Appendix 1.1: Lesson Plan Meeting 1
<div align="center">

LESSON PLAN
</div>

School : SMPN I Manyar
Subject : English
Class/Semester : VIII / I
Meeting : I
Topic : descriptive text (pretest)
Sub Topic :
Time allotment : 2 x 30 minutes
Standard competence : Writing
Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek
sederhana berbentuk *descriptive* dan recount untuk berinteraksi dengan
lingkungan terdekat

Basic competence :
Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek
sederhana untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk
descriptive dan recount

Indicator :
a. Students are able to create descriptive text

I. Teaching Objectives
   After learning this material, students are hoped to:
   a. Create descriptive text acceptably

II. Teaching method
   Modeling, lecturing

III. Teaching procedure
   A. Pre Activity (5 minutes)
      1. Teacher greets the students.
      2. Teacher checks the students' attendance list.
      3. Teacher asks the question related to the topic.
   B. Whilst Activity (50 minutes)
      1. Teacher asks the students to create the descriptive text based on
         their basic descriptive at seventh grade, it will be pretest.
   C. Post Activity (5 minutes)
      1. Teacher explores knowledge of descriptive text based on their
         pretest
      2. Teacher asks the students to bring colorful pens in the next meeting

IV. Teaching resources / media

- Blank paper

Gresik, August 13th 2011

Teacher	**Researcher**

Nur Rahma Bayti

Muchjiddin, S.Pd
NIP. 19700902 199802 1 002

Acknowledged by,
SMPN I Manyar's headmaster

Drs. H. Wien Dwiyanto, SH.,MM
NIP. 19590208 198104 1 004

Appendix 1.2: Lesson Plan Meeting 2

LESSON PLAN

School	: SMPN I Manyar
Subject	: English
Class/Semester	: VIII / I
Meeting	: II
Topic	**: descriptive text / idol**
Sub Topic	**:** Intro to "Writing Fun" Strategy (BKOF) and

Modeling of Texts (MOT)

Time allotment	**: 2 x 30 minutes**
Standard competence	: Writing

Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek sederhana berbentuk *descriptive* dan recount untuk berinteraksi dengan lingkungan terdekat

Basic competence	:

Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek sederhana untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan recount

Indicator	:

a. Students are able to identify the text organizer (introduction, detail and conclusion)
b. Students are able to identify the word focus (verb and adjective)
c. Students are able to identify the tense

I. **Teaching Objectives**
   After learning this material, students are hoped to:
   a. Identify the text organizer (introduction, detail and conclusion) correctly.
   b. Identify the word focus (verb and adjective) correctly.
   c. Identify the tense correctly.

II. **Teaching method**
   Modeling, lecturing

III. **Teaching procedure**
   A. **Pre Activity (10 minutes)**
      1. Teacher greets the students.
      2. Teacher checks the students' attendance list.

B. Whilst Activity (40 minutes)

1. Correct their writing pretest based on "Writing Fun"

Teacher does	Students' do
- Teacher open homepage of writing fun website - Teacher simulate how to use writing fun - Teacher breakdown the sample paragraph in writing fun	- Students watch the slide show and see their pretest paper - Students follow the rule to use writing fun - Students breakdown their pretest paragraph based on teacher's sample

2. Teacher invites students actively to analysis their writing

Teacher does	Students' do
- Teacher show the text organizer of description (instruction, detail, and conclusion) - Teacher show description tips (introduction, detail of subject, words focus, etc)	- Students make a columns of text organizer (instruction, detail, and conclusion) - Students color words that conclude of description tips (introduction, detail of subject, words focus, etc)

C. Post Activity (10 minutes)

1. Teacher asks students about what they learn today and the difficulty of the material.
2. Teacher gives motivation to the students.
3. Teacher reminds the students about the lessons.

IV. Teaching resources / media

- Writing fun by Jenny Eather's website (http://www.writingfun.com/writingfun2010.html)

- Worksheet

Gresik, August 19th 2011

Teacher   **Researcher**

Muchjiddin, S.Pd   **Nur Rahma Bayti**
NIP. 19700902 199802 1 002

Acknowledged by,
SMPN I Manyar's headmaster

Drs. H. Wien Dwiyanto, SH.,MM
NIP. 19590208 198104 1 004

Appendix 1.3: Lesson Plan Meeting 3

LESSON PLAN

School	: SMPN I Manyar
Subject	: English
Class/Semester	: VIII / I
Meeting	: III
Topic	: descriptive text / Idol
Sub Topic	: Planning writing using "Writing Fun" (BKOF, MOT, ICOT)
Time allotment	: 2 x 30 minutes
Standard competence	: Writing

Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek
sederhana berbentuk *descriptive* dan recount untuk berinteraksi dengan
lingkungan terdekat

Basic competence :

Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek
sederhana untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk
descriptive dan recount

Indicator :
a. Students are able to make the simple form of "Writing Fun" correctly.

I. Teaching Objectives
After learning this material, students are hoped to:
a. Make simple form of writing fun in descriptive text.

II. Teaching method
Modeling, lecturing

III. Teaching procedure
A. Pre Activity (10 minutes)
1. Teacher greets the students.
2. Teacher checks the students' attendance list.
3. Teacher asks the question related to the topic.

B. Whilst Activity (50 minutes)
Activity 1 (10 minutes):
1. Teacher introduces "Writing Fun" to the students

Teacher does	Students' do
- Teacher give procedure to open the writing fun website	- Students click the address of writing fun website

2. Teacher explains the definition and benefit of "Writing Fun"

Teacher does	Students' do
- Teacher explain the step	- Students follow the teacher's

learning use writing fun, begin menu to write online application	step of using writing fun application

Activity 2 (20 minutes):

3. Teacher gives the example then the students help the teacher to make "Writing Fun"

Teacher does	Students' do
- Teacher open sample 1 to explain descriptive text using writing fun - Teacher point the description tips to breakdown the descriptive text	- Students click the sample 1 of descriptive text in writing fun - Students point their menu of description tips to breakdown their writing text

4. Teacher discusses about "Writing Fun" material with the students.

Activity 3 (20 minutes):

5. Teacher gives the topic to the students.
6. Teacher asks the students to make their own "Writing Fun".
7. Teacher observes the class by walking around.
8. Students submit their work.

C. Post Activity (10 minutes)

1. Teacher asks students about what they learn today and the difficulty of the material.
2. Teacher gives motivation to the students.
3. Teacher reminds the students about the lessons.

IV. Teaching resources / media

- Writing fun by Jenny Eather's website (http://www.writingfun.com/writingfun2010.html)

- Blank paper
- Color pens

Gresik, August 20th 2011

Teacher   **Researcher**

<u>Muchjiddin, S.Pd</u>   **<u>Nur Rahma Bayti</u>**

NIP. 19700902 199802 1 002

Acknowledged by,

SMPN I Manyar's headmaster

<u>Drs. H. Wien Dwiyanto, SH.,MM</u>

NIP. 19590208 198104 1 004

Appendix 1.4: Lesson Plan Meeting 4

LESSON PLAN

School   : SMPN I Manyar
Subject   : English
Class/Semester : VIII / I
Meeting   : IV
Topic   : descriptive text
Sub Topic   : expanding "Writing Fun" in any form / What they have done read!!
Time allotment : 2 x 30 minutes
Standard competence : Writing
Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek sederhana berbentuk *descriptive* dan recount untuk berinteraksi dengan lingkungan terdekat

Basic competence   :
Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek sederhana untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan recount

Indicator   :
a. Students are able to expand their basic to complex of descriptive text

I. Teaching Objectives
After learning this material, students are hoped to:
a. Identify descriptive in complex text (expanding descriptive paragraph).

II. Teaching method
  Modeling, lecturing

III. Teaching procedure
  A. Pre Activity (5 minutes)
    1. Teacher greets the students. curious
    1. Teacher checks the students' attendance list.
    2. Teacher asks the question related to the topic.
  B. Whilst Activity (50 minutes)
    1. Teacher asks the students to open homepage of writing fun

Teacher does	Students' do
- Teacher give direction to open homepage	- Students as soon open homepage of writing fun without any question

    2. Teacher guides the students to e-learning using "Writing Fun".

Teacher does	Students' do
- Teacher review last sample of	- Students following review last

description text. The review is coloring their last text writing	material, they coloring the text to breakdown the descriptive text.

3. Teacher observes students' learn by walking around the ICT class.

Teacher does	Students' do
- Teacher ask students to download Microsoft words form of description text - Teacher ask students to type their writing and completed their writing use graphic and color the words to differences of words focus and text organizer	- Students click the icon of download of description text. - Students type and complete their writing.

C. Post Activity (5 minutes)
1. Teacher asks students about what they learn today.
2. Teacher reminds the students about the lessons.

IV. Teaching resources / media
- Writing fun by Jenny Eather's website
  (http://www.writingfun.com/writingfun2010.html)

Gresik, September 9th 2011

Teacher   **Researcher**

<u>Muchjiddin, S.Pd</u>   **<u>Nur Rahma Bayti</u>**
NIP. 19700902 199802 1 002

Acknowledged by,
SMPN I Manyar's headmaster

<u>Drs. H. Wien Dwiyanto, SH.,MM</u>
NIP. 19590208 198104 1 004

Appendix 1.5: Lesson Plan Meeting 5

LESSON PLAN

School	:	SMPN I Manyar
Subject	:	English
Class/Semester	:	VIII / I
Meeting	:	V
Topic	:	descriptive text in write online
Sub Topic	:	making composition of "Writing Fun" in write online (ICOT) / Poetry
Time allotment	:	2 x 30 minutes
Standard competence	:	Writing

Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek sederhana berbentuk *descriptive* dan recount untuk berinteraksi dengan lingkungan terdekat

Basic competence   :

Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek sederhana untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan recount

Indicator   :

Students are able to type in poetry form such example that given.

I. Teaching Objectives
After learning this material, students are hoped to:
Type the poetry based on writing fun example.

II. Teaching method
     Modeling, lecturing

III. Teaching procedure
  A. Pre Activity (10 minutes)
 1. Teacher greets the students.
 2. Teacher checks the students' attendance list.
 3. Teacher asks the question related to the topic.
  B. Whilst Activity (55 minutes)
 Activity 1 (10 minutes):
 1. Teacher review how to write by using "Writing Fun".
 Activity 2 (30 minutes):
 2. Teacher asks the students to open homepage
 3. Teacher guides the students to make their writing.
 4. Teacher observes and checks the students' works by walking around the ICT class.
 Activity 3 (10 minutes):

5. Teacher asks the students to print out their work.
6. Teacher asks the students to submit their work.

C. Post Activity (5 minutes)

1. Teacher asks students about what they learn today.
2. Teacher asks the students about the difficulty that they found in their writing.
3. Teacher reminds the students about the lessons.

IV. Teaching resources / media

- Writing fun by Jenny Eather's website (http://www.writingfun.com/writingfun2010.html)

Gresik, September 10th 2011

Teacher   **Researcher**

Muchjiddin, S.Pd   **Nur Rahma Bayti**
NIP. 19700902 199802 1 002

Acknowledged by,
SMPN I Manyar's headmaster

Drs. H. Wien Dwiyanto, SH.,MM
NIP. 19590208 198104 1 004

Appendix 2. Mode of Scoring

The scoring guidance taken from Cohen's grid and categories

Items	Scoring
Contents	5--- excellent: main ideas stated clearly and accurately, change of opinion very clear 4--- good: main ideas stated fairly clearly and accurately, change of opinion relatively clear 3--- average: main ideas somewhat unclear or inaccurate, change of opinion statement somewhat weak 2--- poor: main ideas not clear or accurate, change of opinion statement weak 1--- very poor: main ideas not at all clear or accurate, change of opinion statement very weak
Organization	5--- excellent: well organized and perfectly coherent 4--- good: fairly well organized and generally coherent 3--- average: loosely organized but main ideas clear, logical but incomplete sequencing 2--- poor: ideas disconnected, lacks logical sequencing 1--- very poor: no organization, incoherent
Vocabulary	5--- excellent: very effective choice of words and use of idioms and word forms 4--- good: effective choice of words and use of idioms and word forms 3--- average: adequate choice of words but some misuse of vocabulary, idioms, and word forms 2--- poor: limited range, confused use of words, idioms, and word forms 1--- very poor: very limited range, very poor knowledge of words, idioms, and word forms
Grammar	5--- excellent: no errors, full control of complex structure

	4--- good: almost no errors, good control of structure 3--- average: some errors, fair control of structure 2--- poor: many errors, poor control of structure 1--- very poor: dominated by errors, no control of structure
Mechanic	5--- excellent: mastery of spelling and punctuation 4--- good: few errors in spelling and punctuation 3--- average: fair number of spelling and punctuation errors 2--- poor: frequent errors in spelling and punctuation 1--- very poor: no control over spelling and punctuation

Appendix 3.1. The Result of Writing pretest

No	Name	C	O	V	G	M	Total	Ratio per 100
1	Abdullah Hafizh	2	2	2	3	3	12	48
2	Adhista Zhondra A.	2	2	2	2	2	10	40
3	Alifianto K.	4	4	3	4	1	16	64
4	Allyza Nanda P.	4	4	3	3	3	17	68
5	Ardini Dwi Saputri	2	2	3	2	2	11	44
6	Chininta Amadea W.	3	3	4	3	2	15	48
7	Cindy Olivia Savitri	2	2	2	2	2	10	40
8	Dedek Septianingsih	4	4	2	3	3	16	64
9	Dewi Fathimah N. H.	2	2	3	3	3	13	52
10	Dewi Qurrotun Ain	3	2	3	2	2	12	48
11	Elma Perdani Agustin	3	3	2	4	2	14	56
12	Fadhila Nur R.	3	2	3	1	2	11	44
13	Fahmi Ardiansyah	3	3	2	1	3	12	48
14	Firda Ayu Sri Lestari	3	3	4	3	2	15	60
15	Intan Putri C L	2	2	3	3	3	13	52
16	Masyrochatul Yusri	3	3	2	2	2	12	48
17	Meilinda Rodhiya I.	4	3	3	3	3	16	64
18	Metadia Haula Afwa	2	2	3	3	1	11	44
19	M. Alfin Al Farih	2	2	2	2	2	10	40
20	M. Alif Fudianto	2	2	3	2	2	11	44
21	Mukhlishotin Nabilah	2	2	2	2	2	10	40
22	Nucky S. S.	2	2	3	2	2	11	44
23	Pathuma Jibriya	3	2	2	2	2	11	44
24	Pramesita Setara Devi	4	3	3	2	2	14	56
25	Rahma Hayya Puspita	3	3	3	2	2	13	53
26	Raja Chairul J. W.	2	2	2	2	2	10	40
27	Ririn Rahmawati	2	2	3	2	3	12	48
28	Rizky Wulandari	2	2	2	2	2	10	40
29	Sangapta Damarjati P.	2	1	3	3	1	10	40
30	Sonya Rosida	2	3	3	1	1	10	40
31	Surya Novinda Isnaini	2	2	3	2	3	12	48
32	Trifani Kartika R.	2	2	2	2	2	10	40
	TOTAL	83	78	85	75	69	390	1549

Teacher
Gresik, August 19th 2011
Researcher

Muchjiddin, S.Pd
NIP. 19700902 199802 1 002

Nur Rahma Bayti

Appendix 3.2 The Result of 1ˢᵗ Writing test based on "Writing Fun"

No	Name	C	O	V	G	M	Total	Ratio per 100
1	Abdullah Hafizh	4	4	3	3	3	17	68
2	Adhista Zhondra A.	4	3	3	3	3	16	64
3	Alifianto K.	4	4	3	3	3	17	68
4	Allyza Nanda P.	4	4	4	3	3	18	72
5	Ardini Dwi Saputri	4	4	3	3	4	18	72
6	Chininta Amadea W.	4	4	4	3	3	18	72
7	Cindy Olivia Savitri	4	4	3	3	4	18	72
8	Dedek Septianingsih	4	4	3	4	4	19	76
9	Dewi Fathimah N. H.	4	4	4	4	3	19	76
10	Dewi Qurrotun Ain	3	3	4	3	3	16	64
11	Elma Perdani Agustin	4	4	3	4	4	19	76
12	Fadhila Nur R.	4	3	4	3	3	17	68
13	Fahmi Ardiansyah	4	5	4	3	4	20	80
14	Firda Ayu Sri Lestari	3	4	3	3	3	16	64
15	Intan Putri C L	3	4	3	4	3	17	68
16	Masyrochatul Yusri	4	5	3	3	4	19	76
17	Meilinda Rodhiya I.	4	5	4	4	3	20	80
18	Metadia Haula Afwa	4	4	5	4	4	21	84
19	M. Alfin Al Farih	5	4	3	3	4	19	76
20	M. Alif Fudianto	4	5	4	4	3	20	80
21	Mukhlishotin Nabilah	4	5	3	3	3	18	72
22	Nucky S. S.	4	5	3	3	4	19	76
23	Pathuma Jibriya	4	5	3	3	3	18	72
24	Pramesita Setara Devi	5	5	4	4	4	22	88
25	Rahma Hayya Puspita	4	5	4	3	3	19	76
26	Raja Chairul J. W.	4	5	3	4	3	19	76
27	Ririn Rahmawati	4	5	4	4	3	20	80
28	Rizky Wulandari	4	5	3	3	3	18	72
29	Sangapta Damarjati P.	4	5	3	3	3	18	72
30	Sonya Rosida	4	4	3	3	3	17	68
31	Surya Novinda Isnaini	3	4	3	3	3	16	64
32	Trifani Kartika R.	5	5	3	4	3	20	80
	TOTAL	127	139	109	107	106	588	2352

Teacher Gresik, August 19ᵗʰ 2011
Researcher

Muchjiddin, S.Pd **Nur Rahma Bayti**
NIP. 19700902 199802 1 002

Appendix 3.3 The Result of 2nd Writing test based on "Writing Fun"

No	Name	C	O	V	G	M	Total	Ratio per 100
1	Abdullah Hafizh	4	4	4	3	3	18	72
2	Adhista Zhondra A.	4	4	4	3	3	18	72
3	Alifianto K.	4	4	4	4	3	19	76
4	Allyza Nanda P.	4	4	4	4	3	19	76
5	Ardini Dwi Saputri	4	4	3	4	4	19	76
6	Chininta Amadea W.	4	4	3	4	4	19	76
7	Cindy Olivia Savitri	4	4	3	4	4	19	76
8	Dedek Septianingsih	4	4	3	4	4	19	76
9	Dewi Fathimah N. H.	4	4	4	4	3	19	76
10	Dewi Qurrotun Ain	4	4	4	4	3	19	76
11	Elma Perdani Agustin	4	4	3	4	4	19	76
12	Fadhila Nur R.	4	4	3	4	4	19	76
13	Fahmi Ardiansyah	4	5	4	3	4	20	80
14	Firda Ayu Sri Lestari	4	5	4	3	4	20	80
15	Intan Putri C L	3	4	3	4	4	18	76
16	Masyrochatul Yusri	3	4	3	4	4	18	76
17	Meilinda Rodhiya I.	4	5	3	3	4	19	76
18	Metadia Haula Afwa	4	5	3	3	4	19	76
19	M. Alfin Al Farih	5	4	3	3	4	19	76
20	M. Alif Fudianto	5	4	3	3	4	19	76
21	Mukhlishotin Nabilah	4	5	3	3	3	18	72
22	Nucky S. S.	4	5	3	3	3	18	72
23	Pathuma Jibriya	4	5	3	4	4	20	80
24	Pramesita Setara Devi	4	5	3	4	4	20	80
25	Rahma Hayya Puspita	4	5	4	3	3	19	76
26	Raja Chairul J. W.	4	5	4	3	3	19	76
27	Ririn Rahmawati	4	5	3	4	3	19	76
28	Rizky Wulandari	4	5	3	4	3	19	76
29	Sangapta Damarjati P.	4	4	3	3	4	18	72
30	Sonya Rosida	4	4	3	3	4	18	72
31	Surya Novinda Isnaini	5	5	3	4	4	21	84
32	Trifani Kartika R.	5	5	3	4	4	21	84
	TOTAL	130	142	106	114	116	608	2440

Teacher Gresik, August 19th 2011
Researcher

Muchjiddin, S.Pd **Nur Rahma Bayti**
NIP. 19700902 199802 1 002

Appendix 3.4 The Result of post-test Writing

No	Name	C	O	V	G	M	Total	Ratio per 100
1	Abdullah Hafizh	5	4	3	3	4	19	76
2	Adhista Zhondra A.	4	5	3	3	4	19	76
3	Alifianto K.	5	5	4	4	4	22	88
4	Allyza Nanda P.	5	5	5	4	4	23	92
5	Ardini Dwi Saputri	5	5	3	3	3	19	76
6	Chininta Amadea W.	5	5	5	3	3	21	84
7	Cindy Olivia Savitri	4	5	3	5	4	21	84
8	Dedek Septianingsih	4	5	4	5	4	22	88
9	Dewi Fathimah N. H.	5	5	5	5	4	24	96
10	Dewi Qurrotun Ain	4	4	5	4	4	21	84
11	Elma Perdani Agustin	5	5	4	5	5	24	96
12	Fadhila Nur R.	5	4	5	3	4	21	84
13	Fahmi Ardiansyah	5	5	4	3	5	22	88
14	Firda Ayu Sri Lestari	4	4	4	4	4	20	80
15	Intan Putri C L	4	4	4	5	4	21	84
16	Masyrochatul Yusri	5	5	4	4	4	22	88
17	Meilinda Rodhiya I.	5	5	5	5	4	24	96
18	Metadia Haula Afwa	4	4	5	4	4	21	84
19	M. Alfin Al Farih	5	4	3	3	4	19	76
20	M. Alif Fudianto	4	5	5	4	4	22	88
21	Mukhlishotin Nabilah	4	5	3	3	4	19	76
22	Nucky S. S.	5	5	3	3	4	20	80
23	Pathuma Jibriya	5	5	4	4	4	22	88
24	Pramesita Setara Devi	5	5	5	5	5	25	100
25	Rahma Hayya Puspita	5	5	5	4	4	23	92
26	Raja Chairul J. W.	4	5	4	4	4	21	84
27	Ririn Rahmawati	4	5	5	4	4	22	88
28	Rizky Wulandari	4	5	4	4	4	21	84
29	Sangapta Damarjati P.	4	5	3	3	4	19	76
30	Sonya Rosida	4	5	3	3	4	19	76
31	Surya Novinda Isnaini	4	4	4	4	4	20	80
32	Trifani Kartika R.	5	5	3	4	3	20	80
	TOTAL	145	152	129	124	128	390	2712

Gresik, August 19th 2011

Teacher   **Researcher**

Muchjiddin, S.Pd   **Nur Rahma Bayti**

NIP. 19700902 199802 1 002

Appendix 4. Reading Text in Descriptive Text at "Writing Fun"

Reading Text One

Reading text two

Reading Text Three

Appendix 5. Teacher's Partner Field Notes

The field note was a note written by the teacher partner to write down all the activities. It was also used for teacher partner to give comments and suggestions.

The teacher partner wrote this field note when the researcher delivered the material to the students. When the researcher does her research, the teacher partner joined the class and recorded all the happening that happened in the class.

The first stage of researcher's planning is giving a pre-test. The researcher conducted pre test to the eight grade of SMPN I Manyar. It was conducted on Friday, 19th August 2011. The description of the pre test was described as follow.

The researcher came to 8A class. Researcher has experience teaching on this class in 8 meeting. So it does not take times to invite them join the activity. I saw the researcher greeted the students and checked the attendance list. At that time, the researcher give a challenge for students to create descriptive text, the students very crowded at the moment suddenly get mad and silent. Most of them said that they did not want to write. Then the researcher gave them papers to write. They were only silent when the teacher asked them to write. The theme of writing is free imagination. Fortunately, the students got this material when they were still in the seventh grade so they did not complain very much. In the middle of pre-test, many of them ask for vocabularies that applied to their writing.

The time duration of pre-test was around 50 minutes. I saw their reactions when they did their assignments. Most of the students said that they got difficulty

in vocabulary. After finishing their work, the students submitted their work to the teacher. In 50 minutes, they could do it standard of time with their descriptive text organizer.

In the next meeting at Saturday, 20th August 2011, the researcher explained descriptive text using "writing fun". The researcher explains the detail to write descriptive based on "Writing Fun". The students begin fun in this activity because researcher uses this application. At that time, the students able to differences the text organization and words focus. The application easier for students to correct their pre-test, is that wrong or almost correct.

After students get point how to write descriptive text in simple and attractive way, researcher give a color pen and worksheet to students to create new descriptive text based on "Writing Fun" example text. Students more understanding how to write descriptive text, they write paragraph in detail about introduction, detail and conclusion. They able to color the text that conclude in tense and word focus. Here students more fun to create paragraph text.

In the third meeting at 9th September 2011, the researcher reviews the material based on text organizer in "Writing Fun". It takes times around 60 minutes. The last meeting at 10th September 2011, the researcher asks students to create descriptive text that it could be post test. In these time, the teaching learning use ICT class. Students were invited to learn exploring "writing fun" in Jenny Eather's website.

The data was the result of the teacher partner's observation during the implementation of "Writing Fun" strategy in the class which was written in the

field notes. The observation was taken from 19th to 20th August 2011 and 9th to 10th September 2011.

Teacher

<u>Muchjiddin, S.Pd</u>
NIP. 19700902 199802 1 002

Appendix 6. the researcher partner's notes

- Saturday, 13th August 2011

  That day, the activity of research is pretest. Pretest conducted in crowded, because of some of students did not know what they should do first to begin their writing. In back rows of class, many of students do not write their duty. This situation maybe cause of their teacher not always watches one by one. So researcher gives many clues how to write, especially descriptive text. Some of them ask the vocabulary that they want to create in their writing.

- Friday, 19th August 2011

  The schedule of that day is introducing the writing fun. Many of students' ignoring the activity in the beginning, it is because the stereo tape of writing is boring in the class. So they do not follow the activity as well. When the teacher turn on the lap top and click the firefox (internet application) and browsing homepage of writing fun, students follow what researcher doings. Students excited of writing fun application. While they correct the pretest with writing fun tips of descriptive, they enjoy learn writing using writing fun. It able sees that the class little crowded in correcting and focus to the display of writing fun.

- Saturday, 20th August 2011

  This time students create a descriptive text based on writing fun tips. Before they create it, students follow the steps of using writing fun in browsing the internet. The atmosphere of class is so quiet. Everybody watch their screen and browse by themselves with researcher's guidance. After that, they create

their writing fun. The result of learning that day is descriptive text about idol. What student adore to something.

- Friday, 9th September 2011

The focus learning on that day is expanding writing fun. Students have to write the story that they have done read. Students excited to create their story. Now students invited to do their writing in pairs. One computer for two students, so the time will enough for student creates in one time. Researcher observe one by one of the students, often the students ask something about writing fun but it's not major difficulty. They explore their idea itself so researcher just observe and check what they done in their writing class.

- Saturday, 10th September 2011

Post test done in this date, student have to create by themselves in poetry form of descriptive. The poetry descripts their feeling and admire of colour. The colours represent their feeling and attitude on their life. Students so excited to create their poetry. They ask how to browse the picture as graphic of their writing. So students finally able create their writing by themselves. The enjoy the class because of many teacher give lesson just sit down on the desk in the classroom. But lasting time, they learn English using internet which make them more able to using internet and increase their English lesson in multimedia learning.

Niatin Fida Rahayu

Appendix 7. The Sample of the Students' Pretest

My Classroom

My Classroom is 8A. My Classroom is between Class 9A and Class 7A. It has big class. My classroom has green wall, two fan, 32 desk, a techer desk, 2 clock. In front of class there is white board. On the white board there are two Patriot picture. On the wall there are 4 lamp and LCD. In the left behind there are many broom. I Love My Class ♥

Words account ± 75 word

Main Ideas : good
Coherent : good
Vocab : average
grammar : average
punct. : average

Nama : Allyza Nanda Purwari
Class : 8A
Abs : 04

Appendix 8. The Sample of the Students' First Writing Using Writing Fun

Writing Fun by Jenny Eather

• Click in the boxes to type.

Description – text organizer

Title: My Idola :Princess Widikidiw" VIERRA

By: Allyza Nanda Purwari

Introduction • general statement about the subject

Pricess Widikidiw. is My favorit Idola .

Details
• statements describing all the characteristics
• may include history or background or why the subject is special

Princess Widikidiw is tall (172cm) and thin (48kg).

She has straight hair and black hair. She has a tatto in left hand.

She is little bit boyish, She has full name is WIDY SOEDIRO NICHLANY.

She has a boyfriend, his name is BINTANG. She has famous name is PRINCESS WIDIKIDIW.

She has a Band The name is VIERRA. She has good style.

She is very - very Beautifull.

Conclusion • statement to sum up main features (optional)

I LOVE PRINCESS WIDIKIDIW

Appendix 9. The Sample of the Students' Second writing Using Writing Fun

Writing Fun by Jenny Eather

• Click in the boxes to type.

Description – text organizer

Title: Hewan Merayap

By: Sonya Rosida and Sangapta Damarjati P.

Introduction • general statement about the subject

Our group read the story of Hewan Merayap. This book is by Sarah Khan. We had to describe this book.

Details • statements describing all the characteristics
• may include history or background or why the subject is special

This book covered in tip and colourfull book.

The book of Hewan Merayap is story of insecta, this story about kind of insects. There are spiders, flies, snails, bees, caterpillars, butterflies, ants, ladybirds and fireflies.

the spiders make a net with a liquid from his body, this net for catch a flies, the flies and other insects will wrap with this net.

The snails like a life in wet place. it produce liquid to help it walk.

The bees move their wings quickly that make noise.

the caterpillar actually is a baby from butterfly. the shape is different. the caterpillar grow until being a butterfly.

The ants life with big group that called colony. they cooperate to search a food.

Conclusion • statement to

This book tell about insecta animals.

From Writing Fun at www.writingfun.com ©

Appendix 10. The Sample of the Students' post test

• Click in the boxes to type.

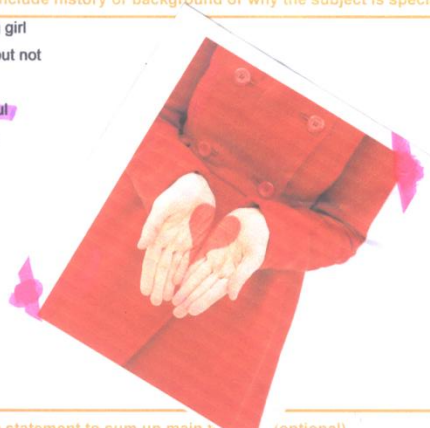## Description – text organizer

Title: Red

By: Elma Perdani Agustin

Introduction • general statement about the subject

Red is rose

Red is charming

Red is cheerful

Details • statements describing all the characteristics
• may include history or background or why the subject is special

Red make me as charming girl

Red look like naughty girl but not

because red is sensual

Red make a girl so beautiful

Red taste like a strawberry

Conclusion • statement to sum up main t... (optional)

Red..... i really like

Red is woman