

**IMPROVING THE ELEVENTH GRADE STUDENTS' WRITING ABILITY  
THROUGH WRITING CONFERENCE AT SMA NEGERI 1 SLEMAN IN  
THE 2013/2014 ACADEMIC YEAR**

**A Thesis**

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



**by:**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

**2014**

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## RATIFICATION

**Improving the Eleventh Grade Students' Writing Ability through Writing  
Conference at SMA Negeri 1 Sleman in the 2013/2014 Academic Year**

### A THESIS

By:





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in English Language Education

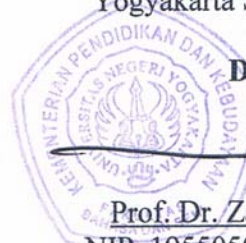
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Yogyakarta, 13 June 2014  
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## PERNYATAAN

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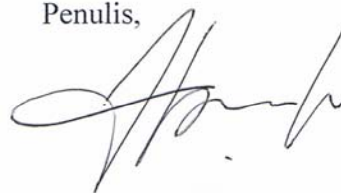
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 2 Juni 2014

Penulis,



Dhanang Prihardono

## DEDICATIONS

*This thesis is fully dedicated to:*

*My beloved parents  
Mr. Suprihatin Harsono and Mrs. Endang Purwantiningsih who  
have been patiently waiting*

*My brother, Dhanang Dwi Hartarto*

*My Beloved grandmother, Hj. Dwijo Purwoko*

## **MOTTOS**

“A journey of a thousand miles must begin with a single step.”  
(Lao Tzu)

“While we are postponing, life speeds by.”  
(Seneca)

“Nothing is waste of time if you use the experience wisely.” (Auguste  
Rodin)

“Life is a series of learning.”  
(Anonymous)

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Dhanang Prihardono

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**ABSTRACT**

This study is aimed at improving the eleventh grade students' writing ability through writing conference at SMA N 1 Sleman, Yogyakarta in the 2013/2014 academic year.

This study is action research. The researcher followed procedures of action research proposed by Kemmis and McTaggart (1988 in Burns 2000: 7-8). This research consisted of four procedures. They were planning, action, observation, and reflection. The action consisted of two cycles with three meetings in cycle 1 and two meetings in cycle 2. The subjects of the research were 27 students of XI Science 3 class of SMA N 1 Sleman, the English teacher of SMA N 1 Sleman as the collaborator, and the researcher. The data of this study were qualitative and quantitative. Qualitative data were obtained through observations and interviews with the students and collaborator. Quantitative data were obtained through writing tests in pre-test and post test. The data were in the form of field notes, interview transcripts, and the scores of students' pre-test and post-test.

The findings of the analyses show that (1) the students can minimize their writing problems in five aspects of writing namely content, organization, grammar, vocabulary, and mechanics (spelling, capitalization and punctuation). (2) the students are able to identify and correct their mistakes in writing aspects because of the steps applied in writing conference. (3) the students are able to produce a coherent and cohesive text with the steps of writing applied in writing conference. (4) there is an increase on the students' mean score from the pre-test, Cycle 1, Cycle 2, to the post-test. The mean score on the pre-test was 60.18, on Cycle 1 was 66.11, on Cycle 2 was 74.90, and on the post-test was 78.05.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

SMA Negeri 1 Sleman is one of the senior high schools in Sleman regency which has an A score for the school accreditation. The school uses the School-Based Curriculum (KTSP) for its teaching and learning process. It is based on the Law No. 20, 2003 about National Education System and the Indonesian Government Regulation No. 19, 2005 about National Education Standard. In the School Based Curriculum, the English teaching and learning process for senior high schools in Indonesia have three main objectives. First, the teaching and learning process is aimed at making the students master English in an informational level. Second, the teaching and learning process is aimed at building students' awareness towards the importance of English in the global community. Third, the teaching and learning processes are aimed at improving students' understanding of the relationship between language and culture. Particularly in the second objective, the teaching and learning process is aimed specifically at making the students master English as an international language. In relation to this situation, the senior high schools students are expected to be able to accomplish the standard of competence and the basic competence of the English learning in senior high schools.

Indonesian Department of National Education (2003:16) states that SMA students should have the competency to communicate fluently and accurately in spoken and/or written language in the four language skills (reading, writing,

speaking, and listening). Particularly in writing ability, SMA students are expected to be able to communicate the meanings (interpersonal, ideational, and textual) in interactional and monolog written texts. Those texts can be in the form of descriptive, narrative, spoof/recount, procedure, report, news items, anecdotes, exposition, explanation, discussion, commentary, and review.

In fact, students' English writing ability is still below the expectation. Based on the preliminary observation in the eleventh grade of SMA Negeri 1 Sleman, the students found English writing skills the most difficult one to master. They could not produce English written texts in a good structure and organization. For example, when they were asked to write an English text, they were unable to arrange their sentences into a good coherent paragraph. They made some spelling and punctuation mistakes in their writing. Most of them also made errors in noun and verb agreement, word order and sentence structure, diction, and grammar. It proved that they had a low writing ability. This problem came from certain factors such as teaching methods, media, and students.

Particularly in terms of teaching methods, the students were not given enough guidelines and feedback during their writing process. They were only asked to write without knowing how to express their ideas into a good English writing text. It made them unable to evaluate their works and correct their writing mistakes. So, it was difficult for students to improve their writing ability in the class.

Considering the facts above, a step forward to enhance the writing ability of the eleventh grade students of SMA Negeri 1 Sleman is needed. The researcher

believes that one of the effective ways is by using writing conference that will help students to solve their writing problems through the well organized writing process, guidelines, and also feedback. So they can explore and share their ideas and problems during the writing process. It will make their writing process easier and make them able to produce a well structured text.

### **B. Identification of the Problem**

From the interview and the preliminary observation that the researcher did at SMA N 1 Sleman, the researcher found that students had a low English writing ability. The researcher documented some problems which caused the students' low writing ability by interviewing the English teacher of the eleventh grade of SMA 1 Sleman as explored below.

The first problem is the teaching methods. The teacher uses a monotonous technique to teach writing. He only asks students to write based on the instruction written in the course books or LKS and then leaves them to write alone. He does not provide enough guidelines and feedback towards students' writing. It seems that the teacher pays more attention to the reading comprehension rather than writing. It makes students more aware towards reading class than writing.

The second problem is the use of media. Related to the teaching media, the school has provided the teacher with good teaching and learning facilities like language laboratory and multimedia laboratory. In fact, the teacher does not use the facilities provided in his writing class. He only uses them for the listening and reading classes. The teacher uses a very conventional media in her writing class.

He only uses the whiteboard without any additional media such as graphics, pictures, or videos that can be played in the language or multimedia laboratory.

The third problem is the students themselves as the subject of learning. They have problems in vocabularies and motivation. They have low English vocabulary mastery. It makes them difficult to write because they do not know what should be written. Their writing motivation is also low because they think that English writing is boring and stressful. They feel more comfortable to listen and read English materials.

### **C. Limitation of the Problems**

Due to the limited time and ability, the researcher focuses on improving the students' writing ability by the use of writing conference to solve their writing problems which arise from the teaching method at the eleventh grade of students of SMA Negeri 1 Sleman in the 2013/2014 academic year. First, since the teacher has a monotonous technique in the teaching and learning process of writing, it will give the teacher a new experience on how to teach writing attractively. Second, writing conference can be used as media for students to share and solve their problems during the writing process. It can also give them sufficient guidelines and feedback towards their writing. Third, the researcher is interested in conducting action research on improving students' writing ability through writing conferences. Therefore, this study is focused on improving students writing ability through writing conferences.

#### **D. Formulation of the Problems**

Based on what the researcher has discussed in the background of the problems, identification of the problems, and the limitation of the problems, the formulation of the problem in this research can be formulated as follows: “How to improve the students’ writing ability by using the writing conference technique for the eleventh grade students of SMA Negeri 1 Sleman?”

#### **E. Objective of the Study**

This study is aimed at improving the eleventh grade students’ writing ability at SMA Negeri 1 Sleman through the use of writing conference technique.

#### **F. Significance of the Study**

There are some advantages that can be obtained from this study, especially in the teaching of writing. The implementation of writing conference may promote students’ writing skills and the four language skills as well. Specifically, this study may give some advantages for the researcher, students, teachers, and other researchers. First, for the researcher, this research is expected to be an experience in doing research to find problem, plan, implement and evaluate actions to solve the problems related to the process of English teaching and learning. Second, for the students, the implementation of writing conference can improve the students’ writing ability that supports the success of the language learning. Third, for the teachers, this research will provide the teachers a technique to breakdown students’ problems in writing. The teacher is also expected to find other techniques to overcome students’ problems during their

learning process. Finally, for other researchers, hopefully this study may give contribution to other researchers who are interested to carry out further research in similar studies.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This study is aimed at finding out that using writing conference will improve the writing ability of the eleventh grade students of senior high school. To support the understanding of the problem formulated in Chapter I, the researcher presents some theories related to writing, teaching English writing in senior high school, and writing conference. Once those theories have been reviewed, a conceptual framework is drawn to relate the theories to the study.

#### **A. Theoretical Review**

##### **1. Writing**

###### **a. The Nature of Writing**

There are many definitions of writing proposed by many authors and experts. Spratt, et. al. (2005: 36) explains that writing is one of the four language skills which is considered as a productive skill. It involves producing a language rather than receiving it. It involves communicating a message in the form of letters and symbols. Communicating means sending certain information to others with a certain purpose. Hyland (2003: 09) states that writing is a way to share personal meaning. People construct their own views on a particular topic and they share it to the others. In constructing their views, the people have to make it acceptable and understandable.

Writing an acceptable and understandable message needs certain steps and process. It is not merely write and share the ideas into letters and symbols.

Westwood (2008: 56) says that writing involves complex thinking that must integrate all of the components such as the topics or themes, word choices, organization, purpose, audience, clarity, sequence, cohesion, and transcription. Brown (2000: 35) also states that a written product is product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organise them coherently, how to put them cohesively, how to revise text into clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

From the definition above, it can be inferred that writing is a productive skill which transfers the writer's ideas into letter and symbols and communicates a message to others by certain steps of thinking, drafting, and revising the written products.

#### **b. The Micro and Macro Skills of Writing**

Brown (2001: 343) mentions a list of micro and macro skills of writing which focuses on both the form of language and the function of language. Firstly, the micro skills of writing mentioned by Brown cover several important aspects.

They are presented below:

- a. Producing graphemes and orthographic pattern of English
- b. Producing writing at an efficient rate of speed to suit the purpose
- c. Producing an acceptable core of words and using appropriate word order patterns
- d. Using acceptable grammatical systems (for example tense, subject verb agreement, pluralisation, and etc.), patterns, and rules
- e. Expressing a particular meaning in different grammatical form
- f. Using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse

Meanwhile, the macro skills of writing cover some other aspects. They are presented below.

- a. Using the rhetorical forms and conventions of written discourse
- b. Appropriately accomplishing the communicative function of written texts according to form and purpose
- c. Conveying links and connection between events, and communicating such relation as main idea, supporting idea, new information, given information, generalization, and exemplification
- d. Distinguishing between literal and implied meanings when writing
- e. Correctly conveying culturally specific references in the context of the written text
- f. Developing and using of writing strategies, such accurately assessing the audience's interpretation, using pre-writing devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing

In line with Brown's ideas on the micro and macro skills of writing, Spratt, et al. (2005: 16) also state that writing involves several sub skills. They involve spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using correct grammar correctly, and using paragraphs correctly.

### **c. Process Writing**

As stated earlier, writing is a combination of process and product. There are several steps in writing to be followed in order to produce an acceptable and understandable text. Harmer (2004: 4-5) explains that writing as a process which involves four steps of writing namely planning, drafting, editing, and producing final version.

## 1. Planning

It is a step in which the writers plan what they are going to write. During the planning process, the writers should consider three elements of planning: purpose, audience, and the context structure of the writing. Firstly, the writers should consider the purpose of their writing because it will influence the text type they produce, the language they use, and the information they include. Secondly, the writers have to be aware of the audience they are writing for, since it will determine the shape of their writing and the choice of the language, such as formal or informal. Thirdly, the writers should consider the content structure of their writing. It is how the writers determine the best sequence of facts, ideas, or arguments in their writing accurately.

In addition to the Hamer's explanation, there are some activities can be done in the planning step. Hyland (2003: 11) states that the prewriting includes several activities such as brainstorming, collecting data, note taking, and outlining. Those activities will help writers to generate their ideas and arrange those ideas successfully.

## 2. Drafting

It is the process of writing down ideas, organizing them into sequence, and providing the readers with a frame for understanding the ideas. In this step, the writers should not worry about the correctness of their writing because it is aimed to get ideas on paper as quickly as possible. Furthermore, Spivey (2006) also states that drafting process focuses on how writers put the ideas on paper without any distraction or fear of making mistakes in grammar, capitalization,

punctuation, or paragraph structure. Since all of the ideas will be revised in the next step to get the final product.

### 3. Editing

It is the process when the writers evaluate their first draft and make reflection and revision based on their evaluation. In this stage, the writers should make sure whether their writing is appropriate or not. The writers go back over their writing and make changes to its organisation, style, grammatical and lexical corrections, and appropriateness. This stage also can be done by asking for suggestions or advice from other readers or editors. It helps the writers to make appropriate revisions towards their writing.

### 4. Final version

It is the stage when the writers have edited their draft. The final version might be different from both the original plan and the first draft since there might be several or, even, many changes in the editing process.

Moreover, Harmer (2001: 6) states that in the writing process, those steps are not linear but rather recursive. It means that the writers plan, write, and edit but then often re-plan, re-draft, and re-edit. Even when they get to what they think is their final version, the writers may find themselves changing their mind and re-planning, drafting, or editing. The directions that the writers can take during the writing process are clearly seen on the process wheel presented on the next page.



Figure 1. The steps of writing

In conclusion, writing as a process is not only an activity in which writers share their ideas into letters and symbols but also the way how they consider their steps on writing the ideas. They need to plan, draft, and edit their writing before finally they come to the final version of their writing. These steps of writing will lead writers into an acceptable and understandable text.

**d. Types of Classroom Writing Performance**

According to Brown (2001: 343-346), there are five major categories of classroom writing performance as follows. They are (1) imitative, or writing, (2) intensive, or controlled, (3) self writing, (4) display writing, and (5) real writing.

Imitative, or writing is the type for the beginning learners. The students simply write down English letters, words, and sentences in order to learn the orthographic code. Besides, dictations also belong to this type. Intensive or controlled writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. For example, they may be asked to alter the present tense in

the text to the present future tense. One form of the controlled writing is guided writing. Guided writing loosens the teacher's control but still offers a series of stimulators. For example, the teacher reads a story, then asks the students to write the story by asking them a series of questions: what is the character of the players, where does the story take place, and etc.

Self-writing is writing with only the self in mind as an audience. An example of this type is note-taking, where the students take note during a lecture for the purpose of later recall. Besides, diary and journal writing also belong to this type. Display writing is writing within the school curricular context is the way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display.

Real writing aims at genuine communication from the writer to the reader to convey the messages. Three subcategories illustrate how reality can be injected. The first category is academic. The Language Experience Approach gives groups of students opportunities to convey genuine information to each other. Content-based instruction encourages the exchange of useful information. Group problem-solving tasks may have a writing component in which information is genuinely sought and conveyed. Peer-editing work adds to what would otherwise be an audience of one (the instructor) and provides real writing opportunity. The second category is vocational / technical. Writing can take place in the classroom for advancements in students' occupation. Real letters can be given, genuine directions for some operations, and actual forms can be filled out. The third

category is personal. Diaries, letters, post cards, notes, personal messages and other forms of informal writing can take place in classroom writing.

**e. Assessing Writing**

The researcher realizes that, in writing, one of the ways to measure students' writing ability is from their writing products. It can be assumed that students with good writing ability will produce good writings while students with lower writing ability will produce lower quality writings. In order to evaluate students' writing products, a clear and fair scoring rubric is needed during the scoring process. Reid (1993: 235-239) states that in general, there are two basic types of grading scales. They are holistic and analytic scales. Both can be useful tools for evaluating students' writing, but each has different purposes.

Holistic scale assesses the overall competence of a piece of writing. The evaluator reads each paper without marking anything, then rates the paper as a whole, assigning a single score within a given range. The greatest advantage of holistic scale is its efficiency as raters can score substantial numbers of papers reliably in a relatively short period of time. However, holistic scale remains controversial principally because the complexity of writing is difficult to evaluate reliably, particularly in large-scale scoring situations. It certainly is a limited form of evaluation. It does not offer students diagnosis, feedback, and assistance for improving writing. Weigle (2002: 104) is also supported this idea. He argues that another drawback to holistic scale is that a single score does not provide useful diagnostic information about a personal writing ability. It does not allow raters to

distinguish between various aspects of writing such as control of syntax, depth of vocabulary, organization, and so on. He adds that holistic scale is not always easy to interpret as raters do not only use the same criteria to arrive at the same scores.

Meanwhile, analytic scales separate various factors and skills. In analytic scale, scripts are rated on several aspects of writing or criteria rather than given a single score. So, it can be used by teachers and students to diagnose writing strengths and weaknesses. It also can be used to provide students with feedback about their writing. In line with this, Weigle (2002: 114) states that analytic scale provides more detailed information about students writing abilities in different aspects of writing. He also argues that analytic scale is particularly useful for second language learners who are more likely to show a marked or uneven profile across different aspects of writing. Based on the reasons above, the researcher decided to use the analytic scoring rubric proposed by Jacob, et al. (1981) from Reid (1993: 236) in this study. The scoring rubric is presented below.

**Table 1. The scoring rubric of writing**

<b>Aspects of Writing</b>	<b>Level</b>	<b>Score</b>	<b>Criteria</b>
<b>Content</b>	excellent to very good	30-27	knowledgeable, substantive development of thesis, relevant to assigned topic
	good to average	26-22	sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic
	fair to good	21-17	limited knowledge of subject, little substance, inadequate development of topic
	very poor	16-13	does not show knowledge of subject, non substantive, not pertinent, not enough to evaluate
<b>Organization</b>	excellent to very good	20-18	fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	good to average	17-14	somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	fair to good	13-10	non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	very poor	9-7	does not communicate, no organization, or not enough evaluate

*(continued)*

(continued)

<b>Aspects of Writing</b>	<b>Level</b>	<b>Score</b>	<b>Criteria</b>
<b>Vocabulary</b>	excellent to very good	20-18	sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	good to average	17-14	adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured
	fair to good	13-10	limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	very poor	9-7	essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
<b>Language Use</b>	excellent to very good	25-22	effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	good to average	21-18	effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	fair to good	17-11	major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused/ or obscured
	very poor	10-5	virtually no mastery of sentence construction rule, dominated by errors, does not communicate, or not enough to evaluate
<b>Mechanics</b>	excellent to very good	5	demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	good to average	4	occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	fair to good	3	frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	very poor	2	no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

## **2. Teaching Writing**

### **a. Approaches in Teaching Writing**

During the teaching and learning process of writing, teachers should consider the appropriate approaches that will be used to help students produce a good writing easily. Hyland (2003: 2-18) provides several approaches that can be used by teachers in their writing class. The approaches are explored on the next page.

### 1) Language structures (Structural approach)

Structural approach considers writing as marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules. This point of view directs attention to writing as a product and encourages a focus on formal text units or grammatical features of texts. In this view, learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts.

The structural approach emphasizes writing as combinations of lexical and syntactic forms and good writing as the demonstration of knowledge of these forms and of the rules used to create texts. Accuracy and clear exposition are considered the main criteria of good writing, while the actual communicative content, the meaning, is left to be dealt with later. Teaching writing predominantly involves developing learners' skills in producing fixed patterns, and responding to writing means identifying and correcting problems in the student's control of the language system.

### 2) Text functions (Functional approach)

The functional approach is almost similar to the structural approach as paragraphs are seen almost as syntactic units like sentences, in which writers can fit particular functional units into given slots. The difference is that the functional approach gives more attention to the meaning in writing. This approach believes that students who are learning to write in English need more than just an

understanding of appropriate grammar and vocabulary. They also need to know how to relate structures to meanings.

### 3) Creative expression

The main focus of this approach is fostering students' expressive abilities, encouraging them to find their own voices to produce writing that is fresh and spontaneous. Students are given greater freedom to write based on their personal experiences and opinions. In this way, writing is learned, not taught, so writing instruction is nondirective and personal. Writing is considered as a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. Teachers' role in this approach is simply to provide students with the space to make their own meanings within a positive and cooperative environment.

### 4) Composing processes (Process approach)

Process approach argues that basic cognitive processes are central to writing activity and it stresses the need to develop students' abilities to plan, define a rhetorical problem, and propose and evaluate solutions. The teacher's role is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas. This is achieved through setting pre-writing activities to generate ideas about content and structure, encouraging brainstorming and outlining, requiring multiple drafts, giving extensive feedback, seeking text level revisions, facilitating peer responses, and delaying surface corrections until the final editing.

#### 5) Content (Content approach)

In this approach, teaching ESL writing is in reference to substantive content: what students are required to write about. It typically involves a set of themes or topics of interest that establish coherence and a purpose for the course or that set out the sequence of key areas of subject matter that students will address. Writing activities are often organized around social issues such as pollution, relationships, stress, juvenile crime, smoking, and so on. In this approach, reading activities are also used to help students improve their skills and confidence to read texts efficiently as a basis for producing their own texts. The approach tends to rely heavily on reading and exploit the close relationship between writing and reading because reading provides input for both content and the appropriate means of its expression in their own writing later.

#### 6) Genre and contexts of writing

Genre approach looks writing beyond subject content, composing processes and textual forms. It looks writing as attempts to communicate with readers. They are concerned with teaching learners how to use language patterns to accomplish coherent, purposeful prose. The central belief here is that we don't just write, we write something to achieve some purpose: it is a way of getting something done. To get things done, to tell a story, request an overdraft, craft a love letter, describe a technical process and so on, we follow certain social conventions for organizing messages because we want our readers to recognize our purpose. These abstract, socially recognized ways of using language for particular purposes are called genres.

## **b. Teaching Writing in Senior High School**

English is one of the compulsory subjects for students of senior high schools. English learning in senior high schools is aimed at making the students be able to communicate both in written and spoken forms in functional level of English. In order to reach those targets, there are some relevant matters that need to be highlighted. They are the regulation of ministry of education in the form of content standard and the age range of senior high school students.

Firstly, according to the content standard which is developed by BSNP (2006), the English teaching of senior high school in Indonesia is aimed at making the students develop several competences:

- a. Developing students' oral and written competence to achieve the informational competence which makes it possible for the students to access various knowledge
- b. Developing students' awareness of the importance of English in improving Indonesians' competence at the world's level
- c. Developing students' understanding in the relationship between cultures and language

Furthermore, according to the regulation issued by the Ministry of Education, the standard of competence and basic competence of English learning in SMA and MA grade XI (2006) are set as presented on the table on the next page.

**Table 2. The Standard of Competence and Basic Competence of English learning in SMA and MA grade XI semester 1 (2006)**

Standard of Competence	Basic Competence
6. Students should be able to express the meanings of written short functional texts and essays using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.	6.1 Students should be able to express the meanings of written short functional texts (such as banner, poster, pamphlet, etc) both formal and informal using accurate, fluent, and acceptable written language in a daily life context 6.2 Students should be able Express meanings and rhetorical steps of essay using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.

The next considerable matter towards teaching English in Senior High School is the age range of the students. Senior high school students are between twelve and eighteen years old which is usually called as puberty phase (Brown, 2001: 91). They are categorized into teenager learners who are in the phase of transition, confusion, self-consciousness, growing, and changing bodies and minds. Moreover, they are also in the phase of developing their attention spans as the result of their intellectual maturation but those can be easily shortened because there are many diversions within their lives.

The characteristics of teenager learners above should be considered by the English teacher during the teaching and learning process. Brown (2001: 92) states that one of the most important concerns of the secondary school teacher is to keep self esteem high by:

- a. Avoiding embarrassment of the students at all costs
- b. Affirming each person's talents and strengths
- c. Allowing mistakes and other errors to be accepted
- d. De-emphasizing competition between classmates, and

- e. Encouraging small-group work where risks can be taken more easily by teens

Another teacher's consideration in teaching writing in senior high school is that the success of the teaching process in senior high school is determined by the learner's learning styles and purposes. Therefore, the teacher should be able to design certain classroom writing activities that encourage the development of the students' writing ability.

### **3. Writing Conference**

Reid (1993: 220) states that writing conference is a face-to-face conversation between the teacher and the student that gives a chance for both of them to address student's individual needs through dialog. In discussing the role of the conference and how it fits in the teaching of writing, Harris (1986: 5) and Hyland (2003: 194) state that by talking with students as they write or prepare to write, teachers reinforce the ideas that writing is a "process of discovery" and "primarily an act of communication". The teacher assists in the process, helping the writer to move and improve through multiple drafts, identifying areas of concern the writer might have, and teaching the writer strategies that he can use to help him navigate through the writing process.

Harris (1986: 50) points out how conference can help students during their writing process. She says that conferences at the prewriting stage can help students explore topics and generate ideas. During early drafts, conferences provide that extra boost students need when they feel they have run out of ideas or have strayed from their original intent. Scheduling conferences before the final

draft is due is an excellent way for the teacher to provide reader feedback, crucial during the revision stage of writing.

From the explanation above, it is clear that the interaction between students and the teacher is crucial in writing conference. Keh (1990) explains the teacher's role in writing conference can be perceived as a participant in the writing process rather than as a grade-giver. It is because the teacher is a 'live' audience for his students' writing, and thus is able to ask for clarification, check the comprehensibility of oral comments made, help the writer sort through problems, and assist the student in decision-making.

Integrating conferences into a writing program gives several advantages for both the teacher and student. Trupiano (2006: 192) states that it gives both teacher and student the opportunity for an open dialogue about the writing process. The teacher can ask direct questions and help the student to develop ideas, consider alternative approaches, learn revision strategies, and generally offer support. The student benefits by receiving individual attention so his specific needs and writing concerns can be addressed. This open dialogue removes the mystique that surrounds writing, and turns the process of writing into something concrete and tangible that the student can put into application.

## **B. Conceptual Framework**

The research conceptual framework is formed based on the theoretical reviews and the theories of the research. As stated in the theoretical review, writing is a process and product. It means that students should follow certain

stages in the writing process in order to produce a good final product of writing. Writing is also one of the four language skills that plays important roles in the students' language learning mastery. However, many students find writing the most difficult skill to be mastered. Most of them failed to produce a good coherent paragraph. They have some problems on generating ideas, combining a good writing organization, and using appropriate vocabularies, capitalization, and punctuation,

Based on the preliminary observation in the eleventh grade of SMA N 1 Sleman, the researcher found that teacher's teaching method was the dominant factor causing the students' failure in producing a good coherent paragraph. The teacher does not give sufficient guidelines and feedback during the students' writing process. The students are only asked to write certain texts based on the course book or LKS and then they are left to write alone. When they have finished their writing, they only submit the works without getting any feedbacks on how to correct their writing mistakes.

In reference to the fact above, a new technique in teaching writing should be used to help students overcome their problems and improve their writing ability. The researcher believes that writing conference is one of the effective ways to help students solve their writing problems and enhance students' writing ability. Writing conference offers sufficient guidelines and feedback during the students writing process.

Writing conference at the prewriting stage can help students explore topics and generate ideas. During early drafts, it provides more ideas towards their

writing when they feel they have run out of ideas or have strayed from their original intent. It can also give an early review towards the use of grammar, vocabularies, spelling, and punctuation. Scheduling conferences before the final draft give the teacher opportunity to provide feedback towards the students' work. It offers the students a chance to revise their writing before the writing is published and it will help students reduce the students writing mistakes.

Therefore, it can be seen that the use of writing conference in teaching writing is more effective than the traditional method used by the teacher and it can help students overcome their writing problems and improve their writing ability because it gives students sufficient guidelines and feedback during the writing process.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the method which has been used in this research. The chapter consists of the research design, setting of the research, subjects of the research, the research data, data analysis technique, the validity and reliability of the data, and the research procedure. Each of them will be presented in the following discussion.

#### **A. Research Design**

This study is categorized as action research. In this research, the researcher and the English teacher collaborate and work together to collect the data about students' skills in writing. Then they formulate a draft of some weaknesses and problems related to the students' writing ability, make a plan of action to make improvements and solve problems, apply the action, observe the result of the action, and finally, reflect the implementation of writing conference in improving students' writing ability. The steps of this research involve four broad phases in a cycle of research. They are planning, action, observation, and reflection. (Kemmis and McTaggart in Burns, 2010: 7-8). The process of the action research is drawn on the next page.

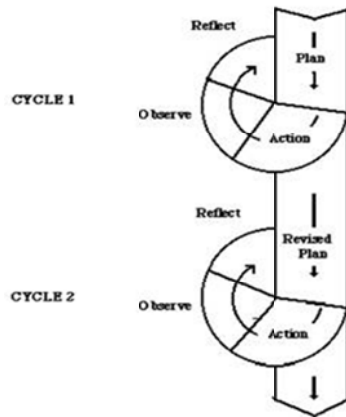


Figure 2. The Action Research Cycles

## B. Setting of the Research

This research was carried out at SMA Negeri 1 Sleman. It is one of the senior high schools in Sleman regency which is located on the northern border of the Yogyakarta Special Region province. The school is situated at Jalan Magelang Km. 14 Caturharjo, Sleman regency, Yogyakarta province. The school has been given an A score for the school accreditation on March 2005 by Yogyakarta School Accreditation Board (BAS) and was labelled as an International Standard School on May 2009. Physically, it is a two-storey building which consists of 18 classrooms and 4 laboratories: biology, physics, computer-internet, and multimedia. It has good facilities to support the teaching and learning process. There are two teacher's office, three parking areas, and a mosque. There is also a hotspot area where every school member can access the internet connection. Generally, the facilities of the school are sufficient to fulfil the needs of the teaching and learning process. Most of them are in a good condition.

### **C. Subject of the Research**

Since this research was action research, all research members conducted it collaboratively. The research members were the researcher himself, the English teacher and students of grade XI Science 3 in SMA N 1 Sleman. The class had 27 students consisting of 6 male and 21 female students. The students were taught writing practices by using writing conference in some cycles for a few weeks.

### **D. Research Data**

#### **1. Kind of Data**

In this study, the data were quantitative and qualitative. The qualitative data were obtained from observations and interviews, whereas the quantitative data were obtained from the writing tests.

#### **2. Instrument of the Research**

The instruments for collecting the data in this study included non-test instruments and test instruments. The non-test instruments were classroom observation sheet and interview guideline, while the test instruments were writing tests: pre-test and post-test writing. The instruments were used to collect data in the form of field notes, interview transcripts, and students' writing scores.

##### **1. Observation sheet**

The observation sheet was used to get some information related to the teaching and learning process. In this study, there were some variables to be observed related to the teaching and learning process. They were the students, the teacher, class management, and the students' writing ability. Every variable

involved several aspects to be observed in the English class. The aspects could be seen in the table below.

**Table 3. Specification Aspects Observed in the Classroom**

<b>No.</b>	<b>Aspects</b>	<b>Indicators</b>	<b>Reference</b>
<b>1.</b>	Students' behaviour in the classroom	<b>Students' habit</b> Fill the conference planning sheet	Hyland (2000, 195-197)
		Give feedback or comments to their friend's draft Confer their draft with the teacher Revise the draft	Berne (2009: 72, 105-109)
<b>2.</b>	Teacher's behaviour in the learning process	<b>a. Manage the classroom learning activity</b> Explain the writing conference steps and rules Manage the conference group members Lead students to fill the conference planning sheet Control conference process	Hyland (2004:192-193)
		Encourage students' self confidence to confer their work Check every progress on students' writing Manage the conference time to be less than 15 minutes	Berne (2000, 72)
		<b>b. Maintain students' motivation</b> Provide a classroom atmosphere which promotes students' self-confidence and self-esteem Give positive feedback on their writing conference	Brewster and Ellis (2004:218-225)
		Assure the students about the conference advantage towards their writing	Nation (2009: 137-138)
		<b>c. Maintain classroom control and discipline</b> Keep the equal chance for every student to confer their writing Keep the conference in the right order Keep the conference focussed on what should be discussed for every stage of writing Keep the sharing runs voluntary	Hyland (2004:194)  Natiom (2009: 138-139)
<b>3.</b>	Students' writing ability	<b>Writing sub skills</b> Use the correct forms of language Write accurately (use correct spelling, letters, punctuation, diction, and grammar) Conect sentences correctly Make a coherence paragraph	Spratt (2005:26)

## 2. Interview Guideline

The interview guideline was used to help the researcher to formulate questions to the students and teacher about the effectiveness of the actions. In this study, the interview guideline involved three variables. They were time management, students' attitude, the use of writing conference, and the students' writing ability. The results of the interviews were recorded in the form of interview transcripts. Every variable involves several aspects that can be seen in the table below.

**Table 4. Specification Aspects Asked in the Interview**

No.	Aspects	Indicators	Reference
1.	Time management	The application of time management	Brewster and Ellis (2004: 228)
2.	Students' attitude	a. The students' participation in writing activities b. The students' positive emotion towards writing activities c. The students' interest to the learning activities	Hyland (2004:192-193)
3.	The use of writing conference	a. The effectiveness of writing conference to help students to understand the writing step b. The effectiveness of writing conference to break students' problems in writing c. The effectiveness of writing conference to improve students' writing ability d. Students' responses to the technique	Hyland (2004: 192), M. Reid (1993: 223)
4.	Students' writing ability	a. Students ability to use the correct form of language b. Students' ability to write accurately (use correct spelling, letters, punctuation, diction, and grammar) c. Students' ability to conect sentences correctly d. Students' ability to make a coherence paragraph	Spratt (2005: 26)

### 3. Writing tests

In this study, writing tests were used as media to obtain the data of students' improvement in their writing ability. There were two writing tests conducted by the researcher. They were pre-test and post test that were used to compare students' writing ability before and after the action was done. The materials used for the test were taken from the students' learning materials. The writing tests itself focused on five aspects of writing: content, organization, grammar, vocabulary, and mechanics as could be seen on the table below.

**Table 5. The Specification Table of Pre-Test and Post Test Items**

<b>Basic Competences</b>	<b>Writing components</b>	<b>Aspects</b>
Express meanings and rhetorical steps of essay using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.	Content	Making relevant content to the assigned topic
	Organization (Unity, Cohesion, Coherence)	Focusing on a single topic to be discussed Making clear relationship between the main idea of the paragraph and the main topic of the paper. Supporting the main idea with logical details Making a clear and logical sequence of words, sentences, and paragraphs.
	Grammar	Making few errors on using tense and creating sentences.
	Vocabulary	Using various and appropriate vocabularies related to the topic, readers, and purpose of the paper
	Mechanics (punctuation, capitalization, and spelling)	Using punctuation correctly and accurately Making few errors of spelling

## **E. Data Analysis Technique**

### **1. Qualitative data**

The qualitative data were analyzed in four steps. The first step was gathering all the data from interview transcripts and field notes. Then, the second step was summarizing or paraphrasing the interview transcripts and field notes to select, limit, simplify, and transform the data. The next step was displaying the data. In this step, the researcher organized and compressed the data that would be reduced. The data display of this study was in the form of field notes and interview transcripts. The last step was making the conclusion and verification (Huberman and Miles, 1994).

### **2. Quantitative data**

The researcher analyzed the quantitative data to gain numerical picture, characterize or describe a set of numbers, present numbers in terms of average, frequencies, percentages, and present how numbers vary around a central point (Burns, 2010). In this study, the numerical data were gained from the students' scores on pre-test and post-test. Then, students' scores were analyzed using the computation of the mean. The mean was used to find out the improvement of students' writing abilities by comparing the mean of the pre-test and post-test. The researcher scored students' writing based on the scoring rubric of writing covering five aspects of writing namely content, organization, grammar, vocabulary, and mechanics. The score of every single aspect would be presented on the next page.

**Table 6. The Scoring Rubric of Writing**

<b>Aspects</b>	<b>Description</b>	<b>Score</b>
<b>Content</b>	Relevant to assigned topic	4
	Mostly relevant to topic	3
	Limited knowledge of subject	2
	Does not show knowledge of subject	1
<b>Organization</b>	The text can be understood easily and effectively	4
	Mostly easy to understand	3
	Fluent and not too difficult to understand	2
	Need hard work to understand	1
<b>Grammar</b>	There is one/two errors	4
	There are some errors but meaning can be understood	3
	There are some errors and meaning confused	2
	There are many errors	1
<b>Vocabulary</b>	Using vocabularies accurately and variously	4
	Using vocabularies accurately	3
	Using limited vocabularies but meaning can be understood	2
	Using limited vocabularies and meaning confused	1
<b>Mechanics (spelling and punctuation)</b>	There is one/two errors	4
	There are some errors but meaning can be understood	3
	There are some errors and meaning confused	2
	There are many errors	1
<b>Total score</b>		<b>20</b>

## **F. The Validity and Reliability of the Data**

### **1. The Validity of the Data**

In this study, the researcher used three criteria of validity to assess the validity of the research. The three validity criteria were democratic validity, process validity and dialogic validity.

Democratic validity is related to the opportunity of giving personal opinions, ideas, and comments that the stakeholders (the researcher, teacher, and students) have toward the implication of the action research. In this study, to achieve the democratic validity, the researcher interviewed the English teacher and the XI Science 3 students of SMA Negeri 1 Sleman (Burns, 1999: 160). In the interview, the English teacher and the students were given a chance to express their personal views, ideas, and suggestions toward the actions done.

Process validity is correlated with the authenticity of the process in conducting the research was. It was fulfilled by doing observation and taking notes during the actions. Anything happened in the English teaching and learning process in the class were noted down and recorded. During the observation, the researcher focused his attention only on anything that could be caught by the researcher's senses (Burns, 1999: 160). The researcher observed the students' attitudes and behaviour, the teacher's role in the classroom, learning materials and the teaching method in the teaching and learning processes. The collected data were described in the form of field notes.

Dialogic validity is related to the dialogue between the stakeholders (the researcher, teacher, and students) to improve the next actions. The researcher

asked for critiques and suggestions to the English teacher related to research findings and the actions done by the researcher (Burns, 1999: 160).

## **2. The Reliability of the Data**

In order to address the reliability of the data, the researcher used the triangulation technique. Triangulation involved gathering data from a number of different sources so that the research findings or insights can be tested out against each other. In this study, the researcher matched the results of three sources namely: observation data, interview data, and students' pre-test and post test scores. It was done to know whether or not the reliability of the data was evident (Burns, 1999:25) For the observation, the researcher observed the activities that could be caught by his senses, such as the students' attitudes during the teaching and learning process, classroom management, the teacher's behaviour, and the learning techniques used. Here, the results of the class observation were noted down in the form of field notes. For the interview, the researcher asked questions about the implementation of writing conference technique to teach English writing to the students and the English teacher of XI Science 3. Here, the results of the interviews were shown in the interview transcripts. For the pre-test and post test data, the researcher analyzed the students' pre-test and post test scores using a computer analysis. Here, the data were obtained in a statistic form.

## **G. Research Procedure**

In this study, the researcher used the action research suggested by Burns (1999: 161-162). This procedure consisted of the following four steps: determining reconnaissance, planning, implementing and observing the actions, and reflecting the actions.

### **1. Reconnaissance**

In this step, the researcher observed the English teaching and learning process of XI Science 3 class. He also interviewed the English teacher and some students of the class. (Kemmis in Madya (1994:25)). These were done for the purpose of identifying problems that occurred. The researcher focused on the problems related to students' writing ability. Then based on the identification result, the researcher and the English teacher selected some problems that were feasible to be solved. The researcher suggested writing conference technique to solve the existing problems and use it as an effort to improve students' writing ability.

### **2. Planning**

In this step, the researcher worked collaboratively with the English teacher to plan some actions to solve feasible problems defined in the English teaching-learning process. The actions were implemented to improve the students' writing ability by using writing conference technique. The actions were planned in several steps. The first was determining the test items that were tested in the pre-test and

post-test. In this action, the researcher and the teacher formulated certain writing tests based on the syllabus of English for the eleventh grade of the senior high school in the second semester. It focused on short functional texts writing. The second was determining the students' conference group based on their pre-test scores and writing difficulties. In this step, the researcher and the teacher identified students' pre-test scores and writing difficulties to determine the member of the conference group. In determining the conference group, the teacher's prior knowledge and experience in the XI Science 3 class also played a significant role to decide each member of the group.

### **3. Implementing and Observing the Actions**

In this step, the researcher implemented the actions that had been planned in the previous step (Kemmis & McTaggart (1988) in Burns (2010:8)). The actions were implemented in two cycles consisted of 3 meetings in Cycle 1 and 2 meetings in Cycle 2. While the researcher did the actions, the research collaborator took notes in the backside of the class to observe the students' behaviours during the activities. The research collaborator used a checklist to observe and evaluate the events in the classrooms related to the students' writing abilities. The researcher also held interview with students of XI Science 3 after the meetings. Then the researcher analyzed the results of observation, field notes, and interviews to know the effectiveness of the actions and to find problems during the actions.

#### **4. Reflection**

In this step, the researcher and the teacher made evaluation of the actions implemented. They evaluated the actions by observing the teaching learning process and interviewing the students and the teacher about the class activities. The reflection was used to find out whether the actions were successful or not. The successful actions would be reapplied in the next cycle while the unsuccessful actions would be consulted to the English teacher for improvements.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents the process of the research, the findings of the research, and the interpretation of the findings in Cycle 1 and Cycle 2. The process of each cycle consists of planning, action and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the process are presented below.

#### **A. Reconnaissance**

In this stage, the researcher did some activities to identify the problems in the field. The first activity was observing the teaching and learning process. The observation was conducted to watch and notice classroom events closely. The second activity was interviewing the English teacher and students. The interview with the teacher was conducted to find out the strategies in English teaching and learning process. The interview with the students was conducted to find out their opinions towards the teaching and learning strategies. The last activity was administering the pre-test to the students. It was conducted to know the students' writing ability. Those activities were conducted on November, 5<sup>th</sup> – 9<sup>th</sup>, 2013. The results of those activities indicate that there were some problems dealing with the English teaching and learning process. They are presented in Table 7 on the next page.

**Table 7. The Problems Related to the Teaching and Learning Process**

No	Problems Found	Codes
1.	The students had low vocabulary mastery.	S
2.	The students had difficulties to write accurately.	S
3.	The students often made mistakes in grammar and spelling	S
4.	The students considered writing as the most difficult skill to be mastered	S
5.	The students had low motivation in the writing class.	S
6.	Teacher tended to use LKS based teaching.	TM
7.	Teacher did not provide sufficient feedback and guidelines to the students writing.	T
8.	The students lacked ideas to write.	S
9.	The students were unable to produce a good coherence text.	S
10.	The students had lack of confidence to write.	S
11.	The teacher did not use interesting media to teach writing.	Me
12.	The class lacked students' involvement.	TM
13.	The teacher failed to manage students' disruptive behavior during the teaching and learning process.	T
14.	The teacher did not use interesting techniques to teach writing.	TM
15.	The materials used were monotonous.	Ma
16.	The students did not pay enough attention to the teacher's explanation	S
17.	The students did not bring an English dictionary	S

S: students      TM: teaching method      T: teacher      Ma: materials      Me: media

From the table above, it can be seen that the problems occurring in the teaching learning process of English are related to the teacher, students, teaching technique, teaching media, and class management. Since the researcher focused only on the students' writing ability, he selected the problems related to the problems occurring in teaching and learning of writing.

**Table 8. The Problems Related to the Teaching and Learning of Writing.**

No	Problems Found	Codes
1.	The students had low vocabulary mastery.	S
2.	The students had difficulties to write accurately.	S
3.	The students considered writing as the most difficult skill to be mastered.	S
4.	The students had low motivation in writing class.	S
6.	Teacher did not provide sufficient feedback and guidelines to the students writing.	TM
7.	The students lacked ideas to write.	S

*(continued)*

(continued)

No	Problems Found	Codes
8.	The students had lack of confidence to write.	S
9.	The students were unable to produce a good coherence text.	S
10.	The teacher did not use interesting media to teach writing.	Me

S: students      TM: teaching method      T: teacher      Ma: materials      Me: media

## **B. Determining the Actions to Solve the Field Problems**

After obtaining the problems on the field, the researcher discussed the problems found in the field with the English teacher. The researcher determined some actions expected to offer some solution to the problems. In conducting the actions, the researcher used four stages of the teaching learning process. They were building knowledge of the field (BKOF), modeling of the text (MOT), joint construction of the text (JCOT), and individual construction of the text (ICOT).

There were three main actions in writing learning that were related to the use of writing conference. First, the teacher used writing conference to present the steps of writing a text to the students. Second, the teacher used writing conference to provide sufficient feedback and guidelines to the students' writing. Third, the teacher guided the students to confer their writing with their friends. Besides the above three actions, the researcher also planned two additional actions. They were developing interesting writing materials and tasks to encourage the students' motivation to write and using interesting learning media to attract the students' attentions. The actions applied in the study could be seen on Table 9 on the next page.

**Table 9. The Actions Applied in the Study**

No	Actions
1.	Using writing conference to present the steps of writing a text to the students.
2.	Using writing conference to provide sufficient feedback and guidelines to students
3.	Guiding the students to confer their writing with their friends.
4.	Developing interesting writing materials and tasks.
5.	Using interesting learning media

**C. The Relationship between the Field Problems and the Actions**

After the actions had been designed, the researcher related the field problems to the actions designed. The following table shows which field problems were related to the actions that had been designed.

**Table 10. The Relationship between the Field Problems and the Actions**

No	Actions	Problems
1.	Using writing conference to present the steps of writing to the students.	a. The students were unable to produce a good coherent text. b. The students considered writing as the most difficult skill to be mastered.
2.	Using writing conference to provide sufficient feedback and guidelines to students' writing.	c. The students had difficulties to write accurately. d. Teacher did not provide sufficient feedback and guidelines to the students writing.
3.	Guiding the students to confer their writing with their friends.	e. The students had lack of confidence to write. f. The students lacked ideas to write.
4.	Developing interesting writing materials and tasks.	g. The students had low motivation in writing class.
5.	Using interesting learning media	h. The teacher did not use interesting media to teach writing.

From the table above, it could be seen that the first action was using writing conference to present the steps of writing to the students. This action was aimed at building the students' understanding towards the steps of writing. Students' understanding towards the steps of writing was crucial to their ability to

produce a good cohesive and coherent text. It was because a good cohesive and coherent text needs a good organization of the text. By following the writing steps correctly, the students were expected to be able to produce a well organized and structured text. Moreover, the researcher expected the steps of writing could help the students' writing process and make it easier for them.

The second action was using writing conference to provide sufficient feedback and guidelines to students' writing. The feedback was given in the writing conference sheet and during the conference with the students. This action was aimed at solving problems related to the students' ability to write accurately by reducing their writing mistakes and increasing their ability to produce good sentences. By using writing conference to give sufficient feedback and guidelines, the researcher expected the students' punctuations, spellings, and grammatical mistakes could be reduced. The researcher also expected the students were able to analyze their strengths and weaknesses in writing through the feedback given in the conference sheet and during the writing conference. By knowing their strengths and weaknesses in writing, students were expected to be able to explore their strengths and be aware of their weaknesses so that they could produce a good writing.

The third action was guiding the students to confer their writing to their friends. It was done to solve problems related to the students' lack of confidence and ideas. Conferring their writing with their friends made the students more comfortable to ask questions and promote solutions. It also provided students possible suggestions on what should be written on their writing when they lacked

ideas. Students could support each other to find ideas related to their writing. In this action, the researcher also suggested the students to evaluate their friend's draft and gave any comments on it. It would gain students' awareness on any spelling or grammatical mistakes.

The fourth action was developing interesting writing materials and tasks. It was done to improve students' motivation in the writing class. The students frequently got bored with the materials given since they were only taken from the LKS. By using interesting topics developed by the researcher in the writing tasks and materials, the researcher expected that the students would be motivated to write.

The fifth action was using interesting learning media. This action was done to solve the problem related to the lack of media used in teaching writing activities. By using different media in teaching writing, the researcher expected that the students would be motivated to get involved in the class activities and pay more attention to the teacher's explanation.

#### **D. Research Process**

This part describes the process of Cycle 1 and Cycle 2. The process in each cycle is discussed below.

##### **1. Report of Cycle 1**

The teaching and learning process in Cycle 1 was divided into three meetings. In this cycle, the researcher and collaborator administered three steps as discussed in the following sections.

## **a. Planning**

### **1) First Meeting**

- a) The researcher and the collaborator planned to present teaching materials about analytical exposition texts to the students.
- b) The researcher and the collaborator planned to assist the students to be familiar with argumentative sentences and simple present tense as both of them are dominantly used in an analytical exposition text.
- c) The researcher and the collaborator planned to assist the students to use the steps of writing and writing conference during their writing process.
- d) The researcher and the collaborator planned to assist the students to make an outline of analytical exposition text.
- e) The researcher and the collaborator planned to collect students' analytical exposition outlines.
- f) The researcher and the collaborator planned to use writing conference sheets to observe students' writing problems and provide appropriate feedback and guidelines.
- g) The researcher and the collaborator planned to use observation sheets and field notes to observe and record the teaching and learning process.

### **2) Second Meeting**

- a) The researcher and the collaborator planned to review the previous material about analytical exposition texts and steps of writing.
- b) The researcher and the collaborator planned to review the students' outlines and confer the feedback given on the writing conference sheets.

- c) The researcher and the collaborator planned to assist the students to recognize their writing mistakes on the outline and revise it.
- d) The researcher and the collaborator planned to hold a writing conference to assist the students to write their first draft based on their outline.
- e) The researcher and the collaborator planned to collect students' first draft.

### **3) Third Meeting**

- a) The researcher and the collaborator planned to review the students' draft writing experience and confer the feedback given in the writing conference sheets.
- b) The researcher and the collaborator planned to assist the students to work in pairs and have a peer review.
- c) The researcher and the collaborator planned to assist the students to revise their first draft and write the final draft.
- d) The researcher planned to hold a writing conference during the revision process.
- e) The researcher and the collaborator planned to collect students' final draft.

#### **b. Action and Observation**

The researcher implemented the actions which had been planned before. The researcher acted as the teacher and the English teacher became the observer. The researcher asked the teacher to observe the teaching learning process by filling an observation checklist. Then, the researcher observed all the activities

and wrote the result of the observation in the field notes. The detailed information of the actions will be presented on the next page.

### 1) First Meeting

The first meeting was held on November 12th, 2013 at 12.15 p.m. The researcher and the collaborator entered the XI science I class. The researcher prepared the laptop and LCD projector, while the collaborator sat on a chair behind the students. The researcher came forward and asked one of the students to lead the prayer together. Then, the researcher greeted and checked students' attendance. At the beginning of the lesson, the researcher asked several questions about the students' condition because some of them looked very tired. Then, they said that they were tired because it was the last lesson of the day. After several conversations done to gain their learning motivation, the researcher told the students that on that day, they would learn about analytical exposition texts. After that, the researcher asked several questions related to the students' prior knowledge of analytical exposition texts, such as "what do you know about an analytical exposition text?" and "what is the purpose of an analytical exposition text?". The researcher also asked the students about their experience of writing a text whether they used the steps of writing or not. Students' answers showed that they rarely used the steps of writing to produce a text. It could be seen from the vignette below.

*P menanyakan langkah-langkah apa saja yang biasa ditempuh oleh siswa saat mereka hendak menulis sebuah teks. "What steps do you usually use to write a text? Do you have certain steps in writing a text? or you just directly write it down in a piece of paper?". Siswa kemudian menjawab beragam, salah satu siswa menjawab "no, sir. Just langsung tulis aja". Sementara salah*

*seorang yang lain menjawab “yang pakai kerangka karangan itu, kan? like in bahasa Indonesia?”*

(R asked the students about the steps they took when they were going to write a text. “What steps do you usually use to write a text? Do you have certain steps in writing a text? or you just directly write it down in a piece of paper?”. The students gave various answers. One of them said “No, Sir. Just directly write it”. While another student answered “Using an outline, doesn’t it? like in bahasa Indonesia?”)

*(Appendix A, Field note 4)*

After giving several questions related the students’ prior knowledge, the researcher then started the actions in the first meeting. The first action was giving the students a slight explanation about analytical exposition and steps of writing using the LCD projector. At the end of the explanation, the researcher gave the students a chance to ask questions related to the given explanation. The researcher also asked the students whether the explanation that he gave was clear enough or not. The students’ answers in the class and the collaborator’s answer in the interview showed that the researcher gave a clear explanation to the students.

*..... P kemudian menanyakan kepada siswa apakah mereka memahami penjelasan yang P berikan dan apakah mereka memiliki sesuatu yang ingin ditanyakan berkaitan dengan penjelasan yang P berikan. **Siswa menjawab dengan “No, Sir.” ”It’s clear.”***

(.....R then asked the students whether they understood R’s explanation or not and whether they had questions about the explanation given by R. The students answered “No, Sir.” “It’s clear.”)

*(Appendix A, Field note 4)*

**R: ... Mengenai materi dan penjelasan saya bagaimana pak?**

(What about my materials and explanations, Sir?)

**T: ...Kalau mengenai materi saya rasa sesuai dan sudah bagus. Anak-anak juga sepertinya senang mereka bisa berargumen tadi, karena pada dasarnya anak-anak ini suka kalau seperti debat-debat itu pasti antusias. Mengenai penjelasannya saya rasa cukup jelas, mungkin cuma kadang beberapa anak nggak paham secara rinci kalau dijelaskan dengan bahasa inggris full. Untungnya tadi mas Dhanang juga mengulangnya dengan bahasa Indonesia, mungkin itu juga yang bikin jadi waktunya agak banyak terkuras, tapi memang baiknya seperti itu dulu.**

(I think the materials are suitable and good. The students looked happy because they could share their arguments as basically they liked debates and must be enthusiastic to do so. About your explanation, I think it was clear enough, but probably some students could not really understand the materials if it was delivered in English. Fortunately, you repeated the explanation in Bahasa and that was probably why you spent a lot of time to give explanation but it was better to do so.)

*(Appendix B, interview Transcript 1)*

Then the researcher distributed a handout containing analytical exposition and outlining materials. The researcher asked the students to read the text first and then answer the questions related to the text. This activity was used to deepen and evaluate students' understanding about the text. In this activity, the researcher asked the students to analyze the generic structure of the text and the argumentative sentences they found on the text. After that, the researcher asked some students to answer the questions. The researcher discussed the students' answers together with the students. After that, the researcher discussed the content and the meaning of the text with the students. The researcher also gave rewards to the students who gave correct answers by saying "Good" or "Excellent".

The second action was giving students more explanation about argumentative sentences and simple present tense. The researcher asked the students about the use and function of argumentative sentences. After that, the researcher asked the students to do the exercise given on the handout. There were two exercises in this action

related to argumentative sentences. They were arranging jumbled words into good argumentative sentences and making argumentative sentences based on several given statements related to the previous analytical exposition text. In this activity,

the researcher asked for volunteers to answer the questions and gave rewards to the students who gave correct answers and interesting argumentative sentences. The students looked very interested in making argumentative sentences. It could be seen from the vignette below.

*P meminta beberapa perwakilan siswa untuk menuliskan pendapat mereka di depan kelas. Suasana kelas sempat menjadi agak gaduh karena **beberapa siswa berebut untuk menuliskan jawaban mereka di depan kelas.***

(R asked several students to write down their arguments in front of the class. The situation in the class was so noisy because some students were in race to write their arguments in front of the class.”

*(Appendix A, Field note 4)*

The third action was guiding students to use steps of writing to write a text. At the early stage of this action, the researcher asked the students to work in pairs to make an outline based on the analytical exposition text in Task 1. The researcher then discussed the possible outlines together with the students. The researcher continued the activity by showing students several topics on some issues that later they had to make an analytical exposition text based on it. The researcher asked the students to choose one of them and make their own outline. At the same time, the researcher distributed the writing conference sheets to the students and explained the procedure of the writing conference that they would have on their writing process. After that, the researcher asked the students to start making their outlines. During the outline writing, the researcher conducted the first writing conference with the students. The conference was about the topic they chose, the purpose of their text, and the ideas they wanted to write on their text. It was done to help the students generate their ideas and explore topics. During the writing conference, the researcher tried to give students sufficient

feedback and guidelines. The researcher also gave them chances to ask questions related to writing. The students were enthusiastic during the writing conference. It could be seen from the interview below.

R: *Mmmm...begitu ya pak, kalau mengenai writing conference-nya sendiri, apakah penjelasan saya sudah cukup jelas menurut bapak? ketika **dalam proses writing conference yang pertama tadi bagaimana antusias siswa menurut bapak?***

(Mmmm...I see, Sir. What about the writing conference itself, Sir? Was my explanation clear enough? What about the students' enthusiasm towards the first writing conference today?)

T: *Saya rasa cukup jelas, anak-anak bisa menangkapnya dengan baik. Kalau **untuk antusiasnya sepertinya mereka senang ya bisa bertanya ini itu sama mas Dhanang.***

(I think the explanation was clear. The students could understand your explanation as well. About the students' enthusiasm, it seemed that they were eager to ask questions to you.)

*(Appendix B , Interview Transcript 1)*

R: *Syukurlah...**Berarti kalian suka ya kalau diajar dengan banyak diskusi dengan gurunya pas nulis? Berarti besok kalau diajar pakai writing conference lagi mau ya?***

(Thank God. It means that you love discussing your writing with your teacher during the teaching and learning process of writing, don't you? So, what about using the writing conference again on the next teaching and learning process? Will you?)

S2: ***Ya kan kita jadi bisa banyak nanya. Jadi ya asik lah mas. Nggak berasa susah sih tadi. Mau lah mas, enak kok. Beda dengan biasanya.***

(Yes, because we could ask many questions. So, it was enjoyable. It made writing process easier. Yes, of course I will.)

*(Appendix B , Interview transcript 3)*

The fourth action was filling the writing conference sheets. After writing their outlines, the students had to fill the pre-writing conference sheet before submitting it along with their work. The pre-writing conference sheets were used by the researcher to observe more about the students' writing ability later when he

evaluated the outlines. It was used as the reference for the researcher to give more detailed feedback and guidelines to the students for the next step of their writing.

All actions had been implemented and, then, the researcher asked the students whether they still found difficulties or not. There were no questions from the students. Next, the researcher summed up the materials given on that day. After that, the researcher asked the captain of the class to lead the prayer and then the researcher said good bye.

## **2) Second Meeting**

The second meeting was conducted on Saturday, November 16<sup>th</sup>, 2013 at 10.30 a.m. The main activity was writing the first draft of an analytical exposition. There were four actions which were implemented by the researcher. These are the descriptions of the actions in the second meeting.

The first action was reviewing the previous materials and students' outlines. In this action, the researcher tried to assist the students on recognizing common writing mistakes they made on their outlines by showing the mistakes on the LCD projector. The researcher also explained the meaning of the mark he made on the students' outlines in general. After that, the researcher explained how to revise it.

The second action was giving activities that improve students' ability to revise common writing mistakes and making outlines. At the early stage of this action, the researcher distributed two tasks related to noun forming and outlining

process. The first task was in the form of an analytical exposition text with incorrect noun forms. It was used to improve students' ability in making correct noun forms and subject-verb agreement. The second task was in the form of jumbled outline. This task was used to improve students' ability to produce a well-organized and coherent outline.

The third action was revising the outline. At this stage, the researcher asked the students to work in pairs to revise their outlines. It was used to make the revising process faster and more accurate since they could help each other when they found difficulties before they could confer it to the researcher. In this stage, the researcher also held writing conferences with the students. These writing conferences were aimed at giving students more detailed explanation on feedback given on the pre-writing conference sheets.

The fourth action was exploring the outline. At this stage, the students wrote their first draft based on their outline. The researcher held writing conferences aimed at giving sufficient feedback and guidelines during the draft writing process. The feedback and guidelines given at this stage were about how to explore their ideas into a coherent text. On this draft writing stage, the writing conference was helpful for students as they often found difficulties on exploring and writing down their ideas. It could be seen from the interview below.

*R: Kalau pas proses nulisnya sendiri gimana? enak pakai steps of writing yang kita gunakan apa kaya biasanya kamu nulis?*

*(What about the writing process? Which one do you enjoy using writing conference or using the steps you used to use?)*

*S: Enak pakai yang diajarin sih. Jadi lebih ngalir aja mas.*

*(I enjoy using the steps you taught us. It is smoother.)*

*R: Jadi lebih mudah nggak nulisnya?*

- (So, is the writing process easier?)
- S: *Ya, rasanya si emang jadi lebih gampang. Tapi ya ada susahny juga, kalau idenya nggak nemu tu susah mas.*  
(Yes, it is easier but it is still difficult if I cannot find the ideas to write.)
- R: *Gitu ya? lha kalau pake writing conference gimana? membantu nggak buat nyari ide?*  
(What about using the writing conference? Does it help you to find ideas?)
- S: *Ya, itu ngebantu banget mas. Kan kita bisa nanya terus dikasih saran juga. Ya ngebantu lah.*  
(Yes, it really helps. We can ask questions and then get help. So, it is really helpful.)
- R: *Jadi bisa nemu idenya?*  
(So, you can find the ideas?)
- S: *Iya, mas.*  
(Yes, Sir.)

(Appendix B, Interview transcript 5)

During the writing conferences, the students were enthusiastic to ask questions about their writing problems. It could be seen from the situation and the interview with the collaborator as presented below.

*Selama proses writing conference, siswa sering kali agak ribut karena mereka tidak sabar untuk menunggu giliran mereka untuk berdiskusi dengan P. Beberapa siswa ada yang mendatangi P dengan membawa kertas pekerjaan mereka, namun P meminta mereka untuk duduk di tempat masing-masing. Beberapa siswa pun kemudian memberanikan diri untuk bertanya kepada GBI di belakang. Namun, GBI meminta mereka untuk sabar menunggu giliran. Siswa banyak mengajukan pertanyaan kepada selama writing conference berlangsung.*

(During the writing conference process, the students sometimes made noises because they could not wait their conference's turn with R patiently. Some students came to R with the paper work on their hands to ask questions, but R asked them to sit down on their chairs and wait for their turn. Some others came to the English teacher on the back of the class, but he also asked the students to patiently wait their turn. The students asked many questions during the writing conference process.)

(Appendix A, Field note 5)

- R: *Iya, pak. Yang soal internet memang harus diamati lebih lagi anak-anak. Kalau mengenai antusias mereka selama kegiatan writing conference bagaimana, pak? Apakah mereka cukup antusias?*  
(Yes, Sir. About the use of internet, we have to pay more attention on it. What about the students' enthusiasm during the writing conference, Sir? Were they enthusiastic?)

*T: Kalau soal antusias memang bagus mas. Mereka terlihat menikmati dan senang berdiskusi dengan mas Dhanang, apalagi yang tadi mereka sering buntu pas mau nulis draftnya, tapi ketika bisa diskusi kebuntuan itu bisa mereka atasi.*

(The students' enthusiasm was good. It seemed that they enjoyed the writing conference process and were happy to discuss with you. Moreover, when they found themselves lack of ideas to write the draft, they could discuss it with you and it helped them.)

*(Appendix B, Interview transcript 4)*

After all actions had been implemented, then, the researcher asked the students to fill their draft conference sheet before collecting their draft. This draft conference sheet was used to observe students' writing ability and problems. Next, the researcher summed up the materials given on that day. Then, the researcher asked whether the students still found difficulties or not. There were no questions from the students. After that, the researcher asked one of the students to lead the prayer and then the researcher said good bye.

### **3) Third Meeting**

The third meeting was held on Tuesday, November 19<sup>th</sup>, at 12.15 p.m. The main activity of this meeting was writing the final draft of an analytical exposition text. All the actions implemented were described in the explanation below.

The first action was reviewing the students' draft. At the early stage of this action, the researcher distributed the students' draft writing conference sheets along with their drafts. Then, the researcher showed the students some examples of students' writing mistakes on their draft using the LCD projector. The researcher then, asked for volunteers to make corrections. During this action,

some students looked excited and enthusiastic. It could be seen from the vignette below.

*P meminta siswa untuk mencoba membetulkannya dengan mengangkat tangan sebelum mencoba menjawab. Dalam hal ini banyak siswa aktif untuk mengangkat tangan dan mencoba membetulkan beberapa bagian yang salah. P mengulang jawaban dari siswa disertai dengan penjelasan bagaimana membetulkan beberapa kesalahan yang ditunjukkan.*

(R asked the students to try to correct the mistakes. He asked them to raise their hands before giving corrections. At that time, many students actively raised their hands and tried to correct the incorrect parts. R repeated the students' answers and gave the explanation on how to correct the mistakes.)

*(Appendix A, Field note 7)*

The second action was giving students activities that added their knowledge about making a coherent text. The first activity was giving students several jumbled paragraphs and asked them to arrange them into a coherent analytical exposition text. The second activity was asking the students to find and analyze the noun phrases on the text. The second activity was done to respond the problem found by the researcher and collaborator on the previous meeting and to help the students solve the problem. It could be seen from the interview with the collaborator below.

*R: Baiklah, pak. Sejauh ini berarti masih berjalan sesuai rencana ya, pak? Mungkin bapak ada saran lebih lanjut untuk pertemuan selanjutnya?*

(Okay, Sir. It still ran as what we had planned so far, Sir. Didn't it? Do you have any suggestions for the next meeting, Sir?)

*T: Mungkin ini kalau kita lihat bersama hasil kerjaan siswa ini beberapa banyak yang salah-salah kalau nulis noun ini mas. Mungkin besok mas Dhanang bisa nambah satu latihan tentang noun. Selibihnya saya rasa sudah berjalan baik.*

(If we look at the students' works, there are still many mistakes dealing with nouns. Probably mas Dhanang should add several exercises about nouns for the next meeting. The rest runs well, I think.)

*R: Baiklah, pak. Kalau begitu saya coba untuk pertemuan besok saya kasih*

*latihan tentang noun seperti yang bapak sarankan. Mmm,,saya rasa sudah cukup pak. Saya pamit dulu pak.*

(Okay, Sir. For the next meeting, I will try to put exercises on nouns as you have suggested, Sir. Mmm...I think it is enough, Sir. I should leave.)

*(Appendix B, Interview Transcript 4)*

The third action was guiding the students to review their partner's draft. This action was done to improve students' awareness towards common writing mistakes on their writing. In this action, the students worked in pairs and had to review their partner's draft and then gave possible solutions to the problem they found. In this stage, the researcher also held writing conference with the students to explain the feedback given on the draft-conference sheet and also to discuss with the students about their revision plan on their writing.

The fourth action was writing the students' final draft. During this action, the researcher held a writing conference with the students. The writing conferences were about giving students feedback and guidelines to make sure that they understood what their mistakes were and revised them. Moreover, the writing conferences were also used to assist the students writing their final draft.

After all actions had been implemented, then, the researcher asked the students to fill their revision writing conference sheet before collecting their final draft. This revision conference sheet was used to observe students' writing progress and also their self-awareness towards their writing. Next, the researcher summed up the materials given on that day. Then, the researcher asked whether the students still had questions or not. There were no questions from the students.

After that, the researcher asked one of the students to lead the prayer and then the researcher said good bye.

### **c. Reflection**

After implementing the actions in Cycle 1, the researcher and the collaborator did some reflections. The reflection was done on November 19<sup>th</sup>, 2013. It was done based on the observations of the teaching and learning process, the interviews with the students and collaborator, and the students' works. The reflection was done to decide the next actions that would be implemented in the next cycle. The results of the reflection would be presented below.

There were some responses towards the implementation of writing conference in the first cycle. Most of the students gave positive responses because they experienced something new and different. During the teaching and learning process, most of the students listened to the researcher's explanation carefully and were excited on the activities given by the researcher. They enjoyed the teaching and learning process. It could be seen from the interview presented below.

*R: Hmm.. kalau untuk **writing conference hari ini gimana? kamu enjoy nggak?***

*(Hmm...What about the writing conference today? Did you enjoy?)*

*S: **Enjoy kok mas.** Makasih lho tadi banyak diingetin salah grammarnya. Malu aku, nggak bisa je kalau nulis.*

*(I enjoyed it, Sir. Thanks for reminding me about the grammatical mistakes I made today. I am ashamed to say that I am not able to write in English well.)*

*R: **Tenang, salah dikit kok. Belajar dikit lagi juga udah bagus. Tapi saran-saran yang aku kasih dipake nggak tadi pas nulis?***

*(It's okay. it's only a few. You only need to learn a bit more and your writing will be good enough. What about my feedback? Did you use it?)*

*S: **Dipake mas. Ngebantu kok.***

*(I used it, Sir. It helped me.)*

*R: **Okelah, sip. Berarti kamu suka nggak kalau diajar writing pake writing***

**conference?**

(Okay. So, do you like being taught using writing conference in the writing class?)

S: **Suka mas. Bisa diskusi buat tulisannya, kan jadi lebih gimana gitu tulisannya**

(Yes, I like it, Sir. I can discuss about my writing and it makes my writing become.....)

R: **Gimana apanya?**

(Become what?)

S: **Ya jadi bagus lah, kan idenya terarah.**

(It's better, Sir. Because of the organized ideas.)

R: **Oh, secara contentnya jadi berbobot gitu maksudmu?**

(Do you mean your content of writing is better?)

S: **Nah, semacam itulah.haha blibet.**

(Yes, more or less, it's like that.haha blibet.)

(Appendix B, Interview Transcript 5)

R: **Emh gitu, nah kalau selama writing conference sendiri, kamu enjoy nggak?**

(During the writing conference, did you enjoy the process?)

S: **Enjoy dong, mas. Nggak ingat apa aku yang suka nyelonong-nyelonong nanya duluan? haha.**

(Yes, of course I enjoyed it. Didn't you see me come along to ask questions earlier?)

R: **Ingat, sih, Pura-pura nggak nganggep aja.haha...Eh kamu namanya siapa ya? Hafidz bukan?**

(Yes, I remember. I just pretended that I did not know. Emm...What's your name? Hafidz, isn't it?)

S: **Yeee...Fairuz mas. Gimana sih.**

(No, Fairuz, Sir. How can you forget it?)

R: **haha...wo iya, Fairuz. Maaf. Maaf. Lupa.hehe...Dek Fairuz, Kamu suka nggak diajar dengan writing conference? Proses nulisnya enak mana kalau dibandingin sama yang biasanya kamu lakuin?**

(Haha..Fairuz I mean. Sorry. Sorry, I forgot it. Dek Fairuz, do you like being taught using writing conference? What about the writing process which one is easier using writing conference or using your previous technique?)

S: **Suka aja mas. Enak kok. Ya enakan gini sih, dapat bimbingan yang jelas kita mau nulis apa yang bagaimana.**

(Yes, I like it, mas. It's enjoyable. Of course it's easier using the writing conference as I can get clear guidelines on what I'm going to write and how I should write it.)

(Appendix B, Interview Transcript 6)

Moreover, there was an improvement on the students' participation in the class. Some students were actively participated on the activities given. They actively asked questions to the researcher about the materials and also actively answered questions given by the researcher. It could be seen from the interview transcript with the collaborator below.

*R: Secara umum, menurut Bapak, apakah partisipasi siswa dalam kegiatan di kelas selama ini meningkat ketika mereka diajar dengan menggunakan writing conference?*

(Generally, In your point of view, Sir, is there any improvement on the students' participation when they were taught using writing conference?)

*T: Menurut saya, mereka terlihat menikmati mas. Mereka enjoy di kelas. Partisipasi mereka bagus. Lebih banyak siswa yang aktif untuk bertanya, menjawab pertanyaan, dan diskusi mengenai tulisan mereka dan kesulitan yang mereka temui. Ya walaupun masih ada beberapa yang belum terlalu aktif, kadang mereka masih malu saja. Karena kan belum letemu lama sama mas.*

(In my point of view, it seemed to me that they enjoy the writing conference, *Mas*. They enjoyed the class. Their participation was good. There were more students asking and answering questions actively, and discussing about their writing and writing problems they had. Yea although there were also several students who did not participate actively. Sometimes they were shy to participate because they knew you recently.)

*(Appendix B, Interview Transcript 9)*

The writing conference helped the students to improve their writing abilities. Through the writing conferences, the researcher gave the students chances to share their writing problems and solve them. During the writing conference, the researcher asked the students to apply the steps of writing to produce a text. The implication of writing steps made the writing process easier. It was helpful for the students. The researcher also gave feedback and guidelines to the students towards their writing during the writing conference. It helped them to recognize their writing mistakes and revise them. Moreover, writing conferences

also helped the students to gather the ideas that they were going to write. These could be seen from the interview transcript with the student below.

*R: Kalau pas proses nulisnya sendiri gimana? enak pakai steps of writing yang kita gunakan apa kaya biasanya kamu nulis?*

(What about the writing process itself? Did you enjoy using the steps of writing that we used or using the steps that you used to use when you were writing?)

*S: Enak pakai yang diajarin sih. Jadi lebih ngalir aja mas.*

(It's more enjoyable using the steps you taught us. The writing process ran smoothly.)

*R: Jadi lebih mudah nggak nulisnya?*

(Is it easier?)

*S: Ya, rasanya si emang jadi lebih gampang. Tapi ya ada susahnyanya juga, kalau idenya nggak nemu tu susah mas.*

(Yes, it's easier, but it's still difficult for me when I could not find the ideas.)

*R: Gitu ya? lha kalau pake writing conference gimana? membantu nggak buat nyari ide?*

(Is it? What about using the writing conference? Did it help you to find the ideas?)

*S: Ya, itu ngebantu banget mas. Kan kita bisa nanya trus dikasih saran juga. Ya ngebantu lah.*

(Yes, It really helped, Mas. As we could ask questions and were given feedback that really helped.)

*R: Jadi bisa nemu idenya?*

(So, you can find the ideas?)

*S: Iya, mas.*

(Yes, Mas.)

(Appendix B, Interview Transcript 5)

Feedback given by the researcher during the writing conferences also improved the students' motivation on writing class. The students were motivated to improve their writing abilities. They were motivated to produce a better text and finish their writing assignment. This statement was also supported by the collaborator as could be seen from the interview transcript presented on the next page.

*R: Selamat pagi, Pak. Langsung saja ya pak, untuk refleksi Cycle 1. Menurut bapak, apakah dengan menggunakan writing process yang lebih terstruktur dengan baik dalam writing conference, aktifitas di kelas menjadi lebih menyenangkan atau lebih membosankan?*

(Morning, Sir. Let's go directly to the point, Sir, for the reflection of Cycle 1. In your point of view, by using the organized writing process implemented in the writing conference, did it make the activities in the class become more interesting or boring?)

*T: Iya, pagi mas. Saya lihat mereka senang dengan pola seperti ini. Kalau sebelumnya kan mereka itu punya banyak ide, punya banyak gagasan untuk ditulis, tapi bingung mana yang ditulis dulu. Bingung urutan idenya itu mas. Tapi setelah mereka mau bikin outline, kemudian merasa mendapat arahan mereka jadi antusias untuk menunjukkan ide dan gagasan yang mereka tulis. Ya sejauh yang saya lihat, mereka senang kok dengan metode ini. Partisipasi mereka di kelas juga selama tiga pertemuan ini bagus. Mereka aktif bertanya, menjawab pertanyaan, dan mereka juga kelihatan senang ketika disuruh menulis dan mengerjakan tugas.*

(Yes, morning, Mas. It seemed to me that the students loved the way of writing conference. Previously, they had many ideas to write but they were confused to decide which one is written first. They were confused with the sequence of their ideas. However, since they were taught to make an outline and they felt that they got sufficient guidelines and feedback, they became more enthusiastic to show their ideas that had been written. As long as I could see, they love using this technique (writing conference). Their participation in the class on the last three meetings was also good. They actively asked and answered questions and they also seemed to be happy to write and finish the assignments.

*(Appendix B, Interview Transcript 9)*

The researcher concluded that the use of writing conference could help the students in writing. It offered the students sufficient feedback and guidelines during their writing process. It helped the students to understand their writing mistakes and how to correct them. The writing conference also offered the students steps of writing that made the writing process easier. The writing conference also motivated them to improve their writing abilities. They actively asked questions about their writing problems during the conference. It helped them to gain knowledge on grammar, vocabularies, punctuation, and spelling.

At the end of Cycle 1, the researcher collected and scored the students final draft of analytical exposition text. It was used to measure their writing improvement after the actions in Cycle 1. The improvement could be seen by comparing the mean score in pre-test with the mean score in Cycle 1. Table 11 showed the comparison of students' writing score in pre-test and Cycle 1.

**Table 11. The Comparison of the Students' Writing Score Before and After Cycle 1**

Score	Category		Frequency	Percentage	Improvement
87.5 - 100	Excellence	Pre-test	0	0%	0%
		Cycle 1	0	0%	
75 - 87.4	Very good	Pre-test	2	7.40%	7.41%
		Cycle 1	4	14.81%	
62.5 - 74.9	Good	Pre-test	9	33.33%	22.22%
		Cycle 1	15	55.55%	
50 - 62.4	Fair	Pre-test	12	44.44%	-14.82%
		Cycle 1	8	29.62%	
37.5 - 49.9	Poor	Pre-test	4	14.81%	-14.81%
		Cycle 1	0	0%	
25 - 37.4	Very poor	Pre-test	0	0%	0%
		Cycle 1	0	0%	
Mean		Pre-test	60.18		5.93
		Cycle 1	66.11		

It could be seen from the table above that the students' writing scores in Cycle 1 could be categorized into *excellence* (0%), *very good* (14.81%), *good* (55.55%), *fair* (29.62%), *poor* (0%), and *very poor* (0%). Compared to the writing scores in pre-test, the students' writing scores in Cycle 1 were increased by the use of writing conference. The improvements on *very good* and *good* category of writing score were 7.41% and 22.22%. On *fair* and *poor*, the improvements were negative. They were -14.82% on *fair* and -14.81% on *poor*. The *very poor* category has no improvements. The mean score in the class increased from 60.18

to 66.11. It showed that the use of writing conference could improve students' abilities in writing.

After the researcher conducted Cycle 1, there were good improvements on students' writing ability. In addition, the researcher and collaborator analyzed the result of students' writing and concluded that the students had several improvements in writing aspects namely spelling, capitalization, and punctuation. The students also gained a slight improvement on sentence structure and vocabulary. However, there were still some problems in the teaching and learning process. The students also still had problems in writing related to the content aspect of their writing. Therefore, the researcher and the collaborator decided to conduct Cycle 2 to solve the problems.

## **2. Report of Cycle 2**

The reflection of the previous cycle showed little improvements of students' ability in terms of content, mechanics, language use, organization and participation. Dealing with those problems, the researcher and collaborator arranged two meetings in Cycle 2. It would be discussed in these three steps below.

### **a. Planning**

#### **1) First Meeting**

- a) The researcher and collaborator planned to assist the students to write using the steps of writing.

- b) The researcher and collaborator planned to make writing conference in groups consisting of 4 students.
- c) The researcher and collaborator planned to assist students to make argumentative sentences in the passive forms
- d) The researcher and collaborator planned to assist the students to identify their own common writing errors during group writing conference.
- e) The researcher and collaborator planned to ask the students to write an analytical exposition text with their own topic.
- f) The researcher and collaborator planned to assist the students to write their draft through conducting group writing conference
- g) The researcher and collaborator planned to collect students' drafts.

## **2) Second Meeting**

- a) The researcher and collaborator planned to review the students' draft
- b) The researcher and collaborator planned to confer the feedback given in the writing conference sheets.
- c) The researcher and collaborator planned to assist the students to find and correct their friend's writing mistakes on each group writing conference.
- d) The researcher and collaborator planned to assist the students to promote possible solution to their friend's writing problems.
- e) The researcher and collaborator planned to assist the students to revise their first draft and write the final draft.

- f) The researcher planned to hold a group writing conference during the revision process.
- g) The researcher and collaborator planned to ask the students to do self-evaluation on their writing before submitting it.
- h) The researcher and collaborator planned to collect students' final draft.

## **b. Action and Observation**

The actions in Cycle 2 were done in two meetings. The detailed actions were described below.

### **1) First Meeting**

The first meeting in Cycle 2 was held on Saturday, November 23<sup>th</sup>, at 10.30 a.m. The main activity in this section was writing the first draft of an analytical exposition. There were four actions implemented by the researcher that would be described below.

The first action was giving students a slight review about analytical exposition text and their previous writing experience. It was done by asking students several questions related to analytical exposition general features, structures, and functions. The activity was continued by giving students an analytical exposition text with missing verbs. Then, the students were asked to complete the text with suitable verbs before analyzing the arguments of the text. In this section, the researcher gave students an analytical exposition text with several arguments in passive forms. It was given to improve students' ability in

terms of the language use. During the action, the researcher asked the students to work in pairs and find the arguments in the passive forms. Then, the researcher gave a slight explanation about passive forms and how to make it.

The second action was asking the students to apply the explanation to make passive sentences. At the early stage of the action, the researcher gave several sentences with missing verbs and asked the students to complete them to be good passive sentences. The researcher asked for volunteers to give their answers before discussing the answers together with the students. The next activity was giving students several argumentative sentences and asked them to change the form into passive. It was done to make them to be able to use it when they wrote their own analytical exposition texts. At the end of this activity, the researcher asked for volunteers from the students to write their answers in front of the class.

The third action was asking students to write an analytical text with their own topic using steps of writing. At the early stage of this action, the researcher asked the students to work in a group of four. Then, the researcher asked them to discuss possible topics for their analytical exposition text writing. After that, the researcher asked the students to choose a topic of their own based on the discussion. The group discussion was done to help the students to generate ideas before the writing process. The next activity was writing the analytical text using the steps of writing.

The fourth action was holding group conferences to give students sufficient feedback and guidelines during the writing process. Group conference

was used to minimize the waste of time during the conference process. In the group writing conference process, the discussion between the students and the researcher was done effectively. The member of the group shared their problems and solutions voluntarily. It could be seen from the interview with the collaborator and students below.

R: *Kalau mengenai **group writing conference** yang kita rencanakan sebelumnya, apakah sudah berjalan sesuai harapan bapak?*

(About the writing conference that we had planned before, did it run as your expectation, Sir?)

T: ***Bagus menurut saya, memang jadi lebih efektif.** Siswa juga dapat penjelasan yang berbeda, bukan hanya masalah mereka sendiri, tapi juga penjelasan mengenai masalah dari teman sekelompok. Itu menambah pengetahuan mereka.*

(It seemed to me that it run well and it made the teaching and learning process of writing more effective. The students also got different explanation, not only their own writing problems but also their friends' writing problems. It gained their knowledge.)

R: *Untuk **antusias siswa sendiri**, apakah ada perbedaan dengan sebelumnya, pak? kalau dengan grup ini?*

(What about the students' enthusiasm? Is there any difference with the previous writing conference when we used the group writing conference, Sir?)

T: *Kelihatannya mereka juga lebih antusias ya mas. Saya lihat banyak kelompok yang memang benar-benar berdiskusi mengenai masalah tulisan mereka. Mereka aktif berdiskusi untuk memecahkan masalah yang mereka hadapi, sebelum nanti mereka bisa konsultasikan ke mas Dhanang.*

(It seemed to me that they were also more enthusiastic, Mas. I noticed many groups really discussed their writing problems. They actively discussed their writing to solve their problems.)

R: *Dalam pengamatan bapak, **diskusi yang mereka lakukan bagaimana pak? Apakah sudah berjalan sebagaimana yang diharapkan?***

(Based on your observation, how about their discussion, Sir? Did it run as what we expected?)

T: *Saya lihat **cukup bagus.** Mereka tidak harus menunggu instruksi untuk saling berdiskusi. Mereka juga langsung saja saling bertukar pendapat. Saling bertanya dan menjawab dengan sukarela. Itu cukup bagus dan memang seharusnya demikian.*

(I think it's good. They did not need to wait the instruction for the discussion. They directly shared their opinions and also asked and answered questions voluntarily. It was good and should be like that.)

(Appendix B, Interview Transcript 10)

R: **Waktu berdiskusi ada masalah nggak? Misalnya ada teman yang nggak nanya atau mengeluarkan pendapat sama sekali?**

(Did you have problems during the group conference? For example, one of your friends did not ask questions or share his/her opinions at all?)

S: **Nggak sih mas. Semuanya saling tanya dan saling jawab. Ya setahunya kita aja sih ngasih jawabannya. Takut ternyata salah juga.**

(No, Mas. Everyone asked and answered questions. Of course, we gave answers as what we knew. We were afraid of giving wrong answers too.)

(Appendix B, Interview Transcript 11)

R: **Oh, ya, kalau tadi writing conference-nya kan dibikin grup, menurutmu gimana? Kamu enjoy nggak?**

(Today, we made the writing conference in groups. What do you think about the group writing conference today? Did you enjoy?)

S: **Enjoy aja sih, mas. Kelompokku enak-enak kok, jadi ya semangat.**

(I enjoyed it, Mas. My group was really fun. So, I was spirited.)

R: **Emangnya gimana di grupmu?**

(What happened in your group?)

S: **Enak aja, mereka bisa bantu banyak. Tadi kan aku bingung mau nulis apa, tapi njuk banyak dikasih ide trus bisa deh.**

(It was enjoyable as my friends helped me a lot. When I had no ideas to write, my friends helped me to find the ideas and finally I made it.)

R: **Emh gitu. Berarti bisa ngebantu ya kelompoknya? Ada masalah nggak selama diskusi? Semua anggotanya aktif nggak dek? Apa ada yang cuma diam aja?**

(Oh, I see. So, the group could help you? Was there any problem during the discussion? Was there anyone of your group members who did nothing during the conference?)

S: **Iya, mas. Banyak bantu kok. Enak di kelompok gini malah mas. Enggak kok, mas. Nggak ada masalah, semua aktif diskusi. Semua ikut sharing kok.**

(Yes, Mas. It helped me a lot. It was better for me to work in group conference, Mas. No, there was fine, no problems. All of my group members participated during the conference.)

(Appendix B, Interview Transcript 12)

After all actions had been implemented, then, the researcher asked the students to fill their draft writing conference sheet before collecting their first draft. Next, the researcher summed up the materials given on that day and said goodbye.

## **2) Second Meeting**

The second meeting was held on November, 26<sup>th</sup>, at 12.15 p.m. The main activity of this meeting was revising the first draft and writing the final draft. It was done with several actions described below.

The first action was reviewing the students' first draft. At the early stage of the action, the researcher gave the students their first draft back along with the given feedback on the draft conference sheet. The researcher asked the students to re-read their first draft and pay attention to the feedback given. The researcher, then, showed an example of the students work on the LCD. Next, the researcher asked the students to identify the mistakes made by their friend through the marked given on the paper and then promote the possible solutions. The activity was used to improve the students' awareness towards common writing mistakes. During the process the students were enthusiastic to give solutions.

The second action was revising their first draft. During the action, the researcher held the group writing conference to explain the feedback given and asked the students about their plan to revise their writing. In this action, the researcher gave students more chance to give feedback and promote solutions to

their friends. Based on the interview with the students, this activity helped them to improve their understanding on grammar and vocabularies and their ability to recognize the writing mistakes they made. It could be seen below.

R: *Oh ya, tadi pas di kelompok, kelompokmu bisa beneran diskusi soal writing apa nggak?*

(During the group conference, did your group really discuss the members' writing?)

S: *Iya kok mas. Soalnya kan banyak yang kesulitan di writing emang. Jadi ya beneran. hehe*

(Yes, Mas. The group members had problems in writing. So, we really discussed it.)

R: *Berasa manfaatnya nggak? Atau biasa aja?*

(Did you feel the benefits of group conference or not?)

S: *Ya ada manfaatnya mas. Tadi aja aku agak macet sama idenya, tapi njuk bisa diskusi buat nulisnya mau gimana.*

(Yes, there were some benefits. I was unable to find more ideas in my writing, but, then, I discussed my writing with the group members.)

R: *Manfaat yang kamu rasain apa aja dek? Yang ngebantu kamu dalam hal nulis?*

(What benefits did you feel that helped you in your writing?)

S: *Ya itu tadi mbantu pas nyari ide, nyari kosa kata juga, trus ada juga pas bikin kalimat, grammar-gramar gitu lah mas.*

(It helped me to find ideas and vocabularies, arrange sentences, gain knowledge about grammar.)

R: *Terus kamu bisa ngoreksi tulisan punya temen juga nggak? Kamu bantuin?*

(And then, did you also help your friends to review their writing? Could you do that?)

S: *Ya bisa dikit-dikit mas. Sebisaku. hehe*

(Yes, a little bit, Mas. As long as I could.)

R: *Jadi bisa ngerti mana yang salah mana yang bener nggak dek di tulisan yang kamu review?*

(When you reviewed your friend's work, could you find which one was correct and which one was incorrect in your friend's writing?)

S: *Iya, mas. Dikit-dikit jadi lebih bisa ngerti mana-mana yang salah.*

(Yes, Mas. I could understand a bit more which part was incorrect.)

(Appendix B, Interview Transcript 14)

The third action was writing the final draft. The students looked more confident during the process. It was because the writing steps they used and the feedback given during the group conference helped them to revise their first draft.

The last action was asking the students to review their own final draft before submitting it. The researcher asked the students to pay attention on their spelling errors, punctuation, and also the grammatical on their own. As the result several students still found several mistakes on their writing and then revised them.

### **c. Reflection**

The reflection of Cycle 2 was done on November, 27<sup>th</sup>, at 08.15 a.m. Based on the reflection done by the researcher and the collaborator, there were several improvements on the students' writing abilities, students writing confidence, students' abilities to review their own writing and the class management during the English teaching and learning process. The improvement would be discussed as follows.

In this cycle, the researcher finally did not find significant problems. The students made a good progress on their writing. The students seemed to be familiar with the steps of writing and were able to apply the steps individually. Most of the students seemed to be active in the writing conference as the researcher asked them to confer their writing in groups. They confidently shared their ideas, problems, and solutions with their group members. The writing conference between the researcher and the students could run faster as the researcher did not need to explain the same problems to the different students. The

students carefully listened to the feedback and guidelines given during the conference. The students enjoyed the group writing conference. They became more interested in writing. This statement was also supported by the interview transcript with the collaborator below.

**R: Apakah menurut bapak mereka bisa enjoy dengan group writing conference-nya pak?**

(In your point of view, could they enjoy the group writing conference, Sir?)

**T: Sepertinya mereka sangat enjoy mas. Mereka juga aktif selama kegiatan itu.**

(It seemed to me that they really enjoyed it, Mas. They were also active during the activity.)

**R: Kalau dilihat dari hasil pembelajaran hari ini, apakah group writing conference yang dilakukan hari ini bisa membuat siswa senang untuk menulis?**

(Based on today's meeting, could the group writing conference make the students love writing?)

**T: Saya rasa bisa saja mas. Anak-anak terlihat senang selama diajar dengan writing conference. Baik saat dengan kelompok maupun sebelumnya.**

(In my opinion, it could, Mas. The students were happy when they were taught using writing conference either in group or in the previous action.)

(Appendix B, Interview Transcript 13)

The activities given in the Cycle 2 successfully helped the students to minimize their writing mistakes. Reviewing their friends' writing helped the students to gain their ability on recognizing common writing mistakes. It also improved the students' ability to review and revise their own writing. It enabled the students to produce a well organized text with minimum writing mistakes.

The researcher concluded that writing conference could improve students' writing ability. The students were able to explore and organize their ideas. They were able to connect sentences into a coherent paragraph and were able to produce a well organized text. Moreover, the students were familiar with steps of writing

that made the writing process easier for them. Most of the students were confident to write and no longer considered writing as the most difficult skill to master. These statements were also supported by the interviews with the students and the collaborator below.

**R: Menurut bapak, apakah pembelajaran writing dengan menggunakan writing conference yang telah diberikan membuat siswa lebih termotivasi untuk meningkatkan kemampuan menulisnya?**

(In your opinion, Sir, could the use of writing conference in the teaching and learning of writing motivate the students to improve their writing ability?)

**T: Saya lihat anak-anak senang. mereka antusias untuk bertanya ini itu. sepertinya itu banyak membantu motivasi anak-anak untuk meningkatkan kemampuan menulis mereka. Ditambah dengan berada dalam kelompok yang disitu ada teman yang kemampuan menulisnya lebih baik, pasti mereka juga ingin memperbaiki kemampuan mereka.**

(I observed that the students were happy. They asked questions enthusiastically. It seemed to me that it motivated them to improve their writing ability. Moreover, being in a group with their friends who had better writing ability motivated them to improve their ability.)

**R: Mereka jadi terpacu dengan kemampuan teman mereka ya pak. Mengenai kesalahan menulis mereka, apakah bapak merasakan jumlah kesalahan anak-anak dalam hal content, organization, vocabulary, language use (grammar), dan mechanics (spelling, punctuation, capitalization, paragraphing) semakin berkurang setelah menggunakan writing conference?**

(So, they were motivated by their friends' ability. What about their writing mistakes, Sir? Can you notice that the number of mistakes they made in terms of content, organization, vocabulary, language use (grammar) and mechanics (spelling, punctuation, capitalization, paragraphing) decreased after the implementation of writing conference?)

**T: Kalau melihat dari hasil tulisan anak-anak sebelum menggunakan teknik ini kemudian melihat setelahnya, saya lihat ada banyak kemajuan. Banyak kekurangan dan kesalahan mereka sudah bisa teratasi. Kemudian kemarin mengenai content dan language use nya juga sekarang sudah lebih baik. Namun soal untuk mencari ide dan gagasan yang baru memang sepertinya beberapa anak masih agak kesulitan. Namun sebagian besar anak-anak sudah lebih sedikit membuat kesalahan.**

(If we look at the students' writing before and after implementing the writing conference, there are a lot of improvements. There were many students' problems and mistakes that have been overcome. Then, about

the content and the language use are also better than the previous time. In terms of finding new ideas, some students still have difficulties. However, most of the students are able to minimize their writing mistakes.)

**R: *Lalu, menurut bapak, apakah bapak juga merasakan kalau anak-anak menjadi lebih percaya diri dalam menulis melalui writing conference?***

(So, do you think that through the use of writing conference the students' self confidence to write was also improved, Sir?)

**T: *Ya, saya rasa mereka terlihat lebih percaya diri untuk menulis sekarang dan tidak takut lagi membuat kesalahan.***

(Yes, in my opinion, they are more confidence to write now and are no longer afraid of making mistakes during the writing process.)

**R: *Menurut bapak, apakah setelah melalui Cycle 2 ini, siswa sudah bisa lebih memahami dan menggunakan tahapan-tahapan yang benar dalam menulis?***

(In your opinion, at the end of Cycle 2, do the students have better understanding towards the use of the steps of writing, Sir?)

**T: *Iya, sekarang mereka lebih mengerti harus bagaimana untuk memulai menulis. Mereka jadi tau bagaimana itu brainstorming, bagaimana nantinya mengurutkan ide-ide yang mau ditulis dengan bikin outline dulu. Ya, cukup bagus lah mas buat mereka. Saya rasa mereka sudah bisa menggunakannya sekarang.***

(Yes, now they know exactly what they should do to begin their writing. They know how to do the brainstorming step and how to organize their ideas by using an outline.)

**R: *Apakah itu membuat proses menulis jadi lebih mudah bagi mereka pak?***

(Does writing conference make the writing process easier for the students, Sir?)

**T: *Menurut saya, iya. Karena mereka sudah tahu harus bagaimana ketika mau menulis, terus langkahnya apa saja. Itu cukup mempermudah.***

(In my opinion, yes, because they already know what to do and what steps to take when they are going to write. It makes the writing process easier.)

**R: *Jadi, secara keseluruhan apakah writing conference yang diterapkan ini sudah bisa meningkatkan kemampuan menulis mereka secara umum pak?***

(So, overall, can the use of writing conference improve the students' writing ability in general, Sir?)

**T: *Saya rasa bisa mas. Bisa terlihat hasilnya dari hasil tulisan yang mereka buat. Saya lihat cukup bagus dan meningkat. Teks yang dihasilkan sudah lebih terstruktur dan cukup baik secara isi.***

(In my opinion, yes it can, Mas. It can be seen from their writing product. The students produce better writing and make improvements. They produce a more organized text with a good content.)

(Appendix B, Interview Transcript 16)

At the end of the Cycle 2, the researcher asked the students to collect their writing assignment. The researcher scored the students' works to measure their improvement on writing ability. The following was the students' score in Cycle 2.

**Table 12. The Students' Writing Score in Cycle 2**

Score	Category	Frequency	Percentage
87.5 - 100	Excellence	1	3.70%
75 - 87.4	Very good	14	51.85%
62.5 - 74.9	Good	11	40.74%
50 - 62.4	Fair	1	3.70%
37.5 - 49.9	Poor	0	0%
25 - 37.4	Very poor	0	0%
Mean		74.35	

The table above showed that the students' writing score in Cycle 2 could be categorized into *excellence* (3.70%), *very good* (51.85%), *good* (40.74%), *fair* (3.70%), *poor* (0%) and *very poor* (0%). The mean score in the class was 74.90. In order to see the improvement on the students' writing scores, the following table showed the comparison of the students writing scores in Cycle 1 and Cycle 2.

**Table 13. The Comparison of the Students' Writing Scores in Cycle 1 and Cycle 2**

Score	Category		Frequency	Percentage	Improvement
87.5 - 100	Excellence	Cycle 1	0	0%	3.70%
		Cycle 2	1	3.70%	
75 - 87.4	Very good	Cycle 1	4	14.81%	37.04%
		Cycle 2	14	51.85%	
62.5 - 74.9	Good	Cycle 1	15	55.55%	-14.81%
		Cycle 2	11	40.74%	
50 - 62.4	Fair	Cycle 1	8	29.62%	-25.92%
		Cycle 2	1	3.70%	
37.5 - 49.9	Poor	Cycle 1	0	0%	0%
		Cycle 2	0	0%	
25 - 37.4	Very poor	Cycle 1	0	0%	0%
		Cycle 2	0	0%	
Mean		Cycle 1	66.11		8.24
		Cycle 2	74.35		

Based on the Table 13, it could be seen that the writing scores in Cycle 2 were increased by the use of writing conference. The improvement on *excellence* category was 3.70%. The *very good* category was 37.04%. On *good* and *fair* category, the improvements were negative. They were -14.81% on *good* category and -25.92% on *fair* category. On *poor* and *very poor* category, there were no improvements. The mean score in the class increased from 66.11 to 74.35. It could be concluded that the use of writing conference could improve students' ability in writing. Considering the good improvements on the students' writing ability, the researcher and collaborator decided to stop the cycle and conducted a post-test. In the post-test, the researcher asked the students to write an analytical exposition text with their own topic. The students' post-test scores could be seen on the table presented below.

**Table 14. The Students' Writing Scores in Post-test**

Score	Category	Frequency	Percentage
87.5 – 100	Excellence	4	14.81%
75 – 87.4	Very good	17	62.96%
62.5 – 74.9	Good	6	22.22%
50 – 62.4	Fair	0	0%
37.5 – 49.9	Poor	0	0%
25 – 37.4	Very poor	0	0%
Mean		77.87	

Based on the table above, the students' writing score in post-test were categorized into *excellence* (14.81%), *very good* (62.96%), *good* (22.22%), *fair*, *poor* and *very poor* (0%). The mean score of the post-test was 77, 87. It could be seen that there was an improvement on the mean score of the post-test compared to the mean score of Cycle 2. The table on the next page provided the comparison of students' writing score in Cycle 2 and post-test.

**Table 15. The Comparison of the Students' Writing Scores in Cycle 2 and Post-test**

Score	Category		Frequency	Percentage	Improvement
87.5 - 100	Excellence	Cycle 2	1	3.70%	11.11%
		Post-test	4	14.81%	
75 - 87.4	Very good	Cycle 2	14	51.85%	11.11%
		Post-test	17	62.96%	
62.5 - 74.9	Good	Cycle 2	11	40.74%	-18.52%
		Post-test	6	22.22%	
50 - 62.4	Fair	Cycle 2	1	3.70%	-3.70 %
		Post-test	0	0%	
37.5 - 49.9	Poor	Cycle 2	0	0%	0%
		Post-test	0	0%	
25 - 37.4	Very poor	Cycle 2	0	0%	0 %
		Post-test	0	0%	
Mean		Cycle 2	74.35		3.52
		Post-test	77.87		

The table above showed the improvements on *excellence* and *very good* category were both 11.11%. On *good* and *fair* category, the improvements were negative. They were -18.52% and -3.70. The *poor* and *very poor* category had no improvements. The mean score in the class increased from 74.35 to 77.87. The result of the post-test proved that the use of writing conference could improve students' writing ability.

### **E. General Findings and Discussion**

The result of this research consists of qualitative and quantitative data. The qualitative data deal with the general findings of the research in each cycle, while the quantitative data presents students' writing scores. The following are the findings that the researcher obtained in the use of the writing conference to improve students' writing ability.

## **1) Cycle 1**

### a. The successful actions

- 1) The use of writing steps helped the students to develop and organize their ideas into a good writing.
- 2) Feedback given by the researcher during the writing conference helped the students to recognize and revise their writing mistakes.
- 3) The writing conferences were successful to help the students in using the steps of writing and producing a good writing.
- 4) The writing conferences were successful to gain students' self confidence to share their writing problems and solutions.
- 5) Some detailed tasks given by the researcher help the students to gain knowledge about grammar.

### b. The unsuccessful actions

- 1) Some students still had problems dealing with the language use and content of their writing.
- 2) The students still had problems in recognizing their own writing mistakes.

## **2) Cycle 2**

- a. The students were able to connect sentences to support their analytical exposition topic.
- b. The students' ability to review and revise their own writing was improved.
- c. The students were able and willing to use steps of writing individually.
- d. The students were able to produce a good cohesive and coherent text.

### 3) Summary of Cycle 1 and Cycle 2

The improvements of the students before and after the actions were summarized on the table below.

**Table 16. The Improvement of the Students**

<b>Preliminary Condition</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
Many students were not enthusiastic in the teaching learning process of writing.	Some students were enthusiastic in the teaching learning process of writing.	Many students were enthusiastic in the teaching learning process of writing.
Many students felt bored when study English writing. They just used a book and no variation.	Some students enjoyed the study English writing with new method.	Many students enjoyed the study English writing with new method.
Many students got confused when they were going to start their writing.	Some students got confused when they were going to start their writing.	Most of the students did not get confused to start their writing.
Many students had difficulties in gathering ideas.	Some students had ideas to write a text.	Many students had ideas to write a text.
Most of the students did not understand the steps of writing. They never used them in writing.	Many students understood the steps of writing. They used the steps in guidance.	All of the students understood the steps of writing. They used the steps individually.
Many students had difficulties in organizing sentences. They were not able to produce a coherent paragraph.	Some students were able to organize sentences. They were able to write in sequence.	Many students were able to organize sentences. They were able to write in strong sequence.
Many students had difficulties in grammar. They made many mistakes in grammar especially in using verb. They were not able to recognize grammatical mistakes on writing.	Some students made fewer grammatical mistakes and were able to recognize and revise some grammatical mistakes in writing.	Many students were able to reduce their grammatical mistakes and were able to recognize and revise more grammatical mistakes in writing.
The students had limited vocabulary mastery.	Some students improved their vocabulary mastery.	Many students improved their vocabulary mastery.
Many students were not confident to write English texts.	Some students were confident to write in English.	Many students were confident to write in English.

#### 4) The Students' Writing Score

In this part, the researcher discussed the students' mean scores as performed in the pre-test, Cycle 1, Cycle 2, and post-test. He showed the general finding of students' scores in five aspects of writing namely content, organization, grammar, vocabulary, and mechanics (spelling, capitalization and punctuation) on the table below.

**Table 17. Students' Mean Score of Writing in Pre-test, Cycle 1, Cycle 2, and Post-test**

Score	Pre-test	Cycle 1	Cycle 2	Post-test
Mean Score	60.18	66.11	74.35	77.84

Table 17 showed an increase on the students' mean score from pre-test, Cycle 1, Cycle 2, to post-test. The mean score on pre-test was 60.18, Cycle 1 was 66.11, Cycle 2 was 74.35, and pos-test was 77.84. The highest and the lowest score also increased from time to time. It showed that the use of writing conference improved the students' ability in writing.

The researcher analyzed the percentage of writing score development in pre-test, Cycle 1, Cycle 2, and post-test. It divided into six category levels, namely excellence, very good, good, fair, poor and very poor for each cycle. The analysis result of each cycle was presented on table below.

**Table 18. The Improvement of Students' Writing Score in Pre-test, Cycle 1, Cycle 2 and Post-test**

Category	Pre-test	Cycle 1	Cycle 2	Post-test	Improvement
Excellence	0%	0%	3.70%	14.81%	14.81%
Very good	7.40%	14.81%	51.85%	62.96%	55.56%

*(continued)*

(continued)

Category	Pre-test	Cycle 1	Cycle 2	Post-test	Improvement
Good	33.33%	55.55%	40.74%	22.22%	-11.11%
Fair	44.44%	29.62%	3.70%	0%	-44.44%
Poor	14.81%	0%	0%	0%	-14.81%
Very poor	0%	0%	0%	0%	0%

Table 18 showed that the improvements on *excellence* and *very good* were positive. It meant that the percentages of the students in *excellence* and *very good* level increased from time to time. In *excellence* level, the percentage of the students on that level increased from 0% to 14.81%. The improvement was 14.81%. In *very good* level, the percentage of the students on that level increased from 7.40% to 62.96%. The improvement was 55.56%. On the other hand, the improvements of the students in *good*, *fair*, and *poor* levels were negative. It meant that the percentages of the students on those levels decreased. In the *good* level, the percentage decreased from 33.33% to 22.22%. The improvement was -11.11%. In the *fair* level, the percentage decreased from 44.44% to 0%. The improvement was -44.44%. In the *poor* level, the percentage decreased from 14.81% to 0%. The improvement was -14.81%.

In comparison with the students' pre-test scores, the students' post-test scores were increased through the use of writing conference. The improvements on *excellence* and *very good* category of writing score were 14.81% and 55.56%. On *good* category the improvement was negative. The percentage was -21.87%. The *fair* and *poor* level had no improvements. The mean score in the class

increased from 60.18 to 77.87. The comparison of students' writing scores in pre-test and post-test were presented below.

**Table 19. The Comparison of the Students' Writing Scores in Pre-test and Post-test**

Score	Category		Frequency	Percentage	Improvement
87.5 - 100	Excellence	Pre-test	0	0%	14.81%
		Post-test	4	14.81%	
75 - 87.4	Very good	Pre-test	2	7.40%	55.56%
		Post-test	17	62.96%	
62.5 - 74.9	Good	Pre-test	9	33.33%	-11.11%
		Post-test	6	22.22%	
50 - 62.4	Fair	Pre-test	12	44.44%	-44.44%
		Post-test	0	0%	
37.5 - 49.9	Poor	Pre-test	4	14.81	-14.81%
		Post-test	0	0%	
25 - 37.4	Very poor	Pre-test	0	0%	0%
		Post-test	0	0%	
Mean		Pre-test	60.18		17.69
		Post-test	77.87		

Based on the data above, it could be seen that the use of writing conference gave a significant different result on the students' writing scores in pre-test and post-test. Finally, it could be said that the use of writing conference could improve students' writing ability.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter is divided into three main sections; the conclusions of the research, the implications, and the suggestion for the English teacher and the other researchers. The discussion of each section is presented as follows.

#### **A. Conclusions**

In reference to the data analysis in this research, the use of the writing conference is believed to be effective to improve students' writing ability. To support this result, there are two kinds of data presented in this research. The first data are qualitative data; while another data are quantitative data.

In terms of qualitative data, the researcher obtained some results as follows.

1. The students can minimize their writing problems in five aspects of writing namely content, organization, grammar, vocabulary, and mechanics (spelling, capitalization and punctuation).
2. The students are able to identify and correct their mistakes in writing aspects because of the steps applied in writing conference.
3. The students are able to produce a coherent and cohesive text with the steps of writing applied in writing conference.

In terms of quantitative data, the improvement of students' writing ability is supported by students' writing scores as performed in pre-test, Cycle 1, Cycle 2, and post-test.

## **B. Implications**

Based on the research discussion, it can be implied that writing conference can be applied in writing teaching and learning process. The implications of the actions are presented below.

1. The use of writing conference in teaching writing provides the students with both written and oral feedback from the teacher. Written feedback is given when the students submit their writing outlines and draft. Oral feedback is given during the conference between the students and teacher. Writing conference can also provide the students with sufficient guidelines during their writing process as the students are given opportunities to discuss what they are going to write with the teacher. The feedback and guidelines given by the teacher during the writing conference are helpful for the students to improve their writing ability. Through feedback and guidelines given, they gain knowledge on writing aspects such as grammar, language use, content, organization, vocabulary, spelling, punctuation, and capitalization.
2. The use of writing conference improves students' self awareness towards their strengths and weaknesses in writing. The conference with the teacher gives students knowledge on their ability in writing. The teacher let the students know when they make mistakes or make a good sentence or paragraph during the writing conference. By knowing their strengths and weaknesses in writing,

the students can avoid making more mistakes in writing as they will be more careful when they write their ideas on their weaknesses area.

3. Writing conference offers the students a different writing class atmosphere. In writing conference, writing tasks can be seen as a project. The students make plans on what they are going to write and consider who will be the readers of their writing. The students are also given chances to discuss with the teacher about their writing in every step of writing. It motivates them to finish their project and improve their writing. Moreover, it is a good way to avoid students' boredom on the writing class.
4. The use of writing conference changes the students' attitude towards writing. They used to think that writing was boring and difficult. Since they were taught using writing conference, they were enthusiastic and willing to finish their writing. The use of steps of writing in writing conference has changed their opinion about writing. They no longer consider writing as the most difficult skill to master as they know every single step that they have to take to produce a good text. It makes the writing process easier for them. Moreover, it encourages the students' self confidence to write.

### **C. Suggestions**

Based on the conclusions and the implications of the study, some suggestions are directed to the English teacher and other researchers. The detailed suggestions are presented on the next page.

### **1. For English Teachers**

a. The teachers can use writing conference in teaching writing in the class in order to provide sufficient feedback and guidelines for the students.

b. It is important for the teachers to teach the students to write using the steps of writing as it makes the writing process easier.

c. The teachers should enhance their ability to establish a good class atmosphere that motivates the students to learn and encourages their involvement during the teaching and learning process. They should create an enjoyable situation of teaching and learning process in order to improve the students' ability in learning English.

### **2. For Other Researchers**

In this study, writing conference was only used to improve the writing ability of the eleventh grade students of senior high school. In fact, writing conference may also be used for other level of language learners. Moreover, the results of this study may be used as references for other researchers who are interested in conducting research related to writing skills as well as the use of writing conference.

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**APPENDIX A**  
**(FIELD NOTES)**

<b>Field notes 1</b>	
<b>Hari, tanggal</b>	<b>: Senin, 4 November 2013</b>
<b>Waktu</b>	<b>: 08.00 WIB</b>
<b>Lokasi</b>	<b>: Ruang Tunggu Tamu dan Ruang Wakasek Kurikulum SMA N 1 Sleman</b>
<b>Hal Keterangan</b>	<b>: Permohonan ijin penelitian</b> <b>: KS : Kepala SMA N 1 Sleman</b> <b>WK : Wakasek Kurikulum</b> <b>GBI : Guru Bahasa Inggris</b> <b>P : Peneliti</b>
<p>P datang ke sekolah pukul 08.00 WIB. P menyampaikan maksud kedatangannya pada guru piket yang sedang bertugas. Karena hari ini KS sedang ada kepentingan dinas di luar sekolah, maka P disarankan untuk menemui wakasek kurikulum terlebih dahulu di ruangannya.</p> <p>Setelah dipersilahkan masuk ruang WK, P kemudian menyampaikan maksud dan tujuan kedatangannya kepada beliau. WK menanyakan apakah P sudah menemui GBI sebelumnya, kemudian P menjelaskan bahwa P sudah menemui GBI sebelumnya dan sudah mendapatkan ijin secara lisan dari GBI untuk melakukan penelitian di kelas XI. Karena sudah mendapatkan ijin dari GBI, kemudian WK menyampaikan bahwa beliau tidak keberatan jika P melaksanakan penelitian di kelas XI dan beliau akan membantu untuk menyampaikan maksud P kepada KS. Namun demikian, WK menyarankan P untuk tetap menemui KS sebelum melaksanakan penelitian. KS menyarankan P untuk menemui KS keesokan hari. P pun menyetujui saran WK serta mengucapkan terima kasih atas ijin yang diberikan kemudian P berpamitan untuk meninggalkan ruangan.</p>	

<b>Field notes 2</b>	
<b>Hari, tanggal</b>	<b>: Selasa, 5 November 2013</b>
<b>Waktu</b>	<b>: 09.30 WIB</b>
<b>Lokasi</b>	<b>: 1. Ruang Kepala Sekolah</b> <b>2. Ruang Guru</b> <b>3. Ruang Kelas XI IPA 3</b>
<b>Hal Keterangan</b>	<b>: Permohonan ijin penelitian dan observasi kegiatan belajar mengajar di kelas.</b> <b>: KS : Kepala Sekolah SMA N 1 Sleman</b> <b>GBI : Guru Bahasa Inggris</b> <b>P : Peneliti</b>
<p>P datang ke sekolah pukul 09.30 WIB. P kemudian menemui guru piket untuk meminta ijin bertemu dengan KS. Guru piket mempersilahkan P untuk menemui KS di ruangannya.</p>	

Setelah dipersilahkan masuk ruang KS, P memperkenalkan diri kemudian menyampaikan maksud dan tujuan kedatangannya kepada beliau. KS pun kemudian menyambut maksud dan tujuan P karena sebelumnya WK sudah menyampaikan perihal keperluan P kepada KS. P kemudian menanyakan perihal perijinan penelitian yang diperlukan. KS kemudian menjelaskan bahwa karena secara lingkup penelitian dan dampak penelitian yang dilakukan P tidaklah luas, dalam hal ini hanya berdampak di kelas yang dipakai sebagai subyek penelitian, maka KS pun mempersilahkan P untuk melakukan penelitian di sekolah dengan ijin dari kampus dan sekolah saja. P kemudian menyampaikan rasa terima kasih atas ijin yang diberikan oleh KS dan berpamitan untuk menemui GBI.

Seusai menemui KS di ruangnya, P kemudian menemui GBI di kantor guru pada pukul 10.15. P menyapa GBI kemudian dipersilahkan duduk oleh GBI yang kebetulan sedang tidak mengajar. P kemudian menyampaikan bahwa KS dan WK telah memberikan ijin kepada P untuk melakukan penelitian di kelas XI. P kemudian meminta ijin untuk melakukan observasi di kelas dan menanyakan kepada GBI kapan P bisa melakukan observasi. GBI mempersilahkan kepada P kapan P akan melaksanakan observasi sambil memberi tahu jadwal mengajar bahasa inggris kelas XI kepada P. GBI menawarkan kepada P untuk melakukan observasi hari ini jam 12.15 di kelas XI IPA 3. P pun menyetujui tawaran GBI. P kemudian mengucapkan terima kasih dan pamit untuk menunggu jam pelajaran bahasa inggris di kelas XI IPA 3 di kantin.

Tepat pukul 12.15 GBI memasuki kelas XI IPA 3. Suasana kelas cukup gaduh ketika GBI memasuki ruang kelas. Kemudian GBI berdiri di depan kelas, memberikan salam, dan memperkenalkan P kepada siswa. Setelah itu GBI mempersilahkan P untuk menempatkan diri. P kemudian duduk di kursi belakang yang kebetulan kosong. GBI meletakkan tas dan barang bawaannya di meja guru. Kemudian GBI membuka pelajaran dengan menanyakan siswa tentang materi pada pertemuan yang lalu. Materi pelajaran minggu lalu adalah mengenai “asking and giving opinions”. Kemudian GBI mengajukan pertanyaan pada siswa mengenai ungkapan-ungkapan apa saja yang biasa digunakan untuk menanyakan pendapat. Banyak siswa mengucapkan ungkapan menyatakan pendapat tersebut secara bersamaan, kemudian GBI meminta siswa untuk mengangkat tangan terlebih dahulu sebelum menjawab. Lalu salah satu siswa yang mengangkat tangan ditunjuk oleh GBI untuk memberikan jawabannya. Lalu GBI melanjutkannya dengan menanyakan cara menyampaikan pendapat dan beberapa siswa yang mengangkat tangan diminta untuk menjawab.

Pada pukul 12.35 GBI meminta siswa untuk membaca teks yang ada pada LKS kemudian meminta mereka menjawab soal latihan yang ada di LKS. Pada saat membaca, beberapa siswa terlihat asik mengobrol dan sedikit membuat keramaian. Beberapa siswa juga terlihat beberapa kali terlihat asik dengan handphone mereka. Setelah sekitar 15 menit, GBI kemudian berdiri di depan kelas kembali dan membahas teks yang telah dibaca siswa. GBI meminta salah

seorang siswa yang sedang asik mengobrol untuk membaca teks yang ada di LKS. Beberapa kali GBI membenarkan pronunciation dari siswa yang kurang tepat. Setelah teks selesai dibacakan, GBI menanyakan beberapa vocabulary kepada siswa, dan siswa menjawabnya secara bersamaan. GBI melanjutkannya dengan membahas soal latihan yang ada pada LKS dengan cara menunjuk beberapa siswa untuk menjawab tiap pertanyaan.

Setelah semua soal latihan selesai dibahas, sekitar pukul 13. 05 GBI membahas sebuah topik baru mengenai analytical exposition. GBI mengawalinya dengan meminta siswa untuk membaca unit baru yang terdapat pada LKS. Setelah dirasa cukup waktu bagi siswa untuk membaca dan memahami penjelasan yang ada pada LKS, GBI kemudian menjelaskan kepada siswa mengenai analytical exposition. Penjelasan dimulai dengan memberikan siswa pengertian dari jenis teks tersebut, grammatical features, dan kemudian social function dari teks tersebut. Pada saat dijelaskan unit baru, sebagian besar siswa yang duduk di bagian depan tampak antusias dan memperhatikan. Akan tetapi, di bagian belakang, siswa nampak asik mengobrol dengan teman sebangku. Terdapat juga siswa yang ternyata malah asik menggambar kartun di buku tulisnya.

Seusai menjelaskan, GBI meminta siswa untuk melihat LKS lagi dan kemudian membaca teks analytical exposition yang ada pada LKS serta mengerjakan soal latihan yang ada pada LKS. Sekitar pukul 13.25, GBI kemudian membahasnya kembali bersama-sama dengan siswa hingga kemudian bel akhir jam pelajaran berbunyi. GBI kemudian memberikan tugas kepada siswa untuk mempelajari contoh-contoh lain dari analytical exposition dan mengerjakan latihan soal yang ada pada LKS. GBI mengucapkan salam dan menutup pertemuan hari ini dengan doa. Pada pukul 13.50 GBI dan P meninggalkan kelas.

### Field notes 3

<b>Hari, tanggal</b>	<b>: Sabtu, 9 November 2013</b>
<b>Waktu</b>	<b>: Jam ke-6 (11.15-12.00) WIB</b>
<b>Lokasi</b>	<b>: Ruang kelas XI IPA 3 SMA N 1 Sleman</b>
<b>Hal</b>	<b>: Pelaksanaan pre-test</b>
<b>Keterangan</b>	<b>: GBI : Guru Bahasa Inggris P : Peneliti</b>

Pelajaran bahasa inggris hari ini berlangsung pada jam ke 5 dan 6. Untuk keperluan pre-test, P hanya meminta jam ke 6 kepada GBI. GBI kemudian masuk kelas pada jam ke-5 dan memberikan pelajaran seperti biasa.

Pada pukul 11.00 GBI mempersilahkan P masuk kelas, kemudian GBI menjelaskan pada siswa tentang rangkaian program yang akan dilakukan P di kelas tersebut dalam beberapa pertemuan selanjutnya. Kemudian GBI menyerahkan kelas kepada P untuk kemudian beliau duduk di kursi guru.

P mengucapkan salam dan kemudian menyapa siswa, “*good afternoon everybody, how’s life?*”. Siswa hanya membalas dengan “*good afternoon, sir*”. P kemudian mengulangi lagi pertanyaan “*How’s life? Good?*”. Kemudian jawaban beragam muncul dari beberapa siswa. Mereka menjawab dengan “*No, I’m hungry*” “*I’m tired, Sir*” “*I’m sleepy*”. Dengan sedikit memotivasi mereka, dan menjelaskan maksud pertemuan hari ini, akhirnya P bisa membuat siswa lebih antusias untuk mengikuti pre-test. P membagikan lembar pre-test yang telah disiapkan kepada siswa. Kemudian tepat ketika bel pergantian jam berbunyi, P mempersilahkan siswa untuk memulai menulis teks analytical exposition di lembar pre-test yang telah dibagikan. P pun kemudian menunggu siswa selesai mengerjakan sambil mengelilingi kelas untuk memastikan mereka menulis apa yang P instruksikan. 5 menit sebelum bel istirahat berbunyi, P meminta siswa untuk mengumpulkan hasil tulisan mereka. Sebagian besar siswa dapat menyelesaikan tugas dengan tepat waktu. Setelah itu P mengucapkan terima kasih dan kemudian mengakhiri kelas dengan salam. Pukul 12.00 P dan GBI meninggalkan kelas.

#### Field notes 4

<b>Hari, tanggal</b>	<b>: Selasa, 12 November 2013</b>
<b>Waktu</b>	<b>: Jam ke-7 dan 8 (12.15-13.45) WIB</b>
<b>Lokasi</b>	<b>: Ruang kelas XI IPA 3 SMA N 1 Sleman</b>
<b>Hal</b>	<b>: Implementasi penggunaan <i>writing conference</i> dalam pengajaran bahasa inggris – Pertemuan pertama</b>
<b>Keterangan</b>	<b>: GBI : Guru Bahasa Inggris P : Peneliti</b>

Pukul 12.15 WIB GBI dan P memasuki ruang kelas XI IPA 3. Suasana kelas yang agak gaduh mendadak menjadi tenang. Namun masih nampak beberapa bangku yang kosong karena beberapa siswa belum kembali ke kelas setelah istirahat selesai. GBI langsung menuju ke kursi di belakang, sementara P mempersiapkan laptop untuk disambungkan dengan LCD projector. Beberapa saat kemudian siswa yang terlambat mulai berdatangan masuk kelas dan menempati tempat duduk masing-masing.

Setelah laptop dan LCD projector siap digunakan, P kemudian menuju depan kelas. P menyapa dan menanyakan kabar kepada siswa dalam bahasa inggris. Siswa pun memberikan jawaban beragam mereka. “*I’m tired, Sir*” “*I’m sleepy*”. P kemudian menanyakan “*who is absent today?*” siswa menjawab “*none, Sir*”.

Kegiatan dilanjutkan dengan menanyakan pengetahuan dasar mengenai *analytical expositon text*. P mengulangi menanyakan pada siswa tentang tujuan dasar dan *grammatical features* dari *analytical exposition text*. Siswa menjawab secara bersamaan dan menjadi kurang jelas. P kemudian menanyai salah satu siswa yang Nampak bersemangat menjawab. “*you, what’s your name?*” “*Nunung, Sir*”

“What’s the social function of analytical exposition text?” “Mmm..it’s used to persuade readers, Sir” “Persuade what? “Persuade readers of what the writers think about something”. P kemudian menanyakan tentang writing process. P menanyakan langkah-langkah apa saja yang biasa ditempuh oleh siswa saat mereka hendak menulis sebuah teks. “What steps do you usually use to write a text? Do you have certain steps in writing a text? or you just directly write it down in a piece of paper?”. Siswa kemudian menjawab beragam, salah satu siswa menjawab “no, sir. Just langsung tulis aja”. Sementara salah seorang yang lain menjawab “yang pakai kerangka karangan itu, kan? like in bahasa Indonesia?”

P kemudian menjelaskan ulang mengenai *analytical exposition text* dan *steps of writing* secara singkat menggunakan materi di *slide show*. Ketika P menjelaskan materi mengenai *steps of writing*, terdengar beberapa siswa mendiskusikan materi bersama temannya “oh, yang ini, iya aku ingat.”

Setelah menanyakan beberapa *warming up questions*, P kemudian menjelaskan kembali mengenai *analytical exposition* dan *writing process* dengan menggunakan *slide show*. P menjelaskan fungsi dari sebuah *outline* dan menjelaskan bagaimana membuatnya. Selesai memberikan penjelasan, P kemudian menanyakan kepada siswa apakah mereka memahami penjelasan yang P berikan dan apakah mereka memiliki sesuatu yang ingin ditanyakan berkaitan dengan penjelasan yang P berikan. Siswa menjawab dengan “No, Sir.” “It’s clear.”

Kemudian P memberikan *handout* materi yang didalamnya terdapat latihan mengenai teks *analytical exposition* kepada siswa. P meminta siswa untuk membaca teks yang terdapat pada *task 1* dan kemudian mengidentifikasi *topic*, *generic structures*, dan *language features*. Setelah beberapa saat memberikan kesempatan kepada siswa untuk membaca, P kemudian membahasnya bersama dengan siswa. Selanjutnya, P meminta siswa untuk menganalisa tiap-tiap *argument* dan *conclusive argument* yang terdapat di dalam teks. Siswa nampak bersemangat untuk menjawab pertanyaan dari P. P memberikan *reward* bagi setiap siswa yang berhasil menjawab dengan benar dengan memberikan balasan seperti “Good” atau “Excellent”

Kegiatan dilanjutkan dengan menjelaskan kepada siswa mengenai *argumentative sentences*. P kemudian meminta siswa untuk mengerjakan task untuk menyusun beberapa kalimat rumpang menjadi kalimat *argumentative* yang utuh dan benar.

Setelah P dan siswa selesai membahas kalimat *argument* yang mereka susun, P kemudian meminta siswa untuk menuliskan argument mereka mengenai beberapa pendapat yang berkaitan dengan teks. P meminta beberapa perwakilan siswa untuk menuliskan pendapat mereka di depan kelas. Suasana kelas sempat menjadi agak gaduh karena beberapa siswa berebut untuk menuliskan jawaban mereka di depan kelas. Setelah semua siswa selesai menuliskan jawaban, P kemudian membahasnya bersama dengan siswa.

Selanjutnya, P meminta siswa untuk bekerja berpasangan untuk membuat sebuah

outline dari teks yang telah dibahas. P kemudian membahas bersama siswa tentang hasil outline yang mereka kerjakan.

P kemudian menunjukkan beberapa topik dan menjelaskan kepada siswa bahwa nantinya topic tersebut yang akan mereka tulis menjadi sebuah teks *analytical exposition*. Namun, sebelum ditulis menjadi sebuah teks. P meminta siswa untuk membuat sebuah outline terlebih dahulu. P juga memberitukan siswa bahwa dalam proses menulis teks nanti, P akan menggunakan tehnik *writing conference*. P kemudian menjelaskan mengenai *writing conference* secara singkat.

P kemudian meminta siswa untuk memulai membuat outline berdasarkan topik yang mereka pilih.

P mendatangi meja siswa satu persatu untuk memberikan *feedback* dan *guidance* pada siswa. P juga menanyakan kesulitan-kesulitan yang dialami siswa ketika membuat outline serta memberikan solusi bagi masalah yang mereka sampaikan. P kemudian meminta siswa untuk mengisi lembar *pre-writing conference* yang sudah dibagikan sebelumnya.

Setelah waktu menunjukkan pukul 13.40, P meminta siswa untuk mengumpulkan outline mereka bersamaan dengan lembar *pre-writing conference* yang sudah terisi. Namun, beberapa siswa masih belum selesai mengerjakan outline mereka. P kemudian menunggu hingga bel pulang berbunyi. Siswa menjadi agak gaduh karena sudah tidak sabar untuk pulang.

P kemudian meminta siswa untuk tenang dan segera mengemasi barang-barang mereka. P menyempatkan untuk *mereview* sedikit pelajaran hari itu kemudian menanyakan apakah masih ada pertanyaan mengenai kegiatan hari itu. Siswa menjawab bahwa tiddak ada pertanyaan, kemudian P meminta salah seorang siswa untuk memimpin doa.

P mengucapkan salam dan mempersilahkan siswa untuk meninggalkan kelas.

P menemui GBI di kursi belakang dan meminta evaluasi untuk pembelajaran yang dilakukan hari itu.

#### Field notes 5

<b>Hari, tanggal</b>	<b>: Sabtu, 16 November 2013</b>
<b>Waktu</b>	<b>: Jam ke-5 dan 6 (10.30-12.00) WIB</b>
<b>Lokasi</b>	<b>: Ruang kelas XI IPA 3 SMA N 1 Sleman</b>
<b>Hal</b>	<b>: Implementasi penggunaan <i>writing conference</i> dalam pengajaran bahasa inggris – Pertemuan kedua</b>
<b>Keterangan</b>	<b>: GBI : Guru Bahasa Inggris P : Peneliti</b>
<p>P dan GBI memasuki ruangan pukul 10.30. Seperti pertemuan sebelumnya, GBI langsung menuju kursi belakang, sedangkan P menuju meja guru di depan. P</p>	

mempersiapkan laptop dan menyambungkannya ke LCD projector.

Setelah media siap. P menuju ke depan kelas dan menyapa siswa. P mengucapkan salam kemudian P menanyakan keadaan siswa hari itu. Kebanyakan siswa terlihat sedang ceria. P pun menanyakan kenapa mereka terlihat begitu bahagia dengan bahasa Inggris. Kemudian beberapa siswa menjawab “*because we have a good news about tomorrow*”. P kemudian menanyakan “*what is that?*” “*the math exam will be postponed*” jawab salah seorang siswa. P menanyakan kehadiran siswa pada hari itu dan pada hari itu terdapat satu siswa yang tidak masuk karena sakit dan satu siswa ijin meninggalkan kelas untuk mengikuti kegiatan OSIS. P kemudian memulai pelajaran dengan menanyakan kembali mengenai *process writing* dan pengalaman membuat *outline* mereka pada pertemuan sebelumnya.

P kemudian membagikan hasil tulisan *outline* dan *pre-writing conference* siswa yang sudah dikoreksi dan diberi *feedback*. P meminta siswa agar membaca kembali *outline* mereka dan mencermati *feedback* yang P berikan.

Sambil memberi kesempatan siswa untuk membaca komentar yang terdapat dalam *outline* mereka, P menayangkan beberapa contoh *outline* dari siswa dengan tanpa menyebutkan nama dari pemilik *outline* tersebut.

P kemudian menunjukkan dan menjelaskan maksud dari tanda-tanda yang ada dalam *outline* siswa berdasarkan kesalahan-kesalahan yang dibuat siswa dalam membuat *analytical exposition text outline*.

P menjelaskan secara umum bagaimana cara merevisi beberapa contoh kesalahan yang dibuat oleh siswa.

P kemudian memberikan sebuah teks *analytical exposition* yang didalamnya terdapat kesalahan kata-kata benda. P meminta siswa untuk membenarkan kesalahan-kesalahan yang ada pada teks tersebut.

Setelah siswa selesai mengerjakan tugas, P dan siswa kemudian membahasnya bersama-sama.

Kegiatan dilanjutkan dengan P memberikan siswa sebuah *analytical exposition outline* yang diacak. P meminta siswa untuk menyusunnya menjadi sebuah *outline* yang baik dan benar. P dan siswa kemudian membahas bersama hasil dari rangkaian *outline* tersebut.

Selanjutnya, P meminta siswa untuk merevisi *outline* yang mereka buat berdasarkan *feedback* yang diberikan secara berpasangan dengan rekan satu bangku. P mendatangi setiap bangku untuk mengadakan *writing conference* dengan siswa. P meminta siswa untuk mengidentifikasi dan mengenali setiap kesalahan grammar yang mereka buat.

Setelah proses revisi dianggap cukup, P meminta siswa untuk memulai mengeksplor *outline* mereka ke dalam sebuah draft *analytical exposition* dan mengingatkan siswa untuk tidak lupa menulis *draft conference*. P kembali berkeliling kelas untuk mengadakan *writing conference* serta melihat kemajuan dari proses menulis siswa.

Selama proses *writing conference*, siswa sering kali agak ribut karena mereka

tidak sabar untuk menunggu giliran mereka untuk berdiskusi dengan P. Beberapa siswa ada yang mendatangi P dengan membawa kertas pekerjaan mereka, namun P meminta mereka untuk duduk di tempat masing-masing. Beberapa siswa pun kemudian memberanikan diri untuk bertanya kepada GBI di belakang. Namun, GBI meminta mereka untuk sabar menunggu giliran. Siswa banyak mengajukan pertanyaan kepada selama *writing conference* berlangsung.

5 menit sebelum bel istirahat berbunyi, P meminta siswa untuk mengumpulkan draft mereka beserta dengan lembar *draft conference*. Hanya terdapat sejumlah kecil siswa saja yang belum selesai dan meminta sedikit tambahan waktu.

Sambil menunggu siswa yang belum selesai, P menanyakan kesulitan yang dihadapi siswa. Beberapa siswa menjawab mereka kesulitan dalam pemilihan *vocabulary* dan *grammar*. P kemudian memberikan salah satu solusi bagaimana menambah kosa kata bahasa inggris dan mempelajari *grammar*.

Tepat ketika bel berbunyi, semua siswa telah mengumpulkan pekerjaan mereka. P kemudian menutup pertemuan hari itu dengan salam dan mempersilahkan siswa untuk beristirahat meninggalkan kelas.

P menemui GBI di belakang kelas dan meminta evaluasi pembelajaran di kelas untuk hari itu.

#### Field notes 6

<b>Hari, tanggal</b>	<b>: Selasa, 19 November 2013</b>
<b>Waktu</b>	<b>: Jam ke-7 dan 8 (12.15-13.45) WIB</b>
<b>Lokasi</b>	<b>: Ruang kelas XI IPA 3 SMA N 1 Sleman</b>
<b>Hal</b>	<b>: Implementasi penggunaan <i>writing conference</i> dalam pengajaran bahasa inggris – Pertemuan ketiga</b>
<b>Keterangan</b>	<b>: GBI : Guru Bahasa Inggris P : Peneliti</b>

P dan GBI memasuki ruangan pukul 12.15. Pada hari itu GBI meminta waktu sebentar kepada P untuk membagikan laporan nilai *mid-term test* siswa, sekaligus memberikan sedikit pengumuman. Selama GBI membagikan hasil nilai dan memberikan pengarahan, P mempersiapkan laptop dan LCD projector.

Setelah sekitar 15 menit, GBI selesai membagikan laporan hasil *mid-term test* dan memberikan pengarahan. GBI pun mempersilahkan P untuk mengambil alih kelas dan menuju ke kursi belakang. P kemudian menuju depan kelas dan menyapa siswa. P mengucapkan salam dan siswa menjawab. Kebanyakan siswa masih gaduh dengan saling bertanya mengenai hasil mid semester mereka masing-masing. P kemudian menanyakan hasil nilai ujian tengah semester mereka. Sebagian siswa mengeluh nilai mereka kurang memuaskan. P kemudian meminta siswa untuk menyimpan lembar laporan nilai mereka untuk kemudian fokus pada pelajaran hari itu.

P menanyakan keadaan siswa sembari membagikan hasil *draft writing* mereka. Setelah semua siswa mendapatkan *draft* yang sudah dikoreksi, P menanyakan kepada siswa tentang pengalaman mereka menulis menggunakan outline. “*Do you think it’s easier to write a text using outline? Which one is easier, writing with an outline or without an outline?*” Siswa pun menjawab dengan beragam. P kemudian menunjuk beberapa perwakilan siswa untuk menjawab.

Pertama, P menunjuk siswa yang nampak antusias untuk menjawab, “*Yes, it’s easier, Sir, but I have difficulties to write sentences correctly*”, jawab siswa pertama. Kemudian P menunjuk siswa kedua untuk menjawab pertanyaan yang sama, “*Yes, it’s easier, sir, but it’s difficult to find ideas to write*”.

P kemudian mencoba mencari tahu jawaban dari siswa yang nampak diam dan kurang antusias, “*what about you?*” “*Mmm..I don’t know, sir*” “*how come? Do you feel no difference between using an outline and not using an outline?*” “*Mmmm..sulit, sir.*”.

P melanjutkan kegiatan dengan menunjukkan beberapa contoh *draft* yang ditulis oleh siswa tanpa menunjukkan nama pemiliknya. P kemudian menunjukkan dan menjelaskan kepada siswa kesalahan-kesalahan apa saja yang mereka buat dalam penulisan mereka. Sebelum P menjelaskan kepada siswa bagaimana untuk membetulkan kesalahan yang terdapat pada *draft* yang ditampilkan, P meminta siswa untuk mencoba membetulkannya dengan mengangkat tangan sebelum mencoba menjawab. Dalam hal ini banyak siswa aktif untuk mengangkat tangan dan mencoba membetulkan beberapa bagian yang salah. P mengulang jawaban dari siswa disertai dengan penjelasan bagaimana membetulkan beberapa kesalahan yang ditunjukkan.

P kemudian menanyakan kepada siswa apakah ada yang ingin ditanyakan mengenai penjelasan yang P berikan mengenai *draft* mereka. Sebagian besar siswa menjawab sudah jelas dengan serempak. P kemudian menjelaskan untuk pembahasan mengenai revisi *draft* mereka akan dilanjutkan nanti setelah selesai mengerjakan tugas yang P akan berikan.

P melanjutkan kegiatan dengan membagikan sebuah *task* berupa sebuah text *analytical exposition* yang paragrafnya telah diacak. P meminta siswa untuk menyusunnya menjadi sebuah teks yang benar dan utuh.

Setelah siswa selesai menyusun teks tersebut, P dan siswa membahas hasilnya bersama-sama, dilanjutkan dengan siswa diminta untuk menyebutkan setiap *noun phrase* yang terdapat dalam teks tersebut.

P kemudian menanyakan kepada siswa apakah ada yang ingin ditanyakan berkaitan dengan teks yang baru saja dibahas. Beberapa siswa menanyakan arti beberapa kata yang terdapat dalam teks. P kemudian memberikan pertanyaan balik kepada siswa lain tentang arti kata yang ditanyakan sebelum P juga memberikan jawaban.

Seusai pembahasan, P meminta siswa untuk saling menukar *draft* mereka dengan teman satu bangku untuk saling melakukan koreksi dan mencoba untuk

memberikan saran atau kritikan pada hasil tulisan teman mereka. Dalam proses ini, P mendatangi meja siswa satu persatu untuk memberikan beberapa penjelasan mendetail dan memberikan kesempatan kepada siswa untuk bertanya lebih lanjut mengenai tulisan mereka. P juga membantu siswa untuk menganalisa tulisan teman sebangku mereka masing-masing.

Setelah proses *reviewing* dirasa cukup, P meminta siswa untuk memulai menuliskan revisi mereka. P kemudian memeriksa satu persatu siswa dalam proses menulis ulang teks mereka. P juga memberikan kesempatan kepada siswa untuk mengajukan pertanyaan. P kemudian membantu siswa mengatasi kesulitan yang mereka hadapi saat menulis revisi mereka.

Menjelang jam pelajaran habis, P meminta siswa untuk mengumpulkan hasil tulisan mereka beserta dengan *revision conference sheet* mereka. Setelah semua pekerjaan siswa dikumpulkan, P kemudian menutup pertemuan hari itu dan mempersilahkan siswa untuk istirahat.

P menemui GBI di belakang kelas dan meminta evaluasi pembelajaran di kelas untuk hari itu.

#### Field notes 7

<b>Hari, tanggal</b>	<b>: Sabtu, 23 November 2013</b>
<b>Waktu</b>	<b>: Jam ke-5 dan 6 (10.30-12.00) WIB</b>
<b>Lokasi</b>	<b>: Ruang kelas XI IPA 3 SMA N 1 Sleman</b>
<b>Hal</b>	<b>: Implementasi penggunaan <i>writing conference</i> dalam pengajaran bahasa Inggris – Pertemuan keempat</b>
<b>Keterangan</b>	<b>: GBI : Guru Bahasa Inggris P : Peneliti</b>

P dan GBI memasuki ruangan pukul 10.30. Suasana di dalam kelas masih agak ramai karena sebagian besar siswa sedang sibuk membereskan kertas-kertas tugas mata pelajaran kesenian. P kemudian meminta siswa untuk segera menyelesaikannya. P kemudian menyiapkan laptop dan LCD projector.

Setelah siswa selesai membereskan kertas-kertas dan peralatan menggambar, P kemudian menuju depan kelas dan memulai pelajaran hari itu. P membuka pelajaran dengan salam kemudian menanyakan keadaan siswa. Siswa pun kemudian tenang dan menjawab pertanyaan P dengan jawaban yang beragam. P kemudian memberi tahu siswa mengenai rencana kegiatan yang akan dilakukan pada hari itu. Beberapa siswa nampak mengeluh, "*Im tired, sir. We had two exams this morning.*". P kemudian mengajak sedikit bercanda untuk membangkitkan semangat siswa.

P kemudian membagikan hasil tulisan siswa dari pertemuan sebelumnya, sembari menanyakan bagaimana kesan mereka tentang pengalaman mereka menulis menggunakan teknik *writing conference*. Beberapa siswa menjawab "Masih

kesulitan menulis, Sir.”. Ada juga yang menjawab “*It’s interesting, Sir.*”

P kemudian meminta siswa untuk membaca dan mencermati komentar dan koreksi yang diberikan P pada lembar *conference sheet* mereka.

P kemudian menanyakan kepada siswa kesalahan apa saja yang masih sering mereka lakukan pada saat menulis teks. P dan siswa membahas bersama mengenai kesalahan yang sering mereka buat, kemudian P memberikan saran bagaimana cara menghindari dan mengurangi kemungkinan membuat kesalahan dalam menulis.

P kemudian melanjutkan kegiatan dengan memberikan siswa sebuah teks *analytical exposition* yang telah dihilangkan beberapa kata kerjanya, dan siswa diminta untuk melengkapinya menjadi sebuah teks yang utuh dengan kata kerja yang sesuai.

Setelah memberikan waktu kepada siswa untuk mengerjakan tugas tersebut, P kemudian membahas jawaban dari siswa dengan menunjuk beberapa siswa untuk membacakan hasil jawabannya.

Setelah selesai membahas semua jawaban, P kemudian meminta siswa untuk berpasangan dengan teman sebangku untuk menganalisa tiap argument yang terdapat dalam teks tersebut. P juga meminta siswa untuk mencari kalimat-kalimat dalam bentuk pasif yang ada di dalam teks. P kemudian membahasnya bersama-sama dengan siswa.

Kegiatan dilanjutkan dengan P memberikan siswa beberapa kalimat pasif yang belum lengkap, kemudian meminta siswa untuk melengkapinya dengan bentuk kata kerja yang sesuai. Setelah siswa selesai mengerjakan, P membahasnya kembali dengan siswa.

Setelah pembahasan selesai, siswa diberikan beberapa kalimat argumentative dan siswa kembali diminta untuk bekerja berpasangan untuk mengubahnya ke dalam bentuk pasif. P kemudian memberikan waktu kepada siswa untuk mengerjakannya dan kemudian membahasnya dengan menunjuk beberapa siswa untuk membacakan jawabannya.

Setelah pembahasan usai, P memberikan kesempatan kepada siswa untuk mengajukan pertanyaan atau mengemukakan kesulitan yang mereka temui berkaitan dengan beberapa kegiatan yang dilakukan sebelumnya. Kemudian P dan siswa membahasnya bersama-sama.

Kegiatan dilanjutkan dengan membentuk kelompok *writing conference*. Setiap kelompok terdiri dari 4 orang siswa. Untuk mempercepat waktu, P meminta siswa untuk berkelompok dengan bangku yang terdekat saja. Siswa pun menyetujuinya, kemudian mereka memutar kursi untuk bisa saling berhadapan satu meja dengan teman kelompoknya. Setelah itu, siswa diminta untuk membahas kemungkinan topik yang nantinya akan mereka tulis ke dalam teks *analytical exposition*. Setelah itu, P meminta siswa untuk menentukan topik apa yang akan mereka tulis. Setelah siswa menentukan topik yang akan mereka tulis, P meminta siswa untuk memulai menulis dengan membuat outline berdasarkan topik yang telah mereka

tentukan kemudian langsung dilanjutkan untuk menulis draft dari teks mereka. Selama siswa menulis outline dan draft, P mendatangi siswa satu persatu untuk melakukan *writing conference* tentang apa yang akan mereka tulis dan kendala apa yang mereka hadapi selama menulis draft mereka.

Menjelang jam pelajaran habis, P meminta siswa untuk mengumpulkan hasil tulisan mereka beserta dengan *writing conference sheet* mereka. Setelah semua pekerjaan siswa dikumpulkan, P kemudian menutup pertemuan hari itu dan mempersilahkan siswa untuk istirahat.

P menemui GBI dibelakang kelas dan meminta evaluasi untuk pembelajaran hari itu.

#### Field notes 8

<b>Hari, tanggal</b>	<b>: Selasa, 26 November 2013</b>
<b>Waktu</b>	<b>: Jam ke-7 dan 8 (12.15-13.45) WIB</b>
<b>Lokasi</b>	<b>: Ruang kelas XI IPA 3 SMA N 1 Sleman</b>
<b>Hal</b>	<b>: Implementasi penggunaan <i>writing conference</i> dalam pengajaran bahasa inggris – Pertemuan kelima</b>
<b>Keterangan</b>	<b>: GBI : Guru Bahasa Inggris P : Peneliti</b>

P dan GBI memasuki ruangan pukul 12.15. Suasana di dalam kelas sepi dikarenakan kebanyakan siswa belum masuk kelas setelah istirahat dan masih menunaikan ibadah sholat dzuhur. P kemudian menyiapkan peralatan seperti biasa, yakni menyalakan laprop dan menyambungkannya ke LCD projector. Saat P sedang menyiapkan peralatan, beberapa siswa mulai memasuki ruang kelas. Beberapa saat kemudian kelas berubah menjadi agak gaduh karena sebagian besar siswa telah memasuki ruang kelas.

Setelah semua siswa telah memasuki kelas, P kemudian berdiri di depan kelas dan membuka pelajaran dengan salam dan menyapa siswa. P menanyakan bagaimana kabar mereka hari itu dan menanyakan apakah semua tugas mereka telah selesai. Kebanyakan siswa menjawab dengan semangat karena telah berhasil mengumpulkan tugas kesenian mereka tepat pada waktunya. P kemudian menanyakan pengalaman mereka selama menulis teks analytical exposition dengan menggunakan *writing conference*. Beberapa siswa menjawab “*It’s good, sir. I can follow the writing steps and I can improve my writing*”. Siswa lain ada yang menjawab “*It’s interesting, sir. I enjoy it*”

Setelah bertanya jawab sejenak dengan siswa, P melanjutkan dengan membagikan hasil kerja siswa yang sudah dikoreksi dan diberi *feedback* beserta dengan lembar *conference sheet* mereka. P meminta siswa untuk kembali duduk secara berkelompok seperti pada pertemuan sebelumnya. P kemudian meminta mereka untuk membaca dan memahaminya secara sekilas. P kemudian

menayangkan beberapa contoh pekerjaan siswa dalam *slide show*. P meminta siswa untuk menganalisa kesalahan-kesalahan umum dalam writing yang dibuat oleh teman mereka dalam contoh tersebut. P meminta siswa untuk membenarkan kesalahan yang mereka temukan dalam contoh tulisan yang ditunjukkan di *slide show*.

P kemudian meminta siswa untuk merevisi draft mereka berdasarkan komentar dan *feedback* yang diberikan.

Setelah sebagian besar siswa menyelesaikan revisi mereka, P meminta siswa untuk membentuk kelompok yang terdiri dari 4 orang untuk saling menganalisa hasil tulisan dan kemudian memberikan solusi pada kendala-kendala yang dihadapi saat menulis. P kemudian mendatangi masing-masing kelompok untuk mengadakan *writing conference* dengan siswa.

Setelah semua kelompok mendapat kesempatan yang cukup untuk berdiskusi dengan P dan teman sekelompok mereka, P kemudian meminta mereka untuk menuliskan *final draft* mereka.

Sebelum dikumpulkan, P meminta siswa untuk melakukan *self-evaluation* terhadap tulisan mereka.

Menjelang jam pelajaran habis, P meminta siswa untuk mengumpulkan hasil tulisan mereka beserta dengan *revision conference sheet* mereka. Setelah semua pekerjaan siswa dikumpulkan, P kemudian menutup pertemuan hari itu dan mempersilahkan siswa untuk pulang.

P menemui GBI dibelakang kelas dan meminta evaluasi untuk pembelajaran hari itu.

**APPENDIX B**  
**(INTERVIEW**  
**TRANSCRIPTS)**

## INTERVIEW TRANSCRIPTS

### Transcript 1

#### Interview with English Teacher of Grade XI

<b>Researcher</b>	<b>: Dhanang Prihardono (R)</b>
<b>English Teacher</b>	<b>: Drs. Basuki (T)</b>
<b>Day/Date</b>	<b>: Tuesday / 12<sup>th</sup> November 2013</b>
<b>Time</b>	<b>: 14.10 p.m</b>
<b>Location</b>	<b>: Teacher's Room</b>
<b>Topic</b>	<b>: The process of writing teaching and learning at SMA N 1 Sleman (First Meeting)</b>

R	<p>Baik pak, seperti yang telah direncanakan sebelumnya nanti setiap akhir pertemuan saya akan meminta evaluasi dari bapak mengenai proses belajar mengajar yang saya lakukan di kelas. Langsung saja ya pak? Bagaimana menurut bapak mengenai pembelajaran hari ini, pak?</p>
T	<p>Mm..secara keseluruhan sudah bagus, Mas. Cuma tadi di akhir-akhir agak kerepotan ya karena waktu habis tapi siswanya belum selesai semua. Seringnya memang seperti itu kalau tugas nulis, tapi ya <i>overall good</i> lah.</p>
R	<p>Wah, iya pak. Sepertinya tadi agak kurang baik <i>time management</i> saya. Semoga saya bisa memperbaiki di pertemuan selanjutnya. Mengenai materi dan penjelasan saya bagaimana pak?</p>
T	<p>Nah, iya itu mas. <i>Time management</i>nya yang harus benar-benar jeli. Semisal anak-anak <i>rewel</i> baiknya jangan terlalu ditanggapi, tau sendirilah kelas ini dominan cewek dan mereka ini lumayan ya agak suka rewel gitu, manja-manja. Mas Dhanang tegas saja sama mereka, kalau suruh ngerjain ya ngerjain, jangan kebanyakan rewel, tapi tadi mereka cukup mengikuti dan nurut kok sama mas Dhanang. Kalau mengenai materi saya rasa sesuai dan sudah bagus. Anak-anak juga sepertinya senang mereka bisa berargument tadi, karena pada dasarnya anak-anak ini suka kalau seperti debat-debat itu pasti antusias. Mengenai penjelasannya saya rasa cukup jelas, mungkin cuma kadang beberapa anak nggak paham secara rinci kalau dijelaskan dengan bahasa inggris <i>full</i>. Untungnya tadi mas Dhanang juga mengulanginya dengan bahasa Indonesia, mungkin itu juga yang bikin jadi waktunya agak banyak terkuras, tapi memang baiknya seperti itu dulu.</p>
R	<p>Mmmm...begitu ya pak, kalau mengenai <i>writing conference</i>-nya sendiri, apakah penjelasan saya sudah cukup jelas menurut bapak? ketika dalam proses <i>writing conference</i> yang pertama tadi bagaimana antusias siswa menurut bapak?</p>
T	<p>Saya rasa cukup jelas, anak-anak bisa menangkapnya dengan baik. Kalau untuk antusiasnya sepertinya mereka senang ya bisa bertanya ini itu sama mas Dhanang. Cara pendekatan mas ke siswa juga sudah bagus, yang seperti itu perlu dijaga mas, Tadi kan terus siswa yang biasanya Cuma diam kalau didekati jadi berani bertanya to?</p>

R	Iya pak, senang juga pak bisa berdiskusi dengan baik dengan mereka untuk yang pertama, semoga selanjutnya nanti bisa lebih baik. Kalau untuk proses <i>writing conference</i> -nya bagaimana menurut bapak? apakah berjalan baik?
T	Mmmm..kalau prosesnya tadi kan masih tergolong awal ya kalau berdasarkan diskusi kita sebelumnya, kalau proses awal yang tadi ya berjalan baik mas. Memang ya harus cukup sabar kalau dengan mereka yang agak lemah kemampuannya. Pasti pendekatannya juga berbeda dengan mereka yang memang punya kemampuan cukup baik.
R	Baik, pak. Pertemuan selanjutnya nanti hari Sabtu ya pak? Dari evaluasi pertemuan pertama ini, mungkin bapak ada saran yang lain lagi untuk pertemuan selanjutnya nanti pak?
T	Oh, saya rasa itu tadi saja. Yang penting nanti soal <i>time management</i> -nya ssaja yang mas Dhanang hati-hati. Pertemuan besok itu bukan jam terakhir kok, jadi biasanya lebih mudah. Tau sendiri lah kaya jaman Mas dulu kalau sudah jam terakhir pasti susah konsentrasinya, kalau besok kan bukan jam terakhir.
R	Baik pak. Siap. Terima kasih sekali pak sudah mau diganggu, jadi pulangnye bapak telat.
T	Sama-sama mas. Ah enggak, biasa kok ini nanti masih ada les, jadi malah lumayan ada teman ngobrol.
R	Ya sudah, pak. Kalau begtu saya pamit pulang dulu pak. Sekali lagi terima kasih pak.
T	Oh iya mas. Hati-hati di jalan.
R	Iya pak. (Kemudian R undur diri meninggalkan ruang guru dan bergegas pulang.)

## Transcript 2

### Interview with The students of XI Science 3

<b>Researcher</b>	: Dhanang Prihardono (R)
<b>Student(s)</b>	: Mirasari Kurnia (S)
<b>Day/Date</b>	: Tuesday / 12 <sup>th</sup> November 2013
<b>Time</b>	: 13.55 p.m
<b>Location</b>	: XI Science 1 class
<b>Topic</b>	: The process of writing teaching and learning at SMA N 1 Sleman (First Meeting)

R	Hey, dek. keburu-buru pulang nggak? Kalo mas minta waktu sebentar bisa nggak? nggak lama kok.
S	Yam as, mmm belum keburu-buru sih, masih nunggu jemputan. Emang ada apa mas?
R	Oh, masih nunggu jemputan, mau nanya-nanya dikit soal pembelajaran hari

	ini. Bisa ya? oh, ya kamu namanya siapa?
S	Oh, gitu. iya nggak papa, tapi jangan lama-lama. Mira mas, kan tadi di kelas udah, masa lupa sih?
R	Iya, iya. nggak lama kok dek. Nggak lupa kok, memastikan.hehe...Ok dek, mulai yah, menurut kamu tadi pelajaran di kelas gimana?
S	Tadi ya? ya gitu deh mas. Masih agak susah sih kalau aku. Nggak pinter bahasa inggris kok.
R	Weh, susah gimana? susahnya dimana dek? tugasnya? apa penjasanku yang susah dimengerti?
S	Tugas menulisnya nanti mas.hehe
R	Lhah? kalau yang tadi?
S	Yang tadi sih belum terlalu kan mas. Masih bisa aku.
R	Kalau penjasanku gimana dek? bisa dimengerti nggak?
S	Bisa kok, mas. cukup jelas. Paling Cuma susahnya kalau mase ngomongnya pakai Inggris terus. Susah ngedengerinnya kalau ngomongnya pas lagi banter.
R	Emh, gitu ya dek? ya besok nggak banter-banter ngomongnya,hehe. Kalau soal penjelasan <i>writing conference</i> -nya yang tadi gimana? udah jelas? Pas <i>writing conference</i> gimana menurut kamu dek?
S	Udah jelas kok, mas. Tapi tadi ada sih temen yang masih bingung. Tapi udah tak bantuin kok. Enak mas. Jadi lebih mudah rasanya, kan bisa banyak nanya sama diskusi juga.
R	Syukurilah, eh kalau kelas ini emang suka rebutan gitu po kalau suruh maju nulis? suka debat? kamu juga tadi ikut rebutan ya? ingat aku.
S	Hehe..ya gitu deh mas, anaknya. Kalau suruh berpendapat emang seringnya pada semangat. Hehe iya, aku tadi ikut, malah <i>markernya</i> dikasih Nungky, kan aku duluan yang maju. huuuu...
R	Hehe...ya maaf, tadi kan ribet gitu. Ya besok coba lagi yah. Ya sudah, makasih wajtunya ya. <i>See you next meeting.</i>
S	Oke deh. <i>See you, sir.</i>

### Transcript 3

#### Interview with The students of XI Science 3

<b>Researcher</b>	: Dhanang Prihardono (R)
<b>Student(s)</b>	: Putri Ardiani (S1), Nunung. W.(S2)
<b>Day/Date</b>	: Tuesday / 12 <sup>th</sup> November 2013
<b>Time</b>	: 14.25 p.m
<b>Location</b>	: Hall SMA 1 Sleman
<b>Topic</b>	: The process of writing teaching and learning at SMA N 1 Sleman (First Meeting)

R	Hey, kok belum pada pulang? Nunggu jemputan?
S1&S2	Belum, mister. Enggak kok, kita ada acara habis ini.
R	Oh, acara apa?
S2	Latihan Tonti.
R	Oh, Tonti. Kebetulan, masih nunggu kan? Sekalian minta waktunya bentar yah? buat nanya-nanya soal pelajaran tadi pas sama saya. Bisa kan?
S2	Iya, masih nunggu kok, belum pada kumpul juga. Masih ada yang makan siang. Boleh aja, emang mau nanya apa sir?
R	Ya Cuma seputar pelajaran tadi kok. Oh ya, ini dengan siapa aja namanya? aku lupa.hehe...
S2	Nunung, Sir. Ini Putri.
R	Oh ya, dek Nunung sama dek Putri. Kalau menurut kalian pelajaran tadi sama aku gimana? Kalian bisa <i>enjoy</i> nggak?
S2	Lumayan kok ya Put? Jadi beda aja kalau biasanya sama mister Basuki.
S1	Iya, asik kok, mas. Banyak diskusinya dan banyak dibantunya pas kita nanya-nanya. Yang sabar ya kalau nanti ditanyain banyak-banyak. Kan bahasa Inggris susah.
R	Aha..syukurlah. Ah, tenang, siap ditanya-tanya pokoknya. Selama masih bisa kujawab, kalau yang nggak bisa ya nanti tanya pak Bas, yang udah berpengalaman.hehe...Kalau soal penjelasanku di kelas gimana menurut kalian?
S1	Ah, kalau sama pak Bas pelit ngomong. Paling nanti dijawab suruh nyari jawaban sendiri. Ya nung?
S2	Iya, seringnya gitu. Tadi penjelasannya jelas kok mas. Paling jangan banter-banter ngomongnya, kan susah ngedengernya kalo pake bahasa inggris. Kasihan yang nggak bisa kayak kita.hehe...
R	Lha kalian nanyanya sama pak Bas yang aneh-aneh paling, bukan soal pelajaran. Ya suruh cari jawaban sendiri. Ah, kalian ini merendahkan bilang nggak bisa, padahal jago. Ya besok pelan-pelan deh. Kalau <i>writing conferencenya</i> kalian gimana? udah paham dengan penjelasan tadi?
S2	Iya, sudah lumayan paham kok mas.

S1	Aku belum.
R	Belumnya apa putri?
S1	Susah e mas kalau malah suruh nulis apa yang nggak bisa sama apa kesulitannya. Suka bingung nyebutnya, wong susah semua.hehehe
R	Hah..masak susah semua? Enggak lah, gampang kok. Kalau proses <i>writing conferencenya</i> gimana menurut kalian? Cukup membantu nggak?
S1	Ya lumayan mas. tadi banyak dibantuin pas bingung mau nulis apa.hehe
S2	Asik kok, mas. Banyak bisa diskusi.
R	Syukurlah...Berarti kalian suka ya kalau diajar dengan banyak diskusi dengan gurunya pas nulis? Berarti besok kalau diajar pakai <i>writing conference</i> lagi mau ya?
S2	Ya kan kita jadi bisa banyak nanya. Jadi ya asik lah mas. Nggak berasa susah sih tadi. Mau lah mas, enak kok. Beda dengan biasanya.
R	Okay...Ya sudah, saya tak pulang dulu yah? Makasih wajtunya ya. <i>See you guys.</i>
S1&S2	<i>Okay. See you.</i>

#### Transcript 4

##### Interview with English Teacher of Grade XI

<b>Researcher</b>	<b>: Dhanang Prihardono (R)</b>
<b>English Teacher</b>	<b>: Drs. Basuki (T)</b>
<b>Day/Date</b>	<b>: Saturday / 16<sup>th</sup> November 2013</b>
<b>Time</b>	<b>: 12.05 p.m</b>
<b>Location</b>	<b>: Teacher's Room</b>
<b>Topic</b>	<b>: The process of writing teaching and learning at SMA N 1 Sleman (Second Meeting)</b>

R	Langsung saja ya, pak? Menurut bapak bagaimana jalannya kegiatan belajar mengajar secara keseluruhan pada hari ini, pak?
T	Baik mas. Kalau dari pengamatan saya hari ini lancer-lancar saja, mas. Materi tersampaikan dan tugas juga bisa dikumpulkan. Baik lah. Bagus, bagus. Rencana pemberian <i>feedback</i> nya juga cukup lancer tadi.
R	Mengenai <i>time management</i> sendiri bagaimana menurut bapak? kalau kemarin kan sempat terjadi kendala.
T	Ya kalau soal itu saya lihat hari ini cukup baik ya, mas. Bisa di <i>handle</i> lah. Anak-anak juga lebih mudah dikondisikan daripada pertemuan pertama, mungkin karena sudah engenal dan sudah bisa lebih menikmati lagi.
R	Bagaimana dengan penjelasan dan <i>feedback</i> yang saya berikan hari ini,

	pak? Apakah menurut bapak siswa dapat memahaminya?
T	Beberapa sih tadi diawal masih bingung ya, Mas. Ini dicoret kenapa, yang ini dilingkari kenapa, beberapa ada yang tanya sama saya dibelakang pas awal-awal. Ya saya bilang suruh nunggu ajam nanti juga dijelaskan sama mas Dhanang, dan memang mas Dhanang kemudian menjelaskan dan mereka mengerti, Saya juga sempat nanya sama yang bertanya itu tadi, gimana paham nggak, dia jawab paham. Berarti dari situ kanpenjelasan mas Dhanang bisa diserap sama anak-anak.Cara menjelaskannya mudah dipahami anak-anak sepertinya, mas. Beres lah soal itu.
R	Begitu ya pak? waah, bapak ini bisa saja. Tapi itu benar begitu, pak? Nanti jangan-jangan bapak Cuma <i>ngelegani</i> saya?
T	Haha...endak mas, itu kata mereka sendiri. Masa ya saya bohong to?
R	Hehe..ya syukur Alhamdulillah kalau begitu pak. Lalu kalau untuk proses <i>writing conference</i> hari ini apakah cukup berjalan lancar menurut bapak?
T	Ya secara prosesnya sih lancar saja, Mas. Cuma saran saya, mas Dhanang harus benar-benar memastikan mereka paham dengan maksud mas Dhanang, sama pesan saya lebih diamati lagi anak-anak siapa tahu mereka nanti banyak ngambil teks dari internet. Seperti yang sudah saya sampaikan dulu. <i>Overall, good</i> lah.
R	Iya, pak. Yang soal internet memang harus diamati lebih lagi anak-anak. Kalau mengenai antusias mereka selama kegiatan <i>writing conference</i> gimana, pak? Apakah mereka cukup antusias?
T	Kalau soal antusias memang bagus mas. Mereka terlihat menikmati dan senang berdiskusi dengan mas Dhanang, apalagi yang tadi mereka sering buntu pas mau nulis draftnya, tapi ketika bisa diskusi kebuntuan itu bisa mereka atasi.
R	Baiklah, pak. Sejauh ini berarti masih berjalan sesuai rencana ya, pak? Mungkin bapak ada saran lebih lanjut untuk pertemuan selanjutnya?
T	Mungkin ini kalau kita lihat bersama hasil kerjaan siswa ini beberapa banyak yang salah-salah kalau nulis <i>noun</i> ini mas. Mungkin besok mas Dhanang bisa nambah satu latihan tentang <i>noun</i> . Selebihnya saya rasa sudah berjalan baik.
R	Baiklah, pak. Kalau begitu saya coba untuk pertemuan besok saya kasih latihan tentang <i>noun</i> seperti yang bapak sarankan. Mmm,,saya rasa sudah cukup pak. Saya pamit dulu pak.
T	Ya, Mas. <i>Have a nice weekend</i> ya...malam minggu lho ini.
R	Haha... <i>yes, Sir. Enjoy your weekend. See you.</i>

## Transcript 5

### Interview with The students of XI Science 3

<b>Researcher</b>	: Dhanang Prihardono (R)
<b>Student(s)</b>	: Marwa Irfan. N. (S)
<b>Day/Date</b>	: Saturday / 16 <sup>th</sup> November 2013
<b>Time</b>	: 12.10 p.m
<b>Location</b>	: XI Science 1 class
<b>Topic</b>	: The process of writing teaching and learning at SMA N 1 Sleman (Second Meeting)

R	Hey, dek. Boleh ngobrol sebentar nggak? Kamu nggak jajan keluar?
S	Ya, Mas. Ada apa? Enggak, lagi nitip temen aja. hehe
R	Wah, pinteran kamu. Kamu dek Irfan, kan? Aku nanya-nanya bentar soal pelajaran sama aku tadi ya?
S	Iya, Mas. Jawab jujur apa enggak nih?haha
R	Haha...ya juju raja lah, nggak taka pa-apain kok. Menurutmu gimana pelajaran hari ini? Penjelasanku cukup jelas nggak?
S	Mmm...ya pelajarannya si biasa aja mas. Tapi ya beda sih kalau sama pak Bas. Sama mas bisa nanya, beda lah. Jelas aja sih menurutku.
R	Berarti kamu bisa paham ya sama penjelasanku?
S	Iya, bisa ngikutin kok.
R	Kalau pas proses nulisnya sendiri gimana? enak pakai <i>steps of writing</i> yang kita gunakan apa kaya biasanya kamu nulis?
S	Enak pakai yang diajarin sih. Jadi lebih ngalir aja mas.
R	Jadi lebih mudah nggak nulisnya?
S	Ya, rasanya si emang jadi lebih gampang. Tapi ya ada susahnyanya juga, kalau idenya nggak nemu tu susah mas.
R	Gitu ya? lha kalau pake <i>writing conference</i> gimana? membantu nggak buat nyari ide?
S	Ya, itu ngebantu banget mas. Kan kita bisa nanya trus dikasih saran juga. Ya ngebantu lah.
R	Jadi bisa nemu idenya?
S	Iya, mas.
R	Hmm.. kalau untuk <i>writing conference</i> hari ini gimana? kamu <i>enjoy</i> nggak?
S	<i>Enjoy</i> kok mas. Makasih lho tadi banyak diingetin salah <i>grammarnya</i> . Malu aku, nggak bisa je kalau nulis.
R	Haha...tenaang, salah dikit kok. Belajar dikit lagi juga udah bagus. Tapi saran-saran yang aku kasih dipake nggak tadi pas nulis?
S	Dipake mas. Ngebantu kok.
R	Okelah, sip. Berarti kamu suka nggak kalau diajar <i>writing</i> pake <i>writing conference</i> ?

S	Suka mas. Bisa diskusi buat tulisannya, kan jadi lebih gimana gitu tulisannya.
R	Gimana apanya?
S	Ya jadi bagus lah, kan idenya terarah.
R	Oh, secara <i>contentnya</i> jadi berbobot gitu maksudmu?
S	Nah, semacam itulah.haha blibet.
R	Haha..oke deh, ada saran nggak nih buat ngajarnya aku?
S	Mmm...ada nggak ya, belum kayaknya mas. Eh, ngomong Inggrisnya jangan cepat-cepat <i>ding</i> paling.
R	Ahaha..kecepaten ya? Itu aja?
S	Iya, dikit. Kadang kan perlu mikir dulu.
R	Hehe..okelah. Ya udah kalau gitu. Makasih ya. <i>See you</i> .
S	Oke, mas.

### Transcript 6

#### Interview with The students of XI Science 3

<b>Researcher</b>	: Dhanang Prihardono (R)
<b>Student(s)</b>	: Fairuz. F. Z. (S)
<b>Day/Date</b>	: Saturday / 16 <sup>th</sup> November 2013
<b>Time</b>	: 12.10 p.m
<b>Location</b>	: XI Science 1 class
<b>Topic</b>	: The process of writing teaching and learning at SMA N 1 Sleman (Second Meeting)

R	Hey, dek. Sendirian lagi sibuk ya?
S	Ah, nggak juga, Mas. Cuma lagi nulis LPJ buat kegiatan kemarin.
R	Oh, kegiatan apaan emange dek?
S	Tonti ini, Mas. Habis ada pelantikan, udah diburu <i>deadline</i>
R	Emh, anak tonti juga toh? Boleh minta waktunya bentar nggak? buat nanyanya soal pelajaran hari ini?
S	Iya, dong. hehe. Boleh aja sih. Emang mau nanya apa, Mas?
R	Gimana menurut kamu penjelasanku hari ini? Cukup jelas?
S	Ya, cukup jelas kok, Mas.
R	Kamu paham dengan penjelasanku? Bisa mengikuti berarti?
S	Iya, paham kok, Mas. Bisa, bisa diikuti, orang nggak kemana-mana di sini-sini aja.haha
R	Weh, malah bercanda. Beneran nih, jelas tidak?
S	Iya, jelas mas. Aku bisa paham kok.

R	Oke deh. Kalau untuk <i>feedback</i> yang aku berikan gimana? Jelas nggak? Bisa bantu kamu nggak?
S	<i>Feedback</i> yang dimana mas? Yang di kertas apa pas <i>writing conference</i> ?
R	Ya dua-duanya.
S	Awalnya sih bingung kalau yang <i>grammar</i> ditandai itu, tapi setelah dijelaskan ya jadi paham. Jelas kok ternyata. Kalau soal ngebantunya, gimana ya? ya jadi tau kalau ternyata salah dan ngebenerinnya gimana sih. Kalau buat nulisnya sih enak. Kalau pas di <i>writing conference</i> ngebantu banget mas, soalnya aku kan sering buntu nulis idenya, dan kadang juga nggak urut.
R	Enak gimana, dek? Dimananya? di <i>content</i> tulisannya apa <i>grammarnya</i> ?
S	Yang enak di <i>content</i> maksudnya mas. Kan jadi dapat masukan ide kira-kira mau gimana.
R	Emh gitu, nah kalau selama <i>writing conference</i> sendiri, kamu <i>enjoy</i> nggak?
S	<i>Enjoy</i> dong, mas. Nggak ingat apa aku yang suka nyelonong-nyelonong nanya duluan? haha.
R	Ingat, sih, Pura-pura nggak nganggep aja.haha...Eh kamu namanya siapa ya? Hafidz bukan?
S	Yeee...Fairuz mas. Gimana sih.
R	Ahaha...wo iya, Fairuz. Maaf. Maaf. Lupa.hehe...Dek Fairuz, Kamu suka nggak diajar dengan <i>writing conference</i> ? Proses nulisnya enak mana kalau dibandingin sama yang biasanya kamu lakuin?
S	Suka aja mas. Enak kok. Ya enakan gini sih, dapat bimbingan yang jelas kita mau nulis apa yang bagaimana.
R	Oke deh, besok berarti diajar pakai <i>writing conference</i> lagi masih mau kan ya?
S	Iya, Mas.
R	Kamu punya saran nggak buat pertemuan selanjutnya gimana?
S	Hmmm...Apa ya? nggak ada kayake, ngikut dulu lah.
R	Oke deh, eh udah bel masuk, aku pulang dulu. Ya udah, makasih ya waktunya. <i>See you</i> .
S	Iya, Mas. Sama-sama.

## Transcript 7

### Interview with English Teacher of Grade XI

<b>Researcher</b>	<b>: Dhanang Prihardono (R)</b>
<b>English Teacher</b>	<b>: Drs. Basuki (T)</b>
<b>Day/Date</b>	<b>: Tuesday / 19<sup>th</sup> November 2013</b>
<b>Time</b>	<b>: 14.05 p.m</b>
<b>Location</b>	<b>: Teacher's Room</b>
<b>Topic</b>	<b>: The process of writing teaching and learning at SMA N 1 Sleman (Third Meeting)</b>

R	Siang, pak. Maaf menunggu ya, pak? Tadi nanya-nanya sama beberapa siswa terlebih dulu.
T	Ah, nggak papa kok, Mas. Malah saya tinggal makan siang. Sudah makan siang belum? Itu masih ada nasi box, kalau mau saya ambilkan?
R	Wah, sudah pak. Terima kasih, saya masih kenyang.
T	Saya nawarin beneran lho ini?
R	Ahaha..iya, Pak. Saya masih kenyang kebetulan. Langsung mulai saja ya, Pak?
T	Ya sudah kalau mas Dhanang masih kenyang. Ya mas. Kebetulan 10 menit lagi saya masuk kelas buat ngasih pelajaran tambahan.
R	Bagaimana pengamatan bapak untuk kelas hari ini pak?
T	Agak ramai ya hari ini? Tapi ramainya ramai positif, dalam artian mereka masih seperti kemarin-kemarin yang antusias untuk memperbaiki kesalahan mereka. Banyak yang terlihat asik berdiskusi sama temannya. Seperti mengobrol, tapi setelah tak lihat ternyata mereka mengobrolkan bagaimana erevisi tulisan mereka. Tadinya saya khawatir kalau waktunya tidak cukup untuk menyelesaikan teks mereka, soalnya biasanya yang sudah-sudah sama saya mereka sering telat. Tapi, untungnya tadi enggak. Jadi ya, bisa dibilang, hari ini lancer-lancar saja mas.
R	Iya, Pak. Beberapa siswa memang rasanya punya semangat lebih untuk segera merevisi kesalahan mereka. Mereka antusias sekali. Untuk penjelasan dan <i>feedback</i> yang saya berikan hari ini apakah sudah sesuai dengan harapan bapak?
T	Sejauh ini sih saya merasa mas Dhanang bisa mengontrol dan menjelaskan materi dengan baik. Tinggal nambah-nambah dikit aja supaya lebih bagus. Tapi secara keseluruhan yang saya amati, setiap pertanyaan anak-anak bisa dijawab dengan baik dan lancer. Jadi anak-anak juga merasa yakin untuk bertanya.
R	Lalu bagaimana dengan <i>writing conference</i> hari ini pak? Apakah berjalan lancer menurut bapak?
T	Sejauh ini juga lancer tanpa kendala. Hanya saja memang kadang terganggu dengan anak-anak yang kurang sabar untuk mendapatkan giliran mereka.

	Mungkin saran saya, Mas Dhanang harus bisa membatasi waktunya untuk masing-masing anak yang didatangi, jadi biar adil juga. Kalau yang saya lihat sih rata-rata waktunya memang hamper sama, tetapi nanti ada anak yang lebih banyak bertanya untuk pertanyaan yang sama.
R	Emh, begitu ya, Pak? Iya saya berusaha adil sebenarnya, tapi kadang kalau anak yang sedikit lemah memang jadi agak lebih lama, karena harus banyak menjelaskan. Mungkin bapak ada saran untuk pertemuan selanjutnya mengenai hal ini?
T	Mungkin gini aja mas, biar lebih menghemat waktu, nanti <i>writing conference</i> nya dibikin berkelompok, 4 anak aja, 2 meja jadi satu kelompok begitu. kan nanti penjelasannya jug amalah lebih luas cakupannya, mas Dhanang juga nggak ngulang penjelasan yang sama berkali-kali.
R	Emh,,iya ya pak? baiklah, nanti kita coba untuk pertemuan selanjutnya mungkin bisa berkelompok pak. Oh iya pak, karena ini kan untuk cycle 1 nya sudah selesai> Berhubung bapak hari ini sedang sibuk dan nilai dari tugas pertama siswa juga belum ada, bagaimana kalau besok saya menemui bapak untuk refleksi cycle 1, pak?
T	Ahaha...iya ini, lagi jadi orang sibuk pura-puranya. Wo iya, bisa-bisa. Saya besok free kok mas. Kesini saja pas jam istirahat pertama. Gimana?
R	Baik, pak. Jam istirahat pertama. Kalau begitu saya pamit dulu pak. <i>See you tomorrow, Sir.</i>
T	<i>Okay. See you.</i>

### Transcript 8

#### Interview with The students of XI Science 3

<b>Researcher</b>	: Dhanang Prihardono (R)
<b>Student(s)</b>	: Irfani Eka. R. (S)
<b>Day/Date</b>	: Tuesday / 19 <sup>th</sup> November 2013
<b>Time</b>	: 13.50 p.m
<b>Location</b>	: XI Science 1 class
<b>Topic</b>	: The process of writing teaching and learning at SMA N 1 Sleman (Third Meeting)

R	Hey, dek. Belum keburu pulang? Bisa minta waktunya sebentar?
S	Ya ini sebentar lagi pulang, Mas. Nggak lama kan? Tinggal nunggu jemputan nih.
R	Iya, nggak lama kok dek. Ini sama dek siapa ya?
S	Wah, nggak hafal ya mas? Fani.
R	Hehe..enggak e dek. Belum hapal. Oke deh, langsung nanya aja ya? Menurut kamu gimana pelajaran hari ini? Kamu <i>enjoy</i> nggak?

S	Mmmm...gimana ya mas? <i>Enjoy</i> sih, tapiaku masih belum bisa nulis. Susah mas, jadi itu yang bikin aku nggak terlalu suka sama bahasa Inggris.
R	Loh? kok nggak suka dek? kan selama pelajaran nulisnya juga banyak dibantu? bisa banyak nanya-nanya juga.
S	Iya sih, mas. Tapi aku masih nggak bisa e.
R	Emang yang nggak bisa di apanya?
S	Ya artinya mas, ngartiin katanya aja susah.
R	Hmm..gitu ya? kan bisa pakai kamus dek? Kalau <i>grammar</i> gimana dong? Bisa?
S	Ya kalau <i>grammarnya</i> yang gampang-gampang sih masih mudeng mas. Kalau yang susah-susah ya angkat tangan deh.
R	Berarti setelah diajar nulis pakai <i>writing conference</i> juga kamu masih kesulitan? Berasa manfaatnya nggak? Kan udah 3 pertemuan?
S	Ya ada sih, mas. Aku jadi tahu, ternyata aku lemah di <i>vocabulary</i> kaya yang mas pernah bilang pertemuan kemarin. Aku juga ngikutin saran mas pas waktu itu. Sekarang aku kalau dengerin lagu bahasa Inggris sekalian lihat teks nya terus tak cari artinya. Lumayan nambah juga sih.
R	Nah, gitu. Gampang kan belajarnya? kaya nggak belajar malah rasanya. Lha kalau <i>writing conference</i> di kelas, kamu nyaman nggak? Suka?
S	Kalau di kelas? mmm....Nyaman-nyaman aja sih mas. Suka sebenarnya, soalnya beda sama apa yang diajarin sama pak Bas. Jadi nggak bosan gitu lah. Pak Bas biasanya gitu-gitu aja, jarang nulis malah.
R	Hmm...gitu ya? kalau penjelasanku gimana dek? jelas nggak?
S	Ya jelas sih, mas. Mau ngulangin jelasin lagi juga kalau pada nggak paham.
R	Kamu bisa memahami penjelasanku? Kalau <i>feedback</i> yang aku berikan gimana? bisa ngebantu kamu nggak?
S	Ya jelas kok mas. Ngebantu juga.
R	Oke deh. Kamu ada saran buat pertemuan selanjutnya nggak dek?
S	Saran? Mmmm...apa ya? lebih sabar lagi deh ngadepin yang belum bisa nulis mas. Jelasinnya yang sabar.hehe
R	Hehe..gitu? ya deh. Ya udah deh, makasih ya.
S	Ya, Mas. sama-sama.

## Transcript 9

### Interview with English Teacher of Grade XI

<b>Researcher</b>	<b>: Dhanang Prihardono (R)</b>
<b>English Teacher</b>	<b>: Drs. Basuki (T)</b>
<b>Day/Date</b>	<b>: Wednesday / 20<sup>th</sup> November 2013</b>
<b>Time</b>	<b>: 09.15 a.m</b>
<b>Location</b>	<b>: Teacher's Room</b>
<b>Topic</b>	<b>: Reflection of Cycle I</b>

R	Selamat pagi, Pak. Langsung saja ya pak, untuk refleksi cycle I. Menurut bapak, apakah dengan menggunakan writing process yang lebih terstruktur dengan baik dalam writing conference, aktifitas di kelas menjadi lebih menyenangkan atau lebih membosankan?
T	Iya, pagi mas. Saya lihat mereka senang dengan pola seperti ini. Kalau sebelumnya kan mereka itu punya banyak ide, punya banyak gagasan untuk ditulis, tapi bingung mana yang ditulis dulu. Bingung urutan idenya itu mas. Tapi setelah mereka mau bikin outline, kemudian merasa mendapat arahan mereka jadi antusias untuk menunjukkan ide dan gagasan yang mereka tulis. Ya sejauh yang saya lihat, mereka senang kok dengan metode ini. Partisipasi mereka di kelas juga selama tiga pertemuan ini bagus. Mereka aktif bertanya, menjawab pertanyaan, dan mereka juga kelihatan senang ketika disuruh menulis dan mengerjakan tugas.
R	Secara umum, menurut bapak, apakah partisipasi siswa dalam kegiatan di kelas selama ini meningkat ketika mereka diajar dengan menggunakan <i>writing conference</i> ?
T	Menurut saya, mereka terlihat menikmati mas. Mereka <i>enjoy</i> di kelas. Partisipasi mereka bagus. Lebih banyak siswa yang aktif untuk bertanya, menjawab pertanyaan, dan diskusi mengenai tulisan mereka dan kesulitan yang mereka temui. Ya walaupun masih ada beberapa yang belum terlalu aktif, kadang mereka masih malu saja. Karena kan belum letemu lama sama mas.
R	Menurut bapak, apakah feedback yang kemarin saya berikan dapat membantu siswa untuk mengerti kelebihan dan kelemahan mereka dalam menulis?
T	Iya mas, feedback yang diberikan ke siswa banyak manfaatnya, beberapa yang saya tanya kemarin, dengan feedback itu mereka cukup terbantu untuk mengenali kesalahan yang mereka buat. Hanya saja, beberapa siswa masih belum memiliki dasar pemahaman yang baik untuk masalah grammar dan vocabulary.
R	Emh begitu ya pak? Memang terlihat beberapa siswa masih bingung dengan kesalahannya, namun setelah diberi penjelasannya mereka jadi lebih mengerti ya pak? Mengenai kesulitan dan hambatan yang dialami siswa dalam menulis, menurut bapak, apakah <i>writing conference</i> dapat membantu mereka mengatasi masalah tersebut?

T	Sebagian besar bisa mas. mereka cukup terbantu. Terutama soal grammar, saya rasa banyak yang tadinya banyak kesulitan sekarang jadi lebih memahami, mas.
R	Kalau begitu, menurut bapak dengan adanya pembelajaran writing menggunakan writing conference dapat meningkatkan kemampuan menulis siswa?
T	Sejauh pengamatan saya di kelas dan melihat hasil tulisan serta nilai yang mereka dapat, saya rasa teknik ini bisa meningkatkan kemampuan mereka, saya sempat bertanya pada beberapa siswa kemarin. Mereka bilang, mereka merasa terbantu dengan metode ini. Mereka merasa menulis jadi lebih mudah.
R	Iya, pak. Benar sekali, memang harus seperti itu ya pak. Dari hasil penilaian writing siswa kemarin, apakah nilai peserta didik dalam writing meningkat setelah menggunakan writing conference, pak?
T	Kalau dilihat dari hasil tugas kemarin, memang terlihat ada peningkatan dibandingkan nilai writing mereka ketika pretest. Namun sebenarnya dari hasil tulisan mereka juga saya lihat sebagian besar membaik kok mas.
R	Menurut bapak, sejauh ini peningkatan kemampuan menulis siswa ada di aspek apa saja pak? Lalu aspek apa yang menurut bapak masih kurang dan perlu ditingkatkan?
T	Kalau saya lihat, mereka tambah pede buat nulis ya mas. Jadi nggak takut lagi untuk nulis. Dari segi struktur teks yang mereka buat juga sudah membaik. Strukturnya cukup jelas dan bisa diikuti. Namun, secara konten dan isi dari teks mereka beberapa ada yang masih perlu ditingkatkan, ada beberapa kalimat yang masih belum cukup mendukung dan nyambung dengan topik yang mereka inginkan. Sepertinya begitu mas. Jadi dari segi konten, kemampuan mereka masih belum optimal.
R	Dari segi konten tulisan mereka ya pak? Baik pak, nanti selanjutnya akan diberi perhatian lebih untuk bagian content dan tulisan siswa. Mengenai manajemen kelas sendiri, bagaimana menurut bapak?
T	Secara umum, sudah bagus mas. Hanya seperti kemarin yang saya sudah bilang, mungkin mas harus nyoba dengan dibikin grup. Biar mereka nggak banyak mengulang pertanyaan yang sama.
R	Iya, pak. Sepertinya itu juga yang kemarin agak banyak menyita waktu. Semoga nanti dengan dibikin grup, masalah itu bisa teratasi ya pak. Kalau begitu, saya rasa sudah cukup untuk kali ini pak. Saya pamit dulu. terimakasih atas waktunya pak.
T	Semoga ya mas. Enggih sama-sama mas. Hati-hati di jalan.
R	Baik, Pak. <i>See you</i>
T	<i>Okay. See you.</i>

## Transcript 10

### Interview with English Teacher of Grade XI

<b>Researcher</b>	<b>: Dhanang Prihardono (R)</b>
<b>English Teacher</b>	<b>: Drs. Basuki (T)</b>
<b>Day/Date</b>	<b>: Saturday / 23<sup>th</sup> November 2013</b>
<b>Time</b>	<b>: 12.05 p.m</b>
<b>Location</b>	<b>: Teacher's Room</b>
<b>Topic</b>	<b>: The process of writing teaching and learning at SMA N 1 Sleman (Fourth Meeting)</b>

R	Baik pak, langsung saja untuk evaluasi pembelajaran hari ini ya, pak.
T	Siap, mas. Monggo.
R	Bagaimana kegiatan hari ini menurut bapak? Apakah berjalan baik?
T	Sudah baik, mas. Lancar-lancar saja. Anak-anak juga seperti kemarin-kemarin masih menikmati dan <i>enjoy</i> .
R	Mengenai penggunaan <i>steps of writing</i> pada siswa hari ini, apakah menurut bapak ada kemajuan?
T	Sejauh yang saya amati hari ini, saya lihat siswa sekarang sudah lebih mandiri ya. Kalau sebelumnya mungkin mereka ngelihat temen atau menunggu acuan mas Dhanang. Tpai kalau sekarang mereka sudah bisa lebih memahami apa yang harus mereka tempuh untuk proses menulis.
R	Jadi, mereka sepertinya sudah lebih memahami <i>steps of writing</i> ya, Pak?
T	Iya, mas. Mereka sudah lebih paham.
R	Kalau mengenai <i>group writing conference</i> yang kita rencanakan sebelumnya, apakah sudah berjalan sesuai harapan bapak?
T	Bagus menurut saya, memang jadi lebih efektif. Siswa juga dapat penjelasan yang berbeda, bukan hanya masalah mereka sendiri, tapi juga penjelasan mengenai masalah dari teman sekelompok. Itu menambah pengetahuan mereka.
R	Untuk antusias siswa sendiri, apakah ada perbedaan dengan sebelumnya, pak? kalau dengan grup ini?
T	Kelihatannya mereka juga lebih antusias ya mas. Saya lihat banyak kelompok yang memang benar-benar berdiskusi mengenai masalah tulisan mereka. Mereka aktif berdiskusi untuk memecahkan masalah yang mereka hadapi, sebelum nanti mereka bisa konsultasikan ke mas Dhanang.
R	Dalam pengamatan bapak, diskusi yang mereka lakukan bagaimana pak? Apakah sudah berjalan sebagaimana yang diharapkan?
T	Saya lihat cukup bagus. Mereka tidak harus menunggu instruksi untuk saling berdiskusi. Mereka juga langsung saja saling bertukar pendapat. Saling bertanya dan menjawab dengan sukarela. Itu cukup bagus dan memang seharusnya demikian.
R	Baik, pak. Berarti bisa dibilang pelajaran hari ini cukup berjalan dengan

	baik ya, pak?
T	Iya, mas. Sejauh yang saya lihat semua lancar-lancar saja.
R	Baik, kalau begitu saya mohon diri dulu, pak. Mau interview juga dengan beberapa siswa. Terima kasih pak waktunya.
T	Ya, mas. <i>Monggo-monggo.</i>

### Transcript 11

#### Interview with The students of XI Science 3

<b>Researcher</b>	: Dhanang Prihardono (R)
<b>Student(s)</b>	: Peni Lasti. H.(S)
<b>Day/Date</b>	: Saturday / 23 <sup>th</sup> November 2013
<b>Time</b>	: 12.15 p.m
<b>Location</b>	: XI Science 1 class
<b>Topic</b>	: The process of writing teaching and learning at SMA N 1 Sleman (Fourth Meeting)

R	Dek, lagi apa nih? Ganggu sebentar yah?
S	Lagi browsing buat tugas aja, mas. Ada apa emange mas?
R	Emh lagi browsing. Cuma mau nanya-nanya dikit soal pelajaran hari ini kok. Bisa? Ini sama dek Peni, kan ya?
S	Emh, iya bisa, mas. Yup, <i>you're absolutely right. Peni is my name.</i>
R	Wuih...balesnya pake bahasa Inggris, keren. Haha...atau nanyane pake bahasa inggris aja nih?
S	Waa jangan, nanti ujungnya aku masih belibet. haha
R	Haha..ya sudah. eh, menurut kamu pelajaran hari ini gimana? Asik nggak?
S	Mmm...asik kok, mas. Seperti kemarin-kemarin.
R	Kamu tadi nulisnya pakai <i>writing steps</i> kan? udah bisa sendiri? udah lebih paham?
S	Iya dong. Sudah kok mas, sekarang udah paham langkah-langkahnya. Lebih enak.
R	Jadi lebih enak kalau nulisnya pakai <i>writing steps</i> yang bener kan?
S	Iya. Jadi lebih mudah nulisnya.
R	Tadi kan <i>writing conference</i> nya dibentuk grup, menurut kamu gimana?
S	Iya tadi.Mmm...enak kok mas. Banyak dapat masukan juga, bisa <i>sharing</i> juga.
R	Membantu nggak untuk ngatasin masalah pas nulis?
S	Ngebantu kok, mas. Yang tadinya malu mau nanya sama mas bisa nyuruh teman buat nanyain. haha
R	Lho, kok malu. Ya jangan malu lah. Rugi kalau malu bertanya. hehe. Tadi

	berarti <i>enjoy</i> ya dengan <i>group writing conference</i> -nya?
S	<i>Enjoy</i> lah mas. Asyik-asyik aja kok.
R	Waktu berdiskusi ada masalah nggak? Misalnya ada teman yang nggak nanya atau mengeluarkan pendapat sama sekali?
S	Nggak sih mas. Semuanya saling tanya dan saling jawab. Ya setahunya kita aja sih ngasih jawabannya. Takut ternyata salah juga.
R	Okelah kalau begitu. Makasih ya dek waktunya. Met ngelanjutin <i>browsing</i> -nya.
S	<i>Okay</i> , mas. Sama-sama.

## Transcript 12

### Interview with The students of XI Science 3

<b>Researcher</b>	: Dhanang Prihardono (R)
<b>Student(s)</b>	: Fauzan Ramdhi(S)
<b>Day/Date</b>	: Saturday / 23 <sup>th</sup> November 2013
<b>Time</b>	: 12.20 p.m
<b>Location</b>	: XI Science 1 class
<b>Topic</b>	: The process of writing teaching and learning at SMA N 1 Sleman (Fourth Meeting)

R	Lagi apa nih?
S	Nggak lagi ngapa-ngapain, mas. Habis dari mushola. Ada apa mas?
R	Mau nanya-nanya nih soal pelajaran hari ini. Mau kan?
S	Boleh boleh. Gimana mas?
R	Kegiatan hari ini gimana menurutmu? Bisa asyik nggak?
S	Ya asyik kok, mas. Enak ngajarnya.
R	Kamu nulisnya pakai <i>writing steps</i> kan tadi? Gimana? Udah paham benar dengan langkahnya?
S	Iya, mas. Udah paham sekarang. Enak ternyata kalau mau ngikutin langkahnya. Jadi lebih mudah buat ngerangkai idenya.
R	Syukurlah, kalau nanti suruh nulis lagi sudah bisa sendiri berarti ya pakai <i>writing steps</i> -nya?
S	Iya, <i>in sya Allah</i> bisa mas.
R	Oh, ya, kalau tadi <i>writing conference</i> -nya kan dibikin grup, menurutmu gimana? Kamu <i>enjoy</i> nggak?
S	<i>Enjoy</i> aja sih, mas. Kelompokku enak-enak kok, jadi ya semangat.
R	Emangnya gimana di grupmu?
S	Enak aja, mereka bisa bantu banyak. Tadi kan aku bingung mau nulis apa, tapi <i>njuk</i> banyak dikasih ide trus bisa deh.

R	Emh gitu. Berarti bisa ngebantu ya kelompoknya? Ada masalah nggak selama diskusi? Semua anggotanya aktif nggak dek? Apa ada yang Cuma diam aja?
S	Iya, mas. Banyak bantu kok. Enak di kelompok gini malah mas. Enggak kok, mas. Nggak ada masalah, semua aktif diskusi. Semua ikut <i>sharing</i> kok.
R	O ya? okelah, besok masih kelompok kok. Ya udah, udah mau bel masuk. Makasih ya waktunya. <i>See you next meeting.</i>
S	Okay mas. <i>See you.</i>

### Transcript 13

#### Interview with English Teacher of Grade XI

<b>Researcher</b>	<b>: Dhanang Prihardono (R)</b>
<b>English Teacher</b>	<b>: Drs. Basuki (T)</b>
<b>Day/Date</b>	<b>: Tuesday / 26<sup>th</sup> November 2013</b>
<b>Time</b>	<b>: 13.50 p.m</b>
<b>Location</b>	<b>: Teacher's Room</b>
<b>Topic</b>	<b>: The process of writing teaching and learning at SMA N 1 Sleman (Fifth Meeting)</b>

R	Siang, pak. Langsung saja ya pak. Bagaimana pembelajaran hari ini menurut bapak?
T	Ramai lancar mas. Cukup sukses lah.
R	Untuk <i>group writing conference</i> -nya tadi bagaimana pak?
T	Lancar-lancar saja mas. Sudah bagus tadi. Saya ngelihatnya anak-anak memang agak ramai, tapi ramainya ramai positif. Saya suka. Mereka sibuk berdiskusi soal ngrevisi tulisan mereka. Secara umum lancar lah mas.
R	Apakah menurut bapak mereka bisa <i>enjoy</i> dengan <i>group writing conference</i> -nya pak?
T	Sepertinya mereka sangat <i>enjoy</i> mas. Mereka juga aktif selama kegiatan itu.
R	Kalau dilihat dari hasil pembelajaran hari ini, apakah <i>group writing conference</i> yang dilakukan hari ini bisa membuat siswa senang untuk menulis?
T	Saya rasa bisa saja mas. Anak-anak terlihat senang selama diajar dengan <i>writing conference</i> . Baik saat dengan kelompok maupun sebelumnya.
R	Syukur lah, pak. Kalau melihat dari draft mereka kemarin, apakah menurut bapak sudah ada perubahan di tulisan mereka?
T	Saya lihat sudah banyak kemajuan mas. Yang paling terlihat ide yang mereka tulis sudah lebih runtut dan tertata. Hubungan antar kalimatnya juga sudah bagus, mereka sudah bisa menghubungkan antar kalimat dengan baik. Jadi paragraph yang mereka buat juga sudah baik. Dan secara konten,

	yang kemarin agak kurang juga sudah baik.
R	Begitu ya, pak? Kalau kesalahan yang mereka buat bagaimana menurut bapak? apakah juga sudah menurun?
T	Saya lihat beberapa masih melakukan kesalahan di sana sini, tapi nggak papa. Yang lainnya sudah banyak meningkat kok. Lebih banyak yang sudah bisa mengurangi kesalahan.
R	Kalau proses reviewnya sendiri, apakah tadi menurut bapak mereka benar-benar mereview tulisan mereka sendiri, pak?
T	Sejauh yang saya lihat si mereka memang mereview tulisan mereka. Beberapa juga langsung bisa ketemu salahnya ada dimana, trus dibetulin sendiri juga.
R	Berarti kegiatan hari ini bisa dibilang berhasil ya pak?
T	Iya, mas.
R	Ya sudah pak. kalau begitu saya pamit dulu, pak. <i>Sugeng kondur.</i>
T	<i>Nggih, mas. Sugeng kondur juga.</i>

#### Transcript 14

##### Interview with The students of XI Science 3

<b>Researcher</b>	: Dhanang Prihardono (R)
<b>Student(s)</b>	: Aglisna. Y. D. (S)
<b>Day/Date</b>	: Tuesday / 26 <sup>th</sup> November 2013
<b>Time</b>	: 14.00 p.m
<b>Location</b>	: XI Science 1 class
<b>Topic</b>	: The process of writing teaching and learning at SMA N 1 Sleman (Fifth Meeting)

R	Hey lagi apa nih? belum pulang? Ganggu bentar ya?
S	Belum, mas. Lagi mau ada kumpul ekstra nanti. Ada apa mas?
R	Emh gitu. Ini dengan dek siapa? Nanya-nanya dikit aja tentang pelajaran hari ini.
S	Oh, boleh-boleh aja mas. Aku Isna, mas.
R	Menurut kamu gimana pelajaran hari ini? Kamu bisa <i>enjoy</i> ?
S	Bisa kok. <i>Enjoy</i> mas. Seneng malah kalau kelompokan.
R	Seneng kelompokan? kenapa emange?
S	Ya rasanya lebih enak aja kalau ada yang susah kan bisa diskusi, nambah ilmu jadinya to mas.
R	Oh gitu. Kirain karena biar bisa nyontek.haha
S	Ya nggak lah.

R	Haha... iya, iya. Menurut kamu gimana nulis pakai <i>writing conference</i> ? Enak nggak?
S	Mmm..gimana ya? Ya enak sih mas. Beda dari biasanya.
R	Sekarang udah paham bener sama <i>writing steps</i> kan?
S	Iya sudah mas.
R	Besok-besok kalau niulis mau pake <i>writing steps</i> apa balik kaya dulu lagi yang langsung nulis gitu?
S	Kayaknya enakan pakai <i>writing steps</i> deh mas. Jadi lebih mudah dan nggak gampang bingung.
R	Oh ya, tadi pas di kelompok, kelompokmu bisa beneran diskusi soal <i>writing</i> apa nggak?
S	Iya kok mas. Soalnya kan banyak yang kesulitan di <i>writing</i> emang. Jadi ya beneran. hehe
R	Berasa manfaatnya nggak? Atau biasa aja?
S	Ya ada manfaatnya mas. Tadi aja aku agak macet sama idenya, tapi njuk bisa diskusi buat nulisnya mau gimana.
R	Manfaat yang kamu rasain apa aja dek? Yang ngebantu kamu dalam hal nulis?
S	Ya itu tadi mbantu pas nyari ide, nyari kosa kata juga, trus ada juga pas bikin kalimat, grammar-grammar gitu lah mas.
R	Terus kamu bisa ngoreksi tulisan punya temen juga nggak? Kamu bantuin?
S	Ya bisa dikit-dikit mas. Sebisaku. hehe
R	Jadi bisa ngerti mana yang salah mana yang bener nggak dek di tulisan yang kamu review?
S	Iya, mas. Dikit-dikit jadi lebih bisa.ngerti mana-mana yang salah.
R	Jadi sudah bisa ngoreksi kesalahan sendiri belum dek?
S	Ya dikit-dikit sih mas. Meskipun ananti kalau dikoreksi lagi ya paling masih banyak salahnya.
R	Ya nggak papa, kan masih proses. Ya udah segitu dulu aja aku nanyanya. Met beraktifitas lagi deh. MAkasih ya waktunya.
S	Oke mas, sama-sama.

## Transcript 15

### Interview with The students of XI Science 3

<b>Researcher</b>	<b>: Dhanang Prihardono (R)</b>
<b>Student(s)</b>	<b>: Aviana. Y. R.(S)</b>
<b>Day/Date</b>	<b>: Tuesday / 26<sup>th</sup> November 2013</b>
<b>Time</b>	<b>: 14.10 p.m</b>
<b>Location</b>	<b>: XI Science 1 class</b>
<b>Topic</b>	<b>: The process of writing teaching and learning at SMA N 1 Sleman (Fifth Meeting)</b>

R	Hey dek. Belum pulang? Minta waktunya bentar boleh nggak?
S	Belum mas. Ada apa emangnya mas?
R	Cuma nanya-nanya dikit soal pelajaran hari ini. Boleh ya?
S	Iya deh boleh mas.
R	Ini dengan dek siapa?
S	Vivi mas.
R	Oke, dek Vivi. Pelajaran tadi menurutmu gimana? Enak nggak?
S	Mmm..ya ada enakya ada enggakya mas.
R	Enaknya apa? Nggak enakya apa?
S	Enaknya soalnya beda sama biasanya ngajarnya, nggak bosan. Nggak enakya, aku belum bisa nulis Inggris.haha
R	Lah? kok belum bisa gimana?
S	Ya masih susah mas. Grammarnya itu lho, belum bisa.
R	Oalah, masih susah sama grammar ya? Tapi selama diajar pakai <i>writing conference</i> gimana? Ada perubahan nggak?
S	Emh, ada perubahan sih. Nulisnya lebih mudah. Lebih enak kalau tahu caranya.
R	Jadi sudah paham nih sama <i>writing stepsnya</i> ?
S	Iya sudah mas.
R	Nah kalau tadi, pake <i>group writing conference</i> gimana? Enak nggak?
S	Enak mas. Aku suka. Jadi banyak sharing sama temen, dapat banyak masukan juga. Aku juga jadi dikoreksiin grammarnya sama mereka, terus dikasih tahu salahnya gimana.
R	Jadi bisa kebantu kan?
S	Iya mas.
R	Trus kamu juga bantuin mereka nggak?
S	Ya dikit sih mas. Mereka pinter-pinter kok, aku yang paling nggak bisa. Jadi ya dikit <i>tok</i> .
R	Wa...ya nggak gitu, sama aja kok. Yang penting sama-sama belajar. Tapi tadi kamu ngrview tulisan kamu sendiri nggak?

S	Ya ngreview jug ash mas.
R	Terus ada salah lagi nggak?
S	Iya mas ada tadi, kurang hurufnya.hehe
R	Terus dibetulin kan?
S	Iya dong.
R	Ya sudah, gitu aja aku nanyanya. hehe..makasih ya waktunya. Kelamaan nanti kamu nggak pulang-pulang.
S	Hehe iya mas. Tahu aja.
R	Ya tahu dong, ya udah aku pulang dulu. <i>See you.</i>
S	Oke mas. <i>See you.</i>

## Transcript 16

### Interview with English Teacher of Grade XI

<b>Researcher</b>	<b>: Dhanang Prihardono (R)</b>
<b>English Teacher</b>	<b>: Drs. Basuki (T)</b>
<b>Day/Date</b>	<b>: Wednesday / 27<sup>th</sup> November 2013</b>
<b>Time</b>	<b>: 08.15 a.m</b>
<b>Location</b>	<b>: Teacher's Room</b>
<b>Topic</b>	<b>: Reflection of Cycle II</b>

R	Selamat pagi pak. sesuai rencana hari ini untuk refleksi Cycle 2. Langsung saja ya pak? Menurut bapak, apakah langkah-langkah dalam kegiatan menulis menggunakan <i>writing conference</i> yang saya lakukan di Cycle 2 sudah berjalan dengan baik dan sesuai dengan rencana awal?
T	Ya sejauh pengamatan saya sih terlihat lancar-lancar saja. Sudah sesuai dengan rencana yang kita bicarakan sebelumnya. Anak-anak juga terlihat makin <i>enjoy</i> dengan cara metode yang diberikan. Mereka terlihat senang dan antusias mas. Kebanyakan dari mereka terlihat menikmati untuk menulis. Mereka merasa dipermudah untuk menulis dengan langkah-langkah yang mas ajarkan dan juga dengan <i>feedback</i> yang diberikan.
R	Menurut bapak, apakah pembelajaran <i>writing</i> dengan menggunakan <i>writing conference</i> yang telah diberikan membuat siswa lebih termotivasi untuk meningkatkan kemampuan menulisnya?
T	Saya lihat anak-anak senang. mereka antusias untuk bertanya ini itu. sepertinya itu banyak membantu motivasi anak-anak untuk meningkatkan kemampuan menulis mereka. Ditambah dengan berada dalam kelompok yang disitu ada teman yang kemampuan menulisnya lebih baik, pasti mereka juga ingin memperbaiki kemampuan mereka.

R	Mereka jadi terpacu dengan kemampuan teman mereka ya pak. Mengenai kesalahan menulis mereka, apakah bapak merasakan jumlah kesalahan anak-anak dalam hal <i>content</i> , <i>organization</i> , <i>vocabulary</i> , <i>language use</i> ( <i>grammar</i> ), dan <i>mechanics</i> ( <i>spelling</i> , <i>punctuation</i> , <i>capitalization</i> , <i>paragraphing</i> ) semakin berkurang setelah menggunakan <i>writing conference</i> ?
T	Kalau melihat dari hasil tulisan anak-anak sebelum menggunakan teknik ini kemudian melihat setelahnya, saya lihat ada banyak kemajuan. Banyak kekurangan dan kesalahan mereka sudah bisa teratasi. Kemudian kemarin mengenai <i>content</i> dan <i>language use</i> nya juga sekarang sudah lebih baik. Namun soal untuk mencari ide dan gagasan yang baru memang sepertinya beberapa anak masih agak kesulitan. Namun sebagian besar anak-anak sudah lebih sedikit membuat kesalahan.
R	Lalu, menurut bapak, apakah bapak juga merasakan kalau anak-anak menjadi lebih percaya diri dalam menulis melalui <i>writing conference</i> ?
T	Ya, saya rasa mereka terlihat lebih percaya diri untuk menulis sekarang dan tidak takut lagi membuat kesalahan.
R	Menurut bapak, apakah setelah melalui Cycle 2 ini, siswa sudah bisa lebih memahami dan menggunakan tahapan-tahapan yang benar dalam menulis?
T	Iya, sekarang mereka lebih mengerti harus bagaimana untuk memulai menulis. Mereka jadi tau bagaimana itu <i>brainstorming</i> , bagaimana nantinya mengurutkan ide-ide yang mau ditulis dengan bikin <i>outline</i> dulu. Ya, cukup bagus lah mas buat mereka. Saya rasa mereka sudah bisa menggunakannya sekarang.
R	Apakah itu membuat proses menulis jadi lebih mudah bagi mereka pak?
T	Menurut saya, iya. Karena mereka sudah tahu harus bagaimana ketika mau menulis, terus langkahnya apa saja. Itu cukup mempermudah.
R	Jadi, secara keseluruhan apakah <i>writing conference</i> yang diterapkan ini sudah bisa meningkatkan kemampuan menulis mereka secara umum pak?
T	Saya rasa bisa mas. Bisa terlihat hasilnya dari hasil tulisan yang mereka buat. Saya lihat cukup bagus dan meningkat. Teks yang dihasilkan sudah lebih terstruktur dan cukup baik secara isi.
R	Baiklah pak kalau begitu. Saya rasa sudah cukup untuk refleksinya, karena sudah terlihat kemampuan menulis siswa sudah cukup meningkat dan tidak terdapat masalah yang signifikan lagi, maka sepertinya tindakannya sudah bisa dihentikan dan diberi post-test. Bagaimana menurut bapak?
T	Iya mas. Setuju. Saya rasa juga begitu. Sudah cukup banyak kemajuan dan memang masalah yang ada tidak terlalu signifikan karena sudah jauh lebih kecil sekarang.
R	Baik pak. Kalau begitu saya mohon diri dulu. Terima kasih banyak untuk waktunya pak. <i>See you on Saturday, Sir.</i>
T	<i>Okay. See you.</i>

**APPENDIX C**  
**(COURSE GRID)**

## COURSE GRID

**School** : SMA Negeri 1 Sleman  
**Class** : XI  
**Subject** : English  
**Semester** : 1  
**Skill** : Writing

### Standard of Competence:

6. Students should be able to express the meanings of written short functional texts and essays using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.

### Basic Competence

- 6.2 Students should be able to express meanings and rhetorical steps of essay using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.

Cycle	Indicators	Learning Materials	Learning Activities	Assessment	Time Allocation	Sources
I (1 <sup>st</sup> meeting)	<ul style="list-style-type: none"> <li>- Identifying argumentative sentences.</li> <li>- Making argumentative sentences using simple present tense.</li> <li>- Making an outline of <i>analytical exposition</i> text.</li> </ul>	Writing process: Outlining, drafting, revising. Some analytical exposition texts: Smoking in restaurants, The importance of learning English. Generic structure: thesis, argument, reiteration. Grammar: Simple Present Tense.	<b>Opening activities:</b> - Teacher greets the students. - Teacher asks one of the students to lead a prayer. - Teacher asks students' condition and attendance. - Teacher informs the material. <b>Main activities:</b> <b>BKOF:</b> - Teacher gives warming-up questions related to analytical exposition and writing process to the students. - Teacher explains the function of an outline and how to make it.	Written	2x45 minutes	<i>Joko, Priyana, dkk. 2008.</i> <i>Interlanguage: English for Senior High School Students XI. Jakarta: Departemen Pendidikan Nasional. Anderson, M. and Anderson, K. 2003. Text Types in</i>

			<p><b>MOT</b></p> <ul style="list-style-type: none"> <li>- The students are given an analytical exposition text and are asked to answer the questions.</li> <li>- Teacher asks the students to analyze the topic, generic structure, and language features of the text.</li> <li>- Teacher asks the students to analyze each argument of the text and find the argumentative sentences.</li> <li>- Teacher asks the students to find the conclusive argument of the text.</li> </ul> <p><b>JCOT</b></p> <ul style="list-style-type: none"> <li>- The students are given several jumbled words and are asked to arrange them into correct argumentative sentences.</li> <li>- The students are given several arguments related to the text given and are asked to give their arguments.</li> <li>- In pairs, the students are asked to make an outline based on the text given.</li> </ul> <p><b>ICOT</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to choose one of some provided topics of analytical exposition to write individually.</li> <li>- Teacher asks each student to make an outline based on the chosen topic.</li> <li>- Teacher moves along the class to confer with the students about the outline.</li> <li>- Teacher asks the students to fill the writing conference sheet and submit it together with their outline.</li> </ul> <p><b>Closing activities</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students about the difficulties found during the teaching-learning activity.</li> <li>- Teacher gives solutions to the students'</li> </ul>			<p><i>English</i> 2.  <i>Macmillan:</i>  <i>Macmillan</i>  <i>Education Australia</i>  <i>PTY LTD.</i></p>
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			<p>problems found during teaching-learning activity.</p> <ul style="list-style-type: none"> <li>- Teacher informs the students about the next materials.</li> <li>- Teacher leads the prayer to finish the lesson.</li> <li>- Leave taking.</li> </ul>			
I (2 <sup>nd</sup> meeting)	<ul style="list-style-type: none"> <li>- Revising the outline based on the comments given.</li> <li>- Elaborating arguments based on the chosen topic on their outline.</li> <li>- Writing a draft of an analytical exposition text based on the outline.</li> </ul>		<p><b>Opening activities:</b></p> <ul style="list-style-type: none"> <li>- Teacher greets the students.</li> <li>- Teacher asks one of the students to lead a prayer.</li> <li>- Teacher asks students' condition and attendance.</li> <li>- Teacher informs the material and gives the students' outline back.</li> </ul> <p><b>Main activities:</b></p> <p><b>BKOF:</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students about the function of an outline and their outlining experience.</li> <li>- The teacher asks the students to re-read their outline and the comments given in the conference sheet.</li> </ul> <p><b>MOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher shows one of the students' outlines on LCD projector and explains them about the comments given and how to revise their mistakes.</li> <li>- The students are given an analytical exposition text with incorrect noun forms and are asked to correct them.</li> <li>- The teacher gives the students a jumbled outline and asks them to re-arrange the outline.</li> </ul> <p><b>JCOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to work in pairs to revise their outline based on</li> </ul>	Written	2x45 minutes	<p><i>Joko, Priyana, dkk. 2008.</i>  <i>Interlanguage: English for Senior High School Students XI.</i>  <i>Jakarta: Departemen Pendidikan Nasional.</i>  <i>Anderson, M. and Anderson, K. 2003.</i>  <i>Text Types in English 2.</i>  <i>Macmillan: Macmillan Education Australia PTY LTD.</i></p>

			<p>their conference with the teacher.</p> <ul style="list-style-type: none"> <li>- The teacher asks the students to recognize their writing mistakes during the revising process.</li> </ul> <p><b>ICOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to explore the outline and the arguments into a draft.</li> <li>- The teacher holds a writing conference with the students during the draft writing.</li> <li>- The teacher asks the students to fill the drafting conference sheet and submit their draft.</li> </ul> <p><b>Closing activities</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students about the difficulties found during the teaching-learning activity.</li> <li>- Teacher gives solutions to the students' problems found during teaching-learning activity.</li> <li>- Teacher informs the students about the next materials.</li> <li>- Teacher leads the prayer to finish the lesson.</li> <li>- Leave taking.</li> </ul>			
I (3 <sup>rd</sup> meeting)	<ul style="list-style-type: none"> <li>- Identifying grammatical mistakes on their writing.</li> <li>- Revising their first draft.</li> <li>- Writing their final version of analytical exposition text.</li> </ul>		<p><b>Opening activities:</b></p> <ul style="list-style-type: none"> <li>- Teacher greets the students.</li> <li>- Teacher asks one of the students to lead a prayer.</li> <li>- Teacher asks students' condition and attendance.</li> <li>- Teacher informs the material and gives the students' draft back.</li> </ul> <p><b>Main activities:</b></p> <p><b>BKOF:</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students about their draft writing experience.</li> </ul>	Written	2x45 minutes	<p><i>Joko, Priyana, dkk. 2008.</i></p> <p><i>Interlanguage: English for Senior High School Students XI. Jakarta: Departemen Pendidikan Nasional.</i></p> <p><i>Anderson, M. and</i></p>

			<ul style="list-style-type: none"> <li>- The teacher asks the students to re-read their draft and the comments given in the conference sheet.</li> </ul> <p><b>MOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher shows one of the students' drafts on LCD projector and explains them about the comments given and how to revise their mistakes.</li> <li>- The students are given several jumbled paragraphs of an analytical exposition text and then are asked to arrange them into a good analytical exposition text.</li> <li>- The students are asked to find and analyze the noun phrases in the text given.</li> </ul> <p><b>JCOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to work in pairs to review their friend's draft.</li> <li>- The teacher asks the students to identify their writing mistakes during the reviewing process.</li> <li>- The teacher confers with the students about their revision plans.</li> </ul> <p><b>ICOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to revise their drafts.</li> <li>- The teacher holds a writing conference with the students during the draft revising process.</li> <li>- The teacher asks the students to fill the revision conference sheet and submit their final draft.</li> </ul> <p><b>Closing activities</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students about the difficulties found during the teaching-learning activity.</li> <li>- Teacher gives solutions to the students'</li> </ul>			<p><i>Anderson, K. 2003.</i>  <i>Text Types in</i>  <i>English</i> 2.  <i>Macmillan:</i>  <i>Macmillan</i>  <i>Education Australia</i>  <i>PTY LTD.</i></p>
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			<p>problems found during teaching-learning activity.</p> <ul style="list-style-type: none"> <li>- Teacher informs the students about the next materials.</li> <li>- Teacher leads the prayer to finish the lesson.</li> <li>- Leave taking.</li> </ul>			
II (1 <sup>st</sup> meeting)	<ul style="list-style-type: none"> <li>- Identifying the common writing errors.</li> <li>- Making argumentative sentences in the passive form.</li> <li>- Making an outline of analytical exposition draft.</li> <li>- Making an analytical exposition draft.</li> </ul>		<p><b>Opening activities:</b></p> <ul style="list-style-type: none"> <li>- Teacher greets the students.</li> <li>- Teacher asks one of the students to lead a prayer.</li> <li>- Teacher asks students' condition and attendance.</li> <li>- Teacher informs the material.</li> </ul> <p><b>Main activities:</b></p> <p><b>BKOF:</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students about the analytical exposition writing process and their writing process experience.</li> <li>- Teacher asks the students about errors and mistakes they made in the previous text writing.</li> </ul> <p><b>MOT:</b></p> <ul style="list-style-type: none"> <li>- The students are given an analytical exposition text with several missing verbs and are asked to complete the text with the suitable words.</li> <li>- In pairs, the students are asked to analyze each argument of the text and find the passive form of argumentative sentences.</li> <li>- Teacher asks the students to find the conclusive argument of the text.</li> </ul> <p><b>JCOT:</b></p> <ul style="list-style-type: none"> <li>- The students are given several incomplete sentences and are asked to complete them with the correct passive form.</li> </ul>	Written	2x45 minutes	<p><i>Joko, Priyana, dkk. 2008.</i>  <i>Interlanguage: English for Senior High School Students XI.</i>  <i>Jakarta: Departemen Pendidikan Nasional.</i>  <i>Anderson, M. and Anderson, K. 2003.</i>  <i>Text Types in English 2.</i>  <i>Macmillan: Macmillan Education Australia PTY LTD.</i></p>

			<ul style="list-style-type: none"> <li>- In pairs, the students are given several argumentative sentences and are asked to change their form into passive.</li> <li>- In groups of four, the students are asked to discuss possible topics to be written in an analytical exposition text.</li> </ul> <p><b>ICOT:</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to choose their own topic based on the peer discussion.</li> <li>- Teacher asks the students to write an outline based on the chosen topic.</li> <li>- Teacher asks the students to write an analytical exposition draft based on the outline.</li> <li>- Teacher moves along the class to confer with the students about the draft.</li> <li>- Teacher asks the students to fill the writing conference sheet and submit it together with their outline.</li> </ul> <p><b>Closing activities</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students about the difficulties found during the teaching-learning activity.</li> <li>- Teacher gives solutions to the students' problems found during teaching-learning activity.</li> <li>- Teacher informs the students about the next materials.</li> <li>- Teacher leads the prayer to finish the lesson.</li> <li>- Leave taking.</li> </ul>			
II (2 <sup>nd</sup> meeting)	<ul style="list-style-type: none"> <li>- Identifying the common writing errors.</li> <li>- Promoting solutions on the</li> </ul>		<p><b>Opening activities:</b></p> <ul style="list-style-type: none"> <li>- Teacher greets the students.</li> <li>- Teacher asks one of the students to lead a prayer.</li> <li>- Teacher asks students' condition and</li> </ul>	Written	2x45 minutes	<p><i>Joko, Priyana, dkk. 2008.</i></p> <p><i>Interlanguage: English for Senior High School</i></p>

	<p>writing errors.</p> <ul style="list-style-type: none"> <li>- Revising their first draft.</li> <li>- Writing their final version of analytical exposition text.</li> </ul>		<p>attendance.</p> <ul style="list-style-type: none"> <li>- Teacher informs the material and gives their draft back.</li> </ul> <p><b>Main activities:</b></p> <p><b>BKOF:</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students about the analytical exposition writing process and their writing process experience.</li> <li>- Teacher asks the students about errors and mistakes they made in the previous text writing.</li> </ul> <p><b>MOT:</b></p> <ul style="list-style-type: none"> <li>- The teacher shows one of the students' works on the LCD and asks the students to identify the common writing errors they find on the text.</li> <li>- The students are asked to suggest a solution to the errors they find.</li> <li>- The students are asked to revise their draft based on the feedback and comments given on their worksheet and writing conference sheet.</li> </ul> <p><b>JCOT:</b></p> <ul style="list-style-type: none"> <li>- In groups of four, the students are asked to identify the errors made by their friends and then promote possible solutions.</li> </ul> <p><b>ICOT:</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to write their final drafts based on the solutions given by their friends and the feedback given during the conference with the teacher.</li> <li>- Teacher asks the students to do self-evaluation on their writing before being submitted.</li> <li>- Teacher asks the students to fill the writing conference sheet and submit it together with their final draft.</li> </ul>			<p><i>Students XI.</i>  <i>Jakarta:</i>  <i>Departemen</i>  <i>Pendidikan</i>  <i>Nasional.</i>  <i>Anderson, M. and</i>  <i>Anderson, K. 2003.</i>  <i>Text Types in</i>  <i>English 2.</i>  <i>Macmillan:</i>  <i>Macmillan</i>  <i>Education Australia</i>  <i>PTY LTD.</i></p>
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			<p><b>Closing activities</b></p> <ul style="list-style-type: none"><li>- Teacher asks the students about the difficulties found during the teaching-learning activity.</li><li>- Teacher gives solutions to the students' problems found during teaching-learning activity.</li><li>- Teacher informs the students about the next materials.</li><li>- Teacher leads the prayer to finish the lesson.</li><li>- Leave taking.</li></ul>			
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**APPENDIX D**  
**(LESSON PLANS)**

## LESSON PLAN I

School	: SMA Negeri 1 Sleman
Subject	: English
Skill	: Writing
Grade/Semester	: XI/1
Meeting	: 1
Time Allocation	: 2 x 45 minutes

### A. Standard of Competence

6. Students should be able to express the meanings of written short functional texts and essays using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.

### B. Basic Competence

- 6.2 Students should be able to express meanings and rhetorical steps of essay using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.

### C. Indicators

1. Identifying argumentative sentences.
2. Making argumentative sentences using simple present tense.
3. Making an outline of *analytical exposition* text.

### D. Learning Objective

At the end of the lesson, the students are able to:

1. Identify argumentative sentences.
2. Make argumentative sentences using simple present tense.
3. Make an outline of *analytical exposition* text.

### E. Learning Materials

Analytical exposition texts

### F. Teaching Method

Communicative language teaching

1. BKOF (Building Knowledge of the Field)
2. MOT (Modelling of the Text)
3. JCOT (Joint Construction of the Text)
4. ICOT (Independent Construction of the Text)

## **G. Learning Activities**

### ➤ **Opening activities**

Teacher greets the students.

Teacher asks one of the students to lead a prayer.

Teacher asks students' condition and attendance.

Teacher informs the material.

### ➤ **Main activities**

#### **1. Building Knowledge of the Field (BKOF)**

Teacher gives warming-up questions related to analytical exposition text and writing process.

Teacher explains the function of an outline and how to make it.

#### **2. Modelling of the Text (MOT)**

The students are given an analytical exposition text and are asked to answer the questions.

Teacher asks the students to analyze the topic, generic structure, and language features of the text.

Teacher asks the students to analyze each argument of the text and find the argumentative sentences.

Teacher asks the students to find the conclusive argument of the text.

#### **3. Joint Construction of the Text (JCOT)**

The students are given several jumbled words and are asked to arrange them into correct argumentative sentences.

The students are given several arguments related to the text given and are asked to give their arguments.

In pairs, the students are asked to make an outline based on the text given.

#### **4. Individual Construction of the Text (ICOT)**

Teacher asks the students to choose one of some provided topics of analytical exposition to write individually.

Teacher asks each student to make an outline based on the chosen topic.

Teacher moves along the class to confer with the students about the outline.

Teacher asks the students to fill the writing conference sheet and submit it together with their outline.

#### **➤ Closing activities**

Teacher asks the students about the difficulties found during the teaching-learning activity.

Teacher gives solutions to the students' problems found during teaching-learning activity.

Teacher informs the students about the next materials.

Teacher leads the prayer to finish the lesson.

Leave taking.

### **H. Sources**

Relevant books:

- ✓ Joko, Priyana, dkk. 2008. *Interlanguage: English for Senior High School Students XI*. Jakarta: Departemen Pendidikan Nasional.
- ✓ Anderson, M. and Anderson, K. 2003. *Text Types in English 2*. Macmillan: Macmillan Education Australia PTY LTD.

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Headmaster

The English Teacher

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## LESSON PLAN II

School	: SMA Negeri 1 Sleman
Subject	: English
Skill	: Writing
Grade/Semester	: XI/1
Meeting	: 2
Time Allocation	: 2 x 45 minutes

### A. Standard of Competence

6. Students should be able to express the meanings of written short functional texts and essays using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.

### B. Basic Competence

- 6.2 Students should be able Express meanings and rhetorical steps of essay using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.

### C. Indicators

1. Revising the outline based on the comments given.
2. Elaborating arguments based on the chosen topic on their outline.
3. Writing a draft of an *analytical exposition* text based on the outline.

### D. Learning Objective

At the end of the lesson, the students are able to:

1. Revise the outline based on the comments given.
2. Elaborate arguments based on the chosen topic on their outline
3. Write a draft of an *analytical exposition* text based on the outline.

### E. Learning Materials

Analytical exposition texts

## **F. Teaching Method**

Communicative language teaching

1. BKOF (Building Knowledge of the Field)
2. MOT (Modelling of the Text)
3. JCOT (Joint Construction of the Text)
4. ICOT (Independent Construction of the Text)

## **G. Learning Activities**

### ➤ **Opening activities**

The teacher greets the students.

The teacher asks one of the students to lead a prayer.

The teacher asks students' condition and attendance.

The teacher informs the material and gives the students' outline back.

### ➤ **Main activities**

#### **1. Building Knowledge of the Field (BKOF)**

The teacher asks the students about the function of an outline and their outlining experience.

The teacher asks the students to re-read their outline and the comments given in the conference sheet.

#### **2. Modelling of the Text (MOT)**

The teacher shows several of the students' outlines on LCD projector and explains them about the comments given and how to revise their mistakes.

The students are given an analytical exposition text with incorrect noun forms and are asked to correct them.

The teacher gives the students a jumbled outline and asks them to re-arrange the outline.

#### **3. Joint Construction of the Text (JCoT)**

The teacher asks the students to work in pairs to revise their outline based on their conference with the teacher.

The teacher asks the students to recognize their writing mistakes during the revising process.

#### 4. Individual Construction of the Text (ICoT)

The teacher asks the students to explore the outline and the arguments into a draft.

The teacher holds a writing conference with the students during the draft writing.

The teacher asks the students to fill the drafting conference sheet and submit their draft.

#### ➤ Closing activities

Teacher asks the students about the difficulties found during the teaching-learning activity.

Teacher gives solutions to the students' problems found during teaching-learning activity.

Teacher informs the students about the next materials.

Teacher leads the prayer to finish the lesson.

Leave taking.

#### H. Sources

Relevant books:

- ✓ Joko, Priyana, dkk. 2008. *Interlanguage: English for Senior High School Students XI*. Jakarta: Departemen Pendidikan Nasional.
- ✓ Anderson, M. and Anderson, K. 2003. *Text Types in English 2*. Macmillan: Macmillan Education Australia PTY LTD.

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Headmaster

The English Teacher

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### LESSON PLAN III

School	: SMA Negeri 1 Sleman
Subject	: English
Skill	: Writing
Grade/Semester	: XI/1
Meeting	: 3
Time Allocation	: 2 x 45 minutes

#### A. Standard of Competence

6. Students should be able to express the meanings of written short functional texts and essays using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.

#### B. Basic Competence

- 6.2 Students should be able Express meanings and rhetorical steps of essay using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.

#### C. Indicators

1. Identifying grammatical mistakes on their writing.
2. Revising their first draft.
3. Writing their final version of analytical exposition text.

#### D. Learning Objective

At the end of the lesson, the students are able to:

1. Identify grammatical mistakes on their writing.
2. Revise their first draft.
3. Write their final version of analytical exposition text.

#### E. Learning Materials

Analytical exposition texts

## **F. Teaching Method**

Communicative language teaching

1. BKOF (Building Knowledge of the Field)
2. MOT (Modelling of the Text)
3. JCOT (Joint Construction of the Text)
4. ICOT (Independent Construction of the Text)

## **G. Learning Activities**

### ➤ **Opening activities**

The teacher greets the students.

The teacher asks one of the students to lead a prayer.

The teacher asks students' condition and attendance.

The teacher informs the material and gives the students' draft back.

### ➤ **Main activities**

#### **1. Building Knowledge of the Field (BKOF)**

The teacher asks the students about their draft writing experience.

The teacher asks the students to re-read their draft and the comments given in the conference sheet.

#### **2. Modelling of the Text (MOT)**

The teacher shows one of the students' drafts on the LCD projector and explains them about the comments given and how to revise their mistakes.

The students are given several jumbled paragraphs of an analytical exposition text and then are asked to arrange them into a good analytical exposition text.

The students are asked to find and analyze the noun phrases in the text given.

#### **3. Joint Construction of the Text (JCOT)**

The teacher asks the students to work in pairs to review their friend's draft.

The teacher asks the students to identify their writing mistakes during the reviewing process.

The teacher confers with the students about their revision plans.

**4. Individual Construction of the Text (ICOT)**

The teacher asks the students to revise their drafts.

The teacher holds a writing conference with the students during the draft revising process.

The teacher asks the students to fill the revision conference sheet and submit their final draft.

➤ **Closing activities**

Teacher asks the students about the difficulties found during the teaching-learning activity.

Teacher gives solutions to the students' problems found during teaching-learning activity.

Teacher informs the students about the next materials.

Teacher leads the prayer to finish the lesson.

Leave taking.

**H. Sources**

Relevant books:

- ✓ Joko, Priyana, dkk. 2008. *Interlanguage: English for Senior High School Students XI*. Jakarta: Departemen Pendidikan Nasional.
- ✓ Anderson, M. and Anderson, K. 2003. *Text Types in English 2*. Macmillan: Macmillan Education Australia PTY LTD.

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The English Teacher

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## LESSON PLAN IV

School	: SMA Negeri 1 Sleman
Subject	: English
Skill	: Writing
Grade/Semester	: XI/1
Meeting	: 4
Time Allocation	: 2 x 45 minutes

### A. Standard of Competence

6. Students should be able to express the meanings of written short functional texts and essays using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.

### B. Basic Competence

- 6.2 Students should be able to express meanings and rhetorical steps of essay using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.

### C. Indicators

1. Identifying the common writing errors.
2. Making argumentative sentences in the passive form.
3. Making an outline of *analytical exposition* text
4. Making an *analytical exposition* draft.

### D. Learning Objective

At the end of the lesson, the students are able to:

1. Identify the common writing errors.
2. Make argumentative sentences in the passive form.
3. Make an outline of *analytical exposition* text.
4. Make an analytical exposition draft.

## **E. Learning Materials**

Analytical exposition texts

## **F. Teaching Method**

Communicative language teaching

1. BKOF (Building Knowledge of the Field)
2. MOT (Modelling of the Text)
3. JCOT (Joint Construction of the Text)
4. ICOT (Independent Construction of the Text)

## **G. Learning Activities**

### ➤ **Opening activities**

Teacher greets the students.

Teacher asks one of the students to lead a prayer.

Teacher asks students' condition and attendance.

Teacher informs the material.

### ➤ **Main activities**

#### **1. Building Knowledge of the Field (BKOF)**

Teacher asks the students about the analytical exposition writing process and their writing process experience.

Teacher asks the students about errors and mistakes they made in the previous text writing.

#### **2. Modelling of the Text (MOT)**

The students are given an analytical exposition text with several missing verbs and are asked to complete the text with the suitable words.

In pairs, the students are asked to analyze each argument of the text and find the passive form of argumentative sentences.

Teacher asks the students to find the conclusive argument of the text.

#### **3. Joint Construction of the Text (JCOT)**

The students are given several incomplete sentences and are asked to complete them with the correct passive form.

In pairs, the students are given several argumentative sentences and are asked to change their form into passive.

In groups of four, the students are asked to discuss possible topics to be written in an analytical exposition text.

#### **4. Individual Construction of the Text (ICOT)**

Teacher asks the students to choose their own topic based on the group discussion.

Teacher asks the students to write an outline based on the chosen topic.

Teacher asks the students to write an analytical exposition draft based on the outline.

Teacher moves along the class to confer with the groups about the draft.

Teacher asks the students to fill the writing conference sheet and submit it together with their outline and draft.

#### **➤ Closing activities**

Teacher asks the students about the difficulties found during the teaching-learning activity.

Teacher gives solutions to the students' problems found during teaching-learning activity.

Teacher informs the students about the next materials.

Teacher leads the prayer to finish the lesson.

Leave taking.

## **H. Sources**

Relevant books:

- ✓ Joko, Priyana, dkk. 2008. *Interlanguage: English for Senior High School Students XI*. Jakarta: Departemen Pendidikan Nasional.
- ✓ Anderson, M. and Anderson, K. 2003. *Text Types in English 2*. Macmillan: Macmillan Education Australia PTY LTD.

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The English Teacher

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## LESSON PLAN V

School	: SMA Negeri 1 Sleman
Subject	: English
Skill	: Writing
Grade/Semester	: XI/1
Meeting	: 5
Time Allocation	: 2 x 45 minutes

### A. Standard of Competence

6. Students should be able to express the meanings of written short functional texts and essays using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.

### B. Basic Competence

- 6.2 Students should be able to express meanings and rhetorical steps of essay using accurate, fluent, and acceptable written language in a daily life context in the form of report, narrative, and analytical exposition texts.

### C. Indicators

1. Identifying the common writing errors.
2. Promoting solutions on the writing errors.
3. Revising their first draft.
4. Writing their final version of analytical exposition text.

### D. Learning Objective

At the end of the lesson, the students are able to:

1. Identify the common writing errors.
2. Promote solution on the writing errors.

3. Revise their first draft.
4. Write their final version of analytical exposition text.

### **E. Learning Materials**

Analytical exposition texts

### **F. Teaching Method**

Communicative language teaching

1. BKOF (Building Knowledge of the Field)
2. MOT (Modelling of the Text)
3. JCOT (Joint Construction of the Text)
4. ICOT (Independent Construction of the Text)

### **G. Learning Activities**

#### ➤ **Opening activities**

Teacher greets the students.

Teacher asks one of the students to lead a prayer.

Teacher asks students' condition and attendance.

Teacher informs the material and gives their draft back.

#### ➤ **Main activities**

##### **1. Building Knowledge of the Field (BKOF)**

Teacher asks the students about the analytical exposition writing process and their writing process experience.

Teacher asks the students about errors and mistakes they made in the previous text writing.

##### **2. Modelling of the Text (MOT)**

The teacher shows one of the students' works on the LCD and asks the students to identify the common writing errors they find on the text.

The students are asked to suggest a solution to the errors they find.

The students are asked to revise their draft based on the feedback and comments given on their worksheet and writing conference sheet.

##### **3. Joint Construction of the Text (JCOT)**

In groups of four, the students are asked to identify the errors made by their friends and then promote possible solutions.

#### **4. Individual Construction of the Text (ICOT)**

Teacher asks the students to write their final draft based on the solutions given by their friends and the feedback given during the conference with the teacher.

Teacher asks the students to do self-evaluation on their writing before being submitted.

Teacher asks the students to fill the writing conference sheet and submit it together with their final draft.

##### **➤ Closing activities**

Teacher asks the students about the difficulties found during the teaching-learning activity.

Teacher gives solutions to the students' problems found during teaching-learning activity.

Teacher informs the students about the next materials.

Teacher leads the prayer to finish the lesson.

Leave taking.

#### **H. Sources**

Relevant books:

- ✓ Joko, Priyana, dkk. 2008. *Interlanguage: English for Senior High School Students XI*. Jakarta: Departemen Pendidikan Nasional.
- ✓ Anderson, M. and Anderson, K. 2003. *Text Types in English 2*. Macmillan: Macmillan Education Australia PTY LTD.

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The English Teacher

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**APPENDIX E**  
**(STUDENTS'**  
**SCORES)**

## STUDENTS' WRITING SCORES

### PRE-TEST

Day : Saturday

Date : November 9<sup>th</sup>, 2013

Time : 11.15 a.m

Class: XI Science 3

No.	Students' Name	Aspects															Total	Score
		Content			Language Use			Organization			Vocab			Mechanic				
		C	R	A	C	R	A	C	R	A	C	R	A	C	R	A		
1	Aglisna Yani D.	3	3	3	2	3	2.5	3	3	3	3	2	2.5	3	3	3	14	70
2	Aviana Yulianti R.	3	2	2.5	2	2	2	3	3	3	3	3	3	3	3	3	13.5	67.5
3	Dita Puspita S.	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	11	55
4	Erma Dwi N.	2	2	2	2	2	2	2	2	2	3	2	2.5	3	3	3	11.5	57.5
5	Fairuz F. Z.	2	2	2	3	2	2.5	3	3	3	3	3	3	3	3	3	13.5	67.5
6	Faldy Wahyu S.	2	2	2	2	2	2	3	3	3	2	2	2	2	2	2	11	55
7	Farida Handhayani	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	12	60
8	Fauzan Rhomadi	2	2	2	2	1	1.5	1	1	1	1	2	1.5	2	2	2	8	40
9	Ika Nanda F.	3	3	3	2	2	2	2	2	2	3	2	2.5	3	3	3	12.5	62.5
10	Irfani Eka R.	2	2	2	1	1	1	2	2	2	2	2	2	2	2	2	9	45
11	Kurnia Aji H.	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12	60
12	Litania K.	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12	60
13	Marwa Irfan H.	3	3	3	3	4	3.5	4	3	3.5	3	3	3	4	4	4	17	85
14	Maryati	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	11	55
15	Mila Intan L.	3	3	3	3	2	2.5	2	2	2	2	2	2	3	3	3	12.5	62.5
16	Mirasari K.	3	3	3	2	3	2.5	3	3	3	2	2	2	3	3	3	13.5	67.5
17	M. Lukman A.B.	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	9	45
18	Nahla Agustina	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	11	55
19	Novia Galih F.	2	2	2	2	2	2	3	3	3	2	2	2	2	2	2	11	55
20	Nungky Febrianti W.	3	3	3	3	3	3	2	3	2.5	2	3	2.5	2	2	2	13	65
21	Nunung W.	3	3	3	4	4	4	3	3	3	3	3	3	3	3	3	16	80
22	Peni Lasti H.	3	3	3	2	2	2	2	3	2.5	2	2	2	3	3	3	12.5	62.5
23	Putri Ardhiani H.	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	11	55
24	Rari Dewinda R.	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	14	70
25	Ristin Apriliani	2	2	2	2	1	1.5	2	2	2	2	2	2	2	2	2	9.5	47.5
26	Risti Dwi P.	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	12	60
27	Tsuraya N. R.	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	12	60
	Mean Score	2.35			2.24			2.39			2.35			2.7			12.04	60.18

## STUDENTS' WRITING SCORES

### CYCLE 1

Day : Tuesday

Date : November 19<sup>th</sup>, 2013

Time : 12.15-13.45 p.m

Class : XI Science 3

No.	Students' Name	Aspects															Total	Score	
		Content			Language Use			Organization			Vocab			Mechanic					
		C	R	A	C	R	A	C	R	A	C	R	A	C	R	A			
1	Aglisna Yani D.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	75
2	Aviana Yulianti R.	3	2	2.5	3	2	2.5	3	3	3	3	3	3	3	3	3	3	14	70
3	Dita Puspita S.	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	12	60
4	Erma Dwi N.	2	2	2	3	3	3	2	2	2	2	2	2	3	3	3	3	12	60
5	Fairuz F. Z.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	75
6	Faldy Wahyu S.	3	2	2.5	2	2	2	3	3	3	2	2	2	2	2	2	2	11.5	57.5
7	Farida Handhayani	3	3	3	2	3	2.5	2	3	2.5	2	2	2	3	3	3	3	13	65
8	Fauzan Rhomadi	2	2	2	2	2	2	3	3	3	2	2	2	2	2	2	2	11	55
9	Ika Nanda F.	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	14	70
10	Irfani Eka R.	2	2	2	1	1	1	2	2	2	2	2	2	3	3	3	3	10	50
11	Kurnia Aji H.	3	3	3	2	2	2	3	3	3	2	2	2	3	3	3	3	13	65
12	Litania K.	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	3	14	70
13	Marwa Irfan H.	3	3	3	3	3	3	4	3	3.5	3	3	3	4	4	4	4	16.5	82.5
14	Maryati	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	13	65
15	Mila Intan L.	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	14	70
16	Mirasari K.	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	3	14	70
17	M. Lukman A.B.	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	11	55
18	Nahla Agustina	2	1	1.5	2	2	2	3	3	3	2	2	2	4	4	4	4	12.5	62.5
19	Novia Galih F.	2	2	2	2	2	2	3	3	3	3	3	3	2	2	2	2	12	60
20	Nungky Febrianti W.	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	14	70
21	Nunung W.	3	3	3	3	4	3.5	3	3	3	3	3	3	4	4	4	4	16.5	82.5
22	Peni Lasti H.	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	14	70
23	Putri Ardhiani H.	2	2	2	2	2	2	3	3	3	2	2	2	3	3	3	3	12	60
24	Rari Dewinda R.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	75
25	Ristin Apriliani	2	2	2	2	1	1.5	3	3	3	2	2	2	2	2	2	2	10.5	52.5
26	Risti Dwi P.	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	13	65
27	Tsuraya N. R.	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	14	2
	Mean Score	2.38			2.46			2.85			2.55			2.96			13.22	66.11	

## STUDENTS' WRITING SCORES

### CYCLE 2

Day : Tuesday

Date : November 26<sup>th</sup>, 2013

Time : 12.15-13.45 p.m

Class : XI Science 3

No.	Students' Name	Aspects															Total	Score	
		Content			Language Use			Organization			Vocab			Mechanic					
		C	R	A	C	R	A	C	R	A	C	R	A	C	R	A			
1	Aglisna Yani D.	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	16	80
2	Aviana Yulianti R.	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	16	80
3	Dita Puspita S.	3	3	3	3	3	3	3	3	3	3	2	2.5	3	3	3	14.5	72.5	
4	Erma Dwi N.	3	3	3	3	3	3	3	3	3	3	2	2.5	3	3	3	14.5	72.5	
5	Fairuz F. Z.	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	18	80	
6	Faldy Wahyu S.	3	3	3	3	3	3	3	3	3	3	2	3.5	3	2	2.5	15	75	
7	Farida Handhayani	3	3	3	3	4	3.5	3	3	3	3	3	3	3	3	3	15.5	77.5	
8	Fauzan Rhomadi	3	3	3	2	3	2.5	3	3	3	2	2	2	3	3	3	13.5	67.5	
9	Ika Nanda F.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	16	75	
10	Irfani Eka R.	3	3	3	2	2	2	3	3	3	2	2	2	3	3	3	13	65	
11	Kurnia Aji H.	2	3	2.5	3	3	3	3	3	3	2	3	2.5	3	4	3.5	14.5	72.5	
12	Litania K.	3	3	3	3	3	3	3	3	3	2	2	2	4	4	4	15	75	
13	Marwa Irfan H.	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19	95	
14	Maryati	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	75	
15	Mila Intan L.	2	2	2	3	3	3	4	4	4	3	3	3	3	3	3	15	75	
16	Mirasari K.	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16	80	
17	M. Lukman A.B.	3	2	2.5	2	2	2	2	2	2	3	3	3	3	3	3	12.5	62.5	
18	Nahla Agustina	2	2	2	3	3	3	3	3	3	3	3	3	4	4	4	15	75	
19	Novia Galih F.	3	2	2.5	2	2	2	3	3	3	3	3	3	3	3	3	13.5	67.5	
20	Nungky Febrianti W.	3	2	2.5	3	3	3	2	3	2.5	2	3	2.5	3	3	3	14	70	
21	Nunung W.	3	4	3.5	3	3	3	3	3	3	3	3	3	4	4	4	16.5	82.5	
22	Peni Lasti H.	2	3	2.5	3	3	3	4	4	4	3	3	3	3	3	3	15.5	77.5	
23	Putri Ardhiani H.	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	14	70	
24	Rari Dewinda R.	3	3	3	4	4	4	3	3	3	3	3	3	3	3	3	16	80	
25	Ristin Apriliani	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	12	60	
26	Risti Dwi P.	3	3	3	3	3	3	3	3	3	3	2	2.5	3	3	3	14.5	72.5	
27	Tsuraya N. R.	3	3	3	3	3	3	3	3	3	3	2	2.5	3	3	3	14.5	72.5	
	Mean Score	2.88			2.92			3.02			2.81			3.22			14.87	74.35	

## STUDENTS' WRITING SCORES

### POST-TEST

Day : Saturday

Date : November 30<sup>th</sup>, 2013

Time : 11.15 a.m

Class : XI Science 3

No.	Students' Name	Aspects															Total	Score
		Content			Language Use			Organization			Vocab			Mechanic				
		C	R	A	C	R	A	C	R	A	C	R	A	C	R	A		
1	Aglisna Yani D.	3	3	3	3	3	3	4	4	4	3	3	3	4	4	4	17	85
2	Aviana Yulianti R.	3	3	3	4	4	4	4	4	4	3	3	3	4	4	4	18	90
3	Dita Puspita S.	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	16	80
4	Erma Dwi N.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	75
5	Fairuz F. Z.	3	3	3	4	4	4	4	4	4	3	3	3	3	3	3	18	85
6	Faldy Wahyu S.	3	3	3	3	3	3	4	4	4	3	3	3	3	3	3	16	80
7	Farida Handhayani	3	3	3	4	4	4	3	3	3	3	3	3	4	4	4	17	85
8	Fauzan Rhomadi	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	75
9	Ika Nanda F.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	75
10	Irfani Eka R.	3	3	3	2	2	2	3	3	3	3	3	3	2	2	2	13	65
11	Kurnia Aji H.	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3.5	15.5	77.5
12	Litania K.	3	3	3	3	3	3	3	3	3	2	2	2	4	4	4	15	75
13	Marwa Irfan H.	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19	95
14	Maryati	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	75
15	Mila Intan L.	3	3	3	3	3	3	4	4	4	3	3	3	2	2	2	15	75
16	Mirasari K.	4	4	4	3	3	3	4	4	4	3	3	3	4	4	4	18	90
17	M. Lukman A.B.	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	14	70
18	Nahla Agustina	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	75
19	Novia Galih F.	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	14	70
20	Nungky Febrianti W.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	75
21	Nunung W.	3	3	3	4	4	4	4	4	4	3	3	3	4	4	4	18	90
22	Peni Lasti H.	3	3	3	3	3	3	4	4	4	3	3	3	4	4	4	17	85
23	Putri Ardhiani H.	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	14	70
24	Rari Dewinda R.	3	3	3	4	4	4	3	3	3	3	3	3	3	3	3	16	80
25	Ristin Apriliani	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	13	65
26	Risti Dwi P.	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	14	70
27	Tsuraya N. R.	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	14	70
	Mean Score	3			3.03			3.33			2.92			3.28			15.57	77.87

**APPENDIX F**  
**(STUDENTS'**  
**WRITINGS)**

Pre-test

Students' Worksheet

Name : Fairuz Fuad Z.A.T  
Number : 05  
Class : XI IPA 3

67,5

Write an analytical exposition text consisting at least 3 arguments with your own topic.

Should Senior High School wear Uniform ?

I think Senior High School students do not need to wear uniform to school.

Why ?! because in Senior High School we already can decide what we can wear to go to school. The second, in our school we have bad uniform materials with expensive cost. With this material, many students get allergic.

Third, we can't express our creativity with this unfashionable uniform. Fourth, when the student get the allergic, students can't concentration during the class and when the student get the allergic it will happend during the class until when the student came home. Next, when students use the uniform, there are many attribute that the students have to wear. When the students forget one of those many attribute student will be punished.

Reiteration ?

almost :)

**APPENDIX G**  
**(OBSERVATION**  
**SHEETS)**

## OBSERVATION GUIDE

No.	Variables	Indicators	Description
1.	The students	Students' attention to the teacher's explanation Students' attitudes during the class Students' responses to teacher's questions Language errors made by students	
2.	The Teacher	The teacher's voice quality The teacher's way in presenting materials The teacher's interaction with students	
3.	Learning Media	Students' interests to the media used	
4.	Class Management	The class formation The time management	
5.	Writing Skills Mastery	Students ability to use the correct form of language Students' ability to write accurately (use correct spelling, letters, punctuation, diction, and grammar) Students' ability to conect sentences correctly Students' ability to make a coherence paragraph	



### Action Checklist

Meeting/ Cycle

: \_\_\_/\_\_\_

Put a thick  on each item in the column to represents teaching and learning process in the action.

No.	The Teaching and Learning Process	Observation Score				
		0	1	2	3	4
<b>A.</b>	<b>Pre Teaching</b>					
	The teacher greets the students.					
	The students respond to the greeting.					
	The teacher asks the students condition.					
	The students tell their condition to the teacher.					
	The Teacher calls the role or asks the absence students.					
	The teacher outlines the material.					
	The teacher explains the goal of teaching and learning.					
<b>B.</b>	<b>Whilst - teaching</b>					
	The students are ready to learn the materials.					
	The teacher asks students to read the text.					
	The students read the text.					
	The students identify the generic structures and grammatical features of the text.					
	The teacher gives the students chances to ask questions.					
	The students ask questions.					
	The students ask their classmates.					
	The teacher checks the students' understanding.					
	The teacher gives students sufficient time to arrange their seats to move in their groups.					
	The students cooperate well in groups.					
	The teacher gives students sufficient time to write.					
	The students use dictionary to help them.					
	The students share their writing difficulties to the teacher.					
	The teacher gives sufficient feedback.					
<b>C.</b>	<b>Post – teaching</b>					
	The Teacher summarizes and makes reflection of the lesson.					
	Students reflect their learning.					
	The teacher previews on the upcoming materials.					
	Note					

Description

0 : not applicable

1 : unsatisfactory

2 : average

3 : above average

4 : excellent

Yogyakarta, \_\_\_\_\_ 2013

Collaborator

( \_\_\_\_\_ )

**List of the questions for the English teacher based on the interview guideline  
in the table 5 before the action**

- 1) Seberapa penting menurut bapak mengajar peserta didik agar bisa terampil menulis dalam bahasa Inggris? Mengapa?
- 2) Apakah semua aktifitas kelas yang sudah di rencanakan dapat terealisasi semua?
- 3) Apakah waktu yang tersedia cukup untuk menyampaikan semua materi?
- 4) Bagaimana dengan menetapkan batas waktu di setiap kegiatan kelas. Apakah itu penting?
- 5) Bagaimana minat anak didik itu sendiri pak, apakah mereka senang ketika disuruh untuk menulis?
- 6) Bagaimana kemampuan menulis siswa sekarang ini pak, apakah sudah sesuai harapan?
- 7) Apakah mereka sudah percaya diri dalam menulis pak?
- 8) Apakah mereka saling berinteraksi atau bertukar pendapat satu sama lain ketika sedang menulis pak?
- 9) Bagaimana cara bapak mengajar *writing* di kelas?
- 10) Apakah bapak menginstruksikan siswa untuk menulis sesuai dengan langkah-langkah dalam *writing process*?
- 11) Apakah bapak sudah pernah menggunakan teknik *writing conference* dalam kelas *writing*? Mengapa?
- 12) Apakah bapak sering berinteraksi atau berdiskusi dengan siswa ketika mereka sedang menulis pak?
- 13) Seberapa sering bapak menyuruh siswa untuk menulis?
- 14) Aktifitas-aktifitas apa saja yang dilakukan siswa saat proses belajar mengajar menulis di kelas?
- 15) Kesulitan atau hambatan apa saja yang sering bapak temui dalam proses pengajaran menulis?
- 16) Bagaimana cara bapak mengatasi hambatan tersebut?
- 17) Apakah peserta didik sering membuat kesalahan dalam menulis?
- 18) Kesalahan-kesalahan dalam hal apa saja yang sering bapak temui dalam tulisan mereka?
- 19) Apakah siswa-siswi bapak sudah memahami *grammar* dan *language use* dengan baik?
- 20) Langkah apa saja yang bapak ambil ketika menemui kesalahan pada *content*, *organization*, dan *mechanics* dalam tulisan mereka?
- 21) Langkah apa saja yang bapak ambil ketika peserta didik menemui kesulitan dalam menulis karena *vocabulary* mereka terbatas?
- 22) Teknik apa saja yang bapak terapkan untuk mengevaluasi tulisan siswa?
- 23) Apakah bapak sering memberikan *feedback* terhadap tulisan mereka? Dengan cara apa?
- 24) Setelah memberikan *feedback*, apakah bapak masih memberikan kesempatan kepada peserta didik untuk membetulkan tulisan mereka sebelum dinilai?

- 25) Bagaimanakah menurut bapak jika saya ingin mengajar *writing* dengan menggunakan teknik *writing conference* sebagai upaya untuk meningkatkan kemampuan menulis peserta didik?

**List of the questions for the students based on the interview guideline in the table 5 before the action**

- 1) Menurut adik, kenapa adik harus belajar menulis?
- 2) Apakah adik senang dengan pelajaran menulis? Mengapa?
- 3) Apakah adik mempunyai motivasi dalam menulis? Seberapa besar motivasi adik dalam menulis?
- 4) Apakah adik sudah percaya diri dalam menulis?
- 5) Apakah adik sudah mengetahui langkah-langkah dalam menulis?
- 6) Langkah-langkah apa saja yang sering adik gunakan ketika menulis?
- 7) Bagaimana metode pembelajaran menulis yang sering dilakukan guru adik di kelas?
- 8) Apakah adik sudah merasa kemampuan menulis adik sudah cukup baik?
- 9) Apakah adik sering mengalami kesulitan dalam menulis?
- 10) Kesulitan-keulitan apa saja yang adik alami ketika sedang menulis?
- 11) Lantas bagaimana cara adik mengatasi kesulitan tersebut?
- 12) Apakah adik membuat banyak kesalahan dalam menulis?
- 13) Kesalahan apa yang sering terjadi pada tulisan adik: *content, organization, vocabulary, language use (grammar)*, atau *mechanics (spelling, punctuation, capitalization, paragraphing)*?
- 14) Apakah adik sering berdiskusi dengan teman atau guru ketika menemui kesalahan atau kesulitan dalam tulisan adik?
- 15) Apa yang dilakukan guru ketika adik membuat kesalahan dalam tulisan adik?
- 16) Apakah adik pernah mengevaluasi tulisan adik sendiri atau teman sebelum dikumpulkan?
- 17) Apakah adik merasa mendapatkan cukup bimbingan dan arahan oleh guru ketika sedang menulis?
- 18) Apakah adik pernah mendengar tentang teknik *writing conference* dalam menulis?
- 19) Maukah adik kakak bantu proses menulisnya dengan menggunakan teknik *writing conference* agar lebih terstruktur?
- 20) Apa harapan adik setelah mengikuti pembelajaran menggunakan *writing conference*?

**List of the questions for the English teacher based on the interview guideline  
in the table 5 after the action**

- 1) Menurut bapak, apakah langkah-langkah dalam kegiatan menulis menggunakan *writing conference* yang saya lakukan sudah berjalan dengan baik dan sesuai dengan rencana awal?
- 2) Menurut bapak, apakah pembelajaran *writing* dengan menggunakan *writing conference* yang telah diberikan membuat siswa lebih termotivasi untuk meningkatkan kemampuan menulisnya?
- 3) Apakah bapak merasakan jumlah kesalahan peserta didik dalam hal *content, organization, vocabulary, language use (grammar)*, atau *mechanics (spelling, punctuation, capitalization, paragraphing)* semakin berkurang setelah menggunakan *writing conference*?
- 4) Apakah bapak juga merasakan jika peserta didik lebih percaya diri dalam menulis melalui *writing conference*?
- 5) Menurut bapak, manakah yang lebih efektif membiarkan siswa menulis secara langsung seperti biasa atau melalui tahapan-tahapan seperti dalam *writing conference*?
- 6) Menurut bapak, apakah dengan menggunakan *writing conference* siswa menjadi lebih memahami tahapan-tahapan yang benar dalam menulis?
- 7) Menurut bapak, apakah dengan menggunakan *writing process* yang lebih terstruktur dengan baik dalam *writing conference*, aktifitas di kelas menjadi berbeda dan lebih menyenangkan atau lebih membosankan?
- 8) Menurut bapak, apakah *feedback* yang diberikan oleh guru dapat membuat peserta didik mengerti kelebihan dan kelemahan mereka dalam menulis?
- 9) Menurut bapak, apakah melalui *writing conference* kesulitan dan hambatan yang dialami siswa dalam menulis selama ini bisa teratasi?
- 10) Menurut bapak, apakah dengan adanya pembelajaran dengan menggunakan *writing conference* dapat meningkatkan kemampuan menulis siswa?
- 11) Apakah nilai peserta didik dalam *writing* meningkat setelah menggunakan *writing conference*?
- 12) Apa hambatan bapak untuk pelajaran *writing* selanjutnya?
- 13) Apakah bapak akan meneruskan mengajar *writing* menggunakan *writing conference* yang telah saya lakukan?

**List of the questions for the students based on the interview guideline in the  
table 5 after the action**

- 1) Apakah adik tertarik dengan pelajaran *writing* dengan menggunakan *writing conference*? Mengapa?
- 2) Apakah sekarang adik sudah mengerti bagaimana itu *writing conference*?
- 3) Apakah adik lebih *enjoy* dalam menjalani proses menulis menggunakan *writing conference*? Mengapa?
- 4) Menurut adik, apakah pembelajaran *writing* melalui *writing conference* yang diberikan membuat adik lebih termotivasi untuk meningkatkan kemampuan menulis adik?
- 5) Apakah adik merasa lebih percaya diri dalam menulis sekarang?
- 6) Apakah adik menginginkan lebih sering lagi berlatih menulis dalam bahasa Inggris?
- 7) Apa manfaat *writing conference* yang adik rasakan?
- 8) Apakah pemberian *feedback* yang diberikan oleh guru membuat adik mengerti kelebihan dan kelemahan adik dalam menulis?
- 9) Apakah *feedback* yang diberikan membuat adik termotivasi untuk meningkatkan kemampuan menulis adik?
- 10) Kesulitan apa saja yang masih adik hadapi ketika menulis?
- 11) Apakah langkah-langkah menulis yang dijelaskan selama kakak selama ini sudah jelas dan dapat dilakukan dengan baik?
- 12) Apakah menulis dengan mengikuti langkah-langkah yang kakak instruksikan dapat membantu adik dalam menulis?
- 13) Apakah pembelajaran menulis menggunakan *writing conference* dapat meningkatkan kemampuan menulis adik?
- 14) Menurut adik, lebih mudah mana belajar menulis dengan kegiatan pembelajaran menggunakan *writing conference* atau dengan kegiatan pembelajaran seperti biasanya?
- 15) Apa harapan adik untuk pembelajaran *writing* selanjutnya?
- 16) Apakah nilai adik dalam pelajaran *writing* setelah menggunakan *writing conference* meningkat?

**APPENDIX H**  
**(PHOTOGRAPHS)**



The researcher explains to the students about analytical exposition text and steps of writing.



The students write their analytical exposition text using the steps of writing.



The students share their ideas and problems during the writing process.



The researcher holds the writing conference with the students.



The student reviews their friend's draft.



The students share their ideas and problems in the group writing conference.

**APPENDIX I**  
**(PERMIT**  
**LETTER)**



**PEMERINTAH KABUPATEN SLEMAN**  
**DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA**  
**SEKOLAH MENENGAH ATAS NEGERI 1 SLEMAN**  
*Jalan Magelang km. 14 Medari Sleman Yogyakata Telp. (0274)868434 Fax. (0274) 867142*  
Terakreditasi: A

SURAT KETERANGAN

No. : 082 / / 2013

Yang bertanda tangan di bawah ini Kepala Sekolah SMA Negeri 1 Sleman, dengan ini menerangkan bahwa:

Nama : Dhanang Prihardono  
NIM : 07202241029  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas/PT : Bahasa dan Seni/Universitas Negeri Yogyakarta  
Alamat rumah : Ngalian, Wadaslintang, Wonosobo, Jawa Tengah

Yang tersebut di atas benar-benar telah melaksanakan penelitian di SMA Negeri 1 Sleman pada bulan November 2013 dengan judul:

**“Improving the Eleventh Grade Students’ Writing Skills Through Writing  
Conference at Sma Negeri 1 Sleman in the 2013/2014 Academic Year”**

Demikian surat keterangan ini kami buat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Sleman, 9 Desember 2013  
Kepala Sekolah  
  
Dra. Hermintarsih  
NIP. 0640404 198903 2 010

