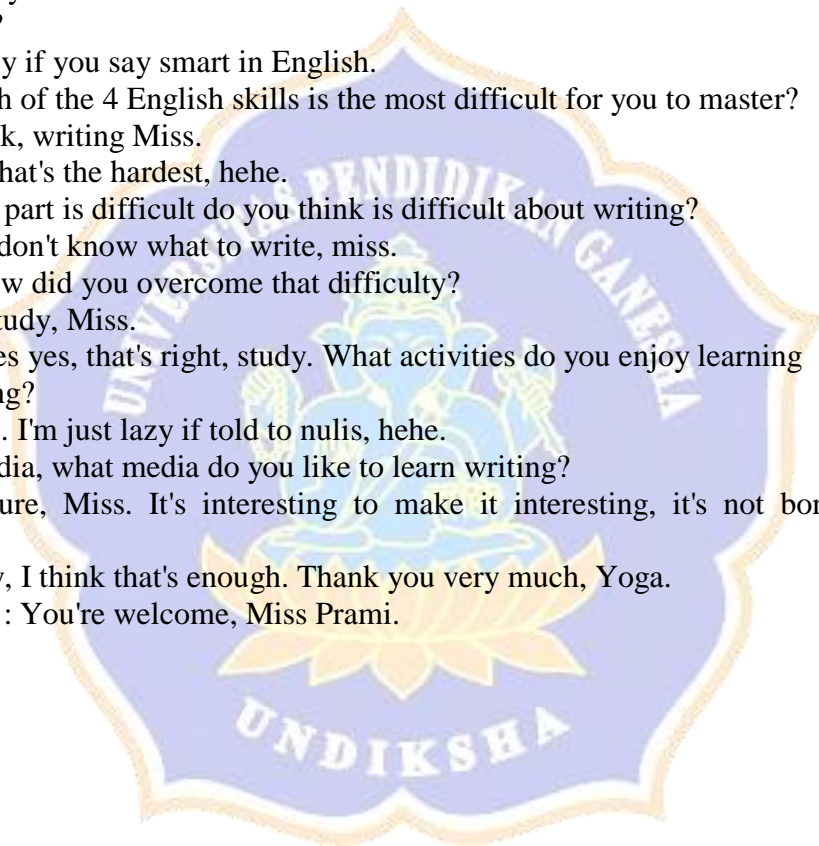
S1 : None. I'm just lazy if told to nulis, hehe.

R : If media, what media do you like to learn writing?

S1 : Picture, Miss. It's interesting to make it interesting, it's not boring Just writing.

R : Okay, I think that's enough. Thank you very much, Yoga.

S1 : You're welcome, Miss Prami.



Interview Transcript 9

Interviewer : Ni Made Pramilaga (R)

Interviewee : Chelsea (S2)

Day, Date : Friday, April 14th, 2023

Time : 11.20 WITA

Place : Library of SMKS PGRI 2 Denpasar

R : Good Afternoon, Chelsea right?

S2 : Good Afternoon Miss, Yes Miss.

R : Can I ask you about English lesson? Just, some questions.

S2 : Of course Miss.

R : Do you like English lessons?

S2 : No Miss, hehe.

R : Why? May I know your reason?

S2 : English lessons is difficult for me Miss.

R : From 4 skill, listening, speaking, reading, writing which one most difficult for you?

S2 : I think, all is difficult for me Miss.

R : The most difficult? Which one?

S2 : Writing? Very difficult for me.

R : Why?

S2 : Don't know what to write, Miss. Sometimes if you want to write something you don't know what the meaning in English.

R : So how do you overcome your difficulties that don't know what that means?

S2 : If there is a word that I don't know the meaning in English, I bring and open my dictionary, Miss.

R : What activities do you like in learning writing?

S2 : What is it? Group activities so that they can learn together.

R : What media do you like the most to learn writing?

S2 : If I want to write better, Picture Miss so that you can already see some idea.

R : Okay, I think that's enough. Thank you very much, Chelsea.

Interview Transcript 10

Interviewer : Ni Made Pramilaga (R)

Interviewee : Desita (S3)

Day, Date : Friday, April 14th, 2023

Time : 11.30 WITA

Place : Library of SMKS PGRI 2 Denpasar

R : Good afternoon.

S3 : Good afternoon Miss.

R : May I know your name?

S3 : My nickname?

R : Yes.

S3 : Desita

R : Okay Desita, today I want to asking you some questions about English lessons.

S3 : Okay Miss.

R : Desita, do you like English lessons or not?

S3 : Um, not really Miss, hehe.

R : From 4 skill, listening, speaking, reading, writing which one most difficult for you?

S3 : Writing most difficult for me Miss.

R : Which part do you think most difficult from writing?

S3 : All part of writing? Hehe.

R : So how do you overcome your difficulties?

S3 : How about it? Pay more attention to the examples given.

R : Then what learning activities do you like the most to learn writing?

S3 : The one who doesn't get bored, Miss.

R : For example?

S3: For example, it's like games. There is a game so that you don't get bored.

R : Then what media do you think is not boring to learn writing?

S3 : The media uses an image or whatever is displayed using the LCD so that the same color looks good.

R : oh, I see. Okay, Desita. Thank you for your time, please go back to class.

S3 : Yes, you are welcome, Miss.

Interview Transcript 11

Cycle 1

Interviewer : Ni Made Pramila (R)

Interviewee : Mila (S)

Day, Date : Friday, May 6th, 2023

Time : 11.00 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : Good afternoon Mila. Can I ask for a minute for an interview.

S : Good afternoon Miss, okay Miss.

R : What do you think today's English day lesson?

S : Fun, Miss.

R : Do you like the material, media and our activities in class?

S : I Like, Miss.

R : What is the reason for liking it?

S : It was fun to explain because it used pictures.

R : Do you think the use of pictures helps in learning writing?

S : Can help, Miss. More interested in learning because there are pictures, the explanation is also short, concise but easy to understand.

R : What difficulties did Mila encounter during the lesson?

S : Miss Prami explained the material was a bit quick, Miss.

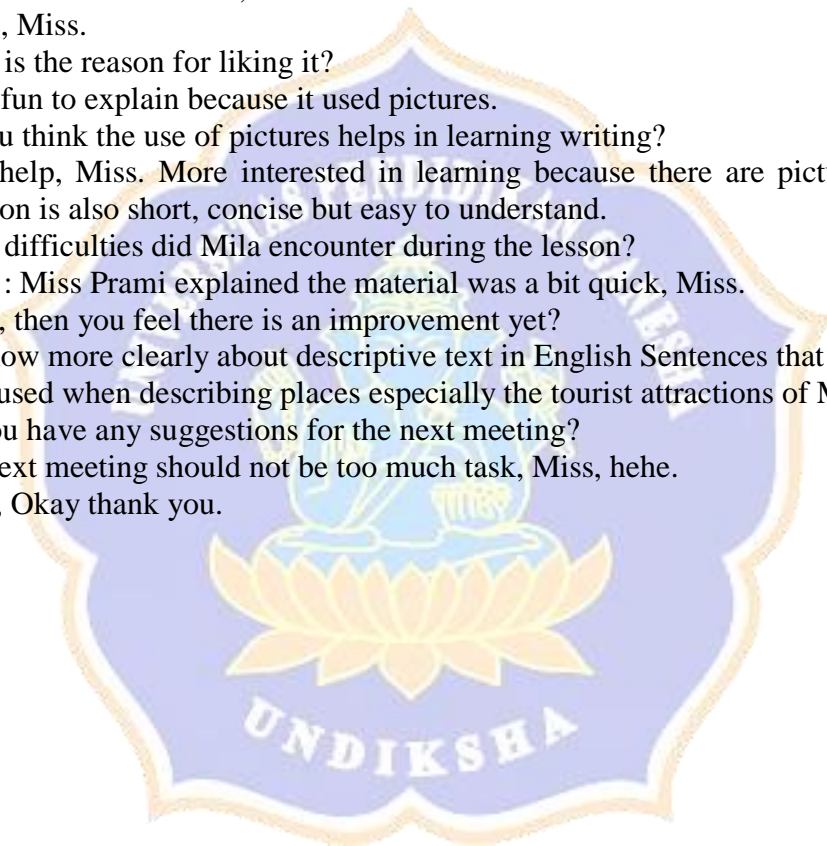
R : Sorry, then you feel there is an improvement yet?

R : So know more clearly about descriptive text in English Sentences that are often used when describing places especially the tourist attractions of Miss.

S : Do you have any suggestions for the next meeting?

S : The next meeting should not be too much task, Miss, hehe.

R : Haha, Okay thank you.



Interview Transcript 12

Cycle 1

Interviewer : Ni Made Pramilaga (R) Interviewee : Yoga (S1)

Day, Date : Friday, May 6th , 2023

Time : 11.10 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : Good afternoon, Yoga.

S1 : Good afternoon Miss.

R : Let's go straight to it. What do you think about the English lesson? Fun, boring, difficult or easy?

S1 : Fun Miss.

R : The reason?

S1 : Because I used pictures and still explained so it's not difficult, hehe.

R : Then do you like the material, media and activities earlier? Why?

S1 : Like it, Miss. Because it's not boring.

R : Do you think using such a rich picture series helped you learn to write?

S1 : Very helpful, Miss. Because with fishing pictures so that you can put ideas into writing in my opinion.

R : Did you find any difficulties in the teaching and learning activities earlier?

S1 : No, Miss.

R : Does the use of these images improve your writing skills?

S1 : In my opinion, not bad Miss.

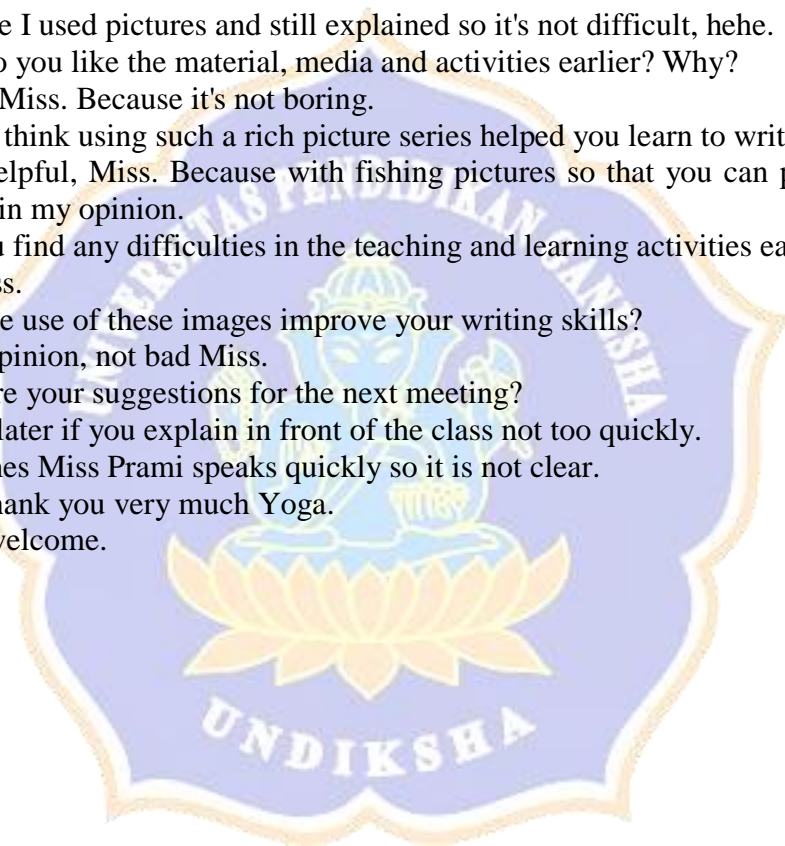
R : What are your suggestions for the next meeting?

S1 : Miss if later if you explain in front of the class not too quickly.

Sometimes Miss Prami speaks quickly so it is not clear.

R : Okay, thank you very much Yoga.

S1: You're welcome.



Interview Transcript 12

Cycle 1

Interviewer : Ni Made Pramilaga (R) Interviewee : Chelsea (S2)

Day, Date : Friday, May 6th , 2023

Time : 11.20 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : Good afternoon, Chelsea.

S2 : Good afternoon Miss.

R : How did you learn English with me?

S2 : So far, the learning is fun Miss.

R : Do you like media that I used in the learning?

S2 : I Like, Miss.

R : Why?

S2 : Because using images is not boring.

R : Do you think using these rich pictures helps you learn in writing?

S2 : Yes, help, Miss.

R : How did you think that picture can help in learn writing?

S2 : Yes, it becomes easier if you want to write there are references, sometimes confused about what to write but there are examples of images, before going to the picture, a brief example is given to Miss too.

R : During the lesson you found difficulty or not?

S2 : Find, Miss.

R : What is the difficulty?

S2: Earlier, I dont know the meaning of the word in English so I have to look at the dictionary.

R : Have you felt that there has been an improvement after studying with me earlier?

S2 : Already, Miss.

R : What is the improvement?

S2 : So many know the meaning of words in English.

R : Then what is your advice for the next meeting to be better?

S2 : Don't mostly use English, Miss. Just use Bahasa so that we quickly understand.

R : Thank you Chelsea.

S2 : You're welcome, Miss.

Interview Transcript 13

Cycle 1

Interviewer : Ni Made Pramilaga (R) Interviewee : Desita (S3)

Day, Date : Friday, May 6th, 2023

Time : 11.30 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : Good afternoon Desita.

S3 : Good afternoon Miss.

R : Desita, what do you think you learned English with me earlier?

S3 : Very fun Miss.

R : Do you like the material, media, and also activity in the learning today?

S3 : I like Miss.

R : Why?

S3 : Because use picture make more easier to understand the explanation.

R : Do you think with image media like that helps you in learning writing?

S3 : Help, Miss.

R : Did you find learning difficulties in the class?

S3 : No Miss.

R : What improvements have you achieved from the lesson?

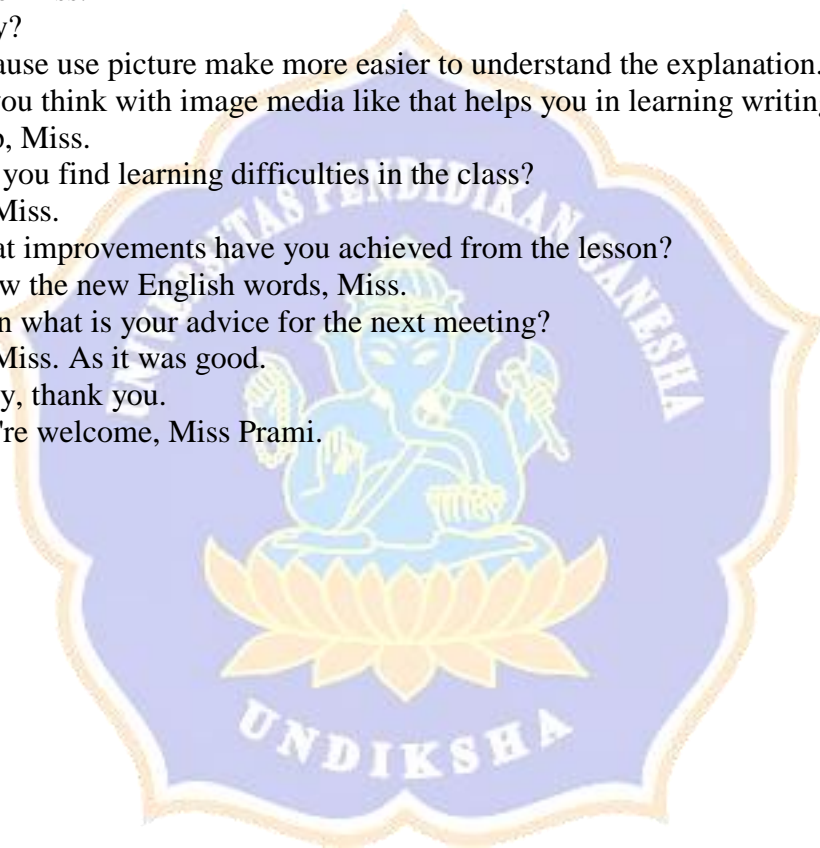
S3 : Know the new English words, Miss.

R : Then what is your advice for the next meeting?

S3 : No Miss. As it was good.

R : Okay, thank you.

S3 : You're welcome, Miss Prami.



Interview Transcript 14

Cycle II

Interviewer : Ni Made Pramilaga (R)

Interviewee : Mila (S)

Day, Date : Friday, May 26th, 2023 Time : 11.00 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : How is English learning today?

S : So much fun Miss hehe.

R : Then, what are the materials, media and activities?

S : It was cool that we could find our own references to tourist attractions according to their respective regions of origin.

R : Do you think images help you learn in your writing?

S : Helpful in my opinion, especially with pictures we can see from seeing we can get ideas to write poured into a description work like the task directed earlier.

R : Did you find any difficulties in the lesson?

S : No Miss, if there is I can look at the dictionary or search the online dictionary.

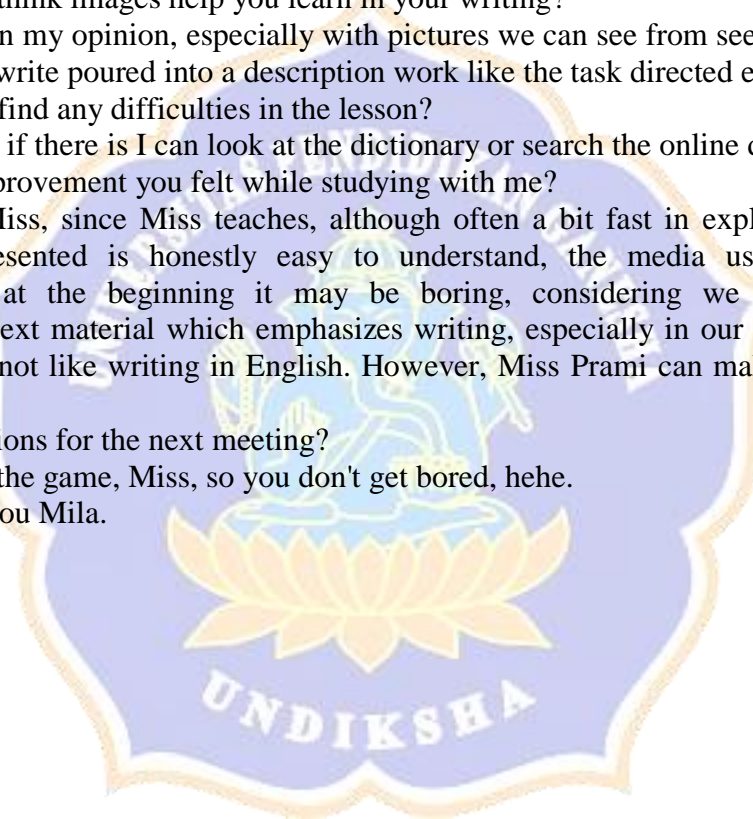
R : Any improvement you felt while studying with me?

S : Many Miss, since Miss teaches, although often a bit fast in explaining, the material presented is honestly easy to understand, the media used is also interesting, at the beginning it may be boring, considering we also learn descriptive text material which emphasizes writing, especially in our class some students do not like writing in English. However, Miss Prami can make learning interesting.

R : Suggestions for the next meeting?

S : Expand the game, Miss, so you don't get bored, hehe.

R : Thank you Mila.



Interview Transcript 15

Cycle II

Interviewer : Ni Made Pramilaga (R)

Interviewee : Yoga (S1)

Day, Date : Friday, May 26th, 2023 Time : 11.10 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : How was the English lesson today?

S1 : Very Interesting Miss.

R : Do you like the material and the activity today? Can you give your reason to?

S1 : I like because we can give explanation about the tourist destination from our village

we can explain more because other we know the place, we can search the picture

it can give some idea to me make more sentence in the descriptive text I make.

R : Do you think picture can help you in learning writing?

S1 : Yeah, of course it can Miss.

R : What the difficulty do you feel in learning English today?

S1 : Nope Miss, I don't feel difficulty today, that's very fun learning.

R : What improvements do you think have been achieved during this English lesson?

S1 : Know more about new vocabulary, Miss.

R : Then what is your advice for the next meeting?

S1 : No Miss. Because what Miss Prami taught was exciting.

R : Thankyou Yoga.

S1 : Youre welcome.

Interview Transcript 16

Cycle II

Interviewer : Ni Made Pramilaga (R)

Interviewee : Chelsea (S2)

Day, Date : Friday, May 26th, 2023 Time : 11.20 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : Good afternoon Chelsea.

S2 : Good afternoon Miss.

R : How was the English lesson today?

S2 : So fun Miss.

R : Do you like the material and the activity today? Can you give your reason to?

S2 : Very fun because, we can search the picture, and we can search the words we don't know in the online dictionary.

R : Do you think picture can help you in learning writing?

S2 : In my opinion picture can help in my learning writing Miss.

R : What the difficulty do you feel in learning English today?

S2 : The difficulty maybe sometimes I still feel confused in wording.

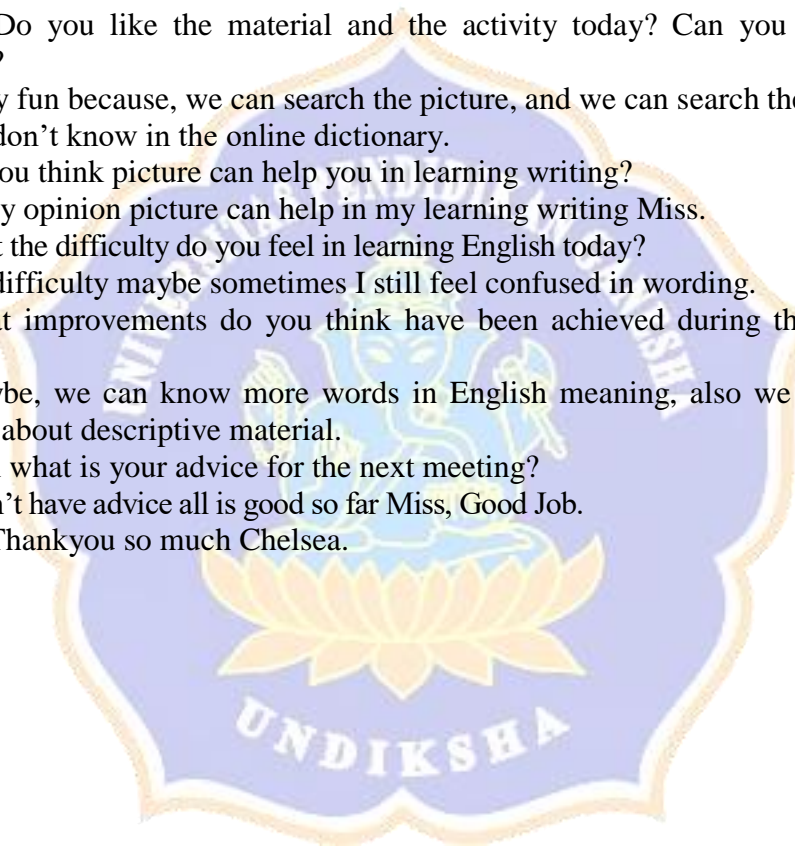
R : What improvements do you think have been achieved during this English lesson?

S2 : Maybe, we can know more words in English meaning, also we can know very well about descriptive material.

R : Then what is your advice for the next meeting?

S2 : I don't have advice all is good so far Miss, Good Job.

R : Thankyou so much Chelsea.



Interview Transcript 17

Cycle II

Interviewer : Ni Made Pramilaga (R)

Interviewee : Desita (S3)

Day, Date : Friday, May 26th, 2023

Time : 11.30 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : How was the English lesson today?

S3 : All good Miss.

R : Do you like the material and the activity today? Can you give your reason to?

S3 : Of course I like Miss.

R : The reason?

S3 : Use the picture as teaching material, it make we more interested in learning the material today

R : Do you think picture can help you in learning writing?

S3 : Yes.

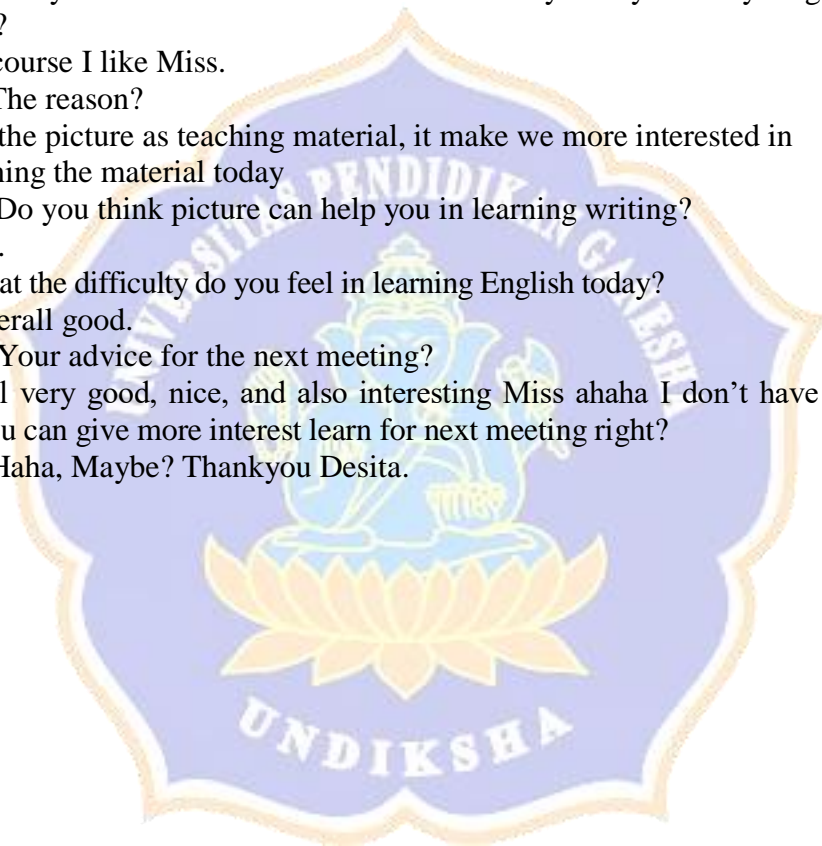
R : What the difficulty do you feel in learning English today?

S3 : Overall good.

R : Your advice for the next meeting?

S3 : All very good, nice, and also interesting Miss ahaha I don't have advice I trusted you can give more interest learn for next meeting right?

R : Haha, Maybe? Thankyou Desita.



Interview Transcript 18

Cycle II

Interviewer : Ni Made Pramilaga (R)

Interviewee : Mila (S)

Day, Date : Friday, June 2nd , 2023

Time : 11.00 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : How was the English lesson today?

S : Always interesting, Miss.

R : Do you like the material, media and the activity today in the class?

S : I like because the game, and I get many point haha.

R : The difficulties do you feel in learning today?

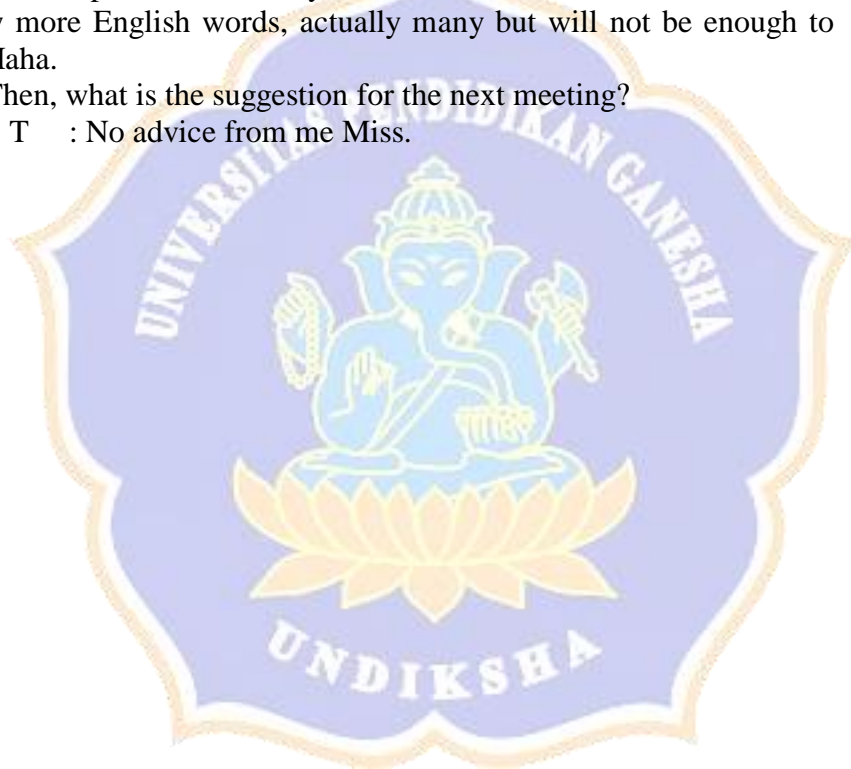
S : Nothing Miss, that was very interesting learning and the game was very fun.

R : What improvements have you feel so far?

S : Know more English words, actually many but will not be enough to explain here? Haha.

R : Then, what is the suggestion for the next meeting?

T : No advice from me Miss.



Interview Transcript 19

Cycle II

Interviewer : Ni Made Pramilaga (R)

Interviewee : Yoga (S1)

Day, Date : Friday, June 2nd , 2023

Time : 11.10 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : Good afternoon Yoga.

S1 : Good afternoon too Miss.

R : How was the English lesson today?

S1 : Usually fun and interesting Miss, haha.

R : Do you like the material, media and the activity today in the class?

S1 : The material today is very good Miss.

R : Why?

S1 : The game was interesting, actually I had played similar games in other lessons but I never imagined that games like this could also be done in English language learning.

R : The difficulties do you feel in learning today?

S1 : There is no difficulty I felt in today's learning Miss.

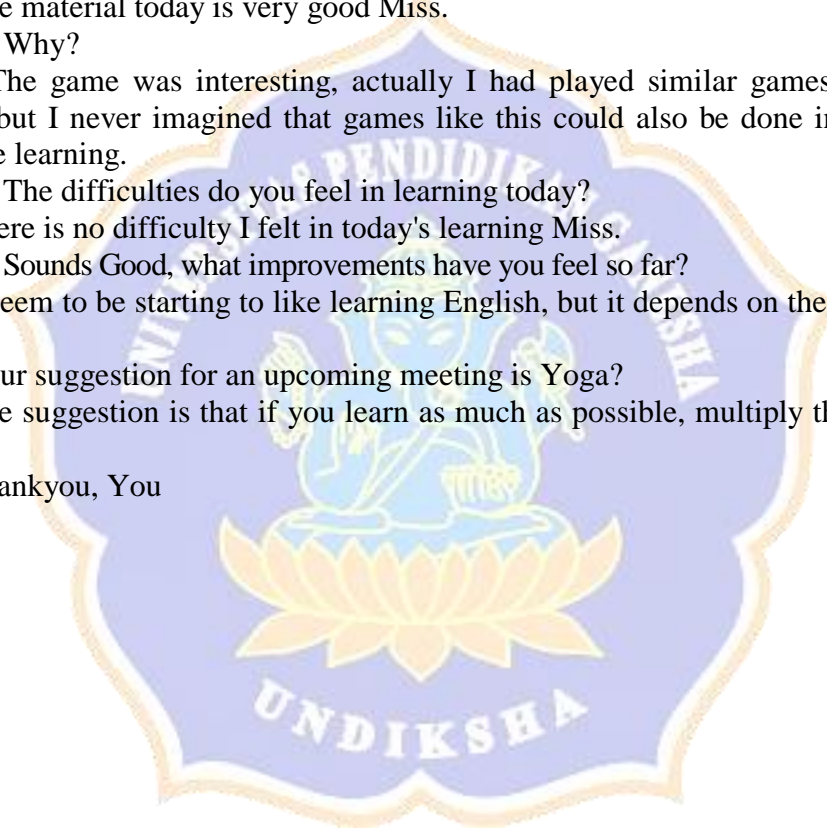
R : Sounds Good, what improvements have you feel so far?

S1 : I seem to be starting to like learning English, but it depends on the material, haha.

R : Your suggestion for an upcoming meeting is Yoga?

S1 : The suggestion is that if you learn as much as possible, multiply the points, hehe.

R : Thankyou, You



Interview Transcript 20

Cycle II

Interviewer : Ni Made Pramilaga (R)

Interviewee : Chelsea (S2)

Day, Date : Friday, June 2nd , 2023

Time : 11.20 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : How was the English lesson today?

S2 : Very good Miss.

R : Do you like the material, media and the activity today in the class?

S2 : I like the material today Miss, using games.

R : Why?

S2 : Who doesn't like playing games? Everyone likes it, right? One of them is me, and Miss can package the game like what Miss said as brainstorming? Which is still related to learning.

R : The difficulties do you feel in learning today?

S2 : No Miss I don't feel difficulties at all.

R : What improvements have you feel so far?

S2 : Understanding the material, I think I started to like writing, haha.

R : Your suggestion for an upcoming meeting is Chelsea?

S2 : I don't have suggestion so far I like how Miss Prami teach in their class, very fun and interesting.

R : Thankyou Chelsea.



Interview Transcript 21

Cycle II

Interviewer : Ni Made Pramilaga (R)

Interviewee : Desita (S3)

Day, Date : Friday, June 2nd , 2023

Time : 11.30 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : How was the English lesson today?

S3 : Very interesting for me Miss.

R : Do you like the material, media and the activity today in the class?

S3 : All the teach and learning process in class today very good Miss.

R : The difficulties do you feel in learning today?

S3 : No Miss, all material very clear.

R : What improvements have you feel so far?

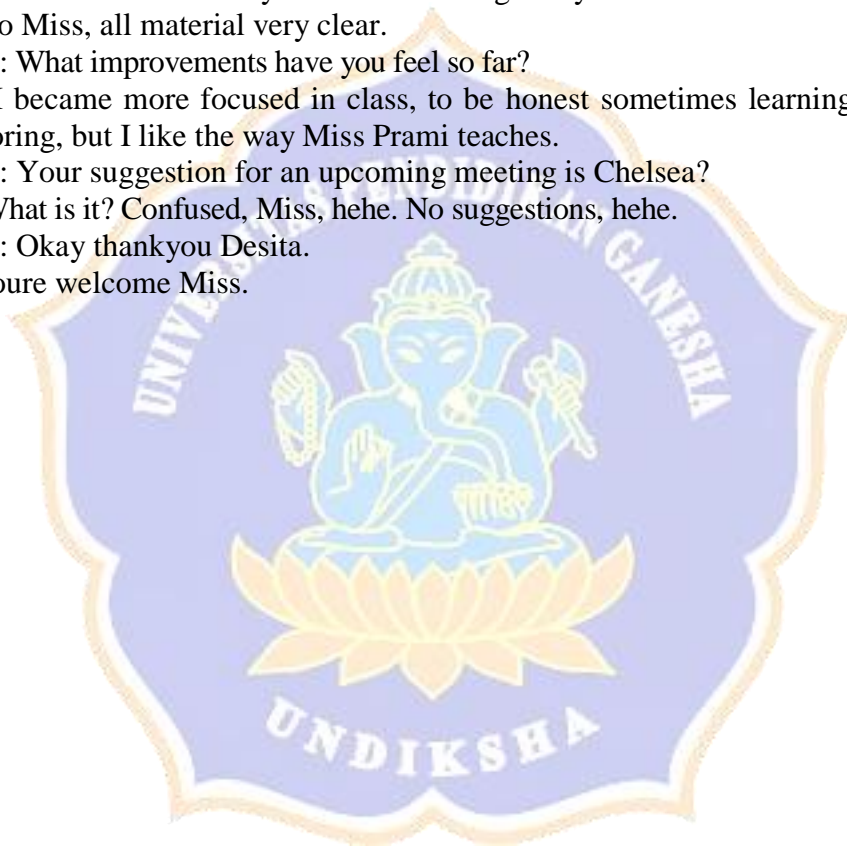
S3 : I became more focused in class, to be honest sometimes learning English feels boring, but I like the way Miss Prami teaches.

R : Your suggestion for an upcoming meeting is Chelsea?

S3 : What is it? Confused, Miss, hehe. No suggestions, hehe.

R : Okay thankyou Desita.

S3 : Youre welcome Miss.



Interview Transcript 22

Cycle II

Interviewer : Ni Made Pramilaga (R)

Interviewee : Mila (S)

Day, Date : Friday, June 9th , 2023

Time : 11.00 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R: Do you think pictures have helped you in learning so far?

S : Help, Miss.

R: How did it can give impact in your writing learning?

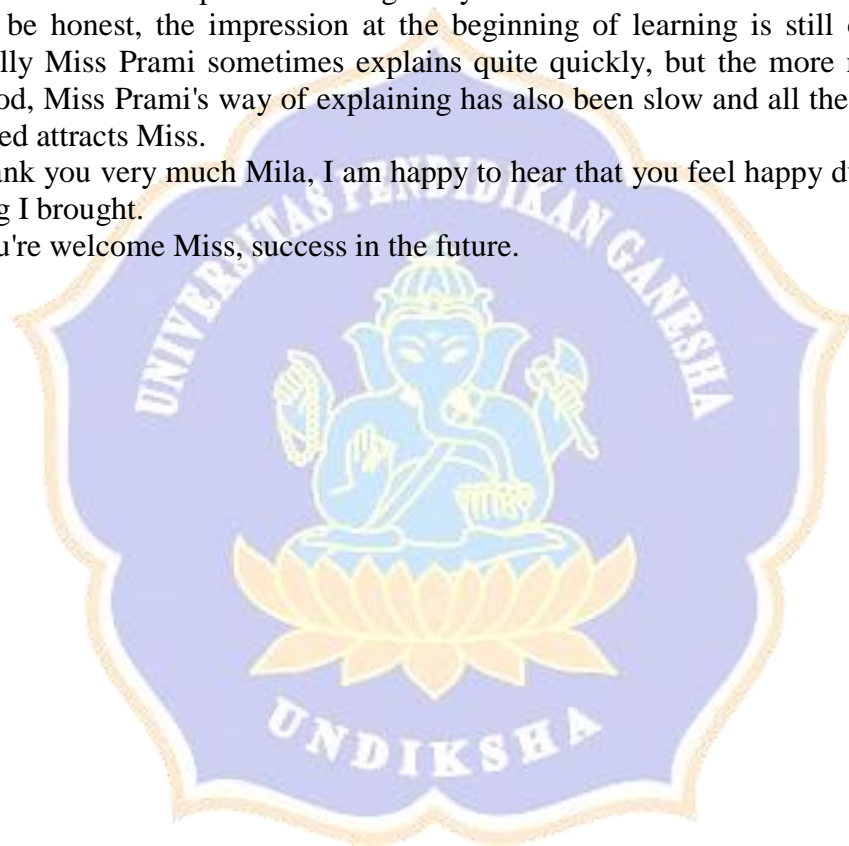
S: Yes, so don't think about ideas to write, hehe.

R : How was Mila's impression during study with Miss Prami?

S : To be honest, the impression at the beginning of learning is still ordinary, especially Miss Prami sometimes explains quite quickly, but the more meetings feel good, Miss Prami's way of explaining has also been slow and all the material presented attracts Miss.

R : Thank you very much Mila, I am happy to hear that you feel happy during the learning I brought.

S : You're welcome Miss, success in the future.



Interview Transcript 23

Cycle II

Interviewer : Ni Made Pramilaga (R)

Interviewee : Yoga (S1)

Day, Date : Friday, June 9th , 2023

Time : 11.10 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : Do you think pictures have helped you in learning so far?

S1 : Of course Miss.

R : How did it can give impact in your writing learning?

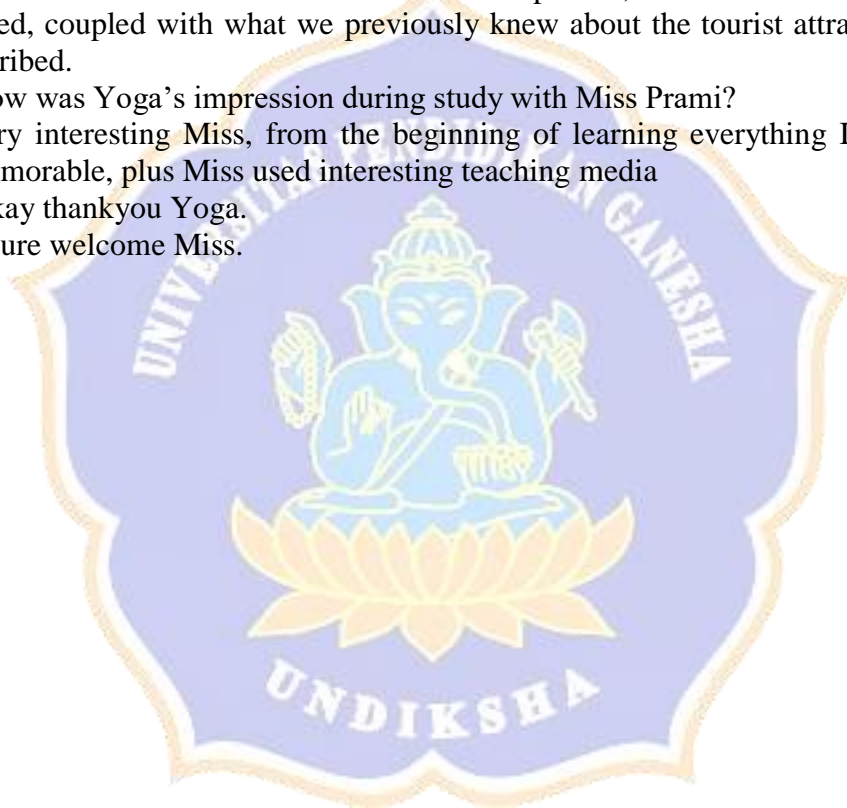
S1: With the picture Help it makes it easier to find ideas and words that Miss wants to write, so do not be confused if there is a picture as a reference in writing because there is what is observed as in the picture, what is in the picture, described, coupled with what we previously knew about the tourist attractions to be described.

R : How was Yoga's impression during study with Miss Prami?

S1: Very interesting Miss, from the beginning of learning everything I thought was memorable, plus Miss used interesting teaching media

R : Okay thankyou Yoga.

S1 : Youre welcome Miss.



Interview Transcript 24

Cycle II

Interviewer : Ni Made Pramilaga (R)

Interviewee : Chelsea (S2)

Day, Date : Friday, June 9th , 2023

Time : 11.20 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : Do you think pictures have helped you in learning so far?

S2 : Yes Miss.

R : How did it can give impact in your writing learning?

S2 : Just like the others, but indeed learning using image media makes us interested in learning, even though the material studied is included in complicated material in my opinion, with pictures makes me able to imagine because there are objects that can be seen in the picture.

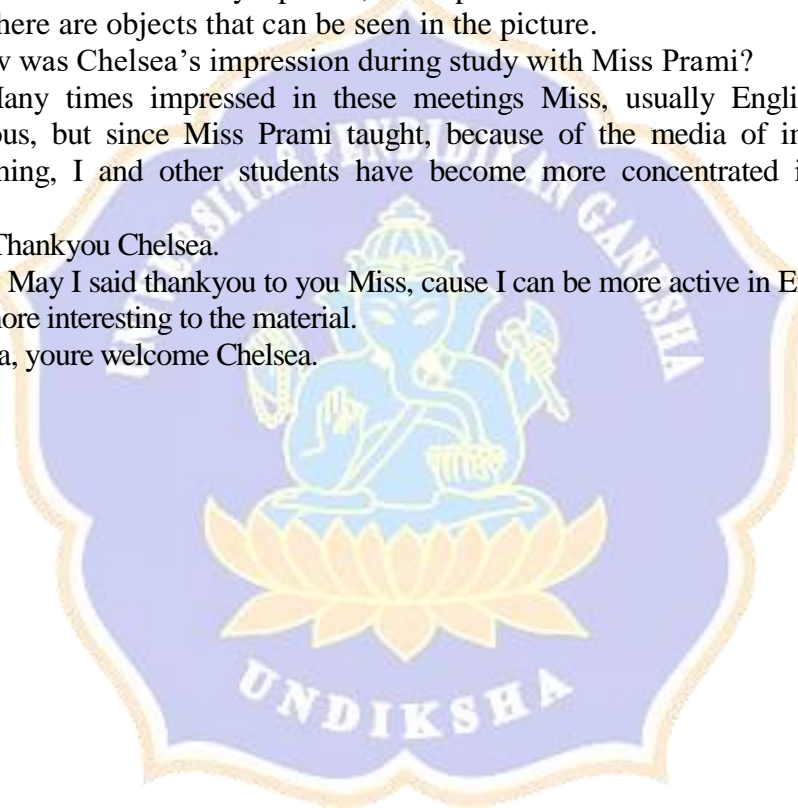
R : How was Chelsea's impression during study with Miss Prami?

S2 : Many times impressed in these meetings Miss, usually English is only monotonous, but since Miss Prami taught, because of the media of images, and brainstorming, I and other students have become more concentrated in learning English.

R : Thankyou Chelsea.

S2 : No, May I said thankyou to you Miss, cause I can be more active in English class and feel more interesting to the material.

R : Haha, youre welcome Chelsea.



Interview Transcript 25

Cycle II

Interviewer : Ni Made Pramilaga (R)

Interviewee : Desita (S3)

Day, Date : Friday, June 9th , 2023

Time : 11.30 AM

Place : Students Library of SMKS PGRI 2 Denpasar

R : Do you think pictures have helped you in learning so far?

S3 : Of course yes Miss, This is your last meet in our class right?

R : Yes Desita, this is our last meeting Miss Prami with all students in clas X accounting 2.

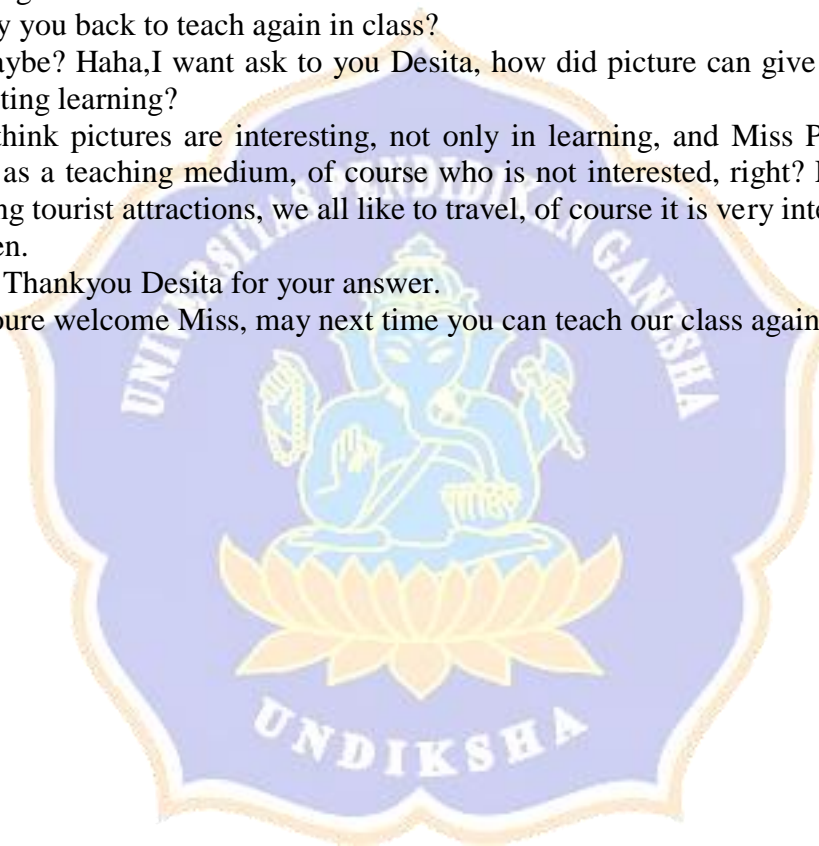
S3 : May you back to teach again in class?

R : Maybe? Haha,I want ask to you Desita, how did picture can give impact in your writing learning?

S3 : I think pictures are interesting, not only in learning, and Miss Prami uses pictures as a teaching medium, of course who is not interested, right? Especially discussing tourist attractions, we all like to travel, of course it is very interesting to be written.

R : Thankyou Desita for your answer.

S3 : Youre welcome Miss, may next time you can teach our class again, haha.



Appendix 8. Observation Checklist

Observation Checklist

Date : Friday, May 5th, 2023.

Meeting : Cycle 1

Observer : Putu Krisna Purnayasa, S. Pd.

Instruction : Give a check mark (√) in each item in the column that most clearly represent your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comment
Post-Teaching				
17.	Teacher concludes today's material.	√		
18.	Teacher asks the students whether they have questions or not.	√		All of the students have no questions.
19.	Teacher answers the students' questions.		√	
20.	Teacher tells the students the main material for the next meeting.	√		
21.	Teacher leads the students to pray together.	√		
22.	Teacher and students pray together.	√		
23.	Teacher ends the pray session.	√		
24.	Teacher says good bye to the students.	√		
25.	Students respond to the teacher's parting.	√		

Observation Checklist

Date : Saturday, May 26th, 2023

Meeting : Cycle 1

Observer : Putu Krisna Purnayasa, S.Pd.

Instruction : Give a check mark (√) in each item in the column that most clearly represent your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comment
A. Pre-teaching				
1.	Teacher enters the classroom and leads the students to pray together.	√		
2.	Teacher and students pray together.	√		
3.	Teacher ends praying session.	√		
4.	Teacher greets the students.	√		
5.	Students respond to the greeting addressed by the teacher.	√		
6.	Teacher asks students' condition.	√		
7.	Students tell their condition to the teacher.	√		
8.	Teacher checks students' attendance list.	√		
9.	Teacher reminds students about the last meeting material by presenting a pictures in front of the class use a powerpoint	√		
10.	Teacher asks the students to observe the pictures.	√		
11.	Teacher asks the students whether they have any questions related to the pictures.	√		
12.	Students have questions related to the pictures and ask to the teacher.	√		
13.	Teacher and students discuss the pictures together.	√		
14.	Teacher tells the students today's learning goal.	√		
B. Whilst teaching				
15.	Students are ready to learn.	√		
16.	Students answer teacher's question.	√		
17.	Teacher and students discuss together.	√		
18.	Teacher gives more examples of descriptive text about tourism place.	√		
19.	Teacher gives chance to ask questions to the students.	√		
20.	Students make descriptive text based on picture that have shown by researcher on the powerpoint. (post-test 1)	√		
21.	The students are highly motivated in doing the	√		

	task.			
22.	Teacher asks the students to present their answer in front of the class.		√	The time is running out for the students to finish the task.
23.	Teacher and students discuss the answer together.		√	
C. Post-teaching				
24.	Teacher concludes today's material.	√		
25.	Teacher asks the students whether they have questions or not.	√		
26.	Teacher answers the students' questions.		√	The students have no questions.
27.	Teacher tells the students the main material for the next meeting.	√		
28.	Teacher leads the students to pray together.	√		
29.	Teacher and students pray together.	√		
30.	Teacher ends the pray session.	√		
31.	Teacher says good bye to the students.	√		
32.	Students respond to the teacher's parting.	√		



Observation Checklist

Date : Friday, May 26th, 2023.

Meeting : Cycle 2

Observer : Putu Krisna Purnayasa, S.Pd.

Instruction : Give a check mark (√) in each item in the column that most clearly represent your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comment
A. Pre-teaching				
1.	Teacher enters the classroom and leads the students to pray together.	√		
2.	Teacher and students pray together.	√		
3.	Teacher ends praying session.	√		
4.	Teacher greets the students.	√		
5.	Students respond to the greeting addressed by the teacher.	√		
6.	Teacher asks students' condition.	√		
7.	Students tell their condition to the teacher.	√		
8.	Teacher checks students' attendance list.	√		
9.	Teacher tells the students today's learning goal.	√		
B. Whilst teaching				
10.	Students are ready to learn.	√		
11.	Teacher provides the students with a descriptive text material.	√		
12.	Teacher asks the students to read the text.	√		
13.	Students read the text carefully.	√		
14.	Teacher asks the students to make descriptive text about tourism place from their origin based on picture they search on the smartphone (post-test 2)	√		
15.	Students do the activity.	√		
16.	Teacher asks the students to present their text in front of the class.	√		
17.	Teacher and students discuss together.	√		
C. Post-teaching				
22.	Teacher concludes today's material.	√		
23.	Teacher asks the students whether they have questions or not.	√		
24.	Teacher answers the students' questions.		√	The students have no
				question.
25.	Teacher tells the students the main material for the next meeting.	√		

26.	Teacher leads the students to pray together.	√		
27.	Teacher and students pray together.	√		
28.	Teacher ends the pray session.	√		
29.	Teacher says good bye to the students.	√		
30.	Students respond to the teacher's parting.	√		



Appendix 9. Lesson Plan

Lesson Plan

School : SMK

Class / Semester : X / 1

Subject : English

Learning Material : Descriptive Text

Time Allocation : (60 minutes) Cycle I Pre-test

A. Learning Objectives

1. Through student-based learning activities, learners can identify definitions and characteristics of description texts in English.
2. Through discussion activities, students can provide oral descriptions related to the general structure of the description text.
3. Learners are able to compile their own description texts related to typical tourist attractions from their home region.

B. Learning Indicators

1. Students can provide descriptions of typical tourist attractions from their home regions.
2. Students can implement the general structure of the description text to describe tourist attractions, objects and subjects around them.

C. Learning Activities

ACTIVITY	ACTIVITY DESCRIPTION	TIME ALLOCATION
Introduction	<p>Orientation</p> <ol style="list-style-type: none"> 1. Teachers and students give greetings. 2. The teacher asks how the students are doing. 3. Teachers check student attendance. 4. The teacher invites students to pray according to each student's religion and beliefs. <p>Aperseption</p> <ol style="list-style-type: none"> 1. The teacher asks about the material learned in the previous meeting. 2. The teacher asks the students' initial knowledge regarding the material to be studied. 	10 minutes
Core Activites	<p>Initial Explanation</p> <ol style="list-style-type: none"> 1. The teacher provides initial motivation why students should learn Descriptive 	45 minutes

	<p>Text material.</p> <ol style="list-style-type: none"> 2. The teacher conveys the learning objectives of the Descriptive Text. <p>Main Activities</p> <ol style="list-style-type: none"> 1. The teacher provides a brief explanation related to the definition of Descriptive Text. 2. Students make text descriptions of tourist attractions without using images. 3. Students collect descriptive results of the text to the teacher. <p>Collaboration Activities</p> <ol style="list-style-type: none"> 1. Students are given the opportunity to ask friends about the difficulties experienced. 2. The teacher discusses with students and straightens out material related to the general structure of the description text. <p>Individual Activities</p> <ol style="list-style-type: none"> 1. The teacher instructs students to compile 2 paragraphs of descriptive text related to the tourist attractions they have chosen. 2. Students submit their assignments and are further graded as individual grades by the teacher. 	
Closing	<ol style="list-style-type: none"> 1. The teacher and students conclude the material they have learned 2. The teacher asks if students have questions related to the teaching material 3. The teacher gives a message to students to learn more related to descriptive text 4. The teacher and students pray together to close the lesson 5. Teachers and students say closing greetings 	5 minutes

D. Learning Assessment

Assessment of this material is obtained according to teacher needs, namely attitude assessment (discussion & individual), knowledge tests (activeness in class), presentation of individual work.

Denpasar, April 28th, 2023

Guru Bahasa Inggris X Akutansi 2
Denpasar

Kepala SMKS PGRI 2

Putu Krisna Purnayasa, S.Pd
NIP. -

Drs. I Wayan Ginastra, M.M
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Lesson Plan

School : SMK
Class / Semester : X / 1
Subject : English
Learning Material : Descriptive Text
Time Allocation : (60 minutes) Cycle II Post-test 1

A. Learning Objectives

1. Through student-based learning activities, learners can identify definitions and characteristics of description texts in English.
2. Through discussion activities, students can provide oral descriptions related to the general structure of the description text.
3. Learners are able to compile their own description texts related to typical tourist attractions from their home region.

B. Learning Indicators

1. Students can make descriptive text based on the images they observe.
2. Students can implement the general structure of the description text to describe tourist attractions, objects and subjects around them.

C. Learning Activities

ACTIVITY	ACTIVITY DESCRIPTION	TIME ALLOCATION
Introduction	Orientation <ol style="list-style-type: none">1. Teachers and students give greetings.2. The teacher asks how the students are doing.3. Teachers check student attendance.4. The teacher invites students to pray according to each student's religion and beliefs. Aperseption <ol style="list-style-type: none">1. The teacher asks about the material learned in the previous meeting.2. The teacher asks the students' initial knowledge regarding the material to be studied.	10 minutes
Core Activites	Initial Explanation <ol style="list-style-type: none">1. The teacher provides initial motivation why students should learn Descriptive Text material.	45 minutes

	<p>2. The teacher conveys the learning objectives of the Descriptive Text.</p> <p>Main Activities</p> <ol style="list-style-type: none"> 1. The teacher provides a brief explanation related to the definition of Descriptive Text. 2. Students make text descriptions of tourist attractions using images in the powerpoint slide. 3. Students collect descriptive results of the text to the teacher. <p>Collaboration Activities</p> <ol style="list-style-type: none"> 1. The teacher discusses with students and straightens out material related to the general structure of the description text. <p>Individual Activities</p> <ol style="list-style-type: none"> 1. Students submit their assignments and are further graded as individual grades by the teacher. 	
Closing	<ol style="list-style-type: none"> 1. The teacher and students conclude the material they have learned 2. The teacher asks if students have questions related to the teaching material 3. The teacher gives a message to students to learn more related to descriptive text 4. The teacher and students pray together to close the lesson 5. Teachers and students say closing greetings 	5 minutes

D. Learning Assessment

Assessment of this material is obtained according to teacher needs, namely attitude assessment (discussion & individual), knowledge tests (activeness in class), presentation of individual work.

Denpasar, April 28th, 2023

English Teacher X Accounting 2
2 Denpasar

Headmaster SMKS PGRI

Putu Krisna Purnayasa, S.Pd
M.M

NIP. -

Drs. I Wayan Ginastra,

NIP. –



Lesson Plan

School : SMK

Class / Semester : X / 1

Subject : English

Learning Material : Descriptive Text

Time Allocation : (60 minutes) Cycle 2 Post-test 2

A. Learning Objectives

4. Through student-based learning activities, learners can identify definitions and characteristics of description texts in English.
5. Through discussion activities, students can provide oral descriptions related to the general structure of the description text.
6. Learners are able to compile their own description texts related to typical tourist attractions from their home region.

B. Learning Indicators

1. Students can make descriptive text based on the images they observe.
2. Students can implement the general structure of the description text to describe tourist attractions, objects and subjects around them.

C. Learning Activities

ACTIVITY	ACTIVITY DESCRIPTION	TIME ALLOCATION
Introduction	Orientation <ol style="list-style-type: none">1. Teachers and students give greetings.2. The teacher asks how the students are doing.3. Teachers check student attendance.4. The teacher invites students to pray according to each student's religion and beliefs. Aperseption <ol style="list-style-type: none">1. The teacher asks about the material learned in the previous meeting.2. The teacher asks the students' initial knowledge regarding the material to be studied.	10 minutes
Core Activites	Initial Explanation <ol style="list-style-type: none">1. The teacher provides initial motivation why students should learn Descriptive Text material.	45 minutes

	<p>2. The teacher conveys the learning objectives of the Descriptive Text.</p> <p>Main Activities</p> <ol style="list-style-type: none"> 1. The teacher provides a brief explanation related to the definition of Descriptive Text. 2. Students make text descriptions of tourist attractions from their home regions using images they can search from their smartphone. 3. Students collect descriptive results of the text to the teacher. <p>Collaboration Activities</p> <ol style="list-style-type: none"> 1. The teacher discusses with students and straightens out material related to the general structure of the description text. <p>Individual Activities</p> <ol style="list-style-type: none"> 1. Students submit their assignments and are further graded as individual grades by the teacher. 	
Closing	<ol style="list-style-type: none"> 1. The teacher and students conclude the material they have learned 2. The teacher asks if students have questions related to the teaching material 3. The teacher gives a message to students to learn more related to descriptive text 4. The teacher and students pray together to close the lesson 5. Teachers and students say closing greetings 	5 minutes

D. Learning Assessment

Assessment of this material is obtained according to teacher needs, namely attitude assessment (discussion & individual), knowledge tests (activeness in class), presentation of individual work.

Denpasar, May 19th, 2023

English Teacher X Accounting 2
2 Denpasar

Headmaster SMKS PGRI

Putu Krisna Purnayasa, S.Pd
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Drs. I Wayan Ginastra,

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Lesson Plan

School : SMK
Class / Semester : X / 1
Subject : English
Learning Material : Descriptive Text
Time Allocation : (60 minutes) Cycle II

A. Learning Objectives

7. Through student-based learning activities, learners can identify definitions and characteristics of description texts in English.
8. Through discussion activities, students can provide oral descriptions related to the general structure of the description text.
9. Learners are able to compile their own description texts related to typical tourist attractions from their home region.

B. Learning Indicators

1. Students can make descriptive text based on the images they observe.
2. Students can implement the general structure of the description text to describe tourist attractions, objects and subjects around them.
3. Students can study in groups.

C. Learning Activities

ACTIVITY	ACTIVITY DESCRIPTION	TIME ALLOCATION
Introduction	Orientation <ol style="list-style-type: none">1. Teachers and students give greetings.2. The teacher asks how the students are doing.3. Teachers check student attendance.4. The teacher invites students to pray according to each student's religion and beliefs. Aperception <ol style="list-style-type: none">1. The teacher asks about the material learned in the previous meeting.2. The teacher asks the students' initial knowledge regarding the material to be studied.	10 minutes
Core Activites	Initial Explanation <ol style="list-style-type: none">1. The teacher provides initial motivation why students should learn Descriptive	45 minutes

	<p>Text material.</p> <ol style="list-style-type: none"> The teacher conveys the learning objectives of the Descriptive Text. <p>Main Activities</p> <ol style="list-style-type: none"> The teacher provides a brief explanation related to the definition of Descriptive Text. <p>Collaboration Activities</p> <ol style="list-style-type: none"> The teacher discusses with students and straightens out material related to the general structure of the description text. Students are directed to create groups because of brainstorming activities to increase student concentration and student activeness in the brainstorming class, there are two activities called BINGO and Twenty-Q. <p>Individual Activities</p> <ol style="list-style-type: none"> Students submit their assignments and are further graded as individual grades by the teacher. 	
Closing	<ol style="list-style-type: none"> The teacher and students conclude the material they have learned The teacher asks if students have questions related to the teaching material The teacher gives a message to students to learn more related to descriptive text The teacher and students pray together to close the lesson Teachers and students say closing greetings 	5 menit

D. Learning Assessment

Assessment of this material is obtained according to teacher needs, namely attitude assessment (discussion & individual), knowledge tests (activeness in class), presentation of individual work.

Denpasar, May 19th, 2023

English Teacher X Accounting 2
2 Denpasar

Headmaster SMKS PGRI

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Appendix 10. Teaching Syllabus

SILABUS

Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA
 Kelas : X (Sepuluh)
 Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.
4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan		<ul style="list-style-type: none"> - Saling menyimak dan bertanya jawab tentang jati diri masing-masing

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>lainnya; hobi, kebiasaan</p> <ul style="list-style-type: none"> - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his</i>, dsb. - Kata tanya <i>Who? Which? How? Dst.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dengan teman-temannya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>konteks penggunaannya</p> <p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI 	<p>persamaan dan perbedaannya</p> <ul style="list-style-type: none"> - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to</i>, <i>would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>melakukan perbaikan</p> <ul style="list-style-type: none"> - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait</p>	<ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan <p>• Unsur kebahasaan</p> <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan 	<ul style="list-style-type: none"> - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>tempat wisata dan bangunan bersejarah terkenal</p> <ul style="list-style-type: none"> - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik</p> <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</p> <ul style="list-style-type: none"> - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</p> • Struktur Teks <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya
<p>4.5 Teks pemberitahuan (<i>announcement</i>)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan 	<ul style="list-style-type: none"> - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.5.2 teks khusus dalam bentuk pemberitahuan (<i>announcement</i>) Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	<ul style="list-style-type: none"> - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i> vs</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
present perfect tense)	dalam <i>simple past tense, present perfect tense</i> .	untuk melengkapi teks rumpang pada beberapa teks terkait.
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> - Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks
4.7 Teks recount – peristiwa bersejarah		
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah	<ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang 	<ul style="list-style-type: none"> - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya
4.7.2 Menyusun teks recount lisan dan	<ul style="list-style-type: none"> • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam <i>simple past, past continuous, present perfect</i>, dan lainnya yang 	<ul style="list-style-type: none"> - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>diperlukan</p> <ul style="list-style-type: none"> - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<p>• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</p> <p>• Struktur Teks Dapat mencakup:</p> <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang <p>• Unsur Kebahasaan</p>	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didikatkan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<p>bagian legenda yang ditanyakan</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar.
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda
4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan 	<ul style="list-style-type: none"> - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	perilaku yang termuat di KI	

Headmaster

Drs. I Wayan Ginastra, M.M

.....
NIP/NRK.



....., Juli 20

English Teacher

Putu Krisna Purnayasa, S.Pd

NIP/NRK.

Appendix. 11. Pre-Test

Students	Content	Vocabulary	Spelling	Punctuation	Total
1	15	10	6	8	39
2	8	10	7	11	36
3	8	7	7	13	35
4	8	8	8	12	36
5	10	9	12	10	41
6	13	13	8	9	43
7	15	12	10	10	47
8	15	10	13	12	50
9	10	7	15	10	42
10	10	8	15	10	43
11	7	12	10	7	36
12	8	8	10	8	34
13	9	10	7	9	35
14	13	10	9	13	45
15	12	15	12	12	51
16	10	15	9	10	44
17	7	10	10	7	34
18	7	10	10	8	35
19	8	7	7	12	34
20	11	10	8	8	37
21	13	10	9	10	42
22	12	7	13	13	45
23	13	8	12	15	48
24	15	9	10	15	49
25	12	13	7	10	42
26	12	12	10	10	44
27	11	10	10	7	38
28	10	8	7	9	34
29	9	11	8	7	35
30	8	13	9	10	40
31	10	12	13	9	44

Appendix 12. Score of Post-Test I

Students	Content	Vocabulary	Spelling	Punctuation	Total
1	17	14	15	21	67
2	19	14	13	17	63
3	12	12	15	13	52
4	13	10	12	12	47
5	14	11	12	10	47
6	16	12	11	13	52
7	19	12	10	10	51
8	20	15	13	12	60
9	11	11	15	10	47
10	12	8	15	10	45
11	10	12	14	14	50
12	11	8	12	12	43
13	12	10	13	15	50
14	15	10	14	13	52
15	14	15	18	12	59
16	12	15	12	14	53
17	13	10	15	10	48
18	12	10	10	12	44
19	12	13	12	14	51
20	12	10	12	11	45
21	15	10	12	12	49
22	17	11	13	15	56
23	15	18	12	19	64
24	18	12	10	18	58
25	15	13	13	12	53

26	18	12	15	13	58
27	14	10	10	10	44
28	15	12	14	11	52
29	14	11	10	12	47
30	13	13	12	13	51
31	15	12	15	10	52



Appendix 13. Score of Post Test II

Students	Content	Vocabulary	Spelling	Punctuation	Total
1	23	21	22	18	84
2	19	18	15	19	71
3	18	15	18	16	67
4	15	14	18	15	62
5	19	16	18	15	68
6	20	18	16	17	71
7	24	17	15	17	73
8	23	19	16	15	73
9	15	15	19	14	63
10	18	13	21	15	67
11	15	18	21	20	74
12	15	13	16	18	62
13	15	13	16	20	64
14	22	15	19	16	72
15	23	20	23	18	84
16	15	17	15	19	66
17	16	13	17	14	60
18	16	19	15	17	67
19	15	17	15	19	66
20	18	19	20	21	78
21	23	16	21	21	81
22	20	23	18	23	84
23	21	14	16	22	73
24	23	16	21	18	78
25	17	15	15	16	63
26	23	16	19	16	74
27	19	14	15	14	62

28	19	15	21	15	70
29	18	15	13	16	62
30	17	18	15	16	66
31	18	15	17	14	64



Appendix 14. Paired Sample T-Test Result

Paired Samples Test							
	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower			

Pair 1	PostTest - PostTest2	-18.03226	6.10728	1.09690	-20.27243	-15.79209	-16.439	30	.000
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Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PostTest	65.9355	31	6.15324	1.10515
	PostTest2	70.9677	31	7.08747	1.27295

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PostTest & PostTest2	31	.582	.001

Appendix 15. Documentation of Classroom Research



1. Teaching and Learning situation in X Accounting 2 Class.



2. Students do the Post-Test.



3. Students do the post-test



BIOGRAPHY

Ni Made Pramilaga, born in Denpasar, July 7, 2001, is the second of four children. The daughter of I Wayan Suralaga and Ni Made Primapusasari has a nickname, Prami. The author is from Bali and has an Indonesian nationality. Currently, the author is located in Denpasar Monang-Maning, Bali. In 2013, the author completed her education at SDN 19 Pemecutan, then after graduating the author continued her education at SMPN 7 Denpasar and graduated in 2016. After graduating from junior high school in 2016, the author continued her studies to the high school level at SMAS Dwijendra Denpasar majoring in Sciences and graduated in 2019. After graduating from high school, the author continued her studies in 2019 by taking the English Language Education Study Program, Department of Foreign Languages at Ganesha University of Education, Singaraja. The author studies from 2019 to 2023 in the ninth semester. In October 2023, the author completed her thesis entitled "IMPROVING STUDENTS' WRITING SKILL BY USING PICTURES AT GRADE X SMKS PGRI 2 DENPASAR".

