

**IMPROVING WRITING SKILLS THROUGH
COOPERATIVE LEARNING OF SCIENCE PROGRAM
STUDENTS CLASS XI OF SMA KOLOMBO YOGYAKARTA
IN ACADEMIC YEAR
2010/2011**

A Thesis

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



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2011**

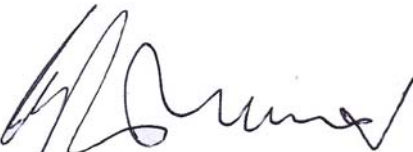
APPROVAL

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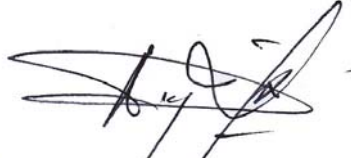
A Thesis



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RATIFICATION

**IMPROVING WRITING SKILLS THROUGH
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A Thesis

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Accepted by the Board of Examiners of the Faculty of Languages and Arts of
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PERNYATAAN

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan 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 terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, May 2011
Penulis,



Astri Selvia Astarina

DEDICATIONS

This thesis is dedicated to my beloved family:

- My lovely husband (Aa Ikbal). Thank you for the endless love, patience, support, and loving me in every moment we have.
- My beloved Dad (Bpk. Dede Tatang S.) and my beloved Mom (Ibu Yeni Sri Mayawati) who always support and pray along my life.
- My 'cool' brother (Deden Ramdhan) and my 'cute' sisters (Ajeng Triani Putri, and Keysha Zaskia). Thank you for every smile and lovable moments you give for me.
- My five-month pregnancy as the most special gift I've ever got in my life that fully supported me in finishing this thesis.
- My beloved grandma and grandpa (in heaven).



MOTTO

Speak the positive things or keep silent.

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Alhamdulillahirobbil' alamin. The first word I said when I realized that this thesis had been finished. I felt like getting a miracle when I wrote the last page of this thesis. My praise and thanks are to Allah SWT, the most Merciful and Almighty Who always blessed me and guided me to be more patient in finishing my thesis.

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I wish to dedicate my gratitude to all of the lecturers in the English Education Department who have played an important role in preparing me to be a good teacher by giving so much knowledge and experience.

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Finally, I realize that this thesis is still far from being perfect. Therefore, any criticism, ideas and suggestions for the improvement of this thesis are highly appreciated. I expect that this thesis gives a contribution for the readers and be beneficial for the English teaching and learning process.

Yogyakarta, May 2011

Astri Selvia Astarina
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ABSTRACT

This research is an action research aimed to improve writing skills of Science Program students Class XI of SMA Kolombo through cooperative learning. Based on the preliminary observation in Class XI of Science Program, there were problems of the students' writing skills. The main problems were: the students did not have motivation to do writing tasks, the students were afraid if they made written tasks because they felt difficult in generating and developing ideas, they felt difficult in grammar during writing, and the last, they seldom accept writing tasks.

This research consisted of three cycles. There were 31 students, one English teacher as the collaborator, and the researcher herself involved in this research. The data were obtained from the observations during the implementation of the actions, in-depth interviews with the students and the English teacher, and discussions with the collaborator. The data were in the forms of field notes, interview transcripts. The validity of the data was obtained by applying democratic validity, process validity, and dialogic validity. The triangulation was used to avoid the subjectivity in analyzing the findings and to get the trustworthiness that was done by having in-depth interviews with the English teacher as the collaborator, in-depth interviews with the students, and observations.

The first feasible problem that was solved was motivation, because to improve the students' writing skills, it was very important to improve the students' motivation first in the teaching-learning process because with the good teaching-learning process, the goal would be easier to be achieved. The second problem was generating and developing idea. Idea is very important in every writing activity, because to write something there must be an idea as the content of the writing text. The third, because grammar cannot be separated from writing, so the problem that was solved was the students' difficulty in grammar.

The research findings after applying cooperative learning techniques show that the students' writing skills improved. It could be seen from the results: the students' motivation was improved, they could generate and develop their ideas, their grammar in writing was improved, and at the end they could write the analytical exposition text well.

CHAPTER I

INTRODUCTION

A. Background of the Research

English is used by many people in the world for communication with one another and it becomes a lingua franca. Harmer (2007:20) states that English is used as lingua franca if there are two people who do not share the same language and English is not their mother.

English as a lingua franca (*ELF*) is a new term (Harmer, 2007:20). Previously, there are some terms such as *EFL* (English as a Foreign Language), *ESL* (English as a Second Language), and *ESOL* (English to Speakers of Other Languages). For all terms, it is not easy to study English, especially in Indonesia where English is a foreign language. Many aspects in English should be known to master it well. Moreover, in Indonesia English is a compulsory subject for junior and senior high school students. It becomes a good starting point for students in senior high schools to recognize English from the basic. Here, the students have to start from knowing the English skills.

English skills are divided into two groups. They are productive skills and receptive skills. Writing and speaking are productive skills. It means that they involve producing language rather than receiving it (Spratt et al, 2005: 26). Receptive skills consist of reading and listening. In receptive skills, students have to be active in receiving the material that has been provided by the teacher.

Nowadays, most students in senior high schools have less proficiency in mastering English skills. Based on the researcher's experience during the observations in SMA Kolombo, the students have low motivation including in mastering writing skill that will be discussed further. They look reluctant and do not work seriously in doing writing tasks. Moreover, the teacher seldom gives writing tasks.

It needs such varied ways to help the students to improve their writing skills. One of many ways that can be done by the students and can make them interested is through cooperative learning, like what is proposed by Richards and Renandya (2002:49-50) that cooperative learning promotes better learning because of some advantages such as it has a greater motivation for learning, a more relaxed atmosphere, more negotiation of meaning, and a greater amount of comprehensible input. Hopefully, the students will be motivated to develop their writing skills by having writing practices using cooperative learning.

B. Identification of the Problem

Classroom observation is an important source of information for evaluation (Anthony, 1991:71). It helps the researcher to know the real problems happening at school. The observation process benefits both the observer and the observed (Fry, 1999:89). It is also an opportunity for an observer to see and analyze what students are actually doing. In identifying the problems related to the students' writing skills in class XI of Science Program at SMA Kolombo, the researcher conducted some observations in the class. The researcher also

interviewed the English teacher and the students about the teaching and learning process in class XI of Science Program to know their difficulties in learning English especially in writing activities.

Based on the observations in the teaching-learning process in the class and the interview with the English teacher and the students, the researcher concludes that there are some problems in the students' writing in class XI of Science Program. Those problems are related to the students, the teacher, school facilities, media, and teaching learning method.

The first problem is related to the students. In SMA Kolombo, the average number of students in each class is 31 students. It is the usual amount of students in a class although actually it is quite ideal to have a large number of students in a class. The class is heterogeneous, and needs the own way to manage it because the condition among students here is different. They have different levels of intelligence, different capability, different self-autonomy, different culture and background and so on. Charles (2004:93) states that students play as audience, actors and critics. However, based on the observations, not all students play those roles. Not all students are actively involved in the teaching and learning process. Some students, sometimes, do not understand the teacher's explanation using English. They look confused, so the teacher must translate her explanation to enable the students in understanding the materials. This phenomenon also causes students' difficulties in the English productive skills especially in writing. Most students are always reluctant when getting writing tasks. They are afraid to

generate and develop ideas and they are also afraid of the correctness of the grammar of their writing.

The second problem is related to the teacher. A teacher is an important element in undertaking the teaching-learning process. Charles (2004:105) states that the teacher, with varying degrees of input from students, is the playwright, producer, director, manager, often the lead actor, and always the person in charge. SMA Kolombo has three English teachers. The teacher that the writer has observed is a good enough teacher in handling the class. She moves around the class and speaks loudly, so all students can hear what the teacher speaks. However, she rarely teaches writing. She considers that teaching writing is quite difficult. It needs so much time and interesting media for practising.

The third problem is related to the school facilities. In SMA Kolombo, all of classes XI have no LCD screen and transparency machine, so the teacher never uses those things both in the teaching-learning process and in teaching writing.

The next is about teaching-learning method used in SMA Kolombo. A method is very important to be applied during the teaching-learning process. This case has the closest relation with the materials as the content and equipment of the teaching-learning process. The method that is used is different based on the teacher, the materials, and English skills. Most of the materials used are from books and *LKS*. Almost all student activities are from the the exercises in *LKS* that focus on reading skills and the teacher seldom give writing activities. Thus, the students have low writing ability.

The last part that is observed is about the media. There are no special media that can be used to improve the students' writing skills. However, there are some ways that can help the students' writing skills. For instance, by using technology, students can express their writing by writing e-mail or creating articles and publish it in blog. Now, the students can also share their ideas through wall post in facebook because it is very familiar among the adolescents recently. However, those ways are quite difficult, considering that the facilities will not be enough and it is difficult for controlling it. Moreover, not all students have a laptop and the school area does not have hotspot facilities for connecting it with internet. Here, the researcher has an idea that there is a simple way that hopefully can improve students' writing skills. It is through cooperative learning.

C. Delimitation of the Problem

There are many things to do to develop students' writing skills by developing all the parts of the teaching-learning process that have been mentioned above. It is, therefore, assumed that cooperative learning will be able to accommodate the students' various needs and interests to improve their writing skills because it will enable students to overcome the above problems related to the students' proficiency in writing.

D. Formulation of the Research Questions

Based on the above discussion, the research questions can be formulated as follows:

1. What factors cause the low motivation of learning writing of the students?
2. How is the students' writing ability like?
3. How should the writing lesson be carried out to attract the students?
4. How effective is cooperative learning in improving the students' writing skills?
5. What cooperative learning techniques can give maximum improvement to the students' writing skills?

E. Objectives of the Research

In line with the formulation of the research questions above, there are five objectives to be achieved in this research study:

1. To find out factors that cause the students' low motivation of learning writing.
2. To describe the students' writing ability and their weaknesses in writing.
3. To develop a plan of action based on the factors and students' writing skills.
4. To implement the plan of action and to do reflection based on the result of the action.
5. To describe the cooperative learning techniques in the improvement of the students' writing skills.

F. Significance of the Research

1. Theoretically, the research findings will contribute to the theories of writing skills and cooperative learning.
2. Practically, the research findings can be implemented in the various teaching and learning writing skills.
3. Research findings are also useful to research and development programs related to the teaching and learning purposes.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

As the basis for discussing the problem, the theoretical framework is necessary to be arranged based on relevant sources, because by arranging theoretical framework, a researcher can formulate hypotheses more easily. In relation to this, she should be active and creative in finding and choosing the relevant sources.

This chapter explains knowledge of writing, knowledge of cooperative learning, and knowledge of motivation.

1. Writing

a. The Definition of Writing

Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as writing system). Essentially, writing is a way of expressing ideas, thoughts, and feelings to others in written symbols. Therefore, writing ability is the ability to express ideas, thoughts, and feelings in written language. It is distinguished from illustration, such as drawing and painting. Writing began as a consequence of the burgeoning needs of accounting, and writing became a more dependable method of recording and presenting in a permanent form (Robinson, 2003:36).

Every writing has a purpose based on the content of the writing text. The purposes have to do with goals that are often referred to as aims of writing or writing intentions because writing is used for a wide variety of purposes, it is produced in many different forms (Harmer, 2004:4). In addition, according to Troyka (2010:6), the purposes of writing are to express oneself, to provide information, to persuade readers, and to create a literary work. Those four purposes of writing contribute importantly to human thought and culture. There is a message from the writer that she/he wants to deliver to the readers. It is confirmed further by Troyka (2010:3) that argues that writing is a way of communicating a message to a reader for a purpose and the message must have a destination, whereas the message of writing is its content.

In line with Troyka, Brereton (1982:3) says that any piece of writing is always somebody (the writer) saying something (the text) to somebody else (the reader). The writer is someone who is interested in a particular topic or subject. The text is the particular form of writing. The readers are others who are interested in the writing (the text). Therefore, in the context of writing, there are three important elements, namely the text or the message (the subject to be discussed), the writer who is presenting it, and the reader (the audience to be addressed).

In addition, to express ideas, thoughts, and feelings clearly and effectively, the understanding of graphic system is not enough because good writing requires knowledge of grammar and the art of using rhetoric

such as arranging words, phrases, sentences, and paragraphs in such a way that they attract the readers' attention. It is like what is said by Heffernan and Lincoln cited in Suryani (1996:13):

“Good writing requires a working knowledge of grammar, a refinement of the basic instinctive knowledge you already have. But good writing is more than the act of obeying grammatical rules. It is also the art of using rhetoric of arranging words, phrases, sentences, and paragraph in such a way as to engage and sustain the reader's attention.”

The statement is affirmed by Rohman cited in Hyland (2002:24) that states:

“‘Good writing’ discovers combination of words which allows a person the integrity to dominate his subject with a pattern both fresh and original. ‘Bad writing’, then, is an echo of someone else's combination which we have merely taken over for the occasion of our writing . . . ‘Good writing’ must be the discovery by a responsible person of his uniqueness within his subject.”

Another definition of writing is that writing is a process. Writing is the process to write something in the form of the written text that can be called written language. In written language, people must encode the kind of information in language. It consists of stages that help people during writing until producing the writing product on the final stage as the main destination. Harries (1993:10) argues that writing is a process that occurs over a period of time particularly if the person takes account the sometimes extended periods of thinking that precede creating on initial draft. To produce the final product is not so instant, and as a result, the writer has a chance to plan and modify what will finally appear in the

finished product (Harmer, 2004:8). Thus, writing has more complex process with the well ordered stages to produce a good final product.

Various definition of writing has been proposed by some experts. Finally, it can be concluded that writing is a process of expressing ideas and information in written language which has some rules such as grammar and rhetoric features. In addition, the process itself consists of some stages that help the writers to write step by step until the final product is created.

In addition, now writing has a large place in teaching-learning procedure in school and it becomes one of the important things in education. Therefore, students will practice writing continually using a developed media which are appropriate in the education area.

b. Writing Ability

Writing ability is the complex and difficult subject to teach. As stated by Moore (1999:24) that in writing ability, requiring mastery not only grammatical rhetorical devices but also a conceptual judgment element. There are many aspects that can be found in writing ability and it is not simpler than speaking ability. Writing ability needs the capability in getting a good idea and developing it appropriately with its purposes. Selecting the words is also very important, so the vocabulary that is used is appropriate with the context. There are still many subskills as the part of writing ability delivered by Spratt (2005:26). She states that Writing has

several subskills such as using of correct forms of language, spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly.

Those subskills are related to accuracy. However, writing is not only about accuracy. It is also about having a message and communicating it successfully to other people. Moreover one of the functions of writing is for communication. While to have a communication, it needs enough ideas, organize them well and express them in an appropriate style. Furthermore, there are four main areas of writing skills:

- 1) Grammatical skill. It is the ability to write a correct sentence grammatically according to its rule.
- 2) Stylist skill. It is the ability in manipulating a sentence and using language effectively.
- 3) Mechanical skill. It is the ability to use the convention correctly.
- 4) Judgment skill. It is the ability to write appropriate manner for particular audience in mind together with the ability to select relevant information.

Writing is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously (Bell and Burnaby cited in Nunan, 1999:36). They add that at the sentence level these include control of content, formal, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the

sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

Writing has a large place in teaching and learning procedure in school and it becomes one of the important things in education that becomes the complex and difficult subject to teach, because it needs mastery of grammatical rhetorical devices, stylist skills, mechanical skills, and a conceptual judgment element. It is not easy to improve students' writing skills. It needs a creative way or an interesting method to be applied. Here the students are hoped to develop their writing skills and focus on the process and the product of writing.

Now, based on the *KTSP* curriculum for senior high school, the main purpose of building up students' writing skill is to enable them focus more on the process and the product. As writing is a composing process and usually requires drafts before an effective product is created.

Finally, it can be summed up that writing is a way of expressing ideas, thoughts, and feelings to others in written symbols with some kinds of purposes such as expressing oneself, providing information, persuading readers, and creating a literary work.

c. The Process of Writing

Harmer (2004:12) states that writing process is a way of looking at what people do when they compose a written text. Another opinion is

proposed by Hyland (2003:3) who states that writing is resulted from a process of imitating and manipulating models.

Writing involves a process of constructing linguistic, vocabulary knowledge, syntactic patterns, and cohesive devices. As writing is a process, it has stages that help writers control the hard work of writing and improve their skills.

According to Burdett & Ginn (1990:1) there are five stages of the writing process: prewriting, writing, revising, proofreading, and publishing.

Prewriting is the preparation of the writer before writing, whether the writer is ready or not. Here the writer must get the idea, and the idea can be obtained by making a mind mapping or conducting an interview. Perhaps, there are some ideas or topics, then choose one of the topics by making a list specific topics under each category. Consider each listing, and then choose the one that is interesting. The prewriting stage should be very active, with discussion of the topic area to make sure that everyone has something to write about. The students can also be encouraged to bring additional reading material to increase their familiarity with a topic area, and to work together exchanging factual information and opinions. Another way, groups working on the same task can discuss the best way to approach the task from the point of view of information structure, functional language needed, arguments should come first, and so on. Another opinion proposed by Richards and Renandya (2002:316) that

argue that prewriting is an orderly procedure used to bring about the desired result. It also stimulates thoughts for getting started in writing as the beginning for the process of writing.

After getting the topic, turn to the next stage, writing. In this step, besides putting the idea on the paper, the writer should also develop the idea obtained from prewriting. It can be done by starting with questions that relate to the idea, making main mapping or brain storming if necessary for the sake that the idea can be developed. After getting some key words to develop the idea, then begin with the most important information and end with the least important, so the information related to the idea will be well ordered.

The third stage is revising. It means making changes to improve the writing. It can be done by the teacher and sharing the writing content with a partner. Here, the teacher tries to check students' first draft by revising and marking the mistakes done by the students. There will be a lot of and varied mistakes. Mostly, grammatical mistakes happen during the writing process such as dangling or misplaced modifiers, lack of agreement between subject and verb, the sentence fragment and so on.

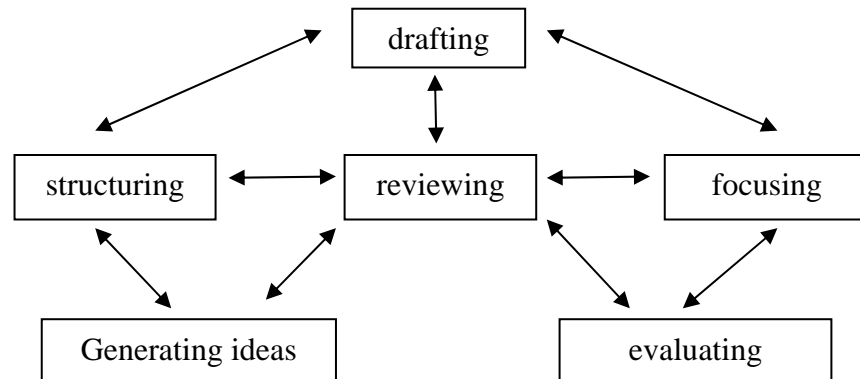
After revising, proofreading becomes the important stage for looking for the fixing errors. It is hard to look for every kind of errors at once. The ways that should be done are checking indentation, capitalization, and punctuation. In other words, it can be said that this step is the continued revising.

The final stage is publishing. After passing every stage orderly, it is time to share the writing with others where the final product is shown to the readers. Here, the readers accept the message from the text written by the writer.

On the other hand, Hugley et al (1983:11) divide four stages of writing process. The first stage is searching on what the writer is going to write about or it is called *deciding* the topic of writing. The second stage is *discovering* meaning, ideas, and linking them into coherent thoughts. The third stage is *generating* that is almost the same with the second one in which the writer starts to expand ideas. The last one is *shaping* the ideas into a well-organized writing.

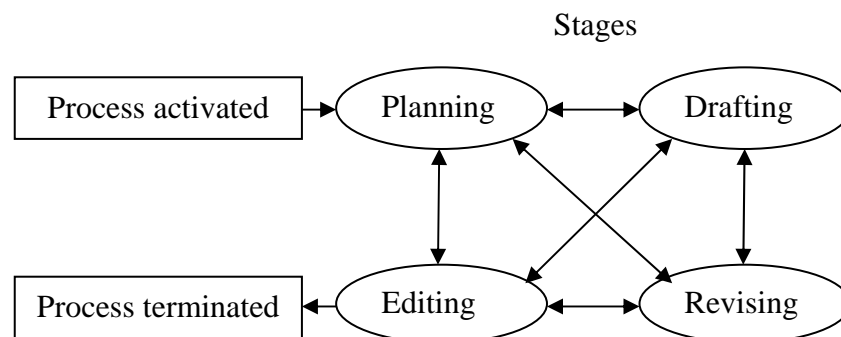
Another opinion about the writing process comes from White and Arndt (in Harmer 2003:258) that argue that the process of writing is an interrelated set of recursive stages which include drafting, structuring (ordering information and experimenting with arrangements), reviewing (checking context, connections, assessing impact, and editing), focusing (making sure to get the message), and generating ideas and evaluation (assessing the draft and/or subsequent drafts). These stages can be represented below:

Figure 1: White and Arndt's Model of Writing Process



On the other hand, Anthony in Richards and Renandya (2002:315) argues that the process of writing is no more than an approach to teach writing. He represents the process as follows:

Figure 2: Anthony's Model of Writing Process



There is a disadvantage of concentrating students on writing process. It takes time to brainstorm ideas or collect them in some other way, to draft a piece of writing, to edit it in various ways, generating more ideas, redrafting, re-editing and so on. These activities need lots of time, more than fifteen minutes.

However, the various stages of writing process may involve discussion, research, language study, and interaction between students and the teacher and between the students themselves.

According to Richards and Renandya (2002:316), there are four activities for getting started students in their writing:

- 1) Group brainstorming. Here students spew out ideas about the topic.
- 2) Clustering. In this activity, students form words related to a stimulus supplied by the teacher.
- 3) Rapid free writing. In this activity, individual students freely and quickly write down single words and phrases about the topic.
- 4) WH-Questions. The students generate *who*, *why*, *what*, *where*, *when*, and *how* questions about the topic.

Meanwhile, Lee (2002:181) states that the instruction of the writing process is divided into two levels:

- 1) The beginning level of writing instruction.

It includes the teaching of skills such as punctuation, letter formation, capitalization, and spelling.

- 2) The advanced level of writing instruction.

Here the learners must produce a considerable amount of public writing because of the scientific and literary nature of the subject they are studying. They are expected to produce different kinds of texts based on the syllabus.

There is a communication between the writer and the reader in the writing process. The communication takes place indirectly because the writer cannot meet the reader and there are no gestures, stress, and intonation can be seen between them. Because of that, the students need to learn writing in order to be able to express their ideas, thoughts, and feelings in the possible form of texts.

In the writing process, writers should also be familiar with grammar and vocabulary through their experience. Then, they recall what they have in their linguistic storage to be performed in their writing when they need to write something. Thus, it can be concluded that a whole piece of writing results from the selection, combination, arrangement, and development of ideas in effective sentences, paragraphs, and often longer units of discourse.

d. Components of Writing

Writing is very complex and has some components. Harries (1993:69) divides five components of writing. They are content, form, grammar, style, and mechanics. The following are the explanation of them:

- 1) The content is the substance of writing or the expression of the main idea (unity).
- 2) Form relates to the logical organization of the content (coherence).
- 3) Grammar relates to the usage of the correct grammatical form and syntactic patterns. There are different levels of grammatical usage,

informal English, general English, and formal English. The best level for education field especially in senior high school is general English.

- 4) Style relates to the choice of structure and lexical items to give a particular tone to the writing.
- 5) Mechanics concern with the use of graphic convention of the language.

e. Types of English Writing

Like most skills, the ability to write well comes only through practice (Deese and Deese (1979:78). Moreover the demand of writing is more than writing in a native language since students should take into grammatical rules before starting to write. Finnochiaro (1974:86) divides English writing into two types:

1) Practical or factual writing

This type of writing deals with facts. The writer can find this type in the form of letters, summaries, or description of how to do something and describing something.

2) Creative and imaginative writing

This type of writing exists in literature. The examples are short stories, novels, romances, etc. In this type, students may choose the characters and events directly by giving reasons, examples, facts, statistics, and quotations. As usual, there is a concluding sentence at the end of the paragraph.

f. Teaching Writing

Most people say that writing is the most difficult skill to master as the skills involved in writing are complex. Richards and Renandya (2002:303) states that the difficulty lie not only in generating and organizing ideas, but also in translating these ideas into readable text. With so many conflicting theories around and so many implementation factors to consider, planning and teaching a course in writing can be a daunting task. It is needed a carefulness to select theoretical strands are going to adopt and approaches and methods will apply. One thing that is very important is what activities are likely to help students develop their writing skills.

1) The techniques of teaching writing

To be able to write in foreign language, students must be trained systematically through writing exercises starting from the early to an advance level, from the simple to the complex one. Here are the kinds of exercises based on Rivers (1981:245) and Allen and Vallette(1977:284):

(a) Copying

Copying should consist of section of work that already learned orally and read with the teacher. As the students are copying, they should repeat to themselves what they are writing, so that during they are writing, they only focus on spelling and punctuation.

(b) Reproducing

In this exercise, the students will attempt to write without learn orally and read the textbook before. Here, the students work hardly to find a good idea and topic, develop it, and following the stages of writing process until producing the writing product.

(c) Recombining

In this activity, students are required to reproduce learned work with minor adaptations. The writing of recombination requires not only the ability to manipulate grammatical structures but also knowledge to represent meanings. The students will write structure drills such as making substitutions of words and phrases, transforming sentences, expanding them to include further information, and contracting them by substituting pronouns for nouns or single word for groups of words.

(d) Guided writing

At the guided writing stage, students may begin with completion exercise where parts of sentences are given and the structural patterns are established. The students will be given some freedom in the selection of lexical items and structural patterns for their written exercise.

(e) Composing

Composing involves individual selection of vocabulary and structure for the expression of personal meaning. Exercises in

composing relates to the first material being read and discussed. The students will be asked to describe, explain, or review. They also will be asked to comment on or develop ideas beyond those in the material read.

2) The approaches of teaching writing

Besides the techniques of teaching writing, there are general approaches to researching and teaching writing, focusing in turn on theories principally concerned with texts, writers and readers. Hyland (2002:5) points out three approaches of teaching writing:

- (a) The first approach focuses on the products of writing by examining *texts* in various ways, either through their formal surface elements or their discourse structure.
- (b) The second approach focuses on the writer and describes writing in terms of the *processes* used to create texts.
- (c) The third approach emphasizes the role that *readers* play in writing, adding a social dimension to writing research by elaborating how writers engage with an audience in creating coherent texts.

g. Teaching Writing for SMA Students

According to the content standard which is developed by BSNP (2006), the English teaching for senior high school students in Indonesia is aimed at:

- 1) developing the students' oral and written communication competence to achieve informational literacy,
- 2) developing the students' awareness of the importance of English in improving the nation's competence in the world, and
- 3) developing the students' understanding of the relation between language and culture.

Besides, according to the Regulation of Ministry of National Education (Permendiknas) no. 22, year 2006 about the standard of competencies and basic competencies for English teaching-learning process which has proposed by BSNP (2006), the grade XI senior high school students in the first semester have to pose several writing competencies as shown in table I.

Table I: Standard of Competency of Writing Skills for Senior High School Students Grade XI Semester One

Standard of Competence	Basic Competency
6. Expressing meaning of the monolog text/written essay in the form of <i>report</i> , <i>narrative</i> , and <i>analytical exposition</i> accurately, fluently, in the daily life and in accessing knowledge.	6.2. Expressing meaning and rhetoric steps of the monolog text/written essay by using written language accurately, fluently, in the daily life and in <i>report</i> , <i>narrative</i> , and <i>analytical exposition</i> text.

h. Types of Classroom Writing Performance

According to Brown (2001:343-346), there are five main categories of classroom writing performance. They are imitative, intensive, self-writing, display writing and real writing. The following are the explanations:

1) Imitative

According to Brown (2001:343), some forms of dictation fall into imitative category although dictations can be used to teach and test higher-order processing as well. The following steps usually involve in this step. Firstly, the teacher reads a short paragraph once or twice at the normal speed. Secondly, the teacher reads the paragraph in short phrase units of three or four words each and each unit is followed by a pause. Thirdly, during the pause, students write exactly what they hear. Fourthly, the teacher then read the whole paragraph once more at a normal speed so students can check their writing. The scoring of students' written work can use a number of rubrics for assigning points.

2) Intensive

According to Brown (2001:343), the intensive writing typically appears in controlling and guiding written grammar exercises, because writing, sometimes, is used as a production mode for learning, reinforcing, or testing grammatical concepts. One example of this type

of writing performance is when the students are asked to change all present tense on the text into past tense.

3) Self-writing

Self-writing or writing with only the self in mind as an audience is a significant proportion of classroom writing. The example of this category is note taking, where the students take notes during a lecture for the purpose of later recall. Diary or journal writing also falls into this category.

4) Display writing

For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display. Moreover that writing, now, within the school curricular context is a way of life. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

5) Real writing

Even though every classroom writing task will have an element of display writing in it, some classroom writings aim at the authentic communication of messages to an audience in need of those messages.

Brown (2001:346) points out three subcategories to illustrate how the reality can be injected, they are

(a) Academic

There are some methods can be applied in this class. The example is content-based instruction that encourages the exchange of useful information, and some of this learning uses the written word. Another example is group problem-solving task. It relates to current issues and other personally relevant topics. It may have a writing component in which information is genuinely sought and conveyed. One more example is peer-editing work. It provides real writing opportunity by getting revision and opinion about one student's writing with another student in pairs.

(b) Vocational or technical

Varieties of real writing can take place in the class. Real letters can be written or assembly might be given, and actual forms can be filled out. These possibilities are even greater in what is called "English in Workplace" where ESL is offered within companies and corporation.

(c) Personal

In any ESL class, diaries, letters, post cards, notes, personal messages and other informal writing can take place, especially within the context of an interactive classroom.

i. Principles for Designing Writing Techniques

According to Brown (2001:346-348), there are some specific principles for designing writing techniques:

1) Incorporate Practices of Good Writer

It contains some various things that efficient writers do such as focus on a goal or main idea in writing, perceptively gauge the audience, spend some time for planning to write, let ideas flow into the paper, follow a general organizational plan, solicit and utilize feedback, revise the work efficiently, and finally make revision as needed.

2) Balance Process and Product

Writing needs multiple drafts because it is a composing process. Process of composing needs appropriate stages of writing before an effective product is created. The stages will lead up to the final product as the final creation.

3) Account for Cultural/Literary Backgrounds

It is for teaching the students to the use of acceptable English rhetoric. They are also accustomed by degrees and not to assume them know English rhetorical conventions.

4) Connect Reading and Writing

By reading and studying a variety of relevant types of text, students can gain both about how they should write and about subject matter that may become the topic of their writing.

5) Provide as Much Authentic Writing as Possible

Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people

outside of class, writing a script for presentation, writing a resume, and writing advertisements can be seen as authentic writing.

6) Frame Techniques

It consists of prewriting, drafting, and revising. It relates to the stages of writing that have already explained before.

j. Teacher's Role in Writing Class Activity

During a lesson, the teacher needs to manage the activities and the learners in the classroom in different ways (Spratt, 2005:145). It means that a teacher needs to behave in different ways at different stages of the lesson. A teacher can be a planner (prepares and thinks through the lesson in detail before teaching it), informer (gives the learners detailed information about the language or about an activity), manager (organizes and makes sure everything in the classroom is running smoothly), monitor (goes around the class during the learning process), involver (makes sure all the learners are taking part in the activities), parent/friend (comforts learners when they are upset or unhappy), diagnostician (is able to recognize the cause of learners' difficulties), resource (can be used by the learners for help and advice), and facilitator (guides and gives respects for students' opinion). All the roles must be mastered by a teacher whenever students need. In writing class activity, most teachers' role tends to be a facilitator. Brown (2001:340) states that as a facilitator, the teacher not only offers guidance in helping students to engage in the thinking process

and composing respect for student opinion, but also the teacher must not impose his or her own thoughts on student writing.

Further explanation about the teacher's role in writing classroom is delivered by Harmer (2007:330). He argues that the teacher's role here can be a motivator, a resource, and a feedback provider.

Things that can be done by the teacher if his/her role is as a motivator are creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. Turn to the teacher's role as the resource. This role is very important especially during more extended writing tasks. The teacher should be ready to supply information and language where necessary, and offering advices and suggestions. Another role is as feedback provider. Here, the teacher should offer special care by giving feedback on writing tasks. He/she should also respond positively to the content of what the students have written. When offering correction, the teacher will choose what and how much to focus on, based on what students need of their studies and tasks.

2. Cooperative Learning

Cooperative learning essentially involves students' learning from each other in groups (Freeman, 2000:164). Many people explore the ways of making students to become more active in the learning process and examine principles for the design of learning activities and materials. There are so

many methods used in the teaching and learning process that students involved actively in thoughtful verbal exchanges. One of the methods is cooperative learning. It has much in common among the methods already known. It can lead to a more dynamic classroom interaction that promotes more learning. It is the way that students and teachers work together more effectively.

a. The Definition of Cooperative Learning

Cooperative learning can be defined as learning based on a small-group approach in teaching and learning process that holds students accountable for both individual and group achievement (Orlich, 2007:273). It is strengthened by Jacobs and Hall in Richards and Renandya (2002:52) stating that cooperative learning is a tool consisting some techniques which teachers use to encourage mutual helpfulness in the groups and the active participation of all members.

As the cooperation, in the process, cooperative learning is applied in groups. According to Orlich (2007:273), each group consists of three to four students. Whereas Borich (2007:393) argues that generally, the most efficient size for each group is four to six. Another opinion is proposed by Jacobs and Hall in Richards and Renandya (2002:52) that in a group there should be four students. Furthermore, the students work on an assignment or project together in such a way that each group member contributes to the learning process and then learn all the basic concepts being taught.

b. Characteristics and Benefits of Cooperative Learning

Cooperative learning offers an alternative way to competitive model of education. It also offers many benefits such as improving both academic learning and social skills. The more benefits according to Richards and Renandya (2002:49-50) are:

- 1) Greater motivation for learning. As explained before that in cooperative learning group there will be groups of students' work. In doing the activity, they work in group and support each other.
- 2) Less teacher talk. The students try to study and do the activities by themselves led by the leader of the group, and sometimes they ask the teacher for guiding them.
- 3) Increased student participation. Each student is pushed to take part in the activities.
- 4) More varied student talk. The students will have a discussion in their own group. There will be varied talk from each student. They can share freely about the materials and do the activity together with their team-mate.
- 5) More negotiation of meaning. From the varied talk of the students, there will be many opinions that are shared together and it will ease them to solve the problem in their activity. It will also produce a greater amount of comprehensible input.

- 6) A more relaxed classroom atmosphere. It will comfort the students in learning process. They will feel that the situation in class is not too strict and formal.

Moreover, there are also some characteristics of cooperative learning stated by Orlich (2007:274):

- 1) Uses small groups. Each group consists of three, four, or five students. It depends on the activity.
- 2) Focuses on tasks to be accomplished. Together with the team-mate, they should work hard to finish the tasks successfully.
- 3) Requires group cooperation and interaction. The students work as team. They should work cooperatively and interact each other.
- 4) Mandates individual responsibility to learn. Besides as the team-mate, each student is also asked to have the responsibility individually. It supports division of labor, because in cooperative learning, sometimes each student has each own job in team, and she/he must responsible with his/her job.

c. Components of Cooperative Learning

In planning a cooperative learning activity, it needs the following things to decide (Borich, 2000:311):

- 1) The type of interactions between students and the teacher

One purpose of teacher-student interaction during cooperative learning is to promote independent thinking (Borich, 2000:312). It

occurs in groups that share a common purpose of tasks. Here the teacher should broaden interaction to most group members. The goal is to help the group become more self-reflective and aware of its own performance.

2) The type of interactions among students

In student-student interaction, the interaction among students in cooperative learning groups is intense and prolonged (Borich, 2000:313). Here, the students gradually take responsibility for each other's learning. The feedback, reinforcement, and support come from student peers in the group. All members of the group work together in the physical closeness promoted by a common task and encourage collaboration.

3) The tasks and materials will be selected

The third component of cooperative learning is the tasks to be learned and the materials that comprise a cooperative learning activity. Harmer (2007:170) argues that sometimes tasks may determine who works with whom, and it might determine the makeup of the pairs or groups. Things that should be done in cooperative learning tasks are preplanned activities, timed, completed in stages, and placed within the context of the work of others. Thus, by doing these sequences of tasks, among individuals will be easy to share ideas or materials.

Cooperative learning typically uses task specialization that breaks a larger task into smaller subparts on which separate group works

(Borich, 2000:313). Each group may be specialized, focusing its efforts on a smaller meaningful part of some larger end product. However, the purpose is not the competition that produces the final product, but the cooperation within groups that the competition promotes. Here the task structures have the goal of dividing and specializing the efforts of small groups of individuals depends on the sharing, cooperation, and collaboration of individuals within groups.

4) Role expectations and responsibilities will be assigned

One of the things that can measure the success of cooperative learning activity is teacher's communication. Teacher's communication here means that the cooperative learning activity depends on the role expectations and responsibilities. The roles can be a group leader, a researcher, a recorder, and a summarizer, and the responsibilities will be based on the individual role.

d. Features of Cooperative Learning

Johnson and Johnson in Orlich (2007) distinct features of cooperative learning principles into five features, they are positive interdependence, face-to-face interaction, individual accountability, development of social skills, and group evaluation.

Positive interdependence means a management system that encourages students to work together and teaches students that school life for each one of them is enhanced when everyone succeeds. It is in contrast

with negative interdependence that is a management system that encourages competing with one another for educational resources and academic recognition.

The second feature is face to face interaction. Here, students interact, assist one another with learning tasks, and promote one another's success (Orlich, 2007:276). With the small group setting, students work directly with one another. They share opinions and ideas, come to common understandings and work as team to ensure each members success.

Moving to the individual accountability, in cooperative learning settings, each student is held accountable for her or his academic progress. Orlich (2007:276) add that the accountability is based on the academic achievement and social skills.

The third feature is development of social skills. Cooperative learning offers students a chance to develop the interpersonal skills needed to succeed at school, at work, and within the community. To develop students' social skills, teachers must actively teach and monitor the use of social skills by asking students to practice those skills within their cooperative groups and have students provide feedback on group interactions and social processes.

The last feature is group evaluation. Groups of students need to evaluate and discuss how well they are meeting their goals and what actions help their group (Orlich, 2007:276). The teacher also should

develop plans for engaging students in problem solving and conflict resolution.

e. Initiating and Establishing Cooperative Learning in the Classroom

Providing cooperative learning is not simply a matter of placing students in groups and assigning tasks. Teachers must carefully select student groups, plan cooperative learning activities, set both academic and social goals for group work, and monitor individual student progress and social processes.

Johnson and Johnson in Orlich (2007:277) points out that selecting student groups is the first thing should be considered in forming cooperative learning groups. Groups may be formed on the basis of academic skill level, interests, personality characteristics, social skills or other categories if any. Groups usually contain students of varying ability levels who support one another in multiple ways.

In cooperative learning activity, teachers may assign specific roles to teach group member. Typical roles might include group leader, resource manager, recorder, monitor, and reporter.

To ensure that the activity will run well, the teacher must plan the kind of activities. Zuckerman, Chudinova, and Khavkin in Orlich (2007:278) state that there are many types of learning that can take place in cooperative settings. Many learning activities allow for both individual

and collaborative work, for small group interaction followed by the whole class.

After having a planning, structuring the task becomes the main part in implementing cooperative learning principles. In structuring the task, teachers must decide several factors in advance such as the way of selecting the group members, the number of member of each group, the efficient sharing of materials within a group, and the time needed for the activity in the group work.

f. Teaching Collaborative Process

Teaching collaborative process is not a simply matter. Here, the role of the teachers as a manager has an important role. They should also master the cooperative learning skills and some of the ways in teaching the students. Here are some ways in teaching collaborative process proposed by Johnson and Johnson in Borich (2007):

- 1) Teach how to communicate one's own ideas and feelings.
- 2) Make messages complete and specific.
- 3) Make verbal and nonverbal messages congruent.
- 4) Convey an atmosphere of respect and support.
- 5) Demonstrate how to assess whether the message was properly received.
- 6) Teach how to paraphrase another's point of view.
- 7) Demonstrate how to negotiate meanings and understandings.

8) Teach participation and leadership.

g. Monitoring and Evaluating Individual and Group Progress

A teacher's role as monitor during group work includes identifying when additional resources may be needed by a group, redirecting group work in more productive directions and providing emotional support to encourage commitment to the task (Borich, 2000:324). One goal of teachers' monitoring activity should be to identify when a group needs assistance. In this goal, the teacher moves from one group to another group and gives what the students need in their group work. The second goal should be to redirect groups that have discussed themselves. Here the teacher should recognize when a group is at a difficult juncture. The third monitoring activity the teacher will perform during cooperative learning is to provide emotional support and encouragement to overwhelmed and frustrated group members. Not all group members will gladly accept their individual assignments, nor will all groups accept their designated goal. The teacher's encouragement and support can instill the confidence of the students to complete their tasks.

h. Examples of Cooperative Learning Activity

There are some activities using cooperative learning. Recent research indicates that teams of heterogeneous learners can increase the collaborative skills, self esteem, and achievement of individual learners

(Slavin in Borich, 2000). There are four team-oriented cooperative learning techniques that belong to cooperative learning: Student Teams--Achievement Division (STAD), Teams-Games-Tournaments (TGT), Jigsaw II, and Team-Assisted Individualization (TAI). To know the four cooperative learning techniques further are summarized below:

1) Student Teams--Achievement Division (STAD)

In Student Teams--Achievement Division (STAD), the teacher assigns students to 4 or 5 members each group. Each team is as heterogeneous as possible to represent the composition of the entire class (boys/girls, higher/lower performing, etc.).

The activity is started by presenting new material via presentation or discussion and providing worksheets of problem sets, vocabulary words, questions, and the main point of presentation or discussion. Furthermore, the students work in small groups in which team members discuss the worksheet content, clarifying difficult points among themselves and asking the teacher when necessary.

2) Teams-Games-Tournaments (TGT)

TGT uses the same general format as STAD. It has 4 to 5 members each group studying worksheets. However, instead of individually administered quizzes at the end of study period, students play academic games to show their mastery of the topic studied.

3) Jigsaw II

In Jigsaw II, the teacher assigns students into 4-6 members each group to work on an academic task broken into several subtasks, depending on the number of groups. When all team members have their specific assignment, break out from their original group all team members having the same assignment to meet as an expert group to discuss their assignment and to share their conclusions and results with one another. When all the expert groups have had the opportunity to share, discuss, and modify their conclusions, then they return to their home groups. Each member then takes turns teaching their teammates about their respective responsibility. After all the experts make their presentation to the team, the teacher gives individual quizzes to assess how much they have learned. As in STAD, the teacher can assign both an overall group score as well as an individual improvement score based on performances.

4) Team-Assisted Individualization (TAI)

TAI combines some of the characteristics of individualized and cooperative learning. In the process, it is started with the students work through individualized materials based on the placement test depending on the heterogeneity of achievement in the classroom.

Each student then is given specified amount of content to work through. There is a checker entering each group who has completed

portions of materials that are more advanced than others. When necessary, the teacher can give the checkers answer sheets.

Because TAI uses individualized materials, it is especially useful for teaching heterogeneous classes that afford the teacher's opportunities for whole class instruction.

Besides the four cooperative learning techniques above, there are also some cooperative learning activities proposed by many experts:

1) Make a Match (Lyman and Harvey)

In this activity, the teacher should prepare a set of cards to be given for students. Each student gets a card and then looks for her/his friend whose card matches her/his card.

2) Think Pair Share (Lyman and Harvey)

In this activity, the teacher divides the students into groups of four and gives an assignment to them. Each student does it by herself/himself. Then, the student discusses in pair with one of her/his partner in the groups.

3) Send a Problem (Kagan)

The teacher asks each group to make some questions. Then, one of the members of group sends the questions to the other groups. Each group does the question given by other groups. After having finished, the answers of each group are corrected.

4) Two Stay Two Stray (Kagan)

The teacher asks the students to work in groups. Two students of each group leave their group and visit the other groups. The other two students stay in group and share the information with their guests. The guests return to their own group and report their finding.

5) Inside-Outside Circle (Kagan)

The teacher asks the students to form two concentric circles. Both circles have the same amount of the students. Each student is facing another student in different circle. The teacher announces a topic or question and the students discuss it with their partner. Then, both circles rotate, so the students are paired with a new partner for the next question.

6) Peer Feedback (Harmer)

In this activity, the students work in pairs. They exchange their writing exercise to be given feedback by their partner. They mark their partner's writing right or wrong by giving marks, codes, or symbols. They also can give comments.

Therefore, Brown (2001:187) as cited by Lie (2004:40), states that the first step in promoting successful cooperative learning is selecting an appropriate task. Lecturing, drilling, listening, and silent reading are obviously not suitable for small-group work. Some typical group tasks are defined and characterized below:

1) Games

A game could be any activity that formalizes a technique into units that can be scored in some ways.

2) Role-Play and Simulations

Role-play minimally involves: (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish. Simulations involve a more complex structure and often larger groups where the entire group is working through an imaginary situation as a social unit.

3) Drama

Drama is more formalized form of role-play or simulation with a preplanned story lined and script.

4) Interview

Interview is a popular activity which is useful at all levels of proficiency.

5) Brainstorming

Brainstorming is a technique of which purpose is to initiate some sort of thinking process. Brainstorming often put to excellent use in preparing students to read a text, to discuss a complex issue, or to write a topic.

6) Information Gap

Information gap activities include a tremendous variety of techniques in which the objective is to convey or to request information.

7) Problem Solving and Decision Making

Problem solving group techniques focus on the group's solution of a specified problem and decision-making techniques are simply one kind of problem solving where the ultimate goal is for students to make a decision.

8) Opinion Exchange

An opinion is usually a belief or feeling that might not be founded on empirical data or that others could plausibly take issue with.

In addition, there are some management techniques in cooperative learning which are proposed by Kagan (1992) as quoted by Slavin (1995:134-135):

1) The Zero-Noise Signal

The zero-noise signal is a signal to students to stop talking, to make the students give their full attention to the teacher. Teachers can choose different signal like saying "May I have attention, please", flip the lights on, ring a bell, ask students to rise one hand, etc.

2) Group Praise

If the noise level is too high, the teacher can give praise to the group. The teacher walks over to the best group in the class, gives the zero-signal, and draws everyone's attention to the group and then praising them for their good work and saying exactly what the teacher likes about their behavior.

3) Special-Recognition Bulletin

This is a very effective way to give special recognition points. The recorded recognition points may be turned in for a team reward, applied toward class reward, or simply stand on their own as a form of special recognition.

4) Special-Recognition Ceremony

Teachers may hold a special-recognition ceremony each week in which outstanding teams and individuals are recognized by the teachers and the students.

According to Lie (2004:88), the evaluation model of cooperative learning is different from the evaluation in general. In the evaluation, each student gets the individual grades and group grades. The students cooperate with each other on mastering the material then each student does the individual exercises by her/him and accepts an individual point which will be accumulated for the group grade.

From the explanation above, it can be concluded that teachers who use cooperative learning techniques have several responsibilities. These include planning the lessons, activities, and evaluation. Moreover, the students in cooperative learning also have responsibilities that may be new for them such as encourage their fellow group members to contribute, help and respect one to each other.

5) Team Pair Solo

Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

i. Cooperative Learning for Writing

Many advantages of cooperative learning that can improve the students' writing skills. The various techniques can also be applied to improve the students' writing skills. Each technique has its own way of how it is implemented in the teaching-learning process. Writing itself has many subskills that become the problems of the students' writing ability. To solve the problems, it needs different cooperative learning techniques to be implemented. For example, Two Stay Two Stray (TSTS) and Think Pair Share techniques can be implemented to make the students generate and develop their ideas because the techniques have discussion activity that is considered that it can encourage the students to generate and develop ideas. Another example is Peer Feedback that is believed that it can help the students in checking their grammar in their writing texts.

Moreover, there are still many cooperative learning techniques that can be used to solve the other problems of the students' writing.

3. Motivation

A person might be motivated by the enjoyment of the learning process or by the desire to make himself or herself feel better. In every teaching-learning process, motivation is essential to make it successful. Without such motivation, it will almost certainly fail to make the necessary effort.

Harmer (2007:98) defines motivation as the kind of internal drive which pushes someone to do things in order to achieve something. Moreover, Brown (2000:162) argues that there are intrinsic motivation and extrinsic motivation. Those who learn for their own self-perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward. In applying cooperative learning to improve the students' writing skills, both kinds of motivation are needed.

In this research, motivation is needed since the first action. The low motivation becomes the very feasible problems to be solved although the aim of this research is improving the students' writing skill, because to reach the goal, there should be the good teaching-learning situation that is supported by the good motivation students.

B. Relevant Previous Studies

The cooperative learning has been proven to be able to improve the students' English skills both in Indonesia and in some international studies. Here are some studies that use cooperative learning to improve both the students' English skills and writing skills:

1. Keiko Hirose (2001) uses cooperative learning in English writing instruction through one of the cooperative learning techniques i.e. peer-feedback. It is used at a university in Japan. This study aimed to explore how Japanese university students with no prior peer feedback experience interacted with each other using peer feedback in a semester-long English writing course. The study also aimed to explore what the students focused on with each other in peer feedback activities. By using peer-feedback, the students receive feedback about their writing from their peers. The use of peer feedback is justified by numerous concepts in education, such as the process approach to the teaching of writing. Peer feedback also fits well with the five basic principles of cooperative learning proposed by Johnson and Johnson (1998): positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and small group skills, and group processing.
2. Cornelis Rumfaan (2010) uses cooperative learning in the English teaching-learning process for grade XII students in SMA Budi Mulia, Maluku. He uses cooperative learning for all aspects of English skills (writing, reading, listening, and speaking). Some aspects that he does in

his study: a) making the implementation of curriculum and pro life skill teaching-learning activity effectively, consistently, and continuously, b) prioritizing the gradual infrastructure procurement, self-introspecting and -reflecting consistently in the teacher party, c) generating motivation and intention as well as love within the students to the importance of study for their future, d) supervising the students transition in a small team, e) designing the attractive classroom and facilitating the interaction, controlling the class-time presentation group learning, and f) creating a conducive circumstance for group learning.

3. Syafini Ismail (2002) investigates the effects of cooperative learning on students' writing performance at a secondary school. His study focuses on the effects of cooperative learning in enhancing students' writing performance in the narrative genre. The cooperative learning technique is based on Johnson and Johnson (1994) and Kagan (1994). The cooperative models used are a combination of Learning Together and Structural Approach. The writing lessons incorporate the Coop Jigsaw II. Coop Jigsaw II is a lesson design which falls in the category of project design in Kagan's Structures (Kagan 1994).

Based on the importance of cooperative, the researcher believes that the use of cooperative learning can improve the students' writing skills at SMA Kolombo. In this research, the researcher will apply some cooperative learning techniques based on the urgent needs of the students to solve their problems in writing.

C. Conceptual Framework

English as a foreign language makes any difficulties for the students to master especially one of the productive skills, writing skills. They look reluctant and do not work seriously in doing writing task. Many students complain that it is difficult. They have low motivation in writing because they feel difficult in generating and developing the idea, and also difficult in grammar. These problems need to be solved and the teacher must find an interesting way which is appropriate for the students.

Using cooperative learning principles in effort to develop students' writing skills hopefully can solve the problems. First, as explained before, in cooperative learning there will be groups of students. It will motivate the students and they will help each other both in learning the materials and doing the tasks. Second, a cooperative learning produces greater amount of comprehensible input that is gained from more varied student talk and negotiation of meaning, so the students can easily get the idea to write. Third, to improve their grammar they will get a feedback from their friends in the group. They analyze their writing each other under the monitor of the teacher.

The cooperative learning principles provide many advantages to pursuit the target. By using the principles, there will be some activities relating to the writing process and writing products that are applied for students' writing activities. Cooperative learning is chosen because of the condition of SMA Kolombo which has heterogeneous students. As proposed by Borich (2007), cooperative learning is appropriate for heterogeneous class for

teaching and learning process. The teacher may use the preceding cooperative learning techniques or modify the appropriate cooperative learning activity by herself.

The teacher's method in the teaching and learning process will be different from the usual. In this principle, the teacher will divide the students into groups. The teacher's role here will be as a monitor who goes around the class during the learning process, a facilitator who guides and gives respects for students' opinion, or a manager who organizes and makes sure everything in the classroom is running smoothly. Thus, there will be many discussions among students in groups and between the teacher and the students.

Parts of writing will be developed based on the urgent needs of the students in improving their writing. For examples, based on the observation they are reluctant to do writing task because they feel that they have less motivation to do writing task because they have difficulty in generating idea and feel difficult in grammar. All of the difficulties can be solved by using cooperative learning principles during the teaching and learning process.

First of all the students will be grouped, and each group contains several students. It may be 2, four, or five students for each group. The different amount of students is based on the kind of cooperative learning technique that is used. Some cooperative learning techniques that will be implemented are *Student Teams-Achievement Division (STAD)*, *Jigsaw*, *Think Pair Share*, *Two Stay Two Stray (TSTS)*, *Team Pair Solo*, and *Peer Feedback*. In those activities, the students will do the teaching-learning process and

writing activity that focus on their motivation, generating and developing idea, and using grammar in writing. The discussion will be done with the members of their group and sometimes they will ask the teacher when necessary. The activities chronologically will be on how to motivate the students to do writing task and involve in the teaching-learning process, make the students to generate and develop idea, and improve the students' grammar in writing. They will check their whole writing products by having feedback with the other friends in their groups at the end of activity. They will share and discuss their mistakes freely to their friends in groups, and of course the teacher may help them in correcting their writing.

By doing the activities and using cooperative learning as the method, the students hopefully can improve their writing skills. At least, they are motivated to do writing task and step by step they will improve their writing skills especially in generating and developing ideas and also will be better in grammar.

CHAPTER III

RESEARCH METHOD

A. Research Type

This research applies the principles of action research. It tries to find and implement actions to improve the quality of writing skills among class XI of Science Program students of SMA Kolombo, Yogyakarta. The researcher herself and the other research team members collaborated and worked together in conducting the research.

According to McNiff and Whitehead (2002:15), action research is a name given to a particular way of researching your own learning. It is a practical way of looking at the practice in order to check whether it is as what it should be. Carr and Kemmis (1990:162) say that action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practice, and the situation in which the practices are carried out. Another opinion is proposed by Koshy (2005:1-2). He defines action research as an enquiry with rigour and understanding that constantly refine the practice, and furthermore the practitioners will continue the professional development practice.

Action research has some steps. O'Leary in Koshy (2005:5) states that action research is a cyclic process. According to Kemmis and McTaggart in Koshy (2005:5), action research occurs through self-contained cycles of planning, acting and observing, and reflecting. Kemmis in Madya (1994:25) says that the

steps in action research process are identifying the problems, planning, doing actions and observations, having reflection and also making revisions. The research members will work collaboratively to identify the problems related to students' involvement in teaching and learning process and then formulate the problems, and plan the actions to overcome the problems, implement the action, and make evaluation and reflection. The research can be said successful if there is a significant change in the students' improvement in writing skill.

B. Research Setting

The research was conducted in SMA Kolombo, Yogyakarta. SMA Kolombo is located at Rajawali Street 10, Kolombo, Sleman, Yogyakarta. The location is approximately 300 meters from the main road, so the situation is good for teaching and learning process. The headmaster of this school is Dra. Sri Rejeki Andadari. This school has six classes consisting of two classes used for grade X, one class for grade XI of Science Program, and one class for grade XI of Social Program, one class for grade XII of Science Program, and one class for grade XII of Social Program. The school facilities include a teachers' room, a headmaster and an administrative room, a mosque, a library, a UKS room, an OSIS room, two canteens, volleyball and basketball courts, and a parking area. The school has 35 employees. Those are a headmaster, 29 teachers, a librarian, administrators and a security officer. There are three English teachers who graduated from English Education Department.

The research was carried out at class XI of Science Program. This class has 31 students consisting of 13 male and 18 female students. Most of the students come from far area from the school. They are in the age of 14-15 years old.

The facilities in this classroom are one whiteboard, 16 student tables, 32 student chairs, one teacher table, one teacher chair, one ruler, one clock and one announcement board. There are no LCD screen and transparency machine. It lacks of media used to facilitate and to support the English teaching and learning process.

C. Participants of the Research

The participants of the research were the researcher, the English teacher, and grade XI of Science Program students of SMA Kolombo Yogyakarta in the first semester in the academic year of 2010/2011. The researcher and the English teacher agreed that the researcher implemented the action while the teacher observed and noted the students' reactions toward the implementation.

D. Time of the Research

The research was carried out in the first semester in the academic year of 2010/2011. It was from October to December 2010. The class was held twice a week, every Wednesday and Thursday. The duration was 2 x 45 minutes for one meeting. It was from 08:45 up to 10:15 a.m.

E. Data Collection Technique

The data were qualitative in nature. In the beginning of the cycle, when the researcher had not implemented the action, the data were collected by observations and in-depth interviews. The researcher collected the data in the form of field notes and interview transcripts. The data were used to give clear description of the students' writing ability.

Meanwhile, in the reconnaissance step, after conducting the observation and in-depth interview with the students and the English teacher, the data which were field notes and interview transcripts then were collected. The field notes were made based on the description in the observation from the collaborator when the researcher was implementing the actions. In the reflection steps, the data of in-depth interviews which were interview transcripts were collected and then analyzed with the other data in the previous steps. The objects of in-depth interview were the students and the English teacher as the collaborator in the research. The main purpose of conducting in-depth interviews was to gather responses which were richer, more detail, and more informative. Here, the interview transcripts were used to give clear description about the students' responses, the students' behaviors, and the collaborator's responses about the classroom activities during the actions. After all the data had been collected, the researcher analyzed them to find the successful and unsuccessful result of the actions and to make the conclusion of the research.

F. Data Analysis

The qualitative data that were obtained were analyzed in four steps. The first step was by collecting all the data such as field notes and interview transcripts. The second step was data reduction. In this step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the field notes and interview transcripts. The next step was data display. The data that had been reduced were then organized and compressed. The data display of this research was in the form of text; field notes and interview transcripts. Then, the last step was making conclusion. Meanwhile, in making conclusion, the researcher worked with the other researcher in the field to obtain the valid finding.

G. Procedure of the Research

1. Reconnaissance

Reconnaissance was the first step in this research. The researcher interviewed the English teacher and the school principal to identify the existing problems in the field. The researcher collected the information by observing the teaching-learning process, interviewing some students, interviewing and discussing with the English teacher. The researcher and the teacher shared their opinions, ideas, and problems in the teaching-learning process in the class XI of Science Program students of SMA Kolombo Yogyakarta. Then the information collected was classified based on the level of problems.

Based on the interviews and field observations, the researcher together with the English teacher classified the existing problems. The main focus of this research was at improving writing skills through cooperative learning principles of class XI of Science Program students of SMA Kolombo, Yogyakarta.

Moreover, there were some major problems found in the field based on the observation:

- a) The students were reluctant and did not have motivation to do writing task and to be involved in the teaching-learning process.
- b) The students were afraid if they have to make written task because they felt difficult in generating and developing ideas and also felt difficult in grammar.
- c) The students very seldom accepted writing task.

2. Planning

After identifying and selecting the problems that were serious and feasible to be solved, the researcher and the English teacher made some plans to be implemented in the teaching-learning process. The aim of the actions was to improve the students' writing ability through some cooperative learning techniques. The actions planned were:

- a) Using some cooperative learning techniques to motivate the students to be involved in the teaching-learning process.

- b) Using some cooperative learning techniques to improve the students' motivation to do writing tasks.
- c) Using some cooperative learning techniques to improve the students' writing skills involving the students' ability in generating and developing ideas and improving their grammar.

3. Action and Observation

While implementing the actions, the researcher observed what was going on in the classroom to find the problems. The actions were implemented in three cycles. Two cycles were done in two meetings and one cycle was done in four meetings. The first cycle focused on how to motivate the students to be involved in the teaching-learning process and motivate them to write by using *Student Teams-Achievement Division (STAD)* and *Jigsaw*. The second cycle focused on how to make the students could generate and develop idea by using *Think-Pair-Share* and *Two Stray Two Stay*. The third cycle focused on how to improve the students' grammar in writing by using *Think-Pair-Share*, *Jigsaw*, *Team Pair Solo*, and *Peer Feedback*.

The topics used in the teaching-learning process were adapted from *Interlanguage: English for Senior High School Students XI* and *The Bridge English Competence for SMA Grade XI*. Besides implementing the action plans, the researcher also observed and recorded the students' reactions during the activities and did in-depth interviews with some students and the English teacher after the actions had been done. The English teacher as the

collaborator helped to observe and record the process of the teaching-learning process. Based on the observations, field notes, and in-depth interviews, the team discussed the implemented actions and analyzed the result. The result of the discussion was served as an evaluation to be used to improve the next actions.

4. Reflection

The researcher made a reflection in every cycle. The reflection was important to do because it could be used to measure whether the actions were successful or not. If the actions were successful, they would be continued and if the actions were unsuccessful, they would be revised in the next cycle. The reflection was based on the observations and the in-depth interviews to the English teacher and some students. They gave their comments of the actions that had been done. The reflection was done to see what happened in the actions, to see whether the objectives were achieved or not.

H. Validity and Reliability of the Data

Based on Anderson et al. (1994) in Burns (1999:161-163) there are five types of validity in action research: democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity. However, this research has three types of validity. First, this research has dialogic validity since in this research the researcher had some dialogues with other researcher and did peer review. Second, to gain process validity, the researcher collected the data by doing observation and

note during the research. It means that anything happened in the teaching-learning process were noted. Third, this research also has democratic validity since the researcher gave opportunity for the English teacher and the students in the school to give their opinions and responses to the actions. However, outcome and catalytic validity could not be gained by the researcher because they were gained after the research was done. Therefore, the researcher could not manage them.

Meanwhile, to enhance the trustworthiness of the data and to reduce the subjectivity in analyzing the data, the researcher used triangulation. Burns (1994) in Burns (1999:163) states that triangulation is a way of arguing that if different methods of investigation produce the same result, then the data is likely to be valid. Furthermore, Burns (1999:164) proposes 4 forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research has time triangulation because the data of the research were collected over a period of time to get a sense of what are involved in the processes of the changes. Then, to get the investigator triangulation, the researcher asked another researcher team member to help the researcher in the reflection steps so that it could avoid the biased interpretation. Also this research has the data that were analysed from more than one perspective.

Furthermore, in order to ensure the research, the researcher used interview transcripts and field notes to get the same result. To obtain the data about teaching-learning process, the researcher interviewed the collaborator, observed the teaching-learning process, and interviewed the students who have

just followed the lesson. Moreover, the result of the data was gained by giving the genuine data such as field notes and interview transcripts.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATION

The description of action research steps would be presented here in seven sections. The first one is the identification of the field problems. The second is the report of Cycle I. The third is the report concerning Cycle II. The fourth is the report of Cycle III, the fifth is the general findings, the sixth is the discussion and the last is the validity and reliability of findings.

A. Identification of Field Problems

To identify the problems in the field, the researcher did some activities. The activities were conducting class observation and interviewing the English teacher and Science Program students class XI of SMA Kolombo on August 25th and 26th, 2010. From these activities, the researcher found many problems related to the students' writing skills that need to be solved. Moreover, the students' writing ability could be identified from the students' behavior and characteristics such as interest, activity, and attention. Therefore, the problems identified are as follows:

Table 2: The Problems Found in the Field

No.	Problems Found	Indicators
1.	Interest 1) Almost all students did not have motivation to do writing tasks.	1) Most students were reluctant to do writing tasks. (see FN 5 in Appendix A and IT 1, 2, 3, & 4 in Appendix B)

	<p>2) Almost all students felt that writing was difficult.</p> <p>3) The students did not like writing.</p>	<p>1) Most students could not generate and develop ideas and felt difficult in grammar in writing. (see FN 5 in Appendix A and IT 1, 2, 3, & 4 in Appendix B)</p> <p>1) Some students did not do writing tasks. (see FN 5 in Appendix A and IT 1, 2, 3, & 4 in Appendix B)</p>
2.	<p>Activity</p> <p>1) The students passively joined the class.</p> <p>2) The students rarely got the writing activity.</p> <p>3) Some students were afraid to write.</p>	<p>1) Most students did not ask any question if they did not understand. (see FN 3 in Appendix A)</p> <p>2) Most students kept silent when being asked questions. (see FN 3 in Appendix A)</p> <p>1) The students rarely got the writing tasks in the class. They only often got reading tasks. (see IT 2 in Appendix B)</p> <p>1) The students were afraid if they made a lot of mistakes on their writing, especially in grammar. (see IT 1, 2, 3, & 4 in Appendix B)</p> <p>2) They felt difficult to generate and develop idea. (see IT 1, 2, 3, & 4 in Appendix B)</p>
3.	<p>Attention</p> <p>1) Some students did not pay attention to the lesson.</p>	<p>1) Some students at the back made noise. (see FN 3 & 4 in Appendix A)</p> <p>2) Some students at the back talked to each other. (see FN 3 & 4 in Appendix A)</p> <p>3) Some students did other lesson assignments. (see FN 4 in Appendix A)</p> <p>4) Some students played their hand</p>

		phone. (see FN 3 & 4 in Appendix A)
4.	Concentration	
	1) The students' concentrations were easily distracted.	1) Some students were sleepy during the lesson. (see FN 3 & 4 in Appendix A)
	2) Some students got bored easily.	1) Some students at the back frequently put their heads on the table. (see FN 3 & 4 in Appendix A)

From the list of the problems above, the researcher and the English teacher selected some problems that were very serious and feasible to be solved. They agreed that there were two feasible problems to be solved:

1) Motivation

The students had less motivation to do writing task and join the teaching-learning process. There were only some students involved in the teaching learning process. Some of them kept silent and did not want to answer when being asked and some of them had their own activity that made noise. Moreover, when they faced troubles they did not want to ask for a help from the teacher.

From this case, the researcher considered that a person might be motivated by the enjoyment of the learning process or by the desire to make himself or herself feel better. In this case, the students were not motivated to study and did not have much interest to the teaching-learning process especially in writing activity. It showed that they did not enjoy the teaching-learning process. The condition was caused by the lack of challenges or even because of both uninteresting materials and the method used in the teaching-learning process.

2) Writing Skills

Most of the students were afraid to write. They admitted writing as a scary activity, even most of them were afraid of making mistakes while doing writing task. They were afraid because they could not generate and develop idea. They were also afraid of making mistakes in grammar. In this case, none of the students had big interest and motivation in writing and the efforts to reach the goal.

The problems above lead the researcher to implement some cooperative learning techniques as the solution to the problems. They are presented below:

Table 3: The Problems with Its Solutions

Cycle	Problems Found	The Cooperative Learning Techniques Provided	The Functions of the Techniques
I	Most students had less motivation to do writing tasks.	<ul style="list-style-type: none"> • Student Teams-Achievement Division (STAD) • Jigsaw 	<ul style="list-style-type: none"> - Motivating the students involved in the teaching-learning process. - Motivating the students to write. - Making the students share what is in their minds by writing the difficulties and problems on the worksheet. - Making the students accustom to write from the simple writing on the worksheet.
II	The students were afraid to do writing tasks because they felt difficult in generating and developing idea.	<ul style="list-style-type: none"> • Think-Pair-Share • Two Stray Two Stay (TSTS) 	<ul style="list-style-type: none"> - Making the students generate and develop their idea. - Making the students accustom to write.

III	The students were afraid to do writing tasks because they did not feel good in grammar.	<ul style="list-style-type: none"> • Think-Pair-Share • Jigsaw • Team Pair Solo • Peer Feedback 	<ul style="list-style-type: none"> - Making a better change in grammar during writing. - Revising the students' writing product. - Evaluating the students' writing product.
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B. Report of Cycle I

1. Planning

From the problems found, the researcher and the English teacher decided to solve the most feasible problem i.e. students' motivation. Motivation was very important to make the students involve in the teaching-learning process and motivate them to do writing task, so gradually they could improve their writing skills. Considering the problems identified, the researcher and the English teacher planned to implement two cooperative learning techniques namely *Student Teams-Achievement Division (STAD)* and *Jigsaw*. The researcher and the English teacher considered that these techniques were quite good to improve the students' motivation and make the students study in groups. By implementing the techniques, it was expected that:

- a. The students would be motivated and involved in teaching-learning process.
- b. The students would be accustomed with the writing task.

Student Teams-Achievement Division (STAD) was used because in this technique the students work in small groups in which team members had discussion. Thus, there would be the greater amount of talk among the students and it was expected that it could be able to motivate the students involve in the

teaching-learning process. While in Jigsaw activity, there was also a discussion activity that could motivate the students in the teaching learning process. Besides the students could freely had discussion with their group, they also had responsibility to do the final task, i.e. writing a summary individually.

2. Action and Observation

The actions were carried out twice; on October 27th and 28th, 2010. The theme was *global warming*. The complete description would be explained below.

a. Using *Student Teams-Achievement Division (STAD)*

Student Teams-Achievement Division (STAD) as one of the techniques of cooperative learning was used to motivate the students to involve in the teaching-learning process and to accustom them with the writing task.

At the first meeting, the researcher grouped the students into eight groups. Every group consisted of four members, except one group that consisted of five members. The members of each group were the students who were sitting close.

To start the lesson, the researcher gave the warming up first by showing some pictures related to the theme, while the students tried to mention everything based on the pictures until they were brought up to the theme. Each group answered the question at least one question. At this part, the students were enthusiastic looking at the pictures and answer some questions from the teacher about the pictures. It could be seen from the field note below:

Semua siswa menjawab dan mengomentari gambar-gambar tersebut dengan begitu antusias. Agar tidak terjadi keributan, maka P menunjuk masing-masing kelompok untuk menjawab dan mengomentari gambar. Setiap kelompok dapat menjawab dengan.

(All students answer and comment the pictures enthusiastically. To handle the situation, the researcher points each group to answer and comment the pictures. Every group can do it well.
(FN 8 in Appendix A)

After having the warming up activity, the researcher gave a text with the title *Public Transportation should be Free*. It was an analytical exposition text that would be discussed further on this meeting. There were also some questions related to the text that were answered by every group. There were five questions and every student in every group answered one question. After that, the researcher explained the material by having presentation. The material was about analytical exposition text. The researcher explained about the schematic structure of *analytical exposition* as the text type of '*Public Transportation should be Free*' text. The researcher also explained about *connectives* used in the text.

The students got a worksheet that was used to write their problems and difficulties or comments related to the materials explained by the researcher. They wrote in the form of sentences on the worksheet. And then all the members of each group discussed the worksheet content, clarifying difficult and confusing points among themselves and also asked the researcher when they could not solve the problems. To know the students' work, the researcher asked the students to submit the worksheets at the end of the class.

While doing this activity, only a few students were enthusiastic enough. Some enthusiastic students gave comments as reflected in the interview below:

- R : *Menurut kalian, gimana kelas bahasa Inggris kita hari ini?*
(In your opinion, how was our English class today?)
- S : *Ya lumayan menarik, Miss. Walaupun tadi agak ribut yang duduk di belakang, tapi tadi lumayan asyik kegiatannya.*
(It was interesting enough, although there was a little noisy, it

- was fun enough.)
- R : *Kamu senang atau tidak?*
(Did you like that?)
- S : *Ya.*
(Yes, I did.)
- R : *Kenapa?*
(Why?)
- S : *Soalnya kita tadi kan belajarnya dalam kelompok.*
(Because we studied in groups.)
- R : *Lebih suka belajar dalam kelompok atau sendiri-sendiri?*
(Do you like studying in group or individually?)
- S : *Lebih suka berkelompok, Miss.*
(I like studying in group.)
- R : *Kenapa?*
(Why?)
- S : *Kan enak bisa diskusi sama teman, kalau ada yang gak mengerti bisa tanya teman di kelompok kita.*
(Because we can have a discussion with friends and if we do not understand, we can ask our friends in our group.)
- (IT 5 in Appendix B)

At the beginning of this cycle, not all students were actively involved in the teaching-learning process especially some students sitting at the back row. There were 12 students who had their own activity and talked to each other during the researcher explained the materials and during the writing activity (see Picture 2 in Appendix D, FN 8 in Appendix A, and IT 7 in Appendix B). There were only some students joining the class well. However, researcher perceived that *Student Teams-Achievement Division (STAD)* was effective enough to introduce the students to the group work activity and the simple writing task as reflected in the interview transcript below:

- R : *Jadi teknik yang saya pakai kan salah satu teknik dari cooperative learning, kira-kira gimana, Bu? Implementasi ini kan saya hubungkan ke pengaruh motivasi siswa dalam proses pembelajaran dan kegiatan writing. Menurut Ibu bagaimana?*
(So, the technique used was one of cooperative learning principle techniques. How was it, Ma'am? This implementation was correlated to the students' motivation in

the teaching-learning process and writing activity. How were the students in your opinion?)

T : *Ya, saya katakan cukup aja ya mungkin Mbak. Tapi saya maklum juga, ini kan tahap paling awal, pertemuan awal. Jadi kalau belum mencapai seperti yang diharapkan ya wajar. Tapi ya setidaknya dengan implementasi teknik STAD ini bisa memperkenalkan mereka teknik belajar secara berkelompok ya. Kemudian kelihatannya ada beberapa siswa yang cukup termotivasi. Terlihat sejak awal pelajaran ketika kegiatan warming up dengan gambar. Tapi mungkin karena ini masih awal-awal, kelompok yang di belakang masih ngobrol dan sedikit ribut, terutama siswa laki-lakinya.*

(Yeah, perhaps I say enough for the first meeting on this first action. So, if we have not reached yet what we hope, it's fair. But, at least we could introduce them how to study in group. And then there were some students fairly motivated. It can be seen since the warming up activity using the pictures. But unfortunately maybe because it was the first time, some students sitting at the back were talking with their friends.

(IT 7 in Appendix B)

In addition, the use of pictures to warm the students up was effective. The teacher also felt that with the pictures, the students actively involved in the teaching-learning process and could easily be brought up to the theme as reflected in the interview transcript below:

R : *Oh iya, Bu. Mengenai penggunaan gambar untuk kegiatan warming up tadi bagaimana menurut Ibu? Efektif atau tidak, Bu?*

(How about the use of pictures in your opinion, Ma'am? Was

T : *it effective or not?)*

Bagus, Mbak. Penggunaan gambar-gambar tadi saya rasa bagus untuk memacu siswa di awal pembelajaran. Tadi kan kelihatan, seluruh siswa antusias dengan gambar-gambar tersebut.

(It was good. The use of the pictures was good for warm the students up in the beginning of the teaching-learning process. All students looked enthusiastic to the pictures.)

(IT 7 in Appendix B)

However, there was still a weakness in the teaching and learning process.

Some students sitting at the back row made noise, especially during the researcher

gave explanation and writing activity. There were 12 students had their own activity such as talking to each other and laughing (see Picture 2 in Appendix D, FN 8 in Appendix A, and IT 7 in Appendix B). Other students were distracted by this condition.

b. Using *Jigsaw*

Jigsaw as one of the techniques of cooperative learning was used in the second meeting. The aim was still the same with the first meeting that was to motivate the students involve in the teaching-learning process and to accustom the students to write. The second meeting was done on 28th October, 2010.

The technique of grouping the students was different. At this activity, the students were grouped randomly and each group consisted of 5 students. It was not like in the previous meeting where the members of the group were the students sitting close. The aim of grouping the students randomly was for reducing the noise that happened in the first meeting. Unfortunately, while grouping the students, the researcher found a problem. Since the grouping was done randomly, not all students agreed with the grouping results. Some of them said that they did not want to move their seating and they wanted to be grouped with their close friends. The researcher then convinced the students that she grouped the students equally. Fortunately, within 5 minutes everything was getting better since the students involved finally accepted the decision.

The researcher asked the students by reminding them about the theme in the previous meeting. The theme was still same. It was about global warming.

There were some questions given by the researcher and every group answered all the questions.

There was a different way for delivering the materials. In the first meeting, the researcher explained all the materials. It did not happen in the second meeting. Here, the materials were given by the representative of each group that joined the expert group. The representative of each group was chosen by the members of every group.

First of all, each group sent a representative to join the expert group for discussing the materials. The materials were still the same as the previous meeting. Before the discussion the researcher gave them an analytical exposition text with the title "*Reducing Global Warming*" and some points of material to be discussed. While the expert team had a discussion, the other original groups also had the same activity. After all the things had done in the expert group, the members of the expert group returned to the original group to deliver the materials to their team-mate. They also had the discussion within the group. During this activity, the students were very serious (see Picture 5 in Appendix D and FN 9 in Appendix A). Seriously they listened to their friend who explained the materials. They made notes on their own while their friend was explaining and sometimes they also asked question and had a discussion (see Picture 4 in Appendix D and FN 9 in Appendix A). After doing this activity, the researcher gave the worksheets to the students. Here, the students wrote the summary of the materials delivered in their own words (see Picture 6 in Appendix D). They did it

individually. To know the students' writing result, the researcher asked to the students to submit the worksheets at the end of the class.

The students said that the lesson was more interesting. They could study seriously and enjoyed it very much as could be seen from the interview transcript below:

- R : *Menurut kalian, gimana kelas kita pagi ini?*
(In your opinion, how was our lesson this morning?)
- S : *Wah...menyenangkan, Miss.*
(It was joyful.)
- R : *Lebih suka mana dibandingkan dengan kelas kita kemarin?*
(Which one do you prefer if it is compared with the previous class?)
- S : *Aku sih lebih suka kelas yang sekarang, Miss.*
(I prefer this lesson.)
- R : *Kenapa?*
(Why?)
- S : *Soalnya kita tadi kan belajarnya dalam kelompok. Terus gak ribut lagi kayak kemarin. Jadi bisa konsentrasi dan serius belajarnya.*
(Because we studied in groups. And then there were no noisy students like yesterday. So, we could study seriously and could concentrate)
- R : *Terus gimana dengan kegiatan diskusi dengan teman kalian yang tergabung di expert group?*
(How about the discussion with your friend who joined the expert group?)
- S : *Oh, iya. Ini juga seru, Miss. Ga biasanya kan kita dapat penjelasan materi dari teman, soalnya kan biasanya yang menyampaikan materi itu guru.*
(Oh, yeah. It was also cool, because we got the materials from the explanation of our friend, not from the teacher.)
- (IT 8 in Appendix B)

The researcher also interviewed a student who was chosen as the expert team. The interview transcript was below:

- R : *Gimana tadi perasaanya jadi salah satu dari tim expert?*
(What do you feel as one of the members of the expert team?)
- S : *Seru, Miss. Tapi tadi grogi ketika harus menyampaikan materi sama teman-teman di group saya.*

- (It was cool, but I felt nervous when I had to deliver the material to my original team-mate.)
- R : *Kenapa kok grogi?*
(Why did you feel nervous?)
- S : *Ga biasa menyampaikan materi bahasa Inggris sama teman-teman.*
(It is not usual for me to deliver materials to my friends.)
- R : *Sebelumnya udah pernah belum menyampaikan materi bahasa Inggris sama teman-teman kamu?*
(Have you ever delivered English materials to your friends?)
- S : *Belum pernah, Miss. Selama ini yang biasa menyampaikan materi ya guru aja atau kita disuruh membaca materi yang ada di buku dan latihan yang ada di LKS.*
(Never. During the lesson, the teacher always delivers the material or we are asked to read it from the book and the exercise from the LKS.)
- R : *Jadi tadi gimana kegiatannya menurut kamu? Menyenangkan atau tidak?*
(So how do you feel with the activity just now? Was it interesting or not?)
- S : *Wah...seru, Miss.*
(It was cool.)
- R : *OK. Makasih ya....*
(OK. Thank you.)
- (IT 9 in Appendix B)

The researcher also interviewed some students about the writing activity.

- R : *Bagaimana dengan tugas writing di akhir pembelajaran tadi? Menurut kalian tugas writing-nya sulit gak?*
(How about the writing task at the end of the lesson? In your opinion, was it difficult or not?)
- S : *Ya, lumayan gampang. Kan tadi cuma menulis rangkuman materi. Kan udah ada kalimat-kalimatnya yang didiskusikan tadi. Tinggal menggabungkannya menjadi rangkuman.*
(It's easy enough. Just writing the summary by uniting some sentences that had been discussed before.)
- R : *Memangnya tugas writing yang sulit itu yang bagaimana?*
(Which writing task is actually difficult?)
- S : *Yang sulit itu kalau harus menulis teks, Miss. Kita kan pernah dapat tugas dulu harus nulis teks gitu.*
(The difficult task is when we should write a text. We had ever got the task.)
- R : *Apa yang membuat kalian merasa sulit dengan menulis teks?*
(What things that make you feel difficult in writing a text?)
- S : *Banyak, Miss. Yang paling sulit itu dalam mengungkapkan*

dan mengembangkan ide, terus takut salah-salah grammarnya.

(There are many difficulties. The most difficult things are in generating and developing idea, and we are also afraid of making mistakes in grammar.)

(IT 9 in Appendix B)

Fortunately, the problems in the first meeting did not emerge. The students who usually made noise now joined their new team seriously because they were grouped randomly. As the teacher argued, the second meeting as also the second implementation was better than the first meeting.

R : *Bagaimana mengenai implementasi yang tadi, Bu?*

(What do you think about the recent implementation, Ma'am?)

T : *Wah, tambah tertarik, Mbak. Pertama karena tidak ada lagi keributan seperti kemarin. Ini karena sistem pengelompokannya yang acak seperti tadi. Dari awal ketika warming up mereka cukup antusias. Apalagi ketika inti kegiatan Jigsaw tadi, mereka cukup serius dan diskusinya berjalan baik.*

(Wow, they were more interested. First, because the grouping was done randomly, so there was no disturbance like the first meeting. The students were enthusiast since the warming up activity. Moreover, they were serious during the Jigsaw activity and the discussion ran well.)

R : *Lalu untuk kegiatan writingnya tadi gimana menurut Ibu?*

(And then, how about the writing activity?)

T : *Waktu aktivitas itu bagus juga. Berbeda dengan kemarin ya. Ada peningkatan, mereka harus membuat sebuah summary.*

(The activity was good. It was different with the previous.

R : *There was an improvement where they should write a summary.)*

Jadi menurut Ibu, implementasi yang kedua ini lebih baik atau tidak, Bu, dari yang sebelumnya?

T : *(So, in your opinion, was the second implementation better than the previous one?)*

Jelas, Mbak. Tentu implementasi yang ini lebih baik.

(Of course, this implementation was better.)

(IT 10 in Appendix B)

From the interview transcript above, it could be concluded that *Jigsaw* successfully made the students motivated to involve both in the teaching-learning process and in the writing activity.

3. Reflection

After conducting the actions in Cycle 1, the research team had a feedback discussion. In the discussion, they analyzed the data from the observations and the interview transcripts to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related the implemented actions. The following were the results of the reflection:

a. Student Teams-Achievement Division (STAD)

The use of STAD was not effective enough in motivating the students and making them involved both in the teaching learning process and writing activity. There were still some weaknesses. The students at the backside of the class made noise. Sometimes they had their own activities such as laughing and talked to each other. There was also a student who looked sleepy. The positive thing from this technique was that the students habitually wrote from the very simple sentence form. It was important to start the writing activity. Most students also liked the activity because they studied in group. In addition, the use of pictures in the warming up activity helped to motivate the students involved in the teaching-learning process. They enthusiastically answered some questions related to the pictures.

b. *Jigsaw*

Jigsaw was successful in motivating the students involved in the teaching-learning process. They had a big motivation to join the teaching-learning process. They were also very enthusiastic joining the class. It could be seen since the warming up activity using the pictures, the discussion activity, and writing activity. They did all the activity well. Moreover, it was easier to control them because they were in group that had been grouped randomly. Fortunately, by doing this activity, the problem in the first meeting did not emerge anymore. There were no noisy students who interrupted the teaching-learning process.

One of the most important things was that the students tried to write from the very simple things, i.e. they wrote a summary of the materials they got during the lesson. One more step they did. After they wrote the sentences in the previous meeting, now they wrote a paragraph in the form of a summary. They did not feel difficult with this activity because they had already got the sentences to write because during the discussion activity they made notes. They only united the sentences to write a summary.

C. Report of Cycle II

1. Planning

After successful in handling the first problem i.e. the students' motivation, the second problem that was feasible to be solved were about generating and developing ideas. Considering the problems identified, the researcher and the English teacher planned to implement two cooperative learning techniques

namely *Think-Pair-Share* and *Two Stay Two Stray (TSTS)*. The main activity of the techniques was discussion. It was good for creating a greater amount of talk of the students. Thus, automatically they could generate and develop their idea through the discussion. By implementing the techniques, it was expected that the students would generate and develop their idea for their writing. The researcher decided to implement the new techniques with the consideration that the students needed more different activities to make them much more interested and motivated to write and involve in the teaching-learning process.

2. Action and Observation

This cycle was carried out twice; on November 3rd and 4th, 2010. The theme for the second cycle was about the happening issues at that time. It was about *disaster*. The complete description would be provided below:

a. Using *Think-Pair-Share*

Think-Pair-Share was used to make the students generate and develop idea for their writing. The activity was started by grouping the students into group of four. The grouping was done randomly like what was done in the previous meeting. Then the researcher showed some pictures that brought the students up to the topic on that meeting. Pictures were always used because they were effective to warm the students up since the first meeting. There were many pictures related to disaster such as the pictures about mountain eruption, earthquake, tsunami, forest fire and flood. As the result, the students were enthusiastic in mentioning kinds of the disaster on the pictures. Some students

sitting at the back moved to the front to get close with the pictures. They answered every question from the researcher related to the pictures. The pictures were familiar for them, especially the disasters that recently happened such as Merapi eruption, tsunami in Mentawai, and flood in Wasior.

After the warming up activity, the researcher divided each group into pairs, so each group consisted of two pairs. Each pair had a discussion before they had a discussion with the original team. After the students sat in pairs, the researcher started to explain what should be done by the students. In pairs, the students discussed the differences between natural disasters and man-made disasters. After that, the pairs discussed everything related to man-made disaster especially the things that cause the disaster. After approximately 15 minutes having discussion in pairs, the students had a discussion with the original team. It needed longer time to discuss, because there were some different opinions between the two pairs. They united their opinions until the agreement reached. Within the discussion, the researcher gave the materials about *Asking for opinion* and *giving opinion expression* and gives some other examples.

After they had finished their discussion, every group presented the result. They wrote the result before they presented it in front of the class. They wrote in the form of their opinions that used asking and giving opinion expression.

When every group had a presentation, the other groups gave comments, questions, or suggestions to the presenter. So, there was a big discussion that covered the whole class. However, only a few students gave their comments. Most of them were afraid of giving their opinion verbally. It did not matter

because they had done it in Think-Pair-Share activity. Besides having a presentation, the worksheets from every group were also submitted to the researcher. It was to know the students' progress on their writing although the writing activity was not done individually. The important was that the students tried to generate and develop their idea.

The students had the pair and group discussion seriously (see Picture 7 & 8 in Appendix D and FN 10 in Appendix A). They also enjoyed the activity and the whole class activity that day as reflected by the interview transcript below.

- R : *Gimana kelas kita pagi ini?*
(How was our lesson this morning?)
- S : *Asyik, Miss.*
(It was joyful.)
- R : *Gimana tadi ketika kegiatan harus mengungkapkan ide? Susah gak?*
(How was the activity when you should generate idea? Was it difficult?)
- S : *Nggak, Miss, gak susah kok.*
(No, it was not difficult.)
- R : *Kenapa?*
(Why?)
- S : *Soalnya kita tadi kan mengerjakannya berpasangan, terus dalam kelompok juga, jadi bisa diskusi. Yang susah itu kalau sendirian, Miss.*
(Because we studied in pairs, then in groups, so we had a discussion. It would be difficult if we did it alone.)
- (IT 11 in Appendix B)

Think-Pair-Share became one of the cooperative learning techniques implemented in this research and the teacher argued that it was successful to motivate the students in generating and developing idea.

- R : *Begini Bu, menurut Ibu cooperative learning yang saya pakai kemarin? Oya, secara general dulu, gimana kelas kita kemarin, Bu?*
(What do you think about the cooperative learning technique that I used yesterday, Ma'am? And in general, how about our

lesson yesterday?)

T : *Bagus ya, Mbak. Sebenarnya teknik yang digunakan itu simple, tapi ya jadi menarik dan bisa memacu siswa untuk mengeluarkan ide-idenya. Saya perhatikan tadi para siswa cukup antusias ya, apalagi ketika diskusi kelompok dan persentasi. Saya senang melihatnya, Mbak.*

(It was good. Actually the technique was simple, but it could push the students to generate and develop their ideas. I saw that they were enthusiast enough, especially during the group discussion and presentation. I liked it.)

(IT 12 in Appendix B)

This activity focused on how to generate and develop idea. There was no individual writing activity at the end of activity, however there was still a writing activity implicitly, i. e. when the students had discussion, they wrote their ideas in group together. They also wrote notes before having a presentation.

It could be concluded that the whole class ran well. Even, some students who were busy with their own activity at first suddenly stopped it and involved in the teaching-learning process. When the presentation activity, all students looked serious although sometimes was noisy because some groups were still have discussion.

b. Using *Two Stay and Two Stray (TSTS)*

Two Stay and Two Stray as one of the techniques of cooperative learning was used in the second meeting of Cycle II. It was used to motivate the students who were afraid in generating and developing idea. It was easier for the researcher to control the students in the second meeting. The researcher did not need to work hard to arrange the seating arrangement. When the researcher came, they sat down tidily on their own chair based on their group after the teacher asked.

The group composition was the same as the previous meeting. Each group still consisted of four students. In this meeting, each group was also divided into two pairs. A couple called '*two stay couple*' stayed at group to be asked by the other students from the other groups. Another couple called '*two stray couple*' went to the other groups to do their job to search information.

The activity would be how to generate idea that would be spoken first then written it in the worksheet. First of all, the researcher gave a topic from which the ideas and information related to the topic should be found. The topic was still the same as the previous meeting. It was about disaster, but it was narrowed. It was about the flood that continually happened in Jakarta.

First of all, the '*two stray couple*' came to another group to ask the ideas related to the topic. Then the students wrote the list of ideas and information from their friends on the worksheet individually. The '*two stray couple*' visited all the groups to get the information as many as possible (see Picture 9 in Appendix D). In this activity, the students used asking and giving opinion expressions in the process of generating idea that had been studied before. After getting all the information, the '*two stray couple*' returned to their group and discussed it together with the original team (see Picture 10 in Appendix D). In the discussion in the group, the students discussed all the information and ideas from the other students in another group until the agreement achieved.

With this technique, the students were very enthusiastic when they were asked to generate their idea. Perhaps because they had the responsibility to share

their idea to the other students from the other group and the situation was more relaxed and they could keep in touch freely.

Kegiatan ini berlangsung lancar dan siswa kelihatan aktif bergerak dari satu kelompok ke kelompok lain. Begitu pula dengan 'two stay couple' mereka tampak bebas mengeluarkan ide pada teman yang menanyakan.

(This activity ran well and the students looked actively moved from one group to other groups. The 'two stay couple' also looked freely generate their idea to their friends who asked them.)

(FN 11 in Appendix A)

Two Stay and Two Stray technique made the students more interested and were not afraid anymore in generating and developing their ideas. Again, they said that cooperative learning was more joyful as the students said in the interview below:

R : *Setelah pelajaran kita tadi, menurut kalian lebih menarik gak belajar bahasa Inggrisnya?*

(After having our lesson today, do you like English more than before?)

S : *Iya, menarik.*

(Yes, it was interesting.)

R : *Gimana tadi kegiatannya? Tadi kan harus memberikan ide tentang suatu topik, susah gak?*

(How about the activity? Was it difficult when you should generate the idea?)

S : *Ternyata gak susah ya, Miss. Karena tadi kan bareng sama temen-temen, jadi gak susah nyari idenya.*

R : (It was not difficult. Because we generate and develop the idea with friend.)

(IT 13 in Appendix B)

As the teacher argued, the implementation in the second meeting of Cycle II was better than the first meeting.

R : *Mengenai implementasi yang tadi gimana, Bu?*

(About the recent implementation, what do you think,

T : *Ma'am?)*

Teknik yang digunakan sangat bagus, Mbak. Sebenarnya yang kemarin juga sudah bagus, hanya saja yang ini lebih membuat siswa aktif.

- (The technique used was very good. Actually the previous technique was also good, however this one made the students
- R : more active.)
- Mengenai teknik TSTS itu sendiri gimana menurut Ibu?
- T : (How about the TSTS technique itself?)
- Saya lihat tadi bagus, Mbak. Dengan menggunakan teknik ini, mereka jadi lebih berani untuk mengungkapkan ide-ide mereka.*
- (It was good. With this technique, they became braver in generating and developing idea.)
- (IT 15 in Appendix B)

From the interview transcript above, the teacher said that *TSTS* successfully made the students brave to generate and develop their idea. They were more active in the teaching-learning process.

3. Reflection

After conducting the action in Cycle II, the research team conducted a feedback discussion. In the discussion, they analyzed the data from the observations and the interviews to evaluate the action that had been conducted. Everyone was free to voice their opinions, feelings, and suggestions related the implemented actions. The following were the results of the reflection.

a. *Think-Pair-Share*

Think-Pair-Share technique actually was simple and easy to be implemented, but it was effective enough to push the students to be able to generate and develop idea. The discussion ran well both during discussion in pairs and in groups. There was also the class discussion during the presentation. However, there was still a weakness; when the presentation activity, there was still a noise from groups which still had group discussion.

b. *Two Stay Two Stray*

TSTS was successful in making the students brave to generate and develop their idea. They were not afraid anymore. Moreover, they had a big motivation to join the teaching-learning process. In this activity, the students looked more enthusiastic. They were more active because in this activity, the students moved from one group to another group for collecting ideas and information.

D. Report of Cycle III

1. Planning

As the second problem i.e. the students' difficulty in generating and developing idea had been successfully solved, this cycle focused on the students' difficulty in grammar. Based on the observation and in-depth interview, the students said that they felt difficult in grammar when they were writing. They were afraid of making mistakes on grammar. Based on this reflection, there were some plans in Cycle III. The researcher and the teacher decided to implement some interesting cooperative learning techniques such as *Think-Pair-Share*, *Jigsaw*, *Team Pair Solo*, and *Peer Feedback*. Two of them (*Jigsaw* and *Think-Pair-Share*) had been implemented in Cycle I and Cycle II. These techniques were used again because they were successfully used in the previous actions. The actions were carried out in three meetings; on November 10th, 11th, and 17th, 2010.

Those techniques had discussion activity that made the students feel more relaxed in studying grammar because they worked in group, discussing materials with friends, solving the problems and doing exercises together. With these

activities, it was expected that the students' difficulties in grammar would be solved. Thus, hopefully, at the end of the activity, the students could handle all the problems and could be able to write a text of analytical exposition.

2. Action and Observation

a. Using *Think-Pair-Share*

Based on the previous observation, in-depth interview to the students and the teacher, and the students' writing result, the teacher had found that the next problem that was feasible to solve was the students' grammar. Some of them said that they were afraid of making mistakes on grammar during they were writing.

As the problem that would be solved in this cycle was the students' grammar, the researcher chose *Think-Pair-Share* as technique of cooperative learning principles that would be implemented on the first meeting of Cycle III. *Think-Pair-Share* functioned to make the students improve their grammar in writing.

This technique had actually been implemented in Cycle II and it was successful enough to make the students generate and develop idea. It was also expected that this technique would be successful in improving the students' grammar.

The lesson started by grouping the students into group of four. The grouping was done randomly. It had always been done since the second meeting of Cycle I because it was effective to be applied. It could reduce the students'

noise during the teaching-learning process. After that, the researcher divided each group into pairs, so each group consisted of two pairs.

The material that day was the common grammatical patterns in analytical exposition texts (see Picture 12 in Appendix D). To remind the analytical exposition text that had been delivered in Cycle I, the researcher gave an analytical exposition text with the title *'The Government Should Provide Rehabilitation Programme for Drug Users'*.

In this technique, the main activity was discussion, but first of all, the researcher gave some pictures related to the theme for warming the students up. The discussions were in pairs, in groups, and in the whole class. Before the students had discussion, the researcher gave them some tasks. The tasks were related to the grammar used in analytical exposition text. They did the task first and analyzed the grammar used in pairs. The researcher set the time limit of 20 minutes for the discussion. The discussion then was continued in groups. The time needed here was longer, because the students made a preparation and notes for having a presentation. After they had finished their discussion, every group presented the result in front of the class. At the end of the activity, the students got a quiz to check their understanding about the materials. The exercise was related to the grammar that had been discussed. They did the exercise individually (see Picture 11 in Appendix D).

Things that were discussed and presented here were one step more difficult for the students especially for the students who were responsible to

present. In addition, this technique made the students' hearts throbbing because they presented the discussion result at the end of the activity.

- R : *Bagaimana dengan kegiatan kita hari ini?*
(How about our activity today?)
- S : *Menyenangkan, Miss.*
(It was fun.)
- R : *Gimana dengan kegiatan diskusi tadi?*
(How about the discussion?)
- S : *Sebenarnya seru, sih, Miss. Cuma materinya yang agak susah. Mungkin karena grammar. Soalnya kami gak pernah diskusi dan persentasi tentang grammar. Takutnya juga tadi salah menyampaikan waktu persentasi.*
(It was fun actually. However the materials were rather difficult. Perhaps because it was about grammar. We never discuss and present grammar before. We were also afraid of making mistake when having presentation.)
- R : *Kalau kegiatan presentasinya gimana menurut kamu.*
(How about the presentation activity?)
- S : *Deg-degan, Miss. Kan malu kalau salah.*
(I got my heart was throbbing, because I would be shy if I did mistake on my presentation.)
- (IT 17 in Appendix B)

Although some students felt the difficulties in discussing and presenting grammar, they looked serious during the discussion and think hard when they did the task and prepared the presentation. They enjoyed the activity as could be seen in the interview transcript below.

- R : *Gimana tadi kegiatannya menarik, gak?*
(How was our activity today? Was it interesting?)
- S : *Iya.*
(Yes, it was.)
- R : *Gimana dengan belajar grammar seperti tadi? Menyenangkan nggak buat kamu?*
(How about studying grammar like that? Was it interesting for you or not?)
- S : *Iya, menyenangkan.*
(Yes, we enjoyed it.)
- R : *Terus, lebih mudah atau tidak belajar grammar dengan cara kegiatan tadi?*
(Then, was it easier studying grammar with that way?)

- S : *Iya, Miss.*
(Yes, it was.)
- R : *Kenapa?*
(Why?)
- S : *Belajar kelompok itu enak, Miss. Kan bisa diskusi sama teman, jadi lebih gampang belajarnya. Gak bikin ngantuk juga selama belajar.*
(Studying in group was joyful. We could discuss with friends, so we studied easier. It also did not make sleepy during the teaching learning process.)
- (IT 16 in Appendix B)

From the teacher's point of view, the activity was successful in motivating the students to study grammar. The interview transcript below showed it.

- T : *Langsung menuju kegiatan intinya ya.... Tadi saya lihat proses diskusinya bagus. Mungkin karena mereka sudah pernah mendapat kegiatan yang sama, jadi mereka sudah tahu alurnya gimana. Tadi diskusinya kelihatan serius juga, terutama ketika diskusi kelompok.*
(Let's talk about the main activity. I saw that the discussion ran well. Perhaps because they ever got the same activity, so they knew the rule. They looked serious during the discussion, especially during the group discussion.)
- R : *Kalau kekurangannya apa, Bu dari kegiatan tadi?*
(What was the weakness from the activity?)
- T : *Mungkin tadi mereka merasa agak kesulitan karena materinya grammar ya. Itu aja sich. Mungkin harus dibiasakan lagi.*
(Perhaps they felt difficult with the material because it was about grammar. Only that. Perhaps they should be accustomed to learn grammar.)
- (IT 18 in Appendix B)

b. Using *Jigsaw*

For the second time *Jigsaw* was used in this research. First, this technique was used in Cycle I to improve the students' motivation in the teaching-learning process and in doing writing tasks. Moreover in this cycle, *Jigsaw* was used to improve the students' grammar.

The activity was basically the same with the previous *Jigsaw* in Cycle I. The groups were also done randomly that consisted of five students for each group. One student became a representative for their group to join the expert group for discussing the materials and the students also got a text related to 'drugs' which had some questions to be answered.

There was something different in this activity where the researcher involved directly in the expert team. It was for helping the students in mastering the materials, so they really understood and could present the materials well to their original group. The material was the same as the previous meeting.

When the expert group had a discussion, the original groups did some grammar tasks. After the expert group had finished their discussion, they returned to their original group to present the materials. It was continued with doing some grammar tasks given before the discussion.

After the group activity had done, the researcher gave a quiz. The students returned to their seating before the groups were formed. Then the researcher gave them an exercise. They did the exercise individually (see Picture 11 in Appendix D). The exercise was related to the grammar that had been discussed.

Due to the great motivation from the students, some of them finished the task faster than the time given. They submitted the exercise sheets to the researcher.

Jigsaw technique successfully improved the students' grammar. After the researcher checked the result of the exercises, the improvement of the students'

grammar could be seen. Here is the improvement of the students' grammar exercises:

Table 4: The Students' Grammar Scores

Students	Exercise 1	Exercise 2
Student 1	6.5	8.5
Student 2	7.5	8.5
Student 3	4	7.5
Student 4	5.5	7
Student 5	7	9
Student 6	6	8.5
Student 7	7	9.5
Student 8	7	10
Student 9	7	8
Student 10	8	9
Student 11	8.5	10
Student 12	4.5	7.5
Student 13	5	8
Student 14	6.5	8
Student 15	6.5	9
Student 16	6	9.5
Student 17	6	7.5
Student 18	4	6.5
Student 19	7	7.5
Student 20	6.5	7.5
Student 21	6.5	7
Student 22	5.5	7.5
Student 23	7.5	7.5
Student 24	7	8
Student 25	8	8
Student 26	6.5	7.5
Student 27	4.5	8
Student 28	6	8.5
Student 29	6	7.5
Student 30	7.5	10
Student 31	8	10
Mean	6.5	9

The situation during the teaching-learning process was also more relaxed for the students as reflected below.

T : *Saya rasa ada peningkatan ya Mbak. Yang tergabung di expert grup kelihatannya serius diskusi. Apalagi tadi Mbaknya ikut di dalamnya.*

(There was an improvement. The students in the expert group looked serious during the discussion. Moreover, you were involved there.)

R : *Oke, thank you, Ma'am. Kalau mengenai quiz di akhir pembelajaran tadi gimana menurut Ibu?*

(OK, thank you. How about the quiz at the end of the teaching-learning process?)

T : *Menurut saya cocok untuk mengetahui pemahaman siswa terhadap grammar.*

(I think it was appropriate to know the students' understanding.)

(IT 19 in Appendix B)

c. Using *Team Pair Solo*

In this chance, the researcher tried to apply *Team Pair Solo* technique. This technique was like the opposite of *Think-Pair-Share* technique because the activity was started from the group discussion, in pairs discussion, and at the end was the individual/solo activity. The aim of implementing this technique was to cover all the problems in writing that had been solved in the previous cycles.

First of all, the students were grouped by giving them the cards at random. Each card contained a topic. There were eight topics for eight groups: the danger of smoking, effects of free sex, free access of internet, corruption, bad TV programs, the bad pollution in industrialized areas, serious traffic jam in Jakarta, and slum areas in the city.

After the students got their groups, they had a discussion with their teammate (see Picture 13 in Appendix D). The duration given by the researcher was 20 minutes, but the students asked the researcher to give them more time, so there was 30 minutes for the discussion. What the students did during the discussion

was sharing about everything related to the topic. Here, every student was demanded to generate their idea and developed it together with their team-mates.

After 30 minutes had gone, the researcher asked the students to end the group discussion. Now, they had a discussion in pairs (see Picture 14 in Appendix D). The researcher gave only 10 minutes to the students for having discussion in pairs. The time limit was enough because in this activity, the students only fixed what already got from the group discussion.

After the pair discussion had finished, the solo activity was done. In this activity, the students did a writing task individually (see Picture 15 in Appendix D). They wrote an analytical exposition text based on their own topic they got and the result of their group discussion. The time limit for this activity was 30 minutes. The students could finish their writing within the time given. Only several of them were late.

The activities ran well from the beginning until the end of the activity. The students enjoyed the class and looked serious during the teaching-learning process as reflected by the students in the interview transcripts below.

- R : *Gimana kelas kita kemarin?*
(How was the lesson yesterday?)
- S : *Kegiatannya kemarin hmm... enak, Miss.*
(The activity was interesting.)
- R : *Tugas writing-nya susah gak? Kemarin kan kalian harus bikin teks analytical exposition tuh.*
(Was the writing task difficult? Yesterday you should write an analytical exposition text.)
- S : *Nggak, kok. Nggak susah. Soalnya yang akan ditulis udah didiskusikan, Miss.*
- R : (It was not difficult, because what would be written had been discussed before.)

(IT 21 in Appendix B)

d. Using *Peer Feedback*

Peer Feedback was used at the same time with *Team Pair Solo*. This technique was put at the end of the activity. The purpose of this activity was to check the students' grammar by exchanging the writing product to their partner, so every student had a partner to work. This activity focused on revising the students' mistakes in grammar. In revising the text, the students can make some marks for marking the mistakes. It could be line, circle, cross mark, and so on. After revising their partner's worksheet, they returned it to the owner to be corrected.

The activity was continued on the next day because the time was up. The researcher was afraid if the students would forget to bring their writing result tomorrow, so she asked the students to submit their writing.

On the next meeting, the researcher distributed the students writing. They carefully examined their writing that had been revised by their partner, then rewrote it until it correct. The students became more motivated to write better when the researcher informed that she would publish the best writing on the school board magazine (see Picture 16 in Appendix D).

- R : *Gimana dengan kegiatan Peer Feedback tadi menurut Ibu?*
(How was the Peer Feedback activity based on your opinion?)
- T : *Bagus, Mbak. Jadi ya, untuk mengoreksi tulisan siswa itu ndak melulu harus sama guru. Jadi sambil ngoreksi teks temennya, mereka juga sambil belajar grammar lagi.*
(It was good. It proved that revising the students' writing should not always be done by the teacher. While correcting the writing, they also studied grammar.)

R : *Oh iya, Bu. Menurut Ibu bagaimana dengan implementasi gabungan antara Team Pair Solo dengan Peer Feedback?*

(Based on your opinion, how about the combination between the uses of Team Pair Solo with Peer Feedback?)

T : Menurut saya penggabungannya cocok. Kedua teknik ini bisa meng-handle problem-problem sebelumnya hingga siswa bisa membuat sebuah teks.

(I think the combination was suitable. Both techniques could handle the students' problems in writing until they could write a text.)

(IT 23 in Appendix B)

3. Reflection

After conducting the action in Cycle III, the research team conducted a feedback discussion. In the discussion, they analyzed the data from the observations and the interviews to evaluate the action that had been conducted. Everyone was free to voice their opinions, feelings, and suggestions related the implemented actions. The following are the results of the reflection.

a. *Think-Pair-Share*

This technique was good enough to be implemented to improve the students' grammar. The discussion made the students learn grammar autonomously in pairs and in groups. They were also very serious during the group discussion because they had a presentation in front of the class. Although this activity focused on improving the students' grammar, there was still the writing activity i.e. when they prepared the presentation. They wrote a note about the material that would be delivered.

b. *Jigsaw*

The use of *Jigsaw* technique was effective in motivating the students in studying grammar for their writing. It also made the students involved in teaching-learning process. Therefore, that was a great idea to implement it in this cycle. As a result, this technique had a big influence to the students' writing. They felt more confident with their grammar and they were enthusiastic in the teaching and learning process and doing writing task.

c. *Team Pair Solo and Peer Feedback*

By using *Team Pair Solo and Peer Feedback*, the students' writing skills improved. This technique was successful to solve the students' main problems in writing that had been solved one by one in the previous actions. These techniques proved that it could improve the students' motivation, improved the students in generating and developing idea, improved the students' grammar, and improved the students' writing skill. Moreover, in this activity, the students successfully wrote an analytical exposition text.

E. General Findings

The actions were implemented in three cycles. Based on the reflection of each cycle, a number of points can be concluded as follows:

- 1) The implementations of Cycle I, II, and III were effective to make the students' to be involved in the teaching learning process.
- 2) From the three cycles, there were two main problems i.e. the lack of classroom management while *Two Stay Two Stray (TSTS)* was implemented and there

were some students at the back row who made noise while *Student Team Achievement Division (STAD)* was implemented.

- 3) The weaknesses in the first meeting of Cycle I were successfully overcome in the second meeting because the researcher grouped the students randomly, so there was no disturbance from the students sitting at the back row.
- 4) *Jigsaw* technique was implemented twice. It was successful in motivating the students involved in the teaching-learning process, motivating them to do writing task, and improving their grammar in writing.
- 5) *Jigsaw* technique made some students brave and responsible to their groups. Because the students who had a role as the leader/expert should deliver the materials and information to their team members well. It was something different for them because they got the explanation of materials from their friends, not from the teacher as usual.
- 6) The use of *Jigsaw* in Cycle 1 was better than STAD in motivating the students' in the teaching learning process. However, both of them were successful in accustoming the students' to write from the very simple sentence on the worksheet.
- 7) *Think-Pair-Share* was implemented twice. It was good to be used for motivating the students to generate and develop their idea and improving the students' grammar. However, some students felt difficult with the presentation activity when they delivered the grammar materials.

- 8) Using *Two Stray Two Stay (TSTS)* made the students more enthusiastic in generating and developing their ideas. This activity included movements from one group to the other group for getting the other group's idea.
- 9) *Team Pair Solo* was effective to overcome the students' main problems in writing. With this technique, the students worked in group to generate and develop idea finally made an analytical exposition text individually.
- 10) *Peer Feedback* was the final cooperative learning technique used. It was used to revise the students' writing product and to evaluate how well the students' writing product was. This technique also made the students learned grammar autonomously.
- 11) The use of pictures in every cycle was effective to warm and bring the students up to the lesson.

F. Discussion

There were three main areas of the writing skills that became the problems of the students. The first one was generating and developing idea. The second was about grammar focused on the linguistic features of analytical exposition text. The third was organization of the text, where in this step, the students should write a whole text after they could generate and develop idea and mastered the grammatical features. One more thing that was very important to increase the students' writing skills was related to the students' motivation, both their motivation in improving writing skills and motivation to be involved in the teaching-learning process.

Motivation was the first problem that was solved because to reach the goal i.e. improving the students' writing skills, it was very important to improve the students' motivation first in the teaching-learning process because with the good teaching-learning process, the goal would be easier to be achieved. Furthermore, the researcher and the English teacher implemented two cooperative learning techniques namely *Student Teams-Achievement Division (STAD)* and *Jigsaw*. The result was that these techniques were quite good to improve the students' motivation. Besides they studied in groups, they also were accustomed with the writing task during the activities.

The second problem that was feasible to be solved was about generating and developing idea. Idea is very important in every writing activity, because to write something there must be an idea as the content of the writing text. Thus, the researcher and the English teacher implemented two cooperative learning techniques namely *Think-Pair-Share* and *Two Stay Two Stray (TSTS)*. The main activity of the techniques was discussion. It was good for creating a greater amount of talk of the students. Thus, they automatically could generate and develop their idea through the discussion. By implementing the techniques, the students could generate and develop their idea for their writing. The researcher decided to implement the new techniques with the consideration that the students needed more different activities to make them much more interested and motivated to write and involve in the teaching-learning process.

The third problem was the students' difficulty in grammar. This problem was very important to be solved because grammar cannot be separated from

writing. As a good writing must have a good grammar. Besides the students' grammar, the organization of the text was also checked in this cycle. It was at the end of the activity where the students wrote a whole text of analytical exposition text. To solve the problems, the researcher and the teacher implemented some interesting cooperative learning techniques i.e. *Think-Pair-Share*, *Jigsaw*, *Team Pair Solo*, and *Peer Feedback*. Two of them (*Jigsaw* and *Think-Pair-Share*) had been implemented in Cycle I and Cycle II. Those techniques had discussion activity that made the students feel more relaxed in studying grammar. They worked in group, discussed materials with friends, solved the problems together and did exercises. With these activities, the students' difficulties in grammar could be solved. At the end of the activity, the students could handle all the problems and could be able to write an analytical exposition text.

It could be concluded that the students' problems in writing could be solved one by one by using appropriate cooperative learning techniques. Finally the students writing skills improved. It could be seen from the observation of the teaching-learning process, in-depth interview with the students and the English teacher, and the students' writing products.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research findings and discussions in Chapter IV show that the writing ability of Science Program students class XI of SMA Kolombo Yogyakarta improved through the use of cooperative learning techniques. For more detail explanation, it is described below:

1. Factors causing the low motivation of learning writing of the students.

Based on the researcher's experience during the observations and the in-depth interview to the students and the English teacher in SMA Kolombo, the factors that cause the low writing skills of the students were that they had less motivation to do the writing task because they had difficulty in generating and developing idea and find difficulties in grammar.

2. The students' writing ability.

The students had less motivation to do the writing task because the problems that had been mentioned above. The students also looked reluctant and did not work seriously in doing writing task. These problems made the students had low writing ability.

3. The writing lessons that were carried out to attract the students.

Parts of writing were developed based on the urgent needs of the students in improving their writing. The researcher and the English teacher made some plans to be implemented in the teaching-learning process. The aim of the actions

was to improve the students' writing ability through some cooperative learning activities.

4. The effectiveness of cooperative learning in improving the students' writing skill.

It could be seen from the changes as the result of the actions. The changes were related to the following:

- a. The changes in the English teaching-learning process and writing activity.

During the implementation of the research, the situation of the teaching-learning process and writing activity became more lively active and enjoyable after the researcher applied some various interesting cooperative learning techniques. It was different from their former condition that was monotonous. Thus, the students were interested in engaging themselves in the teaching-learning process and in the writing activity.

- b. The changes happening to the students.

By the end of the action research, the problems emerging at the beginning e.g. some students at the backside of the class who were noisy during the teaching-learning process did not emerge anymore after the researcher implemented some appropriate cooperative learning techniques. Nevertheless, applying some cooperative learning techniques such as *Think Pair Share*, *Two Stray Two Stay*, *Jigsaw*, etc., made the students enthusiastic and motivated to join the teaching-learning process and the

writing activity. In addition, they also could be able to study autonomously because they had friends for sharing and discussing the materials.

c. The changes happening to the English teacher.

As involved in the research directly, the English teacher got more knowledge about teaching English in the classroom especially how to overcome the low motivated students both in the teaching-learning process and in writing activity. Furthermore, she could improve her knowledge about how to teach writing by using cooperative learning.

d. The changes happening to the researcher herself.

As the action implemented, the researcher earned knowledge about the teaching-learning process and how to teach writing to high school students. As the teacher then, she should be creative in creating interesting activities hence that the students became enjoy and enthusiastic in the teaching-learning process. She realized that every student has his/her own characteristics and he/she needs different treatments. Moreover, the researcher learnt how to understand the students and how to create and apply various activities to accommodate their characteristics, interests, and needs.

5. The cooperative learning techniques could give maximum improvement to the students' writing skills.

There were some cooperative learning techniques used: *Student Teams-Achievement Division (STAD)*, *Jigsaw*, *Think Pair Share*, *Two Stray Two Stay*,

Team Pair Solo, and *Peer Feedback*. They were used in different cycles based on what problem would be solved in each cycle.

In Cycle I, the activities consisted of *Student Teams-Achievement Division (STAD)* and *Jigsaw*. These techniques were implemented to motivate the students to be involved in the teaching-learning process and to motivate them to do writing task. The result was that using *Jigsaw* was more effective than using *Student Teams-Achievement Division (STAD)* in motivating the students.

In Cycle II, the activities consisted of *Think Pair Share* and *Two Stray Two Stay*. These techniques were implemented to make the students generate and develop ideas for their writing. Fortunately, both techniques were successful to make the students generate and develop their ideas.

Meanwhile in Cycle III, the activities consisted of *Think-Pair-Share*, *Jigsaw*, *Team Pair Solo*, and *Peer Feedback*. The purpose of implementing these techniques was to overcome the students' difficulties in grammar during writing. Those techniques could successfully solve the problems and to make sure that the students could overcome all their problems on writing, they wrote an analytical exposition text at the end of the activity.

B. Implications

The research findings show that the students' writing skills improved. Compared with the students' writing ability in the former condition, the teaching-learning process and the writing skills of Science Program students class XI was

better. It was related to the actions given in the classroom during the research as the solution of the problems emerged.

The successful actions have some implications. They are described below:

1. The use of various cooperative learning techniques could improve the students' motivation in the teaching learning process. The characteristics of the students which are different one from another could be accommodated by those various activities then. It implied that the teacher could know the appropriate activities for motivating the students. The teacher therefore could also have understanding of the characteristics of the students so that they can create activities suitable for the students.
2. The use of various cooperative learning techniques could improve the students' writing skills. As an uneasy activity, writing could be accommodated by the various cooperative learning techniques. The students' problems in writing could be solved one by one by using appropriate cooperative learning techniques until they could be able to write a whole text. It implied that the teacher could be able to match the kinds of techniques that were used based on the students' problems in writing.
3. The use of media was successful in motivating and maintaining the students' attention. Instructional media like pictures were easy to get. Therefore, the teacher could be creative in using media to support the teaching-learning process.

C. Suggestions

Based on the conclusions and implications above, some suggestions then would be directed toward the English teacher, the headmaster, the students, and other researchers.

1. To the English teacher.

The English teacher needs to try cooperative learning because it can improve the students' writing skills. She also needs to use media such as pictures to make the teaching-learning process interesting.

2. To the headmaster

Teaching English needs teaching media and equipments. It is better for the headmaster to provide the required facilities to support the teaching-learning process especially digital equipments such as laptop, OHP, and LCD in the classroom.

3. To the Science Program students class XI of SMA Kolombo Yogyakarta.

The students should always share their problems to their English teacher so that the teacher can help them to overcome the problems in order to improve their English.

4. To other researchers.

The researchers who will conduct similar research should have better preparation before conducting the research. Moreover, they have to have much knowledge related to their research study.

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FN 1

Hari, tanggal: **Senin, 23 Agustus 2010**
Jam : **08.15 WIB**
Tempat : **Ruang Kepala Sekolah SMA Kolombo**
Kegiatan : **Perijinan Observasi**
Keterangan : **P=Peneliti, KS=Kepala Sekolah, GBI=Guru Bahasa Inggris**

Kali pertama peneliti (P) datang ke sekolah dengan maksud untuk mengadakan observasi sebelum penelitian. P langsung menuju ruang kepala sekolah setelah ditunjukkan oleh satpam penjaga sekolah. Setelah menunggu kira-kira 10 menit, kepala sekolah (KS) datang dan langsung menanyakan perihal kedatangan P. P pun menjelaskan bahwa kedatangannya adalah untuk meminta izin mengadakan observasi sebagai tahap awal untuk penelitiannya nanti. Setelah membaca surat izin observasi dan menanyakan maksud dari judul skripsi yang tertera dalam surat izin observasi, KS langsung mengizinkan. Sebelumnya KS menganjurkan untuk mengadakan penelitian di kelas XI IPA saja dengan alasan bahwa siswa di kelas X IPA lebih mudah diatur dan itu semua demi kenyamanan P ketika mengadakan penelitian. P pun langsung menyetujuinya dan memang sebelumnya P juga sudah berniat untuk mengadakan penelitian di kelas tersebut. Namun pada hari itu P tidak bisa bertemu dengan guru bahasa Inggris (GBI) karena memang pada hari ini GBI yang bersangkutan tidak ada jadwal mengajar di sekolah. Jadi P diminta untuk kembali ke sekolah pada hari Rabu atau Kamis, tanggal 25 atau 26 Agustus 2010.

FN 2

Hari, tanggal: **Rabu, 25 Agustus 2010**
Jam : **08.00 WIB**
Tempat : **Ruang Kepala Sekolah SMA Kolombo**
Kegiatan : **Perijinan Observasi dan Interview dengan guru bahasa Inggris**

Siang ini P dipertemukan dengan GBI oleh KS. Setelah mendapatkan perizinan mengenai observasi yang akan dilakukannya, P mengutarakan maksud kedatangannya kepada GBI. GBI sangat ramah dan terbuka dengan kedatangan P. P langsung mengadakan interview dengan GBI seputar masalah yang dihadapi dalam pengajaran bahasa Inggris di kelas XI IPA SMA Kolombo terutama yang berkaitan dengan masalah writing siswa. Ternyata GBI juga sangat mendukung jika penelitian yang akan dilakukan kelak adalah berhubungan dengan masalah writing siswa, karena memang kelemahan yang terjadi di kelas tersebut adalah masalah writing. P pun bermaksud untuk observasi langsung ke kelas. Namun observasi kelas baru dapat dilakukan minggu depannya karena kelas bahasa Inggris di kelas tersebut sudah selesai tadi pagi.

FN 3**Hari, tanggal: Rabu, 1 September 2010****Jam : 08.15 WIB****Tempat : Ruang kelas XI IPA****Kegiatan : Observasi Kelas**

P datang ke sekolah untuk mengadakan observasi kelas pukul 08.15, lebih awal 15 menit dari waktu yang dijanjikan. P langsung menuju ruang guru untuk menemui GBI. Sambil menunggu bel tanda pergantian jam pelajaran, P berbincang-bincang dengan GBI mengenai keadaan dan kebiasaan siswa di kelas ketika pelajaran sedang berlangsung. Bel tanda pergantian jam pelajaran pun berbunyi pada pukul 08.45, GBI dan P bergegas menuju ruang kelas XI IPA. Namun di kelas baru ada beberapa siswa saja, sebagian siswa masih berganti pakaian, dan sebagian lagi masih di kantin, karena mereka baru saja mendapat pelajaran olahraga. Setelah sekitar 10 menit menunggu, semua siswa sudah berada di kelas dan GBI pun memulai pelajaran. Tak lupa GBI memperkenalkan P kepada siswa. Suasana langsung berubah ketika P berdiri di depan kelas dan memperkenalkan diri. Suasana menjadi sedikit agak rebut. Ada yang berbisik-bisik pada temannya, ada juga yang menyahut dan berkelakar terhadap P. Mungkin karena melihat sesuatu yang baru. GBI pun meredakan suasana dan mempersilahkan P untuk duduk di kursi kosong paling belakang. P duduk satu meja dengan seorang siswa yang duduk sendirian.

Waktu itu materi pelajaran adalah tentang narrative text. Pertama, GBI meminta siswa membaca teks narrative yang ada di LKS. GBI memberi waktu 15 menit kepada para siswa untuk membaca dan memahami teks tersebut. Setelah semuanya selesai, GBI menunjuk beberapa siswa untuk membacanya. Tiap siswa yang ditunjuk membaca satu paragraf kemudian dia harus menerjemahkannya ke dalam bahasa Indonesia. Ketika siswa sedang membaca teks, sesekali GBI membenarkan cara membaca yang benar jika siswa salah membacanya. Setelah selesai, siswa diminta untuk menjawab 10 pertanyaan yang berhubungan dengan teks tadi. GBI kembali memberikan beberapa menit waktu kepada siswa untuk menjawab pertanyaan-pertanyaan tersebut, dan kembali setelah selesai GBI menunjuk siswa untuk menjawabnya. Namun sebelumnya GBI menawarkan terlebih dahulu kepada siswa dengan bertanya "Who will answer the question number one?" kemudian juga mengulanginya dalam bahasa Indonesia "Siapa yang mau menjawab pertanyaan nomor satu?". Namun tidak ada siswa yang mau bersedia menjawabnya, maka GBI pun menunjuk beberapa siswa untuk menjawab pertanyaan-pertanyaan tersebut.

Masih ada beberapa latihan dalam LKS, GBI meminta siswa untuk mengerjakannya, namun tak lama kemudian bel tanda untuk istirahat berbunyi. Siswa langsung menutup buku-buku mereka dan pelajaran pun diakhiri.

Berikut ini beberapa hal lain yang ditemukan P ketika observasi kelas:

1. Ada 31 siswa di kelas XI IPA yang terdiri dari 18 siswa perempuan dan 13 siswa laki-laki dan semuanya hadir.
2. Tidak semua siswa mengikuti pelajaran dengan baik terutama yang duduk di belakang. Mereka tampak lelah mungkin karena habis pelajaran olahraga.

Sesekali mereka menguap dan meletakkan kepala mereka di atas meja. Beberapa siswa asyik memainkan HP dan ada juga yang ngobrol dengan teman sebangkunya.

FN 4

Hari, tanggal: Kamis, 2 September 2010

Jam : 08.45 WIB

Tempat : Ruang kelas XI IPA

Kegiatan : Observasi Kelas

1. P datang ke sekolah tepat pukul 08.30. kali ini P langsung menuju ruang guru tanpa harus ijin dulu pada KS. P dan GBI langsung menuju kelas XI IPA tepat pukul 08.45. Ini adalah observasi kelas kedua.
2. Pelajaran dimulai dengan presensi terlebih dahulu. Semua siswa hadir. Posisi duduk siswa masih sama seperti hari kemarin yaitu semua siswa laki-laki duduk di belakang dan siswa perempuan menempati bagian depan dan tengah.
3. Materi pelajaran masih tentang narrative text. GBI meminta siswa untuk membuka LKS mereka kemudian menyuruh siswa untuk melanjutkan latihan yang merupakan sambungan dari kegiatan kemarin.
4. Ketika kegiatan berlangsung ada bermacam-macam aktivitas dilakukan siswa seperti halnya hari kemarin. Ada yang mengobrol, ada yang sibuk mendatangi teman yang lain untuk meminta jawaban yang kurang, ada yang bercanda dan tertawa-tawa, ada yang main HP dengan alasan menggunakan fasilitas kamus yang ada dalam HP-nya, dan ada juga yang tertidur. Dan sesekali GBI menegur siswa yang melakukan aktivitas-aktivitas tersebut. GBI menyuruh siswa yang tertidur untuk cuci muka dulu. Ada juga siswa yang ketahuan sedang mengerjakan tugas/PR mata pelajaran lain yaitu mata pelajaran fisika, dan GBI pun menyuruhnya untuk menutup buku fisika tersebut.
5. Setelah semua latihan di LKS selesai, GBI menjelaskan sebuah materi tentang past tense yang merupakan tenses yang digunakan dalam teks narrative. GBI menjelaskannya langsung. GBI menuliskan pola kalimat past tense di papan tulis dalam bentuk *positive*, *negative*, dan *interrogative* dengan masing-masing contohnya. Kemudian GBI menyuruh siswa untuk membuat contoh kalimat past tense sebanyak 5 kalimat. Setelah selesai, GBI memanggil mereka satu persatu untuk menuliskan masing-masing satu kalimat saja di papan tulis dan kemudian mengoreksinya bersama-sama.
6. Kelas pun diakhiri tepat pukul 10.15 bertepatan dengan bunyi bel tanda istirahat dan siswa pun langsung berhamburan keluar.

FN 5**Hari, tanggal: Rabu, 8 September 2010****Jam : 08.45 WIB****Tempat : Ruang kelas XI IPA****Kegiatan : Observasi Kelas**

1. Pada observasi kelas yang ketiga ini P sampai di sekolah pukul 08.25. Sambil menunggu bel tanda masuk berbunyi, P menemui GBI di ruang guru sambil ngobrol-ngobrol membicarakan tentang keadaan siswa.
2. Tepat pukul 09.45 pelajaran dimulai dengan presensi terlebih dahulu. Namun masih ada beberapa siswa yang masih di luar berganti baju dan jajan di kantin karena habis mata pelajaran olahraga. Posisi duduk siswa masih sama seperti hari kemarin yaitu semua siswa laki-laki duduk di belakang dan siswa perempuan menempati bagian depan dan tengah.
3. Materi pelajaran masih tentang narrative text. Kali ini GBI meminta siswa untuk masing-masing menulis satu buah teks *narrative* dengan judul bebas sesuai yang diketahui siswa. Mendengar perintah dari GBI, hampir semua siswa memberikan ekspresi kecewa dan protes pada GBI kalau tugasnya jangan menulis teks. Berbagai ungkapan muncul: "susah Bu", "ada tugas yang lain aja gak sih?", "emoh ah capek", "nulis teksnya buat PR aja Bu", "besok aja jangan sekarang nulis teksnya". Selain ungkapan-ungkapan tersebut, para siswa juga memperlihatkan ekspresi ketidakmauan mereka untuk menulis yang bisa dilihat dari raut muka mereka. Menanggapi hal tersebut, GBI pun membujuk siswa-siswanya untuk mengerjakan tugas tersebut: "dicoba dulu, gampang kok", "ayo dikerjakan ya biar kalian terbiasa menulis teks, kalian harus bisa". Memang kelihatan sangat susah untuk membujuk siswa untuk menulis sehingga GBI pun harus mendatangi bangku siswa satu satu untuk membujuk dan mengarahkan mereka untuk menulis teks *narrative*. Suasana semakin gaduh, para siswa kelihatan bingung dengan apa yang harus mereka lakukan. Namun setelah GBI mendatangi bangku seluruh siswa, keadaan sedikit bisa terkendali. Beberapa siswa tampak mulai berpikir tentang apa yang harus mereka tulis dan beberapa siswa juga tampak sudah menulis. Namun banyak juga siswa yang asyik dengan kegiatannya sendiri seperti yang terjadi pada 2 observasi sebelumnya. Ada yang ngobrol, bermain HP, tertawa-tawa dengan temannya, meletakkan kepala di atas meja, dan ada juga yang mondar-mandir dari tempat duduknya ke tempat duduk temannya.
4. Sambil memantau siswa yang sedang menulis teks *narrative*, GBI kemudian menghampiri P yang duduk di bangku paling belakang. P mengeluhkan betapa sulitnya mengarahkan siswa untuk menulis teks.
5. Sudah pukul 10.00, GBI memberitahukan kalau waktu menulis teksnya tinggal 15 menit lagi. Ketika bel tanda istirahat berbunyi, teks harus sudah dikumpulkan.
6. Tepat pukul 10.15 bel berbunyi. Para siswa pun mengumpulkan hasil menulis mereka pada GBI. Ada juga beberapa siswa yang belum selesai menulis, dan GBI memintanya untuk mengumpulkan nanti ke meja GBI.

7. Setelah selesai, GBI langsung turun menuju ruang guru, sedangkan P masih berada di kelas untuk mewawancarai beberapa siswa terkait dengan kegiatan writing yang baru saja mereka lakukan. Setelah itu P pun menuju ruang guru untuk mewawancarai GBI.

FN 6

Hari, tanggal: Kamis, 21 Oktober 2010

Jam : 07.30 WIB

Tempat : Ruang Kepala Sekolah

Kegiatan : Perijinan Penelitian

P datang ke sekolah setelah hampir dua bulan yang lalu mengadakan observasi ke sekolah ini. Sampai di sekolah P disambut oleh kepala sekolah. P menjelaskan perihal kedatangannya yaitu untuk meminta izin mengadakan penelitian. Beliau sangat terbuka dan senang untuk membantu. Kemudian P mengutarakan maksud penelitian yang akan dilakukan. KS pun mengizinkan P untuk mengadakan penelitian di kelas XI IPA SMA Kolombo, namun juga harus ada izin dari guru bahasa Inggris yang bersangkutan. Sebelumnya P telah mengenal baik GBI dan sudah sering bertemu sejak P datang ke sekolah untuk observasi dan juga berdiskusi tentang masalah-masalah yang dialami siswa dalam pembelajaran bahasa Inggris. Apalagi ketika P sedang menyusun rencana pelaksanaan pembelajaran (RPP) untuk kegiatan penelitian, P sering bertemu GBI untuk berkonsultasi.

Setelah mendapat perijinan dari KS mengenai penelitian yang akan dilakukan, P menemui GBI yang saat itu tengah selesai mengajar. GBI sudah bisa menebak kedatangan saya, yaitu untuk segera mengadakan penelitian. Beliau melihat RPP yang sudah siap untuk dipakai penelitian dan langsung menyetujui kalau P sudah boleh mengadakan penelitian pada tanggal 27 Oktober 2010.

FN 7

Hari, tanggal: Jumat, 22 Oktober 2010

Jam : 07.40 WIB

Tempat : Ruang Guru

Kegiatan : Perencanaan

Hari ini P membicarakan rencana pembelajaran yang akan diimplementasikan minggu depan tanggal 27 Oktober 2010. Untuk pertemuan pertama, teknik cooperative learning yang akan diimplementasikan adalah *STAD (Student Teams-Achievement Division)*, dan untuk pertemuan kedua akan menggunakan *Jigsaw*. GBI juga menyetujui dengan tema yang akan sudah direncanakan P untuk Cycle I, yaitu tentang *Global Warming*. P juga menjelaskan prosedur teknik yang akan digunakan.

FN 8**Hari, tanggal:** Rabu, 27 Oktober 2010**Jam** : 08.45 WIB**Tempat** : Ruang Kelas XI IPA**Kegiatan** : Action Ia (Cycle 1)

1. Hari ini adalah hari pertama pelaksanaan tindakan. P dan GBI masuk ke ruang kelas pada pukul 08.45 WIB.
2. Suasana kelas tampak lenggang. P masuk kelas bersama GBI. Nampaknya para siswa masih ingat dengan P, karena beberapa dari mereka sempat menyapa P.
3. Ada beberapa siswa yang belum masuk, mereka kemudian menyusul masuk ke dalam kelas beberapa menit kemudian.
4. Di dalam kelas, GBI langsung member tahu siswa bahwa untuk beberapa minggu ke depan yang mengajar bahasa Inggris adalah P.
5. P kemudian langsung mengambil alih komando. P mengucapkan salam dan menanyakan kabar siswa.
6. Hari ini P akan mengimplementasikan salah satu teknik cooperative learning yaitu *Student Teams-Achievement Division (STAD)*.
7. Kegiatan pagi ini adalah membagi siswa menjadi delapan kelompok dimana tiap kelompok terdiri dari 4 orang, dan ada 1 kelompok yang terdiri dari 5 orang.
8. Proses pengelompokan berlangsung singkat karena tiap anggota kelompok adalah siswa yang duduknya berdekatan.
9. P menyegerakan untuk memulai pelajaran dengan menunjukkan beberapa gambar yang berhubungan dengan tema yaitu tentang global warming. Di sini P meminta tiap kelompok untuk menebak apakah maksud dari gambar-gambar tersebut. Setiap siswa tampak antusias dan mata mereka tertuju pada gambar yang ditunjukkan P. Suasana kelas menjadi ramai. Semua siswa menjawab dan mengomentari gambar-gambar tersebut. Agar tidak terjadi keributan, maka P menunjuk masing-masing kelompok untuk menjawab dan mengomentari gambar. Setiap kelompok dapat menjawab dengan tepat.
10. Setelah kegiatan warming up, P memberikan sebuah teks analytical exposition berjudul *Public Transportation should be Free*. Siswa membaca dan memahami teks tersebut, kemudian menjawab 5 pertanyaan yang ada di bawahnya.
11. P menerangkan schematic structure dan connectives dari teks analytical exposition. Ketika P sedang menerangkan materi, beberapa siswa yaitu sekitar 12 siswa yang duduk di belakang membuat keributan. Ada yang asyik mengobrol, mainan HP, dan tertawa-tawa. Ini membuat suasana kelas menjadi kurang kondusif.
12. Siswa menulis komentar dan atau masalah mereka tentang materi yang disampaikan di dalam worksheet yang disediakan. Kemudian didiskusikan di dalam grup masing-masing. P membantu menyelesaikan masalah bagi tiap kelompok yang membutuhkan bantuan.
13. Setelah selesai, worksheet dikumpulkan. Kelas pun diakhiri.

P langsung mewawancara beberapa siswa yang ada di dalam kelas. Ada dua siswa perempuan yang diwawancara secara bersamaan dan satu siswa laki-laki diwawancara di luar kelas. P menanyakan beberapa hal berkaitan dengan pembelajaran yang baru saja usai. Setelah selesai, P langsung menuju ruang guru untuk mengadakan interview dengan GBI.

FN 9

Hari, tanggal: Kamis, 28 Oktober 2010

Jam : 08.45 WIB

Tempat : Ruang Kelas XI IPA

Kegiatan : Action Ib (Cycle 1)

1. Hari ini adalah hari kedua penelitian dan teknik yang akan digunakan adalah *Jigsaw*. P dan GBI masuk ke ruangan kelas pada pukul 08.45 WIB.
2. Kali ini seluruh siswa sudah berada di dalam kelas. GBI langsung menuju kursi kosong paling belakang dan P mengucapkan salam dan menanyakan kabar. Sambil menghafal nama-nama siswa, P memanggil satu persatu nama siswa berdasarkan presensi. Semua siswa hadir.
3. Pengelompokan dilakukan secara acak. Siswa berhitung dari nomor 1-4 berurutan. Jadi yang kebagian nomor satu berarti kelompoknya yang mendapat nomor satu juga, dan seterusnya.
4. Ada sedikit masalah ketika proses pengelompokan. Sebagian siswa cenderung ingin satu kelompok dengan teman dekatnya maupun teman sebangkunya. Tapi tak lama dari itu suasana mampu dinetralisir kembali, para siswa pun berkelompok sesuai dengan nomor yang mereka dapat.
5. P mengingatkan kembali para siswa mengenai tema pembelajaran pada pertemuan sebelumnya dengan menunjukan kembali gambar-gambar dan pertanyaan yang berkaitan dengan global warming. Masing-masing kelompok diharuskan untuk menjawab pertanyaan-pertanyaan tersebut.
6. P meminta tiap kelompok menunjuk satu perwakilan untuk bergabung di expert group untuk mendiskusikan materi yang tugasnya nanti adalah menyampaikan materi tersebut kepada teman-teman sekelompoknya.
7. Materi yang didiskusikan adalah pertama, mereka harus membaca dan memahami teks yang berjudul *Five Trees should be Planted for Every Vehicle*. Kedua, mereka mendiskusikan schematic structure dan connectives.
8. Diskusi berlangsung cukup serius, baik itu diskusi dalam kelompok expert maupun kelompok original lainnya. Apalagi ketika anggota kelompok expert kembali ke kelompoknya masing-masing, tiap anggota kelompok menyimak dengan cukup serius mengenai apa yang disampaikan temannya.
9. Setelah kegiatan diskusi selesai, siswa kembali duduk dalam kursinya masing-masing dan mendapatkan worksheet. Mereka menuliskan rangkuman materi yang mereka dapat hari ini, kurang lebih terdiri dari satu paragraf saja secara individu, kemudian dikumpulkan.
10. Worksheet dikumpulkan dan kelas pun diakhiri.

P kembali mewawancara beberapa siswa ketika jam istirahat sekolah. P mewawancara tiga siswa sekaligus yang sedang santai di dalam kelas. P juga

mewawancara dua orang siswa lain yang ketika itu sedang mengerjakan PR mata pelajaran lain yang lupa mereka kerjakan di rumah. Setelah interview dengan siswa selesai, P kembali menuju ruang guru untuk mewawancara GBI.

FN 10

Hari, tanggal: Rabu, 3 November 2010

Jam : 09.00 WIB

Tempat : Ruang Kelas XI IPA

Kegiatan : Action Ila (Cycle II)

1. Ini adalah kali ketiga P mengadakan tindakan. Teknik yang digunakan adalah *Think-Pair-Share*.
2. P dan GBI masuk ke dalam kelas pukul 09.00 WIB. GBI sengaja mengajak masuk ke dalam kelas agak telat agar tidak usah menunggu siswa yang masih jajan di kantin dan berganti baju karena tiap hari Rabu mereka mendapat pelajaran olahraga sebelum kelas bahasa Inggris. Seluruh siswa tampak sudah siap tanpa ada siswa yang masih di luar ketika P dan GBI datang.
3. Setelah mengucapkan salam dan presensi, P menunjukkan beberapa gambar tentang gempa bumi, banjir, gunung meletus, tsunami, dan kebakaran hutan. Semua gambar tersebut berkaitan dengan tema pembelajaran yaitu *disaster*.
4. Para siswa antusias menyebutkan apa yang ada pada gambar dan menjawab pertanyaan-pertanyaan yang berhubungan dengan gambar.
5. Dalam kegiatan ini, siswa berpasangan mendiskusikan perbedaan antara *natural disasters* dan *man-made disasters*. Kemudian dilanjutkan dengan diskusi kelompok yang merupakan gabungan dari dua pasang siswa. Mereka terlihat serius ketika sedang diskusi berpasangan maupun diskusi kelompok.
6. Dalam diskusi tersebut, siswa saling mengemukakan pendapatnya dengan menggunakan *Asking for opinion and giving opinion expression* yang materinya diberikan oleh P disela-sela diskusi.
7. Mereka menuliskan hasil diskusi mereka untuk kemudian dipresentasikan di depan kelas.
8. Setiap siswa dapat mengajukan pertanyaan maupun komentar terhadap kelompok yang sedang presentasi sehingga terjadilah diskusi kelas.
9. Setelah kegiatan selesai, worksheet dikumpulkan dan kelas diakhiri.

Seperti biasa, setelah selesai pelajaran P mewawancara beberapa siswa. Namun untuk kali ini P harus menunggu beberapa menit di kelas karena semua siswa pergi ke kantin. Setelah beberapa saat, datanglah beberapa siswa perempuan menghampiri P sambil menawarkan makanan yang mereka bawa dari kantin. P pun mulai mewawancara siswa-siswa tersebut. Setelah selesai P tidak mewawancara GBI seperti biasanya karena GBI pulang duluan karena ada kepentingan. Maka wawancara dengan GBI dilakukan esok harinya.

FN 11**Hari, tanggal:** Kamis, 4 November 2010**Jam** : 08.00 WIB**Tempat** : Ruang Kelas XI IPA**Kegiatan** : Action IIb (Cycle II)

1. P datang ke sekolah lebih awal dari biasanya, yaitu pukul 08.00 WIB karena P akan mewawancarai GBI yang pada hari kemarin tidak sempat dilakukan.
2. Pukul 08.45 P dan GBI memasuki ruang kelas.
3. Untuk tindakan keempat, digunakan teknik *Two Stay and Two Stray (TSTS)*.
4. System pengelompokan dilakukan sama dengan pertemuan kemarin. Tiap kelompok terdiri dari 4 orang dan dibagi menjadi 2 pasangan. Pasangan yang pertama disebut '*two stay couple*' dan pasangan kedua disebut '*two stray couple*'. Tugas dari kedua pasangan ini berbeda. '*two stay couple*' diam di kelompoknya untuk dimintai informasi oleh kelompok lain, sedangkan '*two stray couple*' tugasnya mengunjungi kelompok lain untuk mencari informasi.
5. Untuk kegiatan apersepsi, P kembali menunjukkan beberapa gambar. Topik hari ini adalah banjir yang selalu melanda Jakarta. Masih berhubungan dengan tema bencana.
6. Dilanjutkan dengan kegiatan inti. '*Two stray couple*' mendatangi kelompok lain untuk mencari informasi tentang topik tadi, sedangkan '*two stay couple*' diam dalam kelompoknya untuk dimintai informasi oleh kelompok lain.
7. Kegiatan ini berlangsung lancar dan siswa kelihatan aktif bergerak dari satu kelompok ke kelompok lain. Begitu pula dengan '*two stay couple*' mereka tampak bebas mengeluarkan ide pada teman yang menanyakan.
8. Setelah semua '*two stray couple*' mendapat ide dan informasi, mereka kembali ke kelompok semula dan dilanjutkan dengan mendiskusikan informasi dan ide-ide yang mereka dapatkan. Mereka menuliskan apa yang mereka dapatkan tersebut di dalam worksheet.
9. Kelas diakhiri pukul 10.00 WIB.

Usai pelajaran, P mewawancarai siswa. Kali ini P mewawancarai 2 orang siswa laki-laki yang tengah mengobrol di bangku paling belakang. Tak lama kemudian datang 2 orang siswa perempuan yang baru jajan dari kantin. P pun mewawancarai kedua siswi tersebut. Dilanjutkan dengan mewawancarai GBI walaupun harus menunggu terlebih dahulu selama hampir satu jam karena GBI kedatangan tamu.

FN 12**Hari, tanggal:** Rabu, 10 November 2010**Jam** : 08.10 WIB**Tempat** : Ruang Kelas XI IPA**Kegiatan** : Action IIIa (Cycle III)

1. P sampai di sekolah pukul 08.10 WIB. Masih ada waktu untuk mendiskusikan lagi materi yang akan disampaikan di kelas nanti.

2. Setelah bel tanda masuk berbunyi, P dan GBI segera menuju kelas XI IPA. Kali ini semua siswa sudah ada di dalam kelas, duduk di kursinya masing-masing, karena mata pelajaran olahraga sebelumnya kosong.
3. P langsung mengucapkan salam dan presensi. Kalau pada pertemuan-pertemuan sebelumnya semua siswa selalu hadir, kali ini ada satu orang siswa yang tidak masuk dengan alasan ada kepentingan keluarga.
4. Teknik yang digunakan pada tindakan kelima ini adalah *Think-Pair-Share*. Pengelompokan dilakukan secara random dimana tiap kelompok terdiri dari 4 orang yang dibagi menjadi 2 pasangan. Kegiatannya nanti berupa diskusi berpasangan, diskusi kelompok dan terakhir diskusi kelas.
5. Pada apersepsi, P memperlihatkan beberapa gambar yang berkaitan dengan tema, yaitu tentang *drugs*.
6. Dilanjutkan dengan memberikan teks berjudul '*The Government Should Provide Rehabilitation Programme for Drug Users*'. Ini juga untuk mengingatkan siswa pada teks *analytical exposition* yang sebelumnya telah dipelajari. Kemudian P memberikan latihan grammar dimana grammar tersebut adalah yang dipakai dalam teks *analytical exposition*. Soal-soal tersebut dikerjakan dan dipelajari oleh siswa secara berpasangan. Kemudian dilanjutkan dengan diskusi kelompok, dan terakhir tiap kelompok persentasi di depan kelas. Dengan adanya persentasi ini maka terjadilah diskusi yang mencakup kelas secara keseluruhan.
7. Bel tanda istirahat berbunyi. Sebelum para siswa keluar untuk istirahat, P meminta mereka untuk membereskan kembali tempat duduk yang nampak agak berantakan setelah dipakai persentasi tadi.

Tiba-tiba ada 2 orang siswa yang menghampiri P, sambil membawa flashdisk mereka bermaksud mau mengkopi lagu-lagu dari laptop P. Kebetulan sekalian saja P mewawancarai mereka mengenai implementasi tadi. P juga mewawancarai seorang siswa yang waktu itu juga sedang berada di dalam kelas. Kemudian P menyusul GBI ke ruang guru untuk wawancara. Ketika P sedang mewawancarai GBI, tiba-tiba ada kepala sekolah masuk ke ruang guru. KS kemudian menghampiri P dan GBI. KS menanyakan proses penelitian yang sedang dilakukan P apakah ada masalah atau tidak. Tak lama KS pamit keluar dan P pun melanjutkan wawancara dengan GBI.

FN 13

Hari, tanggal: Kamis, 11 November 2010

Jam : 08.15 WIB

Tempat : Ruang Kelas XI IPA

Kegiatan : Action IIIb (Cycle III)

1. Hari ini adalah pelaksanaan tindakan yang keenam. P datang ke sekolah pukul 08.15 WIB. P mempersiapkan segala keperluan mengajar di ruang guru sambil mengobrol ringan dengan GBI. Setelah bel berbunyi, P dan GBI masuk ke dalam kelas.
2. Teknik untuk hari ini adalah *Jigsaw*.

3. Pertama, P mengelompokkan siswa secara random sebanyak 5 orang untuk tiap kelompoknya. Dan tiap kelompok harus mengirimkan satu orang perwakilan untuk bergabung di kelompok expert.
4. Ketika kelompok sedang diskusi, kelompok yang lain mengerjakan beberapa soal grammar. Tema dan materi masih sama dengan hari kemarin. Hanya terdapat sedikit perbedaan yaitu dalam kelompok expert, P turut bergabung di dalamnya. Maksudnya adalah untuk membantu pemahaman siswa terhadap materi agar mereka dapat menyampaikan dengan baik kepada temannya nanti.
5. Anggota kelompok expert kembali ke kelompoknya untuk menyampaikan materi.
6. Pada akhir kegiatan, para siswa kembali ke tempat duduk mereka semula kemudian mengerjakan latihan yang diberikan oleh P secara individu.
7. Hasil latihan dikumpulkan dan kelas pun diakhiri. Sebenarnya masih ada waktu 5 menit, namun GBI memberi ijin untuk mengakhiri kelas.

Karena tidak ada satu pun siswa di dalam kelas, maka P mewawancarai GBI terlebih dahulu yang masih ada di dalam kelas XI IPA. Setelah itu P dan GBI turun menuju ruang guru sambil terus wawancara yang diselingi ngobrol-ngobrol ringan. Setelah berkemas dan berpamitan kepada GBI, P kembali ke kelas XI IPA untuk mewawancarai beberapa siswa. Di tangga menuju kelas P bertemu 3 orang siswa dan langsung dimintai P untuk wawancara.

FN 14

Hari, tanggal: Rabu, 17 November 2010

Jam : 08.00 WIB

Tempat : Ruang Kelas XI IPA

Kegiatan : Action IIIc (Cycle III)

1. Rencananya hari ini adalah hari terakhir P melakukan tindakan.
2. P sampai di sekolah pukul 08.00 WIB. Ternyata GBI belum datang ke sekolah, dan sambil menunggu, P menonton siswa kelas XI IPA yang sedang bermain basket di lapangan. Beberapa siswa menyapa P dengan riang, dan di sela-sela bermain beberapa menghampiri P dan mengobrol. Tak lama kemudian GBI datang dan P pun mengikutinya menuju ruang guru.
3. GBI tampak tergesa-gesa dan kembali ke luar. Sepertinya sedang ada urusan. Kemudian GBI menyuruh P untuk masuk ke kelas duluan jika bel berbunyi. Katanya nanti dia akan segera menyusul.
4. Setelah bel berbunyi, P pun menuju kelas. Tampak para siswa masih sibuk sendiri, ada yang makan, ada yang mengipas-ngipas kan bukunya (mungkin karena gerah habis olahraga), ada juga yang masih berganti baju di kamar mandi. Sambil menunggu siswa siap dengan pelajaran, P menyiapkan alat tulis dan segala keperluan untuk mengajar.
5. Setelah semua siswa siap, P memulai pelajaran dengan mengucapkan salam dan presensi. Hari ini ada satu orang siswa yang tidak masuk karena sakit. Ketika sedang presensi, GBI masuk ke dalam kelas dan langsung menuju kursi paling belakang.

6. P memulai pelajaran dengan mengingatkan kembali beberapa materi yang telah disampaikan pada pertemuan-pertemuan sebelumnya. Dengan memberikan beberapa pertanyaan cukup merefresh para siswa.
7. Pada pertemuan kali ini P memberi kegiatan dimana seluruh permasalahan yang telah diselesaikan pada pertemuan-pertemuan sebelumnya akan dipecahkan secara bersamaan dengan menggunakan dua jenis teknik. Kedua teknik tersebut adalah *Team Pair Solo* dan *Peer Feedback*.
8. Teknik pertama yang diimplementasikan adalah *Team Pair Solo*. Siswa dikelompokkan secara random dengan menggunakan kartu yang berisi sebuah topik. Terdapat 8 buah topik yang tersebar dalam kartu tersebut Topik-topik tersebut diantaranya: *the danger of smoking, effects of free sex, free access of internet, corruption, bad TV programs, the bad pollution in industrialized areas, serious traffic jam in Jakarta, dan slum areas in the city*. Siswa berkelompok sesuai dengan topik yang mereka dapatkan. Tiap kelompok terdiri dari 4 orang.
9. Kegiatan dimulai dengan diskusi kelompok. Selama kurang lebih 30 menit mereka diskusi. Dilanjutkan dengan diskusi berpasangan, kali ini waktu yang diberikan hanya 10 menit saja. Setelah itu, secara individu masing-masing siswa harus menulis sebuah teks analytical exposition dengan topik yang mereka dapatkan tadi. Mereka kembali ke tempat duduk masing-masing dan mulai mengerjakannya.
10. Kegiatan dilanjutkan dengan teknik *Peer Feedback*, namun sayang sekali bel tanda istirahat berbunyi, sehingga kegiatan harus ditunda dan dilanjutkan besok. Sebelum para siswa ke luar kelas, P meminta mereka untuk mengumpulkan pekerjaan mereka dan kelas pun diakhiri.

Kali ini P tidak mewawancarai siswa maupun GBI, karena implementasinya memang belum selesai 100%. Jadi P memutuskan untuk interview besok saja.

FN 15

Hari, tanggal: Kamis, 18 November 2010

Jam : 08.15 WIB

Tempat : Ruang Kelas XI IPA

Kegiatan : Action IIIc (Cycle III)

1. P datang ke sekolah pukul 08.15 WIB dan langsung menuju ruangan guru. Setelah bel berbunyi P dan GBI masuk ke dalam kelas.
2. Implementasi hari ini merupakan kelanjutan dari hari kemarin karena ternyata waktunya tidak cukup.
3. P langsung memulai pelajaran dengan salam dan presensi terlebih dahulu.
4. P langsung membagikan worksheet berisi teks *analytical exposition* yang telah dikerjakan oleh para siswa hari kemarin. Kemudian P menjelaskan prosedur yang harus dilakukan oleh para siswa selanjutnya.
5. Secara berpasangan siswa menukarkan worksheet mereka dengan teman sebangkunya dan kemudian mengoreksi jika ada kesalahan dengan

menandainya. Setelah selesai dikembalikan pada pemiliknya untuk kemudian diperbaiki dan menuliskannya kembali. Hasil terakhir dikumpulkan kepada P.

6. Kegiatan telah selesai, bel pun berbunyi, dan kelas pun diakhiri.

Ketika kelas diakhiri, P mengucapkan terimakasih kepada para siswa yang selama ini telah membantunya dalam proses penelitian. P pun kemudian mewawancarai beberapa orang siswa yang memang pada waktu itu mendekati P untuk mengobrol. Setelah itu P menuju ruang guru untuk mewawancarai GBI. Sebelum pulang, P menemui kepala sekolah untuk memberi tahu bahwa penelitiannya sudah selesai hari ini. Namun ini bukan terakhir kali P datang ke sekolah, karena masih ada beberapa urusan yang belum selesai di sekolah.

FN 16

Hari, tanggal: Jumat, 19 November 2010

Jam : 07.50 WIB

Tempat : Tempat Pemasangan Majalah Dinding Sekolah

Kegiatan : Pemasangan majalah dinding

Hari ini P datang ke sekolah dengan maksud memasang beberapa tulisan terbaik siswa pada majalah dinding sekolah. Namun P tidak bertemu dengan GBI maupun KS. Sehingga setelah selesai P pun langsung pulang dan berpamitan pada penjaga piket sekolah.

FN 17

Hari, tanggal: Jumat, 3 Desember 2010

Jam : 10.00 WIB

Tempat : Ruang Kepala Sekolah

Kegiatan : Permintaan Surat Keterangan Penelitian

Tepat pukul 10.00 WIB P datang ke sekolah untuk meminta Surat Keterangan Penelitian kepada kepala sekolah. P langsung menemui KS yang sedang berada di ruangannya dan kemudian mengutarakan maksud kedatangannya tersebut. Namun KS belum bisa membuat surat tersebut dikarenakan para petugas TU tengah sibuk mengurus persiapan ujian semester siswa. Jadi P diminta untuk kembali pada tanggal 6 Desember 2010 dan P diminta langsung saja menghubungi petugas TU jika P kembali ke sekolah untuk membuat surat tersebut.

P juga sempat bertemu dengan GBI. P berterimakasih atas kesediaan GBI yang selama ini membantu proses penelitian P. Setelah dirasa cukup, P berpamitan kepada KS dan GBI.

FN 18**Hari, tanggal: Senin, 6 Desember 2010****Jam : 10.35 WIB****Tempat : Ruang TU****Kegiatan : Pembuatan Surat Keterangan Penelitian**

P kembali datang ke sekolah. Kali ini P datang pukul 10.35 WIB. P langsung menuju ruang TU menemui petugas yang berada di sana dan kemudian mengutarakan maksud kedatangannya. P harus menunggu kurang lebih 20 menit karena mengantri 2 orang yang sedang melegalisir dan juga menunggu suratnya selesai diketik oleh petugas TU. Setelah selesai P mohon diri pamit dan tak lupa juga berpamitan kepada Kepala Sekolah.

IT 1

Hari, tanggal : Rabu, 8 September 2010
Jam : 10.20 WIB
Tempat : Ruang Kelas XI IPA
Kegiatan : Interview siswa setelah Observasi Kelas
Responden : Peneliti (P), Siswa 1 (S1), Siswa 2 (S2)

P	Dek, mau tanya-tanya sebentar boleh ya!
S1	Boleh, Mbak. Tanya apa? Oya, namanya Miss Astri, kan?
P	Iya. Hmm...mau tanya tentang kegiatan tadi di kelas. Menurut kalian tadi kegiatan writing-nya gimana?
S2	Writing itu menulis to, Miss?
P	Iya.
S1	Haduh, Mbak, susah banget tugas writing tuh.
P	Susahnya gimana?
S1	Susah aja.
P	Yang bikin susah apa?
S1	Banyak, semuanya susah.
P	Contohnya?
S1	Ya...mau nulisnya aja males banget, Miss.
P	Oh, gitu. Bisa disebutin gak hal-hal yang bikin kalian males menulis teks.
S1	Wah, jangankan menulis teks, buat menulis satu kalimat aja kan susah, Miss.
S2	Iya. Nulis itu kan harus konsentrasi biar gampang dapetin idenya. Nah, cari idenya itu yang paling susah.
P	O...gitu. Jadi susah ya cari ide untuk dijadikan bahan menulis?
S2	(mengangguk).
P	Selain itu yang bikin susah lagi apa?
S2	Cari kata-katanya susah. Misalkan mau nulis ini tapi gak tahu bahasa Inggrisnya apa.
S1	Grammarnya juga. Susah. Takutnya salah-salah.
S2	Ho'oh, Miss. Grammarnya itu lho yang bikin pusing. Apalagi tenses-tenses-nya suka ketukar gitu. Susah deh pokoknya.
P	Kalau tadi bisa nggak menulis satu teks narrative. Hahaha...ngaco, Miss. Aku sih asal nulis aja. Yang penting ngumpulin. Aku juga. Tadi sebenarnya belum selesai, tapi ya dikumpulin aja.

IT 2

Hari, tanggal : Rabu, 8 September 2010
Jam : 10.25 WIB
Tempat : Ruang Kelas XI IPA
Kegiatan : Interview siswa setelah Observasi Kelas
Responden : Peneliti (P), Siswa 3 (S3), Siswa 4 (S4), Siswa 5 S(5)

P	Miss Astri mau tanya-tanya sebentar boleh ya?
S3,S4	Boleh...boleh... Sini Miss, sambil duduk.
P	OK, makasih. Ehm, mau tanya tentang kegiatan pembelajaran tadi. Tdi kan kegiatannya writing, kalian harus nulis satu teks <i>narrative</i> . Menurut kalian kegiatannya gimana?
S3	Susah <i>tenan</i> .
S4	Betul. Males banget kalo harus menulis teks.
P	Susahnya dimana?
S4	Ya susah aja. Suka bingung, mau nulis apa gitu.
P	Susah cari idenya ya?
S4	Nah, itu. Iya.
P	Kalau kamu gimana? Susahnya di bagian mana?
S3	Sama. Susah cari ide, topik, dan sebagainya gitu lah.
S5	Grammarnya juga lho. Kalo menurutku itu yang paling susah.
S3	Iya, grammar juga sama susahnya. Jadi kalo mau nulis tuh takut kalo grammarnya salah-salah.
S4	Cari kata-katanya juga.
S5	Ah, kalo itu sih bisa cari di kamus.
P	Oh, jadi itu ya masalahnya. Oya, selama ini seberapa sering kalian dapat tugas menulis teks?
S4	Jarang banget. Kalo selama kelas XI sih baru tadi. Pas kelas X pernah berapa kali ya? 2 kali kayaknya.
S5	Aku lupa kalo berapa kalinya. Tapi ya jarang banget.
S3	Hampir gak pernah. Hahaha...

IT 3

Hari, tanggal : Rabu, 8 September 2010
Jam : 10.30 WIB
Tempat : Ruang Kelas XI IPA
Kegiatan : Interview siswa setelah Observasi Kelas
Responden : Peneliti (P), Siswa 6 (S6), Siswa 7 (S7), Siswa 8 S(8)

P	Mau wawancara bentar ya.
S6	Wawancara apa, Mbak?
P	Tentang pelajaran bahasa Inggris tadi. Gimana kegiatannya tadi menyenangkan gak?
S6	Ah, nggak. Sulit malah.
P	Apanya yang sulit?

S6	Tugasnya itu lho. Susah banget harus menulis teks.
P	Hal yang bikin kamu susah apa?
S6	Mengawali untuk menulisnya itu. Bingung mulainya dari mana.
P	Kalau yang lain kesulitannya di mana?
S7	Sama, Miss. Mengawalnya yang sulit. Cari idenya itu.
S8	Iya, cari idenya susah. Harus konsentrasi biar dapat inspirasi.
P	Oh, berarti kalian kesulitan dalam mencari ide ya. Ada kesulitan yang lain nggak?
S7	Hmm...ada sih. Banyak. Hahaha...
P	Apa aja?
S7	Tenses-tenses nya itu lho, jelimet banget. Suka salah dan ketuker gitu.
P	Selain penggunaan tenses, ada lagi?
S7	Pokoknya grammarnya deh. Suka takut salah.
P	Kalau kamu?
S8	Sama. Suka takut salah pake grammarnya. Kata-katanya juga.
P	OK. Thank you.

IT 4

Hari, tanggal : Rabu, 8 September 2010

Jam : 10.45 WIB

Tempat : Ruang Guru

Kegiatan : Interview guru Bahasa Inggris setelah Observasi Kelas

Responden : Peneliti (P), Guru Bahasa Inggris (GBI)

P	Bu, saya mau wawancara sebentar. Apa Ibu ada waktu?
GBI	Oh, iya Mbak. Silakan duduk sini. Saya sudah tidak ada jadwal mengajar kok. Habis ini saya mau pulang. Ini observasi yang ketiga ya?
P	Iya Bu.
GBI	Rencananya mau berapa kali observasi Mbak?
P	Saya rasa sudah cukup, Bu.
GBI	OK. Gimana tadi menurut Mbaknya? Semrawut ya? Hehehe... itulah Mbak, sulitnya mengatur siswa kalau tugasnya harus writing itu ya seperti itu. Tadi Mbak Astri lihat sendiri kan gimana?
P	Iya, Bu. Ehm...tadi apa yang membuat Ibu kesulitan mengatur siswanya?
GBI	Sejak pertama memang susah, Mbak. Pas saya ngasih perintah menulis satu buah teks narrative, mereka langsung menolak kan tadi? Jadi tugas writing itu <i>like a scary lesson for them</i> gitu Mbak.
P	Hehe...iya, Bu. Tadi juga saya wawancara beberapa siswa. Mereka memang <i>low motivated</i> banget untuk menulis teks. Mereka bilang males, takut.
GBI	Apa katanya Mbak yang bikin mereka males menulis?
P	Katanya mereka kesulitan mencari ide, kata-kata, dan kesulitan di grammarnya, Bu.
GBI	Iya, Mbak. Sama. Itu juga yang mereka bilang ke saya. Tadi pas saya datang satu-satu ke bangkunya, mereka juga bilang gitu. Terus

P	rencana selanjutnya ini gimana, Mbak?
P	Hmm...gini, Bu. Saya kan rencana tindakan kelasnya nanti akhir Oktober. Jadi masih banyak waktu untuk menyusun <i>lesson plan</i> dan materi sesuai kebutuhan siswa di writing.
GBI	Ok, Mbak. Sip, sip.
P	Mungkin dalam waktu sebulan ini juga saya sering menemui Ibu untuk mengkonsultasikan materi dengan Ibu, ndak apa-apa?
GBI	Oh...ndak apa-apa Mbak. Saya tunggu pokoknya. Saya ada di sekolah tiap hari Rabu dan Kamis. Jadi kalo Mbak Astri mau menemui saya ya di dua hari itu. Nggak apa-apa ya Mbak?
P	Ndak apa-apa, Bu. Apa saya harus sms Ibu dulu sebelum kesini? Iya, boleh, nanti saya kasih nomornya.
GBI	Iya. Terimakasih banyak ya, Bu. Sudah mengganggu waktunya. Ih...ndak apa-apa, Mbak. Sama-sama, saya juga makasih.

IT 5

Hari, tanggal : Rabu, 27 Oktober 2010

Jam : 10.20 WIB

Tempat : Ruang Kelas XI IPA

Kegiatan : Interview siswa Action Ia (Cycle 1)

Responden : Peneliti (P), Siswa 1 (S1), Siswa 2 (S2)

P	Kalian kok nggak ke kantin?
S1	Ntar aja Miss, soalnya di kantin pasti rame banget. Lagian gak begitu laper kok.
P	Oh...kalo gitu boleh minta waktunya bentar ya....
S2	Ada apa, Miss?
P	Ya...mau tanya-tanya aja. Hehe...
S2	Tanya apa, Miss?
P	Tentang kelas kita tadi. Menurut kalian, gimana kelas bahasa Inggris kita hari ini?
S1	Ya lumayan menarik, Miss. Walaupun tadi agak ribut yang duduk di belakang, tapi tadi lumayan asyik kok kegiatannya. Ho'oh, ra? (sambil melihat kearah temannya)
P	Kamu seneng gak dengan aktivitas kita tadi tuh?
S2	Hmm...ya seneng.
P	Kalo kamu?
S1	Sama, Miss...
P	Kenapa kok seneng?
S1	Soalnya kita tadi kan belajarnya dalam kelompok, Miss.
S2	Yup betul. Kita sih seneng ya kalo berkelompok gitu... (sambil melihat kearah temannya)
P	Lebih suka belajar dalam kelompok atau sendiri-sendiri?
S1	Ya kelompok lah....
P	Kenapa?
S1	Kan enak bisa diskusi ma temen, kalau ada yang gak ngerti bisa tanya

P	temen di kelompok kita. Kalo menurut kamu?
S2	Idem, Miss. Hehehe...
P	Oke dech...thank you ya...
S1	Sama-sama, Miss.

IT 6

Hari, tanggal : Rabu, 27 Oktober 2010
Jam : 10.30 WIB
Tempat : Ruang Kelas XI IPA
Kegiatan : Interview siswa Action Ia (Cycle 1)
Responden : Peneliti (P), Siswa 3 (S3)

P	Kamu ngapain sendirian di sini?
S3	Gerah, Miss. Cari angin. Ada apa'e, Miss?
P	Mau tanya-tanya boleh ya?
S3	Tanya opo to, Miss?
P	Tentang kelas kita tadi. Boleh ya?
S3	(senyum)
P	Menurut kamu kelas kita tadi tuh gimana?
S3	Gimana apanya, Miss?
P	Ya proses pembelajarannya, kegiatannya. Menyenangkan gak menurut kamu?
S3	Hmm...ya lumayan.
P	Menurut kamu ada yang beda gak kelas kita tadi dengan kelas bahasa Inggris biasanya?
S3	Sama aja. Eh, tadi berkelompok ding ya...
P	Nah, kamu lebih seneng belajar berkelompok atau sendiri-sendiri?
S3	Kelompok lah, Miss. Nek dhewean angel nek ono tugas. Apalagi bahasa Inggris.
P	Ok, thank you ya...
S3	Ok, ok...

IT 7

Hari, tanggal : Rabu, 27 Oktober 2010
Jam : 10.50 WIB
Tempat : Ruang Guru
Kegiatan : Interview guru Bahasa Inggris Action Ia (Cycle 1)
Responden : Peneliti (P), Guru Bahasa Inggris (GBI)

GBI	Wah...gimana nih hari pertama? Menyenangkan?
P	Hehe...Alhamdulillah Bu. Tanya-tanya sekarang boleh ya, Bu? Atau Ibu mau istirahat dulu?
GBI	Iya, Mbak, sekarang aja.
P	Jadi teknik yang saya pakai kan salah satu teknik dari cooperative learning, kira-kira gimana, Bu? Implementasi ini kan saya hubungkan

	ke pengaruh motivasi siswa dalam proses pembelajaran dan kegiatan writing. Menurut Ibu bagaimana?
GBI	Ya, kelihatannya ada beberapa siswa yang cukup termotivasi. Terlihat sejak awal pelajaran ketika kegiatan warming up dengan gambar. Tapi mungkin karena ini masih awal-awal, kelompok yang di belakang masih ngobrol dan sedikit ribut, terutama siswa laki-lakinya. Gimana tadi udah wawancara siswanya?
P	Sudah, Bu. Tadi saya sudah wawancara 3 orang siswa, laki-laki sama perempuan.
GBI	Respon mereka gimana?
P	Baik sih, Bu. Terutama yang perempuan. Mereka intinya senang dengan belajar berkelompok.
GBI	O...gitu ya. Bagus lah Mbak. Di awal sudah ngasih sinyal baik. Hehe... Ini untuk bahan besok ya? (Sambil membaca-baca RPP untuk pertemuan kedua)
P	Iya, Bu. Gimana, Bu, apa harus ada yang ditambahkan atau gimana?
GBI	Udah kok Mbak. Tinggal diimplementasikan besok. Kita lihat besok. Iya, Bu. Berarti sudah cukup ya, Bu. Saya pamit pulang saja kalau gitu. Oh iya...
P	Terimakasih banyak ya, Bu....
GBI	Iya Mbak sama-sama. Kalau ada perilaku siswa yang kurang menyenangkan, jangan diambil hati ya. Namanya juga anak-anak.
P	Iya, Bu, iya.... Hehe... Oh iya, Bu. Mengenai penggunaan gambar untuk kegiatan warming up tadi bagaimana menurut Ibu? Efektif atau tidak, Bu?
GBI	Bagus, Mbak. Penggunaan gambar-gambar tadi saya rasa bagus untuk memacu siswa di awal pembelajaran. Tadi kan kelihatan, seluruh siswa antusias dengan gambar-gambar tersebut.

IT 8

Hari, tanggal : Kamis, 28 Oktober 2010

Jam : 10.15 WIB

Tempat : Ruang Kelas XI IPA

Kegiatan : Interview siswa Action Ib (Cycle 1)

Responden : Peneliti (P), Siswa 1 (S1), Siswa 2 (S2), Siswa 3 (S3)

P	Hai...kalian gak jajan ke kantin?
S1	Nggak Miss. Kita udah jajan tadi sebelum masuk. Masih kenyang.
P	Kalian lagi ngobrol-ngobrol ya? Miss Astri ganggu bentar ya? Mau tanya-tanya. Hehe...
S1	Boleh, boleh, Miss. Gak ganggu kok.
S2	Iya, Miss, gitu aja kok ganggu.
P	Hehe...OK dech. Hmm... menurut kalian, gimana kelas kita pagi ini?
S2	Wah...menyenangkan, Miss
S3	Menurutku juga iya.
P	Kalo kamu?

S1	Sama, Miss. Menyenangkan juga.
P	Lebih suka mana dibandingkan dengan kelas kita kemarin?
S1	Aku sih lebih suka kelas yang sekarang, Miss.
S2	(mengangguk)
P	Kenapa kok lebih suka yang sekarang?
S2	Soalnya kita tadi kan belajarnya dalam kelompok. Terus gak ribut lagi kayak kemarin.
S1	Iya ya...tadi kok gak rebut kayak kemarin ya Miss?
P	Hmm...mungkin karena tadi kan kelompoknya acak. Yang suka pada rebut di belakang kan tadi ikut kelompok yang di depan.
S3	O...iya ya...
P	Terus gimana dengan kegiatan diskusi dengan teman kalian yang tergabung di expert group?
S3	Oh, iya. Ini juga seru, Miss. Ga biasanya kan kita dapat penjelasan materi dari teman, soalnya kan biasanya yang menyampaikan materi itu guru terus.
P	Berarti menyenangkan ya?
S1	Yes Miss, of course. Hahaha...
P	Thank you banget ya...lanjutin deh ngobrolnya.
S1	Ya, Miss, sama-sama.

IT 9

Hari, tanggal : Kamis, 28 Oktober 2010

Jam : 10.30 WIB

Tempat : Ruang Kelas XI IPA

Kegiatan : Interview siswa Action Ib (Cycle 1)

Responden : Peneliti (P), Siswa 1 (S1), Siswa 2 (S2)

P	Hai...kalian lagi apa?
S1	(tersenyum)
P	Lagi ngapain?
S1	Ngerjain tugas, Miss.
S2	Sini Miss, bantuin! Haha...
P	Tugas apa emangnya?
S2	Bahasa Indonesia. Banyak banget nih Miss PR-nya.
P	Miss mau tanya-tanya nich tapi ganggu gak?
S2	Gapapa kok Miss, nyante aja.
P	OK. Mau tanya tentang kegiatan kita tadi. Oh iya, tadi kan kamu yang tergabung di kelompok expert ya?
S1	Iya...
P	Gimana tadi perasaanya jadi salah satu dari tim expert?
S1	Seru, Miss. Tapi tadi grogi pas harus nyampein materi sama teman-teman di group saya.
P	Kenapa grogi?
S1	Ga biasa sih menyampaikan materi bahasa Inggris sama teman-teman.
P	Sebelumnya udah pernah belum menyampaikan materi bahasa Inggris

	sama teman-teman kamu?
S1	Belum pernah, Miss. Selama ini yang biasa menyampaikan materi ya guru aja atau kita disuruh membaca materi yang ada di buku dan latihan yang ada di LKS.
P	Jadi tadi gimana kegiatannya menurut kamu? Menyenangkan gak?
S1	Wah...seru, Miss. (Kemudian P bertanya pada S2 yang dari tadi sibuk mengerjakan PR-nya)
P	Hmm...sekarang kamu ya... menurut kamu bagaimana dengan tugas writing di akhir pembelajaran tadi? Menurut kalian tugas writing-nya sulit gak?
S2	Ya, lumayan gampang. Kan tadi cuma menulis rangkuman materi. Kan udah ada kalimat-kalimatnya yang didiskusikan tadi. Tinggal menggabungkannya menjadi rangkuman.
P	Memangnya tugas writing yang sulit itu yang bagaimana?
S2	Yang sulit itu kalau harus menulis teks, Miss. Kita kan pernah dapat tugas dulu harus nulis teks gitu.
P	
S2	Apa yang membuat kalian merasa sulit dengan menulis teks?
S1	Banyak, Miss. Yang paling sulit itu dalam mengungkapkan dan mengembangkan ide, terus takut salah-salah grammarnya.
P	Ho'oh, grammar-e <i>sing angel</i> .
S1	O...gitu ya... OK. Makasih ya.... Sorry lho ganggu.
P	You are welcome.

IT 10

Hari, tanggal : Kamis, 28 Oktober 2010

Jam : 10.40 WIB

Tempat : Ruang Guru

Kegiatan : Interview GBI Action Ib (Cycle 1)

Responden : Peneliti (P), Guru Bahasa Inggris (GBI)

GBI	Alhamdulillah tadi lancar ya Mbak...
P	Hehe...iya, Bu alhamdulillah. Bagaimana mengenai implementasi yang tadi, Bu?
GBI	Wah, tambah tertarik, Mbak. Pertama karena tidak ada lagi keributan seperti kemarin. Ini karena sistem pengelompokannya yang acak seperti tadi. Dari awal ketika warming up mereka cukup antusias. Apalagi ketika inti kegiatan Jigsaw tadi, mereka cukup antusias dan diskusinya berjalan baik.
P	Lalu untuk kegiatan writingnya tadi gimana menurut Ibu?
GBI	Waktu aktivitas itu bagus juga. Berbeda dengan kemarin ya. Ada peningkatan mereka harus membuat sebuah summary.
P	Jadi menurut Ibu, implementasi yang kedua ini lebih baik atau tidak, Bu, dari yang sebelumnya?
GBI	Jelas, Mbak. Tentu implementasi yang ini lebih baik.
P	Terimakasih banyak ya, Bu...sudah membantu saya. Mudah-mudahan

GBI	bisa lancer seperti ini sampai selesai. Iya, iya, Mbak...sama-sama. Amin...mudah-mudahan dimudahkan ya....
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IT 11

Hari, tanggal : Rabu, 3 November 2010
Jam : 10.25 WIB
Tempat : Ruang XI IPA
Kegiatan : Interview siswa Action IIa (Cycle II)
Responden : Peneliti (P), Siswa 1 (S1), Siswa 2 (S2)

S1	Miss, kok masih di kelas?
P	Iya nih, nunggu kalian. Hehe...
S2	Sini Miss, kita bawa makanan nih, mau gak?
P	Bawa dari kantin ya? Miss mau tanya-tanya. Gagapa ya sambil makan? Menurut kalian Gimana kelas kita pagi ini?
S1	Asyik, Miss.
P	Asyik gimana maksudnya?
S1	Asyik aja. Ehm...kegiatannya.
P	Gimana tadi ketika kegiatan harus mengungkapkan ide? Susah gak?
S1	Nggak, Miss, gak susah kok.
P	Kenapa?
S1	Soalnya kita tadi kan mengerjakannya berpasangan, terus dalam kelompok juga, jadi bisa diskusi. Yang susah itu kalau sendirian, Miss.
S2	Iya, Miss. Susah itu kalo ngerjainnya sendirian. Ternyata kalo kelompok kayak tadi, gampang juga ya...
P	OK deh...lanjutin makannya. Makasih ya...
S2	Iya, Miss you are welcome.

IT 12

Hari, tanggal : Kamis, 4 November 2010
Jam : 08.05 WIB
Tempat : Ruang Guru
Kegiatan : Interview guru Action IIa (Cycle II)
Responden : Peneliti (P), Guru Bahasa Inggris (GBI)

P	Met pagi, Bu...
GBI	Oh iya, Mbak...mari sini masuk. Maaf ya kemarin saya harus langsung buru-buru pulang soalnya lagi ada urusan penting banget kemarin.
P	Iya Bu <i>ndak</i> apa-apa. Saya tanya-tanya ke Ibu sekarang aja ya....
GBI	Ya, Mbak.
P	Begini Bu, menurut Ibu cooperative learning yang saya pakai kemarin? Oya, secara general dulu, gimana kelas kita kemarin, Bu?
GBI	Bagus ya, Mbak. Sebenarnya teknik yang digunakan itu simple, tapi ya jadi menarik dan bisa memacu siswa untuk mengeluarkan ide-idenya. Saya perhatikan tadi para siswa cukup antusias ya, apalagi ketika

P	diskusi kelompok dan persentasi. Saya senang melihatnya, Mbak. Lancar lagi to? Hehe, iya Bu.
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IT 13**Hari, tanggal :** Kamis, 4 November 2010**Jam :** 10.20 WIB**Tempat :** Ruang XI IPA**Kegiatan :** Interview siswa Action IIb (Cycle II)**Responden :** Peneliti (P), Siswa 1 (S1), Siswa 2 (S2)

P	Hai...lagi pada ngapain nih? Kayaknya lagi asyik ngobrol? Boleh gabung ya?
S1	Ada apa e, Miss? Hehe....
P	Seperti biasa...mau wawancara.
S2	Wah kayak artis aja kita diwawancara.
P	Hehe... Setelah pelajaran kita tadi, menurut kalian lebih menarik gak belajar bahasa Inggrisnya?
S1	Iya, menarik.
S2	(mengangguk)
P	Terus gimana tadi kegiatannya? Tadi kan harus memberikan ide tentang suatu topik, susah gak?
S2	Ternyata gak susah ya, Miss. Karena tadi kan bareng sama temen-temen, jadi gak susah nyari idenya.
S1	Tinggal tanya ja ma temen, dapet deh idenya. Banyak lagi.
P	OK. Berati kalian suka ya sama kegiatannya?
S1	Ya, suka.
P	OK. Thanks ya..
S2	Yoi...

IT 14**Hari, tanggal :** Kamis, 4 November 2010**Jam :** 10.30 WIB**Tempat :** Ruang XI IPA**Kegiatan :** Interview siswa Action IIb (Cycle II)**Responden :** Peneliti (P), Siswa 3 (S3), Siswa 4 (S4)

S3	Miss, mau wawancara kita gak? Hihhi...
P	Oh, boleh...boleh... kalian darimana? Dari kantin ya?
S4	Iya. Nih kita bawa jajan juga kalo mau ambil aja.
P	OK, makasih. Miss mau tanya nih, setelah pelajaran kita tadi, menurut kalian lebih menarik gak belajar bahasa Inggrisnya?
S3	Seru tadi Miss.
S4	Ya, menarik, seru juga.
P	Tadi kalian berpasangan ya?

S3	Iya.
P	Kalian yang two stay apa two stray?
S3	Aku yang two stray, Miss. Kalo dia nih yang two stay.
P	Apa kesan-kesannya jadi kelompok two stray?
S3	Ah, gampang Miss. Tinggal tanya temen idenya, dapet banyak juga.
P	Kalau kamu (menunjuk S2 yang termasuk kelompok two stay) susah gak mengungkapkan ide waktu ditanya kelompok two stray?
S4	Gak kok. Awalnya sih takut salah ngomongnya. Tapi ya dicoba aja. Hehe...
P	OK. Makasih ya...

IT 15**Hari, tanggal :** Kamis, 4 November 2010**Jam :** 11.35 WIB**Tempat :** Ruang Guru**Kegiatan :** Interview siswa Action IIb (Cycle II)**Responden :** Peneliti (P), Guru Bahasa Inggris (GBI)

P	Aduh, maaf ya Mbak, jadi nunggu lama ya. Saya tadi ada tamu dulu.
GBI	Iya, Bu, ndak apa-apa kok. Tadi sambil nunggu Ibu kan saya wawancara dulu beberapa siswa di kelas.
P	Kalo gitu enakya saya tanya-tanya sama Ibu sekarang atau besok saja, Bu?
GBI	Sekarang aja, Mbak. Mbak'e gak buru-buru to?
P	Oh iya kalau begitu, saya <i>ndak</i> buru-buru kok, Bu. Hmm...langsung aja ya. Mengenai implementasi yang tadi gimana, Bu?
GBI	Teknik yang digunakan sangat bagus, Mbak. Sebenarnya yang kemarin juga sudah bagus, hanya saja yang ini lebih membuat siswa aktif.
P	Mengenai teknik TSTS itu sendiri gimana menurut Ibu?
GBI	Saya lihat tadi bagus, Mbak. Dengan menggunakan teknik ini, mereka jadi lebih berani untuk mengungkapkan ide-ide mereka.
P	Hmm...saya juga tidak menyangka siswa begitu antusias dengan kegiatan tadi. Semoga selanjutnya lebih lancar lagi ya, Bu.
GBI	Iya, mudah-mudahan. Amin....

IT 16**Hari, tanggal :** Rabu, 10 November 2010**Jam :** 10.20 WIB**Tempat :** Ruang XI IPA**Kegiatan :** Interview siswa Action IIIa (Cycle III)**Responden :** Peneliti (P), Siswa 1 (S1), Siswa 2 (S2)

S1	Miss, nggak langsung turun to? Kita mau ngopi lagu-lagunya boleh ya? Lagu barat yang enak, Miss.
P	Oh...boleh. Mau lagu apa?
S1	Terserah deh, yang penting lagunya enak.

S2	Paramore ada gak Miss?
P	Ada. Mau apa lagi? Nih cari sendiri aja mana yang mau dikopi. (Setelah selesai mengkopi lagu, giliran P yang mewawancarai mereka).
P	Gimana tadi kegiatannya menarik, gak?
S1	Iya.
P	Gimana dengan belajar grammar seperti tadi? Menyenangkan nggak buat kamu?
S1	Iya, menyenangkan.
P	Terus, lebih mudah atau tidak belajar grammar dengan cara kegiatan tadi?
S1	Iya, Miss.
P	Kenapa?
S1	Belajar kelompok itu enak, Miss. Kan bisa diskusi sama teman, jadi lebih gampang belajarnya. Gak bikin ngantuk juga selama belajar.
S2	Iya, kalo diskusi sama temen tuh belajarnya jadi enak. Nyantai kayak di pantai. Hehehe...
P	Hahaha...OK deh.

IT 17**Hari, tanggal : Rabu, 10 November 2010****Jam : 10.25 WIB****Tempat : Ruang XI IPA****Kegiatan : Interview siswa Action IIIa (Cycle III)****Responden : Peneliti (P), Siswa 3 (S3)**

P	Oia, Bagaimana dengan kegiatan kita hari ini?
S3	Menyenangkan, Miss.
P	Gimana dengan kegiatan diskusi tadi?
S3	Sebenarnya seru, sih, Miss. Cuma materinya yang agak susah. Mungkin karena grammar. Soalnya kami gak pernah diskusi dan persentasi tentang grammar. Takutnya juga tadi salah menyampaikan waktu persentasi.
P	Kalau kegiatan presentasinya gimana menurut kamu.
S3	Deg-degan, Miss.
P	Kenapa deg-degan?
S3	Kan malu kalau salah.
P	Sebelumnya udah pernah belum persentasi materi grammar kayak tadi.
S3	Belom pernah e Miss...
P	OK. Thank you....
S3	OK.

IT 18

Hari, tanggal : Rabu, 10 November 2010
Jam : 10.55 WIB
Tempat : Ruang guru
Kegiatan : Interview GBI Action IIIa (Cycle III)
Responden : Peneliti (P), Guru Bahasa Inggris (GBI)

P	Bu, seperti biasa mau tanya pendapat Ibu mengenai implementasi tadi.
GBI	OK. Langsung menuju kegiatan intinya ya.... Tadi saya lihat proses diskusinya bagus. Mungkin karena mereka sudah pernah mendapat kegiatan yang sama, jadi mereka sudah tahu alurnya gimana. Tadi diskusinya kelihatan serius juga, terutama ketika diskusi kelompok.
P	Kalau kekurangannya apa, Bu dari kegiatan tadi?
GBI	Mungkin tadi mereka merasa agak kesulitan karena materinya grammar ya. Itu aja sich. Mungkin harus dibiasakan lagi.
P	Iya, Bu, mereka yang kebagian persentasi juga tadi bilang kalau mereka tidak pernah mendiskusikan dan menyampaikan materi tentang grammar. jadi katanya deg-degan katanya, Bu.
GBI	O...gitu ya? Tapi sih yang penting kan mereka enjoy belajarnya, itu udah jadi satu nilai plus buat mereka.
P	Iya, Bu.

IT 19

Hari, tanggal : Kamis, 11 November 2010
Jam : 10.15 WIB
Tempat : Ruang kelas XI IPA
Kegiatan : Interview GBI Action IIIb (Cycle III)
Responden : Peneliti (P), Guru Bahasa Inggris (GBI)

P	Bu, saya interview Ibu aja dulu ya. Sepertinya anak-anak ke kantin semua.
GBI	Ya, boleh.
P	Mau di sini atau di ruang guru, Bu?
GBI	Di sini aja, mbak, <i>ndak</i> apa-apa.
P	OK. Nah, tadi kan implementasi Jigsaw untuk yang kedua kalinya. Menurut Ibu bagaimana tadi, Bu? Apakah bagus seperti implementasi sebelumnya?
GBI	Saya rasa ada peningkatan ya Mbak. Yang tergabung di expert grup kelihatannya serius diskusi. Apalagi tadi Mbaknya ikut di dalamnya. Jadi bisa membantu diskusi mereka
P	Ok, thank you, Ma'am. Kalau mengenai quiz di akhir pembelajaran tadi gimana menurut Ibu?
GBI	Menurut saya cocok untuk mengetahui pemahaman siswa terhadap grammar. Karena kalau gak ada quiz seperti tadi kan kita sulit mengetahui apakah kemampuan grammar mereka meningkat atau tidak.
P	OK. Terimakasih banyak, Bu, penjelasannya.

GBI	OK. Sama-sama, Mbak. Sudah selesai, Mbak?
P	Iya, Bu, sudah.
GBI	Kalo gitu saya turun duluan, ya....
P	Iya, Bu, silahkan. Saya di sini dulu mau interview beberapa siswa dulu.
GBI	Nanti kalo ada apa-apa lagi saya ada di ruang guru sampai jam 11.
P	Iya, Bu.

IT 20**Hari, tanggal :** Kamis, 11 November 2010**Jam :** 10.25 WIB**Tempat :** Ruang kelas XI IPA**Kegiatan :** Interview siswa Action IIIb (Cycle III)**Responden :** Peneliti (P), Siswa (S2), Siswa (S1), Siswa (S3)

P	Hai...
S1	Lho, Miss, masih di sini?
S2	Nunggu kita ya, Miss? Hehe...
P	Iya, nih nunggu kalian. Kok tumben di kantinnya lama?
S3	Tadi di kantin rame banget, Miss. Jadi desak-desakan gitu. Yang buka Cuma satu kantin soalnya.
P	Oh.... Emh...sambil kalian makan, boleh ya Miss Astri sambil interview kalian?
S1,S2	Boleh, Miss.
P	Mengenai pembelajaran kita tadi menurut kalian bagaimana?
S3	Lumayan
S2	Lumayan apa?
S3	Good, Miss.
P	Good gimana? Kalian suka?
S2	Ya, Miss, suka. Tiap hari kan beda-beda to kegiatannya. Jadinya kita gak bosan.
S1	Ya, Miss. Soalnya kita gampang bosan. Kalo belajarnya gitu-gitu terus jadinya males ngikutinnya juga. Apalagi kalo udah harus ngerjain LKS. Hufff....
P	O...gitu ya. Berarti kalian suka ya... Oh iya, tadi ada yang tergabung di expert group gak?
S2	Aku.
P	Kamu? Emh, menurut kamu tadi gimana kegiatan diskusi di expert grup? Susah gak?
S2	Tadi sih aku ngiranya bakalan susah. Tapi kan mbaknya tadi ikut diskusi, jadinya kan bantu.
P	Oya, quiz-nya gimana? Gampang gak?
S3	Gampang-gampang susah. Hehe...
P	Tapi bisa, kan ngerjainnya?
S3	Bisa.
S2	Gampang kok, Miss tadi soal-soalnya.
P	Sip. Thanks, ya. Interview nya udah. Sampe ketemu besok.

S2	OK, Miss.
S3	Kita ketemu lagi Rabu depan ya, Miss?
P	Iya.

IT 21

Hari, tanggal : Kamis, 18 November 2010
Jam : 10.05 WIB
Tempat : Ruang kelas XI IPA
Kegiatan : Interview siswa Action IIIc (Cycle III)
Responden : Peneliti (P), Siswa 1 (S1), Siswa 2 (S2)

S1	Miss, hari ini terakhir ngajar di sini ya?
P	Iya...
S2	Yah...Miss. Emang penelitiane <i>wis rampung</i> ?
P	Udah. Emh...sekarang mau interview nih. Gimana kelas kita kemarin dan hari ini menurut kalian?
S1	Kegiatannya hmm...enak, Miss.
P	Tugas writing-nya susah gak? Kemarin kan kalian harus bikin teks analytical exposition tuh.
S2	Nggak, kok. Nggak susah. Soalnya yang akan ditulis udah didiskusikan, Miss.
P	O...gitu ya. OK. Thanks ya.

IT 22

Hari, tanggal : Kamis, 18 November 2010
Jam : 10.10 WIB
Tempat : Ruang kelas XI IPA
Kegiatan : Interview siswa Action IIIc (Cycle III)
Responden : Peneliti (P), Siswa 3 (S3), Siswa 4 (S4)

P	Hmm...sekarang kalian. Gimana kegiatan di kelas kita kemarin sama hari ini?
S3	Yah, Miss, mulai besok udah gak ngajar lagi di sini ya?
S4	Wis rampung penelitiane yo Miss yo?
P	Iya udah selesai penelitiannya. Jadi ini hari terakhir. Eh, jawab dulu dong pertanyaannya tadi.
S3	Pertanyaaane opo to, Miss? Lali. Hehe...
P	Gimana kegiatan di kelas kita kemarin? Kegiatannya.
S3	Kalo menurut aku sih bagus, Miss.
P	Nah, kemarin kan ada kegiatan writing harus menulis teks analytical exposition. Sulit gak tuh buat kalian?
S4	Keliatannya sulit, tapi ternyata nggak juga ya.
S3	He emh, kalo kelompokan tuh jadi gampang.
P	Bisa diperjelas gak gimana tuh maksudnya gampang?
S3	Gini lho...biasanya kan kalo harus nulis teks itu yang susah cari idenya, trus takut grammarnya salah-salah. Tapi kan kemarin idenya

P	didiskusikan dulu di kelompok. Trus grammarnya juga dibenerin ma temen dulu sebelum dikumpulin.
S3	O...gitu ya. Emh...jadi lebih menyenangkan mana kegiatan writing-nya secara individu atau kelompok?
S4	Of course kelompok lah, Miss...
P	Yup.
P	OK deh...thank you....

IT 23**Hari, tanggal : Kamis, 18 November 2010****Jam : 10.30 WIB****Tempat : Ruang guru****Kegiatan : Interview GBI Action IIIc (Cycle III)****Responden : Peneliti (P), GBI**

P	Met pagi, Bu...
GBI	Ya, Mbak...silakan masuk. Wah, ini ngajar terakhir ya Mbak, ya?
P	Iya, Bu.
GBI	Waduh...rasanya kok cepet ya... <i>ndak</i> terasa. Hehe...
P	Iya, Bu. Alhamdulillah akhirnya selesai juga penelitiannya.
GBI	Iya, syukurlah ya ndak ada kendala yang sulit selama penelitian.
P	Oya, Bu. Gimana dengan kegiatan Peer Feedback tadi menurut Ibu?
GBI	Bagus, Mbak. Jadi ya, untuk mengoreksi tulisan siswa itu ndak melulu harus sama guru. Jadi sambil ngoreksi teks temennya, mereka juga sambil belajar grammar lagi.
P	Oh iya, Bu. Menurut Ibu bagaimana dengan implementasi gabungan antara Team Pair Solo dengan Peer Feedback?
GBI	Menurut saya penggabungannya cocok. Bisa saling melengkapi satu sama lain. Kedua teknik ini bisa meng-handle problem-problem sebelumnya hingga siswa bisa membuat sebuah teks. Good job deh, Mbak.
P	Hehe...makasih, Bu.

LESSON PLAN 1a

Name of School	: SMA Kolombo
Class/smt	: XI IPA/1
Subject	: English
Theme	: <i>Global Warming</i>
Duration	: 2 x 45 minutes

A. Standard of Competence

6. Mengungkapkan makna dalam teks esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *analytical exposition*.

B. Basic Competency

- 6.2. Mengungkapkan makna dan langkah-langkah retorika dalam teks esei berbentuk *analytical exposition* dalam konteks kehidupan sehari-hari.

C. Achievement Indicators

1. Student is able to recognize the *analytical exposition text*.
2. Student is able to analyze the schematic structure of *analytical exposition text*.
3. Student is able to write a simple sentence about their problems related to the *analytical exposition text*.
4. Student is able to write an analytical exposition text.

D. Materials (enclosed)

1. Schematic structure of *analytical exposition text*
2. Connectives an *analytical exposition text*

E. Teaching Method

CLT : Cooperative Learning

F. Teaching-Learning Process

1. Pre-Teaching
 - a. Greeting and opening.
 - b. The researcher divides the class into groups of four.

- c. The researcher shows some pictures related to the theme, *Global Warming*. (TASK 1)
 - d. The students answer some questions related to the pictures from the researcher. (TASK 1)
2. Whiles Teaching
- a. To improve the students' motivation, the researcher asks the students to do a cooperative technique namely "Student Teams-Achievement Division (STAD)".
 - 1) The researcher gives a text with the title *Public Transportation should be Free*. (TASK 2)
 - 2) The students answer some questions related to the text. There are five questions and every student in every group should answer one question. (TASK 2)
 - 3) The researcher explains the material by having presentation. The material was about the schematic structure of *analytical exposition* and the connectives used in '*Public Transportation should be Free*' text. (TASK 3)
 - 4) The students write their problems and difficulties or comments on the worksheet related to the materials explained by the researcher.
 - 5) The students discuss the worksheet content, clarifying difficult and confusing points among themselves and also asked the teacher.
 - 6) The students submit the worksheets to the teacher.
3. Post teaching
- a. The researcher asks what they have learned today.
 - b. The researcher summarizes the materials today.
 - c. The researcher closes the lesson.

G. Source

Interlanguage Kelas XI (Priyana, Jaka. 2008. *INTERLANGUAGE: English for Senior High School students XI*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.)

H. Media : Pictures and worksheets

I. Evaluation : Written

Yogyakarta, October 27th, 2010

Teacher

Researcher

Sri Sartini

Astri Selvia A.



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5

MATERIALS Ia

TASK 1

Study the pictures showed by the teacher and answer the questions based on your knowledge. (The pictures are enclosed: picture 1, 2, 3, 4, 5)

Questions:

1. What do the pictures tell you?
2. In your opinion, what causes global warming?
3. How do you think global warming can be stopped or reduced?
4. Should every one participate in handling the problem?
5. How can we make other people see and start their act to reduce global warming?
6. When do you think we should start to take actions to fight against global warming?

TASK 2

Read the following article and answer the questions.

Public Transportation Should be Free

If we can agree that government has some role to play in our lives, then let's at least make it a positive one, consider the benefits of free, fully-subsidized public transportation.

First, it will motivate more people to leave their cars at home. Think of the reduction in pollution and traffic jam and insurance costs due to accidents, greener cities, safer cities, more livable cities. More room for parks and trees. Think of the money we'll all save by consuming less gas, spending less frequently on car repairs, and so on. That money will stay in our wallets and we could then turn around and give the economy a boost by spending it on other consumer goods or services more jobs.

Secondly, we must consider the health benefits. We'll all walk a little more. This will reduce visits to doctors' offices and hospitals because we'll be healthier. We'll have improved blood pressure, lower stress and possibly a better complexion.

In addition, free transportation will encourage us to enjoy the company of our friends and family. It will become much more feasible to safely drink another glass of wine at the restaurant or have that extra beer at the family gathering. We'll avoid the worry of getting behind the wheel with a blood-alcohol level that's above the legal limit, fewer accidents, fewer tragedies, lower costs of policing and reduced court backlogs. The increased public expense in transportation should pay off in the form of reduced health care costs and a safer society.

Then, think about some of the other social benefits: imagine how much we'll learn from each other when we share rides instead of sitting in isolation in our cars. Talking to the neighbors might come back into fashion. More people will meet and talk and maybe even help each other. Having someone else drive us will also give us more time for reading books and newspapers. So, park your car and use it for your dream vacation.

No more fumbling for change, just hop on and off the streetcar or bus wherever and whenever you like. What a great idea, especially for those who live in crowded, polluted cities. It will renew life on our streets.

So I can't agree more with this proposition. Let's go for it!

*(taken from INTERLANGUAGE:
English for Senior High School students XI, 2008)*

Questions:

1. What does the text tell us about?
2. What will happen if the public transportation is free?
3. What are the benefits for the environment if the public transportation is free?

4. What is the reason that by using the public transportation it will make us healthier?
5. Mention some social benefits from using public transportation?

TASK 3

Schematic structure of analytical exposition text

The text in Task 2 is an analytical exposition that proposes or suggests something.

It consists of:

- Thesis proposal: the general statement of topic discussed.
- Arguments: opinion/proposal of something and reasons behind the proposal or argument.
- Summing up: sometimes what has been discussed is also expressed again in the end of the text.

This type of text has the purpose of persuading the readers with its argument. It also explains how and why the argument is proposed.

Connectives

In the texts above you find the following words/phrases:

- First, ...
- Secondly, ...
- In addition, ...
- Then, ...

Those words are used to link arguments. Here are other words/phrases that you can use:

- On the contrary, ...
- Moreover, ...
- Furthermore, ...
- On the other hand, ...
- Therefore, ...

LESSON PLAN 1b

Name of School	: SMA Kolombo
Class/smt	: XI IPA/1
Subject	: English
Theme	: <i>Global Warming</i>
Duration	: 2 x 45 minutes

A. Standard of Competence

6. Mengungkapkan makna dalam teks esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *analytical exposition*.

B. Basic Competency

- 6.2. Mengungkapkan makna dan langkah-langkah retorika dalam teks esei berbentuk *analytical exposition* dalam konteks kehidupan sehari-hari.

C. Achievement Indicators

1. Student is able to recognize the *analytical exposition text*.
2. Student is able to analyze the schematic structure of *analytical exposition text*.
3. Student is able to write a simple sentence about their problems related to the *analytical exposition text*.
4. Student is able to write an analytical exposition text.

D. Materials

1. Schematic structure of an *analytical exposition text*
2. Connectives used in an *analytical exposition text*

E. Teaching Method

CLT : Cooperative Learning

F. Teaching-Learning Process

1. Pre Teaching
 - a. Greeting and opening.
 - b. The researcher groups the students randomly into groups of five.

- c. The researcher asks the students some questions to remind them about the theme in the previous meeting.
2. Whiles teaching
 - a. To motivate the students to be involved in the teaching-learning process and to accustom the students to write, the researcher asks the students to do a cooperative technique namely *Jigsaw*.
 - 1) The researcher gives a text with the title '*Reducing Global Warming*' to every group including the expert group. (TASK 1)
 - 2) The students answer some questions related to the text. There are three questions and every student in every group answers one question. (TASK 1)
 - 3) The expert group has a discussion about the schematic structure of *analytical exposition* and the connectives used in '*Reducing Global Warming*'. (TASK 2)
 - 4) They also have to determine the schematic structure of that text and also the connectives used, and make other sentences using those connectives. (TASK 3)
 - 5) The members of the expert group return to the original group for delivering the materials that have been discussed.
 - 6) The students from the expert group explain the material by having presentation in their groups.
 - 7) The researcher gives the worksheets to the students. They should write the summary of the materials delivered in their own words individually.
 - 8) The students submit the worksheets to the teacher.
 3. Post teaching
 - a. The researcher asks what they have learned today.
 - b. The researcher summarizes the materials today.
 - c. The researcher closes the lesson.

G. Source

Interlanguage Kelas XI (Priyana, Jaka. 2008. *INTERLANGUAGE: English for Senior High School students XI*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.)

H. Materials : Enclosed

I. Media : Pictures and worksheets

J. Evaluation : Written

Yogyakarta, October 28th, 2010

Teacher

Researcher

Sri Sartini

Astri Selvia A.

MATERIALS Ib

TASK 1

Read the following text and answer the questions.

Reducing Global Warming

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

(taken from INTERLANGUAGE:

English for Senior High School students XI, 2008)

Questions:

1. What should be done by the people to reduce global warming based on the text above?
2. What are the advantages of consuming fresh local groceries?
3. What kind of text above?

TASK 2

Schematic structure of analytical exposition text

The text in Task 2 is an analytical exposition that proposes or suggests something.

It consists of:

- Thesis proposal: the general statement of topic discussed.
- Arguments: opinion/proposal of something and reasons behind the proposal or argument.
- Summing up: sometimes what has been discussed is also expressed again in the end of the text.

This type of text has the purpose of persuading the readers with its argument. It also explains how and why the argument is proposed.

Connectives

In the texts above you find the following words/phrases:

- First, ...
- Secondly, ...
- In addition, ...
- Then, ...

Those words are used to link arguments. Here are other words/phrases that you can use:

- On the contrary, ...
- Moreover, ...
- Furthermore, ...
- On the other hand, ...
- Therefore, ...

TASK 3

Do these exercises in groups.

1. Determine the schematic structure of the text in Task 1.
2. What are the connectives used in the text? Mention them. Then make other sentences using those connectives.

LESSON PLAN IIa

Name of School	: SMA Kolombo
Class/smt	: XI IPA/1
Subject	: English
Theme	: <i>Disaster</i>
Duration	: 2 x 45 minutes

A. Standard of Competence

6. Mengungkapkan makna dalam teks esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *analytical exposition*.

B. Basic Competency

- 6.2. Mengungkapkan makna dan langkah-langkah retorika dalam teks esei berbentuk *analytical exposition* dalam konteks kehidupan sehari-hari.

C. Achievement Indicators

1. Student is able to use *asking for opinion* and *giving opinion expression*.
2. Student is able to generate and develop ideas.
3. Student is able to write an analytical exposition text.

D. Materials

1. *Asking for opinion* and *giving opinion expression* to get the idea for writing an *analytical exposition text*.

E. Teaching Method

CLT : Cooperative Learning

F. Teaching-Learning Process

1. Pre-teaching
 - a. Greeting and opening.
 - b. The researcher shows some pictures related to the theme. The theme is about *disasters*. (TASK 1)
 - c. The students answer some questions related to the pictures. (TASK 1)

2. Whiles teaching

- a. To make the students generate their idea, the researcher implements a cooperative learning technique namely *Think-Pair-Share*.
 - 1) The researcher divides the class into groups of four.
 - 2) The researcher divides each group into pairs, so each group consisted of two pairs.
 - 3) In pairs, the students discuss the differences between natural disasters and man-made disasters, then discuss everything related to man-made disaster especially the things that cause the disaster.
 - 4) In groups, the two pairs unite their ideas.
 - 5) Within the discussion, the researcher gives the materials about *Asking for opinion* and *giving opinion expression* and gives some other examples. (TASK 2)
 - 6) All groups write the result of discussion as the preparation for having presentation on the worksheet.
 - 7) Each group has a presentation.
 - 8) There is a big discussion involving the whole class during the group presentation.

3. Post teaching

- a. The researcher asks what they have learned today.
- b. The researcher summarizes the materials today.
- c. The researcher closes the lesson.

G. Source

Interlanguage Kelas XI (Priyana, Jaka. 2008. *INTERLANGUAGE: English for Senior High School students XI*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.)

H. Materials : Enclosed

I. Media : Pictures and worksheets

J. Evaluation : Written

Yogyakarta, November 3th, 2010
Researcher

Teacher

Sri Sartini

Astri Selvia A.



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Tsunami wave slams into the Aceh coast (Jakarta Indymedia)

Picture 6

MATERIALS IIa

TASK 1

Study the pictures showed by the teacher and answer the questions based on your knowledge. (The pictures are enclosed: picture 1, 2, 3, 4, 5, and 6)

1. What do the pictures tell you?
2. In your opinion, what causes disasters?
3. How do you think disasters can be stopped or reduced?
4. Should every one participate in handling the problems?
5. How can we make other people see and start their act to stop disasters?
6. When do you think we should start to take actions to stop disasters?

TASK 2

How to ask and give opinions?

Asking for opinion	Giving opinion
What is your opinion?	I think ...
What do you think of...?	I believe ...
How do you feel about...?	I feel ...
How do you see ...?	It seems to me ...
What are your views...?	In my opinion ...

Here are some other examples:

1. In your opinion, what causes disasters?
2. Do you think that disasters can be stop by the human?

LESSON PLAN IIb

Name of School	: SMA Kolombo
Class/smt	: XI IPA/1
Subject	: English
Theme	: <i>Flood</i>
Duration	: 2 x 45 minutes

A. Standard of Competence

6. Mengungkapkan makna dalam teks esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *analytical exposition*.

B. Basic Competency

- 6.2. Mengungkapkan makna dan langkah-langkah retorika dalam teks esei berbentuk *analytical exposition* dalam konteks kehidupan sehari-hari.

C. Achievement Indicators

1. Student is able to use *asking for opinion* and *giving opinion expression*.
2. Student is able to generate and develop ideas.
3. Student is able to write an analytical exposition text.

D. Materials

1. *Asking for opinion* and *giving opinion expression*

E. Teaching Method

CLT : Cooperative Learning

F. Teaching-Learning Process

1. Pre-teaching
 - a. Greeting and opening.
 - b. The researcher shows some pictures related to the theme. The theme is about flood that continually happened in Jakarta. (TASK 1)
 - c. The students answer some questions related to the pictures from the teacher. (TASK 1)

2. Whiles teaching

- a. To make the students generate and develop their idea, the researcher implements a cooperative learning technique namely *Two Stray Two Stay (TSTS)*.
 - 1) The researcher divides the class into groups of four.
 - 2) The researcher divides each group into pairs, so each group consists of two pairs namely '*two stay couple*' and '*two stray couple*'.
 - 3) During the activity, they use *asking for opinion* and *giving opinion expression* to generate and develop their ideas. (TASK 2)
 - 4) The '*two stay couple*' stays at group to be asked by the other students from the other groups, and the '*two stray couple*' go to the other groups to do their job to search information.
 - 5) The '*two stray couple*' writes the information they get on the worksheet.
 - 6) The '*two stray couple*' returns to their group and discusses it together with the original team.
 - 7) Each group has a presentation.
 - 8) There is a big discussion involving the whole class during the group presentation.

3. Post teaching

- a. The researcher asks what they have learned today.
- b. The researcher summarizes the materials today.
- c. The researcher closes the lesson.

G. Source

Interlanguage Kelas XI (Priyana, Jaka. 2008. *INTERLANGUAGE: English for Senior High School students XI*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.)

H. Materials : Enclosed

I. Media : Pictures and worksheets

J. Evaluation : Written

Teacher

Yogyakarta, November 4th, 2010
Researcher

Sri Sartini

Astri Selvia A.



Picture 1



Picture 2



Picture 3



Picture 4

MATERIALS IIb

TASK 1

Study the pictures showed by the teacher and answer the questions based on your knowledge. (The pictures are enclosed: picture 1, 2, 3, and 4)

1. What do the pictures tell you?
2. In your opinion, what causes flood?
3. How do you think flood can be stopped or reduced?
4. Should every one participate in handling the problem?
5. How can we make other people see and start their act to stop flood?
6. When do you think we should start to take actions to stop flood?

TASK 2

How to ask and give opinions?

Asking for opinion	Giving opinion
What is your opinion?	I think ...
What do you think of...?	I believe ...
How do you feel about...?	I feel ...
How do you see ...?	It seems to me ...

LESSON PLAN IIIa

Name of School	: SMA Kolombo
Class/smt	: XI IPA/1
Subject	: English
Theme	: <i>Drugs</i>
Duration	: 2 x 45 minutes

A. Standard of Competence

6. Mengungkapkan makna dalam teks esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *analytical exposition*.

B. Basic Competency

- 6.2. Mengungkapkan makna dan langkah-langkah retorika dalam teks esei berbentuk *analytical exposition* dalam konteks kehidupan sehari-hari.

C. Achievement Indicators

1. Student is able to use common grammatical features in analytical exposition texts.
2. Student is able to write an analytical exposition text.

D. Materials

Common grammatical features in analytical exposition texts:

1. Simple Present Tense
2. Present Perfect Tense
3. Verbs of thinking and feeling
4. Verbs of having and being
5. Modalities
6. General nouns
7. Abstract nouns
8. Technical words
9. Relating verbs
10. Action verbs

E. Teaching Method

CLT : Cooperative Learning

F. Teaching-Learning Process

1. Pre-teaching
 - a. Greeting and opening.
 - b. The researcher shows some pictures related to the theme. The theme is about *drugs*. (TASK 1)
 - c. The students answer some questions related to the pictures from the researcher. (TASK 1)
2. Whiles teaching
 - a. To improve the students' grammar in writing, the researcher implements a cooperative learning technique namely *Think-Pair-Share*.
 - 1) The researcher divides the class into groups of four.
 - 2) The researcher divides each group into pairs, so each group consisted of two pairs
 - 3) In pairs, the students read an analytical exposition text with the title '*The Government Should Provide Rehabilitation Programme for Drug Users*' and find the meaning of some words on the text first. (TASK 2)
 - 4) In pairs, the students discuss about the grammar used in analytical exposition text. The teacher gives them the points that must be discussed. (TASK 3)
 - 5) In groups, the two pairs discuss further about the material.
 - 6) All groups write the result of discussion as the preparation for having presentation.
 - 7) Each group has a presentation.
 - 8) There is a big discussion involving the whole class during the group presentation.
 - 9) The students get a quiz to check their understanding about the materials. They do the exercise individually. (TASK 4)

3. Post teaching
 - a. The researcher asks what they have learned today.
 - b. The researcher summarizes the materials today.
 - c. The researcher closes the lesson.

G. Source

1. Interlanguage for SMA grade XI (Priyana, Jaka. 2008.
INTERLANGUAGE: English for Senior High School students XI. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.)
2. The Bridge English Competence for SMA Grade XI (Kistono et al. 2007.
The Bridge English Competence. Surabaya: PT. Ghalia Indonesia.)
3. English Grammar in Use (Murphy, Raymond. 1994. *English Grammar in Use*. Cambridge: Cambridge University Press.

H. Materials : Enclosed

I. Media : Pictures and worksheets

J. Evaluation : Written

Teacher

Sri Sartini

Yogyakarta, November 10th, 2010
Researcher

Astri Selvia A.



Picture 1



Picture 2



Picture 3



Picture 4

MATERIALS IIIa

TASK 1

Study the pictures showed by the teacher and answer the questions based on your knowledge. (The pictures are enclosed: picture 1, 2, 3, and 4)

Questions:

1. Do you know those things? If so, where did you first know about them?
2. Do you know their effects when you use them?
3. Do you think it is important to know them?
4. Where do you think you and your friends should learn about them?
5. What should the government do about them?
6. What do you think we should do to drug dealers?

TASK 2

Read the following text, but first, find the meaning of the words below.

- | | |
|---------------------|------------------|
| 1. Rehabilitation = | 8. Jail = |
| 2. Punishing = | 9. Prison = |
| 3. Stacking = | 10. Arrest = |
| 4. Peddler = | 11. Packed up = |
| 5. Trap = | 12. Dealer = |
| 6. Addict = | 13. Trafficker = |
| 7. Wholesaler = | |

The Government should Provide

Rehabilitation Programme for Drug Users

The use of drugs has been a serious problem. This has made the situation worse because it is very dangerous to humans' body. Drug users are actually ill people who need to be helped. Rehabilitation is one of the main things that they should get. Instead of punishing and stacking them in prisons which are getting full, the government should provide rehabilitation for them.

Most users are actually victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are actually helping them out of a trap, which they might accidentally step on. Then, they start a normal life again. On the other hand, if we only arrest drug users and send them to jail it does not solve the problem because the drug users will still be addicts unless being properly treated. Jails will be filled up with drug users. Moreover, the users will still be users after released from prison. They then, will be arrested again.

By providing rehabilitating programmes for drug users and forcing them to participate on the programmes is way better than only arresting them and do nothing on their illness. Moreover, the prison will not be so full and packed up with users. Only drug dealers, traffickers, and wholesalers should be imprisoned instead.

*(taken from INTERLANGUAGE:
English for Senior High School students XI, 2008)*

LESSON PLAN IIIb

Name of School	: SMA Kolombo
Class/smt	: XI IPA/1
Subject	: English
Theme	: <i>Drugs</i>
Duration	: 2 x 45 minutes

A. Standard of Competence

6. Mengungkapkan makna dalam teks esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *analytical exposition*.

B. Basic Competency

- 6.2. Mengungkapkan makna dan langkah-langkah retorika dalam teks esei berbentuk *analytical exposition* dalam konteks kehidupan sehari-hari.

C. Achievement Indicators

1. Student is able to use common grammatical features in analytical exposition texts.
2. Student is able to write an analytical exposition text.

D. Materials

Common grammatical features in analytical exposition texts:

1. Simple Present Tense
2. Present Perfect Tense
3. Verbs of thinking and feeling
4. Verbs of having and being
5. Modalities
6. General nouns
7. Abstract nouns
8. Technical words
9. Relating verbs
10. Action verbs

E. Teaching Method

CLT : Cooperative Learning

F. Teaching-Learning Process

1. Pre-teaching
 - a. Greeting and opening.
 - b. The researcher divides the class into groups of five.
 - c. The researcher asks the students some questions to remind them about the theme in the previous meeting.
2. Whiles teaching
 - a. To improve the students' grammar in writing, the researcher implements a cooperative learning technique namely *Jigsaw*.
 - 1) The researcher gives a text with the topic related to *drugs* to every group including the expert group. They also find the meaning of the difficult words of the text. (Task 1)
 - 2) The students answer three questions related to the text and every group should answer the questions. (Task 1)
 - 3) The expert group has a discussion about the grammatical features used in the text. (Task 2)
 - 4) The researcher joined the discussion in the expert group.
 - 5) The members of the expert group return to the original group for delivering the materials that have been discussed.
 - 6) The students from the expert group explain the material by having presentation in their groups.
 - 7) The students return to their seating. Then the teacher gives them a quiz. They do it individually. (Task 3)
3. Post teaching
 - a. The researcher asks what they have learned today.
 - b. The researcher summarizes the materials today.
 - c. The researcher closes the lesson.

G. Source

1. Interlanguage for SMA grade XI (Priyana, Jaka. 2008.
INTERLANGUAGE: English for Senior High School students XI. Jakarta:
Pusat Perbukuan, Departemen Pendidikan Nasional.)
2. The Bridge English Competence for SMA Grade XI (Kistono et al. 2007.
The Bridge English Competence. Surabaya: PT. Ghalia Indonesia.)
3. English Grammar in Use (Murphy, Raymond. 1994. *English Grammar in Use*. Cambridge: Cambridge University Press.

H. Materials : Enclosed

I. Media : Pictures and worksheets

J. Evaluation : Written

Teacher

Sri Sartini

Yogyakarta, November 11th, 2010
Researcher

Astri Selvia A.

MATERIALS IIIb**TASK 1**

Read the following text and then discuss the meanings of the following words according to the context. Then, answer the questions.

attendant =

conjunction =

refractory =

undergo =

withdrawal =

The 'Report' of the New York Academy of Medicine agrees with the objective of stopping drug addiction and with the efforts at rehabilitation. It disapproves of the punitive approach and the fantastically brutal punishment. It proposes a more humane program as follows: 1. There should be a changed attitude toward the addict. He is a sick person, not a criminal. 2. The most effective way to get rid of drug addiction is to take the profit out of illegal drug traffic. The addict should be able to get his drugs at low cost under Federal control in conjunction with efforts to have him undergo withdrawal. 3. There should be medical supervision of existing addicts with strong efforts toward their rehabilitation. This would involve persuasion of the addict to go through treatment and rehabilitation, evaluation of the methods of treatment, and supervision of addicts who were unwilling or stubborn to treatment. 4. There should be no reduction in the efforts toward the elimination of the supply of illegal drugs. Every effort should be made to arrest drug peddlers, wholesalers, and importers. While the addict should be considered as a sick person and treated appropriately, the non addict trafficker should feel the full punishment of the law. 5. By means of all educational media, radios, televisions, the press, lectures, books, and classrooms, there should be a concentrated effort to inform the public of the dangers attendant on the use of narcotic drugs. 6. Such a program would provide enough data relating to the number of addicts, the origin of individual usage, the

number under treatment, the outcome of various forms of treatment, the number known to be unwilling to treatment, and similar information which is not now available. Such information would form a solid basis for better control, better rehabilitation, and better knowledge concerning the effect of narcotic addiction.

*(taken from INTERLANGUAGE:
English for Senior High School students XI, 2008)*

Questions:

1. What is the text about?
2. What are the proposals or suggestions stated in the text?
3. What is the best title for the text?

LESSON PLAN IIIc

Name of School	: SMA Kolombo
Class/smt	: XI IPA/1
Subject	: English
Theme	: <i>Society Problems</i>
Duration	: 3 x 45 minutes

A. Standard of Competence

6. Mengungkapkan makna dalam teks esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *analytical exposition*.

B. Basic Competency

- 6.2. Mengungkapkan makna dan langkah-langkah retorika dalam teks esei berbentuk *analytical exposition* dalam konteks kehidupan sehari-hari.

C. Achievement Indicators

1. Student is able to generate and develop idea.
2. Student is able to use common grammatical patterns in *analytical exposition texts*.
3. Student is able to write an *analytical exposition text*.

D. Materials

1. *Asking for opinion and giving opinion expression*
2. Schematic structure of *analytical exposition text*
3. Connectives used in *analytical exposition text*
4. Grammatical patterns in *analytical exposition texts*

E. Teaching Method

CLT : Cooperative Learning

F. Teaching-Learning Process

1. Pre-teaching
 - a. Greeting and opening.

- b. The researcher gives some cards containing eight topics: the danger of smoking, effects of free sex, free access of internet, corruption, bad TV programs, the bad pollution in industrialized areas, serious traffic jam in Jakarta, and slum areas in the city.
 - c. The students are grouped by giving them the cards randomly. Each group consists of four students.
2. Whiles teaching
- a. To cover all the problems in writing that had been solved in the previous cycles, the researcher implements two cooperative learning techniques namely “*Team Pair Solo*” and ‘*Peer Feedback*’.
 - 1) The students have a discussion with their team-mate about the topic they get (30 minutes).
 - 2) The students have a discussion in pairs to fix what already got from the group discussion (10 minutes).
 - 3) In solo activity, the students do a writing task individually. They write an analytical exposition text based on their own topic and the result of their group discussion.
 - 4) Each student has a partner to work.
 - 5) The students exchange the writing product to their partner to be revised.
 - 6) After revising their partner’s worksheet, they return it to the owner to be corrected and rewrite it until it correct.
 - 7) The teacher publishes the best writing on the school board magazine.
3. Ending the Lesson
- a. The researcher asks what they have learned today.
 - b. The researcher summarizes the materials today.
 - c. The researcher closes the lesson.

G. Source

Interlanguage Kelas XI (Priyana, Jaka. 2008. *INTERLANGUAGE: English for Senior High School students XI*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.)

H. Materials : Enclosed

I. Media : Cards and worksheets

J. Evaluation : Written

Yogyakarta, November 11th and 17th, 2010

Teacher

Researcher

Sri Sartini

Astri Selvia A.

CYCLE I
Student Teams-Achievement Division (STAD)
October 27th, 2010



Picture 1

The students worked cooperatively in groups and the researcher explained the material by having presentation.



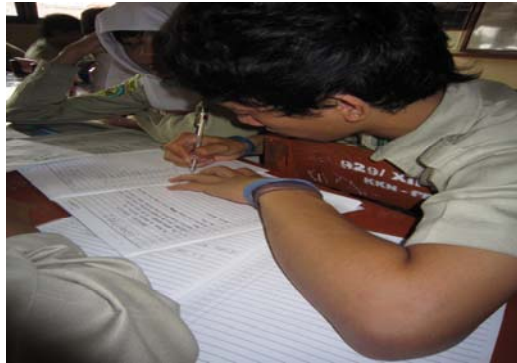
Picture 2

Only a few students were enthusiastic in this activity. Some students sitting at the back row made noise such as talking to each other and laughing.



Picture 3

There was also a the student who looked sleepy during the activity.

CYCLE I***Jigsaw***28th October, 2010**Picture 4**

A student listened to his friend who explained the materials in the group, and he made a note by his own while his friend was explaining.

**Picture 5**

The expert team looked serious when they had a discussion.

**Picture 6**

The students looked serious when they were writing a summary.

CYCLE II

Think-Pair-Share and Two Stay Two Stray (TSTS)

November 3rd and 4th, 2010



Picture 7: *Think-Pair-Share*

A pair of students was having a discussion seriously. In this activity, they tried to generate and develop their ideas.



Picture 8: *Think-Pair-Share*

The two pairs then worked in group cooperatively to unite their ideas.



Picture 9: *Two Stay Two Stray (TSTS)*

The 'two stray couple' visited the 'two stay couple' to the other groups to get the information.



Picture 10: *Two Stay Two Stray (TSTS)*

After getting all the information, the students returned to their original team to discuss the information that they got from the other groups.

CYCLE III

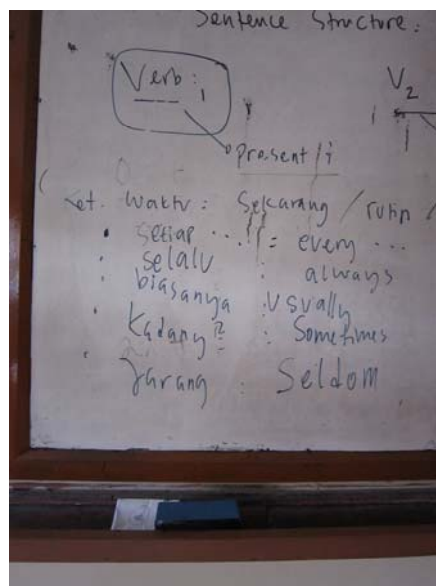
Think-Pair-Share and Jigsaw

November 10th and 11th, 2010



Picture 11

The students did a grammar quiz individually at the end of the activity.



Picture 12

One of the materials in *Think-Pair-Share* and *Jigsaw* activity was about simple present tense.

CYCLE III

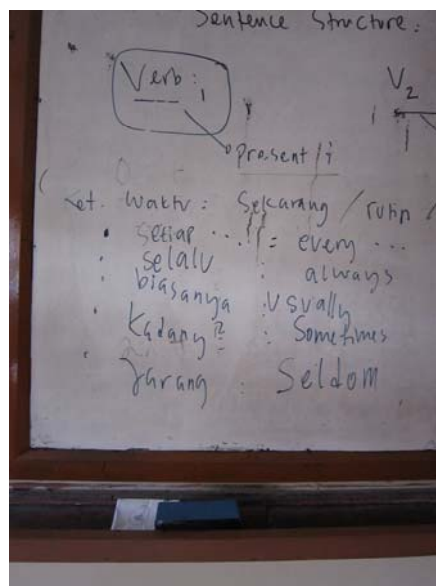
Think-Pair-Share and Jigsaw

November 10th and 11th, 2010



Picture 11

The students did a grammar quiz individually at the end of the activity.



Picture 12

One of the materials in *Think-Pair-Share* and *Jigsaw* activity was about simple present tense.

CYCLE III

Team Pair Solo and Peer Feedback

November 17th, 2010



Picture 13

The students were having the 'team' discussion in the *Team Pair Solo* activity.



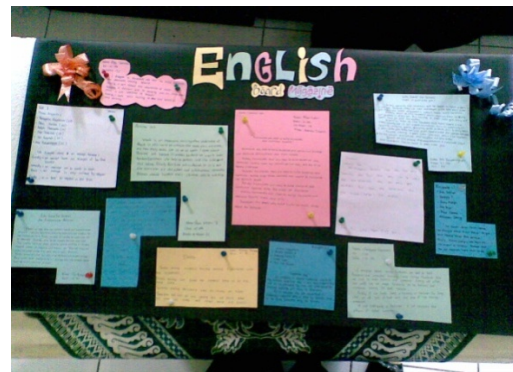
Picture 14

In the *Team Pair Solo* activity, the discussion was continued with 'pair' discussion to get more detail information before they started to write.



Picture 15

The students were having the 'solo' activity. They wrote an analytical exposition text individually that would be revised by their partner.



Picture 16

The best students' writing products were stuck on the board magazine.



**YAYASAN ASRAMA DAN MASJID (YASMA)
SEKOLAH LANJUTAN TINGKAT ATAS
SMA KOLOMBO SLEMAN**

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Alamat : Jl. Rajawali 10, Kompleks Kolombo, Yogyakarta Telp.565938**

SURAT KETERANGAN

No: 126/A.1/E.7/XIISMA/KY/2010

Yang bertanda tangan di bawah ini, saya :

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Jabatan : Kepala Sekolah
Unit Kerja : SMA Kolombo Sleman

Menerangkan bahwa :

Nama : Astri Selvia Astarina
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Universitas : Universitas Negeri Yogyakarta

Mahasiswa Fakultas Bahasa dan Seni UNY tersebut di atas telah melakukan penelitian di SMA Kolombo Sleman sejak bulan Oktober s.d. Desember 2010, guna pembuatan skripsi dengan judul :

"Significances of Cooperative Learning in Improving Writing Skill of Science Program Students Class XI of SMA Kolombo Yogyakarta in Academic Year 2010/2011".

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya

Depok, 06 Desember 2010
Kepala Sekolah
Sri Rejeki Andadari
Dr. Sri Rejeki Andadari



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19 November 2010

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Lampiran : --
Hal : Permohonan Izin Penelitian

Kepada Yth.

Kepala SMA Kolombo Yogyakarta
di Yogyakarta

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan melaksanakan penelitian untuk memperoleh data penyusunan PKMP (Program Kreativitas Mahasiswa Penelitian), dengan judul :

Significances of Cooperative Learning in Improving Writing Skill of IPA Students Class XI of SMA Kolombo Yogyakarta in Academic Year 2010/2011

Mahasiswa dimaksud adalah :

Nama : ASTRI SELVIA ASTARINA
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Waktu Penelitian : Oktober – Desember 2010

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan
Pembantu Dekan I,

[Signature]
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