

**USING PORTFOLIO ASSESSMENT TO IMPROVE THE WRITING
SKILLS OF GRADE VIII D STUDENTS OF SMP NEGERI 2 PIYUNGAN
IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* Degree in English Language Education**



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A Thesis

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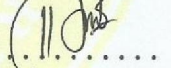
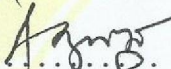

A THESIS

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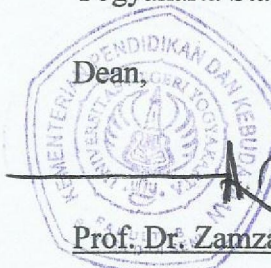

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Yogyakarta, Agustus 2014

Penulis,



Ardina Shofiyah

DEDICATIONS

I lovingly dedicate this thesis to:

- *My beloved mother “Siti Khabibah” and father “H. Ali Rahman”*

Thank you for your endless love, prayer, care, and support.

- *My beloved brother “Muhammad Shobru Zaman” and sister “Alfa Suluki”*

Thank you for your motivation.

MOTTOS

“And seek help in patience and prayer”

(Al- Baqarah 2:45)

*“All our dreams can come true if we have the courage to
pursue them”*

(Walt Disney)

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I hope that this thesis would be useful for the readers. However, I realise that this thesis is far from being perfect, so any criticism, ideas, and suggestions for the improvement of thesis are greatly appreciated.

Yogyakarta, August 2014

The writer

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**By:
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ABSTRACT

The objective of this research was to improve the writing skills of Grade VIII D students of SMP Negeri 2 Piyungan in the academic year of 2013/2014 through portfolio assessment.

This study was action research that was conducted in two cycles. There were four meetings in the first cycle and five meetings in the second one. The subjects of the research were 27 students of VIII D of SMP Negeri 2 Piyungan. The data were qualitative and quantitative. The qualitative data were in the form of vignettes, interview transcripts, and photos, and the quantitative data were the students' writing scores. The qualitative data were obtained from the observations and interviews with the English teacher, the collaborator, and the students. Meanwhile, the quantitative data were obtained by conducting a pre-test before the action and collecting the students' writing in every cycle. This research implemented five criteria of validity, namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Besides, to enhance the trustworthiness of the data, the researcher used triangulation, namely time triangulation, investigator triangulation, and theoretical triangulation. The actions implemented in this research were providing writing tasks to practice writing in the classroom and applying portfolio assessment, providing materials and activities that were not taken from LKS and applying games.

The results of this research show that the use of portfolio assessment was proven to be able to improve the students' writing skills in five aspects of writing, namely content, organisation, vocabulary, language use, and mechanics. The feedback given to the students made them know their errors. Furthermore, the students had opportunities to revise their writing. They also could review their writing that made them write better. Moreover, by comparing the means of each writing aspect scores from pre-test to Cycle 2, the researcher found that all of the means of each aspect scores increased. The students' mean value gain from pre-test to Cycle 1 is 2.39 for the content, 2.72 for the organisation, 5.97 for the language use, and 0.5 for the mechanics. Meanwhile, the students' mean value gain from Cycle 1 to Cycle 2 is 2.2 for the content, 1.13 for the organisation, 1.13 for the vocabulary, 1.63 for the language use, and 0.91 for the mechanics. In addition, portfolio assessment could arouse the students' self-confidence, interest, and motivation.

CHAPTER I INTRODUCTION

A. Background of the Research

English, as a foreign language in Indonesia, has four skills, namely listening, speaking, reading, and writing. All of them have to be mastered by the students based on the School-Based Curriculum 2006. Writing can be considered as the most difficult skill since there are many aspects in writing such as punctuation, spelling, and grammar. The students have to pay attention to those aspects to produce good writing. It makes writing not as easy as it is assumed.

There are several reasons why students have to master writing skills. First, writing is one of the most important means of communication. It is very beneficial for the students. Students, who want to enroll at an international school or a college, have to acquire good writing skills since it is used in any subject of study. In this era, writing is needed in almost all aspects of human activities such as education and business. People need to write in almost all their activities for example emailing, writing a job application, writing a business proposal or report. The next reason is that writing can help people to express their feelings when they cannot express their feelings verbally. Writing can be used as a tool for them to express their ideas such as writing short stories, novels, and other forms of writing products. Another reason is that writing can generate ideas. Sometimes, people get new ideas when they are writing.

However, based on the observation in Grade VIII D of SMP Negeri 2 Piyungan, the interview with the teacher and the students, and the pre-test, the

researcher found that the students' writing skills were still low. The students were confused about how to begin their writing. They had difficulties in exploring ideas so their writing often lacked details. Moreover, when they wrote a sentence in English, most of them were confused about the vocabulary to use. Most of them always directly translated word by word of the Indonesian words into English by looking at the dictionary. After they found the meanings in English, they simply wrote whatever they found in the dictionary without considering the word usage and form of the text. Therefore, the grammatical structure was often incorrect. It happened because they said that they had difficulties in differentiating the kinds of tenses and how to apply them appropriately. In addition, they also had difficulties in organising their ideas into good writing. Moreover, they often wrote capital letters in the middle of words. It could be concluded that their writing skills especially in the aspect of content, organisation, vocabulary, language use, and mechanics were low.

The students' low writing skills could be caused by many factors such as the teacher, students, writing assessment, and other aspects. Based on the interview with the teacher and the students, the researcher found that the teacher used to ask the students to do writing tasks at home. Therefore, they did not practise writing optimally in the classroom. Moreover, the writing assessment did not run well. Assessment is an ongoing process which is a part of the teaching and learning process (Brown, 2004). In other words, it is the part of writing process. However, based on the observation and the interviews, it could be seen that the teacher gave writing tasks that were oriented to the product only. She rarely gave

corrections to the students' writing which was crucial in the process of writing and writing assessment. She usually only gave marks on the students' writing. It made the students not know their errors and influenced their writing skills. In addition, the students mostly overlooked and ignored the teacher's feedback on their writing. After the teacher returned their work, they glanced at the feedback and then put their writing in their bags and rarely took it for a second look. It was because the writing assessment was oriented to the product only, so she did not give further instructions to the students such as asking to revise and to resubmit the writing. Therefore, the teacher and the students could not see the students' progress in writing.

Considering the importance of writing skills for language learners, the researcher thought that there should be some efforts to be done in order to improve the students' writing skills. She intended to conduct action research as a follow up to those problems. By conducting the research, she intended to improve the students' writing skills through portfolio assessment. Portfolio assessment can be used as a tool to improve the students' writing because, according to Brown (2004), it is one of alternative assessments that is oriented to the process as well as the product and facilitates revision processes. It means that there will be regular feedback given to the students' writing until the students write the final draft. By learning the feedback given in every draft, they are expected not to write the same errors in their next writing. As a collection of the students' work, portfolio assessment can also capture the students learning progress. Moreover, the students can review their own writing over time so that they can reflect on their own

learning. Since the work can be studied comprehensively, they can make improvement on the writing skills.

B. Identification of the Problems

The researcher conducted a preliminary observation, interviews with the English teacher and the students about the teaching and learning process in Grade VIII D of SMP Negeri 2 Piyungan, and a pre-test to identify the problems related to factors that influenced the students' writing competence. Based on the observation, interview, and pre-test, she concluded that there were some problems that influenced the low competence of the students' writing skills. Those problems were related to the students, teacher, teaching and learning materials and activities, media, and writing assessment.

The first problem was related to the students. They had difficulties in writing. They were confused about what they should write. They had difficulties in generating ideas so their writing often lacked supporting details. Moreover, they were confused in organising sentences into a good paragraph. Because of having difficulties in generating and organising ideas, the teacher said that many of the students often copied other students' writing. In addition, they often made errors of sentence structure, vocabulary, and mechanics. They said that they were still confused about the English grammar. They were confused about changing the verbs from present forms into past forms. It was also shown in their writing that contained incorrect grammar. Moreover, when they translated Indonesian sentences into English, they always looked at the dictionary and wrote whatever

they found without considering the context. Therefore, the sentence structure was incorrect. Furthermore, they often made errors of word choices since they lacked vocabulary. Moreover, the mechanics of the students' writing contained many errors of capitalisation. For example, they often wrote capital letters in the middle of words. They also made errors of punctuation and spelling.

The second problem was related to the teacher. Based on the observation and the interview, the researcher found that she always asked the students to do writing tasks at home. It made them not practice writing optimally in the classroom. Moreover, by finishing their writing at home, it meant that the teacher could not see the process of writing.

The third problem was related to the materials and the activities in the teaching and learning process of writing. The materials and activities were only taken from *LKS (Lembar Kerja Siswa)*. The teacher always asked the students to do the exercises in the LKS. Therefore, most of the activities during the teaching and learning process were doing some tasks in the LKS. It made the students bored and less motivated in the teaching and learning process of writing. For example, some of them were sleepy and talked to their tablemates during the teaching and learning process. In this case, they talked about something which was not related to the teaching and learning materials. Moreover, when she asked them to do some tasks, most of them did not directly do the tasks. They kept talking to their tablemates. It made other students lose their concentration. It happened because their conversation influenced other students to join to the

conversation. In addition, many of them did not listen to other students who were sharing their ideas.

The fourth problem was related to the media used in the teaching and learning process. The teacher did not use any interesting media when teaching writing such as power point presentations, pictures, videos, and other media.

The last problem was related to writing assessment. The writing assessment did not run well. The teacher always gave the students writing assessment that was product-oriented only. She simply asked them to write at home. After they finished their work, she collected the students' writing and then gave marks. The students said that she rarely gave corrections to their writing. Usually, there were only marks on it. It made them not know their errors. It also made them rarely respond to the teacher's feedback. They glanced at the feedback and then put their paper in their bags without offering them for a second look. It was because the teacher did not give any instruction about what the students should do after they got the feedback. Considering they were Junior High School students, it meant that their writing was considered as responsive writing. Responsive writing needs multiple drafting processes before it becomes a final product (Brown, 2004). On the contrary, the teacher did not give them chances to revise or edit their writing.

Considering the problems identified above, the researcher assumed that it was necessary to find a proper solution to the problems so that the students' writing skills could be improved.

C. Delimitation of the Problems

Conducting research covering many things presented earlier would be hard and took a long time. Therefore, it would not be feasible for the researcher. She focused on improving the students' writing skills. She proposed the portfolio assessment as a solution since it could improve the students' writing skills.

According to Hyland (2003), portfolio assessment refers to the practice of writing courses where the students write their writing, revise, and resubmit it after getting feedback from the teacher. It means that the portfolio assessment is a process-oriented assessment. Moreover, through the teacher's feedback, the students will know their errors, so that it is expected that they will not do the same errors in the next drafts. Portfolio is one of the most popular alternative assessments which is considered as a collection of students' work. It means that it can be used to monitor students' learning progress. Moreover, the students can see their own progress in writing and review their writing over time. In addition, they can do self-reflection to their own learning. Therefore, if it is implemented in the teaching and learning process of writing, it can improve the students' writing skills.

D. Formulation of the Problem

Based on the identification and delimitation of the problems above, the formulation of the problem was formulated as follows: how can portfolio assessment be used to improve the writing skills of Grade VIII D students of SMP Negeri 2 Piyungan?

E. Objectives of the Research

The objective of this research is to improve the writing skills of Grade VIII D students of SMP Negeri 2 Piyungan by using the portfolio assessment.

F. Significance of the Research

The findings of the research can be beneficial to some parties practically and theoretically.

1. Practically

- a. For the English teachers, this research can be useful information about the use of portfolio assessment to improve the students' writing skills. The teachers can see the progress of the students' achievement in writing.
- b. For the students, through the use of portfolio assessment, they are facilitated to practice writing more. They can also see their own progress in writing. Moreover, by doing self-reflection, they can reflect their own learning in writing.
- c. For the researcher, the research can enrich her knowledge of educational research. In addition, it gives her experience in doing the research and working with others.
- d. For the collaborator, the research can give the collaborator useful experience and knowledge of how to conduct educational research.

2. Theoretically

- a. The findings of the research can be used as a reference for next researches that are similar to this topic.

CHAPTER II LITERATURE REVIEW

A. Theoretical Description

1. Writing

a. The Nature of Writing

Writing is a gradual improvement process which means that when students write their first draft they have already known what they are going to write in their paper (Oshima and Hogue, 1997). After finishing their written work, they have to read it over time to evaluate and improve their writing. Thus, Oshima and Hogue (1997) define writing as a process that has several steps such as prewriting, planning, writing and revising drafts, and writing the final copy. Related to The Center for Teaching International Relation of University of Denver (1990) writing is an active process that involves students' feelings, observations, and personal experiences. This process can help students reinforce other skills especially reading since almost all good writers are good readers. Moreover, Hamadouche (2010) defines writing as an activity to produce written language that is going to be read. This activity is not simply arranging language using symbols but it has to apply appropriate words to convey them into sentences.

Lounis (2009) adds that writing is the most essential skill that has to be mastered by English as Second Language (ESL) or English as Foreign Language (EFL) learners. Besides, Sierra (2012) argues that writing skill can help learners express their feeling, thought, and experiences in written forms. Writing can also help learners develop independent, fluent, and creative writers. Lounis (2009)

says that to be good writers the students have to do a lot of practices and follow effective formal teaching and learning. For that reason, the students have to be provided with a lot of practices in order to fulfil their need as language learners.

However, as mentioned in the background of the problems, Grenville (2001) describes writing as a process which is not as simple as it is assumed. It is because students often feel confused about how to begin their writing and how to organise their sentences to be an interesting writing. Richard and Renandya (2002) add that writing is the most difficult skill among others. What makes it difficult is not only generating and organizing ideas but also transcribing those ideas into an interesting writing.

In summary, writing is a process which can help students express their feelings, ideas, and even personal experiences. Writing is also a good tool that can help students reinforce the other skills. Compared to other skills, writing is defined as the most difficult skills. To be a good writer, a student has to do a lot of practices. Therefore, the teacher has to help them by providing enough practices in and out of the classroom.

b. The Micro- and Macro-Skills of Writing

According to Brown (2004), there are micro- and macro-skills of writing that can be used to define an appropriate kind of assessment to assess students' writing. The micro-skills of writing are more appropriate to be applied to imitative and intensive types of writing task. Besides, the macro-skills of writing are needed

to master responsive and extensive writing. Those micro- and macro-skills of writing are presented below:

Micro-skills of writing:

- 1) producing graphemes and orthographic English pattern,
- 2) producing writing in an efficient speed,
- 3) using appropriate words and word order patterns,
- 4) applying grammatical systems, patterns, and rules correctly,
- 5) using different grammatical forms to convey a certain meaning,
- 6) applying cohesive devices in written discourse.

Macro-skills of writing:

- 1) applying the organisational forms, styles, and conventions of written discourse,
- 2) achieving the communicative function of written texts based on the form and purpose,
- 3) connecting events appropriately and conveying main idea, supporting idea, new information, given information, generalization, and exemplification,
- 4) understanding the differences between literal and implied meaning when writing,
- 5) conveying specific references in the written text context appropriately,
- 6) using and developing a large number of writing strategies.

c. The Process of Writing

Oshima and Hogue (1997) mention that there are four steps in the process of writing. They are prewriting, planning, writing and revising drafts, and writing the final copy. Prewriting helps writers generate their ideas. There are some activities in prewriting such as choosing and narrowing a topic and brainstorming. After doing this stage, the next stage is planning or outlining the writing. In this stage, the writers organise and outline their ideas that are generated when brainstorming. In writing and revising drafts stage, the writers have to write and revise several drafts until they produce the final product of their writing. Oshima and Hogue state that there is no writing that is perfect in the first draft. When a writer writes a draft, he has to refine and improve his writing. The last stage of writing process is writing the final copy. After the writers are satisfied with the revision stages, they have to write the final product of their writing.

Similar to them, Harmer (2004) says that in the writing process there are four main stages to create good writing. They are planning, drafting, editing, and final version. In the planning stage, the writers think what they are going to write. In this stage, they decide the purpose of their writing, the audience, and how they organise the facts that will be included in their writing. Then, they write the first draft of their writing. They can be going to write several drafts until they come to the final draft. The next step of writing process is editing. When editing the writing, the writers can ask other readers to review and give comment or suggestion to their writing. After doing this stage, the writers have to produce the final version of their writing as the last stage of writing process.

Furthermore, Spivey (2006) argues that in learning to write there are seven steps in the writing process. The first step is prewriting. The students can use charts and story webs to help them generate ideas. In this step, they decide the kind of writing, the audience, and the purpose of their writing. Then, they start to make the rough draft as the next step of the writing process. They put their ideas on the paper without fully paying attention to the other aspect of writing such as punctuation, grammar, and other writing aspects. The third step is peer editing. The students ask other writers to share their first draft to give suggestion to improve their writing. After that, they revise their writing by using their friends' suggestions from the previous step. This is called revision step. In this step, the teacher gives feedback to the writing. The fifth step is editing. The students together with their teacher correct all of the mistakes in spelling and grammar. After doing this step, the students have to write the final draft of their writing with all of the corrections made in the editing stage. The students discuss the draft with the teacher to get the last suggestions to improve their writing. After that, the students come to the last step that is publishing. They share their writing to the other students or send their work to local magazine or newspaper.

From those explanations about the writing process, the researcher draws a conclusion that there are several steps in writing. In prewriting stage, the students brainstorm for getting ideas. The second stage is while-writing. While-writing is a process where the students write the first, second, and other drafts of their writing and revise those drafts until producing good writing. The last stage is finishing. The students have to write the final product of their writing in this stage. After

copying the final draft, they can send their writing to the school magazines or other local publications.

d. Types of Classroom Writing Performance

According to Brown (2004), there are four kinds of writing performance. They are imitative, intensive, responsive, and extensive writing.

- 1) Imitative writing is considered as the basic stage of writing performance. In this stage, the students have to achieve basic knowledge of writing such as letters, words, punctuation, spelling systems, and very simple sentences. Form is the main focus in this stage, while meaning and context are secondary attention.
- 2) Intensive writing is often called controlled writing. This stage is almost similar to the previous stage. Meaning and context are considered to produce appropriate sentences.
- 3) Responsive writing is a stage where the students are required to perform their ability to connect sentences into a paragraph and to convey two or more paragraphs by using logical order. They can write various genres of writing in this stage such as lab reports, narratives, descriptions, summaries, and other text types.
- 4) Extensive writing describes the highest achievement in writing. When the students arrive at this stage, it means that they are able to write long writing such as long essays, papers, project reports, and other kinds of long writing products.

2. Teaching Writing

a. Teaching Writing in Junior High Schools

Based on the School-Based Curriculum 2006 for Junior High School proposed by Badan Standar Nasional Pendidikan (2006), one of the scopes of English language teaching and learning as a foreign language in Indonesia is that the students are required to understand and produce various short functional texts, monologues, and essays in the form of procedure, descriptive, recount, narrative, and report texts. In relation to the current curriculum, the Standard of Competences and the Basic Competences for Grade VIII students of Junior High School are presented below.

Table 1: **Standard of Competences and Basic Competences for Grade VIII Students of Junior High School**

Standard of Competences	Basic Competences
6. Expressing meaning in functional written texts and simple short essays in the genres of descriptive and recount in order to interact with the surroundings.	6.1 Expressing meaning in functional written texts and short essays using various written language accurately, fluently and appropriately in order to interact with the surroundings.
	6.2 Expressing meaning and rhetorical steps in simple short essays using various written language accurately, fluently and appropriately in order to interact with the surroundings in the genres of descriptive and recount.
12. Expressing meaning in functional written texts and simple short essays in the genres of recount and narrative in order to interact with the surroundings.	12.1 Expressing meaning in functional written texts and short essays using various written language accurately, fluently and appropriately in order to interact with the surroundings.
	12.2 Expressing meaning and rhetorical steps in simple short essays using various written language

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Standard of Competences	Basic Competences
	accurately, fluently, and appropriately in order to interact with the surroundings in the genres of recount and narrative.

By looking at the Standard of Competences and the Basic Competences, the materials for grade eight of junior high school students are short functional texts and short essays in the form of descriptive, recount, and narrative. It means that Grade VIII students of junior high school are required to perform the responsive writing in the classroom.

b. Approaches in Teaching Writing

According to Richard and Renandya (2002), there are two approaches in teaching writing. They are process approach and genre-based approach. Seow (in Richard and Renandya, 2002) says that when a teacher uses process approach in teaching writing, it means that he has to focus on stages in writing process such as planning, drafting, revising, and editing. Besides, Reppen (in Richard and Renandya, 2002) mentions that genre-based approach provides a lot of information related to different genres in written language. It gives the students opportunities to learn various purposes of writing and deal with different ways of writing information. Lounis (2009) has one more approach in teaching writing besides these two approaches that is product-oriented approach. Lounis states that this is an approach which does not allow a teacher to be a facilitator in the writing

process. The role of a teacher is only as a corrector of the final product of writing. Therefore, this approach only focuses on the product of students' work as an indication of students' achievement.

c. The Role of Teachers in Teaching Writing

In teaching writing, there are roles of teachers which can help students produce good writing. In the classroom the teacher has to be a responder to the students' writing (Brown, 2001). Brown says that, as a facilitator, a teacher has to give guidance to the students while they are writing but they cannot force the students to follow their thoughts to be applied on their writing. In addition to this idea, Harmer (2004) says that there are five tasks that the teacher has to do before, during, and after students writing. They are presented below:

a) Demonstrating

The teacher has to be able to demonstrate the language features such as various genre constraints and writing conventions so the students are aware of these when they are starting to write.

b) Motivating and provoking

Students are often lost of words. The teacher's job is helping them generate idea before writing. The teacher has to create fun situation to motivate the students to write. They can provide different tasks as an introduction to writing such as rearranging jumbled paragraph, finishing uncompleted paragraph, and other tasks.

c) Supporting

During the writing process, the students usually find difficulties. The teacher has to support and help them by being available in the class and being prepared to help them solve their problems.

d) Responding

After the students finish with their work, the teacher turns to respond to their work. When responding to the students' writing, the teacher can give suggestion to improve their work. However, it is noticed that the suggestion given is as part of the writing process rather than the evaluation procedure.

e) Evaluating

Evaluating is a teacher's task which is done at the end of writing process. The teachers evaluate the students' writing. It is done to see the learning achievement and grade the students' work as the result. By evaluating the students' work, the teachers can tell the students how they make progression in learning to write.

To sum up, the roles of a teacher in teaching writing are as a demonstrator, a motivator, a supporter, a responder, and an evaluator. The teacher has to place themselves to help the students be successful in the learning process.

3. Assessment in Writing

a. The Nature of Assessment

According to the Centre for Advancement of Learning and Teaching of University of Tasmania (2011), assessment is an essential part of language

teaching and learning. It can be said that it is a process of making judgment related to the students' achievements in their learning in a particular period. This process includes devising assessment tasks, writing the rubric, judging the students' achievement based on those tasks, giving feedback to the students, and deciding grades. Brown (2004) adds that assessment is an ongoing process that includes various aspects within. He mentions that there are two types of assessments. They are formal and informal assessment. Formal assessment is a planned and designed procedure that is used to see students' achievement in their learning. On the other hand, informal assessment is a spontaneous feedback to the students such as unplanned comments and suggestions. Richard and Renandya (2002) state that kinds of authentic assessments, such as portfolio, journal, and project work are increasingly popular in language teaching and learning. These kinds of assessment provide opportunities for students to evaluate their own learning and give more useful information to the teacher to improve the teaching plans.

In other words, assessment is a tool to appraisal students' achievement in language learning that can be useful information for the students and the teacher. The students can see the result of their learning so they can evaluate and control their own learning. The teacher can use the assessment to improve the teaching process.

b. Types of Writing Assessment

In language teaching and learning, particularly writing, to examine the students' achievement in what they have learned, the teacher can use various traditional types of assessment and can use the alternative ones. Traditional assessment is a kind of assessments which the students require to select a possible answer(s) from several choices or answer to several written questions. According to Brown (2004), the characteristics of traditional assessment focus on the correct answer and product. On the other hand, Brown states that alternative assessment focuses on the process as well as the product. Alternatives assessment is a kind of assessment that requires students to show what they can do (Macías in Richard and Renandya, 2002). Thus, this assessment requires students to perform, produce, or do something (Brown, 2004). Richard and Renandya (2002) add that various alternative assessments are increasingly used in ESL (English as Second Language) classroom because they allow students to be more involved in their learning and give more opportunities to them to control their own learning.

Being more detailed, Dikli (2013) mentions that there are several kinds of traditional assessments that are commonly used in the classroom. They are multiple choices tests, true-false tests, essays, and short-answer tests. Brown (2004) clarifies that portfolios, journals, observations, self-assessments, and peer-assessments are kinds of alternative assessments.

In conclusion, there are two kinds of writing assessment, namely traditional and alternative assessment. Traditional assessment focuses on the product of writing. Besides, alternative assessment focuses on the process as well

as the product of writing. There are several kinds of traditional assessment. They are multiple choices tests, true-false tests, essays, and short-answer tests. Meanwhile, the kinds of alternative assessment are portfolio, journals, observations, self-assessment, and peer-assessment.

c. Scoring Method for Responsive Writing

As mentioned earlier, the type of writing performance in junior high school is responsive writing. It means that the students have to perform various types of genres such as descriptive, recount, narrative, procedures, report, and various short functional texts. After the students finish writing the final draft of the text, the teacher has to score the student's work to know the ability of the students in writing. There are three types of scoring method for responsive writing. They are holistic, primary trait, and analytical scoring (Brown, 2004).

According to Weigle (2002), holistic scoring is used to judge the students' writing by assigning a single score after reading the overall text. In other word, the teachers score the students' writing based on their personal assumption as a reader about a text. It means that this scoring cannot diagnose the students' ability in writing because the teacher cannot rate the aspects of writing such as content, organisation, vocabulary, language use, and mechanics.

Primary trait scoring can be used to know "how well students can write within a narrowly define range of discourse" (Weigle, 2002:110). It means that this scoring assesses writing based on its function (Brown, 2004). Lloyd-Jones in Brown (2004) states that primary trait scoring almost does not evaluate the

organisation, supporting details, grammatical features, and other aspects in writing.

Weigle (2002) says that analytical scoring is used to assess the students' writing based on the aspects of writing such as content, organisation, vocabulary, language use, and mechanics. The advantage of using this type of scoring is that it is more useful to diagnose the students' writing ability than holistic scoring. Therefore, the researcher adapted this scoring method in the research. One of the most popular analytical scoring rubrics is made by Jacob *et al.* in Weigle, (2002:115).

Table 2: **Scoring Rubric**

Aspect of Writing	Score	Category	Criteria
Content	30-27	Excellent to very good	knowledgeable; substantive; through development of thesis; and relevant to assigned topic
	26-22	Good to average	some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail
	21-17	Fair to poor	limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor	does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
Organisation	20-18	Excellent to very good	fluent expression; ideas clearly stated/supported; succinct; well-organised; logical sequencing; cohesive
	17-14	Good to average	somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to poor	non-fluent; ideas confused or disconnected; lacks logical sequencing and development

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Aspect of Writing	Score	Category	Criteria
	9-7	Very poor	does not communicate; no organisation; or not enough to evaluate
Vocabulary	20-18	Excellent to very good	sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average	adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor	limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor	essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good	effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average	effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor	major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	Very poor	virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good	demonstrate mastery of conventions; few errors of spelling, punctuation, capitalisation, paragraphing

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Aspect of Writing	Score	Category	Criteria
	4	Good to average	occasional errors of spelling, punctuation, capitalisation, paragraphing but meaning not obscured
	3	Fair to poor	frequent errors of spelling, punctuation, capitalisation, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor	no mastery of conventions; dominated by errors of spelling, punctuation, capitalisation, paragraphing; handwriting illegible; or not enough to evaluate

In short, there are three kinds of method to assess responsive writing, namely holistic, primary trait, and analytical scoring. In this study the researcher used the analytical scoring system proposed by Jacob *et al.*

4. Portfolio Assessment

a. The Nature of Portfolio Assessment

Portfolios are various samples of writing that are written over time which can represent the students' development and ability in a certain context (Hyland, 2003). Stecher in Evers and Walberg (2004) supports that "portfolio is a collection of student work that reflects the skills that the student has mastered in a particular subject domain". Meanwhile, related to Moya and O'Malley (1994), a portfolio is considered as a collection of a student's work, knowledge, and self-judgment. Besides, portfolio assessment is a procedure that is used to plan, collect, and analyze those data that are contained in the portfolio. Hyland (2003) adds that portfolio assessment refers to the practice of writing courses where the

students write their writing by using some useful information sources as references, revise and resubmit it after getting feedback from the teacher and peers.

In addition to the portfolio definitions, a portfolio can be defined as a collection of student's work in a certain theme. The function is to record the achievement of the students in learning (Damiani, 2004; Genesee and Upshur in Brown, 2004). Moreover, Damiani says that portfolio can show the strengths of the students. It can consist of drafts, reflections, diaries, teachers' and peers' feedback, and the final draft (Hyland, 2003).

In summary, a portfolio is a collection of student's work that can be used to assess the student's achievement in a certain area of learning.

b. The Advantages of Portfolio Assessment

There are many experts that describe the advantages of portfolio assessment. Moya and O'Malley (1994) say that portfolio assessment is an alternative assessment that can be used to see the strengths and weaknesses of the students. Moreover, Öztürk and Çeçen (2007) state that portfolio provides the real information about the students' learning development because it keeps records of the students' knowledge and skills. Besides, the students can also get the advantages of using portfolio assessment. They can observe their own progress in learning and know their strength and weaknesses because it focuses on multidrafting, feedback, and revision (Hyland, 2003). Moreover, Stecher in Evers and Walberg (2004) says that portfolios can encourage the students to do self-

reflection and self-evaluation. By reviewing their own work, they can be more self-aware and will have better understanding of what they have learned.

Being more detail, Brown (2004) mentions some advantages of portfolio assessment.

- 1) It can promote the students' intrinsic motivation, responsibility, and ownership.
- 2) It can increase the interaction between the students and the teacher.
- 3) It can prepare for learning and celebrate the uniqueness of the students individually.
- 4) It offers the real information of the students' work.
- 5) It helps critical thinking, self-assessment, and revision process.
- 6) It gives opportunities for the students to work with their peers.
- 7) It can allow assessment of multiple dimensions of language learning.

In conclusion, portfolio assessment has many advantages for language learning. For the students, it can promote their intrinsic motivation since they get regular feedback from the teacher and they will get opportunities to revise their writing. In addition, the students will get benefit by doing self-reflection and self-assessment. It allows them to find what they can do and what they cannot do in their learning. They can also be more self-aware and will have better understanding of what they have learned by reviewing their work. Moreover, portfolio can help the teacher see the students' progress of their learning and identify the strengths and weaknesses of the students.

c. The Implementation of Portfolio Assessment in Teaching Writing

In using portfolios as a tool for assessing students' learning development, there are several steps that have to be done by the teacher. Birgin and Baki (2007) propose three steps in developing portfolio assessment. These include determining (1) the purpose of the portfolio, (2) the evidence including in portfolio, and (3) the assessment criteria. The first step in developing portfolio is determining the purpose of the portfolio. It is the most important step of portfolio preparation. The purpose of portfolio will affect the process of creating the portfolio. It also will affect the evidence that should be in it. After considering the purpose of portfolio, the next step is determining the evidence that should be collected, who will collect the evidence, how often it will be collected, and how it will be assessed. The last step is determining the criteria of each item in portfolio. It is very crucial to determine the assessment criteria. It allows the students to maximise their works. In other words, they will attempt to have a high quality work. Therefore, a rubric should be used in order to determine the criteria.

In line with the steps above, Brown (2004) proposes more steps in preparing portfolio assessment. The steps are presented below.

1) Deciding the purpose of the portfolio

The teacher should determine what purpose that is expected to be achieved in the portfolio. The purpose in the portfolio must be related to an integrated goal of the school curriculum.

2) Considering the evidence including in the portfolio

After deciding the objectives, the teacher has to tell the students what items that will be included in the portfolio. The teacher can give the students a sample of a portfolio from a previous student to make them clear about the content of the portfolio.

3) Communicating the assessment criteria

Brown considers that this part is the most important and the most complex aspect of portfolio development. The teacher has to integrate both self-assessment and teacher assessment so the students can get more advantages.

4) Determining the time for portfolio development

The teacher has to ensure that the students have ample time to complete the materials and reflect on them.

5) Determining regular schedules to review and conferencing

There should be periodic schedules for the students and the teacher to review the materials in the portfolio. The teacher has to provide time with the students for discussing the students' progress in their learning personally.

6) Deciding a place to keep the portfolio

It is inconvenient for the students if they are asked to bring the portfolio at home. It will be easier for both the students and the teacher to keep the portfolio in a place in the reading room or the school library.

7) Giving positive washback and final assessment

Wolcott in Brown (2004) states that the teacher is recommended to give holistic scoring to a portfolio containing written work that has been completed.

In short, when a teacher considers using portfolio assessment to capture and assess the students' learning, they have to do several steps. To begin with the steps, the teacher have to specify the goal of the portfolio. The purpose of the portfolio must be in line with an integrated goal of the school curriculum. The second step is that they must consider the content of the portfolio. Then, they have to decide the assessment criteria and tell the students about the criteria. The next step is that the teacher determines schedule for reviewing. It is to discuss the students' progress with the students personally. After that, the teacher has to think carefully where the students' portfolios will be kept. Finally, after the students complete their portfolio, the teacher has to score their work.

d. The Characteristics of Portfolio

Portfolio is not just simply an activity of collecting students' woks in a period of time. Hamp- Lyons and Condon as cited in Weigle (2002:199) explain that there are several characteristics of portfolios as follow:

- 1) A portfolio is a collection of written works, rather than a single writing sample.
- 2) It enables the writer to display a range of writing performances, in different genres and for different audiences and purposes.
- 3) A portfolio possesses context richness insofar as it reflects closely the learning situation and demonstrates what the writer has accomplished within that context.
- 4) An important characteristic of most portfolio programs is delayed evaluation, giving students both the opportunity and the motivation to revise written products before a final evaluation is given.
- 5) Portfolios generally involve selection of the pieces to be included in the portfolio, usually by the student with some guidance from the instructor.
- 6) Delayed evaluation and selection offer opportunities for students-centered control, in that students can select which pieces best fulfil the

established evaluation criteria and can revise them before putting them into their portfolios.

- 7) A portfolio usually involves reflection and self-assessment, in that students must reflect on their work in deciding how to arrange the portfolio, and are frequently asked to write a reflective essay about their development as writers and how the pieces in the portfolio represent that development.
- 8) Portfolios can provide a means for measuring growth along specific parameters, such as linguistic accuracy or the ability to organise and develop an argument.
- 9) Portfolios provide a means for measuring development over time in ways that neither the teacher nor the student may have anticipated.

Hamp-Lyons and Condon state that from those characteristics, the most important aspects of portfolio are collection, reflection, and selection. Nunan (2004), additionally, explains that the following items are some characteristics of using portfolios to assess students' learning.

- 1) The teacher and the students should work together in the assessment.
- 2) The portfolios should contain specific items.
- 3) The students' work included in the portfolios should show the progress of students' learning.
- 4) The students have to get a clear explanation about the content and assessment criteria at the beginning of using portfolios.

In summary, the characteristics of portfolio mentioned above are very beneficial to improve the students' writing skills. The students will get benefits if portfolio is implemented in teaching writing. Some of the benefits are that the students are given opportunities to revise their work before the final evaluation is given. Moreover, portfolio involves reflection and self-assessment which will be very useful for the students to evaluate their strengths and weaknesses.

B. Related Studies

Similar to the effort to improve the students' writing skills, there are many researchers conducting studies on portfolios. They found that the portfolios were considered as an effective authentic assessment in language teaching and learning as well as an effective way to improve writing skills.

Khodadady and Khodabakhshzade (2012) conducted a study at Tabaran University with 59 TEFL students as the participants. The study investigated the effect of portfolio and self-assessment on the students' writing autonomy as well as their writing ability. The students were divided into groups. They were experimental and control group. The findings indicated that there were significant differences between those two groups in writing ability as well as in writing autonomy. The study found that the portfolio and self-assessment did not only increase the students' autonomy in writing but also improve their writing ability.

In addition, Aydin (2010) conducted a research with 39 pre-service teachers studying English Language Teaching at Balikesir University to investigate the contribution of portfolio keeping in English as Foreign Language (EFL) writing. The portfolio keeping process consisted of three steps. First, the pre-service teachers created their first drafts. Then, they received and gave peer feedback. After that, they wrote their second drafts. After receiving oral feedback from the instructor, they wrote their final drafts. Finally, the portfolios were completed with cover letters, tables of contents, entries, dates, drafts, reflections, and revision plans. The result of the study shows that the portfolio keeping

improved vocabulary, grammar, reading skills, organisation of the paragraphs, punctuation and capitalisation of the participants.

Furthermore, Sabrina (2012) conducted action research with the purpose of improving the students' writing skills by using portfolio assessment. The research was conducted in two months with 31 students of Grade VIII of SMP N 14 Yogyakarta as the sample. The result was that the portfolio assessment can improve the five writing aspects of the students such as content, organisation, vocabulary, language use, and mechanics. In addition to this, the findings of the study showed that the students' motivation improved. It was because of the implementation of portfolio integrated the writing as a process not as a product. The students were given ample time to complete their writing perfectly. Being more detail, there were two other positive findings in the research. There were improvements in the interaction between the students and the teacher during the actions since the teacher spent much time with the students personally to discuss their progress in learning. Another finding was that the writing feedback also improved by maximising of self-reflection in the learning process and indirect feedback given by the teacher on the students' paper.

These research findings indicate that portfolio assessment has many advantages in language teaching and learning particularly in the field of writing. By using portfolio, the teacher can collect the students' written work to see the growth of students' learning. The teacher can maximise the interaction with the students personally to talk about their progress. Through the self-reflection and -assessment integrated in the portfolio assessment, the students can find it easier to

control their own learning and to see how far their progress in learning is. Being more beneficial, the students' writing skills can improve since they get feedback on their paper over and over while they are still working with their writing. Hence, the researcher, in conducting this research, believed that the portfolio assessment was the right way to improve the students' writing skills.

C. Conceptual Framework

Writing as one of the important skills in English has many benefits for the language learners. First, writing can be used as a tool to reinforce the other skills of English. Second, the students can express their feelings and thoughts freely without being distracted when they are writing. Another benefit is that writing is one of the indicators that determines their success in language learning because writing is one of the vital skills of English.

In the contrary, the writing skills of grade VIII D students of SMP Negeri 2 Piyungan were low. Based on the observations and the interviews, the researcher and the collaborator concluded that the main factor causing the problem was the writing assessment that did not run well. The teacher simply asked the students to write and it was done at home. After they submitted their work, she did not give correction to their writing. Usually, there were only marks on it. It made the students not know their errors. Moreover, the teacher did not give opportunities to them to revise their writing. Meanwhile, considering they were Junior High School students, it meant that their writing was considered as responsive writing. Responsive writing needs multiple drafting before it becomes

final product. Because of this problem, the students had difficulties in some aspects. First, they had difficulties in generating ideas. They did not know how to begin their writing and took a long time to generate ideas when they were dealing with the writing test. Next, they were confused how to organise their ideas into good writing. Moreover, they had difficulties in using appropriate sentence structure. They were confused about the tense that should be used in their writing. They also often made many errors of agreement, word order, and articles. Furthermore, their vocabulary mastery was relatively low. The researcher found that they often used inappropriate words in their writing. In addition, they often made errors of mechanics aspects. For example, they often made errors of spelling, punctuation, and capitalisation.

To overcome the problems found, the researcher thought that the portfolio assessment was an effective way so the students' writing skills can improve. It was because portfolio assessment has many advantages. First, it can promote the students' intrinsic motivation since they get regular feedback from the teacher and they will get opportunities to revise their writing. Next, it involves reflection and self-assessment in which the students will get benefit from that. It can make them know what they can do and what they cannot do in their learning. Moreover, they also can have better understanding of what they have learned by reviewing their work after getting feedback from the teacher. Therefore, it was expected that they will not repeat the same errors in their writing. In addition, the portfolio can help the teacher see the students' progress of their learning and identify the strengths and weaknesses of the students. By knowing those strengths and weaknesses, the

teacher can evaluate and improve the teaching and learning plans. Finally, this assessment can promote the students-teacher interaction since the teacher has to discuss the learning progress with the students.

CHAPTER III RESEARCH METHOD

A. Type of the Research

This study is action research since it is to improve the writing skills of grade VIII D students of SMP Negeri 2 Piyungan through the use of portfolio assessment. It tried to investigate the problems in the teaching and learning process of writing and tried to find the solutions to overcome those problems. Koshy (2005) states that action research is an investigation done with effort to improve the teaching and learning process. Besides, the outcome of the investigation will increase the professional development of the teachers as the practitioners of the research and improve the students' learning. The purpose of action research is to identify and to solve the problem(s) that occurs in the teaching and learning process by using certain way in order to get better process (Burns, 2010). For this reason, the researcher followed the principles of action research in order to improve the students' writing skills. The research used the Kemmis and McTaggart model as the basis for a problem solving which would be discussed later.

B. Setting of the Research

The research was conducted in SMP Negeri 2 Piyungan. It was located at Sitimilyo, Piyungan, Bantul. This school was selected for the research setting because based on the interview with the English teacher, it was known that there was no any research related to English teaching and learning in this school before.

The research was conducted in class VIII D of SMP Negeri 2 Piyungan. It was carried out from January 28th, 2014 to February 25th, 2014, in the second semester in the academic year of 2013/2014. The schedule of the research followed the school calendar and considered the schedule of the English lesson in the sample classroom.

C. Subject of the Research

The subject of the research was the Grade VIII D students of SMP Negeri 2 Piyungan in the academic year of 2013/2014. The participants of the research were 27 students of Grade VIII D. There were 12 male and 15 female students.

D. Object of the Research

The object of the research was the writing skills of grade VIII D students of SMP Negeri 2 Piyungan in the academic year of 2013/2014.

E. Data Collection

Types of the data of the research were qualitative and quantitative. The qualitative data were in the form of vignettes, interview transcripts, and photographs while the quantitative data were the students' writing scores.

The qualitative data were collected by doing observation in the teaching-learning process and in the pre-test and interviews with the English teacher, collaborator, and students. The observation was done before and during the implementation of the actions to gain information about the problems that

occurred in the writing teaching and learning process and data about the effect of the actions. In addition, the researcher also conducted interviews with the English teacher, collaborator, and students before, during, and after the implementation of the actions. It is done to know their points of view regarding the problems that occurred in the writing teaching and learning process and the effect of the actions. Moreover, the collaborator took some pictures that were used to support the reliability of the research. Taking pictures was done during the observation and the interviews. On the other hand, the quantitative data were gained by conducting a pre-test before the actions and collecting the students' writing during the actions.

To obtain all of the data above, the researcher used some instruments such as observation sheets, interview guidelines, writing tasks, portfolio folders, a recorder, and a camera.

1. Observation sheets

Observation sheets were used in this research to record information whether the plans were carried out well or not. These sheets contain information about the teaching and learning process during the research. The researcher asked the collaborator to put a tick on each statement that represents the teaching and learning process in the classroom. Then, these observation sheets were analysed to be vignettes.

2. Interview guidelines

Interview guidelines contained some questions that were asked to the English teacher, collaborator, and students in the interview sessions. Those sessions were done before, during, and after the actions.

3. Writing tasks

The researcher provided some writing tasks to measure the students' writing skills. Through facilitating the tasks, the researcher collected the students' writing scores. Those scores were compared to see the effect of the actions in improving the students' writing skills.

4. Portfolio folders

These folders were used to keep the students' writing. The researcher gave a portfolio folder to each student. After the students finished doing their tasks, they had to put those tasks in the portfolio folder.

5. A recorder

A recorder was used to record the conversation between the researcher and the interviewers. By using a recorder, the researcher found it easier in doing the interview and writing the interview transcripts.

6. A camera

A camera was used to capture some pictures in the teaching and learning process. Those pictures would strengthen the evidence that the researcher exactly did in the research.

After collecting all of the data, the researcher analysed them. In analysing the qualitative data, she followed the steps from Miles and Huberman (Koshy,

2005). The first step was data reduction. The researcher selected and organised the data. After that, she displayed the data. It was done to make the data accessible so that she could understand what was happening. The last, the researcher drew conclusions and verification. In addition, she asked the collaborator to share their ideas and opinions to avoid subjectivity in analysing the data.

On the other hand, the students' writing which was collected from the pre-test and during the actions was scored based on the analytical scoring rubric from Jacob *et al.* It meant that the students' writing was scored on five aspects. They were content, organisation, vocabulary, language use, and mechanics. There were two raters that scored the students' writing. They were the researcher and the collaborator. By doing this, the reliability of the research was achieved. After getting the scores, the researcher inputted them into Ms. Excel program. It was done to find out the mean scores of each writing aspect. After that, the mean scores of each writing aspect from the pre-test were compared with the scores from the students' writing collected during the actions. By doing so, the researcher knew whether the actions implemented to improve the students' writing skills had good effect or not.

F. Validity and Reliability of the Data

To get the validity of the data, Anderson *et al.* (1994) in Burns (1999) argues that there are five criteria of validity. They are democratic, outcome,

process, catalytic, and dialogic validity. The research used those five criteria of validity.

1. Democratic validity

This validity is used to make sure that the research is done collaboratively. The researcher fulfilled this validity by asking the English teacher, collaborator, and students as the participants of the research to share their opinions, ideas, and suggestions about the actions implemented to improve the next actions.

2. Outcome validity

Outcome validity is related to the outcome of the research. The researcher, together with the collaborator, analysed the outcome of the research to get this validity. By analysing the outcome, they knew whether the actions implemented were successful or not.

3. Process validity

Process validity means that the process of implementation of the actions can be trusted. To get this validity, the researcher did observation and took notes all of what happened in the teaching and learning process. In addition, the researched asked the collaborator to do the same and asked the students to give their perspective to avoid bias interpretations.

4. Catalytic validity

This validity is related to the changes of the researcher, teacher, and the students after the implementation of the actions. To fulfil this validity and to know the changes of the teacher and the students, the researcher interviewed them regarding the implementation of the actions.

5. Dialogic validity

Dialogic validity means that the researcher discusses or has dialogue with the collaborator or the teacher to review the actions before and after the implementation of the actions. This validity was obtained by having discussion with the collaborator to improve the actions that were implemented. Moreover, the researcher, after she was done with the research, asked the teacher and the collaborator to review the findings.

Furthermore, by giving genuine data such as interview transcripts, vignettes, students' writing score, and photos, the reliability of the data was gained. Besides, to enhance the trustworthiness of the data, the researcher used triangulation. The research applied time, investigator, and theoretical triangulations. The data of the research was collected over period of time. It meant that the researcher used the time triangulation. The investigator triangulation was applied by asking someone from the same education background with the researcher to be a collaborator in the research. The collaborator was asked to observe the students. Then, the researcher and the collaborator compared the notes, the result of the observation, to avoid bias interpretation. The last, the researcher used the theoretical triangulation by using some perspectives in the research to gain the data. However, this research did not use the space triangulation since it took place only in one place so it did not fulfil the space triangulation.

G. Procedure of the Research

The procedure of the research adapted the ideas of action research by Kemmis and McTaggart. They are presented below.

1. Determining the Thematic Concern – Reconnaissance

The researcher did reconnaissance stage by doing observation in the teaching and learning process of writing, interviews with the English teacher and the students, and conducted a pre-test. It was done to identify the field problems and the cause of those problems. After doing observation, interviews, and a pre-test, she formulated the problems regarding the students' writing skills.

2. Planning

In this step, the researcher planned some actions to solve the problems related to the students' writing skills that were identified in the previous step. She worked together with the English teacher and the collaborator in planning the actions.

3. Acting and Observing the Actions

The researcher implemented the actions that had been planned in the previous stage. The actions were done in two cycles. The first cycle was done in four meetings while the last was done in five meetings. During the actions, the collaborator observed the process of implementation of the actions to identify the strengths and weaknesses that occurred. Moreover, she also observed the effect of the actions and took pictures of the teaching and learning processes. In addition, the researcher interviewed the students to know their opinions about the actions.

4. Reflection

After implementing the actions, both the researcher and the collaborator analysed the data from the observation, interview, and students' writing. It was done to know whether the implementation was successful or not. The successful actions were reused in the next cycle. However, the weaknesses of the actions were revised and reapplied in the next cycle.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

1. Identification of the Field Problems

The researcher started the research by conducting an observation in the teaching and learning process of writing, interviewing the English teacher and the students of Grade VIII D in SMP Negeri 2 Piyungan, and conducting a pre-test. Those stages were done to obtain information about the problems of the teaching and learning process of writing. The observation was done on September 5th 2013 when the researcher did her *PPL (Praktik Pengalaman Lapangan)* program in SMP Negeri 2 Piyungan. Before observing the teaching and learning process of Grade VIII D, the researcher and the teacher had discussion about the problems of the English teaching and learning process in this school. The teacher said that from the four skills in English namely listening, speaking, reading, and writing, the one that needed to be improved very much was writing. After doing the observation, the researcher wrote a vignette explaining the teaching and learning process of writing. The vignette is presented below:

VIGNETTE 2

Date : September 5th, 2013

Time : 08.20-10.00

The researcher came to the class with the teacher at 08.20. When the researcher came into the class, the students said “yes yes yes” because they thought that she would teach them. The researcher, then, had a sit at the back of the classroom.

The teacher greeted the students and checked the attendance list. All of the students attended the class. There were 27 students in this class. There were 12 male and 15 female students. Before she started the lesson, she asked them to take dictionaries in the teacher office. She asked about the homework to the students and then discussed it together. The students were asked to do some tasks

provided in the LKS as the homework. She asked the students randomly to share their answers.

After the discussion finished, the teacher reviewed about descriptive text that had learned in the previous meeting. The teacher remembered the students about descriptive text “*Masih ingat teks deskriptif yang dipelajari kemarin?*” The students said “*Masih*”. The teacher gave clue about what they would learn in this meeting. “*Kalau kemarin kita sudah belajar reading teks deskriptif, hari ini kita akan belajar menulisnya.*” Then, the teacher asked the function of descriptive text to them and the students still remembered about it. “*Masih ingat fungsi teks deskriptif kemarin?*” “*Mendeskripsikan bunga,*” almost all students answered. “*Ya, fungsi deskriptif teks ialah untuk mendeskripsikan something. Something itu bisa bunga, hewan, manusia dan lain-lain.*” The teacher clarified.

The teacher then explained more about descriptive text. She also explained about the tense and the generic structure used in descriptive text. **When explaining, there were some students who chatted with their friends.** After giving the explanation, she asked them to read an example of descriptive text in the book and wrote the difficult words that they might found in the text. After that, she read the text aloud and asked the students to repeat after her. Then, the teacher translated the text into *Bahasa Indonesia* orally. After translating the text, the students had a short break.

After a short break, the teacher continued the lesson. She asked some questions to the students related to the text orally. The students answered the questions well. After checking the students’ comprehension, she showed some examples of the use of present tense in the text. Then, she asked the students whether there was any question or not. Because there was no question, she asked them to do some tasks in the book. **After the teacher asked them to do the task, they did not directly do the task. Many of them still chatted with their friend.** After finishing the tasks, the teacher and the students discussed the tasks together. The teacher asked some students to share their answer randomly. **Many of the students did not listen to their friends who were answering.** After the discussion, the teacher asked the students to write a descriptive text in a piece of paper individually based on some pictures provided in their handbooks. Because the time was up, **the teacher said that the task was for homework** and the next meeting it had to be submitted.

After conducting the observation, the researcher interviewed the English teacher and the students to know the problems in the teaching and learning process of writing from their points of view. Unfortunately, she did not record the process of interview so she reinterviewed them on January 16th and 25th, 2014. Moreover, on January 28th, 2014, she conducted a pre-test. The pre-test was

conducted to observe the process when the students wrote their writing and to know the students' writing ability before the actions of the research. The following vignette was gained from the pre-test.

VIGNETTE 4

Date : Tuesday, January 28th, 2014

Time : 07:00-08:20

Pre-test

The researcher and the collaborator arrived at school at 06:45 and met the teacher. When the bell rang, the researcher and the collaborator entered the class. The researcher greeted the students, led a prayer, and then introduced herself and her collaborator. Then, she explained about the pre-test to the students. She also explained that she was going to conduct research in this class. She distributed the worksheet to each student. **When the students did the pre-test, many of them were confused about what they had to write although they had already guided by picture series provided for them. They were confused in organising ideas. Therefore, some of the students tended to copy other students' writing. Then, the researcher asked them to do the pre-test by themselves. Moreover, they were confused about the vocabulary and the tense that should be used although they had already used a dictionary. Many of them also made errors of spelling, capitalisation, and punctuation. Therefore, the researcher found many errors of mechanics in the students' writing.** When the time was up, the researcher asked all of the students to submit the answer sheets. Then, she ended the class.

After that, the researcher and the collaborator met the teacher at the office to tell her that they had finished with the pre-test. Then, they went home.

From the observation, the interview, and the pre-test the researcher found some problems as follows:

Table 3: **Field Problems in the Teaching and Learning Process of Grade VIII D of SMP Negeri 2 Piyungan**

No.	Problems	Sources			Codes
		O	I	P	
1.	The teacher did not use any interesting media to teach the students.	√	√		M
2.	Most of the materials and the activities were only taken from LKS.	√	√		MA
3.	Some students were sleepy when the teaching and learning process was going on.	√			S

(Continued)

(Continued)

No.	Problems	Sources			Codes
		O	I	P	
4.	Some students talked to their friends when the teaching and learning process was going on.	√			S
5.	When the teacher asked the students to do some tasks, the students did not directly do the tasks.	√			S
6.	Some of the students did not listen to the other students who were sharing their ideas.	√			S
7.	The teacher always asked the students to do writing tasks at home.		√		T
8.	The teacher only focused on the product of writing.		√		A
9.	The teacher rarely gave correction to the students' writing.		√		A
10.	There were only marks on the students' writing.		√		A
11.	The teacher did not give any chance to the students to revise their writing.		√		A
12.	Most of the students made errors of spelling.			√	S
13.	Most of the students made errors of punctuation.			√	S
14.	Most of the students made errors of capitalisation.			√	S
15.	The students made many errors of tense.		√	√	S
16.	The students made many errors of agreement.			√	S
17.	The students made many errors related to articles			√	S
18.	Most of the students were confused about how to begin their writing.			√	S
19.	Some of the students copied other students' writing.		√	√	S
20.	Most of the students made errors of word choices.			√	S
21.	Most of the students had difficulties in using appropriate vocabulary.		√	√	S
22.	Most of the students' writing lacked details.			√	S
23.	Most of the students had difficulties in organising sentences into a good paragraph.			√	S

Explanation:

A: Assessment

S: Students

I: Interview

MA: Materials & Activities

T: Teacher

P: Pre-test

M: Media

O: Observation

From the list of the problems in Table 3, the researcher and the collaborator determined the problems that were feasible to solve. The problems are presented in Table 4.

Table 4: **Field Problems that were Feasible to Solve**

No.	Categories	Problems	Indicators
1.	Students' writing skills	a. Content The students had difficulties in generating ideas.	The students were confused about how to begin their writing although they had picture series as the guidance. Moreover, the students' writing lacked details.
		b. Organisation The students had difficulties in organising ideas.	The students had difficulties in organising sentences into a good paragraph.
		c. Vocabulary The students lacked vocabulary.	The students made errors of word choices since they had difficulties in using appropriate vocabulary. For example: <ul style="list-style-type: none"> I <u>made</u> a letter. It should be 'I wrote a letter'.
		d. Language Use The students had difficulties in English grammar.	The students made many errors of tense, agreement, word order, and articles. For example: <ul style="list-style-type: none"> I <u>go</u> to the movie. It should be 'I went to the movie' because it was a recount text.
		e. Mechanics The students had many errors of the mechanic aspect.	The students made many errors of spelling, punctuation, and capitalisation. For example: <ul style="list-style-type: none"> At 19.00 o'clock, I <u>studyed</u>. It should be 'At 10.00 o'clock, I studied.'

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No.	Category	Problems	Indicators
2.	Materials and activities	The materials and the activities were less various.	Most of the materials and the activities were only taken from LKS. During the teaching and learning process, most of the activities were doing some tasks in the LKS. It made the students bored and less motivated in the teaching and learning process of writing.
3.	Assessment	The writing assessment did not run well.	The teacher only focused on the product of writing. She always asked the students to do writing task at home. She also rarely gave correction to the students' writing. Usually, there were only marks on the students' writing. Moreover, the teacher did not give any chance to the students to revise their writing.

2. Determining Actions to Overcome the Problems

To overcome the problems that were feasible to be solved, the researcher and the collaborator planned some actions which were considered effective to solve them. They are presented below.

Table 5: **Solutions to the Problems**

No.	Problems	Actions	Expected Results
1.	The students' writing skills were low.	Providing writing tasks to practice writing in the classroom and applying portfolio assessment.	By implementing this action, the researcher expected that the students would: (1) practice writing more in the classroom, (2) get regular feedback,
2.	The assessment did not run well.		

(Continued)

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No.	Problems	Actions	Expected Results
			(3) know their errors, (4) not repeat the same errors, (5) have opportunities to revise their writing, (6) get improvement on writing skills.
3.	The materials and the activities were less various.	Providing materials and activities that were not taken from LKS.	By implementing this action, the researcher expected that the students would be interested and motivated in the teaching and learning process.

B. The Implementation of Cycle 1

1. Planning

To overcome the selected problems, the researcher and collaborator planned some efforts. The focus of the efforts was to improve the students' writing skills through portfolio assessment. The results of the discussions were listed below.

a. Providing writing tasks to practice writing in the classroom and applying portfolio assessment

There would be writing tasks provided for the students to practice writing in the classroom. Since the topic was 'unforgettable holiday', the students would be asked to write their own experiences about their last holiday. In addition, the researcher and the collaborator decided to use coloured worksheet in order to

motivate and interest the students when they were writing. The following was the picture of coloured worksheets that would be used.

The task had to be done in the classroom so the students could practice writing more in the classroom. Moreover, the researcher who would act as the teacher could monitor the students. In addition, she could give guidance to the students when they were writing. The guidance would be in the form of guided questions. The researcher would ask some questions related to the topic to help them generate and organise ideas. This effort would be implemented in ICOT (Independent Construction of the Text) stage which would be implemented in the second, third, and fourth meetings of Cycle 1. In addition, the students' writing would be assessed by using portfolio.

Portfolio assessment would be applied in every cycle of the research since it was the main effort to improve the students' writing. It was used to assess the students' writing. Before implementing portfolio assessment, the researcher determined the following procedure.

- 1) Deciding a clear purpose

The use of portfolio aimed at assessing the students' writing. It was implemented to see whether the students were able to write a recount text by using various written language features accurately, fluently, and appropriately. Moreover, it was the effort to improve the students' writing skills.

2) Considering the content of the portfolio

In the beginning of the research, the researcher would tell the students about the content of the portfolio. Each student had to prepare a portfolio containing a collection of their drafts which were the first, second, and final drafts related to the given topic, the students' self-reflection in following the teaching-learning process and writing their drafts, and also the students' self-assessment. The researcher would guide the students in completing their portfolio. First, they had to write the first draft in the second meeting of the research. After that, they had to fill in the self-reflection sheets. Then, they had to put their first draft and self-reflection sheet in their folder. Second, in the third meeting of the research, they had to write the second draft of their writing based on the feedback given on their first draft. After that, they had to fill in the self-reflection sheet. Then, they had to put their work and self-reflection sheet in their folder. At last, in the fourth meeting of Cycle 1, the researcher would ask the students to write their final draft based on the feedback given on their draft. After writing their final draft, they had to reflect their learning by filling in the self-reflection sheet. Moreover, they had to reflect their learning after implementing portfolio assessment by filling in the self-assessment sheet. Then, they had to submit their portfolio to the researcher.

3) Deciding the assessment criteria

The students' first, second, and final drafts would be given direct feedback. It was used to help the students understand what their errors were. Moreover,

the students' final draft would be scored by using Jacob's scoring system. It would be scored based on five aspects namely content, organisation, vocabulary, language use, and mechanics.

4) Determining the schedule for reviewing

The researcher and the collaborator decided to hold reviewing sessions after the students got feedback in their first and second draft. In other words, the sessions would be held in the third and fourth meeting of Cycle 1. Those were held in order to give feedback directly, to discuss the students' difficulties in writing the draft, to discuss the progress, and to help the students reflect on their learning.

5) Deciding where the students' portfolios should be kept

The researcher, the collaborator, and the English teacher decided that the researcher would keep the portfolios. The researcher would ask the students to collect their portfolios at the end of each meeting. It was to anticipate that the portfolios would be lost if the students kept the portfolios or left in the classroom.

6) Giving scores on students' final writing

The researcher and the collaborator would score the students' final draft. As stated earlier, the students' final draft would be scored by using Jacob's scoring system. They would be scored based on five aspects namely content, organisation, vocabulary, language use, and mechanics.

Furthermore, before implementing portfolio assessment, the researcher and the collaborator prepared several instruments such as portfolio folders, self-

reflection sheets, self-assessment sheets, and scoring rubric. The portfolio folders would be distributed to each student. The self-reflection sheets would be distributed to each student after they wrote their first, second, and final draft. Those would be useful for the students to reflect on their learning. Moreover, the self-assessment sheets would be distributed to each student after they wrote their final draft. Those would be useful for the students to assess themselves. Meanwhile, the scoring rubric would be used to assess the students' final draft.

b. Providing materials and activities that were not taken from LKS

The researcher and collaborator enriched the materials and the activities by providing the students with materials and tasks that were not taken from LKS. Those were taken from other resources such as the Internet and electronic books. The materials and the tasks would be in the form of a piece of paper. Since the text type that should be taught was a recount text, the materials consisted of the input text which was an example of a recount text. The topic of this cycle was 'unforgettable holiday' so the input text was about someone's holiday. The materials would be distributed in MOT (Modelling of the Text) stage which would be implemented in the first meeting of Cycle 1. Related to the activities, the researcher and the collaborator prepared some activities. The first activity was completing a text by changing the words in the brackets into past forms. In the second activity, the students would be asked to rearrange jumbled paragraphs into a good recount text and identify the generic structure of the text. Both activities would be distributed to each student in JCOT (Joint Construction of the text) stage which would be implemented in the second meeting of Cycle 1. By

providing the activities, the researcher expected that the students would get more understanding about the materials. By enriching the materials and the activities, she also expected that the students would not get bored with the materials and the activities during the teaching and learning process.

After implementing all of the efforts mentioned above, the researcher expected that the students would:

- 1) be interested and motivated in the teaching and learning process
- 2) practice writing more in the classroom
- 3) get regular feedback
- 4) know their errors
- 5) not repeat the same errors
- 6) have opportunities to revise their writing
- 7) get improvement on writing skills

2. Acting and Observing the Action

The actions of this cycle were done in four meetings. Those were on January 29th, February 1st, 4th, and 5th, 2014. As the researcher mentioned before, the focus of the effort was to improve the students' writing skills through portfolio assessment. During the teaching and learning process, the researcher was acting as the teacher and the collaborator was sitting at the back of the classroom. The collaborator would observe the process of the implementation of the planned actions by filling in the provided observation checklists, taking notes, and taking

pictures. It was done to know whether the actions were implemented well or not. The further explanations were elaborated below.

a. Providing writing tasks to practice writing in the classroom and applying portfolio assessment

The researcher provided writing tasks for the students which were included in ICOT stage. By providing the tasks, she expected that the students would practice writing in the classroom that was monitored by her who acted as the teacher. The tasks asked the students to write their own experience about their ‘unforgettable holiday’. Those were implemented in the second, third, and fourth meetings in Cycle 1 which were held on February 1st, 4th, and 5th 2014. As mentioned earlier, the researcher and collaborator used coloured worksheet to make the students more motivated and interested when writing. The students’ writing was assessed by using portfolio assessment.

In the second meeting of Cycle 1, after the students did the activities in JCOT stage, the researcher distributed a folder to each student. In the folder, there was a task that asked the students to write their own experience about their ‘unforgettable holiday’ individually. When writing, most of the students were confused about what they should write. Therefore, some of them seemed to copy other students’ ideas. The following part of vignette reveals it.

...Then, she asked them to write a draft about their own experience about unforgettable holiday individually. The researcher and the collaborator observed them. **Almost all students were confused what they had to write. They felt difficult in generating ideas. There were some students who would copy other students’ works...** (Vignette 6, February 1st, 2014)

Finding such a situation, the researcher asked them to do the task by themselves and then guided them to write. She gave guided questions to the students to help them generate ideas. Moreover, the students seemed to have difficulties in organising their ideas. Therefore, the researcher helped them by giving some guided questions. After being given such guidance, the students seemed easier and more serious in writing their first draft. It is shown in the following part of vignette.

...The researcher asked them to do it by themselves. Then, the researcher guided them. She asked them to remember about their last holiday. *“Hayo, where did you go on the last holiday?”* *“Bali,”* they answered. Some students wrote their experience in Bali on their book first. **They found difficulties in organising their ideas. The researcher helped them by giving guidance to them.** *“Generic structure atau struktur organisasi dari recount text yang pertama apa?”* *“Orientation,”* they answered. *“Orientation isinya apa?”* *“When, who, where,”* almost the students answered. *“Jadi yang pertama harus ditulis dulu apa?”* The students did not answer, so the researcher gave the answer. *“Yang pertama harus ditulis itu, kapan kalian ke Bali, misalnya last week, atau yesterday, atau last month, atau last year, itu lho seperti yang dicontoh textnya, lalu beri keterangan dengan siapa kalian pergi, naik apa. Kalian bisa lihat contoh text yang sudah miss Dina kasih. Pahami?”* *“Pahami,”* the students answered. **After being given such guidance, the students, then, did their work seriously and seemed easier when writing...**(Vignette 6, February 1st, 2014)

Before the time finished, the researcher asked the students to fill in the self-reflection sheet. Then, she asked them to put their first draft and the self-reflection sheet in their folder and to submit it to the researcher.

In the third meeting of Cycle 1, the researcher planned not only to ask the students to write the second draft but also to have a reviewing session with them. First, she told the students that she had corrected their first draft. Then, she explained the most common errors that occurred in the students' writing. After that, she returned the students' portfolios. She asked them to open the folder and

took their draft. From here she asked them to review their first draft that had been given feedback by the researcher. After that, she asked them to write their second draft based on the feedback given. When the students were writing their second draft, the researcher came to each student to review their writing, to give feedback directly, to help them reflect on their learning, to discuss the progress, and to see whether they had difficulties in writing the draft or not.

In writing the second draft, some of the students still had difficulties in organising ideas, using past forms and using appropriate words. Some of them also still made errors of punctuation and capitalisation. The following part of vignette reveals the condition.

...When they were writing their second draft, **some of them still had difficulties in organising ideas.** They still needed guidance from the researcher. Although they had the example of the use of past tense in their writing, **they were still confused about past forms. They were still confused in choosing appropriate words although they had used the dictionary. Some of the students also still made errors of punctuation and capitalisation...** (Vignette 7, February 4th, 2014)

After the students wrote their second draft, they were asked to reflect on their learning by filling in the self-reflection sheet. Then, they had to put their work and the self-reflection sheet in their folder and submitted it to the researcher.

In the last meeting of Cycle 1, the researcher distributed the portfolio to its owner. As what had been done in the previous meeting, she asked the students to review their draft after getting feedback. Before she asked the students to write their final draft, she explained the most common errors appeared in their second draft. The feedback and the opportunity to revise given made the students more

serious and motivated than the previous meeting. The following part of vignette shows the evidence.

...The students seemed very easy when revising their writing. In this meeting, they were more serious and motivated than the previous one. It was because they got feedback, so they knew their errors and they had opportunity to revise their writing...(Vignette 8, February 5th, 2014)

When the students wrote their final draft, the researcher held reviewing session as what had been done in the previous meeting. After the students finished writing their final draft, the researcher asked them to fill in the self-reflection and self-assessment sheet. Then, she asked them to submit their portfolios.

b. Providing materials and activities that were not taken from LKS

This effort was implemented in the first and the second meeting of Cycle 1. It was done in MOT and JCOT stages that were held on January 29th and February 1st, 2014. As stated previously, the materials were the input text which was the example of recount text and the explanation about recount text. In the first meeting, the researcher distributed the input text to each student. After that, she asked them to read it. If they found difficult words, they had to find the meaning of those words in the dictionary. All of the students studied the text seriously. Then, she and the students discussed the text together. They discussed the generic structure and language feature of the text. During the teaching and learning process, all of the students were active and enthusiastic. All of them listened carefully to the researcher's explanation. There was no student who was sleepy during the teaching and learning process. The following part of vignette reveals it.

... After explaining all of them, the researcher gave each student an example of recount text. She asked the students to read the text and then found out the

difficult words for them. **All of the students read the text seriously.** After for about 10 minutes, she read the text aloud and asked the students to repeat after her. She asked about the difficult words that they might find in the text. The students found some difficult words such as 'pool', 'scenery', 'scary', 'hourseback', etc and they had found the meaning of those words by using the dictionary. After that, the researcher and the students discussed the text together. The researcher asked some questions related to the text to check the students' comprehension about the text. "*What is the text about?*" "*Holiday in Mount Bromo,*" almost all students answered. "*Siapa yang pergi ke gunung Bromo?*" She asked. Some students answered, "*I*", and some students answered, "*the writer, Miss.*" Then, the researcher asked other questions related to the text. The students answered well.

The researcher, then, explained the use of past tense in the text. "*Please, look at the first sentence of the text. Coba lihat pada kalimat pertama dari teks ini. There is an example of past form. Disitu, ada contoh penggunaan kata kerja bentuk kedua yaitu 'went'. Seperti yang sudah saya jelaskan tadi, kalau recount text menggunakan past tense. 'Went' adalah salah satu contoh bentuk kata kerja kedua. Apa kata kerja bentuk pertama dari 'went'?*" The students answered "*go*". "*Good. What is the meaning of 'go'?*" The students did not answer. Then, the researcher asked again by using Bahasa Indonesia. "*Apa artinya 'go'?*" "*Pergi,*" the students answered. After that, she asked the students to mention other past forms that were used in the text. Then, she asked the present forms and the meaning of those words. The students responded well, but they did not know almost all the present forms and the meaning of the past forms such as 'rode', 'took', 'was', 'were', and 'got'.

After explaining the use of past tense in the text, the researcher checked the students' understanding about the generic structure of recount text by asking them about the generic structure of the text. "*How about the generic structure of this text. Which part of this text that tells us about the orientation?*" the students kept silent, so the researcher repeated the question in Bahasa Indonesia. "*Mana orientation dari teks ini?*" "*Paragraf pertama,*" they answered. "*Bagian mana yang menjelaskan eventsnya?*" She asked. "*Paragraf dua,*" they answered. "*Lalu orientationnya yang mana?*" She asked. "*Paragraf terakhir,*" they answered. "*Good,*" She praised. Then, she asked the students whether there was any question or not. The students did not have any question about recount text. **During the teaching and learning process, all of the students listen to the researcher carefully. There was no student who was sleepy in the class. All of them were active and enthusiastic in the teaching and learning process...**(Vignette 5, January 29th, 2014)

In the second meeting, the researcher distributed the tasks that had been prepared. In the first activity, the students were required to complete an incomplete text by changing the words in the brackets into past forms in pairs. All

of the students looked enthusiastic when they got the task because it was new for them. They directly did the task. It is shown in the following part of vignette.

... She distributed the first task. The task was an incomplete text. **The students looked enthusiastic when getting the task since it was new version for them.** The students were asked to change V1 into V2. After explaining the task, she asked them to do it in pairs. **All of the students directly did the task after the researcher asked them to do it...** (Vignette 6, February 1st, 2014)

The students and the researcher discussed the first task together after the students finished it. During the discussion, most of the students were active and enthusiastic. However, some of them talked to each other. It was shown in the following part of vignette.

...She discussed the task together with the students. **Most of the students were active and enthusiastic doing the discussion. Some of them were talking to their friends...**(Vignette 6, February 1st, 2014)

After discussing the first activity, the researcher distributed the second activity. In the second activity, the students, in pairs, were asked to rearrange jumbled paragraphs and to identify the generic structure of the text. After the researcher explained the instruction, all of the students directly did the task. They did the task seriously. The following part of vignette gives the evidence.

...**All the students directly did the task** after the researcher explained the instruction. She walked around during the students did the task. **All of the students did the task seriously...** (Vignette 6, February 1st, 2014)

The part of the vignette above shows that the students were motivated in doing the task. After they finished the task, the researcher and the students discussed it together. During the discussion, most of the students were active and

enthusiastic. However, there were some students who kept talking to their friends. It can be seen in the following part of vignette.

...Then, the students and the researcher discussed the task together. **Most of the students were active and enthusiastic doing the discussion. Some students kept talking to their friends ...** (Vignette 6, February 1st, 2014)

3. Reflection

After implementing the actions in Cycle 1, the researcher had discussions with the collaborator about the implementation of the actions to make some reflections. It was done to fulfil the democratic validity and dialogic validity. During the discussion, they analysed the data gained from the observation, the interview, and the students' writing. The results of the reflections are presented below.

a. Providing writing tasks to practice writing in the classroom and applying portfolio assessment

The implementation of providing writing tasks to practice writing in the classroom helped the students get opportunities to practice writing more in the classroom. They could experience the process of writing. Moreover, the researcher, who acted as the teacher, could help the students when they were writing. She could give guidance to help them generate and organise ideas. Moreover, she could monitor the process of writing. Therefore, providing writing tasks for the students to practice writing in the classroom could minimise the possibility of copying other students' writing that might be done by the students. In addition, during the implementation of this effort, the researcher and the collaborator provided the students with the coloured worksheets in order to make

them more motivated when writing. This effort seemed successful to make them more motivated in writing process. The following part of the vignette reveals the truth.

...When the students opened the folder, they **looked interested in the worksheet since it was coloured and it was something new for them...** (Vignette 6, February 1st, 2014)

Moreover, the following part of interview transcript also supports the part of vignette above.

...

R	: “ <i>Oh iya Pam, kita kan provide kertas warna-warni sebagai worksheet buat siswa. Menurutmu itu ada efeknya enggak?</i> ” (“We provided coloured papers as the worksheet for the students, right? What do you think about that? Is there any effect?”)
C	: “ <i>Ada sih, tadi aku lihat mereka senang nulis pakai kertas warna-warni. Mereka kelihatan lebih semangat. Mmm.. lebih termotivasi kali ya.</i> ” (“Yes. I saw that they seemed happy to write by using coloured worksheet. They looked more enthusiastic. Mmm.. they probably more motivated.”)
R	: “ <i>Aku juga tadi lihatnya gitu sih.. Oke deh, makasih ya.</i> ” (“I saw the same fact.. Well, thank you.”)

...

(Interview transcript 7)

Moreover, based on the observation done in Cycle 1 done, the implementation of portfolio assessment that was used to assess students’ writing was successful to improve the students’ writing skills. By applying this alternative assessment, the researcher gave the students regular feedback. It made them know their errors and not repeat the same errors. In addition, they had opportunities to revise their writing that made them practice writing more. However, the students’ improvement was not significant since most of the students still had difficulties in

grammar, spelling, punctuation, and word choices. It can be seen from the following part of vignette.

...Based on the reviewing session, most of the students clarified that **they still had difficulties in grammar, spelling, punctuation, and word choice.** However, all of them declared that **they had improvement on those aspects. They said that their writing skills were better than before the research was conducted...** (Vignette 8, February 5th, 2014)

The following part of interview transcript between the researcher and the collaborator supports the evidence.

...

R	: “ <i>Kalau ngomongin perubahan atau improvement menurutmu udah ada improvement belum, Pam?</i> ” (“If we talk about the improvement, have they made any improvement, Pam?”)
C	: “ <i>Ya, dikit banget sih, soalnya juga eee.. mereka nulisnya juga baru sedikit, terus jadinya feedbacknya juga sedikit, ya.. mereka juga tahunya ya baru sedikit aja.</i> ” (“ Yes, they already made improvement but it was not significant. It is because eee.. they had not written much so they got a little feedback so it made the students know a little. ”)
R	: “ <i>Ohh, tapi kalau motivasinya siswa sendiri, menurutmu bagaimana?</i> ” (“Ohh, how about their motivation?”)
C	: “ <i>Kalau motivasinya siswa lebih termotivasi karena mereka udah tahu salahnya, jadinya udah ada feedbacknya, salahnya ini berarti ‘oh ini salah diganti ini jadinya ini,’ udah gitu tok.</i> ” (“ They were more motivated to write because they have known their errors. They got feedback so they knew what should be changed or revised. ”)

...

(Interview transcript 9)

...

R	: “ <i>Pam ini kan meeting terakhir ya di Cycle 1. Menurutmu sikap siswa bagaimana?</i> ” (“This was our last meeting in Cycle 1, Pam. What is your opinion about the students’ attitude?”)
C	: “ <i>Sikap siswa masih sama kaya sebelumnya sih, mereka juga udah tahu masalahnya terus bisa melanjutkan nulisnya gitu.</i> ” (“ The students’ attitude was the same as the previous meeting. They ”)

	had known their errors or weaknesses so they could continue their writing.”)
R	: “ <i>Terus eee.. Kalau ngomongin kemajuan berarti kemajuannya masih sama kaya kemaren ya?</i> ” (“Then eee.. if we talk about the improvement, it means that their improvement was the same as the previous meeting, wasn’t it?”)
C	: “ <i>Iya masih sedikit, masih sedikit banget.</i> ” (“ Yes. There is a slight improvement. ”)
R	: “ <i>Oh yaya.</i> ” (“Alright.”)
C	: “ <i>Itu juga brainstormingnya masih, pengembangan kalimatnya juga belum banyak.</i> ” (“ They still had difficulties in generating ideas. ”)
R	: “ <i>Masih lama ya, Pam?</i> ” (“ They took long time to generate ideas, didn’t they? ”)
C	: “ <i>Iya. Tapi mending dari pada waktu pre-test.</i> ” (“ Yes, right. However, it was better than when doing pre-test. ”)

...

(Interview transcript 11)

Moreover, the following interview transcripts between the researcher and the students reveal that applying portfolio assessment to assess the students’ writing could improve the students’ writing skills. It also affected the students’ motivation in writing. They became more motivated in writing since they knew their errors.

...

R	: “ <i>Ooh.. yayaya, terus kemampuan kalian dalam bahasa Inggris terutama dalam writing meningkat nggak? Misalnya grammarnya meningkat, pengetahuan tentang kapitalisasinya jadi bagus, penggunaan past tensenya jadi lebih paham, gitu.</i> ” (“Ooh.. Alright. Does portfolio assessment improve your writing skills? For example, your grammatical competence improved; you have better understanding about capitalisation, past tense, and so forth. ”)
S1	: “ <i>Oooh, yaa, menulisnya jadi agak bener dikit.</i> ” (“ Yes, it does. I can write a little better. ”)
R	: “ <i>Maksudnya yang apa?</i> ” (“What do you mean?”)
S1	: “ <i>Yaa kan kemaren-kemaren salahnya banyak banget, sekarang jadi agak bener sedikit.</i> ”

	("My writing had many mistakes and errors before implementing portfolio assessment. Now, I write a little better.")
S2	: <i>"Teruuus, penggunaan verb 2nya juga udah tahu.."</i> ("And then, I have more understanding about the use of verb 2.")
R	: <i>"Terus penggunaan huruf besar dan kecil udah paham belum?hahaha"</i> ("How about your understanding about capitalisation, do you have better understanding?")
S1&S2	: <i>"Hahaha, udaaah..."</i> ("Hahaha, yes I have.")

...

(Interview transcript 8)

...

R	: <i>"Iya, contohnya apa? Misalnya, lebih paham tentang penggunaan past tense, jadi bisa merangkai kalimat atau apa?"</i> ("What is the example(s)? For example, you have better understanding about the use past tense; you can organise sentences, and so soon.")
S	: <i>"Iya yang itu."</i> ("Yes, those are the improvements.")
R	: <i>"Terus kalau kapitalisasi, yang contohnya nulis huruf 'i' di tengah-tengah, udah berubah belum? Atau masih terbiasa nulis dengan 'i' besar?"</i> ("How about capitalisation? Do you still write 'i' in the middle of a sentence?")
S	: <i>"Udah nggak, Mbak."</i> ("No, I don't, Miss.")
R	: <i>"Lalu motivasimu buat nulis dalam bahasa Inggris jadi meningkat nggak?"</i> ("How about your motivation in writing, does it increase?")
S	: <i>"Ya lumayan."</i> ("A little better.")

...

(Interview transcript 10)

Furthermore, the following sample of student's drafts shows the evidence of the students' improvement.

Name : Novangyah Ik

Student Number : 13

Write your own experience about your "Unforgettable Holiday". After you finish your work, put it into your portfolio folder.

My Holiday In Bali

- Last week I and my school-mates went to Bali. ^{left} We went there by bus, I ^{the} get out from school at 08.00 a.m. I arrived at ~~the~~ Ketapang harbour at 0600 a.m. ^{we sailed} get to Bali at 01.00 a.m.
- The first place ^{that} we visited was ~~X~~ Tanah Lot. ^{After that,} we visited Tanjung Benoa, Pandawa, and Dreamland beach. ^{then} After ~~that~~ we went to hotel to ~~to~~ check in.

Figure 1: The Sample of the Student's First Draft

Name : Novangyah Ik

Student Number : 13

Revise your draft based on the feedback given on your paper. After you finish ☐ your work, put it into your portfolio folder.

My Holiday in Bali

Last week, my school-mates and I went to Bali.
We went there by bus. We left the school at 08.00 am.
We arrived at Ketapang harbour at 00.00 am. We arrived
~~to~~ ^{at} Bali at 04.00 am.

The first place that we visited was Tanah Lot.
After that, we visited Tanjung Benoa, Pandawa, and
Dreamland beach. Then, we went to hotel to check in.
In the morning, we went to president palace Tampak
Siring. ~~There~~ ^{there} we saw a big gate. ~~After that, we~~
through a friendship bridge. Then, we went to Sanur
beach. ~~after that we visited~~ ^{The next destination was} ~~Bagre sandia~~ ^{museum}. ~~Then~~ ^{Next,} we
went to Kuta beach. After to Kuta beach we went
back to hotel to ~~get~~ ^{take a} rest.

The next day, we went to

Figure 2: The Sample of the Student's Second Draft

Name : Novansyah I k

Student Number : 13

Write your final draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

My Holiday in Bali

Last week, my schoolmates and I went to Bali. We went there by bus. We left the school at 08.00 am. We arrived at Ketapang harbour at 00.00 am. We arrived at Bali at 09.00 am.

The first place that we visited was Tanah Lot. After that, we visited Tanjung Benoa, Pandawa, and Dreamland beach. Then, we went to hotel to check in.

In the morning, we went to president palace Tampak Siring. We saw a big gate there. After that, we ^{walked} through a "persahabatan" bridge. Then, we went to Sanur beach. The next destination was Bajra sandi museum. Next, we went to Kuta beach. Then, we went back to hotel to take a rest.

The next day, we went to saw Barong dance. Then, we went to Bedugul lake. ^{the} lake was very wide and very deep. After that, we went to Joger. We bought some T-shirts there. Then, we ^{went} back home to Yogyakarta.

Figure 3: The Sample of the Student's Final Draft

The fourth figure shows that the student's errors decreased. However, in terms of content aspect, it can be seen that the student's writing lacked details. The same result is shown in terms of organisation aspect. The student's writing was good enough but it had limited support and lacks logical sequencing and development. In terms of vocabulary aspect, his errors of word form and choice decreased. Moreover, in terms of language use, it can be seen that the student's errors such as errors of tense, word order, and articles also decreased. Then, in terms of mechanic aspect, it can be evaluated that he still made errors of spelling and punctuation. It can be concluded that his writing skills improved although it was not significant.

However, if the scores in the pre-test were compared to those in Cycle 1, there was significant improvement made by the students. The researcher compared the mean score of each aspect of the students' writing in the pre-test with that in Cycle 1. As what the researcher explained, the students' writing was scored by using Jacob's scoring system. The students' writing was scored based on five aspects namely content, organisation, vocabulary, language use, and mechanics. It was done to support the qualitative evidence that the students' writing skills had improved after implementing portfolio assessment in Cycle 1. The following table is the comparison between the mean score of each aspect of the students' writing in pre-test and that in Cycle 1.

Table 6: Comparison between Mean Score of Each Aspect of the Students' Writing in Pre-test and that in Cycle 1

Aspects	Pre-test	Cycle 1	Gain
Content	19.87	22.26	2.39
Organisation	13.74	16.46	2.72
Vocabulary	11.89	16.31	4.42
Language Use	13.57	19.54	5.97
Mechanics	3.59	4.09	0.5

From Table 6, it can be seen that all of the mean scores increase in Cycle 1. The mean score gain of each aspect was obtained by comparing the mean score of each aspect in the pre-test to that in Cycle 1. The mean score gain of each aspect is 2.39 for content, 2.72 for organisation, 4.42 for vocabulary, 5.97 for language use, and 0.5 for mechanics. It means that the students' writing skills in Cycle 1 improved after the implementation of the actions.

In conclusion, the implementation of portfolio assessment, which was the main effort in this research, successfully improved the students' writing skills.

b. Providing materials and activities that were not taken from LKS

After implementing this action, the researcher and the collaborator thought that this action was effective to make the students interested in the teaching and learning materials. Based on the observation done during the implementation, it could be seen that the students were more interested and motivated during the teaching and learning process. They were more enthusiastic when they got the materials and the activities. Moreover, they were more active and enthusiastic when discussing the activities compared to the result of the preliminary observation. In the preliminary observation, the researcher found that some of the students talked to their friends and were sleepy when the teaching and learning

process was going on. When the teacher asked the students to do some tasks in LKS, they did not directly do the tasks. Moreover, some of them also did not listen to other students who were sharing their ideas in the discussion session. Meanwhile, during the implementation of this effort, all of them listened to researcher's explanation. There was no student who was sleepy during the teaching and learning process. Furthermore, when the researcher asked them to do the activities, all of them directly did the activities. However, there were some students who kept talking to each other during the discussion. It meant that they did not listen to other students who were sharing their ideas.

In conclusion, this action was quite successful to make the students interested and motivated in the teaching and learning process. They were not bored during the teaching and learning process since there was something new for them. The following part of interview transcript gives the evidence.

...

R	: <i>"Maaf ya dek mengganggu sebentar, miss Dina mau tanya, dari kemarin kan kita belajarnya pakai lembaran-lembaran ya? Tadi juga latihannya pakai kertas yang miss Dina bikin sendiri. Sebelumnya kan seringnya pakai LKS, menurut adek gimana?"</i> (<i>"I am sorry to interrupt you. I want to ask you some questions. Since tomorrow, the materials and the tasks were presented in a piece of paper (s), right? It was different from the previous meeting before the research. What do you think about it?"</i>)
S1	: <i>"yaa, pie ya? (asking to her friend)"</i> (<i>"What do you think?"</i>)
R	: <i>"Maksudnya gini, sebelumnya kan pakai LKS terus, jadinya bikin bosan, nah kalau kaya kemarin sama tadi gimana?"</i> (<i>"I mean that before I conducted the research, you always used LKS, didn't you? Then, what do you think about the materials and the tasks that were presented in a piece of paper (s)?"</i>)
S2	: <i>"Ya jadi ada variasi baru, Mbak."</i> (<i>"Well, there is something new, Miss."</i>)
S1	: <i>"Iya, jadi enggak liat LKS terus. Jadi enggak bosan."</i>

<p>(“Yes, that’s right so we do not always use LKS. We were not bored.”)</p>

...

(Interview transcript 6)

Therefore, this effort would be implemented again in the next cycle. However, to make the students more motivated and interested in the teaching and learning process, the researcher and the collaborator decided to apply games in the next cycle. Moreover, many students asked the researcher to apply games in the next meeting. The following parts of interview transcripts reveal it.

...

R	: “ <i>Harapan buat pertemuan berikutnya apa?</i> ” (“What is your expectation(s) for the next meeting?”)
S2	: “ <i>Pakai game, Mbak.</i> ” (“Playing game, Miss.”)
S1	: “ <i>Iya..</i> ” (“I agree.”)

...

(Interview transcript 8)

...

R	: “ <i>Oh, ya ya ya. Ada saran ga buat pembelajaran berikutnya?</i> ” (“Alright. Is there any suggestion for next meeting?”)
S	: “ <i>Jangan begitu serius, pake game aja Mbak,hehehe.</i> ” (“Don’t be too serious. Applying game, Miss, hehehe.”)

...

(Interview transcript 10)

Based on the reflections above, the results that were expected after implementing all the efforts were achieved. Those were to make the students interested and motivated in the teaching and learning process, practice writing more in the classroom, get regular feedback, know their errors, not repeat the same errors, have opportunities to revise their writing, and get improvement in writing skills. However, there were some problems in the implementation of the

efforts. There were some students who were talking to each other during the discussion session. It disturbed other students who were concentrating on the activities. It made other students lose their concentration. Moreover, many of the students still made errors in terms of vocabulary, language use, and mechanics.

C. The Implementation of Cycle 2

1. Planning

After the researcher and the collaborator made some reflections related to the actions implemented in Cycle 1, they determined the actions that would be implemented in Cycle 2. Since they still focused on the same problems as in Cycle 1 and since the actions implemented in Cycle 1 were successful in solving those problems, they decided to apply the same actions as in Cycle 1. Moreover, they decided to implement some new actions with the hope that the teaching and learning process would be more interesting and motivating and the students' writing skills could significantly improve.

a. Providing writing tasks to practice writing in the classroom and applying portfolio assessment

This action was the same as in the previous cycle. The researcher would provide writing tasks for the students in ICOT stages. The students would be required to write their own 'experience in joining school activities' since it was the topic in this cycle. The researcher would also provide coloured worksheet for them in order to make them more motivated when writing since it was successfully motivating the students in the previous cycle. Moreover, the students' writing would be assessed by using portfolio assessment since it was the

main effort of the research. The procedure of the portfolio assessment was the same as that in the previous cycle. The difference was that the feedback that would be given was dominated by indirect feedback. It was used to make the students more aware of their errors. It was expected that they would not repeat the same errors. Moreover, it was implemented to see whether they made improvement or not. The researcher would give feedback to the students' writing in the form symbols. The symbols that would be used were 'v.t' for wrong word form, 'w.w' for wrong word choice/ word usage/spelling, and for missing word.

b. Providing materials and activities that were not taken from LKS and applying games

This action was the same as the previous action in Cycle 1. The materials and the activities would be presented in pieces of papers. The materials and the activities were not taken from the LKS. The difference was that the topic and the number of the activities. The topic of this cycle was 'experience in joining school activities'. Meanwhile, the researcher and the collaborator prepared four activities for the students. It was not only to check the students' understanding about the materials but also to help the students deepen their understanding about the materials. The first task would ask the students to complete a text in pairs. They were required to fill in the blanks by choosing one of words provided in the box. The second task would ask them to rearrange jumbled sentences into a good recount text. The third task would ask the students to identify and find incorrect verbs of several sentences and then they had to correct them into good sentences.

The last task would ask them to analyse and to find some errors of capitalisation, spelling, and word form of the paragraph.

The same as the previous cycle, this effort would be implemented in MOT and JCOT stages. The materials would be included in MOT stages which would be implemented in the fifth meeting of the research. Meanwhile, the activities would be included in JCOT stages which would be implemented in the fifth and sixth meeting of the research. Furthermore, the researcher would apply a game because many of the students asked the researcher to do it. By applying the game, the researcher expected that the activities in the classroom would be more interesting so the students would be more motivated during the teaching and learning process. The researcher and the collaborator planned the game as follows.

The researcher would divide the class into four groups namely group A, B, C, and D. Each group consisted of six to eight students. Every student had responsibility to make their group win the game. The student who raised their hand fastest would have a chance to share their answer. If their answer was correct, they contributed one point to their group. Meanwhile, if their answer was wrong, the other students had the chance to share their answers. The group that had the highest point would be the winner.

2. Acting and Observing the Action

The actions of Cycle 2 were done in five meetings. Those were on February 8th, 11th, 12th, 22nd, and 25th, 2014. The detail of the actions is presented below.

a. Providing writing tasks to practice writing in the classroom and applying portfolio assessment

This effort was elaborated in ICOT stages which were implemented in the third, fourth, and fifth meeting of Cycle 2. The students were required to write their own ‘experience in joining school activities’ since it was the topic in this cycle. As what had been done in the previous cycle, the researcher and the collaborator provides coloured worksheets to make the students more motivated when writing.

In the third meeting of the Cycle 2, which was held on February 12th, 2014, the researcher distributed the portfolios to the owner. Before asking the students to write, she asked them to take dictionaries in the teacher office. However, they said that they did not want to take dictionaries because they did not want to use them. They ensured the researcher that they could write without the dictionaries. They said that they would review their previous writing to help them when they were writing. This situation is shown in the following part of vignette.

...When, the researcher asked them to take dictionaries in the teacher office, **they did not want to take the dictionaries. They said that this meeting was only an hour, so they did not want to take the dictionaries.** “*Kamusnya mana? Diambil dulu sana di kantor,*” the researcher asked. “*Lah, cuma sejam, Miss, ga usah ambil kamus ya, ntar waktunya keburu habis,*” they explained. “*Terus kalian nulisnya bagaimana?*” She asked. “*Ngliat yang kemarin-kemarin aja Miss,*” they answered. “*Yakin?*” She asked. “*Yakin,*” they ensured. “*Oke, kalau gitu silahkan mulai menulis,*” she asked the students to start to write... (Vignette 11, February

12 th , 2014)

That situation was beneficial for the researcher and the collaborator to see the students' ability and behaviour whether there was any improvement or not. The students had for about 30 minutes in writing their first draft in this cycle. It was the same as when they were writing their first draft in Cycle 1. When they were writing the researcher and the collaborator walked around to monitor them. Most of the students did not use dictionary when they were writing. All of the students reviewed their previous drafts to ensure that they did not do the same errors. In writing their first draft in Cycle 2, the students seemed easier in generating ideas than when they were writing their first draft in Cycle 1. Most of them did not need the researcher's guidance when they were writing. Moreover, the researcher and the collaborator found that most of them had better writing skills. Their errors decreased in this meeting. It can be seen in the following part of vignette.

<p>...Before and during writing their own experience, they reviewed their previous writing in the portfolio folder. In this meeting almost all students could write better than when they were writing their first draft in Cycle 1. They could generate ideas more easily than when they were writing their first draft in Cycle 1. Their errors decreased in this meeting ... (Vignette 11, February 12th, 2014)</p>
--

After they wrote their first draft, they filled in the self-reflection sheet and submitted their portfolio to the researcher.

In the fourth meeting of Cycle 2, which was held on February 22nd, 2014, the researcher returned the student's portfolio to its owner. This meeting was planned not only to ask the students to write their second draft but also to hold

reviewing session with the students. Before asking them to write, she asked the students to review their first draft after getting feedback from the researcher. She also explained the most common errors occurring in the students' writing and the meaning of each symbol that was used for the feedback since most of the feedback was indirect feedback. The symbols that were used for the feedback were 'v.t' for wrong word form, 'w.w' for wrong word choice/word usage/spelling, and for word missing. After that, she asked the students to write their second draft based on the feedback given. When they were writing their second draft, the researcher came to each student to review their drafts. During reviewing session, she asked the students about their progress and difficulties when writing, gave feedback directly, and helped them to reflect on their learning.

When the students were writing, they did not depend on the dictionary like in the previous meeting. All of them understood the feedback given. Most of them did not find any difficulty to revise their writing although they got indirect feedback. When continuing their writing, the students seemed easier and faster to generate and organise ideas compared to the condition when they were writing their second draft in Cycle 1. It is shown in the following part of vignette.

...The students did not depend on dictionary like in the previous meeting. **They also understood the symbols used as the feedback. Most of them could revise their writing. When they continued to write their writing, they also seemed easier to generate ideas and to organise their ideas...** (Vignette 11, February 22th, 2014)

After they finished writing their second draft, they filled in the self-reflection sheet and submitted their portfolio to the researcher.

In the last meeting of the research or in the fifth meeting of Cycle 2, which was held on February 25th, 2014, the researcher returned the student's portfolio to its owner. Before asking the students to write their final draft, she explained the most common errors appearing in their writing and the symbols used for the feedback. The symbols were the same as the previous meeting. The students' errors in this meeting decreased sharply compared to the errors appearing in the students' second draft in Cycle 1. The following part of vignette reveals it.

...The most common errors in this meeting were still the same the previous one those were errors of past form and word usage, but **their errors decreased sharply compared to the students' writing after revising in the Cycle 1...** (Vignette 13, February 25th, 2014)

After explaining the most common errors and the symbols, the researcher asked the students to review their writing from the first draft in Cycle 1 to the last draft that they had written. All of them said that they had better ability after the implementation of portfolio assessment. It can be seen in the following part of vignette.

...Because there was no question about the most common errors, the researcher asked the students to compare their writing from their first writing to the last. **The students said that their ability improved and was better than before the research was held...** (Vignette 13, February 25th, 2014)

Then, the researcher asked the students to start writing their final draft based on the feedback given. When they were writing, she came to each student to hold reviewing session. During the session, she asked them about their progress and difficulties when writing, gave feedback directly, and helped them to reflect on their learning. When the students were revising their writing to be their final

draft, most of them did not find difficulty. They only spent 30 minutes to write their final draft. It was the same as when they were writing their final draft in Cycle 1. The difference was that in Cycle 2 most of feedback that they got was indirect feedback which was more difficult than direct feedback which was implemented in Cycle 1. This condition can be seen in the following part of vignette.

...In revising their writing, **the students only found a few difficulties. They seemed easy to revise their writing. They only spent 30 minutes to revise their writing...**(Vignette 13, February 25th, 2014)

After the student finished their work, they filled in the self-reflection and self-assessment sheet. Then, they submitted their portfolios to the researcher.

b. Providing materials and activities that were not taken from LKS and applying games

This effort was included in MOT and JCOT stages which were implemented in the first and second meeting of Cycle 2. In the first meeting of Cycle 2, the researcher distributed the input text to each student. She gave several minutes to them to read it and to find difficult words. As what the researcher found in Cycle 1, they seriously read the text. When they found difficult words, they directly opened their dictionary to find those meaning. The following part of vignette reveals it.

...After recalling the students' background knowledge, the researcher gave an example of recount text to each student and asked them to read it and find the difficult words. **All of the students read the text seriously. They directly opened their dictionary when finding difficult words...** (Vignette 9, February 8th, 2014)

Then, the researcher and the students discussed the text together. Firstly, the researcher read the text aloud and asked the students to repeat after her. After that, they discussed it together. The researcher asked some questions related to the text orally to check the students' comprehension. She also asked about the generic structure of the text to see whether they remembered about the generic structure of recount text or not. All of the students could identify the generic structure of the text correctly. It can be seen in the part of vignette below.

...Then, the researcher asked some questions related to the text to check the students' comprehension. She also asked about the generic structure of the text. **The students responded well. All of them were active during the discussion...** (Vignette 9, February 8th, 2014)

After discussing the text, the researcher gave opportunities to the students to ask questions. Because there was no question, the researcher distributed the first activity. As mentioned earlier, the first activity asked the students to complete a text by choosing an appropriate word in pairs. After explaining the task, the researcher asked them to do it. All of the students directly did the task. They seemed serious when doing the task. It is shown in the following part of vignette.

...After explaining the task, she asked them to do it. **All of the students directly did the task. They were seriously did the task...** (Vignette 9, February 8th, 2014)

After the students finished doing the first activity, the researcher told them that she would play a game. They seemed very happy when the researcher told them about it. Then, she explained how to play the game. After the students understood with the rules of the game, she began it. All of them were very

enthusiastic following the game. All of the students tried to get the chance to share their ideas. They also listened carefully to other students who were sharing their ideas. The following part of vignette shows the evidence.

...Several minutes later, she told the students that there would be a game as what they wanted. **The students were very happy when she told them about it.** Then, she explained the game. After they understood about the game, she started it. **All of them were enthusiastic about the game. They also did the task very well. All of them paid attention to other students who were sharing their ideas...** (Vignette 9, February 8th, 2014)

After discussing the first activity, the researcher, then, distributed the second activity. In this activity, the students were asked to rearrange jumbled sentences to be a good recount text in pairs. After explaining the instruction, the researcher asked the students to do it. All of them directly did the task. It can be seen in the following part of vignette.

...After discussing the task, the researcher distributed the second task. **The students directly did the task** after she asked them to do it... (Vignette 9, February 8th, 2014)

After the students finished the task, the researcher played the same game as the previous game. All of them were enthusiastic following the game like the previous game. It is revealed by the following part of vignette.

...She also applied the game for the second task. **The students' enthusiasm was the same as the previous game...**(Vignette 9, February 8th, 2014)

Because the time was up, the researcher ended the first meeting of Cycle 2 and continued the activities in the next meeting.

In the sixth meeting, after the researcher recalled the students' background knowledge, she distributed the third activity. In this activity, the students were asked to identify and to find incorrect verbs of several sentences and then they had to correct them into good sentences in pairs. All of the students directly did the task after the researcher asked them to do it. They did the task correctly. After they finished doing the task, the researcher told them that she would implement a game. However, the rules of the game were changed since in the previous meeting there were some students who asked the researcher to change the way they got the chance to share their answer. They thought that the previous rules were less fair. They said that all of the students raised their hands so they thought that all of them became the first student who raised the hand. The following interview transcript reveals it.

...

R	: <i>"Tadi kan kita masih belajar tentang recount text ya? Sama tadi belajarnya kan pake games, seneng nggak?"</i> (<i>"We still learned about recount text, right? We had learned it by implementing games, are you happy?"</i>)
S1	: <i>"Seneng tapi penginya caranya dirubah."</i> ("Yes, I am but I want that the rules are changed.")
R	: <i>"Lho, kenapa?"</i> (<i>"Why?"</i>)
S2	: <i>"Kurang adil Mbak kalau cepet-cepetan kaya tadi."</i> ("It was less fair Miss if the student who raised their hand fastest, they had the chance to share the answer.")
S2	: <i>"Iya."</i> (<i>"That's right."</i>)
R	: <i>"Kurang adilnya gimana?"</i> (<i>"Why were the rules less fair?"</i>)
S1	: <i>"Yaa, pie yah... eee kalau bisa caranya jangan cepet-cepetan angkat tangan.. soalnya kita semua ngrasa ngacung duluan tapi nggak ditunjuk."</i> ("I hope that the rules are changed.. because all of us thought that we were the first student who raised our hand but we did not have

	the chance to answer.”)
S2	: <i>“Iya Mbak, tadi aku duluan yang angkat tangan malah nggak ditunjuk.”</i> (“I agree Miss. I was the first student who raised the hand but you did not give me the chance.”)

...

(Interview transcript 13)

Therefore, the researcher and the collaborator changed the rules. The previous rules were required the students to raise their hand to get a chance to share their ideas. Meanwhile, in these new rules, they were required to “*suit*”. Each pair of group A, which consisted of six male students, would “*suit*” against each pair of group D, which also consisted of six male students. Meanwhile, each pair of group B, which consisted of seven female students, would “*suit*” against each pair of group C, which consisted of eight female students. The pair that won the “*suit*” would be given a chance to share their answer. If they had correct answer, they would contribute one point to their group. However, if their answer was wrong, the chance would be given to another pair. If the answers of both pairs were wrong, the right answer would be discussed together. The group which had the highest point would be the winner.

After explaining the rules, the researcher started the game. All of the students were enthusiastic about the game. All of them listened carefully to other students who were sharing their ideas. It is shown in the following part of vignette.

<p>...After explaining how to play the game, she started the game. All of students were enthusiastic about the game. They also did the task very well... (Vignette 10, February 11th, 2014)</p>

After the game was finished, the researcher distributed the last activity. In this activity, the students were asked to analyse and to find several errors of capitalisation, spelling, and word form of the paragraph in pairs. After giving the instruction, the researcher asked them to do it. The students did the task directly. They did the task very well and quickly. It can be seen in the following part of vignette.

...After she gave explanation about the instruction, **the students directly did the task. They did the task very well and quickly...** (Vignette 10, February 11th, 2014)

After the students finished the task, the researcher discussed it together with them. For this task, she did not implement a game since the time was limited. She gave chance to the students to share their answer by raising their hand. Most of the students raised their hand to get the chance and all of them could find the errors and correct them well. In addition, all of the students paid attention to the students who were sharing their ideas. The following part of vignette reveals it.

... She gave chance to the students to share their answer by raising their hand. **Most of the students raised their hand and all of them could find the errors and correct them well. Moreover, all of the students paid attention to the students who were sharing their ideas...**(Vignette 10, February 11th, 2014)

3. Reflection

After implementing the actions in Cycle 2, the researcher and the collaborator had discussions about the implementation of the actions to make final reflections. It was to fulfil the democratic validity and dialogic validity. During

the discussion, they analysed the data gained from the observation, interview, and students' writing. The results of the reflections are presented below.

a. Providing writing tasks to practice writing in the classroom and applying portfolio assessment

Based on the observation during the implementation of this effort, it could be seen that this effort was successfully implemented as what the researcher and the collaborator had planned. The students could practice writing more in the classroom since they were provided writing tasks that had to be done in the classroom. Moreover, the implementation of portfolio assessment to assess the students' writing could improve the students' writing skills. The improvement could be seen in the third meeting of Cycle 2. In this meeting, most of the students did not use dictionary when they were writing. They only reviewed their previous drafts to help them write. Although they did not use dictionary, they could write well. Moreover, they could generate ideas more easily than when they were writing their first draft in Cycle 1. Most of them did not need the researcher's guidance. Furthermore, the researcher and the collaborator also found that the students' first draft in Cycle 2 was better than their first draft in Cycle 1. The following part of interview transcript between the researcher and the collaborator reveals it.

...

R :	<i>... “Nah, kalau kamu sendiri bisa melihat improvementnya nggak Pam?” (“Could you see the students’ improvement, Pam?”)</i>
C :	<i>“Bisa, jadi dari nggak ada kamus itu ohh.... mereka tanpa kamus ternyata udah mulai bisa ngrangkai kata mungkin ya kata dalam bahasa Indonesia, nanti kata – kata dalam bahasa Inggrisnya dia ambil sedikit – sedikit dari portofolio sebelumnya itu, kan juga ada yang udah dibenerin jadinya mereka</i>

tahu. Terus cara memulai orientasinya gimana terus kayak...eeee... first, second kayak gitu mereka juga udah tahu lihat dari hasil kerjanya sendiri, portofolio sebelumnya. Jadi tanpa kamus itu mereka juga udah bisa nulis karena adanya portofolionya mereka."

("Yes, I could. Without a dictionary, they could make sentences although they made Indonesian sentences first. When translated Indonesian sentences, they reviewed their previous writing so they could write well. Then, they knew how to begin their writing by reviewing their portfolio. Therefore, without a dictionary, they could write because there was their portfolio.")

R : *"Tapi kalau juga masalah grammartical aku ngliat sih tadi..eee... lebih bagus dari Cycle sebelumnya. Menurutmu gimana untuk masalah grammartical nih lihat ya.(menunjukkan contoh draft 1 siswa di Cycle 2 dan Cycle 1 untuk dibandingkan)"*

("In terms of grammartical competence, I saw that their gammar in this cycle was better than the previous cycle. What is your opinion about their grammatical competence? (showing the sample of student's first draft in Cycle 2 and in Cycle 1 to be compared)"

C : *"Grammarnya iya lebih bagus soalnya mereka acuannya ke portofolio yang lama juga mereka udah tahu salahnya apa jadinya nyusun kata – katanya juga udah lebih bagus."*

("Their grammar was better than before because they reviewed their portfolio. They knew their errors so they could write better,")

...

(Interview transcript 16)

In addition, the following samples of the student's first draft in Cycle 1 and Cycle 2 support the evidence.

Name : Novansyah Ik

Student Number : 13

Write your own experience about your "Unforgettable Holiday". After you finish your work, put it into your portfolio folder.

My Holiday In Bali

- Last week I and my school-mates went to Bali. ^{left} We went there by bus, I ^{the} get out from school at 08.00 a.m. I arrived at ~~the~~ ^{we sailed} Ketapang harbour at 0600 a.m. ^{get} to Bali at 01.00 a.m.
- The first place ^{that} we visited was ~~X~~ Tanah Lot. ^{After} that, we visited Tanjung Benoa, Pandawa, and Dreamland beach. ^{Then} After that we went to hotel to ~~to~~ check in.

Figure 4: The Sample of the Student' First Draft in Cycle 1

Name : Novansyah T.K

Student Number : 13

Write your own experience in joining school activities. After you finish your work, put it into your portfolio folder.

Camping Activity

When I was in the first grade of Junior High School, I went on a school camping trip in a ZAZ. My friends and I went there by trucks. After we arrived there, my group pitched a tent. After that, we prayed in ^{the} mushola.

The next day, Camping Committee

Figure 5: The Sample of the Student's First Draft in Cycle 2

In the fourth meeting of Cycle 2, when the students revised their first draft in Cycle 2, most of them did not find difficulties to revise it although the researcher used indirect feedback. When they continued their writing, they seemed easier and faster to generate and organise ideas than when they were writing their second draft in Cycle 1. In the fifth meeting of Cycle 2, when the students revised their second draft, most of them also did not find difficulties to revise it. As what the researcher found in the previous meeting, they seemed

easier to correct their errors although most of the feedback that they got was indirect feedback which was more difficult than direct feedback that they got in Cycle 1. The following parts of interview transcripts show the evidence.

...

R	: “Yup, betul.. terus dengan cara pemberian koreksiannya pakai simbol-simbol, Putri bingung nggak?” (That’s right.. are you confused with the feedback that was given by using symbols?)
S	: “Enggak.” (“No, I am not.”)
R	: “Ada kesulitan nggak buat membetulkan yang salah?” (“Did you find difficulties when correcting it?”)
S	: “Enggak sih..” (“No, I did not.”)

...

(Interview transcript 18)

...

R	: “Tadi kan Miss Dina minta untuk menulis ulang tulisan kalian yang udah dapet feedback ya, ada kesulitan nggak?” (Did you find difficulties when I asked you to rewrite your writing after getting feedback?)
S1	: “Dikit.” (“a little bit.”)
R	: “Kalau Ratih?” (“How about Ratih?”)
S2	: “Sama.” (“The same as Venti.”)
R	: “Kan feedback yang Miss Dina kasih kemarin berbeda dengan feedback yang pas awal dulu itu. Tapi kalian paham nggak dengan simbol-simbol itu?” (“I gave indirect feedback to your writing, did you understand about the symbols?”)
S2	: “Paham, kan udah dijelaskan.” (“Yes, I did. Because you had explained it.”)
R	: “Feedbacknya membantu nggak?” (“Did the feedback help you?”)
S1&S2	: “Iya.” (“Yes.”)
R	: “Membantunya dalam hal apa?” (“In what way did the feedback help you?”)
S2	: “Belajar.. mencari kata.”

(“Finding appropriate word.”)	
R	: <i>“Kalau menurut Venti?”</i> (“How about your opinion, Venti?”)
S1	: <i>“Bisa tahu salahnya, kosa katanya bisa lebih banyak.”</i> (“It made me know the errors and improved my vocabulary mastery.”)

...

(Interview transcript 19)

Therefore, their errors decreased in Cycle 2. In addition, from the transcript above, it can be seen that the feedback made the students' vocabulary mastery increase. It means that their writing skills improved significantly in this cycle. The following samples of student's writing show the students' improvement.

Name : Novansyah T.K

Student Number : 13

Write your own experience in joining school activities. After you finish your work, put it into your portfolio folder.

Camping Activity

When I was in the first grade of Junior High School, I went on a school camping trip in a ZAZ. My friends and I went there by trucks. After we arrived there, my group pitched a tent. ^{u-w}After that, we prayed in the mushola.

The next day, Camping Committee

Figure 6: The Sample of the Student's First Draft in Cycle 2

Name : Novansyah I.K

Student Number : 13

Revise your draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

My First Camping Experience

When I was in the first grade of Junior High School, I went on a school camping trip in ~~a~~ ZAZ. My friends and I went there by trucks. I left home at 11.45 a.m. I arrived there at 12.00 p.m. ~~After~~ ^{w.w} we arrived there, my group pitched a tent. Then, we prayed in the mushola. ~~Camping committee~~ The camping ~~commite~~ ^{w.w} would hold a cooking competition. ~~My~~ My friends and I ~~was~~ ^{v.t} shocked about it because we didn't ¹ about it. In the evening, the ~~camp~~ ^{w.w} of heavy rain, so a lot of us were ~~soaking~~ wet and ~~lose~~ ^{v.t} some clothing. Finally, my group decided to sleep in the gazebo because the tent had flooded. ~~Morning exercise~~ ^{v.t} we got up and followed the morning exercise. After our morning exercise, ~~due care of the dirty~~ ^{v.t} tent exposed mud. Then, we ~~were~~ ^{v.t} preparing to go to the museum to see the artifacts. After we got back from the museum ~~tent~~ ^{v.t} tidy. In the evening, we ~~hold~~ ^{v.t} a bonfire party and ~~hold~~ ^{v.t} art performances. But my group didn't show anything.

On the last day we ~~followed~~ ^{v.t} the closing ceremony and prize distribution.

Figure 7: The Sample of the Student's Second Draft in Cycle 2

Name : Novansyah I.K
 Student Number : 13

Write your final draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

My First Camping Experience

When I was in the first grade of Junior High School, I went on a school camping trip in ZAZ. My friends and I went there by trucks. I left home at 11.45 a.m. I arrived there at 12.00 p.m.

After we arrived there, my group pitched a tent. Then, we prayed in a mushola. The camping committee would hold a cooking competition. My friends and I were shocked about it because we didn't know about it. In the evening, the camp had heavy rain, so a lot of us were wet and lost some clothes. Finally, my group decided to sleep in the gazebo because the tent had flood.

A Morning we got up and followed the morning exercise. After our morning exercise, we cleaned our tent. Then, we prepared to go to the museum to see the artifacts. After we got back from the museum, our tent was tidy. In the evening, we held a bonfire party and held art performances. But my group didn't show anything.

On the last day, we followed the closing ceremony and prize distribution.

Figure 8: The Sample of the Student's Final Draft in Cycle 2

The ninth figure shows that the student's errors decreased. It means that the student could revise the second draft well. In terms of content aspect, although it still lacked details but it was better than before. The organisation aspect of her writing was also better than before. She could express her ideas although it still has limited support. In terms of vocabulary, she could use appropriate words. Other aspect that can be evaluated is the language use of her writing. She could use appropriate tense, word order, and articles. Then, in terms of mechanics, she could write with correct spelling, capitalisation, and punctuation.

Furthermore, by evaluating the students' self-assessment checklists in Cycle 1 and in Cycle 2, the researcher and the collaborator could see the students' writing skills improvement after the implementation of portfolio assessment. In the self-assessment checklist, there were seven statements that described the students' writing skills improvement after the implementation of portfolio assessment and four categories, namely strongly agree, agree, disagree, and strongly disagree. The students were required to check their response that best described their improvement after the implementation of portfolio assessment. If they made the improvement, they would check agree or strongly agree. In Cycle 1, most of the students checked agree for the seven statements. Meanwhile, in Cycle 2, most of the students made improvements since they checked strongly agree for some statements that had been checked agree in Cycle 1. The following are the samples of students' self-assessment.

Berilah tanda (✓) pada kolom yang menggambarkan kondisi Anda setelah menerapkan Portofolio dalam proses pembelajaran *writing*.

No.	Kriteria	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menjadi paham untuk selalu memberikan informasi tentang siapa, apa, dimana, dan kapan pada permulaan teks <i>recount</i> yang Saya buat.		✓		
2.	Saya dapat menulis peristiwa-peristiwa dalam sebuah teks <i>recount</i> sesuai dengan urutan kejadiannya dengan benar.		✓		
3.	Saya dapat menggunakan <i>chronological order</i> (<i>firstly, secondly, thirdly, next, after that, then, last, finally</i>) dalam tulisan Saya dengan benar.		✓		
4.	Kemampuan <i>grammatical</i> (yang berhubungan dengan tata bahasa seperti <i>tenses</i>) Saya meningkat.		✓		
5.	Saya menjadi mahir dalam menggunakan tanda baca dan ejaan yang benar dalam Bahasa Inggris.		✓		
6.	Saya dapat menggunakan kosa kata yang berbeda (sinonim) untuk mewakili sebuah kata dalam tulisan Saya.		✓		
7.	Saya mempunyai banyak kosa kata baru yang dapat Saya gunakan dalam menulis.		✓		

Figure 9: Self-assessment of S19 in Cycle 1

Berilah tanda (✓) pada kolom yang menggambarkan kondisi Anda setelah menerapkan Portofolio dalam proses pembelajaran *writing*.

No.	Kriteria	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menjadi paham untuk selalu memberikan informasi tentang siapa, apa, dimana, dan kapan pada permulaan teks <i>recount</i> yang Saya buat.	✓			
2.	Saya dapat menulis peristiwa-peristiwa dalam sebuah teks <i>recount</i> sesuai dengan urutan kejadiannya dengan benar.		✓		
3.	Saya dapat menggunakan <i>chronological order</i> (<i>firstly, secondly, thirdly, next, after that, then, last, finally</i>) dalam tulisan Saya dengan benar.	✓			
4.	Kemampuan <i>grammatical</i> (yang berhubungan dengan tata bahasa seperti <i>tenses</i>) Saya meningkat.	✓			
5.	Saya menjadi mahir dalam menggunakan tanda baca dan ejaan yang benar dalam Bahasa Inggris.	✓			
6.	Saya dapat menggunakan kosa kata yang berbeda (sinonim) untuk mewakili sebuah kata dalam tulisan Saya.		✓		
7.	Saya mempunyai banyak kosa kata baru yang dapat Saya gunakan dalam menulis.	✓			

Figure 10: Self-assessment of S19 in Cycle 2

Berilah tanda (✓) pada kolom yang menggambarkan kondisi Anda setelah menerapkan Portofolio dalam proses pembelajaran *writing*.

No.	Kriteria	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menjadi paham untuk selalu memberikan informasi tentang siapa, apa, dimana, dan kapan pada permulaan teks <i>recount</i> yang Saya buat.		✓		
2.	Saya dapat menulis peristiwa-peristiwa dalam sebuah teks <i>recount</i> sesuai dengan urutan kejadiannya dengan benar.		✓		
3.	Saya dapat menggunakan <i>chronological order</i> (<i>firstly, secondly, thirdly, next, after that, then, last, finally</i>) dalam tulisan Saya dengan benar.		✓		
4.	Kemampuan <i>grammatical</i> (yang berhubungan dengan tata bahasa seperti <i>tenses</i>) Saya meningkat.		✓		
5.	Saya menjadi mahir dalam menggunakan tanda baca dan ejaan yang benar dalam Bahasa Inggris.		✓		
6.	Saya dapat menggunakan kosa kata yang berbeda (sinonim) untuk mewakili sebuah kata dalam tulisan Saya.		✓		
7.	Saya mempunyai banyak kosa kata baru yang dapat Saya gunakan dalam menulis.		✓		

Figure 11: Self-assessment of S13 in Cycle 1

Berilah tanda (✓) pada kolom yang menggambarkan kondisi Anda setelah menerapkan Portofolio dalam proses pembelajaran *writing*.

No.	Kriteria	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menjadi paham untuk selalu memberikan informasi tentang siapa, apa, dimana, dan kapan pada permulaan teks <i>recount</i> yang Saya buat.		✓		
2.	Saya dapat menulis peristiwa-peristiwa dalam sebuah teks <i>recount</i> sesuai dengan urutan kejadiannya dengan benar.	✓			
3.	Saya dapat menggunakan <i>chronological order</i> (<i>firstly, secondly, thirdly, next, after that, then, last, finally</i>) dalam tulisan Saya dengan benar.	✓			
4.	Kemampuan <i>grammatical</i> (yang berhubungan dengan tata bahasa seperti <i>tenses</i>) Saya meningkat.		✓		
5.	Saya menjadi mahir dalam menggunakan tanda baca dan ejaan yang benar dalam Bahasa Inggris.		✓		
6.	Saya dapat menggunakan kosa kata yang berbeda (sinonim) untuk mewakili sebuah kata dalam tulisan Saya.		✓		
7.	Saya mempunyai banyak kosa kata baru yang dapat Saya gunakan dalam menulis.	✓			

Figure 12: Self-assessment of S13 in Cycle 2

The following parts of interview transcripts between the researcher and the students support the evidence that the implementation of portfolio assessment improved the students' writing skills. Moreover, it also improved the students' attitudes towards writing. The students became more motivated in the teaching and learning process of writing. In addition, their self-confidence increased.

...

R	: “ <i>Dengan menggunakan portfolio dalam writing membantu kalian nggak....untuk meningkatkan kemampuan writingnya?</i> ” (“Did portfolio help you to improve your writing skills?”)
S2	: “ <i>Membantu.</i> ” (“ Yes, It did. ”)
R	: “ <i>Oia, contoh kemampuan kalian yang meningkat apa setelah belajar writing dengan portfolio?</i> ” (“What improvement did you make after learning writing by using portfolio?”)
S1	: “ <i>Kosa katanya jadi lebih banyak.. terus...</i> ” (“ My vocabulary mastery improved. ”)
R	: “ <i>Kemampuan dalam menggunakan tenses jadi lebih baik belum?</i> ” (“Did your ability in using tense improve?”)
S1	: “ <i>Sudah lumayan.</i> ” (“ A little better. ”)
R	: “ <i>Kalau kamu?</i> ” (“How about you?”)
S2	: “ <i>Sama.</i> ” (“ The same as Venti. ”)
R	: “ <i>Dalam menyusun kalimat jadi lebih bisa nggak?</i> ” (“Did your ability in making sentences improve?”)
S2	: “ <i>Iya.</i> ” (“ Yes, it did. ”)
S1	: “ <i>He eh.</i> ” (“ That’s right. ”)
R	: “ <i>Setelah pakai portfolio ini, motivasi kalian dalam menulis meningkat nggak?</i> ” (“Did your motivation in writing increased after using portfolio?”)
S2	: “ <i>Iya.</i> ” (“ Yes, it did. ”)

...

(Interview transcript 19)

In addition, the following part of interview transcript between the researcher and the English teacher reveals that the implementation of portfolio improved the students' writing skills.

...

R	<p>: “Bu, ini salah satu contoh portofolio milik siswa. Coba Ibu lihat writing siswa mulai dari draft 1 pada Cycle 1 sampai final product pada Cycle 2. Menurut Ibu ada peningkatan tidak?”</p> <p>(“Mam, this is one of the samples of the student’s portfolio. Please look at the student’s first draft in Cycle 1 till the final product in Cycle 2. Is there any improvement?”)</p>
ET	<p>: “Pada draft yang pertama pada Cycle 1 masih acak-acakan sekali ya Mbak. Kalau Saya bandingkan dengan hasil revisi pertama dan kedua jelas lebih baik ya mbak. Kalau draft 1 pada Cycle 1 dibandingkan dengan draft 1 pada Cycle 2 ini sudah lumayan ya mbak, sudah ada peningkatan. Ini waktu menulisnya sama semua, Mbak?”</p> <p>(“In the first draft in Cycle 1, the student’s writing was unreadable. If I compare the result of the first and second revision, of course, it is better. If the student’s first draft in Cycle 1 is compared to the first draft in Cycle 2, there were improvements. Did you give the same time allocation?”)</p>
R	<p>: “Sama Bu.. cuma pada saat siswa menulis draft 1 pada Cycle 2, karena jam pelajaran yang hanya 1 jam pelajaran jadi siswa malas untuk mengambil kamus di kantor Bu. Moment ini saya manfaatkan untuk melihat kemampuan siswa, eee... apakah tanpa kamus mereka bisa menulis tidak. Ternyata mereka bisa menulis dengan berbekal mempelajari ulang writing mereka sebelum-sebelumnya yang sudah mendapatkan feedback. Hasilnya pun lumayan Bu. Seperti yang Ibu bilang, hasil dari draft 1 pada Cycle 1 dan hasil dari draft 1 pada Cycle 2 bisa kelihatan kalau ada peningkatan. Saat menulis saya amat-amati siswa terlihat lebih mudah dalam brainstorming, lebih mudah mendapatkan ide untuk menulis. Padahal kebanyakan siswa menulis pengalaman mereka yang sudah lumayan lama. Lebih lama dari pengalaman mereka saat liburan ke Bali kemarin.”</p> <p>(Yes, the time allocation was the same. However, when the students wrote the first draft in Cycle 2, they did not want to take dictionaries in the office. This situation was very beneficial to see their ability whether they could write without dictionary or not. Surprisingly, they could write well by reviewing their previous writing. The result was quite good. As what you said that there were improvements. When they were writing, I saw that they found it easier to brainstorm and to generate ideas although most of them wrote their experience long time ago. That was longer than their experience when they went to Bali.”)</p>

ET : *“Ya sudah ada peningkatan berarti ya Mbak. Ini juga kelihatan peningkatan pada penyusunan kalimatnya ya Mbak. Ini juga penulisan huruf besar dan kecilnya sudah lebih baik di Cycle 2. Kalau sebelum ini kan asal merangkai kata, belum paham banget pakai to be, kata kerja bentuk kedua. Contohnya kalau dulu bikin kalimat ‘when I was in the first grade of Junior high School’ itu gini ‘I in the past grade’ kalau sekarang sudah meningkat jelas kaya gini, kalimatnya sudah terbaca.*
(“It means that there were improvements. I saw from this sample that the sentence structure improved. The use of capitalisation was also better than Cycle 1. Before the implementation of portfolio, they directly arranged words and had not understood the use of ‘to be’ and past form. For example, before the implementation of portfolio they made this sentence ‘when I was in the first grade of Junior High School’ like this ‘I in the past grade’. Now, there were significant improvements. The sentences were readable.”)

...

(Interview transcript 21)

The researcher analysed not only the result of observation and interview but also the students’ writing scores. She compared the mean score of each aspect of the students’ writing in Cycle 1 namely content, organisation, vocabulary, language use, and mechanics with that in Cycle 2. It was done to support the qualitative data of the research. The following table is the comparison between the mean score of each aspect of the students’ writing in Cycle 1 and Cycle 2.

Table 7: The Comparison between the Mean Score of Each Aspect of the Students’ Writing in Cycle 1 and That in Cycle 2

Aspects	Cycle 1	Cycle 2	Gain
Content	22.26	24.46	2.2
Organisation	16.46	17.59	1.13
Vocabulary	16.31	17.44	1.13
Language Use	19.54	21.17	1.63
Mechanics	4.09	5.00	0.91

Table 7 shows that the mean score of each aspect of the students’ writing in Cycle 2 namely content, organisation, vocabulary, language use, and mechanics improved. The mean score gain of each aspect was obtained by comparing the

mean score of each aspect in Cycle 2 with that in Cycle 1. The mean score gain of each aspect is 2.2 for content, 1.13 for organisation, 1.13 for vocabulary, 1.63 for language use, and 0.91 for mechanics. It means that the students' writing skills improved in Cycle 2.

From the result of reflections above, it can be concluded that the students' writing skills improved after the implementation of portfolio assessment. It was because the students wrote by following some stages. Firstly, they had to write their first draft. They got feedback from the researcher. Then, they had to revise their draft. They got feedback again from the researcher. After that, they had to write their final draft. Moreover, they had to do some reflections by filling in the self-reflection and self-assessment sheets. In addition, they had to review their writing to examine their strengths and weaknesses. By doing those stages, the students had improved their writing skills.

b. Providing materials and activities that were not taken from LKS and applying games

Based on the observation during the implementation of this effort, the researcher and the collaborator agreed that the effort was successfully implemented. It could make the students more interested and motivated during the teaching and learning process. They listened carefully to the researcher's explanation, did the tasks directly after the researcher asked them to do it, were enthusiastic during discussion session, and listened carefully to other students who were sharing their ideas. Moreover, in the previous cycle there were some students who talked to each other during the discussion session. Meanwhile, in

Cycle 2, all of the students listened carefully to other students' who were sharing their ideas in the discussion. The following interview transcript between the researcher and the collaborator supports the evidence found during the observation

....

R	: “Generally, <i>implementasi dari game yang kita terapkan dari kemarin sukses buat memotivasi mereka selama pelajaran ya?</i> ” (“Generally, the implementation of the game that we implemented since the previous meeting was successfully motivating the students during the teaching and learning process, right?”)
C	: “ <i>Iya sukses banget. Semua siswa jadinya aktif selama diskusi. Nggak ada yang ngobrol sendiri sama temennya (diluar konteks diskusi).</i> ” (“Yes, it was very successful. All of them were active during the discussion. There was no student who talked to their friends.”)

...

(Interview transcript 15)

Furthermore, as in the previous cycle, the data that were obtained in this cycle fulfilled all of the criteria of validity. The democratic validity was fulfilled by including the collaborator's, the students', and the English teacher's opinions, ideas, and suggestions about the implementation of the actions. The outcome and catalytic validity were achieved in accordance to the improvement of the students' writing skills. The process validity was met in this research since the researcher asked the collaborator to observe the actions and also used some data sources such as vignettes, interview transcripts, and students' writing samples. Lastly, the dialogic validity was achieved because the researcher had discussions with the collaborator to plan the actions and to review the findings. On the other hand, the reliability of the research was gained since the researcher gave genuine data such as vignettes, interview transcripts, students' writing samples, and students' writing

scores. Moreover, the researcher used inter-rater (more than one rater) in scoring the students' writing. In addition, the data of the research was collected over period of time (time triangulation) and there was an observer who had the same education background (investigator triangulation). Furthermore, the data were analysed from more than one perspective (theoretical triangulation).

Based on the findings in Cycle 2, all of the actions successfully improved the students' writing skills and the objective of the research was achieved. Therefore, the researcher and the collaborator decided to end this research in this cycle.

D. Findings and Discussion

As stated previously, this research was started on January 29th, 2014 and ended on February 25th, 2014. It aimed at improving the writing skills of Grade VIII D students of SMP Negeri 2 Piyungan through portfolio assessment. All of the actions were successfully implemented in two cycles.

Before conducting the research, the teaching and learning process of writing encountered many problems. Firstly, the students had difficulties in five aspects of writing namely content, organisation, vocabulary, language use, and mechanics. In terms of content, they had difficulties in generating ideas. In organisation aspect, they had difficulties in organising their ideas. Meanwhile, in terms of vocabulary, they lacked vocabulary since they made many errors of word choices. In terms of language use aspect, they had difficulties in English grammar. They made many errors of tense, agreement, and articles. In terms of mechanics,

they had many errors of spelling, punctuation, and capitalisation. Secondly, the materials and the activities were less various. Most of the materials and the activities were only taken from LKS. During the teaching and learning process, most of the activities were doing some tasks in the LKS. As the result, the students were bored and less motivated in the teaching and learning process of writing. Last but not least, the writing assessment did not run well. The teacher only focused on the product of writing. She always asked the students to do writing task at home. Moreover, she rarely gave correction to the students' writing. Usually, there were only marks on it. She also did not give chances to the students to revise their writing.

After the research was conducted by implementing portfolio assessment and its supplementary actions, there were some changes in the teaching and learning process of writing at Grade VIII D of SMP Negeri 2 Piyungan.

The effort of providing writing tasks to practice writing in the classroom and assessing them by using portfolio assessment successfully improved the students' writing skills. It made the students practice writing more in the classroom. It helped them experience the writing process. Moreover, they could get the researcher's guidance when writing which helped them to generate and to organise ideas. By assessing the students' writing using portfolio assessment, the researcher gave the students regular feedback so they knew their errors. They also got opportunities to revise their writing. It challenged the students to correct the errors. Moreover, they could review their writing over time so they could see their progress in writing and have better understanding. Furthermore, the students could

express their ideas by using appropriate vocabulary. Their ideas were also well-organised. Moreover, they also had better understanding of the English grammar so they could minimise their errors in writing. In addition, they became more aware of the writing conventions. As the result, their errors in terms of vocabulary, language use, and mechanics decreased. It can be concluded that their writing skills improved.

Furthermore, the implementation of portfolio assessment gave positive results toward the students' attitudes. The students became more interested and motivated in writing. It also aroused their self-confidence in writing. Moreover, the reflection activities in portfolio assessment could show the students' achievement progress. Those made the students become critical writers since they reflected on their strengths and weaknesses.

Meanwhile, the action of providing materials and activities that were not taken from LKS was successful to enrich the materials and the activities in the classroom. It also made the students more interested and motivated in the teaching and learning process. As the result, they listened carefully to the researcher's explanation and did the tasks directly after the researcher asked the students to do the tasks. Therefore, they could deepen their understanding of the materials. Moreover, the implementation of games in the teaching and learning process successfully made the classroom activities more interesting. It made all of the students more active and enthusiastic during the teaching and learning process.

In reference to the discussion above, the following table presents the summary of changes of the teaching and learning process related to the implementation of each action are presented in Table 8.

Table 8: The Summary of Changes of the Teaching and Learning Process

No	Pre-condition		Cycle 1	Cycle 2
1.	Content The students had difficulties in generating ideas	The students were confused how to begin their writing although they had picture series as the guidance. Moreover, the students' writing lacked details.	The students could generate ideas. They knew how to begin their writing. However, they needed the researcher's guidance to write.	Most of the students could generate ideas easier and faster. They knew how to begin their writing although it was without the researcher's guidance.
2.	Organisation The students had difficulties in organising ideas	The students had difficulties in organising sentences into a good paragraph.	The students could organise their ideas well. However, they needed the researcher's guidance to organise their ideas.	Most of the students could organise their ideas easier and faster without the researcher's guidance.
3.	Vocabulary The students lacked vocabulary	The students made errors of word choices since they had difficulties in using appropriate vocabulary.	The students' errors decreased. The students' vocabulary mastery increased. However, many of the students still made errors of word choices since they still had difficulties in using appropriate vocabulary.	The students' errors significantly decreased. The students' vocabulary mastery increased. Most of them could write with appropriate vocabulary without a dictionary.
4.	Language Use The students had difficulties in English grammar	The students made many errors of tense, agreement, word order, and	The students' errors decreased. However, many of the students still had difficulties	The students' errors significantly decreased. Most of the students could write with correct

(Continued)

(Continued)

No.	Pre-condition		Cycle 1	Cycle 2
		articles.	writing with correct structure. Some of them still made errors of tense and word order.	structure.
5	Mechanics The students had many errors of mechanics aspect	The students made many errors of spelling, punctuation, and capitalisation.	The students' errors decreased. However, many of the students still made errors of spelling, punctuations, and capitalisation.	The students' errors significantly decreased. The students could write with correct spelling, punctuation, and capitalisation.
6	Materials and activities The materials and the activities were less various.	Most of the materials and the activities were only taken from LKS. During the teaching and learning process, most of the activities were doing some tasks in the LKS. It made the students bored and less motivated in the teaching and learning process of writing.	The students got various materials and activities from different sources. They were more interested and motivated in the teaching and learning process. They listened carefully to the researcher's explanations. They directly did the activities after the researcher asked them to do them. However, during the discussion session, there were some students who kept talking to each other.	The students got various materials and activities from different sources. They were more interested and motivated in the teaching and learning process. They listened carefully to the researcher's explanations. They directly did the activities after the researcher asked them to do them. By implementing games, the classroom activities were more interesting. Therefore, all of the students were more active and enthusiastic during the teaching and learning process.

(Continued)

(Continued)

No.	Pre-condition		Cycle 1	Cycle 2
7	Assessment The writing assessment did not run well	The teacher only focused on the product of writing.	The students had more chances to practice writing more in the	The students had more chances to practice writing more in the
		She always asked the students to do writing task at home. She also rarely gave correction to the students' writing. Usually, there were only marks on the students' writing. Moreover, the teacher did not give chance to the students to revise their writing.	classroom. They could experience the process of writing. Moreover, they got guidance from the researcher when writing. They also got regular direct feedback and chances to revise their writing. It made them know their errors. However, there were some students who still made the same errors.	classroom. They could experience the process of writing. Moreover, they got guidance from the researcher when writing. They also got regular indirect feedback and chances to revise their writing. Therefore, they knew their errors. Most of them could correct the errors very well. They did not do the same errors. Therefore, their writing skills improved.

Furthermore, after the implementation of portfolio assessment and its accompanying actions, there were improvements on the students' writing scores. Those happened in the five aspects of writing, namely content, organisation, vocabulary, language use, and mechanics. The following table presents the means of each aspect scores in pre-test, Cycle 1, and Cycle 2.

Table 9: The Means of Each Aspect Scores in Pre-test, Cycle 1, and Cycle 2

Aspects	Pre-test	Cycle 1	Cycle 2
Content	19.87	22.26	24.46
Organisation	13.74	16.46	17.59
Vocabulary	11.89	16.31	17.44
Language Use	13.57	19.54	21.17
Mechanics	3.59	4.09	5.00

From Table 9, it can be seen that all of the means of each aspect scores increased after the implementation of the action in Cycle 1 and Cycle 2. The students' gain score were obtained by comparing the means of each aspect scores in pre-test to those in Cycle 1 is 2.39 for the content aspect, 2.72 for the organisation aspect, 4.42 for the vocabulary aspect, 5.97 for the language use aspect, and 0.5 for the mechanics aspect. Meanwhile, the students' gain score obtained by comparing the means of each aspect scores in Cycle 1 to those in Cycle 2 is 2.2 for the content aspect, 1.13 for the organisation aspect, 1.13 for the vocabulary aspect, 1.63 for the language use aspect, and 0.91 for the mechanic aspect.

According to the comparison among the means of each aspect scores in pre-test, Cycle 1, and Cycle 2, it can be concluded that the writing skills of Grade VIII D students of SMP Negeri 2 Piyungan improved after the implementation of portfolio assessment.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research focused on improving the writing skills of grade VIII D students of SMP Negeri 2 Piyungan in the academic year of 2013/2014 through the use of portfolio assessment. In line with the discussion in the previous chapter, it could be said that all of the actions gave positive results towards the teaching and learning process of writing in class VIII D. It can be concluded as follow.

1. The action of providing writing tasks to practice writing in the classroom and applying portfolio assessment successfully improved the students' writing skills. It could make the students practice writing more in the classroom so they could experience the process of writing well. By assessing the students' writing using portfolio assessment, the researcher gave regular feedback on the students' writing. It made the students know their errors. Furthermore, they had opportunities to revise their writing after getting feedback from the researcher who acted as the teacher. They also could review their writing over time so they could monitor their progress in writing and have better understanding. Moreover, the students could express their ideas by using appropriate vocabulary. Their ideas were also well-organised. In addition, they also had better understanding of the English grammar so they could minimise their errors in writing. Furthermore, they became more aware of the writing conventions. The students' improvement on writing skills could also be seen in the students' writing scores. By comparing the means of each

aspect scores in pre-test, Cycle 1, and Cycle 2, the researcher concluded that there were significant improvements on the five aspects of writing, namely content, organisation, vocabulary, language use, and mechanics.

2. Moreover, the implementation of portfolio assessment did not only improve the students' writing skills but also improve the students' attitudes towards writing. It aroused the students' self-confidence in writing. The students also became more interested and motivated in writing.
3. The action of providing materials and activities that were not taken from LKS and implementing games could enrich the materials and the activities in the teaching and learning process. This action successfully aroused the students' interest and motivation in the teaching and learning process. Therefore, the students became more active and enthusiastic in the teaching and learning process.

B. Implications

With regard to the results of the research, the implementation of portfolio assessment supported by its accompanying actions is proven to be able to improve the writing skills of grade VIII D of SMP N 2 Piyungan in the academic year of 2013/2014. The successful actions have some implications. They are described below.

1. The use of portfolio assessment to assess the students' writing improved the students' writing skills in five aspects of writing, namely content, organisation, vocabulary, language use, and mechanics. In addition, it aroused

the students' self-confidence, interest, and motivation. It implies that portfolio assessment is very beneficial to the teaching and learning writing.

2. The implementation of providing writing tasks to practice writing in the classroom helped the students practice writing more in the classroom and experience the process of writing well. It implies that practicing writing more in the classroom is very important for the students.
3. The implementation of providing materials and activities that were not taken from LKS and applying games could make the students more interested and motivated in the teaching and learning process. It implies that providing various sources of materials and activities are very beneficial to the teaching and learning process.

C. Suggestions

Based on the conclusions and implications explained above, there are some recommendations for the English teacher and other researchers.

1. For the English teachers

It is better for the teachers to focus not only on the product of writing but also on the process of writing in order to help the students experience the process of writing. They have to use assessment techniques that do not focus on the product only. One of them is portfolio assessment. The results of the research show that portfolio assessment is proven to be able to improve the students' writing skills since it is a kind of assessment that focuses on the process as well as the product. It can help the students experience the process of writing. They

also can get regular feedback so they know their errors. It can make them not repeat the same errors. Moreover, they can get opportunities to revise their writing and to review their writing over time.

Furthermore, the teachers should vary the materials and the activities in the teaching and learning process in order to make the students more interested and motivated in the teaching and learning process.

2. For other researchers

This research only focuses on the use of portfolio assessment to improve the students' writing skills. Therefore, the other researchers who are interested in the same field are suggested to conduct other studies on the same issue in other skills and other levels of education.

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APPENDICES

APPENDIX A: COURSE GRIDS

COURSE GRID

The Name of the School : SMP N 2 Piyungan
Subject : Bahasa Inggris
Grade/Semester : VIII/2
Time Allocation : 8 x 40 minutes (4 meetings)
Skill : Writing
Text Type : Recount

Standard of Competence :

12. Expressing meaning in functional written texts and simple essays in the genres of recount and narrative in order to interact with the surroundings.

Basic Competence :

12.2. Expressing meaning and rhetorical steps in simple short essays using various written language accurately, fluently, and appropriately in order to interact with the surroundings in the genres of recount and narrative.

Topic	Learning Objective	Indicators	Learning Materials	Teaching and Learning Activities	Assessment	Time Allocation	Sources
Unforgettable Holiday	<ul style="list-style-type: none"> At the end of the lesson the students are able to write recount text accurately, fluently, and appropriately. 	<p>The students are able to:</p> <ul style="list-style-type: none"> identify a recount text. use past tense correctly. arrange jumbled sentences according to generic structure of recount text. write drafts of recount text. revise the draft 	<p>a. Recount Text</p> <p>b. Explanation about social function of recount text</p> <p>c. Explanation about generic structures of recount text</p> <p>d. Explanation about language features of recount text</p>	<p>Pre-teaching:</p> <ul style="list-style-type: none"> The teacher greets the students. The teacher leads the prayer. The teacher checks the attendance list. The teacher asks about the materials from the previous meeting. The teacher tells the students about the objective of the research. The teacher explains the purpose of portfolio assessment to the students. The teacher explains the content 	Written test, Portfolio	6 x 40 minutes	<p>1. Priyana, J. . R. Irjayanti, and V. Renitasari. 2008. <i>Scaffolding: English for Junior High School Students Grade VIII</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>

		<p>based on the teacher's feedback.</p> <ul style="list-style-type: none"> • write the final draft based on the teacher's feedback. 		<p>of the portfolio to the students.</p> <ul style="list-style-type: none"> • The teacher explains the assessment criteria to the students. • The teacher explains the schedule for reviewing sessions to the students. • The teacher explains where the students' portfolio should be kept. <p>Whilst-teaching:</p> <p>BKOF:</p> <ul style="list-style-type: none"> • The teacher shows a diary. • The teacher asks some leading question related to the diary. • The teacher outlines the kind of text to learn. <p>MOT:</p>			<p>2. Enterprise, Quantum. 2011. "Recount Text", http://thinkquantum.wordpress.com. Retrieved on May 2, 2013.</p> <p>3. Armawidjaya, S. 2013. "Contoh Recount Text Pendek", http://shashawidjaya.blogspot.com/2013</p>
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				<ul style="list-style-type: none"> • The teacher and the students discuss about the social functions, generic structures, and language features of a recount text. • The teacher gives an example of recount text to the students and asks them to read it. Then, she asks them to find difficult words. • The teacher and the students discuss about the text together. <p>JCOT:</p> <ul style="list-style-type: none"> • The teacher asks the students to change V1 into V2 of an incomplete text in pairs. • The teacher asks the students to 			/05/contoh-recount-text-pendek.html?m=1 . Retrieved on December 8, 2013.
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				<p>rearrange and identify jumbled sentences into a good recount text in pairs.</p> <p>ICOT:</p> <ul style="list-style-type: none"> • The teacher asks the students to write a draft of a recount text based on a given topic individually. Then, they have to reflect their learning based on the reflection sheet provided for them. Next, they have to put their writing and the self-reflection sheet into the portfolio folder. After that, they have to submit their portfolio to the teacher. • The teacher asks the students to revise the draft based on teacher's feedback individually. 			
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				<p>Then, they have to reflect their learning based on the reflection sheet provided for them. Next, they have to put their writing and the self-reflection sheet into the portfolio folder. After that, they have to submit their portfolio to the teacher.</p> <ul style="list-style-type: none"> • The teacher asks the students to write the final product of the text individually. Then, they have to reflect their learning based on the reflection sheet provided for them. Next, they have to put their writing and the self-reflection sheet into the portfolio folder. After that, they have to submit their portfolio to the teacher. 			
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				<p>Post-teaching:</p> <ul style="list-style-type: none">• The teacher and the students summarize the teaching and learning process.• The teacher gives clues related to the next meeting.• The teacher and the students make reflection on the teaching and learning process.• The teacher ends the class.			
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COURSE GRID

The Name of the School : SMP N 2 Piyungan
Subject : Bahasa Inggris
Grade/Semester : VIII/2
Time Allocation : 9 x 40 minutes (5 meetings)
Skill : Writing
Text Type : Recount

Standard of Competence :

12. Expressing meaning in functional written texts and simple essays in the genres of recount and narrative in order to interact with the surroundings.

Basic Competence :

12.2. Expressing meaning and rhetorical steps in simple short essays using various written language accurately, fluently, and appropriately in order to interact with the surroundings in the genres of recount and narrative.

Topic	Learning Objective	Indicators	Learning Materials	T&L Activities	Assessment	Time Allocation	Sources
Experience in joining school activities	<ul style="list-style-type: none"> At the end of the lesson the students are able to write recount text accurately, fluently, and appropriately . 	<p>The students are able to:</p> <ul style="list-style-type: none"> identify the social function, language features, and generic structures of recount text. use past tense correctly. arrange jumbled sentences according to 	<p>a. Recount Text</p> <p>b. Explanation about social function of recount text</p> <p>c. Explanation about generic structures of recount text</p> <p>d. Explanation about language features of recount text</p>	<p>Pre-teaching:</p> <ul style="list-style-type: none"> The teacher greets the students. The teacher leads the prayer. The teacher checks the attendance list. <p>Whilst-teaching:</p> <p>BKOF:</p> <ul style="list-style-type: none"> The teacher recalls the students' background knowledge about recount text. <p>MOT:</p> <ul style="list-style-type: none"> The teacher gives an example of recount text to the students and asks them to read it. Then, she asks them to find difficult words. 	Written test, Portfolio	9 x 40 minutes	<p>1. Priyana, J, . R. Irjayanti, and V. Renitasari. 2008. <i>Scaffolding: English for Junior High School Students Grade VIII</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>2. Squidoo.</p>

		<p>generic structure of recount text.</p> <ul style="list-style-type: none"> • write drafts of recount text. • revise the draft based on the teacher's feedback. • write the final draft based on the teacher's feedback. 		<ul style="list-style-type: none"> • The teacher and the students discuss about the text together. <p>JCOT:</p> <ul style="list-style-type: none"> • The teacher asks the students to complete incomplete text with suitable words in pairs. • The teacher asks the students to rearrange into a good recount text in pairs. • The teacher asks the students to identify and find incorrect verbs of several sentences and change them into good sentences. • The teacher asks the students to find incorrect spellings, capitalizations, and word forms of a short paragraph in a group of four. 			<p>2014. "My First Camping Experience", http://www.squidoo.com/mountaintaincampingtrip. Retrieved on February 6, 2014.</p>
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				<p>ICOT:</p> <ul style="list-style-type: none"> • The teacher asks the students to write a draft of a recount text based on a given topic individually. Then, they have to reflect their learning based on the reflection sheet provided for them. Next, they have to put their writing and the self-reflection sheet into the portfolio folder. After that, they have to submit their portfolio to the teacher. • The teacher asks the students to revise the draft based on teacher's feedback individually. Then, they have to reflect their learning based on the reflection sheet provided for them. Next, they have to put their writing and the 			
--	--	--	--	---	--	--	--

				<p>self-reflection sheet into the portfolio folder. After that, they have to submit their portfolio to the teacher.</p> <ul style="list-style-type: none"> • The teacher asks the students to write the final product of the text individually. Then, they have to reflect their learning based on the reflection sheet provided for them. Next, they have to put their writing and the self-reflection sheet into the portfolio folder. After that, they have to submit their portfolio to the teacher. <p>Post-teaching:</p> <ul style="list-style-type: none"> • The teacher and the students summarize the teaching and learning process. 			
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				<ul style="list-style-type: none">• The teacher gives clues related to the next meeting.• The teacher and the students make reflection on the teaching and learning process.• The teacher ends the class.			
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APPENDIX B:

LESSON PLANS

LESSON PLAN

The Name of the School	: SMP N 2 Piyungan
Subject	: Bahasa Inggris
Grade/Semester	: VIII/2
Time Allocation	: 6 x 40 minutes (4 meetings)
Skill	: Writing
Text Type	: Recount

Standard of Competence :

12. Expressing meaning in functional written texts and simple essays in the genres of recount and narrative in order to interact with the surroundings.

Basic Competence :

12.2. Expressing meaning and rhetorical steps in simple short essays using various written language accurately, fluently, and appropriately in order to interact with the surroundings in the genres of recount and narrative.

Indicators :

The students are able to:

- identify the social function, language features, and generic structures of recount text.
- use past tense correctly.
- arrange jumbled sentences according to generic structure of recount text.
- write drafts of recount text.
- revise the draft based on the teacher's feedback.
- write the final draft based on the teacher's feedback.

1. Learning Objective :

At the end of the lesson the students are able to write recount text accurately, fluently, and appropriately.

2. Materials :

a. Recount text

My holiday

Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I went to see Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery of there. After that, we took a rest and had a lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

b. Function of recount text

Recount text is a text that retells past events. The purpose is to provide the audience with a description of what occurred and when it occurred.

Examples of recount text:

- ✓ Letters
- ✓ Conversations
- ✓ Newspaper reports
- ✓ Speeches

c. Generic structures and language features of recount text

- ✓ Orientation: tells who, what, where, and when
- ✓ Sequence of events: usually recounted in chronological order

- ✓ reorientation (optional): personal comment

Language features:

- ✓ Use of noun and pronoun to identify people, animals, places, etc
- ✓ Use of past tense to retell the events
- ✓ Use of chronological order (first, second, then, next, finally)

Orientation	Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.
Event 1	In the morning, my friend and I went to see Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary but it was fun.
Event 2	Then , we went to get a closer look at the mountain. We took pictures of the beautiful scenery of there.
Event 3	After that , we took a rest and had a lunch under a big tree.
Event 4	Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon
Conclusion	We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

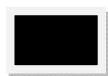
Explanations:



= Past Tense



= Chronological Order



= Pronoun

3. Teaching Method : genre-based approach

4. Procedures :

Pre-teaching :

The teacher:

1. greets the students.
2. leads the prayer.
3. checks the attendance list.
4. asks about the materials from the previous meeting.
5. tells the students about the objective of the research.
6. explains the purpose of portfolio assessment to the students.
7. explains the content of the portfolio to the students.
8. explains the assessment criteria to the students.
9. explains the schedule for reviewing sessions to the students.
10. explains where the students' portfolio should be kept.

Whilst-teaching:

BKOF:

The teacher:

11. shows a diary.
12. asks some leading question related to the diary.
13. outlines the kind of text to learn.

MOT:

14. The teacher and the students discuss about the social functions, generic structures, and language features of a recount text.
15. The teacher gives an example of recount text to the students and asks them to read it. Then, she asks them to find difficult words.
16. The teacher and the students discuss about the text together.

JCOT:

The teacher asks the students to:

17. change the words in the brackets into past forms in pairs.
18. rearrange and identify jumbled sentences into a good recount text in pairs.

ICOT:

The teacher asks the students to:

19. write a draft of a recount text based on a given topic individually. Then they have to reflect their learning based on the reflection sheet provided for them. After that they have to put all of them into their portfolio folder.
20. revise the draft based on teacher's feedback individually. Then reflect their learning based on the reflection sheet provided for them. After that they have to put all of them into their portfolio folder.
21. write the final product of the text individually. Then they have to reflect their learning based on the reflection sheet provided for them. After that they have to put all of them into the portfolio folder.

Post-teaching:

22. The teacher and the students summarize the teaching and learning process.
23. The teacher gives clues related to the next meeting.
24. The teacher and the students make reflection on the teaching and learning process.
25. The teacher ends the class.

5. Learning Sources:

Priyana, J., A. R. Irjayanti, and V. Renitasari. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Enterprise, Quantum. 2011. "Recount Text", <http://thinkquantum.wordpress.com>. Retrieved on May 2, 2013.

Armawidjaya, S. 2013. "Contoh Recount Text Pendek", <http://shasha-widjaya.blogspot.com/2013/05/contoh-recount-text-pendek.html?m=1>. Retrieved on December 8, 2013.

6. Assessment:

- a. Technique: writing test, portfolio
- b. Instrument: texts
- c. Rubric:

Aspect of Writing	Score	Category	Criteria
Content	30-27	Excellent to very good	knowledgeable; substantive; through development of thesis; and relevant to assigned topic
	26-22	Good to average	some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail
	21-17	Fair to poor	limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor	does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
Organisation	20-18	Excellent to very good	fluent expression; ideas clearly stated/supported; succinct; well-organised; logical sequencing; cohesive
	17-14	Good to average	somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to poor	non-fluent; ideas confused or disconnected; lacks logical sequencing and development

(Continued)

(Continued)

Aspect of Writing	Score	Category	Criteria
	9-7	Very poor	does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to very good	sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average	adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor	limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor	essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good	effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average	effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor	major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	Very poor	virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good	demonstrate mastery of conventions; few errors of spelling, punctuation, capitalisation, paragraphing
	4	Good to average	occasional errors of spelling, punctuation, capitalisation,

(Continued)

(Continued)

Aspect of Writing	Score	Category	Criteria
			paragraphing but meaning not obscured
	3	Fair to poor	frequent errors of spelling, punctuation, capitalisation, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor	no mastery of conventions; dominated by errors of spelling, punctuation, capitalisation, paragraphing; handwriting illegible; or not enough to evaluate

Yogyakarta, January 2014

English Teacher,

Researcher,

Harmin Istiningrum, S.Pd.
NIP. 196612161994022001

Ardina Shofiyah
NIM. 10202244034

APPENDIX

Appendix 1

My holiday



Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I went to see Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery of there. After that, we took a rest and had a lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Appendix 2

Read the following incomplete text. Change the words in the brackets into past forms.

Denpasar, 19 August 2012

Hi Putri, How are you? I hope you are fine.

By the way, I want to tell you about my holiday. Last month I ① _____ (go) to Bandung. I was so happy because it was my first time to visit the place. There are many places to visit.

First, I ② _____ (going) to Tangkuban Prah. The place is just so wonderful. After that, I went to Dago Street. I ③ _____ (buy) some T-shirt there. Then, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also ④ _____ (does) not forget to buy 'peuyeum'. Bandung is famous for its 'peuyeum'. Finally I went to café to have lunch. I ⑤ _____ (spend) three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me as soon as you can. Bye.

Sincerely,

Dina

Appendix 3

Read the following jumbled sentences. Rearrange these sentences into a good recount text. Then, label them as orientation, sequence of events, or re-orientation.

After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives!	—
The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display.	—
The first destination was the cave. It is better because my best friend came to visit it with me! We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain.	—
On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang .	1 : Orientation
Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called kjokkenmoddinger, or kitchen trash.	—

Appendix 4

Worksheet 1

Name :

Student Number :

Write your own experience about your “Unforgettable Holiday”. After you finish your work, put it into your portfolio folder.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Appendix 5

Worksheet 2

Name :

Student Number :

Revise your draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

[illegible]

Appendix 6

Worksheet 3

Name :

Student Number :

Write your final draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

[illegible]

Appendix 7

Self-reflection sheet on drafting

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini saya belajar tentang_____

Saya ingin mempelajari lebih dalam lagi tentang_____

Penilaian saya terhadap tulisan saya adalah_____

Yang akan saya lakukan untuk membuat tulisan saya lebih baik lagi adalah_____

Yang saya rasakan pada pertemuan kali ini adalah _____

Appendix 8

Self-reflection sheet on revision

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini saya belajar tentang _____

Saya ingin mempelajari lebih dalam lagi tentang _____

Pendapat saya mengenai koreksi (<i>feedback</i>) dari guru adalah _____

Penilaian saya terhadap tulisan saya sebelumnya adalah _____

Penilaian saya terhadap tulisan saya yang sudah direvisi adalah _____

Yang saya rasakan pada pertemuan kali ini adalah _____

Appendix 9

Self-reflection sheet on final product

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini saya belajar tentang_____

Saya ingin mempelajari lebih dalam lagi tentang_____

Penilaian saya terhadap tulisan saya sebelumnya adalah_____

Penilaian saya terhadap tulisan saya kali ini adalah_____

Yang saya rasakan setelah menerapkan portofolio dalam proses pembelajaran <i>writing</i> adalah_____

Yang saya rasakan pada pertemuan kali ini adalah_____

Appendix 10

Self-assessment checklist

Berilah tanda (√) pada kolom yang menggambarkan kondisi Anda setelah menerapkan Portofolio dalam proses pembelajaran *writing*.

No.	Kriteria	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menjadi paham untuk selalu memberikan informasi tentang siapa, apa, dimana, dan kapan pada permulaan teks <i>recount</i> yang Saya buat.				
2.	Saya dapat menulis peristiwa-peristiwa dalam sebuah teks <i>recount</i> sesuai dengan urutan kejadiannya dengan benar.				
3.	Saya dapat menggunakan <i>chronological order</i> (<i>firstly, secondly, thirdly, next, after that, then, last, finally</i>) dalam tulisan Saya dengan benar.				
4.	Kemampuan <i>grammatical</i> (yang berhubungan dengan tata bahasa seperti <i>tenses</i>) Saya meningkat.				
5.	Saya menjadi mahir dalam menggunakan tanda baca dan ejaan yang benar dalam Bahasa Inggris.				
6.	Saya dapat menggunakan kosa kata yang berbeda (sinonim) untuk mewakili sebuah kata dalam tulisan Saya.				
7.	Saya mempunyai banyak kosa kata baru yang dapat Saya gunakan dalam menulis.				

LESSON PLAN

The Name of the School	: SMP N 2 Piyungan
Subject	: Bahasa Inggris
Grade/Semester	: VIII/2
Time Allocation	: 9 x 40 minutes (5 meetings)
Skill	: Writing
Text Type	: Recount

Standard of Competence :

12. Expressing meaning in functional written texts and essays in the genres of recount and narrative in order to interact with the surroundings

Basic Competence :

12.2. Expressing meaning and rhetorical steps in simple short essays using various written language accurately, fluently, and appropriately in order to interact with the surroundings in the genres of recount and narrative.

Indicators :

The students are able to:

- identify the social function, language features, and generic structures of recount text.
- use past tense correctly.
- arrange jumbled sentences according to generic structure of recount text.
- write drafts of recount text.
- revise the draft based on the teacher's feedback.
- write the final draft based on the teacher's feedback.

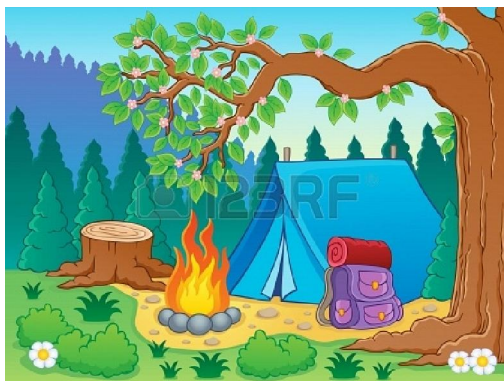
1. Learning Objective :

At the end of the lesson, the students are able to write recount text accurately, fluently, and appropriately.

2. Materials :

a. Recount text

My First Camping Experience



When I was in the first grade of Junior High School, I went on a school camping trip in a mountain. It was my school regulation for all new students to go camping. I was very shocked about it. On the day of the trip, we went to school at 06.00 a.m. After attending a short briefing, we

left for the campsite.

There were many fun activities that we did in the first day such as pitching a tent, and treasure hunting. The second day, we went hiking. When we went hiking, I stayed barefoot the entire time. One of the teachers was concerned especially because I was having the sniffles. He told me to put shoes on but I told him I was fine, and he left me alone. At the night we held a campfire. To me that was the highlight of the camping trip. In the last day we were ready to go home and see our parents.

That was my first enjoyable camping trip.

b. Function of recount text

Recount text is a text that retells past events. The purpose is to provide the audience with a description of what occurred and when it occurred.

Examples of recount text:

- ✓ Letters
- ✓ Conversations
- ✓ Newspaper reports
- ✓ Speeches

c. Generic structures and language features of recount text

- ✓ Orientation: tells who, what, where, and when
- ✓ Sequence of events: usually recounted in chronological order
- ✓ reorientation (optional): personal comment

Language features:

- ✓ Use of noun and pronoun to identify people, animals, places, etc
- ✓ Use of past tense to retell the events
- ✓ Use of chronological order (first, second, then, next, finally)

3. Teaching Method : genre-based approach

4. Procedures :

Pre-teaching :

The teacher:

1. greets the students.
2. leads the prayer.
3. checks the attendance list.

Whilst-teaching:

BKOF:

4. The teacher recalls the students' background knowledge about recount text.

MOT:

5. The teacher gives an example of recount text to the students and asks them to read it. Then, she asks them to find difficult words.
6. The teacher and the students discuss about the text together.

JCOT:

The teacher asks the students to:

7. complete an incomplete text with suitable words in pairs.
8. rearrange jumbled sentences into a good recount text in pairs.
9. identify and find incorrect verbs of several sentences and change them into good sentences in pairs.
10. find incorrect spellings, capitalisations, and word forms of a short paragraph in a group of four.

ICOT:

The teacher asks the students to:

11. write a draft of a recount text based on a given topic individually. Then they have to reflect their learning based on the reflection sheet provided for them. After that they have to put all of them into their portfolio folder.
12. revise the draft based on teacher's feedback individually. Then reflect their learning based on the reflection sheet provided for them. After that they have to put all of them into their portfolio folder.
13. write the final product of the text individually. Then they have to reflect their learning based on the reflection sheet provided for them. After that they have to put all of them into the portfolio folder.

Post-teaching:

14. The teacher and the students summarize the teaching and learning process.
15. The teacher gives clues related to the next meeting.
16. The teacher and the students make reflection on the teaching and learning process.
17. The teacher ends the class.

5. Learning Sources:

Priyana, J., A. R. Irjayanti, and V. Renitasari. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Squidoo. 2014. "My First Camping Experience", <http://www.squidoo.com/mountaincampingtrip>. Retrieved on February 6, 2014.

6. Assessment:

- a. Technique: writing test, portfolio
- b. Instrument: texts
- c. Rubric:

Aspect of Writing	Score	Category	Criteria
Content	30-27	Excellent to very good	knowledgeable; substantive; through development of thesis; and relevant to assigned topic
	26-22	Good to average	some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail
	21-17	Fair to poor	limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor	does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
Organisation	20-18	Excellent to very good	fluent expression; ideas clearly stated/supported; succinct; well-organised; logical sequencing; cohesive
	17-14	Good to average	somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to poor	non-fluent; ideas confused or disconnected; lacks logical sequencing and development

(Continued)

(Continued)

Aspect of Writing	Score	Category	Criteria
	9-7	Very poor	does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to very good	sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average	adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor	limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor	essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good	effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average	effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor	major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	Very poor	virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good	demonstrate mastery of conventions; few errors of spelling, punctuation, capitalisation, paragraphing

(Continued)

(Continued)

Aspect of Writing	Score	Category	Criteria
	4	Good to average	occasional errors of spelling, punctuation, capitalisation, paragraphing but meaning not obscured
	3	Fair to poor	frequent errors of spelling, punctuation, capitalisation, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor	no mastery of conventions; dominated by errors of spelling, punctuation, capitalisation, paragraphing; handwriting illegible; or not enough to evaluate

Yogyakarta, February 2014

English Teacher,

Researcher,

Harmin Istiningrum, S.Pd.
NIP. 196612161994022001

Ardina Shofiyah
NIM. 10202244034

APPENDIX

Appendix 1

My First Camping Experience



When I was in the first grade of Junior High School, I went on a school camping trip in a mountain. It was my school regulation for all new students to go camping. I was very shocked about it. On the day of the trip, we went to school at 06.00 a.m. After attending a short briefing, we left for the campsite.

There were many fun activities that we did in the first day such as pitching a tent, and treasure hunting. The second day, we went hiking. When we went hiking, I stayed barefoot the entire time. One of the teachers was concerned especially because I was having the sniffles. He told me to put shoes on but I told him I was fine, and he left me alone. At the night we held a campfire. To me that was the highlight of the camping trip. In the last day we were ready to go home and see our parents.

That was my first enjoyable camping trip.

Appendix 2

Read the following incomplete text. In pair, fill in the blank with correct verb forms.

am

win

take

have

join

are

The Football Competition

When I 1) _____ in the first grade of Junior High School, I joined two clubs. They 2) _____ the Football Club and the Karate Club. I 3) _____ those clubs because I love sports, especially football and karate. I 4) _____ football on Sunday mornings and karate on Mondays at 4 p.m.

One day my football club joined a football competition. There were eight clubs joining the competition. At first, our club 5) _____ the match. Then, we had to defeat one club to get to the final. Remarkably, we won again. After those two matches, we 6) _____ lunch in the cafeteria nearby. We were so impatient to play in the last game. It was the hard one because our opponent was very tough. Finally, we won the game with a nice score of 3 – 2. We were very happy and proud.

Appendix 3

Rearrange the following jumbled sentences into a good story.

We left at 6 a.m. and arrived in Jakarta at 7 a.m. and the competition would start in an hour.

There were five judges and about two hundred people watching me.

I joined the Traditional Dance Competition in Jakarta last year.

We went there by plane.

First, my teacher and I went to the dressing room.

However, I did not feel nervous anymore.

My teacher helped me do the make-up and the costume.

I performed on the stage confidently.

Then, the time came for me to perform on stage.

I was so happy to be given the trophy.

After that, we waited for the announcement of the result.

I still could not believe when they called my name as the first winner.

It was 4 p.m. when the judges finished making their final decision.

Appendix 4

Consider the following sentences whether they are correct not. Correct the incorrect sentences.

No.	Sentences	C	I	Correction
1.	It was warm, so I took off my coat			
2.	Last night, I watch a good film. I really enjoyed it.			
3.	Yesterday, I join an extracurricular in my school.			
4.	Last month, I go camping with all of my friends.			
5.	After we arrive at campsite two hours ago, we pitch our tent.			
6.	I saw fifty students in the bus this morning.			
7.	Last year I join a dance competition. I practice hard with my teacher for a month.			
8.	When I am in grade 1 of Junior High School, I join the Volley Club.			
9.	My father gave me a new ball this morning.			
10.	I won a football match last year.			

Appendix 5

Read the following short paragraph. Identify and circle the errors (word forms, spelling, capitalisation) that occur in this paragraph.

it happened when I was still a JunIoR High School students. everi 17th august, my schol organise a poetry readIng Competition as a part of Independence Day Celebration. as an active studen, i then got my mother to signed me up in that competition. my mother was hesitated since he did not sure that i could do poetry-reading. however, in order to made me hapy, she finnaly signed me up.

Appendix 6

Worksheet 1

Name :

Student Number :

Write your own experience in joining school activities. After you finish your work, put it into your portfolio folder.

[illegible]

Appendix 7

Worksheet 2

Name :

Student Number :

Revise your draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix 8

Worksheet 3

Name :

Student Number :

Write your final draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix 9

Self-reflection sheet on drafting

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini saya belajar tentang _____

Saya ingin mempelajari lebih dalam lagi tentang _____

Penilaian saya terhadap tulisan saya adalah _____

Yang akan saya lakukan untuk membuat tulisan saya lebih baik lagi adalah _____

Yang saya rasakan pada pertemuan kali ini adalah _____

Appendix 10

Self-reflection sheet on revision

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini saya belajar tentang _____

Saya ingin mempelajari lebih dalam lagi tentang _____

Pendapat saya mengenai koreksi (<i>feedback</i>) dari guru adalah _____

Penilaian saya terhadap tulisan saya sebelumnya adalah _____

Penilaian saya terhadap tulisan saya yang sudah direvisi adalah _____

Yang saya rasakan pada pertemuan kali ini adalah _____

Appendix 11

Self-reflection sheet on final product

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini saya belajar tentang_____

Saya ingin mempelajari lebih dalam lagi tentang_____

Penilaian saya terhadap tulisan saya sebelumnya adalah_____

Penilaian saya terhadap tulisan saya kali ini adalah_____

Yang saya rasakan setelah menerapkan portofolio dalam proses pembelajaran <i>writing</i> adalah_____

Yang saya rasakan pada pertemuan kali ini adalah_____

Appendix 12

Self-assessment checklist

Berilah tanda (√) pada kolom yang menggambarkan kondisi Anda setelah menerapkan Portofolio dalam proses pembelajaran *writing*.

No.	Kriteria	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menjadi paham untuk selalu memberikan informasi tentang siapa, apa, dimana, dan kapan pada permulaan teks <i>recount</i> yang Saya buat.				
2.	Saya dapat menulis peristiwa-peristiwa dalam sebuah teks <i>recount</i> sesuai dengan urutan kejadiannya dengan benar.				
3.	Saya dapat menggunakan <i>chronological order</i> (<i>firstly, secondly, thirdly, next, after that, then, last, finally</i>) dalam tulisan Saya dengan benar.				
4.	Kemampuan <i>grammatical</i> (yang berhubungan dengan tata bahasa seperti <i>tenses</i>) Saya meningkat.				
5.	Saya menjadi mahir dalam menggunakan tanda baca dan ejaan yang benar dalam Bahasa Inggris.				
6.	Saya dapat menggunakan kosa kata yang berbeda (sinonim) untuk mewakili sebuah kata dalam tulisan Saya.				
7.	Saya mempunyai banyak kosa kata baru yang dapat Saya gunakan dalam menulis.				

APPENDIX C: OBSERVATION CHECKLIST

OBSERVATION SHEET

CYCLE 1

MEETING 1

Date : January 29th, 2014

Time : 08.20-09.00

Observer : Pamela Yeni Purwastri

Check each item in the column that mostly represent to your observation. Write additional information if it is necessary.

No.	Observation Items	Yes	No	Notes
	The teaching-learning process			
	Pre-teaching			
1.	The teacher greets the students.	√		
2.	The students respond to the teacher's greeting.	√		
3.	The teacher checks the attendance list.	√		
4.	All of the students attend the class.	√		
5.	The teacher asks about the materials from the previous meeting.	√		
6.	The students still remember about the previous materials	√		
	Whilst-teaching			
7.	The teacher shows a diary.	√		
8.	The teacher asks some leading questions related to the diary.	√		
9.	The students respond to the teacher's questions.	√		
10.	The teacher outlines the kind of text that is going to learn.	√		
11.	The teacher and the students discuss about the social functions, generic structures, and language features of recount texts.	√		
12.	The teacher gives an example of recount text to the students and asks them to read it.	√		
13.	The students read the text.	√		
14.	The teacher asks the students to find difficult words.	√		
15.	The students find difficult words.	√		

(Continued)

(Continued)

No.	Observation Items	Yes	No	Notes
16.	The teacher asks the students to guess the meaning of difficult words or find them in the dictionary.	√		
17.	The students guess the meaning of difficult words or find them in the dictionary.	√		
18.	The teacher asks to discuss the text together.	√		
19.	The teacher and the students discuss the text together.	√		
	Post-teaching			
20.	The teacher and the students summarize the teaching-learning process.	√		
21.	The teacher gives clues related to the next meeting.	√		
22.	The teacher and the students make reflection on the teaching and learning process	√		
23.	The teacher ends the class.	√		
	Class Situation			
24.	The students are active during the teaching-learning process.		√	Some students were not active.
25.	The students show enthusiasm during the teaching-learning process.	√		
26.	The teacher has good time management.	√		
27.	The teacher manages the class well.	√		
28.	The teacher's instructions are clear.	√		

MEETING 2

Date : February 1st, 2014

Time : 07.00-08.20

Observer : Pamela Yeni Purwastri

Check each item in the column that mostly represent to your observation. Write additional information if it is necessary.

No.	Observation Items	Yes	No	Notes
	The teaching-learning process			
	Pre-teaching			
1.	The teacher greets the students.	√		
2.	The students respond to the teacher's greeting.	√		
3.	The teacher leads the prayer	√		
4.	The teacher checks the attendance list.	√		
5.	All of the students attend the class.	√		
6.	The teacher asks about the materials from the previous meeting.	√		
7.	The students still remember about the previous materials	√		
	Whilst-teaching			
8.	The teacher distributes an incomplete text to each student as the first task. The teacher asks the students to change VI into V2 of the text in pairs.	√		
9.	The students do the task.	√		
10.	The teacher asks the students to change their work with other pairs.	√		
11.	The students change their works with other pairs.	√		
12.	The teacher and the students discuss the task together	√		
13.	The teacher distributes jumble sentences to each student as the second task. Then, she asks the students to rearrange and identify the sentences in pairs.	√		
14.	The students do the task.	√		
15.	The teacher asks the students to change their work with other pairs.	√		
16.	The students change their works with other pairs.	√		

(Continued)

(Continued)

No.	Observation Items	Yes	No	Notes
17.	The teacher and the students discuss the task together	√		
18.	The teacher asks the students to write a draft about the students' experience about unforgettable holiday individually as the third task.	√		
19.	The students do the task.	√		
20.	The teacher distributes a reflection sheet to each student. Then, she asks them to fill it.	√		
21.	The students fill the reflection sheet.	√		
22.	The teacher asks the students to put the task and the reflection sheet into portfolio folder.	√		
23.	The students put the task and the reflection sheet into portfolio folder.	√		
	Post-teaching			
24.	The teacher and the students summarize the teaching-learning process.	√		
25.	The teacher gives clues related to the next meeting.	√		
26.	The teacher and the students make reflection on the teaching and learning process	√		
27.	The teacher ends the class.	√		
	Class Situation			
28.	The students are active during the teaching-learning process.		√	The students did the work slowly
29.	The students show enthusiasm during the teaching-learning process.	√		
30.	The teacher has good time management.	√		
31.	The teacher manages the class well.	√		
32.	The teacher's instructions are clear.	√		

MEETING 3

Date : February 4th, 2014

Time : 07.00-08.20

Observer : Pamela Yeni Purwastri

Check each item in the column that mostly represent to your observation. Write additional information if it is necessary.

No.	Observation Items	Yes	No	Notes
	The teaching-learning process			
	Pre-teaching			
1.	The teacher greets the students.	√		
2.	The students respond to the teacher's greeting.	√		
3.	The teacher leads the prayer	√		
4.	The teacher checks the attendance list.	√		
5.	All of the students attend the class.	√		
6.	The teacher asks about the materials from the previous meeting.	√		
7.	The students still remember about the previous materials	√		
	Whilst-teaching			
8.	The teacher explains the most common errors that occur in the students' writing.	√		
9.	The teacher distributes the portfolio to its owner.	√		
10.	The teacher asks the students to revise their drafts based on the feedback on their paper.	√		
11.	The teacher distributes a reflection sheet to each student. Then, she asks them to fill it.	√		
12.	The students fill the reflection sheet.	√		
13.	The teacher asks the students to put the task and the reflection sheet into portfolio folder.	√		
14.	The students put the task and the reflection sheet into portfolio folder.	√		
	Post-teaching			
15.	The teacher and the students summarize the teaching-learning process.	√		
16.	The teacher gives clues related to the next meeting.	√		
17.	The teacher and the students make reflection on the teaching and learning process.	√		

(Continued)

(Continued)

No.	Observation Items	Yes	No	Notes
18.	The teacher ends the class.	√		
	Class Situation			
19.	The students are active during the teaching-learning process.	√		The students were more active.
20.	The students show enthusiasm during the teaching-learning process.	√		
21.	The teacher has good time management.	√		
22.	The teacher manages the class well.	√		
23.	The teacher's instructions are clear.	√		

MEETING 4

Date : February 5th, 2014

Time : 08.20-09.00

Observer : Pamela Yeni Purwastri

Check each item in the column that mostly represent to your observation. Write additional information if it is necessary.

No.	Observation Items	Yes	No	Notes
	The teaching-learning process			
	Pre-teaching			
1.	The teacher greets the students.	√		
2.	The students respond to the teacher's greeting.	√		
3.	The teacher checks the attendance list.	√		
4.	All of the students attend the class.	√		
5.	The teacher asks about the materials from the previous meeting.	√		
6.	The students still remember about the previous materials	√		
	Whilst-teaching			
7.	The teacher explains the most common errors that occur in the students' writing.	√		
8.	The teacher distributes the portfolio to its owner.	√		
9.	The teacher asks the students to make the final product based on the feedback on their paper.	√		
10.	The teacher distributes a reflection sheet to each student. Then, she asks them to fill it.	√		
11.	The students fill the reflection sheet.	√		
12.	The teacher asks the students to put the task and the reflection sheet into portfolio folder.	√		
13.	The students put the task and the reflection sheet into portfolio folder.	√		
	Post-teaching			
14.	The teacher and the students summarize the teaching-learning process.	√		
15.	The teacher gives clues related to the next meeting.	√		
16.	The teacher and the students make reflection on the teaching and learning process	√		

(Continued)

(Continued)

No.	Observation Items	Yes	No	Notes
17.	The teacher ends the class.	√		
	Class Situation			
18.	The students are active during the teaching-learning process.	√		
19.	The students show enthusiasm during the teaching-learning process.	√		
20.	The teacher has good time management.	√		
21.	The teacher manages the class well.	√		
22.	The teacher's instructions are clear.	√		

OBSERVATION SHEET

CYCLE 2

MEETING 5

Date : February 8th, 2014

Time : 07.00-08.20

Observer : Pamela Yeni Purwastri

Check each item in the column that mostly represent to your observation. Write additional information if it is necessary.

No.	Observation Items	Yes	No	Notes
	The teaching-learning process			
	Pre-teaching			
1.	The teacher greets the students.	√		
2.	The students respond to the teacher's greeting.	√		
3.	The teacher leads the prayer	√		
4.	The teacher checks the attendance list.	√		
5.	All of the students attend the class.	√		
6.	The teacher asks about the materials from the previous meeting.	√		
7.	The students still remember about the previous materials	√		
	Whilst-teaching			
8.	The teacher recalls the students' background knowledge of recount text.	√		
9.	The teacher and the students discuss about the social functions, generic structures, and language features of recount texts.	√		
10.	The teacher gives an example of recount text to the students and asks them to read it.	√		
11.	The students read the text.	√		
12.	The teacher asks the students to find difficult words.	√		
13.	The students find difficult words.	√		
14.	The teacher asks the students to guess the meaning of difficult words or find them in the dictionary.	√		
15.	The students guess the meaning of difficult words or find them in the dictionary.	√		

(Continued)

(Continued)

No.	Observation Items	Yes	No	Notes
16.	The teacher asks to discuss the text together.	√		
17.	The teacher and the students discuss the text together.	√		
18.	The teacher distributes an incomplete text to each student as the first task. The teacher asks the students to complete it with suitable words.	√		
19.	The students do the task.	√		
20.	The teacher and the students discuss the task together.	√		
21.	The teacher distributes jumble sentences to each student as the second task. Then, she asks the students to rearrange it in pairs.	√		
22.	The students do the task.	√		
23.	The teacher and the students discuss the task together.	√		
	Post-teaching			
24.	The teacher and the students summarize the teaching-learning process.	√		
25.	The teacher gives clues related to the next meeting.	√		
26.	The teacher and the students make reflection on the teaching and learning process	√		
27.	The teacher ends the class.	√		
	Class Situation			
28.	The students are active during the teaching-learning process.	√		
29.	The students show enthusiasm during the teaching-learning process.	√		The students were very enthusiastic.
30.	The teacher has good time management.	√		
31.	The teacher manages the class well.	√		
32.	The teacher's instructions are clear.	√		

MEETING 6

Date : February 11th, 2014

Time : 07.00-08.20

Observer : Pamela Yeni Purwastri

Check each item in the column that mostly represent to your observation. Write additional information if it is necessary.

No.	Observation Items	Yes	No	Notes
	The teaching-learning process			
	Pre-teaching			
1.	The teacher greets the students.	√		
2.	The students respond to the teacher's greeting.	√		
3.	The teacher leads the prayer	√		
4.	The teacher checks the attendance list.	√		
5.	All of the students attend the class.	√		
6.	The teacher asks about the materials from the previous meeting.	√		
7.	The students still remember about the previous materials	√		
	Whilst-teaching			
8.	The teacher distributes a task. Then, she asks the students to do it in pairs.	√		
9.	The students do the task.	√		
10.	The teacher and the students discuss the task together.	√		
11.	The teacher distributes the next task. Then, she asks the students to do it in pairs.	√		
12.	The students do the task.	√		
13.	The teacher and the students discuss the task together.	√		
	Post-teaching			
14.	The teacher and the students summarize the teaching-learning process.	√		
15.	The teacher gives clues related to the next meeting.	√		
16.	The teacher and the students make reflection on the teaching and learning process	√		
17.	The teacher ends the class.	√		

(Continued)

(Continued)

No.	Observation Items	Yes	No	Notes
	Class Situation			
18.	The students are active during the teaching-learning process.	√		
19.	The students show enthusiasm during the teaching-learning process.	√		The students were very enthusiastic.
20.	The teacher has good time management.	√		
21.	The teacher manages the class well.	√		
22.	The teacher's instructions are clear.	√		

MEETING 7

Date : February 12th, 2014

Time : 08.20-09.00

Observer : Pamela Yeni Purwastri

Check each item in the column that mostly represent to your observation. Write additional information if it is necessary.

No.	Observation Items	Yes	No	Notes
	The teaching-learning process			
	Pre-teaching			
1.	The teacher greets the students.	√		
2.	The students respond to the teacher's greeting.	√		
3.	The teacher checks the attendance list.	√		
4.	All of the students attend the class.	√		
5.	The teacher asks about the materials from the previous meeting.	√		
6.	The students still remember about the previous materials	√		
	Whilst-teaching			
7.	The teacher asks the students to write a draft about the students' experience about unforgettable holiday individually.	√		
8.	The students do the task.	√		
9.	The teacher distributes a reflection sheet to each student. Then, she asks them to fill it.	√		
10.	The students fill the reflection sheet.	√		
11.	The teacher asks the students to put the task and the reflection sheet into portfolio folder.	√		
12.	The students put the task and the reflection sheet into portfolio folder.	√		
	Post-teaching	√		
13.	The teacher and the students summarize the teaching-learning process.	√		
14.	The teacher gives clues related to the next meeting.	√		
15.	The teacher and the students make reflection on the teaching and learning process	√		
16.	The teacher ends the class.	√		

(Continued)

(Continued)

No.	Observation Items	Yes	No	Notes
	Class Situation			
17.	The students are active during the teaching-learning process.	√		
18.	The students show enthusiasm during the teaching-learning process.	√		
19.	The teacher has good time management.	√		
20.	The teacher manages the class well.	√		
21.	The teacher's instructions are clear.	√		

MEETING 8

Date : February 22nd, 2014

Time : 07.00-08.20

Observer : Pamela Yeni Purwastri

Check each item in the column that mostly represent to your observation. Write additional information if it is necessary.

No.	Observation Items	Yes	No	Notes
	The teaching-learning process			
	Pre-teaching			
1.	The teacher greets the students.	√		
2.	The students respond to the teacher's greeting.	√		
3.	The teacher leads the prayer	√		
4.	The teacher checks the attendance list.	√		
5.	All of the students attend the class.	√		
6.	The teacher asks about the materials from the previous meeting.	√		
7.	The students still remember about the previous materials	√		
	Whilst-teaching			
8.	The teacher explains the most common errors that occur in the students' writing.	√		The students understood about the feedback (indirect feedback)
9.	The teacher distributes the portfolio to its owner.	√		
10.	The teacher asks the students to revise their drafts based on the feedback on their paper.	√		The students revised their writing very well
11.	The teacher distributes a reflection sheet to each student. Then, she asks them to fill it.	√		
12.	The students fill the reflection sheet.	√		
13.	The teacher asks the students to put the task and the reflection sheet into portfolio folder.	√		
14.	The students put the task and the reflection sheet into portfolio folder.	√		
	Post-teaching			
15.	The teacher and the students summarize the teaching-learning process.	√		
16.	The teacher gives clues related to the next meeting.	√		

(Continued)

(Continued)

No.	Observation Items	Yes	No	Notes
17.	The teacher and the students make reflection on the teaching and learning process	√		
18.	The teacher ends the class.	√		
	Class Situation			
19.	The students are active during the teaching-learning process.	√		
20.	The students show enthusiasm during the teaching-learning process.	√		
21.	The teacher has good time management.	√		
22.	The teacher manages the class well.	√		
23.	The teacher's instructions are clear.	√		

MEETING 9

Date : February 29th, 2014

Time : 07.00-08.20

Observer : Pamela Yeni Purwastri

Check each item in the column that mostly represent to your observation. Write additional information if it is necessary.

No.	Observation Items	Yes	No	Notes
	The teaching-learning process			
	Pre-teaching			
1.	The teacher greets the students.	√		
2.	The students respond to the teacher's greeting.	√		
3.	The teacher leads the prayer	√		
4.	The teacher checks the attendance list.	√		
5.	All of the students attend the class.			
6.	The teacher asks about the materials from the previous meeting.	√		
7.	The students still remember about the previous materials	√		
	Whilst-teaching			
8.	The teacher explains the most common errors that occur in the students' writing.	√		
9.	The teacher distributes the portfolio to its owner.	√		
10.	The teacher asks the students to make the final product based on the feedback on their paper.			
11.	The teacher distributes a reflection sheet to each student. Then, she asks them to fill it.	√		
12.	The students fill the reflection sheet.	√		
13.	The teacher asks the students to put the task and the reflection sheet into portfolio folder.	√		
14.	The students put the task and the reflection sheet into portfolio folder.	√		
	Post-teaching			
15.	The teacher and the students summarize the teaching-learning process.	√		
16.	The teacher gives clues related to the next meeting.	√		

(Continued)

(Continued)

No.	Observation Items	Yes	No	Notes
17.	The teacher and the students make reflection on the teaching and learning process	√		
18.	The teacher ends the class.	√		
	Class Situation			
19.	The students are active during the teaching-learning process.	√		
20.	The students show enthusiasm during the teaching-learning process.	√		
21.	The teacher has good time management.	√		
22.	The teacher manages the class well.	√		
23.	The teacher's instructions are clear.	√		

APPENDIX D: VIGNETTES

VIGNETTE 1

Date : September 4th, 2013

Time : 11.00-11.30

After the researcher taught the grade VIII F (PPL), she discussed the teaching and learning process that had been done by the researcher. During the discussion, the researcher told the English teacher that after doing KKN-PPL in this school (SMP N 2 Piyungan) she might hold a research in order to make her thesis. The teacher was very pleased with the plan because she said that up to that day there was no any research about teaching and learning process of English in the school. The researcher and the teacher, then, discussed the problems that occurred in the teaching and learning process of English. The teacher said that from the four skills in English that was need to be improved most was the writing skills. She said that the students still found difficulties in writing. They were still confused about how to make sentences in English since they lacked vocabulary. Moreover, they are still confused about the tenses that should be used when writing. After that, the researcher asked for permission to the English teacher to observe the teaching and learning process of writing. Fortunately, the teacher has been teaching about descriptive text in class VIIID and the next day she would teach writing descriptive text.

VIGNETTE 2

Date : September 5th, 2013

Time : 08.20-10.00

The researcher came to the class with the teacher at 08.20. When the researcher came into the class, the students said “yes yes yes” because they thought that she would teach them. The researcher, then, had a sit at the back of the classroom.

The teacher greeted the students and checked the attendance list. All of the students attended the class. There were 27 students in this class. There were 12 male and 15 female students. Before she started the lesson, she asked them to take dictionaries in the teacher office. She asked about the homework to the students and then discussed it together. The students were asked to do some tasks provided in the LKS as the homework. She asked the students randomly to share their answers.

After the discussion finished, the teacher reviewed about descriptive text that had learned in the previous meeting. The teacher remembered the students about descriptive text “*Masih ingat teks deskriptif yang dipelajari kemarin?*” The students said “*Masih*”. The teacher gave clue about what they would learn in this meeting. “*Kalau kemarin kita sudah belajar reading teks deskriptif, hari ini kita akan belajar menulisnya.*” Then, the teacher asked the function of descriptive text to them and the students still remembered about it. “*Masih ingat fungsi teks*

deskriptif kemarin?” “Mendeskripsikan bunga,” almost all students answered. *“Ya, fungsi deskriptif teks ialah untuk mendeskripsikan something. Something itu bisa bunga, hewan, manusia dan lain-lain.”* The teacher clarified.

The teacher then explained more about descriptive text. She also explained about the tense and the generic structure used in descriptive text. When explaining, there were some students who chatted with their tablemates. After giving the explanation, she asked them to read an example of descriptive text in the book and wrote the difficult words that they might find in the text. After that, she read the text aloud and asked the students to repeat after her. Then, the teacher translated the text into *Bahasa Indonesia* orally. After translating the text, the students had a short break.

After a short break, the teacher continued the lesson. She asked some questions to the students related to the text orally. The students answered the questions well. After checking the students' comprehension, she showed some examples of the use of present tense in the text. Then, she asked the students whether there was any question or not. Because there was no question, she asked them to do some tasks in the book. After the teacher asked them to do the task, they did not directly do the task. Many of them still chatted with their tablemate. After finishing the tasks, the teacher and the students discussed the tasks together. The teacher asked some students to share their answer randomly. Many of the students did not listen to their friends who were answering. After the discussion, the teacher asked the students to write a descriptive text in a piece of paper individually based on some pictures provided in their handbooks. Because the time was up, the teacher said that the task was for homework and the next meeting it had to be submitted.

VIGNETTE 3

Date : Saturday, January 25th, 2014

Time : 08.30-10.30

The researcher and the collaborator came to the school at 08.30. They met the teacher. The researcher showed the some instruments that were going to use in the research such as lesson plan, portfolio folders, students' self-reflection, and self-assessment sheets. She asked the teacher whether the instruments were good or not. The teacher agreed with the instruments. Then, the researcher told her that she would begin the research next week, but before she began the research, she would conduct a pre-test to know the students' writing ability. She showed the instruments for the pre-test to the teacher. The researcher explained about the pre-test to the teacher. The teacher agreed with the pre-test instruments. Then, she gave the learning schedule of grade VIII D to the researcher. After having a deal, the researcher will conduct the pre-test on Wednesday.

After discussing about the research schedule and instruments, the researcher asked for permission to interview some students from grade VIII D.

Then, she interviewed some students. After interviewing them, the researcher and collaborator went home.

VIGNETTE 4

Date : Tuesday, January 28th, 2014

Time : 07.00-08.20

Pre-test

The researcher and the collaborator arrived at school at 06.45 and met the teacher. When the bell rang, the researcher and the collaborator entered the class. The researcher greeted the students, led a prayer, and then introduced herself and her collaborator. Then, she explained about the pre-test to the students. She also explained that she was going to conduct research in this class. She distributed the worksheet to each student. When the students did the pre-test, many of them were confused about what they had to write although they had already been guided by picture series provided for them. They were confused in organising ideas. Therefore, some of the students tended to copy other students' writing. Then, the researcher asked them to do the pre-test by themselves. Moreover, they were confused about the vocabulary and the tense that should be used although they had already used a dictionary. Many of them also made errors of spelling, capitalisation, and punctuation. Therefore, the researcher found many errors of mechanics in the students' writing. Then, the researcher asked them to do the pre-test by themselves. When the time was up, the researcher asked all of the students to submit the answer sheets. Then, she ended the class.

After that, the researcher and the collaborator met the teacher at the office to tell her that they had finished the pre-test. Then, they went home.

VIGNETTE 5

Date : January 29th, 2014

Time : 08.20-09.00

Meeting 1 - Cycle 1

The researcher arrived at 08.00. Then, she started the lesson at 08.20. She did pre-teaching activities such as greeting the students, and checking the attendance list. *"Good morning,"* she greeted. *"Good morning,"* the students responded. *"How are you?"* she asked. *"I'm fine, thank you, and you?"* The students answered and asked. *"Who is absent today?"* She asked. *"No one,"* The students answered.

Then, the researcher explained about portfolio assessment and what they should do. After that, she did BKOF stages. She showed a diary to the students

and then asked some leading questions related to the diary. *"Do you know what is it?" "Buku diary, Miss,"* they answered. *"Yes, right. This is a diary. Do you have a diary?"* She asked. Some students answered, *"Yes, Miss."* *"What is it for?"* She asked. *"Nulis-nulis,"* one of the students answered. *"Apa gunanya buku diary?"* She asked. Almost all students answered, *"Buat nulis kejadian hari ini."* *"Biasanya kapan kalian menulisnya?"* She asked. *"Malam hari,"* some students answered. *"Itu artinya, kalian menulis kejadian yang sudah terjadi di dalam buku diary kalian masing-masing kan?"* She asked. *"Yaa, Miss,"* they answered. The researcher told the students about what would be learned today. *"Today, we are going to learn about recount text. Does anyone know about recount text?"* Some students answered, *"Menceritakan kejadian yang sudah lampau."* *"Yes, right,"* she responded.

After that, the researcher explained the function of recount text, the generic structure of recount text, and the language feature of recount text. After explaining all of them, the researcher gave each student an example of recount text. She asked the students to read the text and then found out the difficult words for them. All of the students read the text seriously. After for about 10 minutes, she read the text aloud and asked the students to repeat after her. She asked about the difficult words that might they find in the text. The students found some difficult words such as 'pool', 'scenery', 'scary', 'hourseback', etc and they had found the meaning of those words by using the dictionary. After that, the researcher and the students discussed the text together. The researcher asked some questions related to the text to check the students' comprehension about the text. *"What is the text about?" "Holiday in Mount Bromo,"* almost all students answered. *"Siapa yang pergi ke gunung Bromo?"* She asked. Some students answered, *"I,"* and some students answered, *"the writer, Miss."* Then, the researcher asked other questions related to the text. The students answered well.

The researcher, then, explained the use of past tense in the text. *"Please, look at the first sentence of the text. Coba lihat pada kalimat pertama dari teks ini. There is an example of past form. Disitu, ada contoh penggunaan kata kerja bentuk kedua yaitu 'went'. Seperti yang sudah saya jelaskan tadi, kalau recount text menggunakan past tense. 'Went' adalah salah satu contoh bentuk kata kerja kedua. Apa kata kerja bentuk pertama dari 'went'?"* The students answered *"go"*. *"Good. What is the meaning of 'go'?"* The students did not answer. Then, the researcher asked again by using Bahasa Indonesia. *"Apa artinya 'go'?" "Pergi,"* the students answered. After that, she asked the students to mention other past forms that were used in the text. Then, she asked the present forms and the meaning of those words. The students responded well, but they did not know almost all the present forms and the meaning of the past forms such as 'rode', 'took', 'was', 'were', and 'got'.

After explaining the use of past tense in the text, the researcher checked the students' understanding about the generic structure of recount text by asking them about the generic structure of the text. *"How about the generic structure of this text. Which part of this text that tells us about the orientation?"* the students kept silent, so the researcher repeated the question in Bahasa Indonesia. *"Mana orientation dari teks ini?" "Paragraf pertama,"* they answered. *"Bagian mana*

yang menjelaskan eventsnya?" She asked. "Paragraf dua," they answered. "Lalu reorientationnya yang mana?" She asked. "Paragraf terakhir," they answered. "Good," She praised. Then, she asked the students whether there was any question or not. The students did not have any question about recount text. During the teaching and learning process, all of the students listen to the researcher carefully. There was no student who was sleepy in the class. All of them were active and enthusiastic in the teaching and learning process.

The time was going up, so the researcher summarised what have been learned, made reflection, and gave clues for the next meeting. "What have we learned today?" "Recount text," the students answered. "What is the purpose of recount text? Apa itu recount text?" She asked. "Menceritakan masa lampau," they answered. "Apa saja struktur organisasinya?" She asked. "Orientation, event, reorientation," they answered. "Tenses yang dipakai dalam recount text apa?" She asked. "Past tense," they answered. "Good," she praised. "Is it easy? Gampang kan?" She asked. "Gampang," they answered. "Very good," she praised. "Next meeting, we will still learn about recount text, Pertemuan berikutnya, kita masih akan belajar mengenai recount text. Oke?" She said. "Oke," they responded.

Finally, the researcher ended the class by saying goodbye. "See you next meeting. Assalamu'alaikum warrahmatullohi wabarakatuh."

VIGNETTE 6

Date : Saturday, February 1st, 2014

Time : 07.00-08.20

Meeting 2 – Cycle 1

The researcher and the collaborator arrived at school at 06.50. They greeted all of the teachers. They entered the class at 07.00. The collaborator had a sit at the back of the classroom. The researcher began the lesson by greeting the students, leading a prayer, checking the attendance list, and asking about the materials in the previous meeting. The students still remembered about the materials. The researcher, then, outlined what would do in this meeting. She distributed the first task. The task was an incomplete text. The students looked enthusiastic when getting the task since it was new version for them. The students were asked to change V1 into V2. After explaining about the task, she asked them to do it in pairs. All of the students directly did the task after the researcher asked them to do it. She walked around to monitor the students when doing the task. After that, she discussed the task together with the students. Most of the students were active and enthusiastic doing the discussion. Some of them were talking to their tablemates. After that, the researcher distributed jumble sentences to the students as the second task. She asked them to rearrange and identify the sentences in pairs. All the students directly did the task after the researcher explained the instruction. She walked around during the students did the task. All

of the students did the task seriously. Then, the students and the researcher discussed the task together. Most of the students were active and enthusiastic doing the discussion. Some students kept talking to their tablemates. The researcher asked the students whether any question or not. Because there was no question, she distributed portfolio folder to each students. In the folder, there was a worksheet as the third task. When the students opened the folder, they looked interested in the worksheet since it was coloured and it was something new for them. Then, she asked them to write a draft about their own experience about unforgettable holiday individually. The researcher and the collaborator observed them. Almost all students were confused about what they had to write. They felt difficult in generating ideas. There were some students who would copy other students' works. The researcher asked them to do it by themselves. Then, the researcher guided them. She asked them to remember about their last holiday. *"Hayo, where did you go on the last holiday?" "Bali,"* they answered. Some students wrote their experience in Bali on their book first. They found difficulties in organising their ideas. The researcher helped them by giving guidance to them. *"Generic structure atau struktur organisasi dari recount text yang pertama apa?" "Orientation,"* they answered. *"Orientation isinya apa?" "When, who, where,"* almost the students answered. *"Jadi yang pertama harus ditulis dulu apa?"* The students did not answer, so the researcher gave the answer. *"Yang pertama harus ditulis itu, kapan kalian ke Bali, misalnya last week, atau yesterday, atau last month, atau last year, itu lho seperti yang dicontoh textnya, lalu beri keterangan dengan siapa kalian pergi, naik apa. Kalian bisa lihat contoh text yang sudah miss Dina kasih. Paham?" "Paham,"* the students answered. After being given such guidance, the students, then, did their work seriously and seemed easier when writing. When the time was going to finish, all of the students had not finished their work. The researcher distributed a reflection sheet to each student. She asked them filled it and put it into their portfolio folder together with their work. Then, she summarized the teaching and learning process, gave clues related to the next meeting, and made reflection on the teaching and learning process. Finally, she ended the class.

After that, the researcher and the collaborator met the teacher in the office to tell her that they had finished today. Then, they went home.

VIGNETTE 7

Date : Tuesday, February 4th, 2014

Time : 07.00-08.20

Meeting 3 – Cycle 1

The researcher and the collaborator arrived at school at 06.50. They greeted all of the teachers. After the bell rang, they entered the class. The researcher greeted the students, led a prayer, and checked the attendance list as usual. She asked the students about the previous materials. The students still

remembered about the materials. The researcher told them that she had corrected their writing. Then, she explained about the most common errors occurred in their writing and the feedback. The most common errors were on grammar, sentence construction, capitalisation, and word usage. Then, she distributed the portfolio folder to each student. She asked them to revise it based on the feedback given on their paper and continue their story in 60 minutes. The students were more active and serious in this meeting. When they were writing, the researcher came to each student to have reviewing session. In this session, she reviewed the students' writing together with them, gave feedback directly, helped them to reflect on their learning, discussed the progress, and saw whether they had difficulties in writing their draft. When they were writing their second draft, some of them still had difficulties in organising ideas. They still needed guidance from the researcher. Although they had the example of the use of past tense in their writing, they were still confused about past forms. They were still confused in choosing appropriate words although they had used the dictionary. Some of the students also still made errors of punctuation and capitalisation. When the time was going to be up, the researcher asked them fill in the self-reflection. Before the bell rang, she summarised the teaching and learning process, gave clues related to the next meeting, and made reflection on the teaching and learning process. Then, she ended the class.

After that, the researcher and the collaborator met the teacher in the office to tell her that they had finished today. Then, they went home.

VIGNETTE 8

Date : Wednesday, February 5th, 2014

Time : 08.20-09.00

Meeting 4 – Cycle 1

The researcher and the collaborator arrived at school at 08.10. They greeted all of the teachers in the office. They waited for the bell to ring.

The researcher and the collaborator entered the class at 08.20. The researcher greeted the students and checking the attendance list. She asked about the materials and what they did in the previous meeting. The students responded her enthusiastically. Then, she told them that they were going to write the final product of their writing as what she said in the previous meeting. After that, she gave the portfolio folder to its owner. Before the researcher asked the students to revise their writing, she explained the most common errors in their writing. The most common errors were still the same as the previous draft. Then, she asked them whether any question or not. Because there was no question, she asked them to write the final product based on the feedback given on their writing. The time given was 30 minutes. The students seemed very easy when revising their writing. In this meeting, they were more serious and motivated than the previous one. It was because they got feedback, so they knew their errors and they had opportunity

to revise their writing. When they were writing, the researcher came to each student to have reviewing session as in the previous meeting. Based on the reviewing session, most of the students clarified that they still had difficulties in grammar, spelling, punctuation, and word choice. However, all of them declared that they had improvement on those aspects. They said that their writing skills were better than before the research was conducted. Before the time was up, the researcher asked the students to fill the self-reflection and self-assessment sheet. After that, she asked them to put their writing, self-reflection and self-assessment sheet into their portfolio folder.

Before the researcher ended the class, she summarised the teaching and learning process, gave clues related to the next meeting, and made reflection about the teaching and learning process. *"What have we learned today?"* She asked. *"Merevisi tulisan,"* the students answered. *"Sudah tau apa itu portfolio assessment?"* She asked. *"Tau,"* they answered. *"Setelah menggunakan portfolio assessment pada writing kalian, apa yang kalian rasakan? Apa dampak yang kalian rasakan terhadap writing kalian?"* She asked. *"Jadi tahu salahnya,"* almost all of the students answered. *"Tulisanya jadi enak dibaca,"* one of the students answered. *"Jadi bisa nulis dengan huruf 'i' dengan benar,"* one of the students answered. *"Ga nulis huruf 'i' di tengah-tengah,"* one of the students answered. *"Susah apa gampang belajar pakai portfolio assessment?"* She asked. *"Gampang,"* they answered. *"Good, pertemuan berikutnya, kita masih akan mempelajari recount text. Tapi temanya berbeda yaitu 'your experience in joining school activities', pengalamanmu dalam mengikuti aktivitas sekolah, oke?"* the researcher explained. *"Oke,"* the students answered. Then, she ended the class.

After that, the researcher interviewed some students. Then, the researcher and the collaborator met the teacher in the office to tell her that they had finish for today. Finally, they went home.

VIGNETTE 9

Date : Saturday, February 8th, 2014

Time : 07.00-08.40

Meeting1 – Cycle 2

The researcher and the collaborator arrived at school at 06.40. They greeted all of the teachers as usual. They showed the lesson plan to the teacher. The teacher agreed with the lesson plan.

They entered the class at 07.00. The researcher greeted the students, led a prayer, and checked the attendance list. She recalled students' background knowledge about recount text. *"Masih ingat apa itu recount text?"* *"Masih,"* all of the students answered. *"Apa fungsi dari recount text?"* The researcher asked. *"Menceritakan cerita yang sudah terjadi,"* they answered. *"Good, kalau generic structure atau struktur organisasi dari recount text masih ingat?"* *"Masih,"* all of the students answered. *"Coba sebutkan bareng-bareng,"* she asked. *"Orientation,*

event, reorientation,” they answered. “Good, hari ini kita masih akan belajar tentang recount text dengan tema ‘your experience in joining school experience’”. After recalling the students’ background knowledge, the researcher gave an example of recount text to each student and asked them to read it and find the difficult words. All of the students read the text seriously. They directly opened their dictionary when finding difficult words. Then, she read the text aloud and asked the students to repeat after her. “Well, let’s read the text together, repeat after me, ok?” “Oke,” the students answered. All of the students repeated well. The researcher asked the students whether any difficult word or not? “Apakah kalian menemukan kosakata baru?” “Banyak, Miss,” they answered. She asked the difficult words and those meaning. Then, the researcher asked some questions related to the text to check the students’ comprehension. She also asked about the generic structure of the text. The students responded well. All of them were active during the discussion. She asked whether any question or not.

Because there was no question, she distributed the first task to each pair. After explaining the task, she asked them to do it. All of the students directly did the task. They were seriously did the task. Several minutes later, she told the students that there would be a game as what they wanted. The students were very happy when she told them about it. Then, she explained the game. After they understood about the game, she started it. All of them were enthusiastic about the game. They also did the task very well. All of them paid attention to other students who were sharing their ideas. After discussing the task, the researcher distributed the second task. The students directly did the task after she asked them to do it. She also applied the game for the second task. The students’ enthusiasm was the same as the previous game.

Before the researcher ended the class, she summarised the teaching and learning process, gave clues related to the next meeting and made reflection on the teaching and learning process. “What have we learned today” “recount text,” almost all the students answered. “Past tense,” some students answered. “Pada pertemuan berikutnya kita akan melanjutkan materi hari ini yaitu masih recount text, oke?” The researcher asked. “Oke,” they answered. “Apakah kalian sudah lebih paham tentang penggunaan past tense?” she asked. “Paham,” they answered. “Bagaimana belajar kita hari ini, senang?” “Seneng,” they declared. After doing post-teaching activities, the researcher ended the class.

Before going home, the researcher and the collaborator interviewed some students. Then, they met the teacher in the office to tell her that they had finished today.

VIGNETTE 10

Date : Tuesday, February 11th, 2014

Time : 07.00-08.20

Meeting 2 – Cycle 2

The researcher and the collaborator arrived at school at 06.50. They greeted all the teachers. They entered the class at 07.00.

The researcher greeted the students and checked the attendance list as usual. She asked about the materials learned in the previous meeting. The students remembered the materials. After that, she declared that this meeting would continue the activities from previous meeting.

The researcher distributed task 3. The students were asked to decide whether the sentences contained correct or incorrect word forms in pairs. If they contained incorrect word forms, the students had to correct them. After they finished the task, the researcher applied a game. The researcher explained the games *“Di sini kan ada 2 baris laki-laki dan juga 2 baris perempuan. Setiap pasangan mewakili groupnya. Permainannya begini, misalnya pasangan pertama dari group A yaitu Sholah dan Deseccio melawan pasangan pertama dari group D yaitu Abi dan Dicky. Nanti, salah satu dari Sholah dan Deseccio suit dengan salah satu dari Abi dan Dicky. Kalau Sholah atau Deseccio yang menang, mereka akan mendapat kesempatan untuk menjawab soal. Tapi soalnya saya acak agar kalian tidak bisa menghitung untuk giliran selanjutnya. Kalau Sholah dan Deseccio menjawab benar, mereka memberikan 1 point untuk groupnya. Tapi kalau mereka menjawab salah atau tidak bisa menjawab, kesempatan akan dilempar ke Abi dan Dicky. Kalau sama-sama tidak bisa menjawab, berarti kita jawab bareng-bareng. Paham?”* *“Paham,”* The students answered. After explaining how to play the game, she started the game. All of students were enthusiastic about the game. They also did the task very well. After the game finished, the researcher checked the students’ understanding about past tense. The students said that they became clearer about past tense. Then, the researcher distributed the next task. The students were asked to find the errors of capitalisation, spelling, and word forms of a short paragraph in pairs. After she gave explanation about the instruction, the students directly did the task. They did the task very well and quickly. After they finished the task, the researcher asked them to discuss it together. She did not play a game since the time was limited. She gave chance to the students to share their answer by raising their hand. Most of the students raised their hand and all of them could find the errors and correct them well. Moreover, all of the students paid attention to the students who were sharing their ideas.

When the discussion finished, the time was going to up, so the researcher summarised the teaching and learning process, gave clues related to the next meeting, and made reflection. *“What have we learned today? Apa yang sudah kita pelajari hari ini?”* *“Past tense dan belajar mengoreksi,”* they answered. *“Sudah lebih paham tentang penggunaan past tense?”* She asked. *“Sudah,”* they answered. *“Dari belajar mengoreksi tadi, jadi lebih tau tentang kesalahan yang*

sering muncul dalam teks yang kalian buat?” She asked. “Iya,” they answered. “Apa saja kesalahannya?” She checked. “Huruf besar huruf kecil, huruf ‘i’, past tense, ejaan,” they explained. “Apakah sekarang jadi lebih paham dan berusaha tidak melakukan kesalahan yang sama jika menulis lagi?” She asked. “Iya,” they answered. “Lalu, apa yang kalian rasakan pada pertemuan hari ini?” She asked. “Seneng,” they answered. “Pertemuan berikutnya, kita akan belajar menulis lagi dengan tema ‘your experience in joining school activities’. Oke?” She declared. “Oke,” they agreed. After that, the researcher ended the class.

The researcher and the collaborator met the teacher in the office to tell her that they had finished today.

VIGNETTE 11

Date : Wednesday, February 12th, 2014

Time : 08.20-09.00

Meeting 3 – Cycle 2

The researcher and the collaborator arrived at school at 08.00. They greeted all of the teachers in the office and met the English teacher as usual. After the bell rang, they entered the class.

The researcher greeted the students and checked the attendance list. The researcher recalled the previous materials. The students still remembered about the materials. Then, she told the students that in this meeting they would write their own experience in joining school activities as what she told in the previous meeting. The researcher distributed the portfolio folder to its owner. When, the researcher asked them to take dictionaries in the teacher office, they did not want to take the dictionaries. They said that this meeting was only an hour, so they did not want to take the dictionaries. “Kamusnya mana? Diambil dulu sana di kantor,” the researcher asked. “Lah, cuma sejam, Miss, ga usah ambil kamus ya, ntar waktunya keburu habis,” they explained. “Terus kalian nulisnya bagaimana?” She asked. “Ngliat yang kemarin-kemarin aja Miss,” they answered. “Yakin?” She asked. “Yakin,” they ensured. “Oke, kalau gitu silahkan mulai menulis,” she asked the students to start to write.

The researcher walked around to see what the students were writing and to see whether they found difficulties or not. Furthermore, in this meeting most of them did not use dictionary to help them when they were writing. This situation was very beneficial for the researcher and the collaborator to see the students’ ability and behavior whether any improvement or not in this second cycle. The students had for about 30 minutes to write their first draft. It was the same as the previous cycle. The students were had for about 30 minutes to write their first draft in Cycle 1. The difference was that they did not use dictionary in this second cycle. Before and during writing their own experience, they reviewed their previous writing in the portfolio folder. In this meeting almost all students could write better than when they were writing their first draft in Cycle 1. They could

generate ideas easier than when they were writing their first draft in Cycle 1. Their errors decreased in this meeting. In addition, their behavior was better in this meeting. They became more confidence to write. Moreover, when the students realised that the time was five minutes left, they filled in the self-reflection sheet on drafting provided in their portfolio folder without being asked by the researcher. After that, they submitted the portfolio folder.

Before the bell rang, the researcher summarised the teaching and learning process, gave clues related to the next meeting, and made reflection on the teaching and learning process. *"What have we learned today? Apa yang sudah kita pelajari hari ini?" "Belajar menulis recount text,"* the students answered. *"Apakah ada kesulitan?"* She asked. *"Tidak,"* some students answered. *"Sedikit,"* some of them answered. *"Ada,"* some of them answered. *"Yang sulit bagian apa?"* She asked. *"Kosa kata,"* some of them answered. *"Oke, pertemuan berikutnya bagi yang belum selesai kita lanjutkan lagi menulisnya."* She said *"Oke Miss,"* they responded. After that, she ended the class.

After that, the researcher and the collaborator met the teacher in the office to tell her that they had finished today.

VIGNETTE 12

Date : Saturday, February 22nd, 2014

Time : 07.00-08.20

Meeting 4 – Cycle 2

The researcher and the collaborator arrived at school at 06.45. They greeted all of the teachers and met the English teacher. They entered the class at 07.00.

The researcher and the collaborator greeted the students, checked the attendance list, and led a prayer as usual. She asked about the previous activity and the students still remembered. She then told them that they have to revise and continue their writing in this meeting. Before she distributing the portfolio folder, she explained about the most common errors appeared in their writing. The most common errors were on the use of past forms and word usages, but their errors decreased sharply if it was compared to their first draft in cycle 1. Because there was no question about the most common errors, the researcher distributed the portfolio folder to its owner. After that, she explained about the symbols used for feedback. For this draft, the researcher used indirect feedback. Because there was no question about the feedback, she asked the students to revise their writing based on the feedback on their paper.

When the students revised their writing, the researcher walked around to hold reviewing session with each student. The students did not depend on dictionary like in the previous meeting. They also understood the symbols used as the feedback. Most of them could revise their writing. When they continued to write their writing, they also seemed easier to generate ideas and to organise their

ideas. Therefore, in this meeting all of the students had finished their writing. After they finished writing, they filled the self-reflection sheet on revision and then put their writing and the self-reflection sheet into portfolio folder. Then, they submitted their portfolio folder to the researcher.

Before the researcher ended the class, she summarised the teaching and learning process, gave clues related to the next meeting, and made reflection on the teaching and learning process as usual. After that, she ended the class.

Before the researcher and the collaborator went home, they met the teacher in the office.

VIGNETTE 13

Date : Tuesday, February 25th, 2014

Time : 07.00-08.20

Meeting 5 – Cycle 2

The researcher and the collaborator arrived at school at 06.30. Because there was no teacher who had come, they entered the class to put their stuff. This meeting was the last meeting in their research, so they brought many things as the merchandise.

When the bell rang, all of students were in the classroom. The researcher greeted them, checked the attendance list, and led a prayer as usual. Then, she asked them about the previous activity and they still remembered. After that, she distributed the portfolio folder to its owner. She explained about the most common errors in their second draft. Most of the feedback was in the form of indirect feedback. She also explained about the symbols used as the feedback. The symbols were still the same as the previous symbols. The most common errors in this meeting were still the same as the previous one those were errors of past form and word usage, but their errors decreased sharply compared to the students' writing after revising in the Cycle 1. Because there was no question about the most common errors, the researcher asked the students to compare their writing from their first writing to the last. The students said that their ability improved and was better than before the research was held. After that, she asked them to start to revise their writing based on the given feedback.

When they revised their writing, the researcher walked around to hold reviewing session as usual. In revising their writing, the students only found a few difficulties. They seemed easy to revise their writing. They only spent 30 minutes to revise their writing. After they finished revising their writing, they filled the self-reflection and self-assessment sheet provided in their portfolio folder. Then, they submitted their portfolio folder to the researcher. After that, the researcher told them that this is the last meeting in her research. She thanked them for helping her in her research. She also gave merchandise to each student. After that, she interviewed some students.

Before the researcher and the collaborator went home, they met the teacher in the office to interview and told her that they had finished the research. The researcher then gave merchandise for her. After that, the researcher and the collaborator met the head master to thank him for allowing them doing their research in this school. The researcher then gave him merchandise and went home.

APPENDIX E:

INTERVIEW GUIDELINES AND TRANSCRIPTS

PRELIMINARY INTERVIEW

INTERVIEW WITH THE TEACHER

No.	Questions
1.	Apakah teknik/metode yang dipakai dalam pengajaran <i>writing</i> di kelas VIII, Bu?
2.	Apa saja media yang Ibu pakai untuk mengajar <i>writing</i> ?
3.	Dari mana sajakah sumber belajar yang Ibu pakai?
4.	Apakah Ibu selalu memberikan <i>writing task</i> kepada siswa setiap pelajaran <i>writing</i> ?
5.	Apakah Ibu selalu menerapkan proses-proses <i>writing</i> ketika mengajar <i>writing</i> ?
6.	Apakah siswa menulis <i>tasknya</i> di kelas atau di rumah?
7.	Setelah siswa selesai menulis, apakah Ibu langsung menilai pekerjaan mereka atau dikoreksi kemudian dikembalikan ke siswa untuk diperbaiki?
8.	Apakah kesulitan siswa saat menulis, Bu? (di antara <i>five aspects of writing</i> , siswa paling merasa sulit pada bagian apa?)
9.	Apakah kemampuan siswa dalam menulis sudah sesuai harapan Ibu? Jika belum, mengapa?
10.	Bagaimana antusiasme siswa ketika <i>writing</i> ?
11.	Bagaimana cara Ibu memotivasi siswa?
12.	Apakah kesulitan Ibu saat mengajar <i>writing</i> ?

INTERVIEW WITH THE STUDENTS

No.	Questions
1.	Bagaimana teknik/cara bu guru dalam mengajar <i>writing</i> ?
2.	Apakah media yang dipakai saat belajar <i>writing</i> ?
3.	Dari mana saja sumber belajar yang dipakai saat belajar <i>writing</i> ?
4.	Apakah teknik dan media yang dipakai guru memenuhi harapanmu?
5.	Apakah bu guru selalu memberikan <i>writing task</i> setiap pelajaran <i>writing</i> ?
6.	Di manakah kamu mengerjakan tugas <i>writing</i> ? Apakah selalu dikelas?
7.	Bagaimana interaksimu dengan bu guru? Apakah bu guru mendatangi meja siswa satu persatu untuk mengawasi pekerjaanmu atau menanyakan apakah ada kesulitan?
8.	Setelah kamu selesai menulis, apakah bu guru langsung menilai pekerjaan kamu atau dikoreksi dulu lalu dikembalikan untuk diperbaiki?
9.	Apa saja kesulitan yang kamu rasakan saat menulis? Apakah kesulitan terbesarmu?
10.	Bagaimana kelas <i>writing</i> yang kamu harapkan?

INTERVIEW AFTER THE ACTIONS

INTERVIEW WITH THE TEACHER

No.	Questions
1.	Bagaimana pendapat Ibu mengenai <i>portfolio assessment</i> yang telah diterapkan dalam pembelajaran <i>writing</i> ?
2.	Apakah <i>portfolio assessment</i> meningkatkan kemampuan siswa dalam menulis? Jika iya, pada aspek apa kemampuan siswa meningkat?
3.	Apakah dengan menerapkan <i>portfolio assessment</i> aspek-aspek lain dalam proses belajar mengajar seperti interaksi, motivasi siswa meningkat?
4.	Apa saja yang perlu diperbaiki untuk implementasi <i>portfolio assessment</i> berikutnya?

INTERVIEW WITH THE STUDENTS

No.	Questions
1.	Bagaimana pendapat kamu mengenai <i>portfolio assessment</i> yang telah diterapkan dalam pembelajaran <i>writing</i> ?
2.	Apakah <i>portfolio assessment</i> membantu meningkatkan kemampuanmu dalam menulis? Jika iya, pada aspek apa kemampuanmu meningkat? Selain kemampuanmu dalam menulis, apa saja yang meningkat, misalnya motivasimu, interaksimu dengan guru?
3.	Apakah kamu suka jika belajar <i>writing</i> dengan menerapkan <i>portfolio assessment</i> ? Kenapa?
4.	Apa harapanmu untuk implementasi <i>portfolio assessment</i> berikutnya?

INTERVIEW WITH THE COLLABORATOR

No.	Questions
1.	Bagaimana pendapat Anda mengenai <i>portfolio assessment</i> yang telah diterapkan dalam pembelajaran <i>writing</i> ?
2.	Apakah <i>portfolio assessment</i> meningkatkan proses belajar mengajar di kelas seperti interaksi dan motivasi siswa?
3.	Apa saja yang perlu diperbaiki untuk implementasi <i>portfolio assessment</i> berikutnya?

INTERVIEW TRANSCRIPT 1

January 16 th , 2014 Preliminary interview with the English teacher R : Researcher ET: English teacher	
R	: “Begini Bu, eee... Maksud kedatangan Saya kesini untuk meminta ijin penelitian di sini Bu, seperti rencana yang Saya bicarakan dengan Ibu waktu PPL. Tadi Saya sudah menemui bapak kepala sekolah, dan beliau sudah mengijinkan Saya dan meminta Saya untuk langsung menemui Ibu. “
ET	: “Oh ya Mbak, gimana rencana penelitiannya?”
R	: “Sebelumnya, Saya mau tanya-tanya lebih dalam mengenai kesulitan siswa saat <i>writing</i> . Karena eee... kalau berbekal observasi pas PPL kemarin kan takutnya kurang. hehe”
ET	: “Oh iya Mbak. Kayaknya dulu sudah kita bahas ya Mbak, cuma mungkin kurang detail memang.”
R	: “Iya Bu, sama belum Saya rekam, hehe.”
ET	: “Oh yayaya. Haha”
R	: “Eeee.. Kesulitan siswa saat menulis dalam bahasa Inggris apa ya Bu?”
ET	: “Ya masih susah buat merangkai kalimat Mbak. Mereka masih kaya gitu. Menggunakan kata kerjanya masih bingung, contohnya merubah <i>verb1</i> ke <i>verb2</i> .”
R	: “Berarti..eee.. <i>language use</i> nya ya Bu?”
ET	: “Iya Mbak. Ya soalnya gitu.. eeee.. mereka untuk merangkai kalimatnya masih bingung.”
R	: “Kalau dari aspek-aspek yang ada dalam <i>writing</i> seperti eee... <i>content</i> , <i>organisation</i> , <i>vocabulary</i> , <i>language use</i> , sama <i>mechanic</i> , menurut Ibu eee... yang mana yang siswa masih mengalami kesulitan selain dalam hal <i>language use</i> ?”
ET	: “Eee... Saya kira semuanya ya, Mbak, cuma mungkin eee... <i>language use</i> sama <i>vocabulary</i> nya yang paling itu, eee... susah. Nanti kan jadi mempengaruhi isi dari tulisan mereka juga.”
R	: “Ooh gitu ya, Bu. Eeee... dulu waktu saya PPL di sini juga merasa seperti itu, Bu. Dulu kan eee... Saya meminta mereka menulis kalau nggak salah saat itu eee... <i>short messages</i> . Pas saya mengoreksi, ya gitu, Bu, kalimat mereka masih banyak banget yang salah. <i>Vocabulary</i> nya juga masih sedikit. Makanya dulu Saya menerapkan <i>mini dictionary</i> itu, Bu. Eee.. Kapitalisasinya juga masih banyak yang salah saat itu, Bu. Contohnya eee.. banyak sekali siswa yang pakai huruf ‘i’ besar ditengah kalimat.”
ET	: “Ya memang gitu, Mbak. Anak-anak masih begitu nulisnya.”
R	: “Kalau Ibu saat mengajar <i>writing</i> sumbernya dari mana saja, Bu?”
ET	: “Kalau Saya memang sering kali pakai LKS.”
R	: “Mengenai media Bu, media apa saja yang Ibu pakai?”
ET	: “Kadang eee... Saya pakai gambar, Mbak.”
R	: “Teknik yang Ibu pakai saat mengajar <i>writing</i> bagaimana, Bu?”

ET	: “Ya eee... seperti yang Mbak udah tahu, saya kasih contoh-contoh dulu Mbak yang sedeeerhana sekali karena yang namanya anak-anak kan udah diterangkan suka lupa lagi.”
R	: Selain itu, apakah Ibu selalu memberikan latihan-latihan untuk siswa, Bu?”
ET	: “Ya paling itu Mbak...eee anak-anak mengerjakan soal-soal yang ada di LKS.”
R	: “Oh, gitu ya, Bu. Lalu, apakah setelah itu Ibu selalu memberikan tugas buat siswa untuk menulis?”
ET	: “Iya, Mbak.”
R	: “Biasanya mereka menulisnya di dalam kelas atau buat PR, Bu?”
ET	: “Karena.. gimana ya, ada 4 <i>skills</i> ya, jadi ya.. buat PR Mbak. Memang jadi nggak maksimal ya, lebih maksimal lagi ya di kelas Mbak. Makanya dari 4 itu yang paling <i>low</i> kan <i>writing</i> nya. Ya karena itu tadi kurang praktek.”
R	: “Ooh.. yayaya. eee... lalu bagaimana dengan motivasi siswa saat pelajaran <i>writing</i> , Bu?”
ET	: “Ya masih pada suka males buat nulis. Masih banyak anak-anak yang liat punya temennya. Karena mungkin susah cari ide juga.”
R	: “Iya Bu, saat Saya PPL kemarin anak-anak juga seperti itu. Berarti eee.. mereka belum PD ya Bu buat menulis.”
ET	: “Iya, Mbak, anak-anak masih takut salah, takut buat nulis.”
R	: “Lalu ketika mereka mulai malas buat nulis kaya gitu, bagaimana cara Ibu memotivasi mereka?”
ET	: “Ya Saya memotivasi pokoknya kesempatan di kelas VIII ini...kan karena kesempatan buat mendetail kan di kelas VIII to Mbak untuk <i>writing</i> ...nanti kan kalau di kelas IX kan sudah nggak bisa, udah sulit karena mau UN jadi fokusnya latihan soal-soal. Kemudian selain itu eee... Saya juga sok ngasih hadiah emang, kalau nilenya bagus saya kasih hadiah karena anak-anak sok ngejar itu hehe”
R	: “Jadi kenapa <i>writing</i> kurang ditekankan atau kurang intensif karena di kelas IX tidak diujikan ya Bu?”
ET	: “Ya untuk kelas VIII memang seperti itu.”
R	: “Oia Bu, setelah siswa selesai menulis, apakah Ibu langsung menilai pekerjaan mereka atau dikoreksi dulu kemudian dikembalikan ke siswa untuk diperbaiki dulu?”
ET	: “Ya Saya koreksi terus dinilai, baru Saya kembalikan. Kadang tugasnya sok saya simpen Mbak, soalnya itu.. eee...kalau ada pengawas dari dinas kan kadang sok minta bukti pekerjaan siswa, jadi ya.. Saya simpen aja.”
R	: “Oh begitu ya Bu. Jadi begini bu, eeee... rencananya saya akan menerapkan <i>portfolio assessment</i> . Jadi nanti siswa akan menulis mulai dari <i>draft 1</i> nanti Saya akan beri <i>feedback</i> , lalu eee... saya kembalikan untuk direvisi atau ditulis ulang berdasarkan <i>feedback</i> dari Saya lalu dikumpulkan lagi terus Saya koreksi lagi lalu siswa menulis ulang lagi. Nanti hasilnya yang akan Saya nilai. Jadi biar siswa tahu kesalahannya dimana, harus diapakan. Singkatnya, ini akan menekankan pada prosesnya. Nanti juga akan ada lembar <i>self-relection</i> dan <i>self-assessment</i> disetiap mereka menulis Bu, yang harus siswa isi, itu gunanya eee.. agar siswa bisa merefleksikan kemampuan mereka sudah sampai mana.

	Menurut Ibu bagaimana?”
ET	: “Ya, bagus Mbak. Jadi mereka banyak latihan disitu. Jadi ya, eee.. tahu prosesnya.. gimana ya, karena mereka memang kurang praktek jadi begitu. Berarti nanti mereka harus membawa map atau gimana ya Mbak?”
R	: “Ohh untuk itu nanti Saya yang akan menyediakan mapnya Bu. Sebelumnya Ibu pernah menerapkan <i>portfolio assessment</i> belum dalam pembelajaran <i>writing</i> ?”
ET	: “Mmm sementara ini belum Mbak. Tapi nanti mapnya Mbaknya yang mau bawa atau dibawa sama anak-anak?”
R	: “Nanti Saya buat kesepakatan aja Bu dengan anak-anak, Saya atau mereka yang akan bawa.”
ET	: “Sebaiknya dibawa Mbak e aja, kalau dibawa sama anak-anak takutnya lupa ndak dibawa.”
R	: “Oh yaya Bu.”
ET	: “Kira-kira kapan mulainya Mbak?”
R	: “Kemungkinan akhir bulan ini Bu, nanti saya membuat instrumentnya dulu, seperti RPP dan lain-lain.”
ET	: “Oh ya.. materinya mengikuti sini atau khusus pada teks tertentu Mbak?”
R	: “Mengikuti saja Bu.”
ET	: “Berarti <i>recount</i> ya Mbak. Untuk kelasnya nanti kelas VIII D saja ya yang Mbak Dina udah familiar.”
R	: “Iya Bu. Oia Bu, ini proposal Saya.”
ET	: “Oh iya Mbak, ini buat Saya to?”
R	: “Iya Bu.”
ET	: “Ya, Saya pelajari dulu.”
R	: “Baik Bu, Saya rasa cukup sekian, nanti untuk kelanjutan penelitiannya Saya akan menghubungi Ibu lagi di sekolah. Terima kasih untuk waktunya ya Bu.”

INTERVIEW TRANSCRIPT 2

January 25 th , 2014 Preliminary interview with the students of Grade VIII D R: Researcher S1: Student 1 S2: Student 2	
R	: “Hai, kenalan dulu ya.. Nama kalian siapa?”
S1	: “Saya Nungky, Mbak.”
S2	: “Saya Novan.”
R	: “Saya mau tanya-tanya tentang proses pembelajaran bahasa Inggris ya, Dek? Tolong jawab apa adanya ya, nggak perlu ada yang ditutup-tutupi karena ini tidak mempengaruhi nilai kalian.”
S1&S2	: “Iya.”
R	: “Bu guru kalau ngajar bahasa Inggris khususnya pas <i>writing</i> atau menulis pakai apa? Eee... maksudnya pakai gambar kah atau LKS kah atau buku

	paket kah?"
S1&S2	: "Pake LKS."
R	: "Setau saya kalian ada buku paket kan? Dipake nggak?"
S1	: "Jarang."
S2	: "Iya jarang dipake."
R	: "Suka pake gambar-gambar nggak buat bantu kalian nulis karangan kalian sendiri?"
S1&S2	: "Enggak."
R	: "Bu guru ngajarnya gimana, Dek? Eee... diterangkan doang atau abis diterangin terus disuruh ngerjain tugas?"
S1	: "Ya biasanya kaya tadi, Mbak. Buka LKS halaman ini terus diterangin bentar terus suruh ngerjain soal-soalnya."
R	: "Kalau sebelum menyuruh kalian menulis atau mengarang, biasanya diterangkan dulu atau gimana?"
S2	: "Ya, kaya tadi itu, Mbak."
S1	: "Iya Mbak."
R	: "Terus abis itu disuruh nulis karangan kalian sendiri?"
S1	: "Iya, kalau nggak selese buat PR."
R	: "Seringnya buat PR atau dikerjain di kelas sampai selesai?"
S1	: "Emmm.. Yaa pie yah."
S2	: "Ya dikerjain di kelas dulu kalo nggak selese buat PR gitu Mbak."
R	: "Ooh.. yayaya. Kalo kalian udah selese nulisnya terus diapain?"
S1	: "Dikumpulin, Mbak."
R	: "Dikembaliin lagi nggak sama bu guru?"
S2	: "Iya dikembaliin lagi."
R	: "Setelah dikoreksi, tulisan kalian itu ada koreksianya nggak? Misalnya dilingkarin atau digaris bawah yang salah? Atau cuma ada nilai aja?"
S1	: "Langsung nilai."
R	: "Nggak ada coretannya?"
S1	: "Nggak ada."
R	: "Tapi eee.. dibahas nggak di kelas, misalnya dikasih tau kesalahan yang sering muncul di tulisan kalian itu apa aja, misalnya penggunaan kata kerjanya sering salah, gitu?"
S1	: "Enggak."
R	: "Berarti eee... kalian nggak tahu salahnya dimana?"
S1	: "Nggak tahu."
S2	: "Kadang ada yang ada coretannya kadang nggak ada."
R	: "Ooo, berarti lebih sering nggak ada coretannya?"
S1&S2	: "Iya."
R	: "Tapi disimpen nggak tuh hasilnya?"
S1	: "Engga, Mbak, seringnya ilang malah."
R	: "Lho kok gitu?"
S1	: "Lha buat apa, Mbak. Kan udah nggak dipake lagi."
R	: "Oo gitu... Kan bisa dipelajari lagi. Pernah nggak bu guru nyuruh kalian buat nulis ulang setelah dikoreksi?"

S2	:	“Enggak.”
R	:	“Terus.... kesulitan apa yang kalian rasakan saat menulis dalam bahasa Inggris?”
S1	:	“Eeee... apa ya, itu, Mbak, kapan pakai kata kerja bentuk ke 1 sama ke 2.”
S2	:	“Bingung ngawalin nulisnya.”
R	:	“Terus... kelas <i>writing</i> atau kelas menulis yang kalian harapkan seperti apa?”
S2	:	“Kalo bisa dikasih tau salahnya apa.”
S1	:	“Iya gitu. Sama kalo aku.... pengennya pelajaran bahasa Inggrisnya ga cuma pake LKS aja. Kalo bisa seminggu sekali atau sebulan sekali pelajarannya pake <i>game</i> atau apa kek.”
R	:	“Bosen ya cuma LKS terus?”
S1&S2	:	“Iya.”
R	:	“Oh gitu. Yaudah cukup sekian dulu tanya-tanyanya. Makasih ya.”
S1&S2	:	“Iya, sama-sama.”

INTERVIEW TRANSCRIPT 3

January 25 th , 2014 Preliminary interview with the students of Grade VIII D R: Researcher S1: Students 1 S2: Students 2		
R	:	“Saya mau tanya-tanya ya? Sebelumnya kenalan dulu. Nama kalian siapa?”
S1	:	“Putri.”
S2	:	“Nada”
R	:	“Saya mau tanya-tanya tentang kegiatan belajar bahasa Inggris khususnya saat <i>writing</i> atau menulis. Tolong jawab apa adanya ya, jangan ada yang ditutup-tutupi karena ini nggak mempengaruhi nilai kalian.”
S1&S2	:	“Iya.”
R	:	“Pertama, bagaimana cara bu guru dalam mengajar <i>writing</i> atau menulis? Maksudnya eee... bagaimana tahap-tahap mengajarnya bu guru sebelum menyuruh kalian menulis sebuah karangan.”
S1	:	“Ngerjain LKS dulu.”
R	:	“Sumber belajarnya dari mana aja selain LKS?”
S1	:	“Emm... cuma LKS.”
R	:	“Buku paketnya?”
S2	:	“Buku paket dipakainya kalau belum ada LKS.”
R	:	“Ooo, berarti kalau udah ada LKS ya cuma pake LKS?”
S1&S2	:	“Iya.”
R	:	“Lalu apa aja media yang dipakai saat belajar <i>writing</i> ?”
S1	:	“Emmm apa ya?”
R	:	“Misalnya pake gambar atau apa gitu.”
S1	:	“Kalau pas pelajaran belum pernah, paling pake LKS. Tapi kalau di

	<i>English Club</i> pernah pake gambar.”
S2	: “He eh.”
R	: “Apakah bu guru selalu memberikan tugas untuk menulis saat pelajaran <i>writing</i> ?”
S1	: “Emm, ya seringnya sih ngerjain LKS.”
R	: “Ooo, kalau yang diberi tugas buat menulis misalnya... mmm.. karangan cerita gitu, pernah?”
S1	: “Pernah.”
R	: “Ngerjainnya di kelas atau buat PR?”
S1	: “Ya pertamanya di kelas, terus kalau belum selese buat PR.”
R	: “Kalau udah selese terus diapain?”
S1	: “Dikumpulin.”
S2	: “He eh.”
R	: “Setelah dikumpulin dikembaliin lagi nggak?”
S1	: “Iya, tapi lama.”
R	: “Pas dikembaliin ada koreksiannya nggak? Misalnya yang salah digaris bawah atau dilingkarin gitu?”
S1	: “Jarang.”
R	: “Tapi dibahas bareng-bareng nggak? Maksudnya dikasih tahu mana aja yang sering salah.”
S1	: “Yang dibahas itu kalau ngerjain soal di LKS, nanti dibahas bareng-bareng jawabannya.”
R	: “Lalu, apa saja kesulitan yang kalian rasakan saat menulis?”
S1	: “mmmm”
R	: “Misalnya kesulitan merangkai kata jadi kalimat, atau bingung memulai menulisnya gimana, atau bingung pemakaian kata kerja bentuk ke 1 ke 2, atau apa?”
S1	: “Kalau bahasa Inggris kan katanya suka ada yang dibalik-balik, nah... itu aku sering kebalik-balik.”
R	: “Kalau soal pemakaian <i>verb</i> 1 dan <i>verb</i> 2 atau pemakaian <i>vocabulary</i> nya ada kesulitan nggak?”
S1	: “Kalau ada kamus ya ga bingung.”
S2	: “Kalau aku nyusun kalimatnya bingung, kadang kebalik-balik.”
R	: “Oia, kalau kelas <i>writing</i> atau kelas menulis yang kalian harapkan kaya gimana?”
S1	: “Jangan pake LKS terus.”
S2	: “Kalau ngerjain di kelas aja, jadi kalau bingung bisa tanya.”
R	: “Ooh.. gitu. Yaudah cukup sekian dulu tanya-tanyanya. Makasih ya.”
S1&S2	: “Iya.”

INTERVIEW TRANSCRIPT 4

January 29 th , 2014 Interview with the collaborator after Meeting 1 R: Researcher C: Collaborator	
R:	"Pam, ini kan <i>Meeting 1</i> ya di pertemuan pertama, menurutmu... respon siswa bagaimana?"
C:	"Siswa yang pertama itu masih malu – malu, juga mungkin karena pertama kali belajar tentang <i>recount</i> itu jadinya masih belum tahu lah, belum tahu banyak tentang <i>recount</i> ."
R:	"Terus...eee... Aku ngajarnya gimana pertemuan pertama ini?"
C:	"Ngajarnya udah baik, udah bagus. Karena ini cuma satu jam pelajaran jadi ya belum selese."
R:	"Oh iya, makasih ya Pam."
C:	"Yaa."

INTERVIEW TRANSCRIPT 5

January 29 th , 2014 Interview with the students of Grade VIII D after Meeting 1 R: Researcher S1: Student 1 S2: Student 2	
R	: "Hai, Saya mau tanya-tanya bentar ya.."
S1,S2,S3	: "Iya.."
R	: "Tadi <i>Miss Dina</i> ngajarnya kecepetan nggak?"
S2	: "Enggak kok."
S1	: "Agak kecepetan <i>Miss</i> ."
R	: "Kalau menurut kamu gimana?"
S3	: "Enggak kok. Cuma ngomong bahasa Inggrisnya kecepetan."
R	: "Kalau ngejelasinnya <i>mudhengin</i> nggak? Kecepetan juga nggak?"
S2	: "Enggak og, cukup jelas."
S1&S3	: "He eh."
R	: "Oh.. Ada saran buat pertemuan berikutnya?"
S3	: "Jangan cepet-cepet ngomongnya."
S2	: "Iya."
R	: "Oke deeh.. Yaudah, makasih ya.."
S1,S2,S3	: "Ya..."

INTERVIEW TRANSCRIPT 6

February 1 st , 2014 Interview with the students after Meeting 2 R: Researcher S1: Student 1 S2: Student 2
R: "Maaf ya dek mengganggu sebentar, miss Dina mau tanya, dari kemarin kan kita belajarnya pakai lembaran-lembaran ya? Tadi juga latihannya pakai kertas yang miss Dina bikin sendiri. Sebelumnya kan seringnya pakai LKS, menurut Adek gimana?"
S1: "Yaa, pie ya? (asking to her friend)"
R: "Maksudnya gini, sebelumnya kan pakai LKS terus, jadinya bikin bosan, nah kalau kaya kemarin sama tadi gimana?"
S2: "Ya jadi ada variasi baru, Mbak."
R: "Oke, makasih ya, silahkan dilanjutin lagi nulisnya."
R: "Iya.."

INTERVIEW TRANSCRIPT 7

February 1 st , 2014 Interview with the collaborator after Meeting 2 R: Researcher C: Collaborator
R: "Pam, <i>Meeting 2</i> ini menurutmu aku ngajarnya gimana?"
C: "Udah, udah bagus, terus.. eee.. cara penyampaiannya juga udah jelas cuma tadi mungkin.. eeee.. agak ada yang terlewat gitu soalnya yang materi JCOT itu yang harusnya dituker, lupa tapi langsung dibahas langsung. Yaa,,, itu enggak pengaruh banget sih sebenarnya antara dituker ato enggak, yang penting kan juga dibahasnya itu... jadi mereka tahu."
R: "Terus menurutmu siswanya gimana hari ini? Ini kan pertama kalinya mereka <i>drafting</i> ya di <i>Cycle 1</i> ."
C: "Mereka itu... masih lambat banget kalau <i>brainstorming</i> nya itu, jadi kaya mau nulis apa ya.... bingung. Kalau udah tahu mau nulis apa nanti tinggal bahasa Inggrisnya gimana ya... bingung lagi. Padahal di situ juga udah ada kamus dan mereka juga males banget buka kamus, katanya. Ya jadinya, ya kaya gitu lah mungkin tulisannya juga agak berantakan."
R: "Iya sih aku lihat tadi juga kaya gitu. Buat buka kamus, cara melihat kata di kamus masih susah, masih salah salah kan ya Pam tadi ya?"
C: "Iya, cara nulisnya."
R: "Emmm... Cara nulisnya, terus cara nyarinya masih lama banget. Kaya gitu ya berarti ke depannya besok tak ajarin lagi deh buat cara mbaca kamus, ya nggak Pam?"
C: "Iya iya."
R: "Oh iya pam, kita kan <i>provide</i> kertas warna-warni sebagai worksheet buat siswa. Menurutmu itu ada efeknya enggak?"
C: "Ada sih, tadi aku lihat mereka seneng nulis pakai kertas warna-warni. Mereka

kelihatan lebih semangat. Mmm.. lebih termotivasi kali ya.”
R : “Aku juga tadi lihatnya gitu sih.. Oke deh, makasih ya.”
C : “Ya.”

INTERVIEW TRANSCRIPT 8

February 5 th , 2014 Interview with the students of Grade VIII D after the implementation of the portfolio assessment in Cycle 1 R: Researcher S1: Student 1 S2: Student 2	
R	: “Miss Dina mau tanya-tanya ya? Sebelumnya nama kamu siapa?”
S1	: “Ahmad.”
S2	: “Dicky.”
R	: “Dari kemaren kan kita udah belajar writing menggunakan <i>portfolio assessment</i> ya? Dampaknya terhadap pembelajaran <i>writing</i> kalian apa?”
S1	: “yaaa... bagus.”
S2	: “Iya.”
R	: “Bagusnya apa?”
S1	: “Kita kan bisa tahu.. yang salah yang mana..”
S2	: “Tahu harus diganti apa.. Jadi bisa mbenerin itu yang salah.”
R	: “Oh..”
S1	: “Jadi ga salah-salah melulu gitu lo Mbak.”
R	: “Ooh.. yayaya, terus kemampuan kalian dalam bahasa Inggris terutama dalam <i>writing</i> meningkat nggak? Misalnya <i>grammar</i> nya meningkat, pengetahuan tentang kapitalisasinya jadi bagus, penggunaan <i>past tense</i> nya jadi lebih paham, gitu.”
S1	: “Oooh, yaa, menulisnya jadi agak bener dikit.”
R	: “Maksudnya yang apa?”
S1	: “Yaa kan kemaren-kemaren salahnya banyak banget, sekarang jadi agak bener sedikit.”
S2	: “Teruuus, penggunaan <i>verb</i> 2nya juga udah tahu..”
R	: “Terus penggunaan huruf besar dan kecil udah paham belum? hahaha”
S1&S2	: “Hahaha, udaaah...”
R	: “Kalian seneng nggak belajar <i>writing</i> pakai <i>portfolio</i> kaya gitu?”
S1	: “Seneng.”
S2	: “Lumayan.”
R	: “Harapan buat pertemuan berikutnya apa?”
S2	: “Pakai <i>game</i> , Mbak.”
S1	: “Iya..”
R	: “Oke deeh.. ya udah yaa, makasih..”
S1&S2	: “Yaa..”

INTERVIEW TRANSCRIPT 9

February 4 th , 2014 Interview with the collaborator after Meeting 3 R: Researcher C: Collaborator
R: "Pam, <i>Meeting 3</i> ini kan tahapnya <i>revising</i> tadi ya Pam ya? Aku ngasih <i>direct feedback</i> di <i>writing</i> mereka kan, nah menurut kamu sikap siswa bagaimana pertemuan kali ini?"
C: "Eeee... Siswa udah mulai bisa nulis, karena udah tahu salahnya apa, <i>feedbacknya</i> udah dikasih tahu kan jadinya ooh iya ini salahnya, terus diganti dibawahnya juga eeee... nglanjutannya juga dikit-dikit bisa sesuai sama yang udah direvisi itu."
R: "Kalau ngomongin perubahan atau <i>improvement</i> menurutmu udah ada <i>improvement</i> belum, Pam?"
C: "Ya, dikit banget sih, soalnya juga eee.. mereka nulisnya juga baru sedikit, terus jadinya <i>feedbacknya</i> juga sedikit, ya.. mereka juga tahunya ya baru sedikit aja."
R: "Ohh, tapi kalau motivasinya siswa sendiri, menurutmu bagaimana?"
C: "Kalau motivasinya siswa lebih termotivasi karena mereka udah tahu salahnya, jadinya udah ada <i>feedbacknya</i> , salahnya ini berarti 'oh ini salah diganti ini jadinya ini,' udah gitu tok."
R: "Oh iya udah deh. Mmm... kalau aku ngajarnya ada yang <i>miss</i> enggak?"
C: "Enggak kok udah, udah sesuai sama itu."
R: "Sama rencana ya?"
C: "Iya."
R: "Oh ya udah deh, makasih ya Pam."
C: "Iya."

INTERVIEW TRANSCRIPT 10

February 5 th , 2014 Interview with the students of Grade VIII D after the implementation of the portfolio assessment in Cycle 1 R: Researcher S: Student
R: " <i>Miss Dina</i> mau tanya-tanya ya? Sebelumnya nama kamu siapa?"
S: "Yusuf."
R: "Suf, kita kan sudah belajar menulis menggunakan <i>portfolio assessment</i> ya... pendapatmu tentang <i>portfolio assessment</i> bagaimana?"
S: "Bagus."
R: "Membantu meningkatkan kemampuanmu dalam menulis nggak khususnya dalam bahasa Inggris?"
S: "Ya, membantu."
R: "Kemampuan yang meningkat contohnya apa?"
S: "Dalam menulis teks <i>recount</i> ."
R: "Iya, contohnya apa? Misalnya, lebih paham tentang penggunaan <i>past tense</i> , jadi bisa

merangkai kalimat atau apa?”
S: “Iya yang itu.”
R: “Terus kalau kapitalisasi, yang contohnya nulis huruf ‘i’ di tengah-tengah, udah berubah belum? Atau masih terbiasa nulis dengan ‘i’ besar?”
S: “Udah nggak, Mbak.”
R: “Lalu motivasimu buat nulis dalam bahasa Inggris jadi meningkat nggak?”
S: “Ya lumayan.”
R: “Kamu suka nggak sih kalau belajar <i>writing</i> dengan cara kaya gini?”
S: “Ya senang.”
R: “Senangnya apa?”
S: “Mengerti kesalahannya.”
R: “Oh, ya ya ya. Ada saran ga buat pembelajaran berikutnya?”
S: “Jangan begitu serius, pake <i>game</i> aja Mbak, hehehe.”
R: “Oke deeeh, besok tanya-tanyalagi ya? Makasih ya...”
S: “Yaa.”

INTERVIEW TRANSCRIPT 11

February 5 th , 2014 Interview with the collaborator after Meeting 4 R: Researcher C: Collaborator
R: “Pam ini kan <i>meeting</i> terakhir ya di Cycle 1. Menurutmu sikap siswa bagaimana?”
C: “Sikap siswa masih sama kaya sebelumnya sih, mereka juga udah tahu masalahnya terus bisa melanjutkan nulisnya gitu.”
R: “Terus eee.. Kalau ngomongin kemajuan berarti kemajuannya masih sama kaya kemaren ya?”
C: “Iya masih sedikit, masih sedikit banget.”
R: “Oh yaya.”
C: “Itu juga <i>brainstorming</i> nya masih, pengembangan kalimatnya juga belum banyak.”
R: “Masih lama ya, Pam?”
C: “Iya. Tapi mending dari pada waktu <i>pre-test</i> .”
R: “Kalau setelah Cycle 1 kan disuruh refleksi ya Pam ya, nah saran buat <i>Cycle 2</i> apa?”
C: “Eeee... Mungkin biar.. Biar tahu siswa bener bener paham atau enggak mungkin bisa pake <i>indirect feedback</i> aja, jadi kan kemaren pake <i>direct feedback</i> kan, jadi mereka salahnya apa langsung ditulis benarnya apa gitu, mungkin misal dikasih kode apa, misal eee.. Misalnya salah dikasih kode apa biar mereka tahu mungkin ini harusnya diubah kemana gitu. Terus sama <i>activity</i> buat penggunaan <i>past tense</i> terus sama latihan ngoreksi buat <i>spelling</i> sama <i>capitalisation</i> itu, soalnya mereka juga masih ceroboh sih yang itu... Kadang <i>past tense</i> nya lupa enggak diubah, <i>spelling</i> sama <i>capitalisation</i> nya juga masih ceroboh gitu. Huruf ‘i’nya, kalau misal ‘I’ ‘i’nya kecil di tengah, atau nanti di tengah ‘i’nya besar kurang kasih ‘.’ (titik) jadinya perlu ada latihan itu juga biar mereka lebih peka.”
R: “Iya sih ya Pam, kalau huruf ‘i’ itu walaupun sepele tapi genah salah ya?”

C: "Iya."
R: "Oh yaya. Ya udah deh paling itu, juga nanti juga sama tak konsultasin ke Bu Jamilah lagi. Oia Pam, buat mengatasi siswa yang suka ngobrol pas diskusi gimana kalau kita <i>apply game</i> ?"
C: "Ya boleh, biar mereka lebih termotivasi. Jadi semua siswa nanti bisa ndengerin temennya yang lagi menjawab."
R: "Betul betul betul."

INTERVIEW TRANSCRIPT 12

February 11 th , 2014 Interview with the students of Grade VIII D after Meeting 1 in Cycle 2 R: Researcher S1: Student 1 S2: Student 1	
R	: "Miss Dina mau tanya-tanya sama kalian ya? Tapi sebelumnya nama kalian siapa?"
S1	: "Fahmi."
S2	: "Novan."
R	: "Tadi kan kita masih belajar tentang <i>recount text</i> ya? Terutama dalam hal penggunaan <i>past tense</i> sama belajar tentang struktur organisasi dari <i>recount text</i> , eee... itu tadi lho yang ngurut-ngurutin kalimat. Jadi lebih paham nggak tentang penggunaan <i>past tense</i> dan struktur organisasi dari <i>recount text</i> ?"
S1	: "Iya."
R	: "Bisa sebutin nggak apa aja struktur organisasinya?"
S2	: " <i>Orientation</i> , eee... <i>event</i> , <i>reorientation</i> ."
R	: " <i>Orientation</i> isinya apa aja?"
S1	: "Pembukaan, itu lo... apa, siapa, di mana, kapan."
R	: "Ya sip betul. Terus kalau tujuan dari <i>recount text</i> apa?"
S2	: "Menceritakan kembali tentang yang udah terjadi."
R	: "Ya betuul... Tadi seneng nggak belajarnya pake <i>games</i> ?"
S1&S2	: "Seneng."
R	: "Oia, tadi ngejelasinnya kecepatan nggak?"
S1&S2	: "Enggak kok."
R	: "Alhamdulillah... ya udah makasih ya."
S1&S2	: "Iya."

INTERVIEW TRANSCRIPT 13

February 11 th , 2014	
Interview with the students of Grade VIII D after Meeting 1 in Cycle 2	
R: Researcher	
S1: Student 1	
S2: Student 1	
R	: “Hai, <i>Miss Dina</i> mau tanya-tanya tentang pembelajaran tadi ya? Sebelumnya nama kalian siapa?”
S1	: “Nungky.”
S2	: “Yusuf.”
R	: “Tadi kan kita masih belajar tentang <i>recount text</i> ya? Sama tadi belajarnya kan pake <i>games</i> , seneng nggak?”
S1	: “Seneng tapi penginya caranya dirubah.”
R	: “Lho, kenapa?”
S2	: “Kurang adil Mbak kalau cepet-cepetan kaya tadi.”
S1	: “Iya.”
R	: “Kurang adilnya gimana?”
S1	: “Yaa, pie yah... eee kalau bisa caranya jangan cepet-cepetan angkat tangan.. soalnya kita semua ngrasa ngacung duluan tapi nggak ditunjuk.”
S2	: “Iya Mbak, tadi aku duluan yang angkat tangan malah nggak ditunjuk.”
R	: “Jadi.. eee kalian punya saran nggak buat pertemuan berikutnya gimana biar lebih adil?”
S2	: “eemmm... pie yah. Nggak tau.”
S1	: “Gimana kalau cara milihnya itu.. eee... jadi tetep cepet-cepatan ngacungkan tangan, tapi eeee... nanti dikasih pertanyaan yang sulit dulu, kalau bisa jawab baru dikasih kesempatan buat njawab soalnya. Tapi ya... terserah Mbak e aja lah.”
R	: “Oke deeh... Tapi pertemuan kali ini kalian jadi paham tentang <i>recount text</i> nggak?”
S1&S2	: “Iya.”
R	: “Jadi lebih paham penggunaan <i>past tense</i> nggak?”
S2	: “Paham, tapi belum banget.”
S1	: “Paham sih..”
R	: “Oke deh kalau gitu, makasih ya..”
S1&S2	: “Iya.”

INTERVIEW TRANSCRIPT 14

February 8 th , 2014 Interview with the collaborator after Meeting 1 in Cycle 2 R: Researcher C: Collaborator
R: "Pam, ini <i>Meeting 1</i> di <i>Cycle 2</i> ya Pam ya berarti <i>Meeting 5</i> . Nah menurutmu aku ngajarnya ada yang <i>miss</i> nggak Pam?"
C: "Enggak ada kok, udah sama kaya RPP, juga sama kayak apa itu namanya... <i>observasi checklistnya</i> itu."
R: "Oh oke deh. Terus eee... Pertemuan kali ini menurutmu siswa terlihat lebih paham nggak tentang penggunaan <i>past tense</i> ?"
C: "Udah, udah kelihatan lebih paham soalnya juga udah lebih di <i>drill</i> lagi cara penggunaan <i>past tense</i> nya, juga karena kegiatannya yang pake <i>games</i> kan tadi, jadinya mereka jadi lebih seneng aja gitu, kaya belajar sambil bermain, nggak kerasa belajarnya gitu."
R: "Berarti eee.. intinya siswa itu lebih termotivasi ya di pertemuan kali ini ya?"
C: "Iya jadinya nggak monoton juga kegiatannya."
R: "Oh sip lah, ya udah makasih ya Pam ya. Oia tadi kan <i>games</i> nya itu aku nglia kayaknya siswanya banyak yang bilang 'lha mbak gak adil, nggak adil.' Nah saran kamu buat <i>meeting</i> berikutnya gimana Pam?"
C: "Ya soalnya tadi kan ngacung – acung gitu to, karena keterbatasan mata kita jadinya ada yang nggak keliatan padahal mungkin mereka ngacung duluan. Terus ada yang ketunjuknya sering, ada yang ketunjuknya nggak sering jadinya mungkin agak kurang <i>fair</i> . Mungkin mereka ngeluh gitu. Eem... gimana kalau di <i>meeting</i> berikutnya eeee.. biar semua siswa berperan aktif semuanya maju gitu, ya nggak harus semuanya kalau satu satu kan kelamaan, <i>in pairs</i> aja. Jadinya <i>pairs</i> bangku ini sama bangku sebelahnya maju. Nanti suit, nanti yang menang bisa njawab. Kalau misalnya salah dilempar pertanyaannya, gitu. Jadi mereka juga bisa berperan aktif semuanya, bisa kerja semua."
R: "Oh iya iya iya, bisa jadi, bisa jadi. Besok lah, kita coba besok ya. Ya udah deh makasih ya Pam."
C: "Yaa."

INTERVIEW TRANSCRIPT 15

February 11 th , 2014 Interview with the collaborator after Meeting 2 in Cycle 2 R: Researcher C: Collaborator
R: "Pam, <i>Meeting 2</i> ini kan kegiatannya masih meneruskan RPP ya, kemaren kan baru selesai JCOT ke2 sekarang JCOT yang kegiatan ke3 sama yang ke4. Menurutmu sikap siswa bagaimana eemm.. <i>activity</i> nya itu latihan masih tentang <i>past tense</i> sama eee.. latihan mengoreksi tentang <i>spelling</i> , <i>capitalisation</i> sama <i>word form</i> . Nah menurutmu mereka jadi lebih paham lagi nggak tentang <i>past tense</i> sama <i>capitalisation</i> sama <i>spelling</i> ?"

C: “Ya mereka lebih paham lagi. Waktu JCOT kan sambil <i>game</i> , itu kelihatan salahnya jadi lebih sedikit lagi, jadi lebih <i>mudheng</i> penggunaan <i>past tense</i> , <i>spelling</i> , sama <i>capitalisation</i> itu.”
R: “Ohh... mmm... Kamu ngliat eee... <i>Improvement</i> mereka kalo lebih paham tentang <i>past tense</i> sama <i>spelling</i> sama <i>capitalisation</i> , ngeliatnya gimana sih?”
C: “Ya itu tadi waktu apa... JCOT yang <i>games</i> itu, salah mereka udah sedikit bahkan udah bener semua gitu, jadinya mereka juga udah tahu kan ketika eee... dikasih misal tentang <i>capitalisation</i> , dikasih bacaan yang <i>capitalisation</i> nya masih berantakan tanpa mereka tanya banyak juga mereka udah tahu mana yang harus dibenerin, terus dibenerinnya gimana juga mereka udah tahu.”
R: “Ohh jadi mmm... lebih sadar diri gitu ya Pam?”
C: “Iya, lebih <i>mudheng</i> .”
R: “Lebih <i>mudheng</i> , terus udah tahu salahnya yang mana terus harus dibenerinnya bagaimana udah tahu ya?”
C: “Iya.”
R: “Oke deh. Nah motivasinya siswa kan eee... Aku udah melakukan... apa namanya... cara pemilihan siswanya itu lho, kan kalau yang pertemuan sebelumnya ‘ <i>raise your hand, raise your hand</i> ’ kaya gitu kan. Nah kalau sekarang kan eee... suit, terus berbaris, cowok nglawan cowok, cewek nglawan cewek, lebih adil nggak?”
C: “Lebih adil juga, kalau yang sebelumnya cuma perwakilan satu orang dari perwakilan dari <i>group</i> yang satu baris itu kan orangnya bisa cuma itu itu aja. Kalau sekarang kan semuanya maju, semuanya berperan aktif itu, jadinya kan lebih adil.”
R: “Oya jadi kita juga bisa ngeliat mereka bener – bener paham enggak ya.”
C: “Ya, secara individualnya juga bisa kelihatan.”
R: “Generally, implementasi dari game yang kita terapin dari kemarin sukses buat memotivasi mereka selama pelajaran ya?”
C: “Iya sukses banget. Semua siswa jadinya aktif selama diskusi. Nggak ada yang ngobrol sendiri sama temennya.”
R: “Oh ya deh. Oke. Ada saran nggak buat <i>meeting</i> berikutnya?”
C: “Enggak ada sih, ya sama kaya sebelumnya karena sebelumnya juga udah baik kok.”
R: “Oh... besok kan <i>drafting</i> , jadi kita bisa ngliat <i>improvement</i> mereka bener – bener ada atau enggak saat <i>drafting</i> besok ya. Oke deh makasih ya Pam.”
C: “Iya.”

INTERVIEW TRANSCRIPT 16

February 12 th , 2014 Interview with the collaborator after Meeting 3 in Cycle 2 R: Researcher C: Collaborator
R: “Pam, ini kan <i>Meeting 3</i> ya Pam, ini itu.... Tahap <i>drafting</i> di <i>Cycle 2</i> . Tapi aku tadi ngliatnya tuuh... Gara – gara ini mungkin tadi satu jam pelajaran kali ya mereka tuh nggak mau.... ngambil kamus di kantor, kan biasanya ngambil kamus kan Pam? Nah, tapi dari sini tuh aku malahan justru melihat kesempatan dalam kesempatan, waduuuh

<p>jan. Itu tuh biar melihat <i>improvement</i> mereka lho, coba tanpa kamus mereka masih bisa menulis enggak, kan seperti yang kita lihat...di <i>Cycle</i> sebelumnya, eeeee... Mereka masih <i>low</i> banget kan. Ya ya maaf ya, <i>low</i> banget gitu. Untuk <i>brainstorming</i>nya masih lama, terus milih katanya masih lama, mbaca kamus juga eee.... apa namanya masih kesulitan, walaupun udah ada perbaikan ya walaupun ada <i>improvement</i> untuk masalah <i>mbukak</i> kamus. Nah... kalau aku lihat justru <i>improvement</i>nya di sini tu keliatan banget Pam, mereka udah bisa menulis tanpa kamus. Mereka njajar itu tulisan – tulisan mereka sebelumnya yang di portofolio ee... buat dipelajari ulang kesalahan yang mereka tulis berusaha untuk tidak diulangi lagi. Nah, kalau kamu sendiri bisa melihat <i>improvement</i>nya nggak Pam?”</p>
<p>C : “Bisa, jadi dari nggak ada kamus itu ohh.... mereka tanpa kamus ternyata udah mulai bisa ngrangkai kata mungkin ya kata dalam bahasa Indonesia, nanti kata – kata dalam bahasa Inggrisnya dia ambil sedikit – sedikit dari portofolio sebelumnya itu, kan juga ada yang udah dibenerin jadinya mereka tahu. Terus cara memulai orientasinya gimana terus kayak...eeee... <i>first, second</i> kayak gitu mereka juga udah tahu lihat dari hasil kerjanya sendiri, portofolio sebelumnya. Jadi tanpa kamus itu mereka juga udah bisa nulis karena adanya portofolionya mereka.”</p>
<p>R: “Ohh jadi memang <i>improvement</i> di pertemuan kali ini tuh keliatan banget ya Pam ya?”</p>
<p>C: “Iya udah mulai kelihatan banget.”</p>
<p>R: “Tadi tu aku sempat khawatir, aku takut mereka nggak mau nulis, eh ternyata mau cuman nggak mau ngambil kamus. Kamu tuh tadi sempat ikut deg – degan nggak Pam?”</p>
<p>C: “He’eh, soalnya juga cuma satu jam sih terus mereka mungkin masih dibawa suasana <i>games</i> yang kemarin... apa... senang – senang gitu mereka udah mulai nulis lagi, tapi ternyata hasilnya juga udah banyak kan tulisannya tadi, gitu. Berarti udah... berarti mereka juga lebih peka lagi buat nulis, lebih sadar lagi.”</p>
<p>R: “Iya sih, ya... aku juga (berpendapat sama) ... tadi kan kita ngliat kan sempet mbandingin di <i>drafting</i> pertama di <i>Cycle 1</i> sama <i>drfating</i> pertama di ini nih di <i>Cycle 2</i>. Aku ngliat sih masalah <i>fluency</i> mungkin masih agak sama ya Pam menurutmu iya enggak?”</p>
<p>C: “Iya, kalau <i>fluency</i>nya iya masih agak sama kayak yang sebelumnya. Ya ada sih sedikit yang udah ada yang.... apa namanya... eeee... lebih bagus lah dari sebelumnya.”</p>
<p>R: “Tapi kalau juga masalah <i>grammartical</i> aku ngliat sih tadi...eee... lebih bagus dari <i>Cycle</i> sebelumnya. Menurutmu gimana untuk masalah <i>grammartical</i> nih lihat ya.(menunjukkan contoh <i>draft</i> 1 siswa di <i>Cycle 2</i> dan <i>Cycle 1</i> untuk dibandingkan)”</p>
<p>C: “<i>Grammarnya</i> iya lebih bagus soalnya mereka acuannya ke portofolio yang lama juga mereka udah tahu salahnya apa jadinya nyusun kata – katanya juga udah lebih bagus.”</p>
<p>R: “Oh itu ya salah satu, eh beberapa <i>improvement</i>nya yang kita tahu ini ya, coba kita nanti kita koreksi ya Pam ya?”</p>
<p>C: “Iya.”</p>
<p>R: “Oh iya iya yang.... itu dari.... dibandingkan ini kemaren waktu kamu ngoreksi.... saat <i>final draft</i> itu tuh... kan ngoreksi <i>final draft</i> di <i>Cycle 1</i> kan ya Pam? Nah menurutmu berdasarkan kamu ngoreksi itu kamu melihat tulisan siswa bagaimana dibandingkan ini nih....dibandingkan ee.. <i>drafting</i> yang di <i>Cycle 2</i>?”</p>
<p>C: “Mereka udah mulai berani mengembangkan kalimat gitu, terus dari penyusunannya juga udah mulai bagus meskipun ya perkembangannya sedikit soalnya kan juga nggak</p>

kayak kamus itu, cuma berbekal dari portofolio yang udah ada. Tapi udah bener – bener itu udah <i>improvement</i> gitu lho, udah bagus timbang yang pertama kali nulis itu yang masih berantakan banget. Ini udah bagus, udah mulai berbentuk lah gitu.”
R : “Oh ya deh berarti portofolio memang itu kita ngrasa manfaat potofolio buat mereka ini nih ya? Saat ee... <i>drafting</i> pertama ini kelihatan banget manfaat portofolionya ya?”
C: “Iya, Ho’oh”
R: “Oh yaudah deh, makasih ya Pam ya.”
C: “Ya.”

INTERVIEW TRANSCRIPT 17

February 22 nd , 2014 Interview with the collaborator after Meeting 4 in Cycle 2 R: Researcher C: Collaborator
R: “Pam ini kan tahap <i>revising</i> di <i>Cycle 2</i> ya Pam ya eee... <i>Meeting 4</i> . Nah aku kan udah menerapkan <i>indirect feedback</i> gitu ya Pam untuk melihat apakah mereka tuh bener – bener paham enggak tentang <i>grammatical</i> terus tentang itu lho penggunaan kata.. <i>vocabnya</i> itu tuh... ini kan contohnya nih (menunjukkan contoh simbol yang dipakai sebagai <i>feedback</i>) ‘v.t’ itu kan simbol untuk mereka tAnda kalau eee... <i>verbnya</i> salah. Terus eee... ‘w.w’ itu ee... apa namanya... <i>wrong word</i> itu maksudnya oh ini tu penggunaan katanya salah, harus ganti katanya. Terus ini tAnda ‘v’ kebalik ini lho kayak gini (menunjukkan contoh simbol yang dipakai sebagai <i>feedback</i>) nah ini tuh tAndanya ada yang <i>missing word</i> ada kata yang hilang, harusnya di antara dua kata itu harusnya ada terselip kata lagi atau frasa lagi. Nah menurutmu tadi saat observasi itu sikap siswa bagaimana? Paham nggak sih tentang simbol kayak gitu?”
C: “Udah paham sih soalnya kan juga udah dijelaskan kan waktu awal, ini simbol ini artinya apa, simbol ini artinya apa, jadi mereka juga ih ya <i>mudheng</i> gitu. Kalau misalnya <i>verbnya</i> salah langsung diganti ke <i>verb2</i> , <i>wordnya</i> salah mungkin kalau eee... <i>wrong word</i> itu tadi mereka mungkin agak bingung, ini terus diganti kata apa dong? Soalnya kan juga, mereka penggunaan katanya kan masih campur gitu kan kayak misalnya ‘halaman sekolah’ jadi apa ‘ <i>school page</i> ’ hahaha, jadinya ini ‘terus diganti apa mbak? Diganti apa <i>miss</i> ? Harusnya gimana terus ya’ di situ kita baru bisa bantu gitu. Mereka tanyain paling juga sekitar segitu sih kalau masalah <i>word</i> sama eee... <i>missingnya</i> juga sedikit – sedikit udah agak <i>mudheng</i> . Kalau yang diubah ke <i>verb2</i> mereka udah <i>mudheng</i> kok.”
R: “Oh yayayaya. Berarti eee.. ada gunanya ya emang kita apa namanya pake <i>indirect feedback</i> ini manfaat banget buat <i>writing improvementnya</i> ya Pam ya?”
C: “Iya, biar mereka juga lebih mandiri lah. Biar nggak kayak ibaratnya diajarin terus menerus, terus mereka nggak mau belajar cari sendiri gitu.”
R: “Oh iya, jadi lebih usaha ya?”
C: “Iya.”
R: “Ada saran nggak Pam buat <i>meeting</i> berikutnya? Ada kekurangan nggak aku ngajarnya ini?”
C: “Enggak sih udah sama, udah bagus kok yang dari pertama sampai sekarang tu udah

bagus kok cara ngajarnya.”
R: “Ohh yaudah, makasih ya Pam ya.”
C: “Ya.”

INTERVIEW TRANSCRIPT 18

February 25 th , 2014 Interview with the students of Grade VIII D after implementation of the portfolio assessment in Cycle 2 R: Researcher S: Student
R: “ <i>Miss Dina</i> mau tanya-tanya ya Dek.”
S: “ <i>Iya Miss.</i> ”
R: “Sebelumnya, namanya siapa, Dek?”
S: “Putri.”
R: “Pemahaman adik tentang <i>recount text</i> setelah menerapkan <i>portfolio assessment</i> bagaimana?”
S: “Jadi lebih paham.”
R: “Coba ya, sturktur organisasi dari <i>recount text</i> apa aja?”
S: “ <i>Orientation, event, reorientation.</i> ”
R: “ <i>Orientation</i> isinya apa?”
S: “Apa, siapa, kapan, di mana.”
R: “Terus.. tujuan dari <i>recount text</i> apa?”
S: “Untuk menceritakan kembali cerita yang sudah lampau.”
R: “Yup, betul.. terus dengan cara pemberian koreksiannya pakai simbol-simbol, Putri bingung nggak?”
S: “Enggak.”
R: “Ada kesulitan nggak buat membetulkan yang salah?”
S: “Enggak sih..”
R: “Putri kan udah tahu apa itu <i>portfolio assessment</i> . <i>Portfolio assessment</i> membantu kamu nggak dalam belajar <i>writing</i> ?”
S “Sangat membantu.”
R: “Membantunya bagaimana?”
S: “Jadi lebih paham dalam menggunakan <i>past tense</i> . Ada koreksiannya jadi tahu salahnya apa. Terus... bisa mempelajari tulisan-tulisan yang kemaren.””
R: “Pembelajaran <i>writing</i> dengan menggunakan <i>portfolio assessment</i> nyenengin nggak?”
S: “Nyenengin”
R: “Nyenenginnya gimana sih?”
S: “Bisa tahu salahnya apa, terus diperbaiki, jadi ada tantangannya..hehe”
R: “Oohh.. gitu. Perubahan apa yang Putri rasakan setelah penggunaan <i>portfolio assessment</i> dalam proses menulis?”
S: “Jadi lebih ngerti prosessnya. Jadi senang aja nulis pake bahasa Inggris.”
R: “Dengan menggunakan <i>portfolio assessment</i> , apakah meningkatkan kemampuan <i>writingmu</i> ?”

S: "Iya."
R: "Apa aja yang meningkat?"
S: "Penggunaan <i>past tense</i> nya, cara nyusun kalimat, cara bikin kalimat."
R: "Putri tertarik nggak dengan pembelajaran <i>writing</i> menggunakan <i>portfolio assessment</i> ?"
S: "Tertarik."
R: "Harapanmu untuk proses pembelajaran <i>writing</i> ke depan bagaimana?"
S: "Kaya gini."
R: "Kan setiap menulis pasti ada lembar penilaian diri.. nah.. ada manfaatnya ga buat kamu?"
S: "Ada, jadi bisa mengetahui kemampuan."
R: "Apakah setelah menggunakan <i>portfolio assessment</i> ini, Putri jadi lebih termotivasi dalam pelajaran <i>writing</i> ?"
S: "Iya."
R: "Jadi lebih PD nggak dalam menulis?"
S: "Iya, kan ada koreksiannya, jadi lebih yakin dalam menulis. Jadi tahu juga perkembangan tulisannya."
R: "Oh.. yayaya.. Yaudah gitu aja, makasih yah.."
S: "Ya.."

INTERVIEW TRANSCRIPT 19

February 25 th , 2014 Interview with the students of Grade VIII D after the implementation of Cycle 2 R: Researcher S1: Student 1 S2: Student 2	
R	: "Miss Dina mau tanya-tanya ya sama kalian berdua."
S1&S2	: "Ya.."
R	: "Sebelumnya, namanya siapa?"
S1	: "Venti"
S2	: "Ratih."
R	: "Tadi kan Miss Dina minta untuk menulis ulang tulisan kalian yang udah dapet <i>feedback</i> ya, ada kesulitan nggak?"
S1	: "Dikit."
R	: "Kalau Ratih?"
S2	: "Sama."
R	: "Kan <i>feedback</i> yang Miss Dina kasih kemarin berbeda dengan <i>feedback</i> yang pas awal dulu itu. Tapi kalian paham nggak dengan simbol-simbol itu?"
S2	: "Paham, kan udah dijelaskan."
R	: " <i>Feedback</i> nya membantu nggak?"
S1&S2	: "Iya."
R	: "Membantunya dalam hal apa?"
S2	: "Belajar.. mencari kata."

R	:	“Kalau menurut Venti?”
S1	:	“Bisa tahu salahnya, kosa katanya bisa lebih banyak.”
R	:	“Oh gitu.. terus.. bagaimana perasaan kalian setelah menggunakan <i>portfolio</i> dalam <i>writing</i> ”
S2	:	“Bisa melihat kemampuan kita saat menulis.”
R	:	“Kalau Venti?”
S1	:	“Sama.”
R	:	“Dengan menggunakan <i>portfolio</i> dalam <i>writing</i> membantu kalian nggak....untuk meningkatkan kemampuan <i>writingnya</i> ?”
S2	:	“Membantu.”
R	:	“Kalian bisa melihat perkembangan kemampuan kalian nggak?”
S1&S2	:	“Bisa.”
R	:	“Pelajaran <i>writing</i> pakai <i>portfolio</i> bagaimana? Nyenengin atau membosankan?”
S1&S2	:	“Menyenangkan.”
R	:	“Oia, contoh kemampuan kalian yang meningkat apa setelah belajar <i>writing</i> dengan <i>portfolio</i> ?”
S1	:	“Kosa katanya jadi lebih banyak.. terus...”
R	:	“Kemampuan dalam menggunakan <i>tenses</i> jadi lebih baik belum?”
S1	:	“Sudah lumayan.”
R	:	“Kalau kamu?”
S2	:	“Sama.”
R	:	“Dalam menyusun kalimat jadi lebih bisa nggak?”
S2	:	“Iya.”
S1	:	“He eh.”
R	:	“Harapan kalian untuk proses pembelajaran <i>writing</i> ke depan gimana?”
S1	:	“Kaya tadi.”
R	:	“Oia, setiap menulis kan ada lembar penilaian diri, ada manfaatnya nggak buat kalian?”
S1	:	“Ada. Bisa melihat perkembangan.”
R	:	“Kalau kamu?”
S2	:	“Sama.”
R	:	“Setelah pakai <i>portfolio</i> ini, motivasi kalian dalam menulis meningkat nggak?”
S2	:	“Iya.”
R	:	“Ya udah cukup itu aja, makasih ya..”
S1&S2	:	“Ya..”

INTERVIEW TRANSCRIPT 20

February 25 th , 2014	
Interview with the Grade VIII D students after the implementation of the portfolio assessment in Cycle 2	
R: Researcher	
S1: Student 1	
S2: Student2	
R	: “ <i>Miss Dina</i> mau tanya-tanya sama kalian ya?”
S1&S2	: “ <i>Iya Miss.</i> ”
R	: “Sebelum ada <i>Miss Dina</i> , kalian suka pelajaran <i>writing</i> nggak?”
S1&S2	: “Engga.”
R	: “Kenapa?”
S1	: “Susah.”
R	: “Susahnya dalam hal apa?”
S1	: “Nggak bisa bikin kalimatnya.”
S2	: “Mau nulis apa gitu nggak tahu... apa namanya... gimana nulisnya kalau pakai bahasa Inggris.”
R	: “Menurut kalian, pelajaran <i>writing</i> itu bagaimana? Menyenangkan ga?”
S1	: “Lumayan lah.”
S2	: “Lumayan opo?”
S1	: “Ya lumayan enak lah.”
S2	: “Tapi enakan sama <i>Miss Dina</i> .”
R	: “Bu guru mengajar <i>writing</i> nya gimana? Pakai LKS doang atau pakai gambar atau suruh nulis dikelas atau yang lain?”
S1	: “Biasanya buka LKS, Mbak. Ngerjain soal.”
R	: “Kalau menulis yang bener-bener selese dikelas pernah ga?”
S1&S2	: “Jarang Mbak.”
S2	: “Biasanya buat PR.”
R	: “Kan tadi <i>Miss Dina</i> nyuruh untuk merevisi lagi teksnya. Ada kesulitan ga Dek?”
S1&S2	: “Enggak.”
R	: “Berarti udah paham ya kesalahanya apa dan harus diganti apa?”
S1&S2	: “ <i>Iya udah tahu.</i> ”
R	: “Kesulitan yang dulu nggak bisa terus sekarang jadi biasa apa, Dek?”
S1	: “ <i>Itu Mbak, nyusun kalimatnya jadi lebih bisa, pake past tense juga.</i> ”
R	: “ <i>Miss Dina</i> kan selalu ngasih <i>feedback</i> tuh. Salahnya banyak nggak?”
S1&S2	: “Banyak.”
R	: “Makin kesini kesalahanya makin banyak atau sedikit?”
S1&S2	: “Makin sedikit.”
R	: “ <i>Feedback</i> dari <i>Miss Dina</i> berarti membantu ya?”
S1&S2	: “ <i>Iya membantu.</i> ”
R	: “Bagaimana dengan <i>portfolio assessment</i> . Membantu kalian dalam meningkatkan kemampuan menulis kalian nggak?”
S1	: “Membantu. Jadi tahu kesalahan pas nulis kalimat.”

S2	:	“Jadi bisa liat kalau dulu kesalahannya banyak, sekarang sedikit.”
R	:	“Jadi bisa lihat perkembangan kemampuannya ya?”
S2	:	“Iya.”
R	:	“Pembelajaran <i>writing</i> dengan menggunakan <i>portfolio assessment</i> menyenangkan atau membosankan atau bagaimana?”
S1	:	“Menyenangkan.”
S2	:	“Iya.”
R	:	“Perubahan apa yang kalian rasakan setelah menggunakan <i>portfolio assessment</i> ini dalam <i>writing</i> ?”
S2	:	“Ya kemampuannya jadi meningkat, Mbak.”
R	:	“Meningkatkannya dalam hal apa selain bisa nyusun kalimat?”
S1	:	“Kalau aku kosa kata sama penggunaan <i>past tense</i> nya meningkat.”
S2	:	“Iya sama.”
R	:	“Kalian tertarik nggak dengan pembelajaran <i>writing</i> menggunakan <i>portfolio assessment</i> kaya gini?”
S1&S2	:	“Tertarik.”
R	:	“Kenapa tertarik?”
S2	:	“Jadi lebih jelas soalnya.”
R	:	“Tiap menulis kan selalu ada yang namanya lembar penilaian diri ya, Dek. Ada manfaatnya nggak buat kalian?”
S1	:	“Ada.”
S2	:	“Jadi bisa menilai diri sendiri.”
R	:	“Tulisan-tulisan sebelumnya dibuka dan dipelajari lagi nggak, Dek?”
S1	:	“Dibuka, biar nggak nulis kesalahan yang sama.”
R	:	“Harapan kalian untuk pelajaran <i>writing</i> selanjutnya apa?”
S1	:	“Kalau menulis di kelas aja, biar kalau ada yang nggak paham bisa langsung tanya.”
R	:	“Oke. Cukup sekian dulu tanya-tanyanya. Makasih ya buat waktunya.”
S1&S2	:	“Sama-sama.”

INTERVIEW TRANSCRIPT 21

February 25 th , 2014 Interview with the English teacher after implementation of the portfolio assessment in Cycle 2 R: Researcher ET: English Teacher	
R	: “Bu, ini salah satu contoh portofolio milik siswa. Coba Ibu lihat <i>writing</i> siswa mulai dari <i>draft 1</i> pada <i>Cycle 1</i> sampai <i>final product</i> pada <i>Cycle 2</i> . Menurut Ibu ada peningkatan tidak?”
ET	: “Pada <i>draft</i> yang pertama pada <i>Cycle 1</i> masih acak-acakan sekali ya, Mbak. Kalau saya bandingkan dengan hasil revisi pertama dan kedua jelas lebih baik ya, Mbak. Kalau <i>draft 1</i> pada <i>Cycle 1</i> dibandingkan dengan <i>draft 1</i> pada <i>Cycle 2</i> ini sudah lumayan ya, Mbak, sudah ada peningkatan. Ini waktu menulisnya sama

	semua, Mbak?”
R	: “Sama, Bu.. cuma pada saat siswa menulis <i>draft</i> 1 pada <i>Cycle</i> 2, karena jam pelajaran yang hanya 1 jam pelajaran jadi siswa malas untuk mengambil kamus di kantor Bu. Moment ini saya manfaatkan untuk melihat kemampuan siswa, eee... apakah tanpa kamus mereka bisa menulis tidak. Ternyata mereka bisa menulis dengan berbekal mempelajari ulang <i>writing</i> mereka sebelum-sebelumnya yang sudah mendapatkan <i>feedback</i> . Hasilnya pun lumayan Bu. Seperti yang Ibu bilang, hasil dari <i>draft</i> 1 pada <i>Cycle</i> 1 dan hasil dari <i>draft</i> 1 pada <i>Cycle</i> 2 bisa kelihatan kalau ada peningkatan. Saat menulis saya amat-amati siswa terlihat lebih mudah dalam <i>brainstorming</i> , lebih mudah mendapatkan ide untuk menulis. Padahal kebanyakan siswa menulis pengalaman mereka yang sudah lumayan lama. Lebih lama dari pengalaman mereka saat Ilburan ke Bali kemarin.”
ET	: “Ya sudah ada peningkatan berarti ya Mbak. Ini juga kelihatan peningkatan pada penyusunan kalimatnya ya Mbak. Ini juga penulisan huruf besar dan kecilnya sudah lebih baik di <i>Cycle</i> 2. Kalau sebelum ini kan asal merangkai kata, belum paham banget pakai <i>to be</i> , kata kerja bentuk kedua. Contohnya kalau dulu bikin kalimat ‘ <i>when I was in the first grade of Junior high School</i> ’ itu gini ‘ <i>I in the past grade</i> ’ kalau sekarang sudah meningkat jelas kaya gini, kalimatnya sudah terbaca.
R	: “Lalu bagaimana dengan <i>feedback</i> yang saya beri, Bu? Apakah membantu siswa?”
ET	: “Jelas membantu, Mbak. Mereka jadi tahu salahnya yang mana kalau begini.”
R	: “Pada <i>Cycle</i> 2 kan <i>feedback</i> yang saya beri berbeda dengan <i>feedback</i> pada <i>Cycle</i> 1 ya Bu. Kalau eemm.. di <i>Cycle</i> 1 saya kan pakai <i>direct feedback</i> , pada <i>Cycle</i> 2 ini saya memakai <i>indirect feedback</i> , Bu, pakai simbol-simbol. Tapi saya hanya memakai 3 simbol bu yaitu, ‘v.t’ untuk salah dalam memakai <i>verb form</i> , ‘w.w’ untuk yang salah dalam pemilihan kata, sedangkan simbol ini (menunjuk simbil yang digunakan sebagai <i>feedback</i>) artinya eee... berarti ada <i>missing word</i> atau ada kata yang kurang di situ. Saya bermaksud untuk melihat kemampuan siswa apakah mereka tahu harus diapakan atau eee.. harus diganti apa kesalahan mereka setelah diberi tahu bagian ini yang salah. Menurut Ibu bagaimana dengan pemberian <i>indirect feedback</i> ini?”
ET	: “Cukup membantu ya mbak. Jika dibandingin dengan tulisan sebelumnya kelihatan kalau mereka lebih paham. Udah ga bingung.”
R	: “Lalu, ini kan ada lembar penilaian dirinya ya Bu, menurut Ibu ada manfaatnya tidak bagi siswa?”
ET	: “Ya, Mbak. Cuma memang guru-guru seperti kami kadang sok nggak nyampe ke waktu kalau seperti ini karena sibuk. Jadi mengajarnya kurang tuntas, hehe. Kalau memakai seperti ini kan jadinya tuntas. Bagi siswa jelas sangat membantu Mbak. Iya kan otomatis mereka jadi bisa mengukur kemampuan mereka sendiri. Contohnya ini (membacakan salah satu isi dari <i>self-assessment</i>) ‘Saya mempunyai banyak kosa kata baru yang dapat Saya gunakan dalam menulis’. Nah, siswa ini menjawab sangat setuju. Berarti kan mereka bisa mengukur kemampuan mereka sendiri sekaligus menerangkan kalau <i>portfolio assessment</i> ini membantu mereka dalam meningkatkan perbendaharaan kata.”
R	: “Kalau untuk guru ada manfaatnya ga Bu?”

ET	: “Kalau buat saya sendiri, mungkin... malah Saya akan nyonto, hehehe. Memang seharusnya jadi guru yang baik ya... seperti itu menyediakan lembar penilaian diri untuk siswa agar tahu kemampuan siswa menurut siswa sendiri itu gimana. Tapi kan kadang ...guru nggak nyampe waktunya itu seperti itu. Hehe”
R	: “Berarti kedepan Ibu akan menggunakan metode ini ya, Bu?hehe”
ET	: “Mungkin nanti akan saya coba. Sebenarnya harapan saya nggak cuma satu kelas di kelas VIII D saja ya Mbak tapi kan nggak mungkin kan ya Mbak ya... ya besok saya praktekan sendiri, hehe.”
R	: “iya, Bu. Hehe. Oia, Bu, selama ini kan tulisan siswa dinilai secara langsung maksudnya kalau siswa menulis kemudian dikumpulkan lalu langsung dinilai. Menurut Ibu, lebih efektif cara seperti itu atau menggunakan <i>portfolio assessment</i> seperti yang sudah saya terapkan?”
ET	: “Sebenarnya memang bagus kaya gini ya Mbak, ning kadang kita sok dikejar waktu ya, jadi nggak sempet Mbak. Mungkin nanti yang pakai kurikulum baru kelihatannya lebih longgar lagi... jadi waktunya sampai mendetail banget gitu lo Mbak. Kalau kurikulum yang lama ini kan... materi masih terlalu banyak jadi kita takutnya tidak tercapai semua jadi kita cepet-cepetan aja. Kadang sok pengen ngajar <i>writing</i> sampe mendetail tapi nggak bisa. Katanya kalau kurikulum baru penilaiannya lebih rumit dan diharapkan hasilnya bakal lebih baik.”
R	: “Harapan Ibu untuk pembelajaran <i>writing</i> selanjutnya bagaimana?”
ET	: “Ya itu tadi, Mbak... Saya harapkan yang dapet seperti ini tidak hanya VIII D aja biar semua kelas ada peningkatan juga.”
R	: “Semoga kedepan teknik <i>portfolio assessment</i> ini bisa diterapkan ya, Bu? Baik Bu, Saya rasa cukup sekian dulu, terima kasih atas waktunya bu.”
ET	: “Oh ya, Mbak, sama-sama.

INTERVIEW TRANSCRIPT 22

<p>February 25th, 2014 Interview with the collaborator after implementation of the portfolio assessment in Cycle 2 R: Researcher C: Collaborator</p>	
R:	“Pam, ini <i>meeting</i> terakhir Pam!! Ini <i>Meeting 5</i> . Ini kan tahap <i>final product</i> ya, aku masih pake <i>indirect feedback</i> , tapi memang sih ada sedikit lah beberapa anak yang eee... aku langsung ganti tu salahnya soalnya menurut aku tu terlalu susah buat mereka buat mikir sendiri, eee.. masih anak – anak, masih kelas 2 SMP, jadi aku bantu sedikit. Tapi enggak semuanya sih cuma beberapa orang dan itu pun kesalahan mereka satu dua kesalahan kayak gitu. Nah kamu melihat <i>Meeting 5</i> ini, penulisan <i>final product</i> nya ada <i>improvement</i> nggak di siswa? Sikap siswa gimana gitu?”
C:	“ <i>Improvement</i> nya udah banyak soalnya mereka udah berbekal dari ilmu portofolio sebelumnya, pembetulan – pembetulan itu. Terus eee... mereka juga udah lebih <i>mudheng</i> sih cara nyusun kalimatnya, nggak berantakan terus cara baca kamusnya udah bener, nyusun kalimatnya juga udah bener, jadi tulisannya udah lebih enak dibaca dan lebih <i>mudhengi</i> timbang yang sebelumnya, dan ini bener – bener udah bagus gitu

lho, udah bagus banget.”
R: “Udah terbaca ya? <i>Readable</i> ya Pam ya?”
C: “Iya.”
R: “Nah... nih, coba bandingin nih. Ini kan <i>final product</i> di <i>Cycle 2</i> kan ya Pam ya? Terus ini <i>final product</i> di <i>Cycle 1</i> , (menunjukkan hasil dari <i>final product</i> di <i>Cycle 1</i> dan <i>final product</i> di <i>Cycle 2</i> untuk dibandingkan) memang bedanya kelihatan banget ya Pam ya?”
C: “Iya kalau yang di <i>Cycle 1</i> kan masih banyak lah yang merah – merah itu kan pembetulan – pembetulan itu. Kalau yang di kedua ini udah bagus kok.”
R: “Anu, kalau <i>final product</i> percaya ya bagus. Kalau kita mungkin nglihatnya dari itu ya dari <i>drafting 1</i> di <i>Cycle 1</i> , <i>drafting 1</i> <i>Cycle 2</i> , mbandinginnya gitu ya Pam? Eee... terus <i>revising</i> di <i>Cycle 1</i> sama <i>revising</i> di <i>Cycle 2</i> itu tuh bener – bener kelihatan banget ya perubahannya?”
C: “Iya, bener – bener kelihatan banget kok, dan jauh lebih bagus dari yang dulu – dulu dari yang pertama itu.”
R: “Berarti di sini eee... <i>improvementnya</i> memang udah kelihatan banget ya Pam ya?”
C: “Iya.”
R: “Aku <i>stop</i> aja berarti ya, udah selesai <i>Cyclenya</i> ya?”
C: “Iya, ini udah bisa buat bukti hasil kalau ada <i>improvement</i> kok.”
R: “Oh ya udah deh, makasih ya Pam ya.”
C: “Ya.”

APPENDIX F:

THE STUDENTS’ WRITING SAMPLES

Name : Novansyah IK

Student Number : 13

The Last Day of My Holiday

Last Sunday was the last day of my long holiday. I spent the day to do a lot of activities. First, I got up at 07.00 o'clock in the morning. After that, I ~~got~~^{took} a bath~~up~~^{up} in the bathroom. Then, I ~~got~~^{had} a cereal for breakfast. After breakfast, I ~~am~~^{was} reading a newspaper. After reading a newspaper, I ~~do~~^{did} gymnastics in the sport room. Then, I ~~have~~^{had} a lunch with sandwich, in the dining room. After ~~have~~^{had} lunch, I went to supermarket by my car. After ~~to reach~~^{I arrived} in the supermarket, I bought some food materials to cook. After that, I ~~go~~^{went} home. After I arrived in my home, then I ~~cooking~~^{ed} to have a dinner. Then, I ~~make~~^{wrote} a letter in my bedroom. After ~~make~~^{writing} a letter, I went to ~~the~~^{the} movie with my friend until 22.00 o'clock. After that I ~~go~~^{went} home. After I arrived in my home, I straight ~~to sleep~~^{to sleep} in my bedroom.

That was a pleasant day for me.

Figure 1: The Sample of Student's Writing in Pre-test

Name : Novangyah Ik
Student Number : 13

Write your own experience about your "Unforgettable Holiday". After you finish your work, put it into your portfolio folder.

My Holiday In Bali

→ Last week I and my school-mates went to Bali. ^{left} We went there by bus, I set out ^{the} from school at 08.00 a.m. I arrived at the ^{we sailed} Ketapang harbour at 00.00 a.m. get to Bali at 01.00 a.m.

→ The first place ^{that} we visited was ~~a~~ Tanah Lot. After that, we visited ^{then} Tanjung Benoa, Pandawa, and Dreamland beach. After that we went to hotel to ~~to~~ check in.

Figure 1: The Sample of Student's First Draft in Cycle 1

Name : Novangyah Ik
Student Number : 13

Revise your draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

My Holiday in Bali

Last week, my school-mates and I went to Bali. We went there by bus. ^{there} We left the school at 08.00 a.m. We arrived at Ketapang harbour at 00.00 a.m. We arrived ^{at} Bali at 01.00 a.m.

The first place that we visited was Tanah Lot. After that, we visited Tanjung Benoa, Pandawa, and Dreamland beach. Then, we went to hotel to check in.

In the morning, we went to president palace Tampak Siring. ^{there} There we saw a big gate. After that, we through a friendship bridge. Then, we went to Sanur beach. ^{The next destination was} after that we visited Bagre sandil. ^{museum} Next, we went to Kuta beach. After to Kuta beach we ^{then} went back to hotel to ^{take a} rest.

The next day, we went to

Figure 2: The Sample of Student's Second Draft in Cycle 1

Name : Novansyah I K

Student Number : 13

Write your final draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

My Holiday in Bali

Last week, my schoolmates and I went to Bali. We went there by bus. We left the school at 08.00 a.m. We arrived at Ketapang harbour at 00.00 a.m. We arrived at Bali at 09.00 a.m.

The first place that we visited was Tanah Lot. After that, we visited Tanjung Benoa, Pandawa, and Dreamland beach. Then, we went to hotel to check in.

In the morning, we went to president palace Tampak Siring. We saw a big gate there. After that, we ^{walked} through a "persahabatan" bridge. Then, we went to Sanur beach. The next destination was Bajra sandi museum. Next, we went to Kuta beach. Then, we went back to hotel to take a rest.

The next day, we went to saw Barong dance. Then, we went to Bedugul lake. The lake was very wide and very deep. After that, we went to Joger. We bought some T-shirts there. Then, we ^{went} back home to Yogyakarta.

Figure 3: The Sample of Student's Final Draft in Cycle 1

Name : Novansyah I.k

Student Number : 13

Write your own experience in joining school activities. After you finish your work, put it into your portfolio folder.

Camping Activity

When I was in the first grade of Junior High School, I went on a school camping trip in a ZAZ. My friends and I went there by trucks. After we arrived there, my group pitched a tent. After that, we prayed in ^{the} mushola.

The next day, Camping Committee

Figure 4: The Sample of Student's First Draft in Cycle 2

Name : Novansyah I.K

Student Number : 13

Revise your draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

My First Camping Experience

When I was in the first grade of Junior High School, I went on a school camping trip in a ZAZ. My friends and I went there by trucks. I left home at 11.45 a.m. I arrived there at 12.00 p.m. After we arrived there, my group pitched a tent. Then, we prayed in the mushola. The camping committee would hold a cooking competition. My friends and I were shocked about it because we didn't about it. In the evening, the camp of heavy rain, so a lot of us were soaking wet and lost some clothing. Finally, my group decided to sleep in the gazebo because the tent had flooded. Morning exercise we got up and followed the morning exercise. After our morning exercise, due care of the dirty tent exposed mud. Then, we were preparing to go to the museum to see the artifacts. After we got back from the museum tent? tidy. In the evening, we held a bonfire party and held art performances. But my group didn't show anything.

On the last day we followed the closing ceremony and prize distribution.

Figure 5: The Student's Second Draft in Cycle 2

Name : Novansyah I.K
 Student Number : 13

Write your final draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

My First Camping Experience

When I was in the first grade of Junior High School, I went on a school camping trip in ZAZ. My friends and I went there by trucks. I left home at 11.45 a.m. I arrived there at 12.00 p.m.

After we arrived there, my group pitched a tent. Then, we prayed in a mushola. The camping committee would hold a cooking competition. My friends and I were shocked about it because we didn't know about it. In the evening, the camp had heavy rain, so a lot of us were wet and lost some clothes. Finally, my group decided to sleep in the gazebo because the tent had flood.

A Morning we got up and followed the morning exercise. After our morning exercise, we cleaned our tent. Then, we prepared to go to the museum to see the artifacts. After we got back from the museum, our tent was tidy. In the evening, we held a bonfire party and held art performances. But my group didn't show anything.

On the last day, we followed the closing ceremony and prize distribution.

Figure 6: The Sample of Student's Final Draft in Cycle 2

Name : Pusita Purnamasari

Student Number : 019

The Last Day of My Holiday

Last Sunday was the last day of my long holiday. I spent the day to do a lot of activities. First, I got up at 07.00 o'clock in the morning. Post to I make to bed.
~~The Next~~, I ^{took} a bath. ~~The next~~, I ^{was} ready to have breakfast.
~~The Next~~, I read a newspaper. ~~The Next~~, I went ^{do} front home to sport morning.
 After that, I ^{was} ready to have lunch. After that, I went to
 (S)permarket. I went there by car. I there ^{bought} buy vegetable. After
 that, I went to cashier to pay. After that, I went ~~to~~ home.
 After that, I ^{cooking} cooking for -- .
~~The Next~~, I ^{wrote a} write a letter to my mother. ~~The Next~~, I
^{watched} watched a film in the movies ^{and eat ate} and eat ate pop corn. The last, I ^{was} very tired and
~~to~~ sleep in the bed.
 sleep

That was a pleasant day for me.

Figure 7: The Sample of Student's Writing in Pre-Test

Name : Rusita Purnamasari

Student Number : 019

Write your own experience about your "Unforgettable Holiday". After you finish your work, put it into your portfolio folder.

Study ⁱⁿ tour to Bali

Last month I went to Bali with all ^f my friends, the ^{VIII} grade students and the teachers. We went there by bus. The bus was very comfortable and the teachers ^{always} looked after ~~us~~ as much as they could. When we went to Banyuwangi harbour.

The ^{that} first place ^{we} visited was Tanah Lot. Then we ^{took a rest} transited at a restaurant. ~~But~~ We spent the time only two hours. The next ^{destination was} ~~we~~ went to Tanjung Benoa Musa Dua

Figure 8: The Sample of Student's First Draft in Cycle 1

Name : Pusiza Purnamasari

Student Number : 019

Revise your draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

Study Tour in Bali

Last month, I went to Bali with all of my friends, the grade VIII students and the teachers. We went there by bus. The bus was very comfortable and the teachers always looked after ^{us} ~~us~~. When we went to Banyuwangi harbour, I saw ^{beautiful} scenery. ~~was very beautiful~~.

The first place that we visited was Tanah Lot. Then, we took a rest at a restaurant. We spent ~~the time only~~ ^{there} two hours. The next destination was Tanjung Benoa Nusa Dua. The next we went to Pandawa beach and Dreamland; then we continued ^{the journey} to the Diana hotel. The hotel is not big but the architecture is very beautiful.

The next day, we went to Tampala Siring President Palace. There, there was palm of hand. After that, we went to Museum Bajra Sandi. After that, we went to beach Sanur. After that, we went to beach Kuta. We also ^{went to} Krishna shopping center. After that, we went to hotel to ^{take} a rest.

The next day, we ^{checked of} ~~cek~~ out hotel. The next we went ^{to} ~~see~~ ^[where?] barong dance. ~~The next~~ we went to Joger Luwus.

Figure 9: The Sample of Student' Second Draft in Cycle 1

Name : Rusiza Purnamasari

Student Number : VIII D / 019

Write your final draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

Study Tour in Bali

Last month, I went to Bali with all of my friends, the grade VIII students and the teachers. We went there by bus. The bus was very comfortable and the teachers always looked after us. When we went to Bonyuwangi harbour, I saw beautiful scenery.

The first place that we visited was Tanah Lot. Then, we took a rest at a restaurant. We spent two hours there. The next destination was Tanjung Benoa Nusa Dua. The next we went to Pandawa beach and Dreamland. Then, we continued the journey to the Drano hotel. The hotel is not big but the architecture is very beautiful.

The next day, we went to Tampak Spring President Palace. There, there was "sapu tangan" flower. After that, we went to Museum Bajra Sandi. After that, we went to Samur beach. After that, we went to Kuta beach. We also went to Krisna shopping center. After that, we went to hotel to take a rest.

The next day, we checked out of hotel. The next we went to Batu Bulan to see barong dance. Next, we went to Jeger Luwers. After that, we went to Bedugul lake. Finally, we went to Jogjakarta. It was a beautiful study tour. I love Bali ... :)

Figure 10: The Sample of Student's Final Draft in Cycle 1

Name : Pusita Purnamasari

Student Number : 019

Write your own experience in joining school activities. After you finish your work, put it into your portfolio folder.

My First Camping Experience

Last Year, I joined camping with all of my friends, the grade VII students and the teachers. We went to campsite at 12:00 p.m. We went there by motorcycle. I saw beautiful scenery. After attending a short briefing, we left for the campsite.

There were many fun activities that we did in the first day such as pitching a tent with my group. My group was Melati. After that, we ^{for} ^{was} cooking to lunch.

Figure 11: The Sample of Student's First Draft in Cycle 2

Name : Pusita Purnamasari

Student Number : 019

Revise your draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

My First Camping Experience

Last Year, I joined camping with all of my friends, the grade VII students and the teachers. We went to campsite at 12.00 p.m. We went there by motorcycle. I saw beautiful scenery. After attending a short briefing, we left for the campsite.

There were many fun activities that we did in the first day such as pitching a tent with my group. My group was Melati. After that, we cooked for lunch. After that, we went to ^{the} field to join the official opening. After that, I and my friends ^{took} a rest in the tent. Suddenly, ^{we had} a heavy rain with lightning and thunder. After that, we ^{run} to "Sung putri" ~~at~~ ^{at} night we ~~to~~ ^{slept} sleep there.

The next day we ^{played} games together. After that, I ^{took} a bath. After that, we cooked for lunch. After that, we went to "Drgantara Museum". After that, I and my friends ^{v.t} joined a cooking competition. At night, we joined to "api unggun" and ~~can~~ ^{v.t} fashion show competition and "pentas seni". After that, we ~~to~~ ^{v.t} sleep.

The next day we went to the field to join the official closing. We went ~~to~~ ^{to} home at 12.00 p.m.

→ That was my first enjoyable camping trip.

Figure 12: The Sample of Student's Second Draft in Cycle 2

Name : Rusita Purnomaseiri

Student Number : 019

Write your final draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

My First Camping Experience

Last year, I joined camping with all of my friends, the grade VII students and the teachers. We went to campsite at 12.00 p.m. We went there by motorcycle. I saw beautiful scenery. After attending a short briefing, we left for the campsite.

There were many fun activities that we did in the first day such as pitching a tent with my group. My group was "Melati". After that, we cooked for lunch. After that, we went to the field to join the official opening. After that, my friends and I took a rest in the tent. Suddenly we had heavy rain with lightning and thunder. After that, we ran to "Saung Putri". At night we slept there.

The next day we played games together. After that, I took a bath. After that, we cooked for lunch. After that, we went to "Dirgantara Museum". After that, my friends and I joined cooking competition. At night, we joined "campfire" ~~"api unggun"~~ and fashion show competition, and "pentas seni". After that, we slept.

The next day we went to the field to join the closing ceremony. We went home at 12.00 p.m.

That was my first enjoyable camping trip.

✍

😊

Figure 13: The Sample of Student's Final Draft in Cycle 2

Name : Candra Budi Astuti

Student Number : 05

The Last Day of My Holiday

Last Sunday was the last day of my long holiday. I spent the day to do a lot of activities. First, I got up at 07.00 o'clock in the morning. ~~After that, I to make~~ ^{made} the bed. ~~Over that I made~~ ^{After that I made} the bed. ~~I want to~~ ^{Then} shower. After that, I ~~ready~~ ^{was} to have breakfast. With ~~to use~~ ^{with} bread, noodle, ~~milk~~ ^{milk}, fresh water. After that, I ~~reading~~ ^{read} a newspaper in the living room. ~~At 09.00 o'clock I did~~ ^{At 09.00 o'clock I did} sport in the sport room. Over to I to change and ~~eat~~ ^{had} lunch, with ~~to use~~ ^{with} sandwich, fresh water, and snack. After that I went to the supermarket with ~~drive~~ ^{drive} by my car. I ~~shopping~~ ^{bought} a score of ? stuff. ~~After~~ ^{After} shopping I went to cashier to pay. ~~Past I to return in~~ ^{then} went to the home. Prep in the home I cooked in the kitchen ~~for~~ ^{for} dinner. After that, I ~~want~~ ^{wrote} a letter to my mother. After that, I went to ~~movie~~ ^{the} at 20.00 O'clock. After that, I ~~return~~ ^{went home} and took a rest.

That was a pleasant day for me.

Figure 14: The Sample of Student's Writing in Pre-test

Name : Candra Budi Astuti
 Student Number : 05

Write your own experience about your "Unforgettable Holiday". After you finish your work, put it into your portfolio folder.

Study Tour in Bali

→ Last week, ^I Me and my friend went to the Bali, ^{In the} The morning on January 6th 2014. We ^{went there} drive by bus. There ^{were} 3 bus. ^{was} Me there in bus 3. Before we went ~~to~~ there we take belongings in the baggage. We went to the Bali. During the trip me sleep and sing with my friends. ^{At} 12.00 WIB, ^{we} We of garden eat in the Surya Saradan Resto. ^{After that we} Continue the journey. ^{At} 19.00 WIB, we ^{had} had Dinner in Resto. ^{At} 21.00 WIB, we arrived ⁱⁿ to the harbor and ^{then} we ^{sailed to Bali} across.

→ After we Arrived in Bali, we ^{had} Breakfast in Soka Indah. We Continued the journey ^{to} Tanah lot. ⁱⁿ Tanah lot we fetch Picture and take a picture ^{of} tourist. ^{there} We ^{then} went Continue the journey ^{to} Tanjung Benoa Nusa Dua. In Tanjung Benoa, we

Figure 15: The Sample of Student's First Draft in Cycle 1

Name : Candra Budi Astuti

Student Number : 05

Revise your draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

Study Tour in Bali

Last month, my friend and I went to Bali, in the morning on January 6th 2014. We went there by bus. There were 3 buses. I was in bus 3. Before we went there, we put ^{our luggages} into ~~goods~~ ^{the school} ~~baggage~~. After ~~that~~, we left. During the trip I slept and sang with my friends. At 12.00 WIB we ^{had} ~~luch~~ ^a in Surya Saradan Resto. After that, we continued the journey. At 19.00 WIB, we had dinner ^a ~~in~~ resto. At 01.00 WIB, we arrived in the harbor and then we sailed to Bali.

After we arrived in Bali, we had breakfast in Soka Indah. The first day, we ^{went to} ~~to eat~~ on Tanah lot. We took a picture of tourist there. Then, we went to Tanjung Bena Nusa Dua. We ~~there~~ ^{on the} to play water ^{at the} ~~beach~~ and sand ^a ~~beach~~. Then, we went to Pandawa, we saw beautiful view ~~of~~ the beach. Then, we went to Dreamland, we saw ~~the~~ view ~~of~~ ^a hill. and sun-set. Then, we went to ~~Hotel~~ ^{we} Diana ^{hotel}. After we arrived there, ^{we} ~~took~~ ^{rest} a break.

The second day, we went to Tampak Siring President. We saw ~~building~~ beautiful and clean ^{building}.

Figure 16: The Sample Student's Second Draft in Cycle 1

Name : Candra Badi Astuti
 Student Number : 05

Write your final draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

Study Tour in Bali

Last month, my friend and I went to Bali, in the morning on January 6th 2014. We went there by bus. There were 3 buses. I was in bus 3. Before we went there, we put our ~~into~~ luggages ^{into} baggage. After that, we left the school. During the trip, I slept and sang with my friend. At 12.00 WIB we had lunch in Surya Samadani Resto. After that, we continued the journey. At 19.00 WIB, we had dinner in a resto. At 01.00 WIB, we arrived in the harbor and then we sailed to Bali.

After we arrived in Bali, we had breakfast in Soka Indah. The first day, we went to Tanah Lot. We took a picture of tourist there. Then, we went to Tanjung Benoa Nusa Dua. We ^{played} sand on the beach. Then, we went to Pandawa. We saw a beautiful view of the beach. Then, we went to Dreamland. We saw the view of a hill and sun-set. Then, we went to Diana 1 hotel. After we arrived there, we took a rest.

The second day, we went to Tampak Siring ~~President~~. We saw a beautiful and clean building. ^{Next} We went to Bajra Sandi Museum, Kuta beach and Krisnha. We shopping ^{ed at Krisnha}. After that, we went to Hotel.

The third day, we went to saw Barong Dance. Then, we saw Barong Dance beautiful. We went to Jogor. Then, we shopping ^{ed there}. We went to Bedugul. We ~~then~~ had lunch and we saw buildings. ^{there} Continue to journey, we went ^{finally} to ^{back} Jogja.

Figure 17: The Sample of Student's Final Draft in Cycle 1

Name : Candra Budi Astuti

Student Number : 05.

Write your own experience in joining school activities. After you finish your work, put it into your portfolio folder.

My First Camping Experience.

Last year, all grade 7 students' went camping in AAU Adi Sucipto. After we arrived in the ^{camping} camping, we ^{w.w} built a tent. After that we ^{w.w} built a kitchen at ^{v.t} back of the tent. After that, we ^{w.w} cooking ^{v.t} for eat. The ^{w.w} first day, we ^{w.w} showered ^{v.t} 10.00, ^{w.w} arrange tents, and ^{v.t} cook for dinner. After that, we were getting ready to do it down the road night. But night of heavy rain, we were forced to sleep in the hall and did not perform the why the night.

Figure 18: The Sample of Student's First Draft in Cycle 2

Name : Candra Budi Astuti

Student Number : 05.

Revise your draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

My First Camping Experience.

Last year, all grade 7 Students went Camping in AAU Adi Sucepta. After we arrived in the camp, we pitched our tent. After that, we put ^{pitched} in order ^a tent and we put our luggages into ^a tent. After that, we ^{lunch} with ^{stock} from home. At 16.00, we carry out opening ceremony in field.

After that, we ^{return} in tent for dinner and ^{Purify} body and ^{cleaned} the tent. At 19.00, ^{we had} heavy rain with lighting and thunder. ^{therefore} We slept in Aula Rajawali. We ^{dinner} with noodles and Snacks, we sang and ^{joke} with KKIU UY. After that, we slept.

At 05.00, we ^{wake} up and we ^{Purify} body and we ^{to} tent for ^{Purify} then, because ^a Plaited mat soaked. After that, we went to Museum Dargantara. After that, we ^{return} in ^{AAU} Adi Sucepta. We ^{lunch} and we took a ^{break}. After that, we joined Outboun~~n~~. At 17.00, we ^{bathe} and we ^{dinner}.

At 20.00, we joined Campfire and "PENSI". After that, At 24.00 we slept in ~~the~~ tent.

At 05.00, we ^{wake} up and we ^{bathe} and clean to

Figure 19: The Sample of Student's Second Draft in Cycle 2

Name : Candra Budi Astuti
 Student Number : 05.

Write your final draft based on the feedback given on your paper. After you finish your work, put it into your portfolio folder.

My First Camping Experience.

Last year, all grade 7 students went camping in AAU Adi Sucepta. After we arrived in the camp, we pitched our tent. After that, ~~we pitched a tent and~~ we put our luggages into the tent. After that, we had lunch with foods from home. At 16.00, we ~~carry out~~ ^{carried} opening ceremony ~~in the~~ ^{the} field.

After that, we returned to the tent for dinner and took a bath and cleaned the tent. At 19.00, we had heavy rain with lightning and thunder. Therefore, we slept in Aula Rajawali. We had dinner with noodles and snack, we sang and joked with "KKNO UNY". After that, we slept.

After 05.00, we woke up ~~and~~ ^{we} took a bath and cleaned the tent. After that, we went to Pignatara Museum. After that, we returned to AAU Adi Sucepta. We had lunch and we took a rest. After that, we joined Out bond. At 17.00, we took a bath and we had dinner.

At 20.00, we joined Campfire and PENS1. After that, At 24.00, we slept in the tent.

At 05.00, we woke up and we took a bath and cleaned the tent. After that, we ~~carry out~~ ^{carried} closing ceremony ~~in the~~ ^{the} field. After that, we went to home.

Figure 20: The Sample of Student's Final Draft in Cycle 2

APPENDIX G:

THE STUDENTS’ REFLECTION ON DRAFTING SAMPLES

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi anda.

Hari ini Saya belajar tentang recount text, penggunaan past tense

Saya ingin mempelajari lebih dalam lagi tentang penggunaan past tense

Penilaian Saya terhadap tulisan Saya adalah lumayan (jelek)

Yang akan Saya lakukan untuk membuat tulisan Saya lebih baik lagi adalah belajar lebih

Yang Saya rasakan pada pertemuan kali ini adalah lumayan (senang)

Figure 1: S13's Reflection on Drafting in Cycle 1

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi anda.

Hari ini Saya belajar tentang past tense

Saya ingin mempelajari lebih dalam lagi tentang past tense

Penilaian Saya terhadap tulisan Saya adalah lumayan

Yang akan Saya lakukan untuk membuat tulisan Saya lebih baik lagi adalah berlatih

Yang Saya rasakan pada pertemuan kali ini adalah senang

Figure 2: S13's Reflection on Drafting in Cycle 2

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi anda.

Hari ini Saya belajar tentang Recount text, penggunaan past tense

Saya ingin mempelajari lebih dalam lagi tentang menyusun kalimat

Penilaian Saya terhadap tulisan Saya adalah Belum terlalu Bagus

Yang akan Saya lakukan untuk membuat tulisan Saya lebih baik lagi
adalah Saya akan mencoba lagi dan memperbaikinya.

Yang Saya rasakan pada pertemuan kali ini adalah senang :)

Figure 3: S19's Reflection on Drafting in Cycle 1

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi anda.

Hari ini Saya belajar tentang membuat kalimat sugrrs / recaunt teks :)

Saya ingin mempelajari lebih dalam lagi tentang membuat kalimat sugrrs

Penilaian Saya terhadap tulisan Saya adalah kurang begitu bagus

Yang akan Saya lakukan untuk membuat tulisan Saya lebih baik lagi adalah berusaha untuk memperbaikinya.

Yang Saya rasakan pada pertemuan kali ini adalah senang dan susah :):)

Figure 4: S19's Reflection on Drafting in Cycle 2

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi anda.

Hari ini Saya belajar tentang recount text, Penggunaan past tense

Saya ingin mempelajari lebih dalam lagi tentang Penggunaan past tense, menyusun kalimat

Penilaian Saya terhadap tulisan Saya adalah belum bagus

Yang akan Saya lakukan untuk membuat tulisan Saya lebih baik lagi adalah Belajar lebih giat, Bertanya pada Guru

Yang Saya rasakan pada pertemuan kali ini adalah Senang

Figure 5: S05's Reflection on Drafting in Cycle 1

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi anda.

Hari ini Saya belajar tentang Recount Texts

Saya ingin mempelajari lebih dalam lagi tentang menyusun kalimat.

Penilaian Saya terhadap tulisan Saya adalah kurang baik

Yang akan Saya lakukan untuk membuat tulisan Saya lebih baik lagi adalah belajar lebih giat lagi.

Yang Saya rasakan pada pertemuan kali ini adalah Senang.

Figure 6: S05's Reflection on Drafting in Cycle 1

APPENDIX H:

THE STUDENTS’ REFLECTION ON REVISION SAMPLES

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini Saya belajar tentang teks recount

Saya ingin mempelajari lebih dalam lagi tentang teks recount

Pendapat Saya mengenai koreksi (*feedback*) dari guru adalah bagus

Penilaian Saya terhadap tulisan Saya sebelumnya adalah lumayan

Penilaian Saya terhadap tulisan Saya yang sudah direvisi adalah Cukup

Yang Saya rasakan pada pertemuan kali ini adalah Senang

Figure 1: S13's Reflection on Revision in Cycle 1

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini Saya belajar tentang past tense

Saya ingin mempelajari lebih dalam lagi tentang past tense

Pendapat Saya mengenai koreksi (*feedback*) dari guru adalah lumayan

Penilaian Saya terhadap tulisan Saya sebelumnya adalah lumayan

Penilaian Saya terhadap tulisan Saya yang sudah direvisi adalah lumayan

Yang Saya rasakan pada pertemuan kali ini adalah cukup senang

Figure 2: S13's Reflection on Revision in Cycle 2

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi anda.

Hari ini Saya belajar tentang Recount text :P

Saya ingin mempelajari lebih dalam lagi tentang menyusun kalimat :)

Pendapat Saya mengenai koreksi (feedback) dari guru adalah baik karena saya bisa koreksi diri saya sendiri :D

Penilaian Saya terhadap tulisan Saya sebelumnya adalah Belum terlalu Bagus :(

Penilaian Saya terhadap tulisan Saya yang sudah direvisi adalah Saya akan berusaha untuk memperbaikinya :D

Yang Saya rasakan pada pertemuan kali ini adalah Senang dan susah :D :(

Figure 3: S19's Reflection on Revision in Cycle 1

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini Saya belajar tentang recount text, penggunaan past tense

Saya ingin mempelajari lebih dalam lagi tentang menyusun kalimat

Pendapat Saya mengenai koreksi (*feedback*) dari guru adalah Bagus,
Baik

Penilaian Saya terhadap tulisan Saya sebelumnya adalah belum terlalu bagus

Penilaian Saya terhadap tulisan Saya yang sudah direvisi adalah ya Baik.

Yang Saya rasakan pada pertemuan kali ini adalah Senang

Figure 4: S19's Reflection on Revision in Cycle 2

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini Saya belajar tentang membuat recount text, dan
menyusun kalimat

Saya ingin mempelajari lebih dalam lagi tentang menyusun kalimat

Pendapat Saya mengenai koreksi (*feedback*) dari guru adalah sangat
membantu Saya menyusun kalimat.

Penilaian Saya terhadap tulisan Saya sebelumnya adalah kurang baik

Penilaian Saya terhadap tulisan Saya yang sudah direvisi adalah lumayan baik

Yang Saya rasakan pada pertemuan kali ini adalah senang

Figure 5: S05's Reflection on Revision in Cycle 1

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini Saya belajar tentang Penggunaan Past tense.

Saya ingin mempelajari lebih dalam lagi tentang mengusun kalimat

Pendapat Saya mengenai koreksi (*feedback*) dari guru adalah baik

Penilaian Saya terhadap tulisan Saya sebelumnya adalah kurang baik

Penilaian Saya terhadap tulisan Saya yang sudah direvisi adalah kurang ban

Yang Saya rasakan pada pertemuan kali ini adalah serang.

Figure 6: S05's Reflection on Revision in Cycle 2

**APPENDIX I:
THE STUDENTS'
REFLECTION ON
FINAL DRAFT
SAMPLES**

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini Saya belajar tentang menbuat teks recount

Saya ingin mempelajari lebih dalam lagi tentang teks recount

Penilaian Saya terhadap tulisan Saya sebelumnya adalah lumayan

Penilaian Saya terhadap tulisan Saya kali ini adalah lumayan

Yang Saya rasakan setelah menerapkan portofolio dalam proses pembelajaran *writing* adalah senang

Yang Saya rasakan pada pertemuan kali ini adalah senang

Figure 1: S13's Reflection on Final Draft in Cycle 1

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini Saya belajar tentang text recount

Saya ingin mempelajari lebih dalam lagi tentang text recount and past tense

Penilaian Saya terhadap tulisan Saya sebelumnya adalah lumayan

Penilaian Saya terhadap tulisan Saya kali ini adalah lumayan

Yang Saya rasakan setelah menerapkan portofolio dalam proses pembelajaran *writing* adalah senang

Yang Saya rasakan pada pertemuan kali ini adalah senang

Figure 2: S13's Reflection on Final Draft in Cycle 2

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini Saya belajar tentang Pembelajaran writing

Saya ingin mempelajari lebih dalam lagi tentang bikin kalimat

Penilaian Saya terhadap tulisan Saya sebelumnya adalah Kurang Begitu Bagus :)

Penilaian Saya terhadap tulisan Saya kali ini adalah Kurang Begitu Bagus :(

Yang Saya rasakan setelah menerapkan portofolio dalam proses pembelajaran *writing* adalah ada kemajuan yang lebih baik :)

Yang Saya rasakan pada pertemuan kali ini adalah Senang :)

Figure 3: S19's Reflection on Final Draft in Cycle 1

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini Saya belajar tentang recount text

Saya ingin mempelajari lebih dalam lagi tentang membuat kalimat.

Penilaian Saya terhadap tulisan Saya sebelumnya adalah ' _____ .

belum begitu baik

Penilaian Saya terhadap tulisan Saya kali ini adalah sudah lumayan membaik

Yang Saya rasakan setelah menerapkan portofolio dalam proses pembelajaran *writing*

adalah senang

Yang Saya rasakan pada pertemuan kali ini adalah senang :)

Figure 4: S19's Reflection on Final Draft in Cycle 2

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini Saya belajar tentang Menyalin recount text, ~~dan~~

Saya ingin mempelajari lebih dalam lagi tentang menyusun kalimat

Penilaian Saya terhadap tulisan Saya sebelumnya adalah Lumayan Baik

Penilaian Saya terhadap tulisan Saya kali ini adalah Baik.

Yang Saya rasakan setelah menerapkan portofolio dalam proses pembelajaran *writing* adalah Senang dan akan mempelajarinya dengan lebih baik lagi.

Yang Saya rasakan pada pertemuan kali ini adalah Senang.

Figure 5: S05's Reflection on Final Draft in Cycle 1

Isilah lembar penilaian diri di bawah ini sesuai dengan kondisi Anda.

Hari ini Saya belajar tentang ~~Menyusun Kalimat~~ memberikan tulisan

Saya ingin mempelajari lebih dalam lagi tentang menyusun kalimat dan V₂

Penilaian Saya terhadap tulisan Saya sebelumnya adalah Baik

Penilaian Saya terhadap tulisan Saya kali ini adalah Baik.

Yang Saya rasakan setelah menerapkan portofolio dalam proses pembelajaran *writing* adalah bisa menyusun kalimat

Yang Saya rasakan pada pertemuan kali ini adalah Senang.

Figure 6: S05's Reflection on Final Draft in Cycle 2

APPENDIX J:

THE STUDENTS’ SELF-ASSESSMENT SAMPLES

Berilah tanda (✓) pada kolom yang menggambarkan kondisi Anda setelah menerapkan Portofolio dalam proses pembelajaran *writing*.

No.	Kriteria	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menjadi paham untuk selalu memberikan informasi tentang siapa, apa, dimana, dan kapan pada permulaan teks <i>recount</i> yang Saya buat.		✓		
2.	Saya dapat menulis peristiwa-peristiwa dalam sebuah teks <i>recount</i> sesuai dengan urutan kejadiannya dengan benar.		✓		
3.	Saya dapat menggunakan <i>chronological order</i> (<i>firstly, secondly, thirdly, next, after that, then, last, finally</i>) dalam tulisan Saya dengan benar.		✓		
4.	Kemampuan <i>grammatical</i> (yang berhubungan dengan tata bahasa seperti <i>tenses</i>) Saya meningkat.		✓		
5.	Saya menjadi mahir dalam menggunakan tanda baca dan ejaan yang benar dalam Bahasa Inggris.		✓		
6.	Saya dapat menggunakan kosa kata yang berbeda (sinonim) untuk mewakili sebuah kata dalam tulisan Saya.		✓		
7.	Saya mempunyai banyak kosa kata baru yang dapat Saya gunakan dalam menulis.		✓		

Figure 1: S13's Self-assessment in Cycle 1

Berilah tanda (✓) pada kolom yang menggambarkan kondisi Anda setelah menerapkan Portofolio dalam proses pembelajaran *writing*.

No.	Kriteria	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menjadi paham untuk selalu memberikan informasi tentang siapa, apa, dimana, dan kapan pada permulaan teks <i>recount</i> yang Saya buat.		✓		
2.	Saya dapat menulis peristiwa-peristiwa dalam sebuah teks <i>recount</i> sesuai dengan urutan kejadiannya dengan benar.	✓			
3.	Saya dapat menggunakan <i>chronological order</i> (<i>firstly, secondly, thirdly, next, after that, then, last, finally</i>) dalam tulisan Saya dengan benar.	✓			
4.	Kemampuan <i>grammatical</i> (yang berhubungan dengan tata bahasa seperti <i>tenses</i>) Saya meningkat.		✓		
5.	Saya menjadi mahir dalam menggunakan tanda baca dan ejaan yang benar dalam Bahasa Inggris.		✓		
6.	Saya dapat menggunakan kosa kata yang berbeda (sinonim) untuk mewakili sebuah kata dalam tulisan Saya.		✓		
7.	Saya mempunyai banyak kosa kata baru yang dapat Saya gunakan dalam menulis.	✓			

Figure 2: S13's Self-assessment in Cycle 2

Berilah tanda (✓) pada kolom yang menggambarkan kondisi Anda setelah menerapkan Portofolio dalam proses pembelajaran *writing*.

No.	Kriteria	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menjadi paham untuk selalu memberikan informasi tentang siapa, apa, dimana, dan kapan pada permulaan teks <i>recount</i> yang Saya buat.		✓		
2.	Saya dapat menulis peristiwa-peristiwa dalam sebuah teks <i>recount</i> sesuai dengan urutan kejadiannya dengan benar.		✓		
3.	Saya dapat menggunakan <i>chronological order</i> (<i>firstly, secondly, thirdly, next, after that, then, last, finally</i>) dalam tulisan Saya dengan benar.		✓		
4.	Kemampuan <i>grammatical</i> (yang berhubungan dengan tata bahasa seperti <i>tenses</i>) Saya meningkat.		✓		
5.	Saya menjadi mahir dalam menggunakan tanda baca dan ejaan yang benar dalam Bahasa Inggris.		✓		
6.	Saya dapat menggunakan kosa kata yang berbeda (sinonim) untuk mewakili sebuah kata dalam tulisan Saya.		✓		
7.	Saya mempunyai banyak kosa kata baru yang dapat Saya gunakan dalam menulis.		✓		

Figure 3: S19's Self-assessment in Cycle 1

Berilah tanda (✓) pada kolom yang menggambarkan kondisi Anda setelah menerapkan Portofolio dalam proses pembelajaran *writing*.

No.	Kriteria	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menjadi paham untuk selalu memberikan informasi tentang siapa, apa, dimana, dan kapan pada permulaan teks <i>recount</i> yang Saya buat.	✓			
2.	Saya dapat menulis peristiwa-peristiwa dalam sebuah teks <i>recount</i> sesuai dengan urutan kejadiannya dengan benar.		✓		
3.	Saya dapat menggunakan <i>chronological order</i> (<i>firstly, secondly, thirdly, next, after that, then, last, finally</i>) dalam tulisan Saya dengan benar.	✓			
4.	Kemampuan <i>grammatical</i> (yang berhubungan dengan tata bahasa seperti <i>tenses</i>) Saya meningkat.	✓			
5.	Saya menjadi mahir dalam menggunakan tanda baca dan ejaan yang benar dalam Bahasa Inggris.	✓			
6.	Saya dapat menggunakan kosa kata yang berbeda (sinonim) untuk mewakili sebuah kata dalam tulisan Saya.		✓		
7.	Saya mempunyai banyak kosa kata baru yang dapat Saya gunakan dalam menulis.	✓			

Figure 4: S19's Self-assessment in Cycle 2

Berilah tanda (✓) pada kolom yang menggambarkan kondisi Anda setelah menerapkan Portofolio dalam proses pembelajaran *writing*.

No.	Kriteria	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menjadi paham untuk selalu memberikan informasi tentang siapa, apa, dimana, dan kapan pada permulaan teks <i>recount</i> yang Saya buat.		✓		
2.	Saya dapat menulis peristiwa-peristiwa dalam sebuah teks <i>recount</i> sesuai dengan urutan kejadiannya dengan benar.		✓		
3.	Saya dapat menggunakan <i>chronological order</i> (<i>firstly, secondly, thirdly, next, after that, then, last, finally</i>) dalam tulisan Saya dengan benar.	✓			
4.	Kemampuan <i>grammatical</i> (yang berhubungan dengan tata bahasa seperti <i>tenses</i>) Saya meningkat.		✓		
5.	Saya menjadi mahir dalam menggunakan tanda baca dan ejaan yang benar dalam Bahasa Inggris.		✓		
6.	Saya dapat menggunakan kosa kata yang berbeda (sinonim) untuk mewakili sebuah kata dalam tulisan Saya.		✓		
7.	Saya mempunyai banyak kosa kata baru yang dapat Saya gunakan dalam menulis.		✓		

Figure 5: S05's Self-assessment in Cycle 1

Berilah tanda (✓) pada kolom yang menggambarkan kondisi Anda setelah menerapkan Portofolio dalam proses pembelajaran *writing*.

No.	Kriteria	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menjadi paham untuk selalu memberikan informasi tentang siapa, apa, dimana, dan kapan pada permulaan teks <i>recount</i> yang Saya buat.	✓			
2.	Saya dapat menulis peristiwa-peristiwa dalam sebuah teks <i>recount</i> sesuai dengan urutan kejadiannya dengan benar.	✓			
3.	Saya dapat menggunakan <i>chronological order</i> (<i>firstly, secondly, thirdly, next, after that, then, last, finally</i>) dalam tulisan Saya dengan benar.		✓		
4.	Kemampuan <i>grammatical</i> (yang berhubungan dengan tata bahasa seperti <i>tenses</i>) Saya meningkat.	✓			
5.	Saya menjadi mahir dalam menggunakan tanda baca dan ejaan yang benar dalam Bahasa Inggris.		✓		
6.	Saya dapat menggunakan kosa kata yang berbeda (sinonim) untuk mewakili sebuah kata dalam tulisan Saya.		✓		
7.	Saya mempunyai banyak kosa kata baru yang dapat Saya gunakan dalam menulis.	✓			

Figure 6: S05's Self-assessment in Cycle 2

APPENDIX K: THE STUDENTS' WRITING SCORES

THE STUDENTS' WRITING SCORES IN PRE-TEST

Rater: The researcher

No.	Name	C	O	V	LU	M	Total Score
1.	Achmad Choirul S	21	14	13	15	4	67
2.	Aisyah Wulan Utami	17	14	8	11	4	54
3.	Amirul Effendi	17	13	9	12	3	54
4.	Anggita Caesarani	21	13	10	11	3	58
5.	Candra Budi Astuti	17	13	8	10	3	51
6.	Desectio Vandika A.N	22	14	15	18	3	72
7.	Dicky Pratama	19	14	14	18	4	69
8.	Evita Wahyu Farani	17	14	9	8	3	51
9.	Mita Agustina	17	15	11	12	4	59
10.	Muhammad Fahmi R	19	14	14	18	3	68
11.	Muhammad Muklisin A	21	14	14	15	4	68
12.	Noor Putri Minari K	22	15	14	18	4	73
13.	Novansyah Ichlasul K	23	17	15	17	3	75
14.	Novita Nur M	21	14	13	16	4	68
15.	Nungky Priyo Pambudi	22	14	14	16	3	69
16.	Ratih Kusuma Dewi	23	14	14	17	4	72
17.	Rifa Ardi Nugraha	22	16	14	16	4	72
18.	Rosyid Itsnan N	20	15	13	13	3	64
19.	Rusita Purnamasari	22	14	9	11	3	59
20.	Shobihatun Nada R	17	13	12	11	4	57
21.	Sholahuddin Fajar	17	13	7	5	3	45
22.	Surthi Kanti N	19	13	12	11	3	58
23.	Taniya Bella R	16	10	8	8	3	45
24.	Ulya Latifah	22	15	11	11	4	63
25.	Venti Eka W	24	16	16	18	4	78
26.	Yasmine Kumala D	17	10	8	8	3	46
27.	Yusuf Febrianto	21	16	15	17	3	72
Mean		19,85	13,96	11,85	13,37	3,44	62,48

THE STUDENTS' WRITING SCORES IN PRE-TEST

Rater: The collaborator

No.	Name	C	O	V	LU	M	Total Score
1.	Achmad Choirul S	21	14	14	17	4	70
2.	Aisyah Wulan Utami	19	11	9	11	4	54
3.	Amirul Effendi	17	14	9	11	3	54
4.	Anggita Caesarani	18	12	12	11	3	56
5.	Candra Budi Astuti	18	12	8	7	3	48
6.	Desectio Vandika A.N	21	14	14	17	4	70
7.	Dicky Pratama	18	13	12	18	4	65
8.	Evita Wahyu Farani	17	13	10	10	4	54
9.	Mita Agustina	18	15	12	12	4	61
10.	Muhammad Fahmi R	21	14	14	17	4	70
11.	Muhammad Muklisin A	22	16	14	17	4	73
12.	Noor Putri Minari K	24	16	14	15	4	73
13.	Novansyah Ichlasul K	23	16	14	18	4	75
14.	Novita Nur M	19	15	14	18	4	70
15.	Nungky Priyo Pambudi	21	14	14	17	4	70
16.	Ratih Kusuma Dewi	21	14	14	17	4	70
17.	Rifa Ardi Nugraha	23	16	13	18	4	74
18.	Rosyid Itsnan N	21	16	14	15	4	70
19.	Rusita Purnamasari	22	14	10	14	4	64
20.	Shobihatun Nada R	17	13	10	10	3	53
21.	Sholahuddin Fajar	15	9	9	9	4	46
22.	Surthi Kanti N	18	12	10	10	3	53
23.	Taniya Bella R	17	9	9	8	3	46
24.	Ulya Latifah	21	13	11	11	3	59
25.	Venti Eka W	23	17	15	18	4	77
26.	Yasmine Kumala D	21	11	9	9	4	54
27.	Yusuf Febrianto	21	14	14	17	4	70
Mean		19,89	13,59	11,93	13,78	3,74	62,93

THE FINAL SCORES OF THE STUDENTS' WRITING IN PRE-TEST

No.	Name	C	O	V	LU	M	Total Score
1	Achmad Choirul S	21	14	13,5	16	4	68,5
2	Aisyah Wulan Utami	18	12,5	8,5	11	4	54
3	Amirul Effendi	17	13,5	9	11,5	3	54
4	Anggita Caesarani	19,5	12,5	11	11	3	57
5	Candra Budi Astuti	17,5	12,5	8	8,5	3	49,5
6	Desectio Vandika A,N	21,5	14	14,5	17,5	3,5	71
7	Dicky Pratama	18,5	13,5	13	18	4	67
8	Evita Wahyu Farani	17	13,5	9,5	9	3,5	52,5
9	Mita Agustina	17,5	15	11,5	12	4	60
10	Muhammad Fahmi R	20	14	14	17,5	3,5	69
11	Muhammad Muklisin A	21,5	15	14	16	4	70,5
12	Noor Putri Minari K	23	15,5	14	16,5	4	73
13	Novansyah Ichlasul K	23	16,5	14,5	17,5	3,5	75
14	Novita Nur M	20	14,5	13,5	17	4	69
15	Nungky Priyo Pambudi	21,5	14	14	16,5	3,5	69,5
16	Ratih Kusuma Dewi	22	14	14	17	4	71
17	Rifa Ardi Nugraha	22,5	16	13,5	17	4	73
18	Rosyid Itsnan N	20,5	15,5	13,5	14	3,5	67
19	Rusita Purnamasari	22	14	9,5	12,5	3,5	61,5
20	Shobihatun Nada R	17	13	11	10,5	3,5	55
21	Sholahuddin Fajar	16	11	8	7	3,5	45,5
22	Surthi Kanti N	18,5	12,5	11	10,5	3	55,5
23	Taniya Bella R	16,5	9,5	8,5	8	3	45,5
24	Ulya Latifah	21,5	14	11	11	3,5	61
25	Venti Eka W	23,5	16,5	15,5	18	4	77,5
26	Yasmine Kumala D	19	10,5	8,5	8,5	3,5	50
27	Yusuf Febrianto	21	14	14,5	17	3,5	70
Mean		19,87	13,74	11,89	13,57	3,59	62,67

THE STUDENTS' WRITING SCORES IN CYCLE 1

Rater: The researcher

No.	Name	C	O	V	LU	M	Total Score
1.	Achmad Choirul S	24	17	16	20	4	81
2.	Aisyah Wulan Utami	24	17	16	20	4	81
3.	Amirul Effendi	20	15	16	20	4	75
4.	Anggita Caesarani	23	17	17	21	5	83
5.	Candra Budi Astuti	24	18	16	19	4	81
6.	Desectio Vandika A.N	20	15	16	19	4	74
7.	Dicky Pratama	22	16	16	19	4	77
8.	Evita Wahyu Farani	21	16	16	20	4	77
9.	Mita Agustina	23	17	17	20	5	82
10.	Muhammad Fahmi R	20	15	17	20	4	76
11.	Muhammad Muklisin A	23	16	16	20	4	79
12.	Noor Putri Minari K	26	18	17	21	4	86
13.	Novansyah Ichlasul K	23	17	16	18	4	78
14.	Novita Nur M	23	16	16	20	4	79
15.	Nungky Priyo Pambudi	21	16	17	21	4	79
16.	Ratih Kusuma Dewi	23	17	17	21	4	82
17.	Rifa Ardi Nugraha	22	16	15	18	4	75
18.	Rosyid Itsnan N	20	15	17	20	4	76
19.	Rusita Purnamasari	22	16	16	18	4	76
20.	Shobihatun Nada R	23	16	17	19	4	79
21.	Sholahuddin Fajar	17	13	13	18	4	65
22.	Surthi Kanti N	22	16	17	20	4	79
23.	Taniya Bella R	23	16	17	20	4	80
24.	Ulya Latifah	24	17	17	21	5	84
25.	Venti Eka W	26	18	16	21	4	85
26.	Yasmine Kumala D	24	18	14	19	4	79
27.	Yusuf Febrianto	23	16	16	18	4	77
Mean		22,44	16,30	16,19	19,67	4,11	78,70

THE STUDENTS' WRITING SCORES IN CYCLE 1

Rater: The collaborator

No.	Name	C	O	V	LU	M	Total Score
1.	Achmad Choirul S	24	17	17	20	4	82
2.	Aisyah Wulan Utami	22	17	16	18	4	77
3.	Amirul Effendi	20	17	17	19	4	77
4.	Anggita Caesarani	23	18	17	20	4	82
5.	Candra Budi Astuti	22	17	17	18	4	78
6.	Desection Vandika A.N	19	15	16	18	4	72
7.	Dicky Pratama	22	16	17	19	4	78
8.	Evita Wahyu Farani	22	16	16	20	4	78
9.	Mita Agustina	22	17	17	20	4	80
10.	Muhammad Fahmi R	19	16	17	20	4	76
11.	Muhammad Muklisin A	22	17	16	21	4	80
12.	Noor Putri Minari K	26	18	17	20	4	85
13.	Novansyah Ichlasul K	22	17	17	17	4	77
14.	Novita Nur M	22	16	16	18	4	76
15.	Nungky Priyo Pambudi	22	16	16	21	4	79
16.	Ratih Kusuma Dewi	23	17	17	22	4	83
17.	Rifa Ardi Nugraha	22	15	15	18	4	74
18.	Rosyid Itsnan N	22	16	16	18	4	76
19.	Rusita Purnamasari	22	16	16	19	4	77
20.	Shobihatun Nada R	23	17	17	20	5	82
21.	Sholahuddin Fajar	19	13	14	18	4	68
22.	Surthi Kanti N	22	17	17	19	4	79
23.	Taniya Bella R	22	17	17	19	4	79
24.	Ulya Latifah	23	17	17	23	4	84
25.	Venti Eka W	25	19	17	21	4	86
26.	Yasmine Kumala D	22	19	16	19	4	80
27.	Yusuf Febrianto	22	16	16	19	4	77
Mean		22,07	16,63	16,44	19,41	4,04	78,59

THE FINAL SCORES OF STUDENTS' WRITING IN CYCLE 1

No.	Name	C	O	V	LU	M	Total Score
1	Achmad Choirul S	24	17	16,5	20	4	81,5
2	Aisyah Wulan Utami	23	17	16	19	4	79
3	Amirul Effendi	20	16	16,5	19,5	4	76
4	Anggita Caesarani	23	17,5	17	20,5	4,5	82,5
5	Candra Budi Astuti	23	17,5	16,5	18,5	4	79,5
6	Desection Vandika A,N	19,5	15	16	18,5	4	73
7	Dicky Pratama	22	16	16,5	19	4	77,5
8	Evita Wahyu Farani	21,5	16	16	20	4	77,5
9	Mita Agustina	22,5	17	17	20	5	81,5
10	Muhammad Fahmi R	19,5	15,5	17	20	4	76
11	Muhammad Muklisin A	22,5	16,5	16	20,5	4	79,5
12	Noor Putri Minari K	26	18	17	20,5	4	85,5
13	Novansyah Ichlasul K	22,5	17	16,5	17,5	4	77,5
14	Novita Nur M	22,5	16	16	19	4	77,5
15	Nungky Priyo Pambudi	21,5	16	16,5	21	4	79
16	Ratih Kusuma Dewi	23	17	17	21,5	4	82,5
17	Rifa Ardi Nugraha	22	15,5	15	18	4	74,5
18	Rosyid Itsnan N	21	15,5	16,5	19	4	76
19	Rusita Purnamasari	22	16	16	18,5	4	76,5
20	Shobihatun Nada R	23	16,5	17	19,5	4,5	80,5
21	Sholahuddin Fajar	18	13	13,5	18	4	66,5
22	Surthi Kanti N	22	16,5	17	19,5	4	79
23	Taniya Bella R	22,5	16,5	17	19,5	4	79,5
24	Ulya Latifah	23,5	17	17	22	4,5	84
25	Venti Eka W	25,5	18,5	16,5	21	4	85,5
26	Yasmine Kumala D	23	18,5	15	19	4	79,5
27	Yusuf Febrianto	22,5	16	16	18,5	4	77
Mean		22,26	16,46	16,31	19,54	4,09	78,67

THE STUDENTS' WRITING SCORES IN CYCLE 2

Rater: The researcher

No.	Name	C	O	V	LU	M	Total Score
1.	Achmad Choirul S	24	17	18	22	5	86
2.	Aisyah Wulan Utami	25	17	17	21	5	85
3.	Amirul Effendi	25	19	18	22	5	89
4.	Anggita Caesarani	26	19	18	22	5	90
5.	Candra Budi Astuti	24	18	17	22	5	86
6.	Desectio Vandika A.N	24	17	16	20	5	82
7.	Dicky Pratama	24	17	17	21	5	84
8.	Evita Wahyu Farani	26	17	17	22	5	87
9.	Mita Agustina	23	17	17	21	5	83
10.	Muhammad Fahmi R	25	19	18	22	5	89
11.	Muhammad Muklisin A	23	16	17	21	5	82
12.	Noor Putri Minari K	28	19	19	23	5	94
13.	Novansyah Ichlasul K	25	19	18	23	5	90
14.	Novita Nur M	27	17	16	20	5	85
15.	Nungky Priyo Pambudi	24	17	18	22	5	86
16.	Ratih Kusuma Dewi	26	19	18	23	5	91
17.	Rifa Ardi Nugraha	23	17	17	21	5	83
18.	Rosyid Itsnan N	24	17	18	21	5	85
19.	Rusita Purnamasari	24	17	17	22	5	85
20.	Shobihatun Nada R	26	17	17	21	5	86
21.	Sholahuddin Fajar	23	16	16	20	5	80
22.	Surthi Kanti N	22	16	17	21	5	81
23.	Taniya Bella R	23	16	17	21	5	82
24.	Ulya Latifah	25	18	17	21	5	86
25.	Venti Eka W	26	19	18	21	5	89
26.	Yasmine Kumala D	24	19	17	21	5	86
27.	Yusuf Febrianto	24	17	18	22	5	86
Mean		24,56	17,52	17,33	21,44	5,00	85,85

THE STUDENTS' WRITING SCORES IN CYCLE 2

Rater: The collaborator

No.	Name	C	O	V	LU	M	Total Score
1.	Achmad Choirul S	24	18	18	22	5	87
2.	Aisyah Wulan Utami	25	17	17	20	5	84
3.	Amirul Effendi	24	19	18	21	5	87
4.	Anggita Caesarani	24	18	18	22	5	87
5.	Candra Budi Astuti	25	18	18	21	5	87
6.	Desectio Vandika A.N	25	18	16	20	5	84
7.	Dicky Pratama	23	17	17	20	5	82
8.	Evita Wahyu Farani	24	17	17	21	5	84
9.	Mita Agustina	24	17	18	21	5	85
10.	Muhammad Fahmi R	26	18	18	21	5	88
11.	Muhammad Muklisin A	23	17	17	21	5	83
12.	Noor Putri Minari K	27	19	18	22	5	91
13.	Novansyah Ichlasul K	25	19	19	23	5	91
14.	Novita Nur M	25	17	18	18	5	83
15.	Nungky Priyo Pambudi	23	17	17	20	5	82
16.	Ratih Kusuma Dewi	25	19	19	22	5	90
17.	Rifa Ardi Nugraha	23	18	17	22	5	85
18.	Rosyid Itsnan N	23	17	17	21	5	83
19.	Rusita Purnamasari	25	17	18	22	5	87
20.	Shobihatun Nada R	27	18	17	21	5	88
21.	Sholahuddin Fajar	22	16	17	19	5	79
22.	Surthi Kanti N	23	17	17	21	5	83
23.	Taniya Bella R	23	17	17	20	5	82
24.	Ulya Latifah	24	18	18	21	5	86
25.	Venti Eka W	27	18	18	20	5	88
26.	Yasmine Kumala D	25	18	17	21	5	86
27.	Yusuf Febrianto	24	18	18	21	5	86
Mean		24,37	17,67	17,56	20,89	5,00	85,48

THE FINAL SCORES OF STUDENTS' WRITING IN CYCLE 2

No.	Name	C	O	V	LU	M	Total Score
1.	Achmad Choirul S	24	17,5	18	22	5	86,5
2.	Aisyah Wulan Utami	25	17	17	20,5	5	84,5
3.	Amirul Effendi	24,5	19	18	21,5	5	88
4.	Anggita Caesarani	25	18,5	18	22	5	88,5
5.	Candra Budi Astuti	24,5	18	17,5	21,5	5	86,5
6.	Desection Vandika A.N	24,5	17,5	16	20	5	83
7.	Dicky Pratama	23,5	17	17	20,5	5	83
8.	Evita Wahyu Farani	25	17	17	21,5	5	85,5
9.	Mita Agustina	23,5	17	17,5	21	5	84
10.	Muhammad Fahmi R	25,5	18,5	18	21,5	5	88,5
11.	Muhammad Muklisin A	23	16,5	17	21	5	82,5
12.	Noor Putri Minari K	27,5	19	18,5	22,5	5	92,5
13.	Novansyah Ichlasul K	25	19	18,5	23	5	90,5
14.	Novita Nur M	26	17	17	19	5	84
15.	Nungky Priyo Pambudi	23,5	17	17,5	21	5	84
16.	Ratih Kusuma Dewi	25,5	19	18,5	22,5	5	90,5
17.	Rifa Ardi Nugraha	23	17,5	17	21,5	5	84
18.	Rosyid Itsnan N	23,5	17	17,5	21	5	84
19.	Rusita Purnamasari	24,5	17	17,5	22	5	86
20.	Shobihatun Nada R	26,5	17,5	17	21	5	87
21.	Sholahuddin Fajar	22,5	16	16,5	19,5	5	79,5
22.	Surthi Kanti N	22,5	16,5	17	21	5	82
23.	Taniya Bella R	23	16,5	17	20,5	5	82
24.	Ulya Latifah	24,5	18	17,5	21	5	86
25.	Venti Eka W	26,5	18,5	18	20,5	5	88,5
26.	Yasmine Kumala D	24,5	18,5	17	21	5	86
27.	Yusuf Febrianto	24	17,5	18	21,5	5	86
Mean		24,46	17,59	17,44	21,17	5,00	85,67

APPENDIX L: ATTENDANCE LIST

[illegible][illegible]

APPENDIX M: PHOTOGRAPHS



Figure 1: The students did the task



Figure 2: The researcher guided the students when doing the task



Figure 3: The Students' Enthusiasm when Doing the Game



Figure 4: The researcher returned the portfolios to the owner



Figure 5: The researcher explained the materials to the students



Figure 6: The students revised their writing

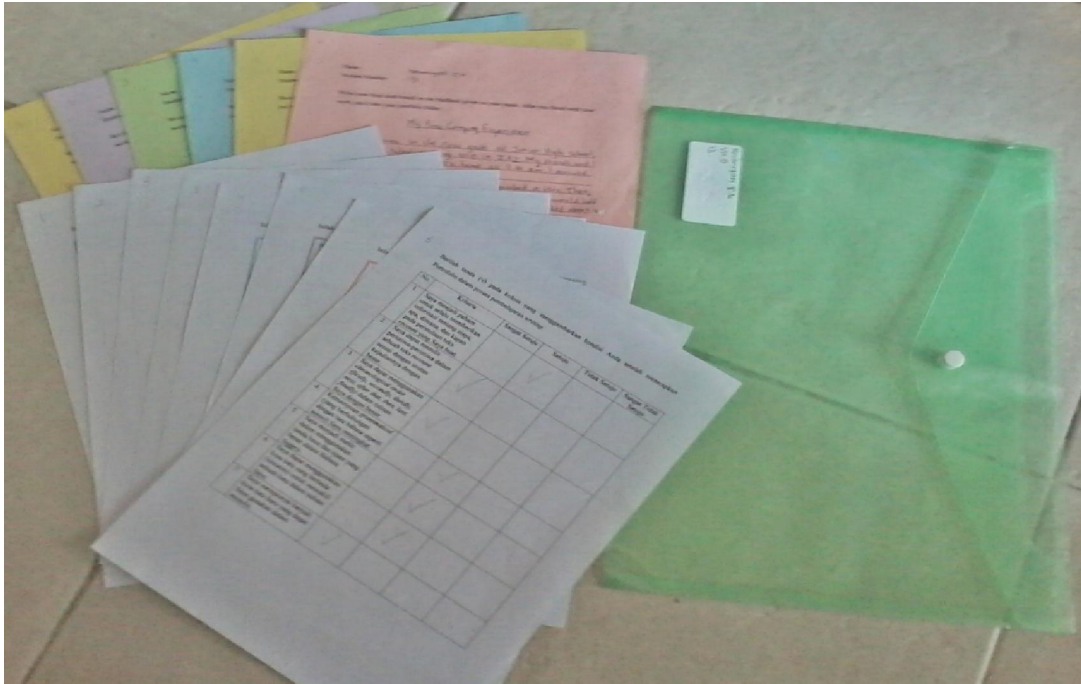


Figure 7: The Sample of the Student's Portfolio

APPENDIX N: LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 2253/UN.34.12/DT/XII/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

30 Desember 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

USING FORTFOLIO ASSESSMENT TO IMPROVE TO IMPROVE THE WRITING SKILLS OF GRADE VIII STUDENTS OF SMP N 2 PIYUNGAN IN THE ACADEMIC YEAR OF 2013/2014

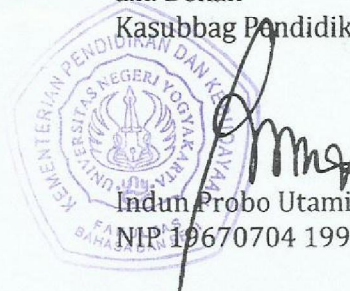
Mahasiswa dimaksud adalah :

Nama : ARDINA SHOFIAH
NIM : 10202244034
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Januari - Maret 2014
Lokasi Penelitian : SMP N 2 Piyungan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,



Indun Probo Utami, S.E.
NIP. 19670704 199312 2 001

Tembusan:
1. Kepala SMP N 2 Piyungan



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070/Reg./VI/ 8671 /12 /2013

Membaca Surat : Dekan Fakultas Bahasa dan Seni
Universitas Negeri Yogyakarta

Nomor : 2253/UN.34.12/DT/XII/2013

Tanggal : 30 Desember 2103

Perihal : IJIN RISET

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pengembangan/pengkajian/studi lapangan kepada:

Nama : Ardina Shofiyah

NIP/NIM : 10202244034

Alamat : Karangmalang - Yogyakarta

Judul : USING PORTFOLIO ASSESSMENT TO IMPROVE THE WRITING SKILLS OF GRADE VIII STUDENTS OF SMP N 2 PIYUNGAN IN THE ACADEMIC YEAR OF 2013/2014

Lokasi : Kab. Bantul

Waktu : 30 Desember 2013 s/d 30 Maret 2014

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : adbang.jogjapro.go.id dan menunjukkan naskah cetakan asli yang sudah di syahkan dan di bubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website : adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 30 Desember 2013

An. Sekretaris Daerah

Asisten Perekonomian dan Penoembandan

Kepala Biro Administrasi Pembangunan

Tembusan:

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 Bupati Bantul CQ Ka. Bappeda
- 3 Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- 4 Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
- 5 Yang Bersangkutan



Hendar Sugilowati, SH.

NIP. 195601201985032003



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 0081 / S1 / 2014

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/V/8671/12 /2013

Mengingat : Tanggal : 30 Desember 2013 Perihal : Ijin Penelitian

- Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama : **ARDINA SHOFIYAH**
P. T / Alamat : **FBS, UNY, Karangmalang Yogyakarta**
NIP/NIM/No. KTP : **10202244034**
Tema/Judul : **USING PORTFOLIO ASSESSMENT TO IMPROVE THE WRITING SKILLS OF GRADE VIII STUDENTS OF SMP N 2 PIYUNGAN IN THE ACADEMIC YEAR OF 2013/2014**
Kegiatan :
Lokasi : **SMP N 2 PIYUNGAN**
Waktu : **13 Januari sd 30 Maret 2014**

Dengan ketentuan sebagai berikut :


- Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
- Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
- Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
- Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
- Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
- Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
- Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 13 Januari 2014

A.n. Kepala,
Kepala Bidang Data
Penelitian dan Pengembangan,
u.b. Kasubbid. Litbang

Heny Endrawati, S.P., M.P.
NIP. 197106081998032004

Tembusan disampaikan kepada Yth.

- Bupati Bantul (sebagai laporan)
- Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
- Ka. Dinas Pendidikan Dasar
- Ka. UPT Pendidikan Kec. Piyungan Bantul
- Ka. SMP N 2 Piyungan Bantul
- Dekan FBS UNY
-  Yang Bersangkutan (Mahasiswa)