IMPROVING ENGLISH WRITING SKILLS THROUGH BOARD GAMES FOR GRADE X STUDENTS IN SEMESTER 1 OF SMA NEGERI 1 PENGASIH IN THE ACADEMIC YEAR OF 2014/2015

A Thesis

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

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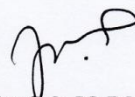
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A THESIS

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RATIFICATION

**IMPROVING ENGLISH WRITING SKILLS THROUGH BOARD GAMES
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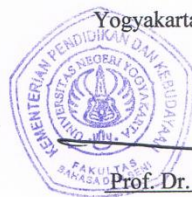|		
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Yogyakarta, April 2015

Penulis,

Irma Nur Hidayati

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DEDICATIONS

This thesis is dedicated to my parents who never stop supporting me, to my brother and sister who are always there to cheer me up, and to all my friends who never stop encouraging me to carry on working on this thesis. I owe you all a lot.

MOTTO

A moment of pain is worth a lifetime of glory.

— Laura Hillenbrand, Unbroken: A World War II Story of Survival, Resilience, and
Redemption

ACKNOWLEDGEMENTS

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ABSTRACT

The objective of the research is to improve students' writing skills through board games for grade X students in SMA Negeri 1 Pengasih.

This is an action research consisted of two cycles, with the subjects were 32 students of class X-3 of SMA Negeri 1 Pengasih. Two types of data collection techniques were used in this research. The first is observations to the teaching and learning process and the second is interviews with the students and the collaborator. In collecting the data, the researcher, two types of instruments were used, i.e. observation checklist and interview guidelines. Next, the data in the forms of field notes and interview transcripts were analyzed qualitatively. In the support to the qualitative data, the quantitative data were obtained from the writing tests. The results of students' writing were then analyzed using scoring rubric. During the process of the study, the researcher also fulfilled the criteria of validity and reliability of the research.

The results of the research show that the students' writing skills improved. It can be seen that the students could apply writing conversions well. They wrote in a correct capitalization and punctuations. Their grammar got better, they could use past tense better, and they wrote fewer fragments. In addition, the students' engagement towards the teaching and learning activity also improved. They actively participated to the group discussions and did the tasks eagerly. They were enthusiastic learning through the board games. Furthermore, the results of this research also show that the improvement of the teaching and learning process affected the improvement of the students' writing skills. The students' writing skills were measured quantitatively by comparing the mean scores of the writing before the actions, after the action of Cycle 1, and after the action of Cycle 2. The mean scores of the students' writing tests increase from 73.84 before the actions to 79.81 after the actions in Cycle 2. The students' writing skill scores improves by 5.97.

CHAPTER I
INTRODUCTION

A. Background of the Study

Writing skills are important for students both for their academic and real life requirements. Writing skill are not some matters that can be underestimated as many important things human beings depend their lives on are carried out in written forms. Brown (2003: 218) states in his book that business transactions, records, legal documents, political and military agreements are written by specialists that work specifically in writing. Since all the aspects mentioned before require good writing skills, only people with good writing skills are allowed to carry out the writing tasks. Thus writing skill becomes one of the skills learned at schools and other academic institutions so that students will be ready to meet the demands in the real life. In addition to this, The American National Commission on Writing in 2004 published a report regarding to the importance of writing in the workplace. They state that writing is considered as a "threshold skill", since it would determine matters like employment, promotion and salary rise. Also, in the working life, people who cannot write appropriately will not be hired or promoted compared to the ones who master writing skills. The survey also found that job applicants with poorly written letters usually will not be called to the interview. Therefore, due to its importance, it is not something uncommon to have many writing projects in teaching and learning activity. The more we practice to write, the better our writing will be.

Besides for preparing the real life future, we also need to learn writing to enhance our ability to share and to communicate our knowledge. Writing letters, blogging,

keeping journals and instant messaging have become normal ways of communicating (NCTE). Mastering writing skills will enable us to present our ideas effectively in written forms which, due to the development of the technology, have many ways these days.

As writing is considered as an important matter, the standard of good writing also has many requirements. In making a written text, there are many matters we have to consider such as the content, the word choice, text organization, the mechanics, the grammar, and syntax. However, students might get bored if they are taught all of them explicitly. Learning only from course books and student worksheets like mostly Indonesian English classes apply will only create passive learning and lower students' engagement to the lesson as the learners are being overwhelmed with explanations and tasks. However, creating a fun English classroom is not an easy thing to do. This might be due to the lack of time that the teachers have to prepare the media for the teaching and learning activity and the lack of facilities of the schools.

Games is said to be effective in improving positive attitudes towards learning English (Lee, 2012: 5). Read (2007), in addition, states that games improve interest and motivation for learners. Games add interest to things that students find it uninteresting, and increasing interest mean increasing effort (Wright et al., 2005: 11). The students will not feel insecure due to the pressure of the lesson, but they also will still learn from the activity. They will have more time to learn with their friends during the games, and they will have more chances to share their knowledge and understanding. Being able to interact with their peers will make them more active and engaged to the learning rather than being asked to listen to teacher's explanations.

Games have so many types and teachers can choose one they think compatible for the students. One of the simple games can be applied to English class is board games. Studying with board games might be more exciting since it also requires students' competitiveness. Their eagerness to become the best among their groups will motivate them to study better.

B. The Identification of the Problems

In identifying the problems, the researcher used three techniques, i.e. interviewing the English teacher, observing the teaching and learning activity, and doing tests. From the interview with the English teacher, it is found that the grade X learners are always having the same problems for each year that are in applying grammatical tenses and distinguishing countable and uncountable nouns. These problems are further seen in their writing products that are showing the low awareness of the aspects said previously. On the other hand, from the identification of the problem, the researcher found that the main problems occurring during the English classes of SMA N 1 Pengasih Grade X relate to the students, the students' writing, the teacher, and the media.

The first problem dealing with the students was their low motivation in learning. From the class observation done on February 16th 2013 in class X-3, it could be seen that students were not eager to learn. It appeared that they had not done their best to keep struggling for focusing to the lesson. Some just stay quiet neither doing anything nor listening to the lesson. Mostly, the students preferred to discuss activities they did outside the class, academic and non academic ones. During the

PPL as well, the researcher found that the students of class X-3 were only excited to study if the lesson was presented through games.

The next problem was on the students' writing. From the writing tasks conducted during the PPL, it is obvious that the students of class X-3 were still confused with the concept of appropriate grammatical structure. This can be seen easily from their low quality of writing. Most of them seemed to have difficulties in distinguishing the use of present and past tenses, countable and uncountable nouns, and punctuations and spelling. The lack of grammar and spelling accuracy might not be considered as a vital matter but as it could lead to misunderstanding to the reader, this have to be prevented.

The third problem was the teacher. The teacher carried the teaching and learning activity in a traditional way. The teacher only used course books like *Look Ahead* and students' worksheet, without any supporting media to make the lesson more interesting. The materials covered in the books are definitely well designed and are completed as they are written by English teaching and learning experts. However, the teaching style that is only using oral explanation along 2 x 45 minutes lesson will bore the learners. It is worsened by the teaching style that is orally discussing every point mentioned inside the books while asking the learners to translate the terms. This led to a boring atmosphere and made the students lose their interest to learn. The lack of motivation resulted to the passiveness of the students as only some of them played along with the teaching style the teacher applied. The condition of being not too acquainted with the terms used on the genre of the text being learned at that time can also be the one of the students' passiveness. This made the students keep

repeating the same mistakes like grammatical and mechanical writing mistakes although the teacher had explained and repeated the rules.

The fourth problem is the lack of media usage. The teaching approach using textbooks and oral explanation made the teaching and learning felt bored and not motivating to learn. As English is not even their second language and as most of Indonesians do not really live with English in their surroundings, it makes English becomes something uncommon among Indonesian people and the students here are not the exceptions. Learning something new like that must be conducted in such a slow and fun way and if not, the students would prefer to not think about it as it just beyond their ability. Teachers need to find a better way to teach the students. As students' willingness to learn depends on their learning motivation, teachers need to find a teaching method that is motivating and fun so that the students will be more eager to follow the lesson. As long as it is fun, the students will still be motivated and will not feel pressured. However, the school itself does not provide sufficient teaching and learning media. Thus, if the teacher wants to use media, she has to bring her own media and this is perhaps the reason of the lack of media usage.

C. Delimitation of the Problems

Based on the identification of the problems, the researcher found that there were many problems occurring during the English teaching and learning process in SMA N 1 Pengasih that cause in the difficulty of students in mastering writing skills. However, it is impossible for the researcher to overcome all of the problems therefore, the researcher decided to discuss the main problems that constrain students' writing skill the most. It is the atmosphere and the linguistic accuracy.

It is obvious that the main problem of the students' difficulty of learning lays on their unwillingness to learn that is caused by the boring atmosphere of the class for being lack of teaching and learning media. For the writing problem itself, the researcher found that the main problem is on their linguistic accuracy, i. e. on their grammar, spelling, and punctuations.

To overcome the problems, the researcher decided to apply a kind of language games called board game. The game is applied in order to lighten the atmosphere and to improve learners' motivation. The game is also considered effective to improve students' linguistic accuracy in their writing based on some studies. However, the researcher considers that this game is not commonly applied in language teaching or research in Indonesia. Therefore the researcher wants to try the game to improve the teaching and learning of English in class X-3 of SMA Negeri 1 Pengasih.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher only took one major problem as the focus of the study that is students' difficulty in writing particularly on linguistic aspects. The problem is formulated as follows "How can students' writing skills be improved through the use of board games activity?"

E. Objective of the Study

Related to the formulation of the problem, the objective of conducting this study is to improve the writing skills of grade X students of SMA Negeri 1 Pengasih using board games.

F. The Significance of the Study

The result of this study is expected to give some practical and theoretical significance:

1. Practical Significances

a. The researcher expects that this study will improve the writing skill of grade X students of SMA N 1 Pengasih.

b. The researcher expects that this study will give a reference in improving the students' writing skill in a fun way.

c. The researcher expects that this study will give an experience of teaching through games in improving students' skills.

2. Theoretical Significance

Theoretically, this study provides beneficial and referential contributions to improve the students' writing skills through the use of board games, particularly on linguistic accuracy.

CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. Writing Ability

a. The Nature of Writing

Writing is one of the four macro skills needed to be mastered as we learn a language and is one of the productive skills. Being a productive skill means that during the practice, we act to produce the language. Writing itself is indeed an active skill as in the act of creating a text, we need to do some steps like setting goals, generating ideas, organizing information, selecting appropriate language usage and use, making a draft, reading and reviewing it, then revising and editing (Hedge, 2000: 308).

Lannon (1989: 9) describes writing as the act of transforming the ideas we get from research inspiration, accident, trial or error, etc. into a message with a definite meaning. Writing is an act of conveying messages obtained from any resources. The messages have to be meaningful in order that they can be understood by the reader. Therefore, to achieve the requirement, writers have to consider four elements of writing, i.e. the writer, the subject matter, the reader and the forms of language, as proposed by Taylor (2009: 3):

1) The writer's point of view must emerge, not as a mere opinion but as a justified judgment.

2) The writer needs to treat his/her subject matter as comprehensively and as precisely as the essay topic demands.

3) The writer must present his/her work in the appropriate fashion for academic readers. Academic writing is quite different from non-academic one.

4) The text of the essay needs to have a coherent unity from the many diverse elements of language.

In writing, a writer needs to state his/her idea in a reasonable statement. This means in writing, we need to provide the supporting evidences of our statement, not merely stating our personal opinion. The content of the writing must also fulfill the topic demand. The content and language of the writing must consider the readers as well. Thus, the writer must be able to differentiate between academic readers and non-academic ones as they share quite wide difference in the form of presenting the ideas. The ideas, moreover, have to be presented in a coherent unity in all language aspects like grammar, cohesion, and coherence.

b. The Importance of Writing

Writing is an act of showing how deep our knowledge of the concepts we have been learning as according to Hughey (1983) writing shows students' understanding of concepts and theories that have been taught to them. In addition, Nik et al. (2010: 1) states that the importance of learning writing is that it reinforces the grammatical structures, idioms, and vocabulary, provides opportunities for the students to challenge themselves of using the language, and enables the students develop language skills in terms of fluency, accuracy, and appropriateness in communicating their messages. This also supported by Raimes (1983: 3) as he states that writing

reinforces the grammatical structures, idioms and vocabulary that the students may have been taught and giving a chance for the students to use language to decide what they want to say and the way to do it. Learning writing skills help students to learn how to use a language and how to communicate their idea with it effectively. Thus, writing skills are being taught at schools as they are important skills. Teaching writing is not only aiming on making students mastering the act of conveying message in a writing form but also testing their understanding of theories have been taught to them.

c. The Difficulties of Writing

Writing needs the activation of the other skills. No wonder that writing is said to be a difficult skill to master (Nik, et. al., 2010: 1). In addition to this, Celce-Murcia (1991: 207) has also mentioned that in the field of ESL teaching and learning, writing is placed the last among the fourth in the learning. The sequence is listening, speaking, reading and writing as the last one. From this we can assume that writing can only be learned after we learn the other skills first. Related to this, Nik et al. (2010: 1) states that to be an effective writer we need a great deal of skills like writing readiness and grammatical rules. Tessema (2005) also points the difficulty of writing is also caused by the requirements of the knowledge of grammar and vocabulary and clear organized presentation of ideas. He further explains that because of the difficulty, pupils tend to have lack of the motivation for learning writing.

From the statements above, we can conclude that writing is an important yet complex skill. In order to be able to find the idea that is further to be developed into a

text, we need to activate other skill like reading and listening. Once the inputs are already acquired, we process them in our mind and our writing is then the result of our understanding of the inputs or theories given to us. Writing has much more to do after gaining and developing ideas, and after converting auditory to visuals. Good writing requires correct grammar, punctuation and spelling. The reader will form an opinion of us, the writers, based on both the content and presentation, and errors are likely to lead them to form a negative impression. Grammar still has a big influence to rate whether someone is well educated or not, even in this era of CLT, in which people believe that it does not matter how great we are in grammatical matter if we can actively communicate with a language that we learn.

d. The Process of Writing

Before getting into the final product, student writers need to undergo few steps of writing processes. Experts propose different stages of writing process. Nation (2009 115) is one of the experts proposing writing processes. According to him, writing processes consist of the stages of considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing. The processes can be further explained as follows:

1) Considering the Goals of the Writer and Model of the Reader

A writer needs to set a goal of the writing and to suit the information provided in it. A written work needs to have purpose and the main message of it has to be clear so that the receiver can grasp the information.

2) Gathering Ideas

The techniques for gathering ideas can be classified into three groups. The first group is about free activities exploring the topics for gathering ideas. This includes brainstorming and quickwriting. The second group consists of activities in finding further information about the topic. This can be in the form of questioning (who, why, where, when). The third group consists of techniques which help learners gather and organize ideas at the same time. The activities can be in the form of arranging ideas according to their importance.

3) Organizing Ideas

Organizing ideas gives student writer chances to put their own thoughts understanding into their writing. The aim of organizing ideas is to classify the ideas into groups so that it would be easier for the writers to grasp the ideas presented to the writing.

4) Turning Ideas into Written Text

Some learners have difficulty in putting ideas into written form. This can be caused by the difference between their first language and the second language. This can also be caused by the lack of practice in writing. Thus, teacher should give them chance to write more so that they can be accustomed in translating their ideas into text form.

5) Reviewing What Has been Written

It is important for a writer to look back to what has been written. The aim of reviewing is to check whether the ideas have been concluded yet, to make sure the ideas are presented in the right flow, to stimulate further ideas, and to look for errors.

To make it easier for the students to review for their writing, the teacher can help them by providing checklist.

6) Editing

Editing process consists of changing the writing organization, style, grammatical and lexical correctness, and appropriateness. Learners can be encouraged of doing editing to their writing based on feedback given by their peers or teacher.

Oshima and Hogue (2007: 15) also propose similar concept of writing processes. They believe that writing is an ongoing act and the process can be repeated over and over again until the writer is satisfied with his or her writing. The process, however, can be generally conducted in four steps. The steps are prewriting, organizing, writing, and polishing. They can be explained as follows:

1) Prewriting

In prewriting stage, writers attempt to generate ideas for their writing. In this stage, writers choose the topic and collect ideas that explain the topic. This can be done with making a list of ideas or phrases that come to their mind without feeling burdened whether the ideas are good or not. The ideas can further be organized in the next stage, i.e. organizing stage.

2) Organizing

The next step after generating ideas is to organize the ideas into a simple outline. Writers can write main ideas and phrases from the list they have made before.

3) Writing

The next step is to write a draft using outline as a guide. The writers are expected to write the draft as quickly as possible without thinking about grammar, spelling,

and punctuation. This is not unacceptable as the draft will later be edited in the next stage.

4) Polishing: Revising and Editing

In this stage, writers are expected to polish the draft they have written. This stage can be done in two steps: revising and editing. Editing is used to polish the content and organization (revising). Grammar, punctuation, and mechanics can be improved through editing process.

Similar with Oshima and Hogue's notion, Harmer (2004: 4) also suggests that generally writing process operated in four stages. Harmer's writing processes consist of planning, drafting, editing, and final version. The steps can be explained further as follows:

1) Planning

Before writing a text, people decide what they are going to say. It can be in a form of detailed notes, a few words, or even only a plan in our mind. When planning, we think about the purpose of the writing, the audience, and the content structure.

2) Drafting

Any first version of a piece writing that will be developed later is called a draft. In the process of editing, the number of drafts we write may be more than one.

3) Editing (Reflecting and Revising)

After we write a draft, we check if everything is appropriate. Perhaps the order of the information is not clear, perhaps something is written ambiguously, or perhaps we need to move some paragraphs.

4) Final Version

Once we have edited our drafts, we produce the final version. The form might be different from the first draft because things are changed during editing process.

The theories mentioned about writing processes are actually similar. All the experts agree that writing is an ongoing process that the phases can be repeated over and over again. However, the researcher tends to agree with Harmer's theory. Harmer (2004: 4) suggests that writing has four stages: planning, drafting, editing, and final version. The phases are outlined more distinctively. They are explained in a clearer way from the beginning of writing until the final product to be published or collected.

Applying the writing processes in teaching writing, it is important for learners to carry out the stages during the act of writing. The processes can be done repeatedly. However, as the research itself is limited by time, one cycle of writing processes is considered enough for the students.

In the planning stage, learners should receive enough example and explanation of a good writing so that they are able to picture what their own writing later would be. As teacher explains, the learners would brainstorm their own text in their mind that further would be delivered in a form of draft.

In drafting stage, students are expected to freely write their own text. This product will show how much they understand the theories delivered by the teacher as mentioned above. Their writing will reflect their understanding of teacher's example and explanation that are covering structure of the text, grammatical features,

characteristics of the text, and the likes. They are not expected to be able to fulfill the demand for the first trial, however. That is why proofreading stage is created.

During the third stage, editing, they will learn more about linguistic features that are assumed to be difficult to master according to the research observation. Later, they are expected to be able to revise their writing from the first stage and to make it a better one. Here in this stage, they also have chance to share their work with their peers.

The last stage, that is the final version, the learners will be ready with their last product of writing that is the result of the editing of the draft after they master the linguistic aspects being learned from the board game.

2. The Teaching of Writing

Students need to learn writing not only because it is needed in order that they can communicate with their writing skill, but also writing helps the students learn as Raimes (1983: 3) states. In the activity of writing, students learn to apply their grammar, syntax, their knowledge of writing phases, etc. and this will help them not only to practice their skill to digest and to process information, and then further to form them into an idea, but they also to practice implementing their knowledge about grammatical rules. However, teaching writing itself is not an easy thing to do. There are so many phases needed to be taken as mentioned above, teaching writing needs a lot of time and patience, both from the teacher and students. As writing is a complex mater, there are some approaches needed to be considered in teaching writing.

a.   The Second Language Acquisition of Writing

Krashen (1982, 20) states that the competence in writing comes from the large amounts of reading as its comprehensible input. Regarding to this, teachers should provide as many as examples of appropriate texts to the students. Students will learn how to write in an appropriate way from observing the texts given to them. The more texts they get, the more they can observe. However, some errors related to past tense, writing conventions, and subject-verb agreements are not matters that students can acquire only from reading (Tricomi, 1986: 65). She further explains that these errors are caused by redundant information. Grammar and writing conventions convey many rules related to the tenses, possessive forms, countable and uncountable forms, the rules of using right capitalization, comma, exclamation marks, and the like. Reading activities cannot provide all the necessary rules and conventions of grammar and punctuation, therefore teachers have two alternatives for this problem (Krashen in Tricomi, 1986: 65). Teachers can wait for acquisition to occur naturally, or they can choose teach for learning. The researcher personally believes that letting the students acquire the awareness of grammar and writing mechanics will take a long time and obstruct the other teaching and learning aspects. Therefore, she chose to take the later alternative. The rules of grammar and writing mechanics can be taught through editing (Krashen, 1982: 35). The researcher believes, however, that without enjoying the teaching and learning process, the students will struggle in learning abundant rules of grammar and writing mechanics. Learning such rules needs a high level of concentration and it needs to be repeated over and over again so that students can understand and keep them in mind.

b. Approaches to Teaching Writing

Teaching writing is complex and it needs certain approaches to deal with. Coffin et al. (2011: 21) state that there are some approaches that can be combined if it is necessary. According to them, there are three approaches to teach writing. They are Teaching Writing: Focus on Text, Teaching Writing: Focus on Process, and Integrating the Process Approach with Text Analysis.

1) Teaching Writing: Focus on Text

Teaching writing focusing on text includes text types, rhetorical purpose, register, and linguistic accuracy.

a) Text Types

As English teachers, being able to classify text types is important in order that we can tell the judgments of students' texts. Knowing the functions and characteristics of text types and being able to make them clear will enable the students to differentiate the texts so that their writing will be appropriate.

b) Rhetorical Purpose

In writing, a writer must be aware of some factors defining their goal of their writing. Most writing is done to accomplish a certain goal. Writers have to be able to reach such goals by making their subject attractive, persuading their audience, and proposing a solution to a particular problem or analyzing a specific issue. Thus, writers need to define some matters such as who the writers are, who the audience is, what the writing is about, and what the purpose of the writing is.

c) Register

Register includes a range of linguistic aspects that are related to the contexts in which authors write. These include formality, sentence structure, specialist terminology, and the personal voice. Register is perhaps most easily explained to students by discussing some of the differences between informal speech and formal writing, for example, a conversation between friends compared with a job application letter.

d) Linguistic Accuracy

This area covers students' spelling and grammar. Spelling and grammar errors result on confusion in English. Students whose first language is not English often have difficulties with some aspects of English grammar that are not present on their native languages. These include: choice of article, a, an, or the; word order; prepositions, on, at, in, etc. Students may not be familiar with the rules governing the use of specific elements, for example where the 's/s/s' should be used.

2) Teaching Writing: Focus on Process

a) Prewriting Techniques

Prewriting strategies include brainstorming and freewriting. It helps writers find ideas, collect information, understand the topic, and organize their thoughts. Brainstorming can be done with student discussions where they throw ideas in a non-judgmental forum that enables them to generate ideas. In freewriting, students write without limited to the time. Freewriting is messy, unplanned, and unpredictable and teachers do not evaluate it.

b) Journal Writing

The students can make notes from their own observations, teacher's questions, the course materials, or their own questions without an obligation of writing all of them in a formal text.

c) Drafting

Writing has an ongoing process. The process can be done again and again to gain improvement. Thus, writing tasks should give students opportunities to revise or improve their work. Students can redraft their writing several times before reaching the final version of the writing.

d) Peer Review

One of the most important aspects in writing process approach is receiving feedback from others. The feedback can be from peer students and or the teacher. Participating on giving feedback can develop students' intellectual.

e) Reflection

Reflection time lets the writer see the lack of his or her writing. It can be done by the help of feedback gotten from peers or teacher, but it can also be done by the writer himself or herself.

f) Editing and Proofreading

After all the stages, a writer must make his or her writer published. The final stage of writing includes editing, proofreading, and polishing the text. Here students deal with mechanics of writing, including formatting, putting references and footnotes, and issues of linguistic accuracy.

g) Collaborative Writing

Students are often being asked to do collaborative writing. In this activity, writing process approaches may be adapted to enable student collaborations. Prewriting stages like brainstorming are effective to be done in group activity, and so is peer feedback.

3) Integrating the Process Approach with Text Analysis

This approach integrates text and process in helping students write. This approach contains four stages that can be repeated necessarily. The first phase, building the context, includes activities to raise students' awareness of a topic and knowledge about it, can be linked to the prewriting techniques. The second phase, modeling and deconstruction, is an opportunity for students to examine example target texts and identify specific aspects such as text type and register. Joint construction, the third phase, is a form of collaborative writing with the teacher playing a key role in scaffolding students' writing by guiding the joint construction of a text type (on an overhead transparency or projected computer screen). The fourth phase, independent construction, is where the scaffolding of the earlier phases is withdrawn and students write final texts on their own or within groups, frequently participating in a form of peer review.

From the approaches mentioned, the researcher decides to apply linguistic accuracy approach as it covers students' mastery of spelling and grammar. For some cases, people can say that writing is mainly about generating ideas and how to make the paragraphs of the text written coherence that micro aspects like spelling, punctuation, and other grammatical aspects can be pushed away as it is considered

trivial. However, Harmer (2007: 324) argues that even incorrect spelling does not often prevent the understanding of a written message, it can still affect the readers' judgment to the writers. He further explains that bad spelling is often considered as a lack of education. This must also be happening to grammatical use. As grammatical system and spelling are included in micro-skill requirements, it is a must too to consider them as we write a text.

However, we cannot teach writing at once in a separated way as writing is a complex matter that is having relation to the other aspects of learning as mentioned before. As there are many stages of writing, the teaching of writing must also follow the steps in order that the students will be able to produce a good writing.

Another theory of approaches is proposed by Raimes (1983: 5). There are six approaches to teaching writing according to Raimes. They are Controlled-to-Free Approach, The Free-Writing Approach, The Paragraph-Pattern Approach, The Grammar-Syntax-Organization Approach, The Communicative Approach, and The Process Approach.

1) The Controlled-to-Free Approach

Teachers give students prewritten sentences where the students practice certain skills, like changing past to present or from plural to singular. The work is carried out during a certain amount of time, for example a lesson, and with given material. As the errors a student might make are easy to discover, marking and assessing these assignments does not take long for the teacher. With this approach syntax, grammar and mechanics are stressed. Only when the student reaches intermediate level may freer writing be used.

2) The Free-Writing Approach

This approach focuses mainly on quantity rather than quality. Free writing on given topics is assigned where the teacher then corrects as little as possible. Content and fluency should come first, rather than grammar and form. The general idea is that once a writer has the idea firmly on paper, grammar, form and syntax will come later.

3) The Paragraph-Pattern Approach

In this approach, organization is the key to learning writing and producing a good written product. Here, the students are given paragraphs to analyze, rearrange and copy. They may delete or insert sentences as they choose. The paragraph-pattern approach is based on the principle that every language organizes their communication in different ways. Thus students must analyze paragraphs in the target language and practice things that are typical in that language, in order to be able to write fluently.

4) The Grammar-Syntax-Organization Approach

The grammar-syntax-organization approach is based on the need to work with several aspects of writing simultaneously. Tasks are based on several different aspects at once and students are guided and expected to see the connections between what they are trying to write and what they actually need to write. Forms and message are key features in this approach.

5) The Communicative Approach

This approach is based on the idea of an audience. Students are expected to pretend as they are real writers. They set the goal of writing and consider who the readers of their writing are. Typical tasks within this area consist of writing a letter to a pen friend in another part of the world for instance.

6) The Process Approach

The emphasis in this approach lies on the process rather than the written product, where the key question here is: 'how'. In this approach teachers try to make students recognize that what they write first is not necessarily what the text will look like or contain in the end. To do the process approach justice requires a large amount of time since work is divided into several parts. First, students write their first draft, which is not marked or corrected by the teacher. Using peer response or other types of feedback the student will then have another opportunity to produce a second draft. The aim is to explore the chosen topic and develop it as the writing proceeds.

The approaches proposed by Raimes, are not contradicting with previous approaches mentioned by Coffin et. al. (2003: 21). Here the researcher decides to apply Controlled-to-Free Approach. The students cannot learn how to write by themselves. Writing needs to be taught. Therefore, for the beginning of the stage, the students need to be introduced to the related terms first before later in the end they are expected to produce their own writing. This needs a lot of time, however. We cannot expect the students being able to produce a written text only after being explained the theory of writing. We need to guide them step by step in order they understand fully the concept of writing. This does not have to be done only by

teacher but we can also involve peer learning to make it less monotonous. Only after the students are prepared through the stages of writing they can be able to produce an appropriate writing product.

c. The Micro- and Macro-skills of Writing

Teaching writing includes the mastery of micro and macro skills. Micro skills are those that the students need to comprehend in order that they are able to produce an acceptable writing like acceptable grammar, correct cohesive devices, and also the ability to express a meaning in different grammatical forms. Macro skills in the other hand are further skills and strategies that are required in order that the students being able to convey the meaning they want to communicate in their writing. Brown (2004: 342-343) distinguishes micro- and macro-skills of writing as follows:

Microskills

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use grammatical system (e.g., tense, agreement, pluralization, patterns, and rules).
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.

Macroskills

7. Use the rhetorical forms and conventions of written discourse.
8. Accomplish appropriately the communicative functions of written text according to form and purpose.
9. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
10. Distinguish between literal and implied meanings when writing.
11. Correctly convey culturally specific references in the context of the written text.
12. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency

in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

From the macro- and micro-skills mentioned above, it can be concluded that the main point of micro-skills are about grammar mastery and the macro-skills are about larger elements like the process of generating ideas, and the use of writing organization. Therefore, it is necessary for English teachers to improve their students' writing ability, especially those that are related to those aspects.

It is mentioned that mastery of grammar is also emphasized at the micro skill requirements of writing. Grammar as linguistic aspects of writing mentioned above includes tense, agreement, and pluralization are still considered as a difficult aspect to master in this research. Therefore the researcher includes grammar as one of the aspects being improved in order that the learners being studied can be able to improve their writing.

d. The Teaching of Writing in Senior High School Grade X

1) Teaching Teenagers

Senior High School grade X students can be included as teenage learners. National Center on Birth Defects and Developmental Disabilities Division of Human Development and Disability groups teenagers as the ones in their 15-17.

Teaching English as a Second/Foreign Language (ESL/EFL) to teenage learners has never been easy as they are having physical and cognitive changes (Lauria de Gentile & Leiguarda de Orue, 2012: 17). They further explain that teenage learners have special needs that have to be considered by the teachers, i.e.:

a) The need for play and social interaction

Teenagers like being with their peers. Thus, teaching and learning environment needs to provide chances to the learners to do social interactions. This means it is important to conduct more activities that let the students communicating more with their classmates. Related to this, group work is considered as a useful activity and games are especially useful to organize group work. Games are associated with childhood, and the need for play is a main characteristic of adolescence.

b) The need for rest

According to Lauria de Gentile & Leiguarda de Orue (2012: 17), teenagers need about nine hours of sleep at night to remain alert. However, most of them rarely get that much, and as a result they may struggle to stay awake during the class due to the lack of sleeping hours. Thus, to prevent teenage learners to be sleepy in class and stay focus to the lesson, teacher should conduct more physical activities.

c) The need for physical activity

Most ESL students prefer kinesthetic learning style. We should get teenagers' attention to make them stay alert by letting them stand up, change seats, or come to the front of the room to do some activity. Activities that involve movement leads to increased concentration, which helps to keep teenagers pay attention during the class.

d) Need to learn in a stress-reduced environment

Teenagers are having greater plasticity of the brain during puberty. It effects on stress of the developing of the brain. We can lower our students' stress levels by providing them with choice whenever possible, such as with homework or deadlines.

We can see from the theory proposed by Lauria de Gentile & Leiguarda de Orue (2012: 17) that the main characters of teenage learners are the high level of stress and the need to always move and interact with their peers. Teacher should really consider this in making lesson plans that the learners cannot stand having too long time to stay still listening to some explanations or reading books. Like has been mentioned too, having games is one of the best ways to keep teenage learners engaged with the lesson as it provides opportunities to work in groups so that they can interact with their peers, reduce stress, and keep them concentrate during the class.

Pearson (2011: 1), on the other hand, proposes that today's teenagers are being more acquainted with technologies. They live with technologies around them that they can use it freely. They live in a world rich with sounds, images, words, and ideas. They are familiar with surfing the Internet, texting, listening to music, and watching TV. With such a live, students need also learn with the learning style that reflects their living so that they would not be bored. These are some issues about teaching teenage students, according to Pearson:

a)   Motivation

High school students have got several years of formal education in English before they start ones in high schools. These experiences may not always have been successful or enjoyable. If their experience of learning English has not been positive, their level of interest and motivation may be low. On the other hand, if their previous experience of learning English is positive, their level of motivation will be quite high.

b) Large classes

In most Indonesian schools, having large classes of students is not a strange thing anymore. Large classes make teachers difficult to ensure that all students have the amount of practice in for them to make significant progress. Also, large classes make it more difficult for teachers to pay individual attention to students.

c) Not enough teaching hours

Based on the *Salinan Lampiran Permendikbud No. 69 th 2013 ttg Kurikulum SMA-MA* (2013) high school students grade X will be only get two English lessons per week and it will be difficult for teachers to cover all the work as they wish or to ensure that all students are making enough progress.

d) Monitoring progress

There is some increase of the ways of monitoring of students' progress today. Teachers have to prepare and grade tests, give assessments, and write student profiles. Plenty of review and testing material helps with the assessment of students' progress.

e) Multi-level and mixed-ability classes

Many English classes today are multi-level. Some members of the class will have studied English for many years and a few are just complete beginners to foreign language learning. Classes have also mixed ability. There will be students who have a natural ability for learning languages, and others with other natural aptitude. These students will need more time to achieve the same level and teachers need to have a lot of patience.

f)   Learning differences

As research makes more advances into the nature of learning, more students are being diagnosed with conditions known as Specific Learning Differences (SLDs), for example, dyslexia. These learners need special attention such as given simplified written directions, given smaller amounts of work, and given repeated procedures.

Therefore, teenage students need more attention in their learning, and this can be done with giving them enough motivation, maintaining their interest, and enabling the students to be successful. These are further explained as follow:

a)   Motivate

The design of a course, and the topics and issues it deals with, must motivate students from the start. This can be achieved by:

•   using authentic location photography, magazine articles, website articles, and e-mails, as well as games

•   using teenage characters with whom students can easily identify

•   focusing on situations, topics, and emotional issues that students recognize and respond to

•   presenting authentic functional language and everyday expressions that teenage native speakers of English use in daily conversation

•   including topics that expand students' knowledge of the world.

b)   Maintain interest

Learning tasks must involve and challenge students both linguistically and cognitively to maintain students' interest and ensure that learning is effective. This

can be achieved by:

- cognitive stimulus through memory exercises and puzzles

- interesting and varied exercises to encourage practice of key language (for example, fun quizzes and questionnaires)

- personalization of the language to allow students to talk about themselves and their opinions

- real-life functional exchanges that provide realistic communicative practice of everyday language

c) Enable all students to succeed

An effective course material should make it possible for every student to achieve success at his or her level of ability. Teenage is not an easy age. Teenagers experience stress due to the change of their physical and cognitive aspects that can affect to their emotion and behavior. The physical and emotional developments also affect their learning style. Like mentioned above, students may experience fulfilling their required sleeping hours that make them less eager to study during the class. Therefore the researcher emphasizes the using of games to keep the teenage learners engaged with the class as games will keep them interact and enable them to keep moving to help them interested in learning and boost their motivation.

2) The 2013 Curriculum of English Lesson for Senior High School Grade X in Indonesia

The English teaching and learning in Senior High School grade X covers the genres of descriptive, recount, and narrative.

a) Descriptive Text

A descriptive is a piece of text that is written to describe a particular person, thing, or place (Sudarwati & Grace, 2007: 137). Students need to carefully observe the objects being described so that the audience can grasp the information and picture the objects in their mind. The objects should be described thoroughly so that the readers can distinguish one object from the others. Therefore, a very rich vocabulary is needed in describing.

b) Recount Text

A recount text is a piece of text that tells the reader about past events, usually written to give the readers a description of what occurred and when it occurred (Anderson & Anderson, 1997: 48). The essential matter of recount is that the text is written as the writer wants to share his or her experience that has been occurred. Therefore, understanding of past tense is really important. The story is presented in step by step events and the writers often show their personal feeling towards the events. Thus, understanding the use of adjectives is also important.

c) Narrative Text

A narrative text is a piece of text that tells a story that is presented to entertain and to inform the readers (Anderson & Anderson, 1997: 7). Narrative presents crises the characters encounter and how they are solved. A narrative text should show how the crises are built inside the story and how they end in the end of the story. Besides the mastery of past tense, writers' sensitiveness in distinguishing all phases in this text type is crucial as the purpose of writing the text is to make the readers intrigued and entertained.

In this research, the researcher focused on the text type of recount. The students as the subject in this research were still unaware of the use of past tense. Therefore, the researcher chose the recount text type that uses past tense in presenting the ideas of the writing. The concept of recount is quite simple. It tells past events. Students will have many variations of the story being told as they can always take them from their personal experience.

To mention the importance of learning grammar, here the students have to deal with genres of the texts and so that they also have to deal with different kinds of grammatical structure. With the requirement to meet the demand of teaching the whole genres and applying the phases of good writing, teachers might feel anxious of how to meet the demand, not mentioning they have to teach other three skills other than writing. This can lead to the tendency of rushing up the materials. Some teachers even apply "Teach Writing Quickly" to make their lives easier (Kirby and Crovitz, 2013: 9). This kind of teaching style might be successful in fulfilling the curriculum, but leads to the lack of understanding for the students. That they cannot understand what they are learning about lead to the thoughts that writing lessons are indeed frightful and stressing. Therefore, we need to prove them that learning writing is not that stressing. It is indeed complicated, but it is not impossible that it can be fun too.

The demand is not always met, however, due to many factors like the lack of time, the excessive number of the students, or the lack of keen of fulfilling the complexity of writing steps, like stated by Kirby and Crovitz (2013: 9):

> ... Many teachers dread teaching writing precisely because it takes lots of time, in class and out. In addition, the kids may be tough to reach, the curriculum is demanding, and conventional class schedules are not particularly amenable to the teaching of writing…

The Curriculum 2013, however, proposes five stages of learning called Scientific Method. They are observing, questioning, exploring, associating, and communicating. The scientific method suggests that the students independently discover problems in learning along with the solutions that is mainly done though discussion. However in learning to write, group discussion is not enough.

In learning to write, students need to practice writing and that is why genre based approach is more suitable for this. Genre based approach, according to Feez (2002:), has benefits not only on providing social activity for students, on providing chance for students to interact with each other, but also on providing them scaffolding steps in learning. She further explains that teachers need to understand students' potential. Teachers cannot concern only on making students independent in learning but they also need to give sufficient support for students in learning. Regarding to that, students still need guidance from their teachers on reaching independent level of learning. They still need support through step by step practices given by the teacher, and in this case, students need guided practice on writing before they are able to independently make their own writing. This has to be done step by step. Teachers could not only let them study on their own finding their problems and solutions in learning without any guidance from the teacher.

3. General Concept of Games

a. The Nature of Games

Caillois (1957:49) states that a game is as activity that must have the following characteristics:

1) fun: the activity is chosen for its light-hearted character

2) separate: it is circumscribed in time and place

3) uncertain: the outcome of the activity is unforeseeable

4) non-productive: participation is not productive

5) governed by rules: the activity has rules that are different from everyday life

6) fictitious: it is accompanied by the awareness of a different reality.

According to Greenall (1990: 6), the term 'game' is used whenever there is an element of competition between individual students or teams in a language activity. Haldfield (1999: 46) further emphasizes the effectiveness of using games is that it provides chance to practice or use the new language items students have just learned. He further explains that most students have unwillingness to study but through games, they will eagerly participate to the learning and it is more effective than forcing them to do the tasks unwillingly. Games can be very useful to make the class lively yet still learn. Everyone must have competitiveness inside of them and games will encourage them to perform their skill so that they will be desired to learn.

Games are not merely letting the students jumping and running here and there inside the class with no control. Like stated before, games also have rules to obey, so that the students are not merely have fun but they also have constraints. Krauer (1998)

said that games must be run by some rules. A child playing with a doll cannot be considered as doing a game, yet it is merely a playing.

Language games are not different. Language games are conducted to make the class more fun and competitive. Games must have clear rules that the all the students agree and understand. This will make the class settled and the aims of the lesson achieved.

As mentioned above, we can also conclude that games are very effective in boosting students' motivation to learn. Games are effective as they make students participate on the playing that of course has been designed to learn beforehand. As students will gain more knowledge when they enjoy the learning, games also guarantee that the students will be more successful to learn while they are having games rather than listening to teacher's explanation unwillingly.

b.   The Advantages of Using Games in Learning

Games are effective to increase motivation, to lower students' stress, and to give language learners the opportunity for real communication. Hansen (1994 on Trong Tuan & Thi Minh Doan, 2010) states that games are highly motivating and entertaining and they can give shy learners more opportunity to express their opinions and feelings. The idea of games bring more effectiveness in learning is also supported by Vernon's (2006) statement that students can learn two times faster when they are excited about learning. Furthermore, on mentioning competitive games, Rinvoluci and Davis (1995: 29) state that competitive activities that hit pairs against pairs and threes again threes are excellent for fostering collaboration and

mutual help within each team. Therefore, in this kind of games, learners interact a lot with one another.

Richard-Amato (1988: 147) emphasized that games can lower anxiety, thus making the acquisition of input more likely. Also, with relaxed atmosphere which is created by using games, students remember things faster and better (Wierus & Wierus, 1994: 218). We can see the benefits of using games are numerous. The students will not get stressed or bored by the lesson, yet they still learn, even faster with games. Wright also stated in his book that a game means "an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others."

Games are one of the most fun yet effective ways to learn. The students will not feel insecure due to the pressure of the lesson as games will get them entertained. Yet, they will not waste their time doing nothing or merely having fun since games will make them engaged and participate more to the teaching and learning activity. Studying with games or board games in this case, might be more exciting since it also requires students' competitiveness. They will be less anxious or shy and will participate more to the teaching and learning activity.

c. **Classifications of Games**

Hadfield (1999: 5) distinguished games into two kinds: competitive games, in which players or teams race to the first to reach the goal, and co-operative games, in which players or teams work together towards common goal. He further distinguishes the techniques to use games in language learning:

1) information gap

2) guessing

3) search

4) matching

5) exchanging

6) collecting

7) combining

8) arranging

9) card games

10) board games

11) problems and puzzles

12) role play

13) simulation techniques

Board games are only one of the techniques in learning language with games. The researcher decided to choose the game as it is rarely used than the rest of the games yet it is considered as suitable for developing students' skills the researcher is studying.

d. The Board Games

1) The Nature of Board Games

According to Hadfield (1990: 5) board games and card games are familiar game types, where both of them demand the players to be first rounding the board. In addition, Wikipedia also states that board games are also a type of games that includes battle of the players to reach the winning position.

A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice), or a mixture of the two, and usually have a goal that a player aims to achieve. Early board games represented a battle between two armies, and most modern board games are still based on defeating opposing players in terms of counters, winning position, or accrual of points (often expressed as in-game currency).

(Taken from http://en.wikipedia.org/wiki/Board_game accessed on September 21st 2014 at 09.12 a.m.)

Chang & Cogswell (2008: 1) claim that the benefit of applying board games is that it lowers the anxiety of the students. They further explain that board games should consist of warm-up activities, formal instruction, tasks, and wrap-up/reflection activities.

According to Metom et al. (2013: 404), related to the rules, the board game has similar concept with snake-and-ladder game. A board game includes a game board, cards consist of grammar options, movers, a dice, and an answer booklet. They further explain that before the game is played, students are briefed with the rules of the game. The players then roll the dice. They have to answer the question based on where they are landed. If the answer is correct, the player will have chance to roll the dice once more, and if the answer is incorrect, they will miss a turn. However, the rules can be freely modified.

From the theories proposed above, it can be concluded that a board game can be implemented for pair work or group work. It is played with a board, a dice, some paper, and pen. Before the game is played, teacher should make sure students get the explanations of the rules.

Like a Snake and Ladder game, board games have a Start and Finish line. A student will have to throw the dice and solve the task given based on the number gotten. The board game, similar with snake-and-ladder game, also has directions telling them to move up and or down. The winner of the game is the one who reaches the finish line the first.

2) The Implementation of Using Board Games in Teaching Writing

Students do the games by writing the right answers on their paper sheet. It will activate students' writing skill. It will be the starting point for the students to activate their micro-skills of writing, like producing graphemes and orthographic patterns of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using grammatical system (e.g., tense, agreement, pluralization, patterns, and rules), expressing a particular meaning in different grammatical forms, and using cohesive devices in written discourse. This will be useful to activate their sensitivity towards grammar.

3) The Advantages of Board Games in Writing

Board games are very interesting since it requires students' competitiveness. They will not have another choice for becoming silent since they will be afraid of

looking not too smart in front of their friends. Teen ages are the era of having really high fighting spirit. The competitive behavioral can be used to drive them to use the nature in a good way.

During the games, the students will learn to correct grammatical mistakes within the given sentences and write down the correct forms in a piece of paper. By doing this again and again, they will unconsciously learn to write sentences with correct grammatical forms and will sharpen their understanding of grammar.

B. Relevant Studies

The effectiveness of using board game to improve grammar has been studied by Tengku Nazatul Shima Tengku Parisa and Rahmah Lob Yussof from Universiti Teknologi MARA, Kuantan 25200, Malaysia. The study was carried out among Pre TESL students of UiTM Pahang, Kuantan Campus in 2012 and they found that board game is a useful teaching tool to be used in grammar and to supplement textbooks.

Lilly Metom, Amelia Alfred Tom, and Saira Joe from Universiti Teknologi Mara, Sarawak Campus, Malaysia, in 2013 also prooved board games as a fun way to improve students' engagement and grammar mastery. They found that students' motivation in learning improved after the implementation of the board games. The games were proofed to be effective in providing learners an entertaining and relaxing atmosphere which leads to the reducing anxiety and stress in the learning of grammar.

The other study of using board games for learning was conducted by Mansur in 2007 as the fulfillment of the requirement for the Lektor Degree of Kopertis Region VII The Faculty of Teacher Training and Education Universitas PGRI Ronggolawe

(UNIROW) Tuban. From his study, it is proven that the use of board games for learning can effectively improve the learners' mastery of grammar.

C. Conceptual Framework

The fact that writing has many steps to do before the real activity of putting our ideas into a written form shows that writing is indeed a complicated activity. That it has so many steps to be done means that it has also many steps for someone to learn to write. It must have more scaffolding to give to teach writing to the students. Therefore, writing might be a little bit tiring and boring for some people to learn since there are many ways we have to do to be able to write well.

Letting the students learn traditionally by giving inputs like grammatical features and structures of the texts might bore them. Writing itself has been complicated, but to learn to do it is even worse. Teachers must find an exciting way to do it to make learners enjoy the learning of writing so that they would gain more knowledge through it.

Like have been mentioned in the limitation of the problems, students are having problems of activating their grammatical awareness in writing, and also activating their learning motivation during the lesson. The lack of the teaching and learning media might be the source of the problems. Therefore, by using games like board games might boost their mood so that they will be more eager to learn more, especially complicated skill like writing.

The conceptual framework of the research can be summarized as follows:
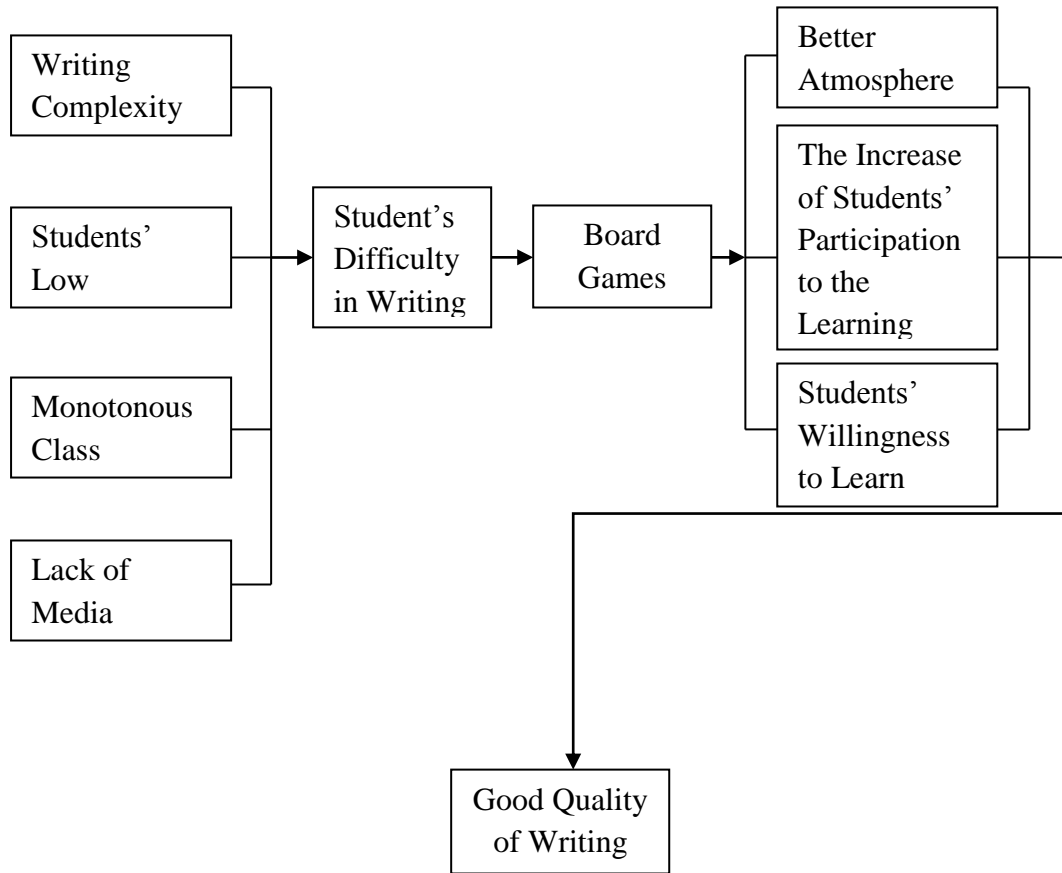
Figure 1 The Conceptual Framework of the Research

The four problems occurring were identified during the observation to the teaching and learning process. The problems altogether made strings to obstruct the progress of students' mastery of writing. Therefore, it is important to solve the problems altogether. Board games is applied to provide better atmosphere for learning that will lead to the improvement of students' participation and eagerness to learn. When the atmosphere lets them to participate and enjoy the learning of writing, they will be able to produce a good quality of writing.

CHAPTER III
RESEARCH METHODS

A. Type of the Research

Based on the purpose of the study that is improving students' writing skill, this research is classified as action research. According to Kemmis and McTaggart (1990) action research is "a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out". From the definition above, it can be concluded that action research is a study to improve social or education practices. Parsons and Brown (2002), stated that action research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies. Shortly, Action Research is a kind of research that is conducted to critic and to improve something.

Action Research is not only about improvement of the condition of education or social environment. It has to be practical and applicable. It has to be able to be applied in real world problems. The research is conducted by practitioners that also belong to the participants. The practitioners are partners who are active during the research, not just partners that take part in the research, do the processes the research

has set. The practitioners are also expected to be creative in developing their own practices. Finally, an Action Research is also characterized by having cynical process during the study.

B. Setting of the Research

The research was conducted in SMA N 1 Pengasih, KulonProgo. It is located in Jl. KRT Kertodiningrat 41, Margosari, Pengasih, Kulon Progo. It has 3 storerooms, 4 teacher's bathrooms, 14 student's bathrooms, teacher's room, headmaster's room, student's council's room, a library, a hall, a mosque, 18 classrooms, and 5 laboratories. The classes of the school consist of 4 science classes and 2 social classes for grade X, 3 science classes and 3 social classes for grade XI, and 2 classes for science classes and 4 social classes for grade XII. The school has 5 laboratories. They are Physics Laboratory, Chemistry Laboratory, Biology Laboratory, Computer Laboratory, and Language Laboratory. However, the Language Laboratory does not work.

The school only provides one LCD and one speaker for all classes. Teachers that need to use LCD or projector have to book them few days before the usage. The laboratories have one LCD for each but only Chemistry's and Physics' projectors work well. Therefore these two laboratories are used mostly for the entire classes of the school for any lesson.

C. Research Participants

The members of the research were the teacher, students, and the researcher herself. The students, as the subject of the research, were the students of class X

MIA3 in academic year of 2014/2015 of SMA N 1 Pengasih. The number of the students was 32.

D. Data Collection Technique

There are two kinds of data collected for this research, namely qualitative and quantitative data. The data are be presented more qualitatively, however, with the quantitative data as the supporting ones. Qualitative data are described the situation and the findings of the research in the form of sentences while the quantitative data are described in the form of scores.

The qualitative data were gathered through several techniques. The first one was observation conducted from the beginning of the research. The researcher wrote down the observation in an observation checklist and the data were presented in field notes. The second was interviews with the English teacher and the students. The researcher did the interviews based on interview guidelines. The interview results were recorded and later were presented in the form of script.

The quantitative data were obtained through writing rubric from the writing tests. The tests showed scores of the students from the beginning of the research until the implementation of the action. This showed the differences that were later to be compared and described in the form of sentences.

E. Data Analysis

Burns (2010: 104) proposes five steps for analyzing data of an Action Research. They are assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting outcomes.

1. Assembling the data

   The researcher collected the data that have been gathered from the observations, interviews, and the writing tests.

2. Coding the data

   The researcher categorizes the data that has been collected into more specific patterns.

3. Comparing the data

   The researcher compares the data from different instruments and sees if they say the same thing or show some contradictions.

4. Building meanings and interpretations

   The researcher thinks deeply about what the data are saying and develops an explanation about what the research means at a boarder level.

5. Reporting outcomes

   The researcher thinks about how she can present the research to others from the beginning to end, not just the analysis and findings.

   To analyze quantitative data, the researcher compared the results of students writing scores from Cycle 1 before and after the implementation of the games, and also from Cycle 2 after the implementation of the games. The scores were calculated and compared to find any change of the students' writing skills. First writing scores of the first product were summed, as well second and third products. Then the researcher calculated the average of each test' scores and compare them to find if there was any improvement. The average of the data was calculated with the formula proposed by Arikunto (2007: 264):

$$X = \frac{\sum X}{N}$$

X : mean

$\sum$x : total score

N : total students

F. Validity and Reliability

As stated by Anderson et al. (1994, in Burns, 1999: 162), there are five criteria to fulfill the validity of an action research. Those are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In this study, all of them were used to indicate the validity of this study. The explanations of them are given below:

1. Democratic validity

Here the researcher is being democratic, receiving others' opinion in order to make the research better. The researcher worked together with other parties in developing the research. The researcher held a discussion with the English teacher regarding to the findings she got from her own observation. The researcher asked for suggestions of the matters the English teacher thought needed to be modified, added, or omitted. The researcher also consulted the supervisor for improvement of the content, the actions, as well as the writing of the thesis itself.

2. Outcome validity

It is related to the notion of action leading to outcomes that are ―successful within the research context. The actions of research were able to solve more than one

problem in teaching-learning process, for example ones which are related with writing skills, motivation and involvement.

3. Process validity

    It is related to the steps of research method that raise questions about the process of conducting the research. The steps of an action research are first reconnaissance, continued with planning of the actions, the implementation of the actions, and finally the reflection of what has and has not being achieved from the actions. The researcher did the reconnaissance by doing observations to the teaching and learning activities and interviewing the teacher. She planned the actions by collaborating with the teacher. For the action and reflection, she collected the data by doing observation, interviewing the students and the English teacher, and doing writing tests. From the findings of the data, the researcher could analyze whether the actions performed succeeded in improving the students.

4. Catalytic Validity

    The validity is related to how the research is being useful for every participant of the research. For the English teacher, she gets more knowledge on how to teach writing in a fun way and for the students, they will be more motivated to learn English especially writing as it can be conducted in a fun way. The actions performed were also to show the students that learning English is not actually something torturing. The researcher wanted to prove them that they actually can learn through playing.

5. Dialogic validity

The results of the research will not be kept by the researcher herself. Instead, after the completion of the thesis, the researcher will share it either to gain suggestion or to share the researcher's knowledge about the study. Before, the researcher had had discussions with the fellow students of English Education Department for gaining suggestions to improve the substance of the study. Any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

On the other hand, to test the trustworthiness of the research, Burns (1999: 164) proposes 3 triangulation techniques, and three of them were used in this research study. The techniques are:

a. Time triangulation

The data were collected from more than one cycle. The first cycle was used for improving the situations with the actions. The second cycle was used for improving the cases that were successfully improved during the first cycle.

b. Investigator triangulation

More than one observer were involved during the research to avoid researcher being biased and to give chance for discussions in finding the solutions for the problems. The researcher took the role as the teacher during the research, and the teacher herself were observing the class. The researcher did some discussions with the teacher after the teaching and learning process related to which matters that had and had not worked well, and the solutions that considered appropriate.

c. Theoretical triangulation

The data were not analyzed only from one viewpoint. As stated, the researcher would act as the teacher of the class while the teacher's job was to observe the class during the lessons. The researcher collected the information from the teacher's observation and her own observation through vignettes and interviewing the students. The data were collected into one.

G. Research Procedure

1. Reconnaissance

In the beginning of this research study, the researcher has done the reconnaissance steps by doing a class observation in class X-3 of SMA N 1 Pengasih. The goal is to identify the characteristic of students and the problems and the lacks they still have. However, before the observation, the researcher had previously interviewed the teacher about students' characteristics. From those steps, the researcher could conclude the existing problem faced by the students.

2. Planning

Based on the problem discovered from the reconnaissance, the researcher made a plan of action to solve the problem about the lack of writing ability for the students of class X-3 of SMA N 1 Pengasih, especially in the linguistic accuracy. In this step, the researcher was expected to find out strategic plan to improve the condition of the population. In this case, the researcher used a kind of games, which is a board game, to overcome the problem mentioned.

3. Implementing and observing the actions

In this step, the researcher implemented the plans of action have been planned. After interviewing the teacher and concluding the basic problems the students have,

the researcher conducted an observation to find further information about the problems.

4. Reflection

After the actions were done, the researcher tried to do an evaluation in order to find the way to improve the use of the board games in improving the students' writing ability. If the research is success, the condition will improve and it can be used as the basis for further research planning.

CHAPTER IV
RESEARCH PROCESS AND GENERAL FINDINGS

There are four sub-chapters in this chapter. The first presents the reconnaissance steps, the second one presents the implementation of the actions and discussion of Cycle 1, the third presents the implementation of the actions and discussion of Cycle 2, and the fourth presents the discussion of the theories stated in Chapter II with the implementation during the observation.

A. Reconnaissance

In identifying the problems, the researcher used three techniques, i.e. observing the teaching and learning activity, interviewing the English teacher, and doing tests. The problems found were related to the students, the teacher, and the lack of media. The following is the vignette of the teaching and learning process in class X-3 of SMA N 1 Pengasih on February 16th 2013.

Vignette

The lesson began with the teacher greeted the students by saying, "Good morning," and the students replied with "Good morning" too. Then she said "How are you today?" The students said "I'm fine thank you, and you?" and she replied with "I'm fine too thank you." The next was the teacher checked the attendance. The teacher revealed the SK in a simple way and said the objective of the lesson (descriptive). The teacher asked the students what description is, and then explained that the purpose of a description text is to describe something and then she said, "I want you to be able to describe something."

The teacher began by asking the students to open the LKS on page nineteen. The students repeated, "Ninety, Bu?" and the teacher answered, "Nineteen" but some students still confused, "Nineteen apa ninety?" the teacher said again, "Nineteen. Teen. Sembilan belas." The teacher asked the students to describe places around them first, and then moved to things inside the class, such as

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blackboard. She first asked them to tell how they got there from an intersection nearby to their class. **When the teacher asked them to translate "Dari satpaman, masuk terus." the students were confused since they did not know the English word of "satpam".** Since the students were quiet, the teacher asked, "Satpam apa satpam?". No one answered so she said, "Security."

In the "getting started" section, they discuss the terms together and translated it one by one. They studied them together to help the students in making description, for example, prepositions that are usually used in describing something. Here, there are some kinds of preposition, like "in", "into", "on", "onto", and "beside". The whole class was asked to translate the terms one by one and she also gave example to make it clear. In teaching, the teacher mixed the language of English, Bahasa Indonesia, and Bahasa Jawa. She talked in English first, and then translated it into Bahasa Indonesia, and she joked with Bahasa Jawa. While explaining, the teacher moved trying to get close with the students but she only reached front until middle rows. **She did not approach students in the back so they could chat with their friends freely**. She walked with her hands behind her back and sometimes she explained with moving the LKS in her hand.

If there were students that began out of control in making noise, the teacher would say "Halo?" and continued with Bahasa Indonesia, "Mas … diskusi apasih?" ("Boys, what are you talking about?") The teacher picked the students that looked busy with themselves to answer the question the teacher had given. However, although they got warned like that, they kept repeating it again and again. **They kept chatting while the teacher was explaining.**

After discussing the "getting started" section and no one asked question, the teacher asked students to work on a group of four and make a description phrase of a thing they had in the classroom. She gave example like, **"There are many things inside the class, like blackboard, desks, and chair." The students responded, "Encer? Encer itu apa, Bu?"** The teacher then repeated, "Chair. Kursi." She then asked, "What else?" **The students mentioned things around them like, "Sulak!" The teacher asked, "Sulak apa Bahasa Inggrisnya? Duster. Kalau desk apa?" but no one answered so she answered by herself, "Meja belajar."**

The teacher helped them by giving some hints like "what about the shape, bentuknya apa". She would pick one to try. **There were students that did not respond well and seemed to be not serious in taking the lesson.** It would be long to wait that kind of students to answer the questions, so the teacher would say "we wait for you", or if it did not work, she would add "piye, Mas". However, if the student chosen to speak did not speak till the end, she would move to the other

students by saying "yowis liyane". There would be one that was kind enough to be a volunteer by raising her hand, and the teacher said "Ya, Mbak".

After that, the students were asked to do another group work, but now they were asked to describe things around them. The students made themselves their groups. **The teacher waited sitting in her chair writing something. She did not walk around to see how they were doing so she did not notice that there were just a few students that looked serious in doing the work. The students sitting in the back rows even talked freely not minding doing the work at all.** They were just busy talking about something else. They just started to do the work after the teacher said the time was almost up. The teacher asked one of the group representations to write their on the whiteboard. These students in the front rows came forward the first. The students in the back rows looked at their work, made it an example, and made themselves a description that was different from it. However, only one or two from four members of the groups were doing that work. The others were just sitting there doing nothing.

There were some groups that made mistakes in plural and singular nouns, e.g. "small, black, wooden board", and the teacher asked the whole class, "Kalau jumlahnya satu dikasih "a", kalau jumlahnya dua?". Then the next group wrote **"chair: black & brown, small, short chair". The next groups wrote "small, long, wooden, brown, slim ruler", "small, black, blue, plastic, rectangle eraser", and "small, full of picture, interesting, paper, on the wall".**

The teacher also often praised the students that answered a question correctly by saying "That's right" or "Correct" and she would not push her students to answer the question if they seemed unable to do that. Instead, she would answer it herself. If the students seemed hesitate, she would help them. If there is a student answering in Bahasa Indonesia, the teacher would say, "Come on, speak in English." She also made the class feel secure since she always stated the question first, and after that named the students to answer it.

However, until the end, the students seemed difficult to memorize the structure of an adjective phrase. The teacher gave a trick to memory the order of an adjective phrase, i.e. by writing it on the first page of the book, and every time the students open it, they will unconsciously read it. After some times, the will already have memorized it.

The teacher gave a task related to descriptive text lesson. The teacher said, "See you and wassalamu'alaikumwr.wb."

From the vignette of the teaching and learning activity, it can be seen that the students were weak at listening. The students misheard some words the teacher mentioned even if they were just simple words. The teacher needed to say the words a few times and added stress, even translated them into the Bahasa Indonesia before the students could grasp the words.

The students also had problems in vocabulary. They seemed to have limited vocabularies of things around them in this case. The students kept mentioning things in Bahasa Indonesia. It was whether they did not know or just forgot the English words.

The students were still weak on grammar as well. They had not understood how to distinguish plural and singular words. The teacher explained to them this matter but they still did the same mistake.

Above it all, the most visible problem seen during this observation is that students were not eager to learn. The students preferred to discuss activities they did outside the class, academic and non academic ones. They were not willing to listen to the teacher's explanation. They were not willing to do the tasks as well. They preferred talking with their friends and only stopped when the teacher warned them. The teacher herself did not seem to give all her efforts to get the students engaged to her lesson. She only shushed them to get their attention back to her for a while but she did not do further action like walking around the class guiding them. She did not use media as well. This might be one of the reasons the students felt bored to the lesson.

For further exploration, the researcher did an interview to the English teacher regarded to grade X students' problems. From the interview, it is found that the grade X learners are always having the same problems for each year that is in applying tenses and distinguishing countable and uncountable nouns. These problems are further seen in their writing products that showed the low awareness of the aspects said previously.

R: Kalau anak-anak kelas X itu seperti apa, Bu? Nakal-nakal nggak? (What about grade X students, Ma'am? Are they naughty?

T: Sebenarnya sama saja. Yang nakal ada yang diam ada. Kelas XI juga yang nakal ada, yang nggak nakal ada. Kelas XII juga begitu. Cuman kalau anak-anak kelas X itu problemnya di past tense. Selalu seperti itu. Past tense sama countable uncountable itu lho. Susah sekali. Misalnya dua kursi itu harusnya 'two chairs' tapi mereka masih bilangnya 'two chair'. Problemnya itu biasanya. (It is all the same. There are some who are trouble makers, there are some who are not. Grade XI is like that too. Also grade XII. The problem of grade X students is that they do not understand the usage of past tense. It is always like that. Past tense and countable uncountable nouns. It is really hard to make them understand those matters. For example "dua kursi" is "two chairs", but they say it "two chair". That is the annual problem.)

R: Oh… jadi past tense sama countable uncountable ya, Bu. (Oh, so it is the past tense usage and countable nouns.)

T: Iya. Nah nanti tantangan Mbak Irma bagaimana caranya supaya mereka bisa mengatasi problem tersebut. Past tense terutama. Itu susah sekali anak-anak. Kalo text yang pakai verb dua itu apa ya? Recount ya? (Yes. so your challenge is to get them cope with those problems. Especially past tense. It is really hard for them. What is text that uses past tense? Is not it recount?)

R: Iya, Bu, recount. (Yes, Ma'am it is)

The English teacher also mentioned the lack of supporting media usage in the teaching and learning activities. She only used course books like *Look Ahead* and students' worksheet. The lack of facility provided by the school seems to be the source of the problem.

T: Ya kalau listening ya pakai rekaman. Saya bawa laptop, nanti pinjam speaker di TU. Tapi ya itu. Sekolah hanya menyediakan satu set speaker, jadi harus booking dulu. Kalau nggak ya, nanti sudah dipesen guru yang lain. Kalau kepepetnya nggak ada speaker ya manual. Pakai suara saya sendiri. Nanti saya bacakan, anak-anak mendengarkan. Masalahnya susahnya memang di situ. Fasilitas sekolah sangat kurang. Ini sebenarnya ada lho ini lab bahasa ini di sebelah timur lapangan upacara. Tapi nggak bisa dipakai. Sayang sekali sebenarnya. Kalau mau memperbaiki sebenarnya bagus untuk menunjang pembelajaran. LCD juga Cuma satu. Nanti kalau Mbak Irma perlu menggunakan, ya matur dulu ke petugasnya. Dua atau satu hari sebelumnya lah. Biar nggak keduluan guru atau teman PPL yang lain. (If it is listening activity, I use recordings. I bring my laptop, borrow the speaker from TU. But the thing is, school only provides one set of speaker, so we must book it first. If not, it might be booked by another teacher. If I cannot get the speaker, I do it manually. I use my own voice. I read, the students listen to me. That is the problem. School facility is really lacking. We actually have a language laboratory, beside the field. But it cannot be used. What a shame. If school fixed it, it would be really good for supporting the lessons. We also only have one LCD. If you want to use it, tell the officer beforehand. Two or one day before, so that it has not booked by the others.)

R: Oh begitu ya, Bu. Ya nanti mungkin kalau speaker saya bisa bawa sendiri. Tapi kalau LCD berarti itu harus masang-masang sendiri begitu ya, Bu? (So it is like that. Well for the speaker I am able to use mine. But what about the LCD? Do I have to manually set it?)

T: Iya. Tapi nanti dipasangkan, matur saja sama petugasnya yang jaga. Atau kalau mau yang gampang, pinjam lab ini lho, Kimia atau Fisika. Tapi ya harus nembung dulu, dipakai atau tidak sama gurunya. Nanti kuncinya pinjam di perpus. (Yes. But you can get it set for you. You just tell the employee. Or if you want it to be easier, you can just use chemistry or physics laboratory. But you have to make sure it is not used by the teachers. You can get the key on library.)

R: Tapi nggak dipakai terus, Bu, labnya? (But are not the laboratories used all the time?)

T: Ya kadang kalau pelajaran perlu di lab ya di lab, kalau tidak bisa di kelas. (If they need to be in the laboratory, they go there, but if not, the use the class.)

R: Oh ya nanti saya tak menghubungi bu gurunya kalau mau pakai presentasi. (Okay, then, I'll contact the teacher if I need to use the laboratory for my presentation.)

Besides doing observation and interview, the researcher also observed the students during the PPL, and it is obvious that the students of class X-3 were still confused with the concept of appropriate grammatical structure. This can be seen

easily from their low quality of writing. Most of them seemed to have difficulties in distinguishing the use of present and past tenses, countable and uncountable nouns, and punctuations and spelling. The lack of grammar and spelling accuracy might not be considered as a vital matter but as it could lead to misunderstanding to the reader, this have to be prevented.

Table 1: The Summary of the Problems

No	Aspects	Problems	Indicators
1	Related to the students	a. The students had a difficulty in listening to teacher's explanation.	The students kept chatting with their friends instead of listening to the teacher.
		b. The students had low motivation in learning.	- The students were passive. - The students did not do the tasks the teacher gave.
		c. The students had problems with listening skills.	- The students were not able to distinguish "teen" and "ty" - The students misheard the teacher's talk.
		d. The students had a limited vocabulary.	- The students could not find the English of some words. - The students often asked the teacher's help for word translations.
		e. The students had problems with linguistic features in writing.	- The students used wrong punctuation and capitalization.
		f. The students had problems with grammar in writing.	- The students did not master subject-verb agreement. - The students could not distinguish past tense and present tense.
2	Related to teacher	The teacher did not have a tough control of the class.	- The teacher did not approach the students in the back rows. - The teacher could not stop the students for chatting. - The teacher could not get the students did all the tasks given.
3	Related to media	There was lack of media usage during the lessons.	The teacher rarely used media as the school did not provide enough facility for it.

From the identification of the problems, it can be seen that the students of class X-3 of SMA N 1 Pengasih had many problems in learning English. However, the researcher decided to select the problems that were mostly visible. The first problem to be solved is the lack of grammatical awareness in students' writing. From the observation, interview, and test, the students were still weak at applying grammatical features. This further stressed with the teacher personally asked the researcher to give extra efforts to improve the students' grammatical awareness in past tense to be exact.

The other problem to be selected is the atmosphere during the teaching and learning activity. The teacher did not give enough attention to the learners. She did not use supporting media to make the class lively as well. This leads to a boring atmosphere and made the students lose their interest to learn. The lack of motivation resulted to the passiveness of the students as only some of them played along with the teaching style the teacher applied.

The problems seem to have relations to the others. The same monotonous way of teaching and the lack of media to get the students interested in teacher's explanation related to the materials might be the reason why the students were having the same problem over the years. Therefore, as studies report that teenage students need a few things as considerations like the needs to play and interact with their peers, their needs for physical activity, and also their needs to learn in a stress-reduced environment, the research decided to improve the writing skills along with the atmosphere. To not only improve students writing skills, especially in their grammar awareness, but also to let them to learn in a fun way, the researcher with the agreement of the teacher decided to conduct the teaching and learning with games as

one of the main activities. The researcher and the teacher chose the board games as she considered it would enable the students learn grammar and writing at the same time.

The summary of the selected problems, the actions to solve the problems, and the researcher's expectations can be seen in the table as follows:

Table 2: The Solutions to the Problems

Selected Problems	Solution	Expected Results
a. The students had problems with linguistic features in writing. b. The students had problems with grammar in writing. c. The students had low motivation in learning d. The teaching and learning process rarely used media.	Applying board games in revising stage.	a. The students got chance to look for their mistakes and correct them. b. The students got chance to interact and discuss with their peers. c. The students' motivation in learning would improve due to the enjoyment of learning.

B. The Implementation of Cycle 1

1. Planning

Implementing Board Games

The researcher planned to conduct the writing activities using genre based approach in the class before the game was implemented. The genre based approach consists of four stages, i.e. building knowledge of the field, modeling and deconstructing the text, joint construction of the text, and independent construction of the text. The activitiy in the first stage, building knowledge of the text, would be introducing the students with recount text. The students would get two different types of texts, recount text and descriptive text, and they would be asked to look for the differences from both texts and the characteristic of the recount text. The modeling

and deconstructing the text stage would be guiding the students to look for appropriate verbs of the incomplete sentences the researcher gave them and look for verbs in the recount text given. The third stage would be matching and filling the blanks, continued by making a text based on given pictures, doing a task related to punctuation, and making conclusion/re-orientation of some stories. The final activity would be students making a recount text with given sequence of events or a letter containing their past experience. The researcher conducted the activities like planned in the lesson plan. The researcher had consulted with the teacher about the lesson plan and she stated it was okay.

Aside of the stages of learning, the activity of writing itself has at least four stages: planning, drafting, editing, and final version. The board game was planned to be implemented on editing stage. The letters the students made were examined and scored. There would be some mistakes related to linguistic aspects like punctuation, spelling, capitalization, and grammar. Those mistakes would be used as the problems solved during the games.

The students would be working in groups. The groups would consist of four students. The researcher planned to make the groups equal in quality as well so she decided to divide the students based on their scores. There would be the best, good, medium, and low. The purpose was to distribute the ability to all the groups so the low skilled students could learn from the smart ones and the smart ones could share their knowledge through the discussions.

The games would have some rules. They were:

1) The Start column was considered as column 1.

2) Members of the groups would decide the turn to throw the dice.

3) Student threw the dice, solved the problem, and the group would discuss the validity of the answer.

4) If he/she got the wrong answer, he/she had to move backward one column. If he/she was right, she could stay in the column she gets. He/she would stay at the column waiting for his/her turn.

5) The student that was the fastest to get the Finish column was the winner.

The students would be asked to write their answers in a piece of paper and submit it so that the researcher could observe their problems and understanding from their work.

2. Action and Observation

Implementing Board Games

The activities, like had been planned in the lesson plan, consisted of four stages of genre based approach learning cycles. In building knowledge of the text stage, the researcher gave two texts: a recount text and a descriptive text. The students were expected to find the difference between the two texts and the characteristics of the recount text. The researcher attempted to make the texts more interesting she put pictures to them. However, the students did not seem so interested by that.

During the second stage, modeling and deconstructing the text, the students also had not seemed enthusiastic. Even when the researcher explained in front of the class,

the students did not pay attention and had a chat with their friends instead. They kept talking to each other and paid attention only if the researcher told them so.

The third stage consisted of matching and filling the blanks, making text based on given picture, giving punctuation and capitalization, and making a text based on given events as the preparation before the real task making a recount text. The tasks were given to make the students familiar with writing, especially writing past events. In this stage, it was pretty obvious that the students had not been familiar with past forms. To avoid too much explaining and boring the students, she took a little more time to discuss the answer in the end of the tasks and let them explain to their friends their understanding. However, only certain students wanted to share their thoughts voluntarily. The others, instead of being interested to their friends' explanation like the researcher expected, kept prefer having chat with their friends.

> The students did two tasks at that meeting, i.e. matching and filling the blanks and writing a text based on given pictures. The third task, i.e. correcting punctuation and capitalization of a recount text were given as homework. We discussed each of the tasks every time it was done. The first task was not a problem since it was quite simple. Most of it was regular verbs. There were just a few students that did overgeneralization of the past form of "win" being "wined". However, for task two, making sentences, it did not run as smooth as the first task. The students could not present their ideas into English, and it was really difficult for them to make the sentences being simple past sentences. The made a lot of fragments. They used adjectives as verbs and many students made sentences without verbs. I went around the class reminding them again and again that the events happened in the past and they were just telling the story, so they must use past tense. The students went, "Oh ya ya," but when I approached them again checking the next sentences, they already forgot the fact that they have to use past tense.

The students also seemed to be uninterested in doing the tasks. It was really hard to make them pay attention to the class and do the tasks seriously.

In doing the tasks, the students were a little bit out of control. They were chatting very loudly with their friends instead of working on the tasks and were only quiet when I approached them. They also did not listen to my explanations of the materials being learned. After I was done explaining I asked them if they had some questions but they said no. I asked them to explain back to me and to the class what they understood but only some did. Some students were only busy talking and I had to explain again and again and asked them to listen saying, "Guys, please listen" again and again. Every time I asked them to be quiet, they stopped talking, but as I explained further, they would immediately lost interest on what I was saying and started to talk again.

While working on the tasks, the students asked many questions about the translation from some Indonesian words into English. Only a few students brought dictionaries and they were shifted from one student to another. Students that were too impatient to wait would ask the researcher to help them with the translations and transformation to past tense. The researcher then asked them to bring their dictionaries to the class, but it turned out that they did not have ones. On the other hand, a pair of students had a list of regular and irregular verbs and the meaning of the verbs and they could do the task calmer than the others.

The last stage, independent construction of the text, was done with the students writing their own recount text. The texts were considered as the first draft and submitted to the researcher to be assessed. The drafts then were given back to the students so that they had chance to edit them before finally submitted as the final version. In the editing stage, the researcher applied the board games. The aim of applying board games was to lighten the mood so that the students would not feel pressured by the learning.

I greeted the students like usual, and asked them to explain a bit about recount text. I, then, told them that we would still learn about it but in that meeting, trough games. The students seemed to be excited; they exclaimed happily, "Yes!" They looked anticipating when I take out the equipment from my bag. I showed them the board

for the games and some said, "Ular tangga!" some could even said it in English but not complete, "Snakes and… apa tangga ki bahasa Inggrise?" I responded, "Yes! That's right ular tangga, and in English it's snakes and? What is tangga in English?" and because no one answered, I wrote that in the whiteboard. "Snakes and ladders, that's ular tangga. And we will play snakes and ladders today, but with no snakes and no ladders. We will only use the board." The students were divided into groups determined by myself. The work of the students of writing a recount text was examined and scored. They were then categorized into four classes: best, good, fair, low. The researcher then mixed the students so that within the groups, there would be the smartest that would give more guidance to the others, the good, the fair, and the low.

I told them that they would be working on groups. The students would be divided into eight groups. They seemed excited but then when I told them that the members of the groups were decided by me, they did not like it. They protested and asked to find themselves the groups. They were like, "Halah. Kalau dibikinkan itu nggak enak e!" I insisted to make the groups on my own and announced the names. They went, "Yah…" almost every time the names were announced. Some tried to boycott the activity by persuading their friends not to move to their group seats shouting, "Rasah pindah ding, rasah pindah!" It was a little bit chaotic but finally after some minutes it was settled down. They seemed unwilling to move to their groups.

The discussions ran well enough for some groups. However, there were some other groups that were quiet, unlike the researcher's expectation. Those groups did only a few discussions. The other problem was that the students found it hard to find the mistakes and to correct them.

There were so many questions about the sentences since they could not find the mistakes. They often asked to the teacher and me which part to be corrected. The discussions also did not run very well. Some groups were really quiet and awkward and some students even went back to their original seats when I or the teacher was not around.

3. Reflection

Implementing Board Games

Giving writing tasks in general activities did not really make the class fun. The students got bored with the explanations and some of them did not seriously do the tasks as ordered. The researcher and the teacher agreed to change the method of using the games to get the tasks done so that the class would be more fun.

Although some of them seemed quiet during the games, the students stated that they enjoyed the games as it gave them more chance to discuss with their friends instead of gotten explanation from the teacher. However the students complained at how difficult it was to find the mistakes of the sentences being fixed during the games. Many of them had not mastered irregular verbs as well so that there were many over generalization found.

> R: *Tapi tadi ngerjainnya bisa nggak? Susah nggak? (Could you do the tasks earlier? Was it difficult?)*
> S: *Susah. (It was)*
> R: *Susah ya? Susahnya di mana? (It was difficult? In what aspects?)*
> S: *Cari kata yang salahnya itu lho. (In finding the mistakes.)*
> R: *Oh cari kata yang salahnya… (Oh… so it was difficult to find the mistakes…)*

Some of them were also unwilling to be grouped by the researcher. That made the discussions did not run well. It was found that the students did not like to be mixed boys and girls.

> R: *Kalau pengelompokannya, kalau yang tadi nyaman nggak? (What about the grouping? Did you like it?)*
> S: *Ya kalau perempuan semua itu nyaman. (If it is all girls, it is fine.)*
> R: *Emangnya kalau sama cowok kenapa? (What is the problems being grouped with boys?*
> S: *Ya kalau orangnya itu agak yang nggak suka ya nggak nyaman. (Well, if we do not like the persons, it does not feel comfortable.)*

However, in overall situation, the students were enjoying the games. The games made them excited and not bored. They also liked it because they could learn from the other classmates. The game was considered fun unlike the ordinary class with explanation and task. The other reason of liking the games was mostly because it was relaxed.

> R: *Menurut kamu games yang tadi seperti apa? (What do you think about the games?)*

S: Seru. Ya menyenangkan, nggak bosen. (It was exciting, not boring.)
R: Kalau dibanding sama pelajaran yang biasanya? (Comparing to the usual lessons?)
S: Lebih seru yang tadi. Bisa menambah wawasan. (The games were more exciting.)

R: Kalau kamu namanya siapa? (What is your name?)
S: Meri. (Meri)
R: Meri. Kalau menurut kamu gamesnya tadi gimana? Kalau nggak suka ngomong aja, biar nanti bisa ditingkatkan. (Meri, what do you think about the games earlier? If you did not like it, just tell me, so that I can improve it.)
S: Suka. Soalnya kalau cuman mendengarkan penjelasan itu bosen. (I liked it, since merely listening to teacher's explanations is boring.

R: Kalau dibanding pelajaran biasanya, pilih games kayak gini tadi apa kayak yang biasanya? Biasanya kan juga ada nulis-nulis. (If you could choose, would you prefer the ordinary lessons or games? The ordinary lessons also contain writing tasks.)

S: Ya… yang tadi itu. Lebih nyantai. (Well… the games like earlier. It was more relaxing.)

After the games were applied, the students seemed to be more enthusiastic towards the teaching and learning process. They had many tasks to do but they all seriously did the tasks without having teacher remind them continually remind them to do so as happened in earlier stage. This was the effect of the competitiveness of the games.

4. General Findings

Based on the first cycle of the research conducted in class X MIA3 of SMA 1 Pengasih, it could be concluded that the implementation of the board games was effective to make the students enjoy the class. The students did not feel pressured while learning the materials. They felt more relaxed because they could discuss the materials they had not understood with their peers. Unlike when they were fed with explanations from the teacher that bored them, learning through this game enabled

them to learn more effectively since they learned all by themselves. However, the grouping decided by the researcher kept them for being fully relaxed. Some students did not like their groups because they felt they could not work well with those who they did not like. This made the discussion did not run as well as the researcher expected.

The writing activities given gave the students to practice writing form the basic. The students learned the use of simple past tense from the word level. They then learned to make sentences, to write in right punctuation and capitalization, to make short paragraph for a certain structure of the text, and finally to make a complete story. The exercises used genre based approach so the students learned writing step by step. Through the exercises, the students had learned how to write a recount text. However, writing does not only contain a single step. It needs at least four steps: planning, drafting, editing, and final version. As we could not be sure that the students did editing after they made the first draft, the researcher used the board game to make sure they did the editing before making the final version of their stories. From the results of their first draft, it could be seen that the exercises had not been enough to make the students write well.

Table 3: The Results of Students' First Writing

Category	Average
Organization	15.34375
Logical Development of Ideas	15
Grammar	13.5625
Punctuation, Spelling, and Mechanics	15.78125
Style and Quality of Expressions	14.3125
Total Score	73.83594

From scale 1-20, the students were quite good at organization, logical development of ideas, punctuation, spelling, and mechanics, and expressions with average points 14-15. However, they were still weak at grammar.

C. The Implementation of Cycle 2

1. Planning

It has been stated that from the Cycle 1 findings, the students' major weakness was in grammar. The students had done well in writing conventions such as punctuation and capitalization. The students also did not have problems with generic structure of the recount text. Therefore in this cycle, the researcher would like to focus on grammar. As seen in the interviews and observations that although they enjoyed the games, they did not really enjoy usual exercises of writing so the researcher and the teacher agreed to modify the games so that it could be used as the main learning method for the students. However, as modifying the learning method did not guarantee that the students would have better results in writing, the researcher and the teacher decided to add handouts as learning material and self editing worksheet to help them recall the rules of writing recount text. During Cycle 1, it is found that students with lists of verb forms worked more efficiently than those who did not such lists. The handouts of verb form list were expected to make the students work more efficiently and the self editing worksheet was expected to keep the students write in the right track.

The other problem interfering students from improving in the first cycle was also caused by the lack of discussions they do inside the groups. Some students confessed they disliked their group members and that was the reason they did not do the

discussion well. Therefore the teacher suggested that the students made their own groups during the implementation of board games in Cycle 2.

a. Implementing Board Games in Learning Grammar

The board game is used to learn materials that the students still found it difficult based on the result of the Cycle I. Based on the examination to students' writing in Cycle I, the most visible problems the students faced are subject-verb agreement, fragments, and overgeneralization of past form. The researcher planned to make five tasks related to the subjects which would be given in two meetings. The task would be given through games.

b. Giving Handouts of Irregular Verb

From the first cycle, it also appeared that students having regular and irregular verb list worked more efficiently than others who did not have one. Also, with the teacher reminding that past forms are not something we can learn instantly without learning, the researcher planned to give the students handouts of irregular verb list, which was the hardest thing for the students to master as it could be seen that they kept doing over generalization towards irregular verbs. The list would be used as a learning material to improve their vocabulary and a guideline in finding the verbs.

c. Giving Self-Editing Worksheet

Applying games and giving handout had not convinced that the students would not make mistakes during the writing. Therefore, the researcher gave students a self-editing worksheet with checklist to remind the students of the rules of writing a recount text. The students had learned how to write a recount text but this checklist

would remind them the rules they might had been forgotten. The checklist would be related to the format of writing, content and organization, punctuation, capitalization, and spelling, and grammar and sentence structure.

2. Action and Observation

a. Implementing Board Games in Learning Grammar

The game was planned to be used to learn five tasks related to subject-verb-agreement, fragments, and regular and irregular verb. However, it did not go as planned. The third task related to regular verb could not be done during the class because of the limited time the researcher gave it as homework without using the board game. The board game was used for doing four tasks within groups as done in Cycle I. However, for this cycle, the grouping was decided by the students themselves for creating more comfortable feelings. This step made the students even more relaxed and the discussion run better. The games were quiet similar but they did not get bored with it.

> I told them that they would learn about recount again and they would play games like the last meeting, and they went, "Yes!" but they immediately asked for making the groups on their owns. "Tapi grupnya bikin sendiri aja!" *(We make the groups by ourselves)*. I said okay, and they immediately made a group of four with friends in front or behind them.
>
> I told them that the rules were still the same and they said they still remember them. The games began faster than the first Cycle as it took shorter time for the students to get to their groups and they had been familiar with the rules as well so I did not have to explain much about them. The class became more noisy than usual. The students were debating here and there about whether their friends' answers were right or wrong. Every time it got hard for them to decide, they call me or the teacher for help. The teacher and I would give clue first to make them guess the answer and there would be someone who says, "Kuwi rak bener…" *(Told you)* every time his or her answer was the right one. The rest of the groups would just smile and say, "Ohhh…"

b. Giving Handouts of Irregular Verb

The handouts were given in the second meeting before the game of irregular verb began. The students were asked to look for the handouts first and look for the meaning of the words in pairs. This activity was aimed to be the guidelines for them on working with the verbs as well as improving their vocabulary. The list of irregular verbs consist of the infinitive, the present continuous form, and verb II and III form.

> I continued, "Okay, since we have learned about regular verbs, today we're going to learn about the irregular ones. But before that, I'd like you to look at these." I took the handouts of irregular verbs and handed it to them. "Has everyone got the handouts?" I asked them, and some of them asked me back, "Ini satu meja satu? *(One for two students?*" I told them yes. After every pair got the handouts, I told them to look at them first. I explained how to read the handouts and asked them to read each verb and to look for the meanings. After it was done, we started the game. I told them that if they could not find the past tense of the verb they were looking for in the handouts, it means that the verb was a regular verb.
>
> The class was as noisy as the last one. While playing the game, some students played tricks at their friends but it was only for a moment and then they got back to the business. The students did the tasks while looking at the handout as guideline. A few students, however, did not read the handouts carefully and they could not find the verbs they were looking for. They would ask the teacher or me for help.

c. Giving Self-Editing Worksheet

The self-editing worksheet was given in the final task writing a recount text. The students were asked to make a recount text first, and when they were finished, the researcher gave them the checklist to help them check their mistakes. The checklist included the format of writing, such as centered title and intended first line of a paragraph; content and organization, such as whether the students made the text as ordered and the use of time order; punctuation, capitalization, and spelling were also

checked; and grammar and sentence structure, including subject-verb agreement and fragments.

After 45 minutes, I gave them the checklist and explain them how to use it. I told them to read their writing again while checking to the checklist. Some students said, "Udah? Cuma nyentang-nyentang gitu aja? *(That is all? We only give checks?)*" I answered, "Ya enggak, dibaca dulu tulisan kalian, dicocokkan sama yang di checklist, yang sudah ada dicentang, yang belum ya ditambahi atau dibenarkan kalau perlu. *(No. You read your writing first, compare it with the checklist. If it is same with what the checklist says, check it, if not, correct it.)*" I asked them if they had not understood anything, and as they said they had, I told them to start to work with the checklist. I walked around the class to help them if they were confused about anything.

3. Reflection

a. Implementing Board Games in Learning Grammar

The students could learn better about past tense, subject-verb agreement, and avoiding fragments in this cycle. The problems used for the games had been simplified so the students did not find it as hard as the cycle one's. The students had fun during the games, as the interviews say, and they could learn from their friends through discussions. This made them less bored than if they had to listen to teacher's explanation.

> R*: Kamu suka sama games tadi nggak? (Did you like the games?)*
> S: Suka. (I did.)
> R: *Kalau dibanding sama pelajaran yang biasanya? (Do you prever the games or the ordinary lessons?*
> S: *Ya lebih menyenangkan yang tadi. Labih cepet masuknya. (The games were more fun. It was easier to understand the materials.)*
> R: *Kalau pelajaranyang biasanya kayak gimana? Ya kalau cuman dikasih kertas, terus disuruh mengerjakan gitu. (What about the ordinary lessons? When you only got papers and were asked to do the tasks.)*
> T: *Bukan gitu e kalau yang biasanya itu cuma suruh bikin… diajarin gini terus suruh bikin kalimat gitu. (No, it is not like that. The usual lessons were*

only us being taught the materials and the teacher then asked us to make sentences.)
R: Terus maju? (Then you present it in front of the class?)
T: Iya. Terus maju terus dinilai A, A-, B, B-… (Yes, it is like that. Then we are given scores A, A-, B, B-)
R: Langsung dinilai, nilainya langsung dikasih tau? (The teacher gives the scores right away?)
S: Iya. (Yes.)
R: Bagus ya nilainya ya? (They are good, aren't they?)
S: Dikasih contoh, terus suruh bikin, terus tes tes tes gitu. Kalau enggak ya ngerjain LKS. (The teacher gives examples, then asks us to make sentences, then she gives tests. If not, we do the tasks from the LKS.)
R: Intinya lebih suka pelajaran yang biasanya atau yang digameskan? (So, the point is, do you prefer the games of the usual lessons?)
S: Yang digameskan. (The games.)
R: Karena lebih cepet masik ya? Tapi bosen nggak kalau gamesnya yang itu-itu aja? (Because you can understand better? But do you not feel bored if the games were always like that?)
S: Ya… apa… Yak kan… apa ya… kalau games kan pastinya menyenangkan to… ya walaupun gamesnya itu-itu aja tapi kan pembelajarannya itu lho yang penting. (Well, games must be more fun. Although we had the same games, the most important is that we could learn from them.)
R: Oh gitu… (So it is like that.)

The most important things for them were to be able to study in a different way and to discuss with their own peers so that they could learn from them.

R: *Menurut kamu gamesnya yang tadi gimana? (What do you think about the games?)*
S: Bagus… (Good)
R: Kalau nggak senengnya di mana? (Do you have anything bothering you?)
S: Bolak-balik tempat. (We have to return to the previous columns again and again.)
R: Nggak suka peraturannya ya? (You do not like the rules?)
S: Hmm iya. (No.)
R: Kalau dibanding pelajaran yang biasanya, yang dikasih kertas, terus disuruh mengerjakan, gitu lebih suka yang mana? (If you could choose the usual lesson where you get papers, you do the tasks, which one would you choose?)
S: Lebih suka yang games. Ya lebih asik. (I prefer the games. It is more exciting.)
R: Bisa ngobrol sama temen-temennya ya? (Because you can discuss with your friends?)
S: Iya. (Yes.)
R: Oke terima kasih… (Okay, thank you.)

R: *Menurut kamu gamesnya tadi gimana? (What do you think about the games?)*
S: *Seru. (Exciting.)*
R: *Seru karena? (Because of what?)*
S: *Unik. (It is unique.)*
R: *Uniknya karena? (Why is it so?)*
S: *Ya kan pembelajarannya nggak monoton gitu lho. Udah gitu aja. (Because the lessons are not monotonous. Well that's all.)*
R: *Hah? Kalau dibanding pelajaran yang biasanya, lebih mudah masuk mana? (What? Compared to the ordinary lessons, did the games make you understand more?*
S: *Sama aja. (It is the same.)*
R: *Sama aja ya. Cuman yang ini tadi lebih seru gitu? (It is the same, but the games were more fun?)*
S: *Iya. (Yes.)*
R: *Makasih. (Thank you.)*
S: *Ya. (No problem.)*

The only thing they were disappointed at was the rule of going backwards some steps when they got the columns that said so.

R: *Kamu suka games yang tadi nggak? (Did you like the games?)*
S: *Insyaallah suka. (Insyaalaah I did)*
R: *Kok insyaallah? (Why are you like that?)*
S: *Di dunia ini tidak ada yang pasti. (Nothing is sure in this world.)*
R: *Sukanya kenapa? Nggak sukanya kenapa? (Wel then why did you like it and why did you not?)*
S: *Ya sukanya seru gitu lho. Nggak bikin ngantuk. Terus jadi dong. (I liked it because it was exciting. It was not boring. And I understood better.)*
R: *Emangnya kalau pelajaran yang biasnya enggak? (What about the usual lessons?)*
S: *Ya bosen kan gitu-gitu terus. (It is boring with the monotonous lessons.)*
R: *Kalau yang ini tadi nggak gitu-gitu terus? Ada nggak sukanya nggak? (The games earlier were not monotonous? There is something you did not like about the games?*
S: *Ya jengkelnya itu kalau kalah itu lho. (I hated it when I lost.)*
R: *Oh… jadi nggak suka peraturannya? (Oh so you did not like the rules?)*
S: *Iya. (No I did not.)*

b. Giving Handouts of Irregular Verb

The handouts helped the students a lot since they had not mastered all the past forms of the verbs. Past forms are not something we can memorize in a short time, so

having a list of past forms helps a lot. The students could look for the list in the

handouts every time they did not know the past form of a verb and it helped them to

be more settled and to work more efficiently. This could be seen by the less

frequency of asking questions. The students rarely asked the researcher or the teacher

about the verbs they were looking for.

> *R: Tadi handoutnya jalan kan, Bu? Maksudnya efektif begitu? (Was the handouts effective, Ma'am?)*

> *T: Iya. Bagus. Siswa jadi ada pedomannya. Mereka kan memang nggak pernah bawa kamus. Pada nggak punya kamus. Kalau ada listnya seperti tadi kan bisa membantu. Mengerjakannya meningkat to? (Yes, it is. The students had guidance. They never bring dictionary. They do not have ones. Given list like earlier helped them. Do not they improve?)*

> *R: Iya, Bu. Sudah banyak yang bener jawabannya. Soalnya kan tinggal cari di daftar yang di handout tadi. (Yes, Ma'am. They did it right. They could just look for the answers on the handouts.)*

c. Giving Checklist

The checklist helped a lot to remind the students the things that might be

forgotten. The checklist gave the students chances to check their work more carefully.

The result is the students write better as their work had been rechecked, and more

importantly they were able to do it on their own, without being helped by the others.

The checklist was not only helping them make certain that their writing was correct,

but also enabling them to work more independently without the help from their peers.

> *T: Gimana meningkat tidak tadi kira-kira? (Do you think they are improving?)*

> *R: Iya, Bu, saya lihat sekilas tadi sudah meningkat daripada yang cycle pertama. (Yes, Ma'am. I looked it briefly, it was improving compared to the first cycle.)*

> *T: Ya… Alhamdulillah. (Well thank God)*

> *R: Kalau checklistnya tadi membantu tidak menurut Ibu? (What about the checklist, Ma'am? Do you think it helped?)*

T: Iya, membantu. Setelah mengerjakan bisa ngecek tadi iya to? Biasanya kan pada malas kalau suruh mengecek kembali. (It helped. After doing the tasks, they could recheck it right? Usually they did not want to do that.)

R: Iya, Bu. (Yes, ma'am)

4. General Findings

From the implementation of Cycle II, it can be seen that the students did not only have fun playing the game but they also learned. It can be seen from activities that were done smoother and the submitted work showed that they had understood more about past sentences.

Besides applying the board games, the other additional supporting actions like giving handouts of irregular verbs and giving self-editing worksheet also helped the students improve their writing skills. Given the handouts, the students could refer to them every time they found some verbs unknown for them. This prevented them to do overgeneralization of verbs they had not heard before. The self-editing worksheet also helped the students to write appropriately. It gave them chance to check their writing and as it provides writing guidelines, the students found it easier to find their mistakes as they refer to the checklist.
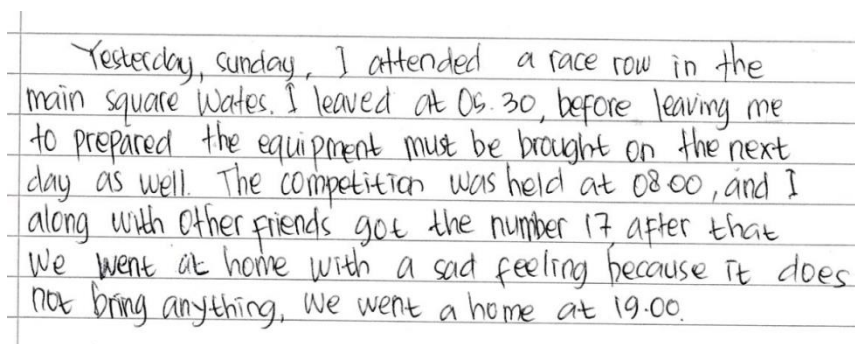
Students' writing was assessed using the same rubric as the Cycle I. The results show that students made improvement in every category. The improvement can be seen through students' writing scores that the researcher collected trice with the same rubrics. The first scores are collected before the implementation of the board game in Cycle I. The researcher then performs the action in order that the students would make improvements on their writing. As the improvement of the first cycle was not as good as the expectation, the researcher and the teacher agreed to take another

cycle. From all the first and second tests, the students are mostly good at punctuation, spelling, and mechanic, and they score poorly in at grammar. Whereas, the researcher's main point in doing the research is to improve students' grammar in their writing. As from the test of the Cycle II, we can see the students' writings grammatically improved the most after the action of the cycle.

Table 4: The Comparison of the Results of Students' Writing before and after the Actions

Category	Average		
	Cycle I		Cycle II
	Before Games	After Games	
Organization	15.34	15.31	16.22
Logical Development of Ideas	15	15.13	16.03
Grammar	13.56	14.13	15.59
Punctuation, Spelling, and Mechanics	15.78	15.88	16.59
Style and Quality of Expressions	14.31	14.47	15.38
Total Score	73.84	74.88	79.81
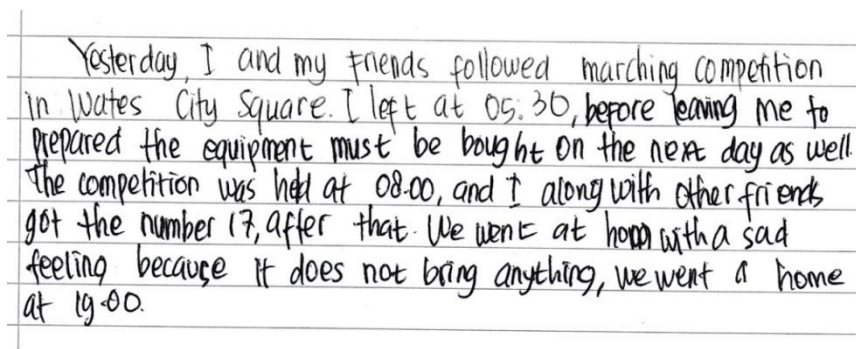
The improvements can be seen from their writing and the researcher has chosen three of the works to be discussed. The works are presented in order. First is the writing in Cycle 1 before the games, second is the edited version from cycle 1 after the games, and the third is the writing from cycle 2 after the games.

> Yesterday, sunday, I attended a race row in the main square Wates. I leaved at 05.30, before leaving me to prepared the equipment must be brought on the next day as well. The competition was held at 08.00, and I along with other friends got the number 17 after that we went at home with a sad feeling because it does not bring anything, We went a home at 19.00.

Figure 2: Sample of Student 1's Writing (Before the Actions)

The student tried to use past tense in writing her recount text. However, she did an overgeneralization of the verb "leave". She also used present tense in the last sentence and misused a vocabulary of "race row".

> Yesterday, I and my friends followed marching competition in Wates City Square. I left at 05.30, before leaving me to prepared the equipment must be bought on the next day as well. The competition was held at 08.00, and I along with other friends got the number 17, after that. We went at home with a sad feeling because it does not bring anything, we went a home at 19.00.

Figure 3: Sample of Student 1's Writing (After the Actions of Cycle 1)

In editing her writing, she corrected her term of the competition she followed as "marching competition". That was mentioned in the questions of the games. She also corrected the past form of "leave" but she could not do further correction.

My Holiday

Last week, my family and I went to Kaliurang. I went to Kaliurang with my family. I left home at 08.00, I went to Kaliurang with carrying bag. At 09.30 my family and I had recently arrived in Kaliurang, then we went on a trip to the area Kaliurang, but weather on the day of rain, after the rain stopped we all travelling to the Kaliurang. My family and I too photos in Kaliurang and take picture in area Kaliurang. At 12.00 my family and I went home in Sentolo.

Figure 4: Sample of Student 1's Writing (After the Actions of Cycle 2)

After cycle 2, the student did well in making past sentences. She only made one fragment and one misspelling.

Here is another example of students' writing.

Parangtritis Beach Holiday

Three months ago, my friends and I went vacation to the beach Parangtritis. Before leaving me to prepare aquipment to be brought. After completion, my friends and I gathered at the mosque to begin the journey. We left at 07.00 am and got there at 09.30 am.
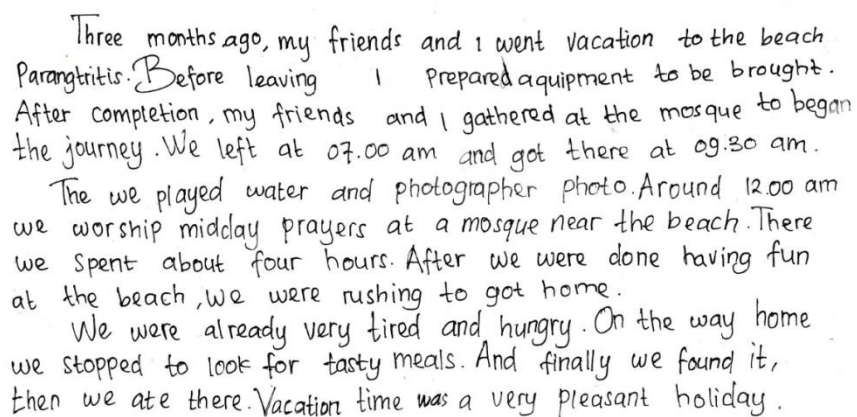
The we played water and photographer photo. Around 12.00 am we worship midday prayers at a mosque near the beach. There we spent about four hours. After we were done having fun at the beach, we were rushing to got home.

We were already very tired and hungry. On the way home we stopped to look for tasty meals. And finally we find it, then we ate there. Vacation time is a very pleasant holiday.

Figure 5: Sample of Student 2's Writing (Before the Actions)

The student attempted to use the right grammatical structure. She made mistake in the end of the last paragraph where she did not change the verb "find". She also

made one fragment and one misspelling in the first paragraph, saying "Before leaving <u>me to prepare</u> <u>aqupment</u> to be brought."

Three months ago, my friends and I went vacation to the beach Parangtritis. Before leaving I prepared aquipment to be brought. After completion, my friends and I gathered at the mosque to began the journey. We left at 07.00 am and got there at 09.30 am.
The we played water and photographer photo. Around 12.00 am we worship midday prayers at a mosque near the beach. There we spent about four hours. After we were done having fun at the beach, we were rushing to got home.
We were already very tired and hungry. On the way home we stopped to look for tasty meals. And finally we found it, then we ate there. Vacation time was a very pleasant holiday.

Figure 6: Sample of Student 2's Writing (Before the Actions)

The student corrected the fragment in the first paragraph became "Before leaving I prepared aqupment to be brought. However she did not correct the misspelling. The student made other corrections in the last paragraph, correcting 'find' with 'found' and 'is' with 'was'. However she added a mistake in the first paragraph, saying "to began". Students indeed started to use verb II instead of infinitive. The researcher then decided to explain 'to+infinitive' rule to the students.
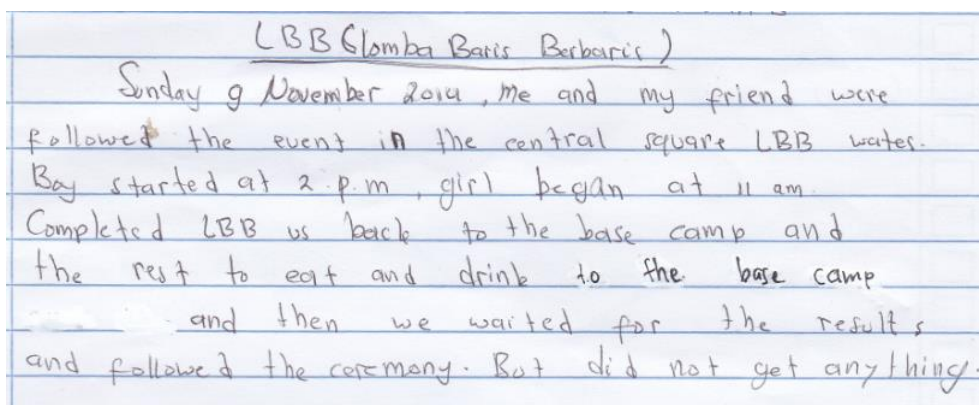
Figure 7: Sample of Student 2's Writing (After the Actions of Cycle 2)

In this writing, the student did well in grammar. She only made mistake saying "There were many birds flew in the sky" where it should be "There were many birds flying in the sky". She also made misspelling of lunch. However, she used grammatical structure well.

The last sample of students' writing can be seen as follows:

Figure 8: Sample of Student 3's Writing (Before the Actions)

The student made a lot of fragments. He said "me and my friend were followed" where it should be "My friend and I followed" and "us back to the base camp" where it should be "we got back to the base camp".
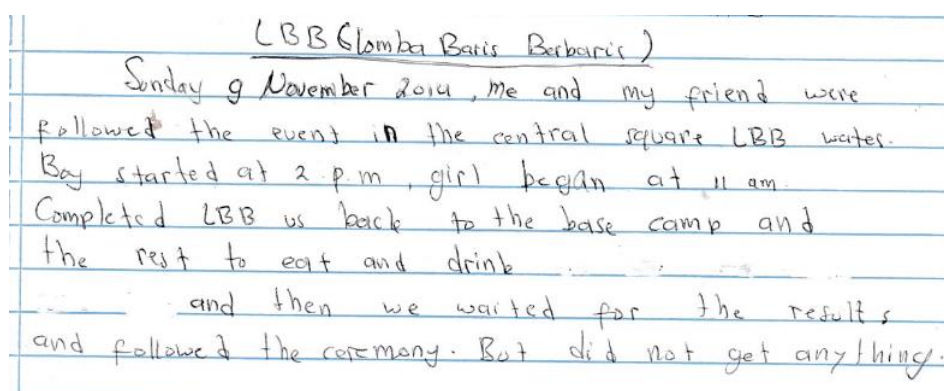
Figure 9: Sample of Student 3's Writing (After the Actions of Cycle 1)

The students attempted to make correction, but it was only in the repeating words. He did not correct his fragments.
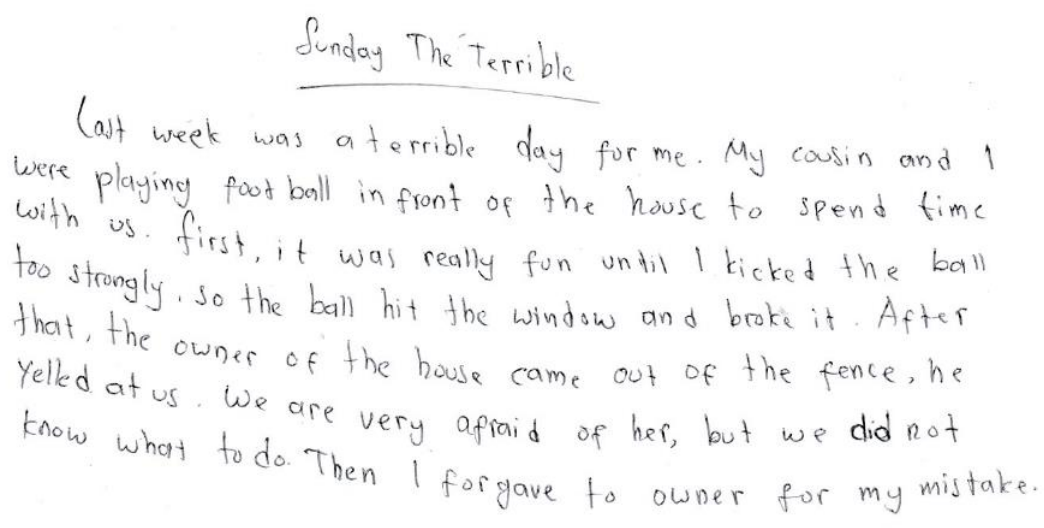
Figure 10: Sample of Student 3's Writing (After the Actions on Cycle 2)

The student made progress by reducing making fragments. He said "my cousin and I" or "we" instead of "us". He understood subject verb + agreement very well and he also used simple past tense well. However, he misused the word "forgave" where it should be "apologized".

Students made progress during Cycle 2. Their understanding of simple past tense improved and they made less fragments. This shows that the objective of the research has been achieved. Therefore, the researcher, with the approval of the English teacher, decided to end the research.

Regarding the findings from Cycle 1 and Cycle 2, the implementation of board games and the supporting materials were successful in improving students' writing skills. The actions also gave variations in learning so that the learning would not bore the students.

The usual teaching and learning process only relied on course books and student worksheets. The students were given explanations based on the course books, and were asked to do tasks from the LKS. The monotonous activities bored the students and they could not achieve well because lack of interest. The implementation of board games made the class more active. The students could share to and learn from the others. They learned by themselves but they were attached by the rules of the games so that they were not out of control. The results were they could improve their English skills, specifically in writing.

Table 5: The Results of the Actions

No	Indicators	Before the Actions	Cycle 1	Cycle 2
1	Engagement	a. Students felt bored at the teaching and learning activity. b. Students did not listen to teacher's explanation. c. Students did not do the tasks the teacher gave eagerly. d. Students were really noisy when the teacher was explaining or giving them tasks to do. However, they were quiet and inactive in group and class discussions. e. Students did not ask questions every time they were given chance to do so.	a. Students enjoyed the teaching and learning process. b. Students were slightly being more engaged to the teaching and learning activity as they could interact with their peers, learned with them through discussions, and had fun learning activities. c. Students did the tasks eagerly because they wanted to win the games. d. Some students were not active during the discussions because of the grouping. e. Students were more relaxed during the teaching and learning process, they were not as shy as before and they began to ask questions to the researcher every time they had some difficulties in understanding materials they were learned.	a. Students enjoyed the teaching and learning process. b. Students were being more engaged to the teaching and learning activity as they could interact with their peers, learned with them through discussions, and had fun learning activities. c. Students did the tasks eagerly because they wanted to win the games. d. The self grouping made them being more relaxed and active in discussions. e. Students were totally relaxed during the lesson. They were courage to ask questions, to give suggestions to the researcher, to volunteer answering questions, or merely to verify their understanding.
3	Students' writing	a. Students writing was	a. Students' writing did not improve	a. The simplified tasks made them

		lacking on the linguistic accuracy.	much as they could not learn fully implicitly. b. Students applied writing conventions well.	easier to learn, especially about grammar, so that they could improve their writing. b. The students' writing improved in terms of linguistic accuracy.
4	Students attitude	Students tended to treat the teacher indifferently and sometimes made fun of her. They preferred to talk with their friends or playing with their gadgets during the lesson.	The students became more respected the researcher as their teacher well.	The students respected the researcher as their teacher well. They asked questions in respectable manner and paid attention more.

D. Discussion

The aim of applying the board games discussed in this thesis is to improve students' writing skills. The researcher observed the situations trying to find the problems and looked for the possible explanations of these from experts' studies before making planning for the actions. As the researcher found that the students' main weakness was on their lack of grammar awareness while writing, the researcher tried to find the source of the problem which was found in Nik et. al.'s explanation which states that to be an effective writer, we need to master skills of writing readiness and grammatical rules (2010: 1). From here the researcher was convinced that writing indeed needs grammatical knowledge. In order to improve students' writing, teachers should also consider improving the grammatical awareness of the students. However, teaching teenagers might be different with teaching adult

students. According to Lauria de Gentile & Leiguarda de Orue (2012: 17), teaching teenagers has special matters to be considered such as their needs to play and social interaction, their needs to rest, their need for physical activity, and their needs to learn in a stress-reduced environment. From this theory, the researcher tried to look for an activity that enables students to learn writing in a way that covers all the needs mentioned. The activity has to be fun enough to make them relaxed and interact with their classmates, but also provides practice to learn to write. The researcher then decided to apply games to the teaching and learning activity, as games are effective to increase motivation, to lower student's stress, and to give opportunity for real communication. Another thing for consideration is that we are rarely aware that writing is not done in an instant process. While writing, we at least need four steps that are planning, drafting, editing, and final version (Harmer, 2004: 4). Students are usually asked to write without given an opportunity to revise their work. This inspired the researcher to conduct an activity that enabled students to edit their writing before submitting.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research was aimed to improve students' writing skills through board games, conducted in class X-3 of SMA N 1 Pengasih and begun with the researcher did an observation in the teaching and learning process and interviewed the English teacher. The results from the English tests during PPL were also taken as considerations. From the data collected, the researcher found many problems occuring during the English teaching and learning process. The problems were then selected to later be solved. They were students' low writing skills and motivation in learning, the monotonous class, and the lack media usage during the teaching and learning process. The researcher decided to solve the problems with board games. The research was done in two cycles, conducted from October 30th to November 27th, 2014.

In cycle 1, the teaching was done following genre based approach's learning cycle. The board game was applied in the stage of Independent Construction of the Text where it was used as editing stage of the students' writing draft. The students played the games and did discussions in groups. However, some groups did not do maximally as they did not feel comfortable being in the group with classmates they did not get along with. That, along with their inability to find the mistakes of the sentences the researcher provided as the tasks, made the results of this cycle not as good as expected. However, since the students claimed that they enjoyed learning with this game, the researcher decided to keep using this game as the method to improve their writing skills.

As the learners found it difficult to learn in fully implicit method, the researcher decided to change the method of applying the game to be simpler for the learners. As the learners seemed to have already done well in writing conventions, the researcher determined to give the tasks related to grammar. The tasks were simpler. The learners only needed to change verb one into verb two, to correct fragments, and to pick verbs related to subject-verb agreement. They played the games in groups of four as done in Cycle 1, but they made the groups by themselves. As they worked with the classmates they get along with, the atmosphere became even more relaxed and the discussion ran well. The researcher also attempted to help the learners work better by giving them handouts of tenses and checklist. These helped the students being more focused on doing the tasks because they did not have to look around for dictionaries or to ask around the answers of the questions. They became more independent in doing the tasks and less dependent on others' help. As the learners became more relaxed and focused in doing the tasks, their knowledge related to the materials they learned improved. It can be seen from the improvement in their writing. They rarely did overgeneralization and they used past tense better.

Based on observation and interviews, there were some changes as the effects of the actions the researcher performed. The changes were related to the teaching learning process, the learners' behaviors, and the researcher's behaviors. The changes can be seen as follows:

1. The changes related to the teaching and learning process

Before the games applied in the teaching and learning process, the class was passive and the materials were not delivered well as the learners were too bored to to

listen to teacher's explanations. The games made the class more relaxed and they could understand the materials better as they could learn from their peers. The handouts and checklist given were also helpful to make the learning more focused.

2. The changes related to the learners' behaviors

Before the games were applied, the learners tended to be passive during the teaching and learning process. They talked to their friends while the teacher was explaining, but were being quiet when they were asked to participate to the teaching and learning process. They also rarely asked questions although they had not understood the materials given. Working in groups with their own classmates made them more relaxed in discussing and asking questions about the matters they had not understood. Also, having the handouts and checklist themselves, the learners were being more independent in doing the tasks.

3. The changes related to the researcher's behaviors

In doing the research, the researcher studied theories about teenage learners' behavior and the implications in teaching them. The researcher became more aware of teenage learners' characteristics and became more patient in coping with teaching teenage learners. Teaching teenagers was not an easy job to do. However, knowing their characteristics and applying experts' suggestions in teaching teenagers, the researcher finally understood better the reason of their behaviors and the methods to get them learn better inside the class.

B. Implications

From the research findings, there are some implications about the English teaching and learning process that can be drawn as follows:

1. Applying board games could lighten the atmosphere during the teaching and learning process. This made the learners be more relaxed as it enabled them to study by themselves with their peers. Learning with the other learners in small group discussions encouraged them to be active. Even the shy learners were confident to take part in the discussions and they were willing to participate.

2. Applying board games could improve learners writing skills. The learners enjoyed the tasks given through the games more than the pen and paper ones'. The games made them learn more and understand more. In addition, as the games required competitiveness, there were no learners that did not do the tasks as they all wanted to win.

3. Giving handouts of irregular verbs enabled the learners to be more focused in doing the tasks as they had something to guide them. We cannot expect learners being able to memorize all verb forms. Therefore they need verb lists to help them finding the verbs.

4. Giving self-editing worksheet gave learners chance to check for their own writing. They checked for their writing format, spelling, punctuations, content and organization, and grammar errors. This minimized the learners making mistakes during the writing process.

5. Letting learners learn in small groups made them become more active and confident in sharing their thoughts. However, not all learners can get along with each other. Getting learners grouped with classmates they did not get along with can obstruct the group discussions. Therefore, letting them making the groups by

themselves could be the best choice to make them comfortable in doing group discussions.

6. The learners could not learn in a fully implicit way. The learners still needed to be taught in traditional way related to grammar rules and vocabulary.

C. Suggestions

Based on the conclusions and implications, there are several suggestions proposed to the learners and the English teacher.

1. To learners

In learning English especially writing, doing practice is really important. To be able to write well, the learners need to do more practice in writing. They should not be afraid to share their thoughts with the others as well. Doing group discussions and peer learning will help them improve their understanding of the materials learned. However, they would not be able to learn maximally without teacher's guidance. Therefore, they should pay better attention to teacher's explanation in order that they can grasp the materials.

2. To the English Teacher

Teacher needs to understand that teenage learners have different characteristics compared to adult learners. Teacher cannot expect them to do monotone activities like sitting all the time listening to her explanation and doing tasks from course books. The learners need to interact with their peers and study in a stress free environment. The more fun the teaching and learning activity, the better they can grasp the materials they learn. Therefore, the teacher has to be more creative in creating the teaching and activities.

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APPENDIX 1
INTERVIEW TRANSCRIPTS

Interview transcript 1
16 July 2013
Teacher Office
R: Researcher
T: English Teacher

R: Selamat pagi, Bu, saya Irma yang dari KKN-PPL UNY.

T: Oh ya, monggo-monggo ambil tempat duduk dulu. Gimana?

R: Emmm… mau tanya-tanya, Bu, tentang pembagian jam mengajar nanti bagaimana.

T: Oh… ya… kalau saya biasanya peserta PPL saya kasih satu kelas saja.

R: Oh, satu kelas saja ya, Bu?

T: Iya, soalnya ini untuk istilahnya percobaan to, jadi saya biasanya ngasih satu kelas saja. Nah saya kelas X itu mengajar kelas X1, X2, X3, sama X4. Nanti Mbak Irma masuk kelas X3 saja. Nanti PPLnya sampai bulan apa?

R: Sampai awal September, Bu, minimal delapan kali masuk kelas.

T: Oh ya… jadi nanti Mbak Irma masuk pertama ya seperti biasanya

R: Kalau anak-anak kelas X itu seperti apa, Bu? Nakal-nakal nggak? (What about grade X students, Ma'am? Are they naughty?

T: Sebenarnya sama saja. Yang nakal ada yang diam ada. Kelas XI juga yang nakal ada, yang nggak nakal ada. Kelas XII juga begitu. Cuman kalau anak-anak kelas X itu problemnya di past tense. Selalu seperti itu. Past tense sama countable uncountable itu lho. Susah sekali. Misalnya dua kursi itu harusnya 'two chairs' tapi mereka masih bilangnya 'two chair'. Problemnya itu biasanya.

R: Oh… jadi past tense sama countable uncountable ya, Bu.

T: Iya. Nah nanti tantangan Mbak Irma bagaimana caranya supaya mereka bisa mengatasi problem tersebut. Past tense terutama. Itu susah sekali anak-anak. Kalo text yang pakai verb dua itu apa ya? Recount ya?

R: Iya, Bu, recount.

Ya, nanti berarti… bisa ada recount tidak ya… minimal 8 kali pertemuan?

R: Iya, Bu…

T: Ya berarti nanti… pertemuan pertama seperti biasa introducing, greeting, and parting, kemudian invitation… oh iya bisa ini recount. Ya. Bagaimana Mbak Irma bisa memecahkan masalah tadi itu pokoknya. Bagaimana bisa membuat siswa mengerti penggunaan pas tense. Begitu nggih?

R: Empat skill semuanya, Bu?

T: Iya seharusnya memang empat skill, tapi nggak cukup waktunya sampai ke recount kalau empat-empatnya semuanya. Apalagi kalau ramadhan begini kan dikurangi kan jamnya jadi 35 menit. Yang biasanya bisa selesai satu pertemuan ini harus dua kali. Ya nanti begini saja, introducing oneselfnya listening dan speaking saja, jadi dua kali pertemuan, invitationnya ya yang singkat saja nanti listening sama speaking, nah yang agak diperdalam nanti.

R: Semua skill, Bu?

T: Iya. Listening, speaking, reading, sama writing.

R: Kalau recount terus listening sama speakingnya itu bagaimana, Bu, biasanya?

T: Ya mendengarkan cerita, nanti diberi pertanyaan. Saya ada contoh rekamannya beberapa sebenarnya, tapi nggak saya bawa. Ya nanti kalau Mbak Irma mau coba melihat contohnya ya bisa pinjam, atau di internet juga banyak kok. Speakingnya ya menceritakan masa lalu, misalnya, secara lisan.

R: Oh ya, Bu, nanti saya cari. Kalau pelajaran pakai rekaman-rekaman begitu, Bu?

T: Ya kalau listening ya pakai rekaman. Saya bawa laptop, nanti pinjam speaker di TU. Tapi ya itu. Sekolah hanya menyediakan satu set speaker, jadi harus booking dulu. Kalau nggak ya, nanti sudah dipesen guru yang lain. Kalau kepepetnya nggak ada speaker ya manual. Pakai suara saya sendiri. Nanti saya bacakan, anak-anak mendengarkan. Masalahnya susahnya memang di situ. Fasilitas sekolah sangat kurang. Ini sebenarnya ada lho ini lab bahasa ini di sebelah timur lapangan upacara. Tapi nggak bisa dipakai. Sayang sekali sebenarnya. Kalau mau memperbaiki sebenarnya bagus untuk menunjang pembelajaran. LCD juga Cuma satu. Nanti kalau Mbak Irma perlu menggunakan, ya matur dulu ke petugasnya. Dua atau satu hari sebelumnya lah. Biar nggak keduluan guru atau teman PPL yang lain.

R: Oh begitu ya, Bu. Ya nanti mungkin kalau speaker saya bisa bawa sendiri. Tapi kalau LCD berarti itu harus masang-masang sendiri begitu ya, Bu?

T: Iya. Tapi nanti dipasangkan, matur saja sama petugasnya yang jaga. Atau kalau mau yang gampang, pinjam lab ini lho, Kimia atau Fisika. Tapi ya harus nembung dulu, dipakai atau tidak sama gurunya. Nanti kuncinya pinjam di perpus.

R: Tapi nggak dipakai terus, Bu, labnya?

T: Ya kadang kalau pelajaran perlu di lab ya di lab, kalau tidak bisa di kelas.

R: Oh ya nanti saya tak menghubungi Bu gurunya kalau mau pakai presentasi.

T: Ya sudah begitu dulu?

R: Iya, Bu, nanti kalau saya ada apa-apa tanya-tanya lagi ya, Bu?

T: Ya ya monggo monggo.

R: Terima kasih, Bu..

T: Ya sama-sama…

Interview transcript 2
27 October 2014
Teacher Office
R: Researcher
T: English Teacher

R: Bu, ini RPPnya nanti buat tiga pertemuan, sama course gridnya. Tapi yang soal buat gamesnya belum, Bu. Nanti yang Cycle I mau coba pakai tulisan siswa, terus dibuat soal, dibetul-betulkan.

T: O, ya, berarti saya bawa terus ini tiga minggu?

R: Iya, Bu, sama minta tolong diisikan checklistnya. Nanti kan Ibu mengamati, terus sambil nyentang-nyentang.

T: Nah, ini yang kolom-kolom ini gimana maksudnya? Makin ke kanan makin bagus gitu?

R: Oh, bukan, Bu, itu buat ngisi tanggal.

T: O… ya, ya.

R: Kalau RPPnya begini bagaimana, Bu, menurut Ibu? Yang indicator-indikatornya sudah sesuai KI-KD kurikulumnya belum, Bu?

T: Tapi ini sudah disetujui dosen to?

R: Ya sudah, Bu. Tapi kan siapa tau menurut Ibu masih ada yang kurang begitu, Bu.

T: Ya… kalau buat Kurikulum 2013 ya memang bukan begini e. Ini pakai KTSP kan?

R: Iya, pakai genre based.

T: Ya kalau ini sudah sesuai dengan tujuan peneliatian njenengan ya sudah. Tujuannya apa? Meningkatnkan writing ya?

R: Iya, Bu.

T: Ya kalau buat writing memang ya seperti ini teks-teks. Ada narrative, ada recount. Ya sudah benar begini. Kalau 2013 kan diskusi-diskusi begitu. Jadi mereka mencari masalah sendiri jawab sendiri seperti yang tadi itu. Guru mendampingi, nanti kalau sudah mentok baru dibantu… Apa njenengan mau nyoba? Sekali-sekali pakai 2013?

R: Nah itu, Bu, saya masih bingung nanti kalau writing itu terus bagaimana diskusi-diskusinya itu kalau pakai Kurikulum 2013.

T: O… ya sudah, maksud saya kalau seka-sekali pengen nyoba, mungkin njenengan penasaran.

R: Hehehe pakai genre based dulu saja saya, Bu.

T: Ya sudah, kalau memang sudah sesuai goalnya ya nggak papa begini. Oh, ini nanti juga games to? Ya itu kan juga diskusi, intinya ya sama kayak Kurikulum 2013, kan diskusi juga.

R: Ya, Bu.

T: Kan itu intinya, anak-anak belajar sendiri. Di games nanti juga diskusi to?

R: Iya, Bu, nanti saya kelompok-kelompokkan, 4 orang masing-masing kelompok, terus mereka mengerjakan soalnya sambil diskusi per kelompok.

T: Ya sudah, begitu sudah bagus.

R: Ya sudah, Bu, takutnya kalau masih ada yang kurang begitu lho, Bu.

T: Ya. Ini saya bawa to?

R: Iya, Bu. Terima kasih, Bu…

Interview transcript 3
13 November 2014
Teacher Office
R: Researcher
T: English Teacher

R: Tadi bagaimana menurut Ibu?

T: Ya, anak-anak senang.

R: Tapi kok kayaknya mereka agak nggak seneng gitu, Bu, sama pengelompokannya. Kan saya bikinkan kelompoknya. Dari nilai karangan mereka kemarin kan saya ambil yang nilainya sangat bagus, bagus, lumayan, sama yang agak di bawah. Saya masukkan di grup satu-satu. Nah kan saya maksudnya biar ada yang pinter yang bisa kasih tau temannya yang kurang pinter begitu, Bu. Tapi kok kayaknya nggak terlalu senang mereka.

T: Ya sudah besok biar mereka buar sendiri saja kelompoknya terserah mereka.

R: Terus kan tadi yang soal yang saya buat tadi kan dari karangan mereka, yang masih salah-salah saya suruh benarkan, tapi mereka kok susah ya, Bu, menemukan kesalahannya.

T: Ya memang kalau past tense itu harus belajar dulu e. Kalau saya kemarin itu saya suruh menghafal dulu di rumah. Ya tradisional memang caranya. Tapi ya memang kalau terpaksa ya penting cara tradisional kayak gitu. Saya suruh menghafal tiga pasang irregular verb. Misalnya sing, itu sing, sang, sung. Nggak ngerti pengucapannya nggak apa-apa, tapi kan malah nulisnya bener ya to?

R: Iya, Bu.

T: I sing. Yesterday I sang. I have sung. Kalau diucapkan kan malah bingung to itu? Jadi ya sing, sang, sung, gitu malah bener nulisnya. Anak-anak malah bisa kemarin itu.

R: Oh gitu ya, Bu…

T: Kamu mau lancar nggak Bahasa Inggrisnya. Kuncinya ada tiga. Kalau kamu nanti ngajak, kowe arep nang ngendi , kowe mau nang ngendi, nek mau kan wis berlalu, nek saiki ki lagek arep berlangsung, kowe saiki lagek arep nang ngendi. Kalau ngobrol kan biasanya hanya tiga waktu itu to?

R: Ya.

T: Kowe arep nandi, kowe mau nandi, kowe saiki arep nandi? Itu dipraktekkan maju berpasangan ngomong. Gantian. Ayo do takon. Kowe arep nang ngendi? Where will you go? Kowe mau nandi? Where did you go? Saiki lagek arep nandi? Where are you going? Nah kuwi telu kuwi takplenet-plenet mene padha isa. Ning ya kuwi karang seminggu gur rong jam ya kurang wektune. Kurange neng wektune.

R: Oh iya memang kurang ya, Bu, waktunya. Kalau yang Bu Reni itu apa, Bu?

T: Bu Reni itu yang peminatan.

R: Kalau peminatan itu bedanya, Bu?

T: Yang anak IPA itu… disuruh sekolah. Jadi peminatan itu yang mrogram sekolah karena guru Bahasa Inggris jamnya kurang. Terus ada peminatan Inggris biar gurunya jamnya nggak kurang.

R: Tapi pelajarannya sama nggak, Bu?

T: Ya Bahasa Inggris. Istilahnya peminatan tapi sekolah yang maksa. Harus ada itu.

R: Tapi cuman IPA?

R: IPA. Yang IPS Bahasa Jerman. Kalo saya yang wajib. Kurikulum yang wajib. Yang wajib itu cuman wah anak-anak itu, cumin diem, membuat surat undangan. Terus membuat teks prosedur, misalnya membuat kue. Nggak kayak dulu, suruh membuat teks recount, terus news item. Susah kalau anak-anak. Tapi jamnya malah turah-turah kalau kurikulum yang lama itu.

R: Oh kalau sekarang materinya mudah-mudah ya, Bu?

T: Sebenarnya kurang ilmiah kurikulum tiga belas itu. Lha anak-anak cumin disuruh bikin undangan, malah pada dihias-hias gitu kemarin pas MID semester itu. Kurang ilmiah sebenarnya. Terlalu gampang. Lha MID kemarin nilainya itu delapan puluh, delapan lima… pada bagus-bagus memang tapi ya cuman seperti itu.

R: Tapi penekanannya di speaking ya, Bu, kalau kurikulum 2013?

R: Apanya?

R: Bagian paling pentingnya, kalau saya lihat kebanyakan speaking speaking terus.

T: Ya yang penting produk kalau kurikulum 2013 itu… ya speaking… ya writing… yang penting anak-anak itu praktek. Bahasa Inggrisnya dipraktekkan. Nggak cumin membaca, mendengarkan ya to? Tapi berbicara… menulis… Ya seperti penilitian njenengan ini kan menulis to?

R: Iya, Bu.

T: Iya jadi yang penting praktek praktek praktek. Jadi mereka itu belajar sendiri. Membuat pertanyaan sendiri, dijawab sendiri. Nanti kalau sudah mentok baru kita membantu menjawab. Seperti yang kemarin itu to ingat to? Siswa maju berpasangan ngomong. Tapi malah pinter-pinter e aneh-aneh itu pertanyaannya ya to kemarin itu, malah tanya boyfriend… kalau yang procedure itu kemarin itu ada yang pinter malah ada yang tanya apa bedanya manual sama procedur. Njuk padha ting saut itu. Ada yang njawab 'Oh, kalau manual itu buku yang kecil itu, yang bisa dibawa-bawa' gitu. Malah pinter-pinter itu e.

R: Tapi malah asik ya, Bu?

T: Iya. Jadi mereka belajar sendiri… berkelompok… kayak penelitiannya njenengan ini juga to? Berkelompok, diskusi, ya sudah betul.

R: Tapi tadi itu… kurang gimana gitu, Bu, kalo buat saya. Tapi tadi Ibu ngelihatnya senang, Bu?

T: Iya senang. Soalnya kelas MIA 3 itu… susah. Agak rame memang. Anaknya nakal-nakal. Kalau yg MIA 1, MIA 2 kemarin kan kalem-kalem. Kalau MIA 3 itu bandel-bandel anak-anaknya. Nggak mau mendengarkan, jadi memang pake games seperti ini cocok.

R: Oh memang rame to, Bu, aslinya? Saya piker cuman gara-gara diajar saya.

T: Memang rame itu kelasnya. Apalagi yang putra-putra yang belakang itu.

R: Oh. Kalau Noah itu, Bu? Dia itu kenapa ya?

T: Oh itu anaknya memang bermasalah kok. Dia itu agak kendho. Wong kimia dasar saja teman-temannya bisa semua, dia nggak bisa.

R: Susah e, Bu, kalau dibilangin dia itu. Bagaimana ya, Bu?

T: Iya memang. Memang sudah terkenal bermasalah dia.

R: Nah kalau ada yang seperti itu terus bagusnya saya bagaimanakan, Bu?

T: Ya… di ini saja, nanti ini saya bilai semuanya, nilainya saya kasih ke Bu Ris. Memang kadang-kadang harus diancam begitu.

R: Hahaha harus ditakut-takuti begitu ya, Bu.

T: Ya nggak papa. Memang pada dasarnya anaknya bermsalah.

R: Ya, Bu. Ya sudah begitu dulu, Bu, terima kasih.

T: Ya, ya, sama-sama.

Interview transcript 4
20 November 2014
Teacher Office
R: Researcher
T: English Teacher

T: Gimana tadi? Sudah enak to?

R: Hehe iya, Bu, sudah nggak seperti yang pertama. Kalau pelajaran yang tadi bagaimana, Bu, menurut Ibu? Lebih rapi begitu tidak, Bu, main gamesnya?

T: Iya lebih jalan diskusinya. Mengerjakannya juga lebih nggak rame lah. Ya kalaupun rame ya paling udur. Biasa to. Tapi kan lebih konsen. Tapi kan yang penting diskusinya itu. Jadi guru nggak terlalu menerangkan, menerangkan. Kalau kurikulum 2013 kan begitu. Biar siswanya itu bebas belajar sendiri.

R: Tapi tadi ada yang nggak jadi saya bahas di kelas lagi, Bu. Yang task 3.

T: Ya nggak apa-apa. Kan penelitian itu memang biasanya nggak yuk saklek mengikuti planningnya itu enggak.

R: Iya, Bu, tadi terus saya kasihkan PR. Tapi nggak susah kok.

T: Ya nggak apa-apa.

R: Terus besok baru mau saya kasih handoutnya, Bu. Kan kemarin sebenarnya mau dari pertemuan ini tadi, tapi sepertinya kok belum mau kepakai. Jadi baru besok pas irregular verb.

T: O baru besok. Ya Alhamdulillah, bagus memang kalau mau memfasilitasi. Biar mereka ada pedoman.

R: Terus nanti pas test terakhirnya saya kasih checklist begitu bagaimana, Bu? Kemarin kan pas konsultasi ke Bu Dosen, karena perubahan aktivitas itu tidak bisa

menjamin kalau menulisnya nanti bisa lebih bagus, ada baiknya dikasih checklist begitu, Bu, biar ingat.

T: Ya. Ya, nggak apa-apa kalau memang dinilai bisa meningkatkan skill siswa ya dicoba saja. Nanti bagaimana hasilnya.

R: Oh nggih, Bu.

T: Begitu?

R: Ya, Bu. Teruma kasih ya, Bu.

T: Ya sama-sama.

Interview transcript 5
26 November 2014
Outside the Classroom
R: Researcher
T: English Teacher

T: Ini mau ke kantor dulu nggak?

R: Nggak usah, Bu. Besok saja. Tapi tadi handoutnya jalan kan, Bu? Maksudnya efektif begitu?

T: Iya. Bagus. Siswa jadi ada pedomannya. Mereka kan memang nggak pernah bawa kamus. Pada nggak punya kamus. Kalau ada listnya seperti tadi kan bisa membantu. Mengerjakannya meningkat to?

R: Iya, Bu. Sudah banyak yang bener jawabannya. Soalnya kan tinggal cari di daftar yang di handout tadi.

T: Ya. Besok terakhir ya?

R: Iya, Bu. Testnya besok. Semoga meningkat.

T: Ya. Amin. Besok sekalian pamit sama anak-anak berarti?

R: Iya, Bu. Sudah tau sih sebenarnya, Bu. Hehe. Tapi mau saya ucapkan terima kasih.

Interview transcript 6
30 November 2014
Teacher Office
R: Researcher
T: English Teacher

T: Gimana meningkat tidak tadi kira-kira?

R: Iya, Bu, saya lihat sekilas tadi sudah meningkat daripada yang cycle pertama.

T: Ya… Alhamdulillah.

R: Kalau checklistnya tadi membantu tidak menurut Ibu?

T: Iya, membantu. Setelah mengerjakan bisa ngecek tadi iya to? Biaanya kan pada malas kalau suruh mengecek kembali.

R: Iya, Bu.

T: Sudah, ini yang terakhir?

R: Iya, Bu, nanti tapi minggu depan saya ke sini menyerahkan nilai. Sama saya juga belum pamit ke Pak Ambar juga.

T: Ya nanti dicari saja. Kalau mau ke sini nanti sms dulu, atau nilainya dikasih ke laci nggak apa-apa.

R: Oh, ya, Bu.

Interview transcript 7
13 November 2014
Class X-3
R: Researcher
S: Student

R: Kalau kamu namanya siapa?

S: Meri.

R: Meri. Kalau menurut kamu gamesnya tadi gimana? Kalau nggak suka ngomong aja, biar nanti bisa ditingkatkan.

S: Suka. Soalnya kalau cuman mendengarkan penjelasan itu bosen.

R: Bosen ya? Tapi tadi ngerjainnya bisa nggak? susah nggak?

S: Susah.

R: Susah ya? Susahnya di mana?

S: Cari kata yang salahnya itu lho.

R: Oh cari kata yang salahnya…

S: Emm… terus…

R: Tapi tadi dibantuin temennya kan?

S: Iya.

R: Tapi membantu nggak? Membantu pemahaman recount nggak?

S: Iya, membantu.

R: Oke… kan besok mau games lagi, harapan kamu apa? Ditingkatkan kayak gimana?

S: Ya… itu gamesnya itu lebih seru.

R: Kalau pengelompokannya, kalau yang tadi nyaman nggak?

S: Ya kalau perempuan semua itu nyaman.

R: Emangnya kalau sama cowok kenapa?

S: Ya kalau orangnya itu agak yang nggak suka ya nggak nyaman.

R: Oke… makasih.

Interview transcript 8
13 November 2014
Class X-3
R: Researcher
S: Student

R: Namanya siapa?

S: Nurul Esti.

R: Nurul Esti. Kamu tadi gamesnya suka nggak?

S: Lumayan.

R: Ada nggak sukanya?

S: Ada.

R: Kalau dibanding pelajaran biasanya, pilih games kayak gini tadi apa kayak yang biasanya? Biasanya kan juga ada nulis-nulis.

S: Ya… yang tadi itu. Lebih nyantai.

R: Tapi dari games tadi kamu belajar nggak?

S: Ya belajar.

R: Jadi lebih dong nggak sama recount?

S: Dong.

R: Jadi lebih suka main games daripada kalau cumin pelajaran biasa.

S: Ya lebih seru gitu.

R: Kalau pengelompokannya?

S: Suka.

R: Tadi sama Dandi ya?

S: He'em.

R: Oke terima kasih…

Interview transcript 9
13 November 2014
Class X-3
R: Researcher
S: Student

R: Namanya siapa?

S: Saas Asela.

R: Oh, Saas. Tadi kamu suka nggak sama gamesnya?

S: Suka.

R: Ada nggak sukanya nggak?

S: Nggak sukanya itu, yang satu belum selesai ngerjain soalnya terus yang lain udah selesai, yang satu suruh main lagi main lagi jadinya kan ngerjain soalnya terus diulang-ulang.

R: Tapi lebih suka games yang seperti tadi atau pelajaran kayak yang kemarin-kemarin?

S: Sama aja sih.

R: Sama aja?

S: Yang biasanya juga ngerjain-ngerjain.

R: Lebih banyak belajar di sini, atau kalau diterangkan? Maksudnya lebih banyak belajar games itu tadi atau kalau diterangkan seperti biasanya?

S: Emm… lebih mudeng kalau pake games tadi.

R: Lebih mudeng dari games tadi… oke makasih…

Interview transcript 10
13 November 2014
Class X-3
R: Researcher
S: Student

R: Kalau games yang tadi menurut kamu gimana?

S1: Oh yang tadi, yang ular tangga?

R: Iya. Perasaannya gimana?

S1: Oh suka. Lumayan kreatif.

R: Lumayan kreatif berarti ada jeleknya ada bagusnya?

S: Lumayan kreatif berarti ya kreatif ya?

R: Tapi kan lumayan, berarti ada kekurangannya?

S1: Kekurangannya… apa, Dit?

S2: Kurang… apa ya…

R: Kan tadi katanya lumayan… nggak sukanya di mana?

S2: Kalau sukanya… seru… Nggak sukanya karena nunggu temen.

R: Lama ya? Oke terimakasih…

Interview transcript 11
13 November 2014
Class X-3
R: Researcher
S: Student

R: Menurut kamu games yang tadi seperti apa?

S: Seru. Ya menyenangkan, nggak bosen.

R: Kalau dibanding sama pelajaran yang biasanya?

S: Lebih seru yang tadi. Bias menambah wawasan.

R: Ada nggak sukanya nggak?

S: Dikit. Kalau harus ngulang soalnya.

R: Oh gitu. Jadi kalau peraturannya diganti, nggak usah ngulang-ngulang, suka?

S: Iya.

R: Makasih.

Interview transcript 12
27 November 2014
Class X-3
R: Researcher
S: Student

R: Kamu suka sama games tadi nggak?

S: Suka.

R: Kalau disbanding sama pelajaran yang biasanya?

S: Ya lebih menyenangkan yang tadi. Labih cepet masuknya.

R: Kalau pelajaranyang biasanya kayak gimana? Ya kalau cumin dikasih kertas, terus disuruh mengerjakan gitu.

T: Bukan gitu e kalau yang biasanya itu cuma suruh bikin… diajarin gini terus suruh bikin kalimat gitu.

R: Terus maju?

T: Iya. Terus maju terus dinilai A, A-, B, B-…

R: Langsung dinilai, nilainya langsung dikasih tau?

S: Iya.

R: Bagus ya nilainya ya?

S: Dikasih contoh, terus suruh bikin, terus tes tes tes gitu. Kalau enggak ya ngerjain LKS.

R: Intinya lebih suka pelajaran yang biasanya atau yang digameskan?

S: Yang digameskan.

R: Karena lebih cepet masik ya? Tapi bosen nggak kalau gamesnya yang itu-itu aja?

S: Ya… apa… Yak kan… apa ya… kalau games kan pastinya menyenangkan to… ya walaupun gamesnya itu-itu aja tapi kan pembelajarannya itu lho yang penting.

R: Oh gitu…

Interview transcript 13
27 November 2014
Class X-3
R: Researcher
S: Student

R: Menurut kamu gamesnya yang tadi gimana?

S: Bagus…

R: Kalau nggak senengnya di mana?

S: Bolak-balik tempat.

R: Nggak suka peraturannya ya?

S: Hmm iya.

R: Kalau dibanding pelajaran yang biasanya, yang dikasih kertas, terus disuruh mengerjakan, gitu lebih suka yang mana?

S: Lebih suka yang games. Ya lebih asik.

R: Bisa ngobrol sama temen-temennya ya?

S: Iya.

R: Oke terima kasih…

Interview transcript 14

27 November 2014
Class X-3
R: Researcher
S: Student

R: Kamu suka games yang tadi nggak?

S: Insyaallah suka.

R: Kok insyaallah?

S: Di dunia ini tidak ada yang pasti.

R: Sukanya kenapa? Nggak sukanya kenapa?

S: Ya sukanya seru gitu lho. Nggak bikin ngantuk. Terus jadi dong.

R: Emangnya kalau pelajaran yang biasnya enggak?

S: Ya bosen kan gitu-gitu terus.

R: Kalau yang ini tadi nggak gitu-gitu terus? Ada nggak sukanya nggak?

S: Ya jengkelnya itu kalau kalah itu lho.

R: Oh… jadi nggak suka peraturannya?

S: Iya.

Oke, makasih.

Interview transcript 15
27 November 2014
Class X-3
R: Researcher
S: Student

R: Menurut kamu gamesnya tadi gimana?

S: Seru.

R: Seru karena?

S: Unik.

R: Uniknya karena?

S: Ya kan pembelajarannya nggak monoton gitu lho. Udah gitu aja.

R: Hah? Kalau dibanding pelajaran yang biasanya, lebih mudah masuk mana?

S: Sama aja.

R: Sama aja ya. Cuman yang ini tadi lebih seru gitu?

S: Iya.

R: Makasih.

S: Ya.

APPENDIX 2

VIGNETTES

Class Observation

16 February 2013

The lesson began with the teacher greeted the students by saying, "Good morning," and the students replied with "Good morning" too. Then she said "How are you today?" The students said "I'm fine thank you, and you?" and she replied with "I'm fine too thank you." The next is the teacher check the attendance. The teacher revealed the SK in a simple way and said the objective of the lesson (descriptive). The teacher asked the students what description is, and then explained that the purpose of a description text is to describe something and then she said, "I want you to be able to describe something."

The teacher began by asking the students to open the LKS on page nineteen. The students repeated, "Ninety, Bu?" and the teacher answered, "Nineteen" but some students still confused, "Nineteen apa ninety?" the teacher said again, "Nineteen. Teen. Sembilan belas." The teacher asked the students to describe places around them first, and then moved to things inside the class, such as blackboard. She first asked them to tell how they got there from an intersection nearby to their class. When the teacher asked them to translate "Dari satpaman, masuk terus." the students were confused since they did not know the English word of "satpam". Since the students were quiet, the teacher asked, "Satpam apa satpam?". No one answered so she said, "Security."

In the "getting started" section, they discuss the terms together and translated it one by one. They studied them together to help the students in making description, for example, prepositions that are usually used in describing something. Here, there are some kinds of preposition, like "in", "into", "on", "onto", and "beside". The whole class was asked to translate the terms one by one and she also gave example to make it clear. In teaching, thee teacher mixed the language of English, Bahasa Indonesia, and Bahasa Jawa. She talked in English first, and then translated it into Bahasa Indonesia, and she joked with Bahasa Jawa. While explaining, the teacher moved trying to get close with the students but she only reached front until middle rows. She did not approach students in the back so they could chat with their friends freely. She walked with her hands behind her back and sometimes she explained with moving the LKS in her hand.

If there were students that began out of control in making noise, the teacher would say "Halo?" and continued with Bahasa Indonesia, "Mas … diskusi apasih?" ("Boys, what are you talking about?") The teacher picked the students that looked busy with themselves to answer the question the teacher had given. However, although they got warned like that, they kept repeating it again and again. They kept chatting while the teacher was explaining.

After discussing the "getting started" section and no one asked question, the teacher asked students to work on a group of four and make a description phrase of a thing

they had in the classroom. She gave example like, "There are many things inside the class, like blackboard, desks, and chair." The students responded, "Encer? Encer itu apa, Bu?" The teacher then repeated, "Chair. Kursi." She then asked, "What else?" The students mentioned things around them like, "Sulak!" The teacher asked, "Sulak apa Bahasa Inggrisnya? Duster. Kalau desk apa?" but no one answered so she answered by herself, "Meja belajar."

The teacher helped them by giving some hints like "what about the shape, bentuknya apa". She would pick one to try. There were students that did not respond well and seemed to be not serious in taking the lesson. It would be long to wait that kind of students to answer the questions, so the teacher would say "we wait for you", or if it did not work, she would add "piye, Mas". However, if the student chosen to speak did not speak till the end, she would move to the other students by saying "yowis liyane". There would be one that was kind enough to be a volunteer by raising her hand, and the teacher said "Ya, Mbak".

After that, the students were asked to do another group work, but now they were asked to describe things around them. The students made themselves their groups. The teacher waited sitting in her chair writing something. She did not walk around to see how they were doing so she did not notice that there were just a few students that looked serious in doing the work. The students sitting in the back rows even talked freely not minding doing the work at all. They were just busy talking about something else. They just started to do the work after the teacher said the time was almost up. The teacher asked one of the group representations to write their on the whiteboard. These students in the front rows came forward the first. The students in the back rows looked at their work, made it an example, and made themselves a description that was different from it. However, only one or two from four members of the groups were doing that work. The others were just sitting there doing nothing.

There were some groups that made mistakes in plural and singular nouns, e.g. "small, black, wooden board", and the teacher asked the whole class, "Kalau jumlahnya satu dikasih "a", kalau jumlahnya dua?". Then the next group wrote "chair: black & brown, small, short chair". The next groups wrote "small, long, wooden, brown, slim ruler", "small, black, blue, plastic, rectangle eraser", and "small, full of picture, interesting, paper, on the wall".

The teacher also often praised the students that answered a question correctly by saying "That's right" or "Correct" and she would not push her students to answer the question if they seemed unable to do that. Instead, she would answer it herself. If the students seemed hesitate, she would help them. If there is a student answering in Bahasa Indonesia, the teacher would say, "Come on, speak in English." She also made the class feel secure since she always stated the question first, and after that named the students to answer it.

However, until the end, the students seemed difficult to memorize the structure of an adjective phrase. The teacher gave a trick to memory the order of an adjective phrase, i.e. by writing it on the first page of the book, and every time the students open it, they will unconsciously read it. After some times, the will already have memorized it.

The teacher gave a task related to descriptive text lesson. The teacher said, "See you and wassalamu'alaikumwr.wb."

Cycle 1
Meeting 1
30 October 2014
2x45 minutes

The teacher sent me a message in the morning that she would come late. Being afraid of not being able to do the activities I had set in the lesson plan, I decided to come to the class without the teacher accompanying me and did a little chat with the students while waiting for the teacher to come.

After the bell rang, I came to the class, asking some students in the front row "Kelas Bahasa Inggris Bu Ris kan?" and they answered "Iya". The students were wondering and asking each other about me. They said things like "KKN" and such. The class was a little bit noisy so I said "Hello!" and they answered with "Hi." I then led them to say a short prayer, "Okay, before we start our lesson, let's say a short prayer, shall we," and we all bowed our head. I then continued, "How are you today?" and they responded, "I'm fine thank you, and you?" which I responded back, "I'm fine too, thank you."

I began to explain who I am, what my name is, where I come from, and why I was there instead of their usual English teacher. After I said I would be their temporary English teacher for about a month, they seemed to be happy and some even said "Yes!" so I asked "Why? Kenapa? Kok yes?" and they answered "Nggak papa," and some added "Nggak dong kalau sama Bu Guru".

Afraid of shocking them, I had planned to do a little chat with them before getting to the main activities, but before that I wanted to know them one by one so I called the names on the list one by one. There were four students that were absent until the third period for following a mural competition. After finished calling the role, I said, "Okay because this is our first meeting, I'll ask you some questions first, before we go the real lesson. Em… karena ini pertemuan pertama kita, jadi saya tanya-tanya dulu deh," and student sang some random song, the others laughed. A student said to me "Kepo." I went on and asked them, "Well do you like English?" They said "Lumayan." I asked again "Berarti kalau lumayan, ada nggak sukanya dong?" and they responded "Ada," and "Banyak." I asked further "Nggak sukanya di mana?" and they answered "Mengungkapkannya itu lho, Bu," or "Membahasa Inggriskannya susah." I responded "Oh… mengungkapkan kalimat dalam Bahasa Inggrisnya susah? Kalau grammar?" Nobody answered that so I assumed they did not know the term grammar. I asked again "Kalau Bu Ris mengajarnya gimana?" but they only said "Ya kayak gitu," and "Nggak dong," I changed the talk into "Bu Ris mengajarnya sudah sampai mana sih?" even though I had known the answer, because I wanted to check their understanding. The answered of the students were funny. They answered "Geguritan." Some answered "Bahasa Jawa." I was assuming that they were teasing me, so I pretended not knowing and asked "Loh kok geguritan?" and they answered

"Lha nggak dong e". Some students added "Campur-campur itu lho pelajarannya," and "Ho'o njuk nggak dong." I said "Really?" I came forward to girls in the front rows and asked, "Boleh lihat catatannya? Bu Ris sampai mana kemarin?" and they answered "Irregular verb."

"Oh, sampai irregular verb? Berarti sudah sampai recount ya?" I asked and looking at the LKS I had copied from the teacher. Nobody answered the question. It seemed that they had not learned their LKS and also they did not know why they were learning irregular verb. "Oke, ada pertanyaan buat saya?" I asked. The students answered, "Enggak." I said, "Really? Kalau nggak ada pertanyaan kita mulai pelajaran soalnya." The students responded, "Ya." I was not convinced so I asked again, "Beneran nih nggak ada pertanyaan buat saya?" One male student in the back answered, "Kita ngak kepo kok."

I then handed them the texts I prepared to the students. The texts had pictures to make them interesting. However, in the middle of the distribution, a student and took out his mobile phone started to play with it, so I talked to him, "Sorry, but no handphone in my class." He looked at me and once again I said, "No handphone." He asked, "Kalau laptop?" I answered, "No laptop as well." He asked again, "Tablet, tablet? Ipad?" The other students laughed at it and I said, "No gadgets in my class. Okay?" They answered, "Okay."

I told them that at that day we would learn about how to tell past events. I asked them, "Have you learned about recount text? Pernah belajar recount?" Some of them answered, "Pernah, di SMP." I said, "Oke, recount ada di LKS bab terakhir. Bawa LKS kan?" They did not bring the LKS and that shocked me. "Lah, terus kalau pelajaran pake apa?" They answered, "Ya, kalau nggak LKS ya buku paket."

"Nah, terus kenapa LKSnya nggak dibawa?"

They just smiled. At that time the teacher came in. She smiled and went to the back of the class, took a chair, and sit there.

At the end I wrote all the language features and explanations of recount text in the whiteboard and explained to them after I was done writing. Every time I finished explaining, I asked them if they had some questions but they always said, "No" so I had to check their understanding by asking back them to explain.

The students did two tasks at that meeting, i.e. matching and filling the blanks and writing a text based on given pictures. The third task, i.e. correcting punctuation and capitalization of a recount text were given as homework. We discussed each of the tasks every time it was done. The first task was not a problem since it was quite simple. Most of it was regular verbs. There were just a few students that did overgeneralization of the past form of "win" being "wined". However, for task two, making sentences, it did not run as smooth as the first task. The students could not present their ideas into English, and it was really difficult for them to make the sentences being simple past sentences. They made a lot of fragments. They used adjectives as verbs and many students made sentences without verbs. I went around

the class reminding them again and again that the events happened in the past and they were just telling the story, so they must use past tense. The students went, "Oh ya ya," but when I approached them again checking the next sentences, they already forgot the fact that they have to use past tense.

In doing the tasks, the students were a little bit out of control. They were chatting very loudly with their friends instead of working on the tasks and were only quiet when I approached them. They also did not listen to my explanations of the materials being learned. After I was done explaining I asked them if they had some questions but they said no. I asked them to explain back to me and to the class what they understood but only some did. Some students were only busy talking and I had to explain again and again and asked them to listen saying, "Guys, please listen" again and again. Every time I asked them to be quiet, they stopped talking, but as I explained further, they would immediately lost interest on what I was saying and started to talk again.

I ended the class a few minutes before the bell. Before saying goodbye, I asked them, "What do we learn today?" and they answered, "Recount." I asked them to explain what recount text is for, the language features, and the generic structure, then I told them that in the next meeting we would still learning about recount text.

Cycle 1
Meeting 2
6 November 2014
2x45 minutes

I entered the class with the teacher as the bell rang. The teacher went into the back of the class and sit there and I greeted the class and led prayer. I asked the students what we learned in the last meeting and they answered, "How to tell past events." I asked them to explain further about the tenses and the generic structure.

I told them that at that meeting we would still learn about recount so that they could understand better. I asked them about the homework and they said it was too easy. I checked some and they did it well. The next thing I did was checking the second activity from the last meeting because we had not discussed it. I asked some to read their work in front of the class and they fought to get a chance to read in front of the class. I only planned to have some samples but they all wanted to get chance to read theirs so I let all of them to do it. However, in the middle of the lesson, some students were asked to go to the counseling room to get scholarship. It took some minutes for the teacher to call the names and to wait them to get out of the class. After that, the committee from marching contest went to the class and asked the marching members to get ready for the rehearsal. The students said they would but they did not go. They said they were unwilling to go to the rehearsal and choose to stay at the class continuing the lesson. The committee came again and waited in the door and it took so much time for them to argue and I could not continue the lesson. At the end they

agreed to go to the rehearsal. The teacher asked them to get ready outside the class because they were interrupting the class.

The teacher also asked them, "Kalau minggu depan masih tonti juga?"

They answered, "Udah enggak kok, Bu. Besok hari minggu lombanya."

After it was done, I gave them a task. I was originally planning to give them two tasks but we ran out of time so I could only give them a task. They made a recount text based on a given sequence of events. It is about a birthday party. First I asked them, "You have been in a birthday party before, right?" but no one responded after some time, so I asked back, "Beneran nggak ada yang pernah ke pesta ulang tahun?" Then they started to answer, "Dulu" or "Pas TK". Then I continued, "Tapi masih ingat kan? What was in there? Di sana ada apa saja?" and they answered, "Balon! Makanan!" I laughed then told them, "Okay, great, you still remember. Because you're going to write something about someone's experience of having a birthday party. Sekarang tugasnya berhubungan dengan pesta ulang tahun ya…"

 I wrote the sequence in the whiteboard and explained what they had to do. I asked them if there was something they did not understand. They said they understood so I asked a male student in the back to retell my explanation. He could explain well so I supposed they all understood. It was an individual task and again to check their writing I asked some of them to read the result, but then all of them wanted to read them. The mistake was mostly on "to + infinitive". They said, "I went to the market to bought some snacks."

After they were all done, I explained to them about to + infinitive. Then, I gave them homework about writing a recount text. For their help, they could refer to the letter example I gave them in the first meeting. I asked them to submit the homework on Tuesday and asked them to inform the rest of the class that did not present.

I closed the class reminding them the purpose and language features of a recount text, along with the generic structure. Then I said goodbye.

Cycle 1
Meeting 3
13 November 2014
2x45 minutes

I greeted the students like usual, and asked them to explain a bit about recount text. I, then, told them that we would still learn about it but in that meeting, through games. The students seemed to be excited; they exclaimed happily, "Yes!" They looked anticipating when I take out the equipment from my bag. I showed them the board for the games and some said, "Ular tangga!" some could even said it in English but not complete, "Snakes and… apa tangga ki bahasa Inggrise?" I responded, "Yes! That's right ular tangga, and in English it's snakes and? What is tangga in English?" and because no one answered, I wrote that in the whiteboard. "Snakes and ladders,

that's ular tangga. And we will play snakes and ladders today, but with no snakes and no ladders. We will only use the board."

I told them that they would be working on groups. The students would be divided into eight groups. They seemed excited but then when I told them that the members of the groups were decided by me, they did not like it. They protested and asked to find themselves the groups. They were like, "Halah. Kalau dibikinkan itu nggak enak e!" I insisted to make the groups on my own and announced the names. They went, "Yah…" almost every time the names were announced. Some tried to boycott the activity by persuading their friends not to move to their group seats, "Rasah pindah ding, rasah pindah!". It was a little bit chaotic but finally after some minutes it was settled down. They seemed unwilling to move to their groups.

I explained the rules but they were already busy with the equipment and when I asked them if they wanted to ask questions about the rules, they said they had any. However when I approached the group one by one, they asked so many questions about the rules they said they had understood.

There were so many questions about the sentences since they could not find the mistakes. They often asked to the teacher and me which part to be corrected. The discussions also did not run very well. Some groups were really quiet and awkward and some students even went back to their original seats when I or the teacher was not around.

After finishing the games, we discussed the answers of the questions. Students seemed so confident and they actively participated in answering the questions. The lesson was closed with me summarizing the materials learned. I also informed them that they had to edit their writing and submit it to me five days later.

Cycle 2
Meeting 1
20 November 2014
2x45 minutes

I greeted the students and led the prayer. I asked them who was absent and asked them, "Do you still remember what did we learned last week?"

They answered, "Ular tangga." A student in the back answered, "Snakes and … tangga ki apa?" so I wrote in the blackboard 'snakes and ladders' and told them that ular tangga is snakes and ladders in English.

"Ya, we played a kind of snakes and ladder last week, but without the snakes and the ladders. But that's all you learned?" and they answered, "Recount."

I asked, "What tenses we use on recount text?' and they said, "Past tense."

I told them that they would learn about recount again and they would play games like the last meeting, and they went, "Yes!" but they immediately asked for making the groups on their owns. "Tapi grupnya bikin sendiri aja!" I said it was okay, and they immediately made a group of four with friends in front or behind them.

I told them that the rules were still the same and they said they still remember them. The games began faster than the first Cycle as it took shorter time for the students to get to their groups and they had been familiar with the rules as well so I did not have to explain much about them. The class became more noisy than usual. The students were debating here and there about whether their friends' answers were right or wrong. Every time it got hard for them to decide, they call me or the teacher for help. The teacher and I would give clue first to make them guess the answer and there would be someone who say, "Kuwi rak bener…" every time his or her answer was the right one.

I prepared three tasks, given one by one after one was completed.

There were only two tasks done on that meeting and I gave the last task as their homework.

Cycle 2
Meeting 2
26 November 2014
2x45 minutes

I greeted the students as usual. Then I asked them to explain what we learned in the last meeting. I asked them if they had homework. They answered, "Yes." I asked them what the homework was about. They answer, "Verb two." I said, "Yes, it's about verb two, but what kind of verb two? You know that verb is divided into two." Some of the students responded, "Regular verb." I said, "Right! So last week we learned about regular verbs. It's kind of easy right? Gampang kan? Regular verbs are constant. Bentuknya tetap kan? Misalnya stay, verb duanya stayed, verb tiganya juga stayed. Apa lagi?" and they mentioned some kinds of regular verbs.

I continued, "Okay, since we have learned about regular verbs, today we're going to learn about the irregular ones. But before that, I'd like you to look at these." I took the handouts of irregular verbs and handed it to them. "Has everyone got the handouts?" I asked them, and some of them asked me back, "Ini satu meja satu?" I told them yes. After every pair got the handouts, I told them to look at them first. I explained how to read the handouts and asked them to read each verb and to look for the meanings. After it was done, we started the game. I told them that if they could not find the past tense of the verb they were looking for in the handouts, it means that the verb was a regular verb.

The class was as noisy as the last one. While playing the game, some students played tricks at their friends but it was only for a moment and then they got back to the

business. The students did the tasks while looking at the handout as guideline. A few students, however, did not read the handouts carefully and they could not find the verbs they were looking for. They would ask the teacher or me for help.

The students did two tasks with the games. The first was about irregular verbs and the second one was a mix of regular and irregular verbs. The task after changing verbs was completing a recount text. Unfortunately, the time was not enough for us to get it done during the lesson so I made it as homework. I told them that the next meeting would be a test writing a recount text and after closing the class by summarizing the lesson, I said goodbye.

Cycle 2

Meeting 3
27 November 2014
2x45 minutes

The students had been told that the next day they would be asked to write a recount text once more. Some of them had made a draft of it from home in Bahasa Indonesia. Some had made the English one but still incomplete.

After 45 minutes, I gave them the checklist and explain them how to use it. I told them to read their writing again while checking to the checklist. Some students said, "Udah? Cuma nyentang-nyentang gitu aja?" I answered, "Ya enggak, dibaca dulu tulisan kalian, dicocokkan sama yang di checklist, yang sudah ada dicentang, yang belum ya ditambahi atau dibenarkan kalau perlu." I asked them if they had not understood anything, and as they said they had, I told them to start to work with the checklist. I walked around the class to help them if they were confused about anything.

The students were so serious in doing the editing. The class was far more quiet than usual. I asked them not to speak or discuss with their friends, and they did not. They did the discussion after the work had been submitted.

As they asked me to give brief tutorial for semester test preparation, I gave them some additional lesson relating to the materials that might be tested. I ended the lesson by saying gratitude for their cooperation and saying goodbye.

APPENDIX 3

COURSE GRIDS

COURSE GRID

Class X, Semester 1

Cycle 1 (3 Meetings)

Core Competence	Basic Competence	Indicators	Learning Material	Activities	Assessment	Media	Source
1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di di waktu lampau yang merujuk waktu	1. Use the language features of a recount text (past tense). 2. Write a recount text with correct punctuation. 3. Use correct generic structures of the recount text. 4. Write a recount text with some instructions.	1. Recount text about: **Vacation** 2. Generic Structure • Orientation: who were involved in the story, when, and where •Events: tell what happened in a chronological	1. Opening Activities a. Teacher greets the students. b. Teacher checks the attendance. c. Teacher explains the benefits of learning the material in the daily life. d. Teacher explains the goal of teaching or the basic competence of the lesson. 2. Main activities	a. Technique : Test b. Form : Written c. Rubric	• Texts • Pictures	a. https://accounts.google.com/o/oauth2/postmessageRelay? Accessed on October 20th 2014 b. Achmad Doddy, Ahmad Sugeng & Effendi. 2008. Developing English Competencies for Grade X Senior High School (SMA/MA). Jakarta: Pusat Perbukuan Departemen

kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. 2. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu	terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya. 4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks,		order •Re-orientation: the conclusion of the experience Language features •The use of nouns and pronouns (e. g.: David, we, his) •The use of past tenses (e. g.: We went to Strawberry Park) (+) We went to Strawberry Park. → S + V2 (-) We did not go to Strawberry	a. BKOF - Teacher asks the students to recall the materials learned on the other day. - The students are given letters showing past experience and everyday life experience. - The students are expected to differentiate between the two texts. - Teacher explains the language features of a recount text. - The students are expected to find the tenses and adverbial time for telling past activities. b. MOT - Teacher writes some incomplete			Pendidikan Nasional.

| menggunakan metoda sesuai kaidah keilmuan. | dan unsur kebahasaan yang benar dan sesuai konteks. | | Park.

→ S + did not (didin't) + V

(?) Did we go to Strawberry Park?

→ Did + S + V + ?

Yes, we did.

→ Yes, S did

No, they did not.

→ No, S did not

(QW) Where did we go last week?

→ QW + did + S + V + … ?

Who went to Strawberry | sentences and asks the students to guess the appropriate verbs.
- The students underline the verbs showing past activities in Text 1.
- Students write down negative and interrogative forms of the sentences telling past events from Text 1.
c. JCOT
- Teacher asks the students to work in pairs.
- Teacher gives tasks to do, i.e. matching and filling the blanks. (Task 1)
- Teacher and students discuss the difficult vocabularies and the pronunciation. | | | |

			Park last week? → Who + V2? •The use of time conjunctions (e.g.: and, after, finally) •The use of adverbs and adverbs of phrases (e.g.: yesterday, last month, two days ago)	- Teacher and students discuss the difficult vocabularies and the pronunciation. - Teacher asks the students to write the answers in the whiteboard. - Teacher and students discuss the answers. - Teacher gives another task to do in pairs, i.e. making a text based on given pictures. (Task 2) - Teacher asks some students to read their work aloud. - Teacher discusses the content of the writing with the whole class. d. ICOT - Teacher asks the students to do			

				a task related to punctuation. (Task 3) - Teacher asks the students to make the conclusion/re-orientation of some stories. (Task 4) - Teacher asks the students to make a recount text with given sequence of events. (Task 5) - Teacher asks some students to read their result. - Teacher asks the students to reply/make a letter containing their past experience. (Task 6) - Students are divided into some groups. - Students			

				correct mistakes from sentences of the draft they made relating to the linguistic aspects (grammar, punctuation, and spelling) - Students write the correct forms in a piece of paper. - Students revise their recount text drafts. - Students submit their final draft. 3. Closing Activities - Teacher and students summarize materials learned. - Teacher gives homework. - Teacher says goodbye.			

Cycle 2 (3 meetings)

Core Competence	Basic Competence	Indicators	Learning Material	Activities	Assessment	Media	Source
1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks	1. Use the language features of a recount text (past tense). 2. Write a recount text with correct punctuation. 3. Use correct generic structures of the recount text. 4. Write a recount text with some instructions.	Recount text. Generic Structure •Orientation: who were involved in the story, when, and where •Events: tell what happened in a chronological order •Re-orientation : the conclusion of the experience Language features	1. Opening Activities a. Teacher greets the students. b. Teacher checks the attendance. c. Teacher explains the benefits of learning the material in the daily life. d. Teacher explains the goal of teaching or the basic competence of the lesson. 2. Main activities a. BKOF - -	a. Technique : Test b. Form : Written c. Rubric	• Board games • Handouts • Worksheet	- Alice Oshima Ann Hogue. 2007. Introduction to Academic Writing. New York: Pearson Education. - Newmonic, David. 2015. Irregular Past Tense Verb Chart . *Language Resources*. Retrieved 18 November 2015 from http://www.speechlanguage-resources.com

kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. 2. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.	penggunaannya. 4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		•The use of nouns and pronouns (e. g.: David, we, his) •The use of past tenses (e. g.: We went to Strawberry Park) (+) We went to Strawberry Park. → S + V2 (-) We did not go to Strawberry Park. → S + did not (didin't) + V (?) Did we go to Strawberry Park? → Did + S + V + ?	Teacher asks the students to recall the materials learned on the other day. - Teacher gives handout of irregular verbs. - Students look for the meaning of the verbs. - Teacher gives explanation about fragments and subject-verb agreement. b. MOT - Teacher writes some incomplete sentences and asks the students to guess the mistakes.			/support-files/Irregular PastTenseVerbGuide.pdf

			Yes, we did. → Yes, S did No, they did not. → No, S did not (QW) Where did we go last week? → QW + did + S + V + … ? Who went to Strawberry Park last week? → Who + V2? •The use of time conjunctions (e.g.: and, after, finally) •The use of adverbs and	c. JCOT - Students work in groups of 4. - Teacher gives tasks to do. - Task 1 – Subject verb agreement, students look for the correct verb. - Task 2 – fragments, students look for the subject or the verb of the sentences. - Task 3 – students look for the regular verb of the sentences. - Task 4 - students look for the irregular verb of the sentences. - Task 5 –			

| | | | adverbs of phrases (e.g.: yesterday, last month, two days ago) | students fill in the spaces with the correct form of the verb in parentheses in simple past tense. Then they indicate whether the verb is regular or irregular.
- Task 6 – students fill in the spaces with the correct form of the verb in parentheses in simple past tense.
- Teacher discusses the answers with the whole class.
d. ICOT
- Students make a recount text.
- Students correct mistakes from | | | |

				sentences of the draft they made relating to the linguistic aspects (grammar, punctuation, and spelling). - Students revise their recount text drafts. - Students submit their final draft. 3. Closing Activities - Teacher and students summarize materials learned. - Teacher gives homework. - Teacher says goodbye.			

APPENDIX 4

LESSON PLANS

LESSON PLAN

School   : **SMA N 1 Pengasih**

Subject   : **English**

Grade/Semester   : **X/1**

Number of session(s) : **6 x 45 minutes (3 Meetings)**

A. Core Competence
   1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
   2. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

   3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.

   4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indicators

   Students are able to:

   1. Use the language features of a recount text (past tense).

   2. Write a recount text with correct punctuation.

   3. Use correct generic structures of the recount text.

   4. Write a recount text with some instructions.

D. Goal of teaching

   In the end of the lesson, students are able to use correct generic structures and language features of a recount text in their writing.

E. Learning Material

A descriptive text tells the readers what happened in the past through a sequenced of steps.

Text 1

Last Month, my friends and I had a wonderful trip Bandung. We had three days trip there, from Friday to Sunday. We left to Bandung on Friday afternoon and it only took about three and half an hour by car from Tangerang, our home town. We started at 2 P.M and arrived around 5.30 P.M in Bandung. As soon as we arrived in Bandung, we took a rest in a hotel downtown Bandung. After taking a rest and a shower, we had dinner and prepared for a night tour in Bandung.

Around 7.30 P.M, we drove to Ciampelas to buy some jeans and t-shirts. We had made a list of what to buy before. After 2 hours shopping there, we dropped at Ciwalk for half an hour to relax and enjoy the beauty of Ciwalk. Our next destination is Ciwidey and Cimangu. It took about one and half an hour to be in Ciwidey and Cimangu.

Unfortunately, we couldn't visit Ciwidey because of the bad weather and continued to Cimangu, around one kilometer from it. In Ciwidey, we had a warm water bathing. All of us jumped into the warn water and enjoyed it a lot. Our body soaked in a big warm swimming pool for about an hour before we stopped. At 2 A.M on Saturday, we took a rest in of villager's house there near Ciwidey.

On Saturday we had a great activity because we did many things. First we went to Ciwidey. We enjoyed the nature of Ciwidey's View. We stayed there for about one hour. Around 10 o'clock, we went to Strawberry Park located in Ciwidey, too. We learnt how to plant the strawberry and of course ate some products made of strawberry, such as fried rice, cake and juice.

On Saturday afternoon around 2 P.M, we came back to hotel to drop our luggage. After 2 hours in hotel, we went to Cibaduyut for shoes shopping. At around 7 P.M, we went to Dago Street to enjoy Saturday night there.

On Sunday Morning, we packed up and went back to Tangerang.

Taken from http://the-recount.blogspot.com/

Generic Structure

- Orientation : who were involved in the story, when, and where

- Events : tell what happened in a chronological order
- Re-orientation : the conclusion of the experience

Language features

- The use of nouns and pronouns (e. g.: David, we, his)
- The use of past tenses (e. g.: We went to Strawberry Park)

(+) We went to Strawberry Park. → S + V2

(-) We did not go to Strawberry Park.→ S + did not (didin't) + V

(?) Did we go to Strawberry Park? → Did + S + V + ?

Yes, we did. → Yes, S did

No, they did not. → No, S did not

(QW) Where did we go last week? → QW + did + S + V + … ?

Who went to Strawberry Park last week? → Who + V2?

- The use of time conjunctions (e.g.: and, after, finally)
- The use of adverbs and adverbs of phrases (e.g.: yesterday, last month, two days ago)

Vocabularies

Words	Parts of Speech	Pronunciation
wonderful	adjective	/wʌn.də.f ə l/
trip	noun	/trɪp/
downtown	adjective	/daʊntaʊn/
destination	noun	/des.tɪneɪ.ʃ ə n/
villager	noun	/vɪl.ɪ.-dʒɚ/
luggage	noun	/lʌg.ɪdʒ/

F. Resource

Achmad Doddy, Ahmad Sugeng & Effendi. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

_____. May 2010. Example of recount: A trip to Bandung. Retrieved 20 October 2014 from http://the-recount.blogspot.com/2011/03/example-of-recount-trip-to-bandung.html.

G. Method

Genre Based Approach

H. Learning Media

- picture

- texts
- board game

I. Teaching Learning Activities

1. Opening Activities
   a. Teacher greets the students.
   b. Teacher checks the attendance.
   c. Teacher explains the benefits of learning the material in the daily life.
   d. Teacher explains the goal of teaching or the basic competence of the lesson.
2. Main activities
   a. BKOF
      - Teacher asks the students to recall the materials learned on the other day.
      - The students are given letters showing past experience and everyday life experience.
      - The students are expected to differentiate between the two texts.
      - Teacher explains the language features of a recount text.
      - The students are expected to find the tenses and adverbial time for telling past activities.
   b. MOT
      - Teacher writes some incomplete sentences and asks the students to guess the appropriate verbs.
      - The students underline the verbs showing past activities in Text 1.
      - Students write down negative and interrogative forms of the sentences telling past events from Text 1.
   c. JCOT
      - Teacher asks the students to work in pairs.
      - Teacher gives tasks to do, i.e. matching and filling the blanks. (Task 1)
      - Teacher and students discuss the difficult vocabularies and the pronunciation.
      - Teacher and students discuss the difficult vocabularies and the pronunciation.
      - Teacher asks the students to write the answers in the whiteboard.
      - Teacher and students discuss the answers.
      - Teacher gives another task to do in pairs, i.e. making a text based on given pictures. (Task 2)
      - Teacher asks some students to read their work aloud.
      - Teacher discusses the content of the writing with the whole class.
   d. ICOT
      - Teacher asks the students to do a task related to punctuation. (Task 3)
      - Teacher asks the students to make the conclusion/re-orientation of some stories. (Task 4)
      - Teacher asks the students to make a recount text with given sequence of events. (Task 5)
      - Teacher asks some students to read their result.
      - Teacher asks the students to reply/make a letter containing their past experience. (Task 6)
      - Students are divided into some groups.
      - Students correct mistakes from sentences of the draft they made relating to the linguistic aspects (grammar, punctuation, and spelling)

- Students write the correct forms in a piece of paper.
- Students revise their recount text drafts.
- Students submit their final draft.
3. Closing Activities
   - Teacher and students summarize materials learned.
   - Teacher gives homework.
   - Teacher says goodbye.

J. ASSESSMENT
a) Technique : Test
b) Form : Written
c) Rubric

(Indicator 2)
Task 3
Rewrite a recount text with correct punctuation.

No	Name	Correct Punctuation and Capitalization	Total Score

(Indicator 3)
Task 4
Use correct generic structures of the recount text.
*Table 1
Using Analytic Scale for Rating Composition Tasks (Brown & Bailey, 1984, pp. 39-41)

(Indicator 4)
Task 6
Write a recount text with some instructions.
*Table 1
Using Analytic Scale for Rating Composition Tasks (Brown & Bailey, 1984, pp. 39-41)

ATTACMENT

Table 1: Analytic Scale for Rating Composition Tasks (Brown & Bailey, 1984, pp. 39-41)

	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable-----	5-1 Not College-level Work
I. Organization: Introduction, Body & Conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical & complete	Adequate title, introduction, & conclusion; body of essay is acceptable but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre or scant introduction, or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
II. Logical development **of ideas:** Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed;	Essay addresses the issues but misses some points; ideas could be more fully developed;	Development of ideas not complete or essay is somewhat off the topic; paragraphs	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area	Essay is completely inadequate and does not reflect college level work; no

	no extraneous material; essay reflects thought	some extraneous material is present	aren't divided exactly right	of content	apparent effort to consider the topic carefully
III. Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer is trying to say; unintelligible sentence structure
IV. Punctuation, spelling, & mechanics	Correct use of English writing conventions; left & right margins, all needed capitals, paragraphs indented, punctuation & spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence-final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
V. Style & quality of	Precise vocabulary usage; use of parallel	Attempts variety; good vocabulary;	Some vocabulary misused; lacks	Poor expression of ideas; problems in	Inappropriate use of vocabulary; no

Expression	structures; concise; register good	not wordy; register OK; style fairly concise	awareness of register; may be too wordy	vocabulary; lacks variety of structure	concept of register or sentence variety

Worksheet

Text 2

Mr. Lee is a bus driver. Every day he gets up at 7:00 a.m. and prepares for his day. He showers, eats his breakfast, and puts on his uniform. His wife drives him to the station where he checks in with his supervisor. Then, he gets on Bus #405 and starts the engine. He pulls out of the parking lot and begins his route. At his first stop, he picks up Mrs. Miller, who lives in a red house on the corner of Main Street and Seventh Avenue. She works at the post office and has to be to work by 9:00. At the next stop, the Bartlett twins get on the bus. They attend class at Bayside Elementary. More children get on at the next three stops, and they ride until the bus reaches their school. Mr. Lee enjoys seeing the kids every day and is happy to see them again in the afternoon when he drives them safely back home.

Task 1

Fill in the blanks with correct verb forms. Look at the example.

am	win	play	take	have	join
		are			

The Football Competition

When I 1) <u>was</u> in the 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 had 7)_____ many games before but 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.

Task 2

Look at the pictures and arrange the sentences in the correct order to form a meaningful paragraph based on the pictures.

Task 3

Punctuate and capitalize the following text.

r a kartini

every april 21 people in indonesia commemorate the kartini day. it is beautiful day for the woman because we celebrate the birth of great lady ra. kartini. everyone knows who kartini is. she is our national heroine and a great lady with the bright idea

kartini was born in 1879 april 21 in mayong jepara. her father was rmaa. sosroningrat wedana (assistant of head of regency) in mayong. her mother, ma ngasirah was a girl from teluk awur village in jepara as the daughter of a noble family, she felt luck because she got more than the ordinary people got. she got better education than other children

in november 12 1903 she married adipati djoyodiningrat, the head of rembang regency. according to javanese tradition kartini had to follow her husband. then she moved to rembang. in september 13 1904 she gave a birth to her son. his name was singgih. but after giving birth to a son, her condition was getting worse and she finally passed away on september 17 1904 on her 25 years old

now kartini has gone. but her spirit and dream will always be in our heart. nowadays indonesian women progress is influenced by kartini's spirit stated on collection of letter habis gelap terbitlah terang from the dusk to the dawn

Adapted from *www.recount.peperonity.com*

Task 4

Read this story. As you read the text, decide the conclusion of the story. Write it in your workbook.

Blind Date

The phone call

Her story

Doni got my name from a friend. He telephoned me and invited me to see a film and I accepted. However I explained that it was time for my piano practice, he started talking about himself, and there was no stopping him. I couldn't have got in a word edgewise even if I had wanted to.

His story

Maya is a friend of Galih. He told me that she was really pretty and had a lovely personality, so I rang her and asked her for a date. I was delighted when she agreed but it was really difficult talking to her. She wouldn't say a word. I had to carry on the whole conversation myself.

Task 5

Yesterday, Vicki had a birthday for her friend. She made a list of things she had to do before the party. She put the things on her list in time order. Use her list to write a paragraph about the things she had to do. Remember to begin with a topic sentence and use signal words.
• buy food for dinner at supermarket
• pick up birthday cake at bakery
• clean house
• make dinner
• wrap present
• set table

LESSON PLAN

School : **SMA N 1 Pengasih**

Subject : **English**

Grade/Semester : **X/1**

Number of session(s) : **6 x 45 minutes (3 Meetings)**

A. Core Competence

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.

4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indicators

Students are able to:

1. Use the language features of a recount text (past tense).

2. Write a recount text with correct punctuation.

3. Use correct generic structures of the recount text.

4. Write a recount text with some instructions.

D. Goal of teaching

In the end of the lesson, students are able to use correct generic structures and language features of a recount text in their writing.

E. Learning Material
Handouts of irregular Past Tense Verb Chart
Generic Structure
- Orientation   : who were involved in the story, when, and where
- Events   : tell what happened in a chronological order
- Re-orientation : the conclusion of the experience

Language features
- The use of nouns and pronouns (e. g.: David, we, his)
- The use of past tenses (e. g.: We went to Strawberry Park)
  - (+) We went to Strawberry Park.   → S + V2
  - (-) We did not go to Strawberry Park.→ S + did not (didin't) + V
  - (?) Did we go to Strawberry Park?   → Did + S + V + ?
    - Yes, we did.   → Yes, S did
    - No, they did not.   → No, S did not
  - (QW) Where did we go last week?   → QW + did + S + V + … ?
    - Who went to Strawberry Park last week?   → Who + V2?
- The use of Present Perfect Tense
  - (+) I have lived here for two years.   → S + have/has + V3 + …
  - (-) I haven't lived here for two years.   → S + have/has + not + V3 + …
  - (?) Have you lived here for two years?   → Have/has + S + V3 + … ?
  - (QW) How long have you lived here?   → QW + have/has + S + V3 + …?
- The use of Past Perfect Tense
  - (+) I had lived there for two years.   → S + had + V3 + …
  - (-) I hadn't lived there for two years.   → S + had + not + V3 + …
  - (?) Had you lived there for two years?   → Had + S + V3 + … ?
  - (QW) Where had you lived?   → QW + had + S + V3 + …?
- The use of time conjunctions (e.g.: and, after, finally)
- The use of adverbs and adverbs of phrases (e.g.: yesterday, last month, two days ago)

Vocabularies

Words	Parts of Speech	Pronunciation
wonderful	adjective	/wʌn.də.f ə l/
trip	noun	/trɪp/
downtown	adjective	/daʊntaʊn/
destination	noun	/des.tɪneɪ.ʃ ə n/
villager	noun	/vɪl.ɪ.-dʒɚ/

luggage	noun	/lʌg.ɪdʒ/

F. Resource

Oshima, A. & Hogue, A. Introduction to Academic Writing. 2007. New York: Pearson Education

Newmonic, David. 2015. Irregular Past Tense Verb Chart . *Language Resources*. Retrieved 18 November 2015 from http://www.speechlanguage-resources.com/support-files/IrregularPastTenseVerbGuide.pdf

G. Method

Genre Based Approach

H. Learning Media

- picture
- texts
- board game

I. Teaching Learning Activities

4. Opening Activities
   e. Teacher greets the students.
   f. Teacher checks the attendance.
   g. Teacher explains the benefits of learning the material in the daily life.
   h. Teacher explains the goal of teaching or the basic competence of the lesson.
5. Main activities
   e. BKOF
      - Teacher asks the students to recall the materials learned on the other day.
      - Teacher gives handout of irregular verbs.
      - Students look for the meaning of the verbs.
      - Teacher gives explanation about fragments and subject-verb agreement.
   f. MOT
      - Teacher writes some incomplete sentences and asks the students to guess the mistakes.
   g. JCOT
      - Students work in groups of 4.
      - Teacher gives tasks to do.
      - Task 1 – Subject verb agreement, students look for the correct verb.
      - Task 2 – fragments, students look for the subject or the verb of the sentences.
      - Task 3 – students look for the regular verb of the sentences.
      - Task 4 - students look for the irregular verb of the sentences.
      - Task 5 – students fill in the spaces with the correct form of the verb in parentheses in simple past tense. Then they indicate whether the verb is regular or irregular.
      - Task 6 – students fill in the spaces with the correct form of the verb in parentheses in simple past tense.
      - Teacher discusses the answers with the whole class.
   h. ICOT
      - Students make a recount text.

- Students correct mistakes from sentences of the draft they made relating to the linguistic aspects (grammar, punctuation, and spelling).
- Students revise their recount text drafts.
- Students submit their final draft.

6. Closing Activities
   - Teacher and students summarize materials learned.
   - Teacher gives homework.
   - Teacher says goodbye.

J. ASSESSMENT
   d) Technique : Test
   e) Form : Written
   f) Rubric

ATTACHMENT

Self-Editing Worksheet

Name: _____   Class/Student Number:_____

Format My paragraphs are in the correct format (centered title, first line indented).	□ yes	□ no
Content and Organization My text fits the assignment.	□ yes	□ no
I used time order to tell about a pass event in my life.	□ yes	□ no
I introduced some/most/all events with time order words or phrases. (Underline some, most, or all.)	□ yes	□ no
Punctuation, Capitalization, and Spelling I put a period after every sentence.		
I used capital letters correctly.	□ yes	□ no
I checked my spelling.	□ yes	□ no
	□ yes	□ no
Grammar and Sentence Structure I checked my paragraph for subject-verb agreement.	□ yes	□ no
I checked my paragraph for fragments.	□ yes	□ no

Irregular Past Tense Verb Chart

Irregular Verbs – entry level	I am…	Yesterday I…	I have…
begin	beginning	began	begun
blow	blowing	blew	blown
bring	bringing	brought	brought
catch	catching	caught	caught
come	coming	came	come
do	doing	did	done
draw	drawing	drew	drawn
drink	drinking	drank	drunk
eat	eating	ate	eaten
get	getting	got	gotten
give	giving	gave	given
go	going	went	gone
grow	growing	grew	grown
hear	hearing	heard	heard
know	knowing	knew	known
make	making	made	made

Irregular Past Tense Verb Chart

Irregular Verbs – entry level cont...	I am...	Yesterday I...	I have...
meet	meeting	met	met
read	reading	read	read
run	running	ran	run
say	saying	said	said
see	seeing	saw	seen
send	sending	sent	sent
sing	singing	sang	sung
sit	sitting	sat	sat
sleep	sleeping	slept	slept
swim	swimming	swam	swum
take	taking	took	taken
throw	throwing	threw	thrown
write	writing	wrote	written

Irregular Past Tense Verb Chart

Irregular Verbs - mid level	I am...	Yesterday I...	I have...
become	becoming	became	become
bite	biting	bit	bitten
break	breaking	broke	broken
choose	choosing	chose	chosen
drive	driving	drove	driven
fall	falling	fell	fallen
feel	feeling	felt	felt
fly	flying	flew	flown
fight	fighting	fought	fought
find	finding	found	found
hold	holding	held	held
hide	hiding	hid	hidden
hit	hitting	hit	hit
keep	keeping	kept	kept
leave	leaving	left	left
lose	losing	lost	lost

Irregular Past Tense Verb Chart

Irregular Verbs – mid level cont…	I am…	Yesterday I…	I have…
mean	meaning	meant	meant
pay	paying	paid	paid
put	putting	put	put
sell	selling	sold	sold
spend	spending	spent	spent
speak	speaking	spoke	spoken
stand	standing	stood	stood
teach	teaching	taught	taught
tell	telling	told	told
win	winning	won	won
wear	wearing	wore	worn

Irregular Past Tense Verb Chart

Irregular Verbs – advanced level	I am…	Yesterday I…	I have…
beat	beating	beat	beaten
bend	bending	bent	bent
build	building	built	built
burn	burning	burnt	burnt
cut	cutting	cut	cut
dream	dreaming	dreamt	dreamt
dig	digging	dug	dug
feed	feeding	fed	fed
forget	forgetting	forgot	forgotten
hurt	hurting	hurt	hurt
leap	leaping	leapt	leapt
learn	learning	learnt	learnt
lead	leading	lead	lead
lend	lending	leant	leant

Irregular Verbs – advan level cont...	I am...	Yesterday I...	I have...
let	letting	let	let
light	lighting	lit	lit
ring	ringing	rang	rung
rise	rising	rose	risen
sink	sinking	sank	sunk
set	setting	set	set
shake	shaking	shook	shaken
shoot	shooting	shot	shot
slide	sliding	slid	slid
stink	stinking	stank	stunk
steal	stealing	stole	stolen
stick	sticking	stuck	stuck
tear	tearing	tore	torn
wake	waking	woke	woken

APPENDIX 5

BOARD GAMES
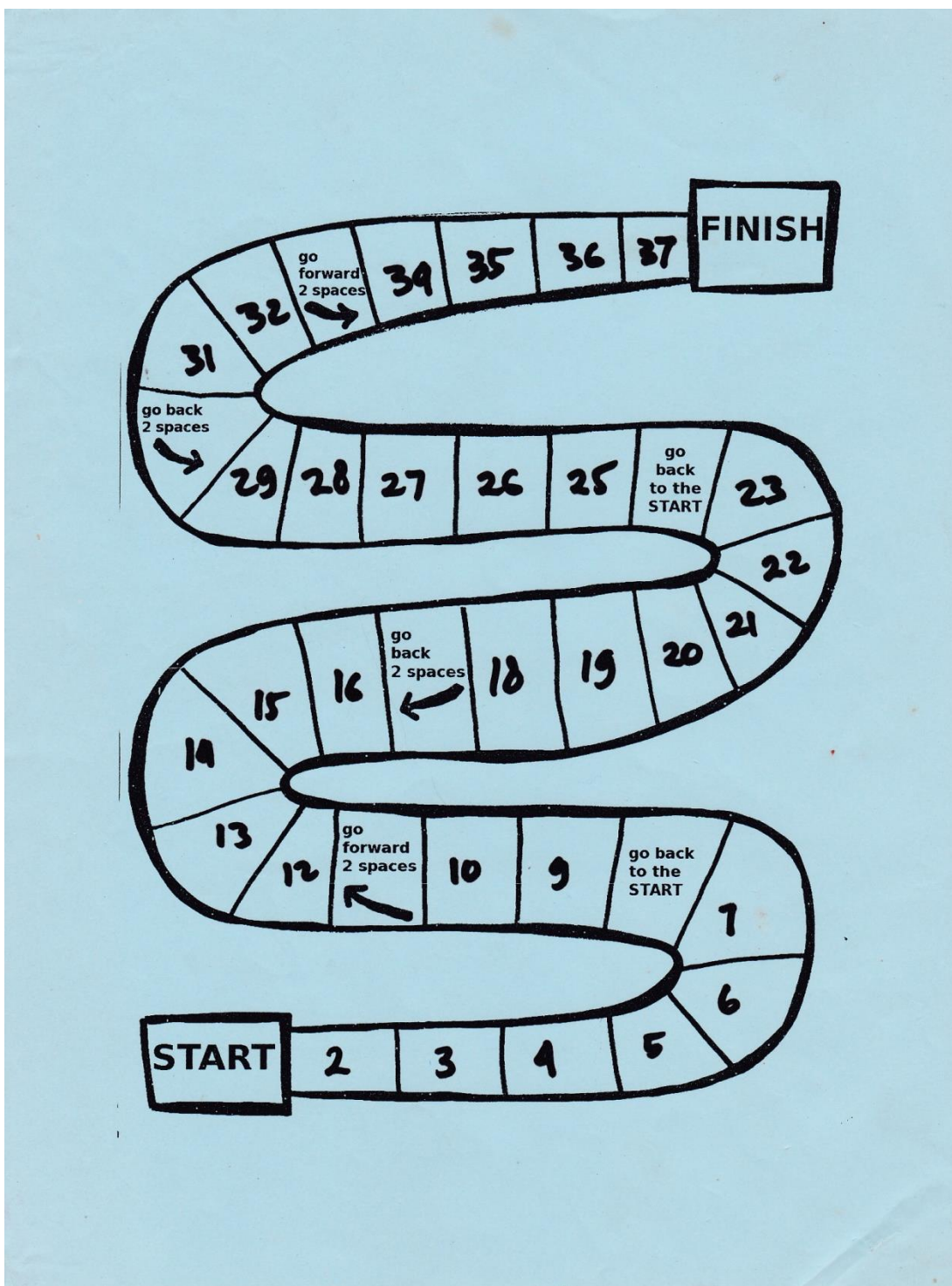
1. **Correct the mistakes.**
   last month. I and my friend holiday

2. **Correct the mistakes.**
   two months ago, I and my friend went to the beach glagah

3. **Correct the mistakes.**
   I went to an railway station

4. **Correct the mistakes.**
   Weekends, I am and my friends goes to Wates City Square to have a race.

5. **Correct the mistakes.**
   There was many people at the market who sell souvenirs and I bought a doll.

6. **Correct the mistakes.**
   before leaving, me prepare the equipment

7. **Correct the mistakes.**
   at the beach, we played water and take photographs

8. **Correct the mistakes.**
   I leaved home at seven in the morning

9. **Correct the mistakes.**
   Last Sunday, I attend a camp in Magelang, Central Java.

10. **Correct the mistakes.**
    At the morning, I wake up at 04.30 and then a take a bad.

11. **Correct the mistakes.**
    in the restaurant, we was ate some cakes and some candies

12. **Correct the mistakes. You can use the Indonesian translation for your help.**
    Kami pergi ke danau dan naik kapal.
    We went to the lake and rise a boat.

13. **Correct the mistakes.**
    After that, we will crossing small river.

14. **Correct the mistakes.**
    Our activities are camping at the camp.

15. Correct the mistakes.

Last month, I and my family went to my aunt's house in surabaya. We were went used train.

16. Correct the mistakes. Yu can use the Indonesian translation for your help.

Pada pagi harinya, saya mandi dan memakai make-up.
In the morning, I showered and make up.

17. Correct the mistakes. You can use the Indonesian translation for your help.

Saya bangga dapat menjadi anggota regu baris-berbaris.
Pride for my to become marching member.

18. Correct the mistakes.

last year, I was so bored after having the national exam, so I and my friend think to had a vacation at Kalibiru, which is not very far from my house

19. Correct the mistakes.

Last Sunday, I and my friend were followed an event in Wates City Square. We were start at 14.30 and we were finished at 16.30.

20. Correct the mistakes.

after bought some snacks from a store nearby, we drive back home

21. Correct the mistakes.

After go to the beach, we back home. I very happy.

22. Correct the mistakes. You can use the Indonesian translation for your help.

Pengalamanku yang paling mengesankan adalah ketika mengikuti baris-berbaris di SMA N 1 Pengasih.
Experience was most impressed marching while participating marching in SMA N 1 Pengasih.

23. Correct the mistakes. You can use the Indonesian translation for your help.

Setelah menyelesaikan perlombaan, kami kembali ke base camp untuk menunggu pengumuman kejuaraan. Sayangnya, kami bukanlah juaranya.
After finishing the event, we went to the camp to wait for the announcement about the winner. Unfortunately, we not had the winner.

24. Correct the mistakes. You can use Indonesian translation for your help.

Setelah selesai lomba, kami kembali ke base camp untuk beristirahat, makan, kemudian menunggu hasil perlombaan dan mengikuti upacara.

Completed the competition us back to the base camp and rest to eat and drink and then we waited for the results and followed the ceremony.

25. Correct the mistakes. You can use the Indonesian translation for your help.

Saya bersepeda motor mengelilingi alun-alun, tetapi kemudian tiba-tiba hujan sehingga kami membatalkan perlombaan.

I motor around the town square, but then it rain, so the match cancel.

26. Correct the mistakes. You can use the Indonesian translation for your help.

Saya dan teman-teman sedih karena kami bukanlah pemenang perlombaan tersebut.

I and my friends sad because we not a winner the competition.

27. Correct the mistakes. You can use the Indonesian translation for your help.

Saya sampai di rumah pukul 7 malam.

I until home at 7 pm.

28. Correct the mistakes. You can use the Indonesian translation for your help.

Setelah itu, perjalanan kami selanjutnya adalah pulang ke rumah.

After that, we next trip went to home.

29. Correct the mistakes. You can use the Indonesian translation for your help.

Setelah itu, saya dan keluarga saya pergi ke restoran untuk makan.

After then, we and my family go to restaurant for ate.

30. Correct the mistakes.

Perjalanan tersebut adalah pengalaman saya yang paling berharga.

That trip is memory that happiest for me.

31. Correct the mistakes.

After go to the beach, we back home. I very happy.

32. Correct the mistakes.

At 4 pm, I and friends back to my grandmother's house and went back home.

33. Correct the mistakes.

We was very tired but happy.

34. Correct the mistakes.

After we visit all the place. we back to school but we came to Beringharjo first for shopping.

35. Correct the mistakes.

I am not follow the ceremony because I take a rest in the basecamp.

36. Correct the mistakes.

Perjalanan tersebut adalah pengalaman saya yang paling berharga.
That trip is memory that happynest for me.
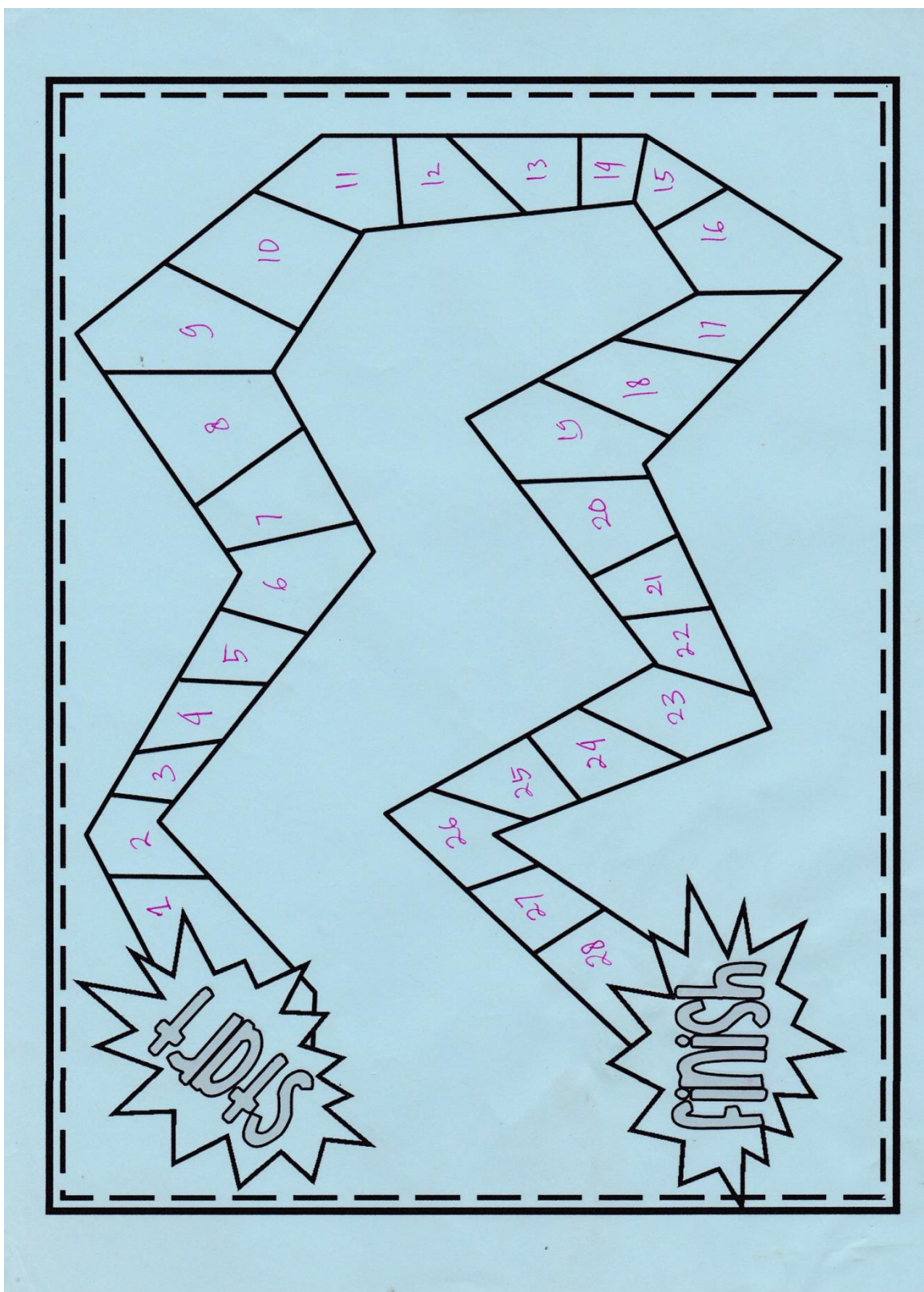
TASK 1

Subject-Verb Agreement Worksheet

In the following sentences, underline the simple subject and circle the correct verb.

1. I (was, were) happy yesterday.
2. Dani and Dodi (was/were) happy yesterday.
3. We (was/were) happy yesterday.
4. My sister (was/were) sleepy.
5. My sisters (was/were) bored.
6. My sister and I (was/were) sad.
7. He (was, were) wearing a blue shirt last night.
9. We (was, were) late for the movie last night.
10. A lot of my classes (was/were) canceled last week.
12. Lina (was/were) late to go to the class this morning.
13. The noise from the firecrackers (was/were) loud.
14. There (was/were) a lot of people in the City Square last night.
15. There (was/were) many girls at the concert last week.
16. There (was/were) some books in my room.
17. The books (was/were) on the table yesterday.
18. There (was/were) a student in the hall this morning.
19. There (was/were) three students in the hall.
20. Joey (were, was) having a good time until he lost the game.
21. The distance of my home and my school (was/were) not far.
22. There (was/were) seven men in the yard this morning.
23. The name of the men (was/were) Adi, Bani, Dodi, Edo, Feri, and Hari.
25. The dolls (was/were) pretty.
26. The doll (was/were) expensive.
27. Kiki (was/were) tired.
28. Mickey and Mini (was/were) tired.
29. Loki (was/were) jealous of his brother.
31. Both Thor and Loki (was/were) mad.
32. Tony (was/were) smart.
34. Bruce and Tony (was/were) both smart.
35. There (was/were) two reasons for this.
36. His best friend (was/were) Steve.
37. His best friends (was/were) Steve and Nick.
38. There (was/were) a lot of friends that came to his house in his birthday last week.

Task 2

Read each sentence. Decide what is wrong with each fragment. Is the verb missing? Is the subject missing? Correct each fragment by adding a subject or a verb.

It was
~~Was~~   very cold this morning.

1. Was very hot yesterday even with the windows open.
2. Yesterday hot even with the windows open.
3. Was very cold yesterday because it rained all day.
4. Jose and Jin the smartest students in the class when we were in junior high school.
5. Was very smart and everybody liked her.
6. We very happy yesterday.
7. My sister sad because she couldn't watch her favorite movie yesterday.
8. -
9. My motorcycle very dirty and I had to wash it last night.
10. The baby finally sleepy.
11. -
12. We back home at 7 p.m.
13. Ms. Woodbury, our teacher, often late on Fridays.
14. Is important for students to get to class on time.
15. The water so fresh.
16. The color of the water blue.
17. -
18. The water warm.
19. The weather so hot.
20. Rained so hard yesterday.
21. Is his job to keep this area clean.
22. Is closing her eyes.
23. Was not easy to win the competition.
24. -
25. It easy for us to win the last marching competition last month.
26. They studying all the time last year.
27. She left her book at home because she in a hurry.
28. Were just waiting for the announcement inside our house.
29. Were just sitting there because they didn't know what to do.
30. -
31. Was crying yesterday because she didn't pass the exam.
32. Eric and Phil neighbors.
33. -
34. Now live in different countries on different continents.
35. Had three children.
36. His son two years old.
37. His twin daughters three months old.

38. Also telephone each other at least once a month.

Task 3
Fill in the spaces with the correct forms of these regular verbs in simple past tense.
Example: I / You / We / They / He / She / It (clean) cleaned on Monday.
1) I (clean) _____ my car on Monday
2) You (walk) _____ three miles on Tuesday.
3) We (cook) _____ lunch on Wednesday.
4) They (sew) _____ curtains on Thursday.
5) We (watch) _____ a very good movie last Sunday.
6) He (film) _____ the movie on Friday.
7) He (push) _____ the door open.
8) -
9) She (play) _____ chess on Saturday.
10) It (rest) _____ from its work on Sunday.
11) -
12) He (kick) _____ the ball to the road.
13) Suzanne and John (hope) _____ to move to Seattle last month.
14) I (attend) _____ high school in Florida many years ago.
15) We (exercise) _____ on the treadmill last night.
16) I (dry) _____ the dishes after dinner.
17) -
18) They (try) _____ to get the ball back.
19) You (worry) _____ about the last test.
20) We (copy) _____ Sally's notes from the lecture.
21) They (cry) _____ when their team lost.
22) He (discover) _____ a new star with his telescope Saturday.
23) She (fry) _____ all of her food until now.
24) -
25) It (bury) _____ the bone in the trash.
26) I (trap) _____ the mouse on Monday
27) You (jog) _____ yesterday morning.
28) We (flip) _____ the pancakes at breakfast.
29) They (chop) _____ firewood last winter.
30) -
31) He (mix) _____ the chemicals together in the lab.
32) The nurse (help) _____ the patient to stand up.
33) -
34) It (tip) _____ the bucket over.
35) The razor (slip) _____ while he was shaving and he cut himself.
36) My nose was bleeding and I (plug) _____ it with cotton wool.
37) She (drop) _____ her cup.
38) She (remove) _____ the dirty dishes from the table.

Task 4
Choose the correct forms of these irregular verbs in simple past tense.
Example: I / You / We / They / He / She It [bringed brought] a gift to the wedding Saturday.

1) I (be) [beed was] busy painting last night.
2) We (go) [goed went] to New England in 2007.
3) You (make) [maked made] a good cake for his birthday.
4) We (choose) [choosed chose] to ride the train yesterday.
5) They (fall) [falled fell] while skating together.
6) He (keep) [keeped kept] the profits for himself.
7) She (meet) [meeted met] her new coach on Monday.
8) It (ring) [ringed rang] the bell on the birdhouse two times.
9) I (cut) [cutted cut] the watermelon yesterday.
10) You (shut) [shutted shut] the door before it rained.
11) We (quit) [quitted quit] watching the movie last night.
12) They (hurt) [hurted hurt] their knees on the rocks.
13) He (put) [putted put] the book back Wednesday.
14) She (hit) [hitted hit] the target when she played darts.
15) It (cost) [costed cost] five hundred dollars in 1980.
16) She (write) [writed wrote] a letter for her grandmother.
17) She (read) [readed read] her new novel all day.
18) She (leave) [leaved left] home early in the morning.
19) The professor (teach) [teached taught] _____ five classes last Monday.
20) You (feed) [feeded fed] _____ the birds that we saw yesterday.
21) The dog (bite) [bited bit] _____the neighbor.
22) My sister (hang) [hanged hung] _____ the picture on Saturday.
23) The cooler (hold) [holded held] _____water for thirsty runners at the race.
24) The children (dig) [digged dug] _____ a deep hole in the sand.
25) The store (sell) [selled sold] _____ a lot of televisions in December.
26) The principal (speak) [speaked spoke] _____ to the crying child.
27) The artist quickly (draw) [drawed drew] _____ a cartoon as the crowd watched.
28) The librarian (tell) [telled told] _____ him to fill out a form.

Task 5
Fill in the spaces with the correct form of the verb in parentheses in simple past tense. Then indicate whether the verb is regular or irregular.
Example: The waiter (break) broke the glass at lunchtime. (regular / irregular)
Example: The child (jump) jumped on the trampoline in gym class. (regular / irregular)

1) She (be) _____ my friend in second grade. (regular / irregular)
2) Mr. Thomas (cut) _____ the grass yesterday morning. (regular / irregular)
3) Vickie and I (hide) _____ the presents before the party. (regular / irregular)
4) That red-haired lady (live) _____ across the street. (regular / irregular)
5) Mr. Jones (lay) _____ the tile in our old house. (regular / irregular)

6) Gerald (call) _____ his mother last Sunday. (regular / irregular)
7) You (do) _____ the best job. (regular / irregular)
8) Amy (go) _____ home afterward. (regular / irregular)
9) He (ride) _____ his own motorcycle in the race last night. (regular / irregular)
10) The Environmental Club members (pick) _____ up trash last Friday. (regular / irregular)
11) The fishing boat (sink) _____ in the storm. (regular / irregular)
12) Her grandmother (pass) _____ away last year because of an illness. (regular / irregular)
13) We (spend) _____ a lot of money on vacation last summer. (regular / irregular)
14) I (attend) _____ high school in Solo many years ago. (regular / irregular)
15) Mrs. Anderson (forget) _____ her husband's last birthday. (regular / irregular)
16) We (hike) _____ to the top of the hill last fall. (regular / irregular)
17) I (begin) _____ the new project last week. (regular / irregular)
18) You (push) _____ the cart too hard and it crashed. (regular / irregular)
19) The pelicans (find) _____ lots of fish to eat Thursday afternoon. (regular / irregular)
20) Our teacher (send) _____ the box to Oregon a week ago. (regular / irregular)
21) The audience (cheer) _____ happily when the actor came up to the stage. (regular / irregular)
22) The lion (spend) _____ the night hunting. (regular / irregular)
23) The girl (stand) _____ in the rain for five minutes. (regular / irregular)
24) Tom (act) _____ in the play last fall. (regular / irregular)
25) Steven (give) _____ a donation five years ago. (regular / irregular)
26) Jim and I (move) _____ the furniture in July, 2010. (regular / irregular)
27) The professor (teach) _____ five classes last Monday. (regular / irregular)
28) Her tomatoes (die) _____ last year before they grew very much. (regular / irregular)

Task 6
Fill in the spaces with the correct form of the verb in parentheses in simple past tense.
When Abby (be) _____(1) seven years old, she (do, not, like) _____ _____ _____(2) piano lessons. She (do, not, like) _____ _____ _____(3) to practice, and sometimes she even (cry) _____(4) when it (be) _____(5) time to practice. Finally, she (stop) _____(6) taking lessons.
Some of Abby's friends (do, not, quit) _____ _____ _____(7) their lessons. They (continue) _____(8) to play. After much practice, they (learn) _____(9) to play very well.
About ten years (pass) _____(10) before Abby (become) _____(11) interested in music or the piano again. After she (graduate) _____ (12) from high school,

Abby (decide) _____(13) that she (want) _____(14) to study music in college.
She (call) _____(15) the lady who (teach) _____(16) her when she (be)
_____(17) a little girl. The lady (say) _____(18) she would teach Abby again.
The lady (need) _____(19) someone to help her daughter with homework. Abby
(say) _____(20) she would help with homework in exchange for lessons. Because
of this, the piano lessons (cost) _____(21) her nothing!
She (work) _____(22) very hard to catch up. Now she is making good progress.
Soon she will go to college, majoring in music.

APPENDIX 6
STUDENTS' WRITING SCORES

Writing Scores before the Actions

No	Name	Score					
		I	II	III	IV	V	Total
1	Adianto Cahyo Nugroho	17	15	11	17	15	75
2	Aditya Wahyu Aji	14	13	13	17	13	70
3	Amalia Putri	14	14	11	14	13	66
4	Annisa Nur	15	15	12	18	12	72
5	Anugrah Rapelino	13	13	13	15	12	66
6	Arfan Setiawan	12	14	13	14	14	67
7	Dandi Dwi Prasetyo	18	17	17	17	17	86
8	Diah Ayu Lestari	15	16	13	17	15	76
9	Eliana Fajar	14	15	14	16	14	73
10	Fachrul Rozy	14	15	13	14	14	70
11	Fuad Nur	15	15	13	14	13	70
12	Ismifah Tunari	18	18	17	17	18	88
13	Isna Syiamtari	18	16	14	17	17	82
14	Katon Setiadi	14	14	14	15	13	70
15	Ley Titis	15	13	13	17	14	72
16	Lintang Fajri	17	16	15	18	14	80
17	Maghfiroh Desi	10	13	10	13	10	56
18	Masyithat Ridhati	17	16	14	17	14	78
19	Melaningtyas	15	15	14	14	14	72
20	Mery Anjarwati	18	18	15	18	17	86
21	Noah Alber	15	16	15	17	16	73.75
22	Nur Aini Maryamah	15	14	15	16	15	75
23	Nurul Esti	16	14	14	18	14	76
24	Puteri Lestari	15	15	15	15	15	75
25	Rafika Yusriyyah	18	17	15	12	14	76
26	Raka Puji	18	17	17	19	17	88
27	Saas Asela	17	16	13	12	14	72
28	Satriyono	13	14	11	14	13	65
29	Suyati	16	14	12	15	14	71
30	Umi Nur Lisa	17	15	12	18	14	76
31	Yuni Kadarsih	12	12	12	14	14	64

32	Zuhad Fathoni	16	15	14	16	15	76
	Mean	15.34375	15	13.5625	15.78125	14.3125	73.83594

Writing Scores after the Action in Cycle 1

No	Name	Score					
		I	II	III	IV	V	Total
1	Adianto Cahyo Nugroho	17	15	11	17	15	75
2	Aditya Wahyu Aji	14	13	13	17	13	70
3	Amalia Putri	14	14	11	14	13	66
4	Annisa Nur	16	16	15	16	13	76
5	Anugrah Rapelino	13	13	13	15	12	66
6	Arfan Setiawan	12	14	13	14	14	67
7	Dandi Dwi Prasetyo	18	17	17	17	17	86
8	Diah Ayu Lestari	15	16	13	17	15	76
9	Eliana Fajar	14	15	14	16	14	73
10	Fachrul Rozy	14	15	13	14	14	70
11	Fuad Nur	15	15	13	14	14	71
12	Ismifah Tunari	18	18	17	17	18	88
13	Isna Syiamtari	16	17	15	17	17	82
14	Katon Setiadi	14	14	14	15	13	70
15	Lely Titis	15	13	14	17	14	73
16	Lintang Fajri	17	16	15	17	14	79
17	Maghfiroh Desi	10	13	10	13	10	56
18	Masyithat Ridhati	17	16	15	17	14	79
19	Melaningtyas	15	15	15	15	14	74
20	Mery Anjarwati	18	18	15	18	17	86
21	Noah Alber	15	16	15	17	16	79
22	Nur Aini Maryamah	15	15	15	15	15	75
23	Nurul Esti	16	14	14	18	14	76
24	Puteri Lestari	16	16	16	17	17	82
25	Rafika Yusriyyah	18	17	16	15	14	80
26	Raka Puji	18	17	17	19	17	88
27	Saas Asela	17	15	12	14	14	72
28	Satriyono	13	14	11	14	13	65
29	Suyati	16	14	15	15	14	74

30	Umi Nur Lisa	16	16	16	17	15	80
31	Yuni Kadarsih	12	12	14	14	14	66
32	Zuhad Fathoni	16	15	15	16	15	74.83871
	MEAN	15.3125	15.125	14.125	15.875	14.46875	74.83871

The Scores after the Actions in Cycle 2

No	Name	Score					
		I	II	III	IV	V	Total
1	Adianto Cahyo Nugroho	17	18	16	16	14	81
2	Aditya Wahyu Aji	15	15	17	18	14	79
3	Amalia Putri	14	15	11	15	11	66
4	Annisa Nur	16	15	15	16	16	78
5	Anugrah Rapelino	14	14	16	15	16	75
6	Arfan Setiawan	15	15	17	15	15	77
7	Dandi Dwi Prasetyo	18	18	18	18	18	90
8	Diah Ayu Lestari	15	15	15	17	15	77
9	Eliana Fajar	15	15	14	17	14	75
10	Fachrul Rozy	18	17	16	15	17	83
11	Fuad Nur	16	16	14	17	14	77
12	Ismifah Tunari	17	17	17	18	17	86
13	Isna Syiamtari	17	18	16	17	14	82
14	Katon Setiadi	18	18	17	16	17	86
15	Lely Titis	16	15	16	16	16	79
16	Lintang Fajri	16	16	15	15	15	77
17	Maghfiroh Desi	18	16	14	18	14	80
18	Masyithat Ridhati	16	16	14	16	16	78

19	Melaningtyas	15	15	16	17	16	79
20	Mery Anjarwati	19	19	18	19	19	94
21	Noah Alber	15	14	14	17	14	74
22	Nur Aini Maryamah	16	16	17	18	16	83
23	Nurul Esti	17	16	16	15	16	80
24	Puteri Lestari	17	17	14	18	14	80
25	Rafika Yusriyyah	17	17	17	17	15	83
26	Raka Puji	18	18	19	19	19	93
27	Saas Asela	16	16	16	16	14	78
28	Satriyono	15	13	11	14	14	67
29	Suyati	18	18	18	15	17	86
30	Umi Nur Lisa	17	17	17	18	17	86
31	Yuni Kadarsih	12	12	14	16	14	68
32	Zuhad Fathoni	16	16	14	17	14	77
	MEAN	16.21875	16.03125	15.59375	16.59375	15.375	79.8125

APPENDIX 7

INTERVIEW GUIDELINES AND

OBSERVATION CHECKLISTS

INTERVIEW GUIDELINE

BEFORE THE ACTIONS
FOR THE ENGLISH TEACHER
1. Apakah para siswa menyukai pelajaran bahasa Inggris?
2. Apakah kesulitan terbesar bagi siswa dalam mata pelajaran bahasa Inggris?
3. Apa usaha yang dilakukan Ibu untuk meningkatkan kemampuan siswa dalam berbahasa Ingrris?
FOR THE STUDENTS
1. Apakah kamu menyukai pelajaran bahasa Inggris?
2. Bagaimana kegiatan belajar bahasa Inggris di kelas adik?
3. Kegiatan apa yang kamu sukai untuk belajar bahasa Inggris?
4. Apa kesulitan terbesar kamu dalam berbicara bahasa Inggris?

AFTER THE ACTIONS
FOR THE ENGLISH TEACHER
1. Bagaimana pendapat ibu tentang penerapan games di kelas?
2. Bagaimana dengan aktifitas yang digunakan tadi?
3. Apakah siswa terlihat lebih menikmati pembelajaran?
3. Apakah kemampuan menulis bahasa Inggris siswa meningkat dengan penerapan games ini?
4. Apa saran Ibu untuk implementasi games yang berikutnya?
FOR THE STUDENTS
1. Apakah kamu menyukai kegiatan bermain games tadi?
2. Apakah bermain games membantu adik belajar bahasa Inggris?

OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING PROCESS

Filled by the collaborator

No.	Observation Items	Meetings					
		1	2	3	4	5	6
1	**Pre-Teaching** • The teacher greets the students • The teacher responds to the students' greeting • The teacher asks the students' condition • The teacher calls the roll • The students tell who is absent • The teacher outlines the material • The teacher explaining the goal of the teaching and learning						
2	Whilst Teaching • The students are ready to learn • The students read a text • The students identify the language functions, texts and vocabulary • The teacher gives the explanation • The teacher gives a chance to the students to ask questions or give opinions • The students ask the questions • The teacher checks the students' understanding • The teacher uses games as techniques • The teacher ask the students to play the game • The teacher explain the rules of the games • The students understand the rules of the games • The teacher divides the students into some groups • The students write while doing the tasks • The students write while doing the game						
3	Post-Teaching • The teacher summarizes the materials given • The teacher gives a homework • The teacher gives a preview of the upcoming materials • The teacher says goodbye.						

APPENDIX 8

PHOTOGRAPHS

Figure 11: The students play the board game in a group of four.

Figure 12: The students discuss trying to find the right answer.

Figure 13: The students do the tasks and get the group mates' judgements.

Figure 14: The students do the tasks of the board game while looking at the handouts.

Figure 15: The students and the teacher discuss the answers of the tasks.

Figure 16: The students give advice to each other.

APPENDIX 9

LETTERS