

**IMPROVING THE EIGHTH GRADE STUDENTS' WRITING SKILL
THROUGH A WRITING PROCESS METHOD
AT SMP N 15 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

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



By:

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**ENGLISH EDUCATION DEPARTMENT
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YOGYAKARTA STATE UNIVERSITY**

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APPROVAL PAGE

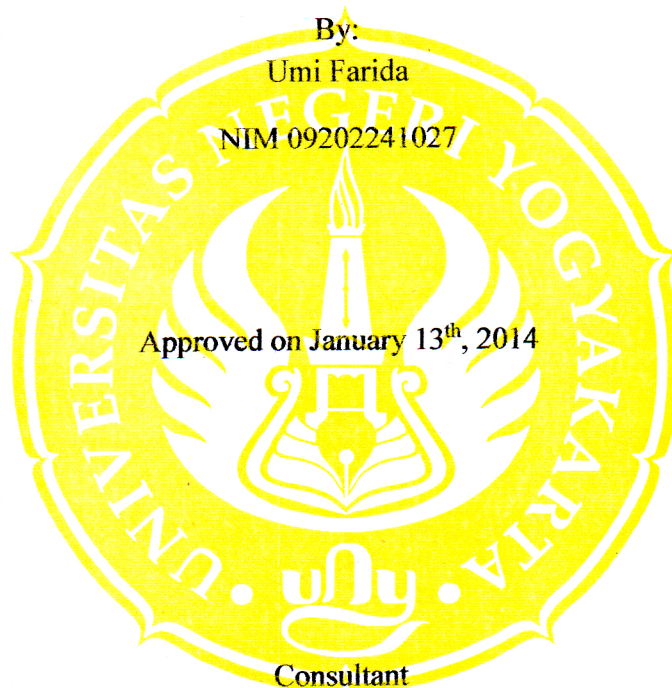
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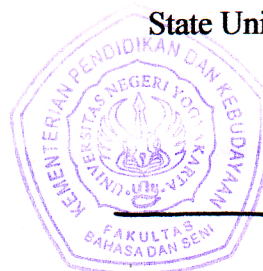
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata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

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

Yogyakarta, Januari 2013

Penulis



Umi Farida

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DEDICATIONS

This thesis is fully dedicated to:

My beloved father, Partu Abdul Hasan

and

My beloved mother, Winarni

MOTTOS

**IT IS IN YOUR MOMENTS OF DECISION THAT YOUR
DESTINY IS SHAPED.**

PLAN THE WORK AND WORK THE PLAN

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Umi Farida

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Abstract

The aim of this study is to improve the students' writing skill of students of grade VIII SMP N 15 Yogyakarta through a writing process method in the academic year of 2012/2013.

This study was categorized into an Action Research (AR). The subjects of the study were the 8E students of SMP N 15 Yogyakarta in the academic year of 2012/2013. The instruments of the study were observation checklist and interview guidelines, which were supported by the scores of students' writing tests. The data from the observation and interview were analyzed qualitatively and the scores were analyzed quantitatively using descriptive statistics. The validity of the data was gained by applying democratic, outcome, process, catalytic, and dialogic validity. To get the trustworthiness, the researcher used a triangulation method. The steps of the study were planning, actions, observations, and reflections. The actions were conducted during May 2013 in two cycles.

The finding of this study is that the using of a Writing Process Method could improve the students' writing skill at SMP N 15 Yogyakarta. The qualitative data analysis showed that the students were able to think about their own idea of writing and minimize their grammatical mistakes. The qualitative data were supported by the quantitative data. The mean scores increased from 53.03 in the pre test to 60.76 in the Cycle I, to 70.15 in the Cycle II.

CHAPTER I INTRODUCTION

A. Background of the Problem

In learning a language, especially English, it is important to know the sub-skills of English and master it well. There are micro skills and macro skills. There are four macro skills in learning English, i.e. listening, speaking, reading and writing. All of those macro skills are integrated each other. Naturally, when people learn a language, they learn first from listening. After listening, they will be able to speak. Then, they learn how to read it so the last they will be able to write. This is a natural process how people learn a language. However, in this case, the researcher will concern only on one of those macro skills, i.e. writing.

Writing is one of the important aspects in learning language, especially English. In real life, people cannot avoid the activity of writing. Writing can be found from many things in the daily life, for example, writing announcement in a school board, writing letters, texting message, e-mailing, and so on. Therefore, writing is needed and important to be learned by the students, especially in junior high school.

Teaching writing for junior high school students is not an easy thing to do. It is different from teaching writing for adults or senior high school students. Junior high school students need more motivation and guidance from the teacher to write in English. Therefore the teacher has to

be able to act as a motivator, director, and supervisor. Besides that, appreciation from their work is also important to motivate and encourage them as well as increase their self-confidence.

Teaching writing in the last period or in a traditional approach only focuses on the product of writing, not the process. The teacher only looks at the result of the students writing. Therefore, the students will not enjoy doing writing and they will not have any strategies in writing, including how to express and explore the idea, how to construct the idea to be a written text, how to expand it, how to manage the paragraph so it will be a coherent and cohesive paragraph. The teacher assessment in traditional approach of writing also only focuses on the grammatical correctness. However, teaching writing should not like that. To make a good paragraph or a good writing, students have to know how to make their writing to be a good writing. Therefore, the process of writing is needed to be introduced and applied to the students. It is because a good writing is not only seen from its product or final result but also the process how it becomes a good writing. By applying this approach in teaching writing, the students are expected to be able to make a good writing and have higher motivation in writing.

B. Identification of the Problem

Based on the observation and also the suggestion from some teachers, the school that has the problems in writing is SMP N 15 Yogyakarta. The researcher and the collaborator conducted the observation

in class VIII E SMP N 15 Yogyakarta regarding to the teaching and learning process on English subject, there were many problems found, especially in writing. The problems can be found from three aspects: the teacher, the students, and the teaching and learning method.

The first problem came from the English teacher. The English teacher, in this case, did not quite make a good atmosphere in the classroom. The teacher still used explanation method and did not create an interesting activity that encourages the students to write in English. Therefore, the students sometimes feel bored and did not have willingness to write or even to learn English.

The second problem was the students. Most of the students in class VIII E lack motivation to write in English and even they did not interest at all to write in English. It was because they still have a big idea in their mind that English was the most difficult subject. They even did not have willingness to write in English because they did not want to think hard to find out every single word in English and arrange them to be a good sentence and paragraph since writing requires the students to have plenty of vocabulary and to be able to make grammatically correct sentences. Besides that, the students also did not have any strategies to make a good writing. They never think of the process how to make a good writing because they only focus on the final product of their writing.

The last problem was about the teaching and learning method. The teaching and learning process conducted by English teacher was not

interesting. She taught the students monotonously and too seriously. It will not encourage them to learn more. In the process of teaching and learning, there was no interesting activity made by the teacher, so the students get bored easily. Meanwhile, a writing activity needs a long process. It is not merely asking the students to make sentences and arrange them to be a paragraph. However, it needs a process to make the students able to make a good writing.

Based on the problems mentioned above, the researcher thought that it is necessary to find out the solution of the problem related to teaching and learning process, so that the writing ability of the students will be improved.

C. Limitation of the Problem

It is impossible for the researcher to deal with all of the problems that have been mentioned because of the limitation to finish this research. Therefore, the researcher would like to limit the problem in this research. After discussing the problems with the teacher and collaborator, the researcher decided to focus only on the teaching method. Using the writing process method, the researcher expects the students to learn more about how to make a good writing step by step. The steps are pre-writing, drafting, sharing, revising, editing, and publishing. The researcher conducted the research only in class VIII E of SMP N 15 Yogyakarta. The researcher also limit the topic of the student's writing. The text type used

by the researcher is recount text. By choosing this approach, the students are expected to be able to write a good recount text.

D. Formulation of the Problem

Based on the background of the problems stated above, the formulation of the problem is as follows:

How can the use of process writing method improve the students' writing ability in class VIII E of SMP N 15 Yogyakarta in the academic year of 2012/2013?

E. The Objectives of The Research

Based on the formulation of the problem above, the objective of the research is to find how the process writing method can improve the students' writing ability in class VIII E of SMP N 15 Yogyakarta in the academic year of 2012/2013.

F. Significance of the Research

1. Practical Significance

- a. For the students, this research is expected to help them in making a good writing of a recount text and give them motivation to write in English.

- b. For the teachers, this research is expected to help them to find out the new method for teaching writing, that is using a writing process method.

2. Theoretical Significance

- a. This research is used as a basis for the next researchers to conduct the further research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

The theoretical review provides the theories that become the reference and the framework of the study. These theories are related to writing because the concern of the study is about writing.

1. Writing

a. Definition of Writing

Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language after listening, speaking, and listening. In other words, the researcher can say that writing is an indicator whether students have gained all skills before or have not. Before students have to write, they should be able to listen, to speak, and to read. Writing skill differs from other skills like speaking and listening. Brown (2001: 334) states that trends in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking.

Writing is the activity in which the people perform their spoken language into the symbols or graphics. According to Brown (2001: 335), written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference is that written language uses graphic

instead of auditory signals. It is also stated by Spratt, et al. (2005; 26) that writing involves communicating a message by making signs on a page. It means that in doing writing the spoken message must be convert into a symbol. Writing is a form of communication and a process of expressing and impressing ideas into a product of writing, translating out thought into language (Nunan, 2003: 88).

When the students do the writing, there is a message or idea that will be conveyed through the symbols or signs. It is supported by Spratt et al. (2005; 26) who stated that writing requires a writer to be able to form letters and words, and join these together to make words, sentences or a series of sentences that link together to communicate that message. Bachani (2003) also said that when we communicate through writing, we have so many ideas to express for which we consider different ways of combining and arranging them which lead us to our drafting, revising or redrafting and so on.

Writing, just like speaking, is a kind of productive skill. That means they involve producing language rather than receiving it (Spratt, 2005: 26). They produce an idea or a message through language. However, speaking and writing are not always the same. Bachani (2003) stated that speaking uses a variety of prosodic features such as pitch, loudness, speed, rhythm, pauses and so on that help us to get the feedback from listeners but this does not happen in case of writing where the context is created through the words alone

and without the direct interaction between the writer and the reader. So, there is not always an audience in writing.

Writing is the last output after students learn separate acts continuously. Wallace (2004: 15) states that writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that have to be passed before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learn with fun.

Another linguist, Hyland (2004: 09), explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

b. Micro and Macroskills of Writing

When the researcher talks about micro- and macroskills, it is about assisting teachers to define the most appropriate criterion to assess students. Microskills will be dealing with imitative and intensive writing. Meanwhile, Macroskills will be most appropriate

for mastering responsive and extensive writing. Brown (2004; 221) mentioned the macro and micro skills of writing.

Micro skills

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

Macro skills

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written text according to form and purpose.
- 3) Convey links and connections between events, and communicative such relation, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.
- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrase and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Besides that, Spratt, et al. (2005) also stated about the subskills in writing. They mentioned that one of the subskills in writing is the accuracy. Accuracy means using the forms of language correctly. Writing accurately involves 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.

However, teaching the subskills in writing is sometimes different, depending on the age of the learners as well as the needs of the learners. Spratt, et al. (2005; 27) stated that at primary level the teacher may spend a lot of time teaching learners how to form letters and words and write short texts of a few words or sentences. However in the high level, the teacher may focus on the content of the students' writing.

c. Writing Conventions

Written text has a number of conventions which separate it out from speaking. The conventions of writing mentioned by Harmer are including handwriting, spelling and the last is layout and punctuation. Harmer (2001) states that many students whose native-language orthography is very different from English, have difficulty forming English letters. The example of the country that has different orthography from English is Arabic language. The students that come from Arab may learn English more difficult, especially in writing, since they are not only learn the grammatical feature but also the orthography as well. The students from Indonesia should be easier to learn and write in English because the orthography system is still the same with English.

The other thing in the convention of writing is that the spelling. Spelling becomes the big matter in students writing, especially those

who have lack of vocabularies. One of the big reasons is because the sounds of the words in English are not always the same with the way it is wrote, for example the word ‘one’ should be said /wʌn/. It is the proof that the sounds and the spelling are not obvious.

Besides that, Harmer (2001) states that an issue that makes spelling difficult is the fact that not all varieties of English spell the same words in the same way. English that the students usually learn can be British English and American English. It depends on the teacher who teaches them. In British English for example, it has the word colour, while in American English the word become color. That will be a matter for students to choose, whether they should use the word colour or color. Therefore the teacher should decide one of the varieties of English to teach English to the students consistently.

The last thing in the convention of writing is the layout and the punctuation. Different writing communities (both between and within cultures) obey different punctuation and layout conventions in communications such as letters, reports, and publicity (Harmer, 2001). The different uses of punctuation such as the use of a semi colon instead of using full stop, and the matter of when the students should use capital letters in different country will become a challenge for the students. A little mistake made by the students can make misunderstanding of the reader who read their writing.

d. Characteristics of Written Language

Brown (2001: 341) mentions some characteristics of written language. They are listed below.

1.) Permanence

According to Brown (2001), once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: the power to emend, to clarify, and to withdraw. These all the causes why, writing often be thought as a hard thing to do. Therefore, the teacher should guide the students in every single step in writing process approach before it is submitted.

2.) Production time

Writing is an activity that requires much time. It is because in making a good writing, it needs a process, the steps before making final result. However, the educational system in all schools requires students to make or to do the writing in a very short time, as in the final exam for example. Therefore, the teacher should think smart. The teacher has to make the students do the writing process but in a limited time. The students should be trained to manage the time well.

3.) Distance

Distance can be defined as a cognitive empathy, in which good writers can read their writing in a perspective of the readers.

It means that the writer has to be able to put the readers' position when they read their writing. Writers need to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject-matter knowledge, and very important, how their choice of language will be interpreted (Brown, 2001).

4.) Orthography

Orthography deals with the symbol or the letters used to write. It will be easier to teach the students whose the native language has the similar characteristic with the target language. However, if the symbols or the letters is different from English alphabet, or the phoneme-grapheme system is not the same, the teacher needs to put more our effort to teach writing. Another case is that when the students are not literate enough in the native language, the teacher should start from the very beginning aspects in reading and writing.

5.) Complexity

Writing can be defined as producing and combining sentences in a complex way. It is because when a writer combines some sentences into a good paragraph, or even combining some words into a correct sentence, she/he needs to think about many aspects. The aspects can be the diction or word choice, the rhetorical pattern, how to make the reference, how to create syntactic and lexical variety, and so on.

6.) Vocabulary

Writing is the activity that requires the writer to have plenty of vocabularies to express their idea in a written form. If they are lack of vocabulary, they will face many problems because they cannot put their idea or their thought into a good writing.

7.) Formality

Whether the students is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. (Brown, 2001: 342).

2. Teaching Writing

a. Approaches to Students Writing

There are a number of different approaches to the practice of writing skills. The first is product-oriented approach and the second is process-oriented approach.

1) Product-oriented approach

Many teachers of English especially in the past period always teach writing with the focus on the product only. The product means the final result of the students' writing. The teacher did not want to know the process in making it. The teacher only wants to see the final result. Brown (2001) states that a good deal of attention was placed on "model" compositions that students would emulate and on how well a student's final product

is measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.

2) Process-oriented approach

Process-oriented approach focuses more on the process of writing rather than the product. It does not mean that process oriented will not pay attention to the result or the product. However, writing is seen as the step by step process so that it will be a good writing. Brown (2001; 335) says that the process of writing requires an entirely different set of competencies and is fundamentally different from speaking. He also states that written products are often the result of thinking, drafting, revising procedures that require specialized skills, skills that not every speaker develops naturally.

According to Harmer (2001), those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through. The students can start their writing from the concept, the outline, or the first draft. Harmer (2001) provides some activities which are related to writing process;

- a) Check language use (grammar, vocabulary, linkers)
- b) Check punctuation (and layout).
- c) Check your spelling.

- d) Check your writing for unnecessary repetition of words and/or information.
- e) Decide on the information for each paragraph, and the order the paragraph should go in.
- f) Note down various ideas.
- g) Select the best ideas for inclusion.
- h) Write a clean copy of the corrected version.
- i) Write out a rough version.

b. Teaching English writing well

Teaching writing is easy, but teaching writing well is not that easy. There must be several steps to be called teaching English writing well. Harmer (2004: 41) explains that there must be five steps at least in teaching writing.

The very first step in this case is demonstrating. In this stage, teachers give students examples of a text type that is going to be learned. They are explained in details, like its purpose, social functions, and grammatical feature. Students are given an understanding related to the differences among text types.

After the teacher demonstrated the text to the students, the second stage to go is motivating and provoking. Here, teachers are about to provoke and motivate students in finding ideas with fun ways. Before entering class, it will be better for teachers to prepare what they will do in order to stimulate students' ideas. For example, teachers prepare some jumbled pictures to be shown. From the pictures, students can find their ideas. They can ask teachers for the correct sentences after they get ideas.

The third step in teaching English writing well is supporting. Actually, students need a lot of help from teachers. Therefore, teachers should be available anytime students need their help in classroom. In writing process, students must have many questions to ask. They will ask about grammar, vocabulary, punctuation, and anything dealing with writing features.

The fourth step to do after supporting is responding. In this step, teachers give suggestions to students' works so far. It is about how the researcher their writing is. Here, teacher will not make correction symbols on students' works. Once again, it is about giving comments or suggestions rather than filling their works full of correction symbols. For example, teachers say, "*You have to be careful with your future tense. You are able, actually. It's just about your carefulness.*" The italic sentence is an example of suggestions from teachers in responding student's works.

The last step but not the least is evaluating. It is considered as a must in every task or activity. In evaluating, teachers judge students' work as the final product. When evaluating, teachers will get each student's score. Teachers usually give correction symbols on students' work. It can also be used as learning opportunity. After students receive back their scripts that are already filled with correction symbols, they can learn where they made mistakes and how to revise them.

c. The Roles of Teacher

According to Harmer (2001), there are some roles of the teachers when the students are asked to write. They are as follows:

1.) Motivator

One of the big roles of the teacher when the students are asked to write is that being as the motivator. Motivation is needed by the students to support and encourage them to write. The teacher can motivate the students by creating a good atmosphere in learning, stimulating their ideas, and try to make as much effort as possible for maximum benefit. Motivation is also useful as a means to build up the students' self-confidence in writing.

2.) Resource

A lack of knowledge and information from the students make them have a problem in writing. Therefore, we have to be ready to supply the information and language when it is needed. The students must free to ask the teacher if they do not know something. For example, the student asks the teacher the translate of the word 'exciting', then the teacher should be able to answer such question.

3.) Feedback provider

Feedback is important for the students because they can learn something through it. The teachers have to choose the focus

of their assessment. Positive feedback will be useful to encourage the students to write.

d. Teaching Writing in Junior High School

Most of the teachers use some interesting media in teaching writing. They almost use an LCD projector in almost every meeting. Teachers usually give students examples of any kind of texts that will be learned on that day. They have a class discussion about the text. They mainly discuss the grammatical feature, the social function, and the generic structure of a particular text. After the teachers show the examples and discuss with students, the students are given group activity to identify some kinds of texts. As the assessment, they are asked to write a kind of text that has just been learned on that day individually.

Writing in Junior High School has several rules actually. Those rules are based on Standard of Competency and Basic Competences of English (curriculum of English) for Junior High School. In this case, the researcher collected the research data at SMP N 15 Yogyakarta. The researcher only dealt with the eighth grade students in the second semester. Standard of Competences of writing as in Indonesian English curriculum for the eighth grade students in the second semester covers:

Table 1: **Standard of Competences and Basic Competences of Writing Skill for Junior High School Students at the Eight Grade Semester Two**

Standar Kompetensi	Kompetensi Dasar
Menulis 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat	12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>

e. Strategies in Teaching Writing

Harmer (2004: 11) states that students should pay attention not only to *what* to write but also to *how* to write. Writing is more than to write. There are actually several strategies to write well. Students are led to know more about how to write. Therefore, he offers some writing strategies in this case:

1.) The way teachers get students to plan

Teachers need to encourage students to plan or think about what they are going to write. The simplest way is to plan the content of their writing and its outline. In this case, there are a lot of ways to get students' plan, actually. However, there are two common ways that are usually used in this stage. They are brainstorming and guided tasks.

Brainstorming can be applied in pairs and group discussion. In the discussion, they can share anything that can be used as their writing topic or content. Meanwhile, guided tasks are more related to some activities that will lead students to find their idea to write. The teacher can also encourage students to think about the purpose of their writing and for whom they are writing.

2.) The way teacher encourage students to draft, reflect, and revise

In this stage students are made to believe that their drafts are not the finished products. They still need to reflect and revise them. It will lead students to collaborative writing. In collaborative writing, they will work side by side with their classmates in order to produces a good writing. They will respond to each other's drafts in terms of language and content. They will give suggestion to each other. They will share any idea that is significant to their writing. Finally, their contribution will create a good finished product.

3.) The way teachers respond to students' writing

There are several ways to respond the students' writing. The first way teachers can do is respond to a work-in-progress. It is applied when a teacher is talking to a student in a group while the others are still working on their own. The second way is giving reformulation to students. In this way, teachers write their own version of a good writing. It will be significant for students as a comparison with their work. The last way is conducting peer response. It will be really welcome to

students because teachers talk to each student. It means that each student will get suggestion as what they need.

3. Writing Process Method

The concept of method from Anthony (1963) is the second of three hierarchical elements, namely approach, method and technique. According to Anthony (1963), an approach was a set of assumption dealing with the nature of language, learning, and teaching. Method is defined as overall plan for systematic presentation of language based on a selected approach. Technique is specific classroom activities consistent with a method, and therefore in harmony with an approach as well.

Writing process method can be said as a plan of making writing based on the process approach. It provides the students some steps to make a good writing since the students cannot only focus on their final output (their writing). They should pay attention to the processes or steps in writing to produce a good writing. A good writing means good in terms of language, content, purpose, and referred reader. Hyland (2004: 10) illustrates the stages of writing to give students clear understanding that writing process is significant to produce a good writing. The first stage is selection of topic. It can be done by both students and teachers. Students can find their own topic or with teachers' help. Another way, teachers can decide the topic students should use to write.

The next stage is prewriting. In this case, students are involved in brainstorming, collecting data, note-taking, and outlining. The third stage is composing. Composing is another term of drafting. In this stage, students begin to write their ideas down on paper. After having composing, the next step is response to revisions. It can be conducted by teachers or peers. It is about responding to ideas, organization of text, and text style. After students are sure with their ideas, organization of text, and text style, they will step on proofreading and editing. In this stage, there will be checking and correcting form, evidence, layout.

When the stage of proofreading and editing has been carried out, it means that students have finished their writing. It is the time to step on the seventh stage, which is evaluation. In this case, teachers judge the progress students achieve within the process. Students should perform their progress by time. After teachers finish evaluating students' writing, the next step to do is publishing. It means allowing people to read the writing as the finished product. It can be presenting in class or showing on notice boards, or even in website. The ninth or the last stage is having follow-up tasks. It is conducted to conclude the weaknesses of students writing. By holding this stage, latter, students are hoped to have better writing.

In another book that is related to steps of writing, Harmer (2004: 4) offers a simpler process of writing. It consists of four stages. There will be planning, drafting, editing, and final draft.

The first stage of the writing process method that proposed by Harmer (2004) is planning. He says that there must be three considerations in this stage. The first one is thinking the purpose of writing. It will influence other features, like text type, language use, and information or content of the text. The second one is related to the audience students refer to. It will have impacts in other cases. One of them is dealing with the language choice, whether they will use formal or informal language. The last consideration is the content structure. It is about the sequence of the text. In his book, Harmer (2004) exemplifies how to sequence facts, ideas, and arguments in the best way.

After finishing their plan, students are led to step on the second stage which is drafting. In this stage, students are starting to write their ideas or topics they have selected before. They can also make outline about their writing content before they start to write in the best form.

The third stage according to Harmer is editing. Here, students are checking the drafts have been written by students. After they are checked and edited, students will start to write in the best form of writing based on their own text type.

This is the fourth or the last stage of the writing this process. Harmer (2004) assumes the final draft as a finished product. It is considered as best writing after passing checking and editing. In this stage, students are allowed to publish their writing to readers.

Another expert also mentions about writing process method. Peha (2002), mentions that there are seven stages in the process writing. They are pre-writing, drafting, sharing, revising, editing, publishing, and the last is assessing.

- a. **Pre-writing:** pre writing is any writing activity before the writer starts writing. Prewriting is a planning stage for writing. Planning is an important step of the writing process; it allows the writers to organize their writing before they even begin. Teachers might help students who have difficulty in determining a topic using various strategies such as, graphical editing, free writing, and associative writing.
- b. **Drafting:** In the draft stage, students are expected to put the arrangement they did in the planning stage on to paper. In this stage, spelling rules for the written text are ignored. The students primarily try to create the content.
- c. **Sharing:** Sharing means sharing the work with other people and getting some feedback about the writer is doing (Peha, 2002). It is including the activity of peer editing, writing workshop, or discussion.
- d. **Revising:** This stage consists of the students' review of the written draft, sharing the draft text with a writing group that was formed in the classroom, and rearranging the content according to feedback from friends in the writing group. In this stage, the students might expand the text with new ideas or remove the parts that they think unnecessary.

- e. **Editing:** Up until this stage the focus is on the content. In this stage spelling rules and punctuation, which are called the mechanical aspect of writing, are checked. Before sharing what they have written with others, the students review the draft for the last time and make corrections for readability. An editing checklist might be prepared illustrating the spelling errors. The students might benefit from this list for their learning in the future. Different evaluation materials might be used in teaching students about the 3rd and 4th stages. While it is possible to develop evaluation material together with students, existing evaluation materials might also be used.
- f. **Publishing:** This is the last stage of the writing process. In this stage, the students share the text they have written with the readers they determined in the prewriting stage. What is important here is that teacher makes writing meaningful for student. It is stated that sharing what has been written is a good way for students both to recognize writing as an effective communication tool and motivate them to write.
- g. **Assessing:** The idea here is to pull up a chair right alongside yourself and peak over your own shoulder to see what you've done. After you've published a piece and let it sit for a while, take it out again and re-read it. Then, jot down a few thoughts about what you did (Peha, 2002).

B. Conceptual Framework

Writing ability of the eighth grade students at SMP N 15 Yogyakarta still needs to be developed. This situation is caused by several reasons; one of them is dealing with the teaching method that the teacher used in a writing class. The teaching method may not be appropriate with what students want. This situation may lead students have less motivation to learn. They only learn (writing) to complete their duty as students who learn English. They do not have more expectations about their writing. Students actually need certain method in order to make them motivated to learn. If the method is appropriate, students will enjoy the lesson. If they have enjoyed the lesson, they will explore their skill smoothly. As a result, they will produce good writing, in this case. That is why, a solution related to the teaching method should be found. The solution should make the students enjoy their writing class without any pressure and boredom. In this case, the researcher offers a solution. It is teaching writing through a writing process method. A writing process method offers the students the way to write in step by step. In the pre-writing stage, the students could build their background knowledge about the text that they were going to write. They could find any topic and generate their ideas in this stage. After that, they could make their first draft of their writing and continued to edit the content in a revising stage and edit the grammar in an editing stage. In the end, they could put their creativity in their writing by decorating it to make it more interesting.

CHAPTER III

RESEARCH METHODS

A. Research Setting

1. The Place of the Research

The researcher used Action Research Design in this research. The researcher conducted the research in State Junior High School 15 Yogyakarta. It is located near Lempuyangan railway station, precisely at Tegal Lempuyangan St. No.61 Lempuyangan, Yogyakarta. This school belonged to a middle class school in Yogyakarta. The reason why the researcher conducted the research in that place is that because based on the observation, the writing result of the students was not really good. Besides that, it is also the place where the researcher did the KKN PPL academic year 2012/2013, so the researcher has already known the students quite well.

The school is quite big. There are 10 classes in each grade. So, the total students' classrooms are 30 rooms. Each class consists of about 34 students. So, the total of the students in SMP N 15 Yogyakarta is more than one thousand students.

The condition of the building in SMP 15 Yogyakarta is quite good. A part of the building is new building. The facility of the school is also quite complete. There is a language laboratory as well. However, the use of a language laboratory is not optimum yet. The teacher does not optimize the existence of a language laboratory, whereas it is very useful and helpful for teaching English.

As the researcher observed in this school, the students did not really like English. They felt that English was a very difficult subject to be learned. They had less motivation in learning English and reading English book. The library has provided some English books, but the students did not have willingness in visiting library. This was a big matter for an English teacher in this school.

Based on the problem mentioned above, the researcher decided to conduct the research for VIII E class and implemented the writing process method for improving students' writing ability.

2. Time of the Research

The research was held from April to June. The following is the time schedule of the research.

Table 2: **The Time Schedule of the Research**

NO	STEPS	MONTH											
		APRIL				MAY				JUNE			
1.	Observation	■	■										
2.	Planningfor Cycle 1		■	■									
3.	Cycle 1				■	■							
4.	Planning for Cycle 2					■	■						
5.	Cycle 2					■	■						
6.	Analyzing data and reporting								■	■	■	■	■

B. Participants

The participants of the research are the students of the eighth grade students of SMP N 15 Yogyakarta in the academic year 2012/2013. The researcher only took one class from all the total class, i.e. class VIII E. There are 34 students; they are 13 males and 21 females. They are all in a beginner level. Their age is around 13 up to 14 years old.

Most of the participants are from Yogyakarta and they are native of Javanese and Indonesia. They learn English as a foreign language. Their ability in English is not quite good, especially in writing. They have less opportunity in practicing English because they only learn English in the school and they use their mother tongue to communicate each other in daily life.

C. Data Collecting Methods

This research implemented several data collection methods for both qualitative and quantitative data. First of all, the researcher conducted the observation in the classroom. And then, a pre-test was implemented to find out the ability of the students in writing and to investigate how far their ability in writing recount text. After that, the result of the students' writing in each cycle was scored to compare the score between and after the action. The interview with the English teacher and the students before and after the action was also implemented to find out the students' and

teacher's opinion related to the action. Observation before, during, and after the research will be conducted in the form of field notes.

D. Data Collecting Instruments

The instruments used by the researcher to collect the data are mentioned below.

1. Observation Checklist

The first thing to do by the researcher before conducting the research was doing an observation. The observation was held to find out some problems found in the school. However, the observation was not only conducted before the research, it was conducted before, during and after the research or the action applied. The observation was recorded by the researcher in the form of field note and vignette. To support the observation, the researcher also used a camera to take some photographs.

2. Test

The test was given to the students before conducting the action to measure how far they able to make a recount text. The students were asked to write a recount text and directly submit it to the teacher. The result of the students' writing then will be scored. After that, the result of the students' writing in cycle I and cycle II were also scored. All of the students' score were compared to see the improvement of the students' writing.

3. Interview Guideline

Interview was conducted by the researcher to find out the information about everything regarding to a writing skill. The researcher interviewed both the teacher and the students before and after the action was implemented. The format of the interview was guide or semi-structured interview.

E. Data Analysis

There were two kinds of data that the researcher got. The first one was in the form of qualitative data and the second one was in the form of quantitative data. In gaining qualitative data, the researcher used observation and interview. The results of those are field notes and interview transcripts. All the data were interpreted and analyzed.

Besides analyzing the data qualitatively, the researcher also used quantitative data analysis. The instruments that had been analyzed quantitatively are the test conducted before the action and the result of students' writing in cycle I and in cycle II. The data was analyzed using descriptive analysis. In this analysis, the "mean" is used as the representation from central tendency. And then, the result of each test was compared to see if there is an improvement in students' writing or not.

F. Validity and Reliability

To meet the demand of the validity of the research, the researcher conducted several types of validity.

1. Democratic Validity

The research is a collaborative research. It involves the work from the researcher, the teacher, and the students. All the actions, solutions and the conclusion were made to meet benefits for all the participants involved in this action research.

2. Outcome Validity

The outcome of the research was successful not only in solving the problem but also this research can lead the new questions. The outcome of this research was continued to the next teaching learning process in SMP N 15 Yogyakarta and reframed the next problem.

3. Process Validity

This kind of validity is related to the process of the research. This research involved some people on it; they are the researcher, the teacher, and then the students. Therefore, doing all of the activities that involve those kinds of people in time showed the process validity. It aims to guard against biased interpretations.

4. Catalytic Validity

The catalytic validity was achieved by recounting changes in teacher and learners' understanding of the role and the actions taken as a result of these changes, and by monitoring other participants' perceptions of problems in the research setting. The

research will allow all the participants to deepen their understanding of the social relatives of the context.

5. Dialogic Validity

This validity is related to the research that requires other participants as a dialogue team to monitor or observe in academic discussion. The result of the study was monitored by peer review in academic discussion. Peer review in action research would mean dialogue with practitioner peers

On the other hand, to obtain the trustworthiness and to get the research more reliable, the researcher also used some kind of triangulation. There are mentioned below.

1. Time triangulation

Time triangulation means that the research was conducted in one time period to avoid the changes.

2. Investigator triangulation

Investigator triangulation means that the research involved more than one observer to avoid the bias and to get the research more reliable.

G. Research Design

This classroom action research was conducted in two cycles as needed.

Each cycle consisted of the following steps.

1. Planning of the action

In this phase the researcher identified problems or issues and developed a plan of action in order to bring improvements in a specific area of the research context. After finding the problem in class VIII E through observation, interview and discussion, the researcher planned the action to solve the problem. The researcher reviewed some theories of writing and methods in teaching writing. Based on the considerations above, the researcher chose to use a writing process method to improve the students' writing skill.

2. Implementing of the action

Based on the problem selected from the reconnaissance, the researcher made a plan of action to solve the problem about the lack of writing ability for the class VIII E students of SMP N 15 Yogyakarta. In this case, the researcher used a writing process method to solve the problem mentioned. Before implementing the action, the researcher conducted the test to measure the students' ability in writing a recount text. The researcher conducted the research in two cycles consisting of three meeting for each cycle. In the first cycle and second cycle the researcher applied the writing process method, started from pre-writing, drafting, sharing, revising, editing, publishing, and assessing. The results of the students' writing were compared to see the improvement.

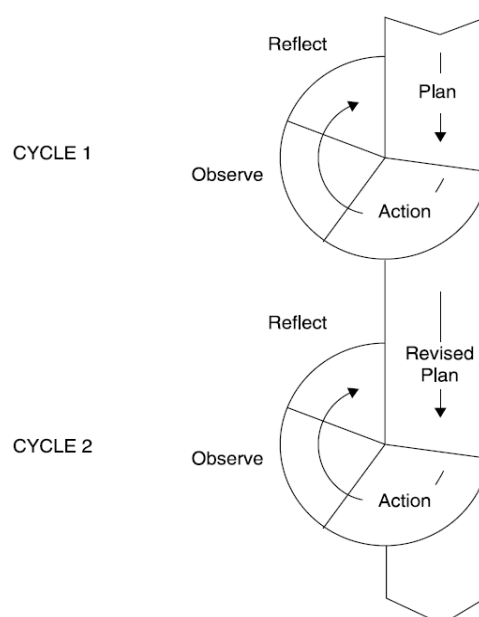
3. Observing of the action

This phase involved the researcher in observing systematically the effect of the action and documenting the context, actions and opinions of those involved. The researcher conducted a direct observation in the classroom. Field note was used here to note down some activity in the classroom before, during and after the research. Besides that, the researcher also did the interview to the students and took pictures to be the supporting data.

4. Making analysis/ Reflection

The researcher analyzed the data qualitative and quantitatively and give reflection for the action research. The researcher evaluated the research process and described what has happened whether the research has positive or negative effect to the students.

Figure 1. Cyclical action research model based on Kemmis and McTaggart (1988)



CHAPTER IV RESEARCH FINDINGS

This research aimed to improve the eighth grade students' writing skills at SMP N 15 Yogyakarta. The study was held according to the steps that had been prepared before. The researcher focused on using a writing process method to improve the students' writing skill. The process of the research was presented in detail below.

A. Reconnaissance

The process of this research was started by finding the problems in the classroom. The researcher did the observation in the classroom when the teacher taught writing in order to know the students' problems in writing. It was conducted on 19 April 2013. Besides the class observation, the researcher also held the interview to the students and the English teacher. Basically, the ability of the students in writing was still low. Most of the students did their writing by copying the sample of the text and then they did a little editing on it. They still felt hard to find their own topic or idea of their writing. Besides that, their vocabulary mastery was also low. Most of the students cannot write because they do not know the English of some words. Actually, they had an idea in their mind but they could not put it in the written form. Those problems were also found from the interviews with both the students and the English teacher. The following transcript shows what actually happened.

- P : “Trimakasih, Bu. Begini, saya mau tanya masalah siswa kelas VIII E. Kira-kira menurut ibu seberapa jauh kemampuan mereka dalam bahasa Inggris terutama untuk skill writing”*(Thank you, Ma’am. So, I want to ask you about the students of class VIII E. In your opinion, how far their ability in English, especially in writing skill.)
- GBI : “Oh ya..kalau menurut saya, kelas VIII E ini termauk kelas yang agak mendingan dari pada kelas-kelas F,G,H, dan seterusnya itu. Tapi kalau dalam menulis bahasa Inggris kemampuan mereka itu masih kurang. Soalnya menulis kan agak susah ya mbak, jadi ya itu.”*(In my opinion, class VIII E belongs to a good class rather than class F, G, H, and so on. However, their ability in writing is still low. It is because writing is considered as a hard skill.)
- P : “Kira-kira metode mereka dalam menulis teks itu bagaimana ya Bu?”*(What method did they use in writing a text?)
- GBI : “Ya biasanya kan kalo menulis saya ajarkan dulu teksnya. Jadi belajar reading dulu, nanti kalau sudah bisa baru saya ajarkan writing nya. Biasanya saya kasih contoh teks sebelum mereka menulis.”*
(When we are going to write a text, I taught them the text first. So, we learned reading skill first, and then after that I taught the writing one. Usually, I gave them the example of the text before they write it.)
- P : “Oh..begitu ya Bu? Hasil dari mereka menulis itu bagaimana Bu?”*
(Is that so? How about the result of their writing?)
- GBI : “Kalau hasilnya kadang itu mereka kurang ini, kosataka. Yaa..vocab mereka masih kurang, jadi ya terkadang mereka bingung bagaimana menuliskanya. Dan terkadang ya itu..mereka cuma mengcopy teks yang sudah ada di buku.”*(Sometimes their result was not really good. Their vocabulary mastery is still low, so sometimes they get confuse how to write it in English. And sometimes they just copy and paste the text that already written in the book.)
- P : “Terus, kalau masalah grammar bagaimana? Apakah sudah cukup baik apa belum?”*(What about their grammar mastery? Are they good enough or not?)

GBI : “Ada beberapa anak yang memang grammarnya sudah bagus, tapi untuk sebagian besar masih sedikit acak-acakan. Sama spelling nya terkadang itu kurang bener.”(There are a few students who good enough in grammar, but most of them are still not good. Their word spelling is also not right yet.)

P : “Kalau untuk kondisi siswa di kelas bagaimana Bu? Apa mereka

From the interview transcripts between the researcher and the teacher above, the researcher found some problems. They are:

1. The students were less enthusiastic and easily got bored in learning English especially writing.
2. The students got confused when they started their writing.
3. The students had no idea about the topic of their writing.
4. The students had difficulties in using the proper grammar.
5. The students were not able to arrange the sentences in order correctly.
6. The students were not accurate in using spelling and capitalization.
7. The students have low motivation in writing

Besides the interview from the teacher, the researcher also conducted the interview to the students. Based on the interview to the students, the researcher found that the ability of the students in writing is still low. The reason was because they did not have motivation in writing and they did not have much time to practice writing. Besides that, based on the interview to the students, they said that they have some problems in using tenses they should have to use, grammar especially in using verb 2, and vocabulary mastery. They also had a problem in starting their writing. It means that they were still difficult in finding the idea or topic they are going to write. That problem was exemplified on the following interview transcript.

P	: “ <i>Dek, kamu suka bahasa Inggris nggak? Trus suka nggak kalau disuruh nulis dalam Bahasa Inggris?</i> ”(Do you like English? Do you like to write a text in English?)
S ₁	: “ <i>Suka Bahasa Inggris sih, tapi kalau nulis agak susah e mbak.</i> ”(I like English, but I feel difficult when I had to write in English.)
P	: “ <i>Susahnya kenapa?</i> ” (What are the difficulties?)
S ₁	: “ <i>Apa ya...kadang tuh katanya nggak ngerti.</i> ” (Sometimes I do not

- P* : “ Kira-kira kalo dalam pelajaran Bahasa Inggris, kamu yang paling susah kalau disuruh ngapain?” (In learning English, what is **the most difficult thing** that you have to do?)
- S₂* : “Kalo ngomong sama nulis mbak”(When I have to speak and write.)
- P* : “Kalo dalam menulis itu susahnya apa kira-kira?”(What is your problem in writing?)
- S₂* : “Ya itu..soalnya kan ngomongnya kan ribet gitu mbak..jadi nulisnya ya ribet juga, bikin pusing.(It is because **the pronunciation is so confusing, so the spelling is also difficult.** It makes me confuse.)
- P* : “Kalo kamu disuruh menulis itu susah nggak kalau disuruh cari ide?”(When you have to write in English, is it difficult to find the topic?)
- S₂* : “Susah mbak.”(It is difficult.)

Interview 4

- P* : “ Dalam belajar Bahasa Inggris di kelas kendala-kendalanya apa Dek?”(What is your problem in learning English in the class room?)
- S₃* :”Kadang itu nggak konsen lho mbak.”(Sometimes **I feel hard to concentrate.**)
- P* : “Lha nggak konsenya kenapa?”(Why do you feel hard?)
- S₃* : “Lha pada rebut sendiri e. Brisik banget di kelas. Trus saya nggak memperhatikan.” (**The students are very noisy.** And then I do not pay attention.)

Before conducting the action, the researcher administered a test to find out the ability of the students in writing. The students were asked to write a recount text about their own experience. From the result of the test, it showed that the students' scores were varied. The mean of their test score was 53.03. The table below presents the students' scores in details.

Table 3: The Students' Writing Score in the Pretest

Score	Category	Frequency	Interpretation	Total	Percentage
87.5 – 100	Excellent	0	Good	3	9.10%
75 – 87.4	Very good	1			
62.5 – 74.9	Good	2			
50 – 62.4	Fair	21	Poor	30	90.90%
37.5 – 49.9	Poor	9			
25 – 37.4	Very poor	0			
Mean	53.03				

The result indicated that the students' score did not meet the expectation yet according to the standard score of the school and the curriculum applied. After the problems were collected from the interviews, observations, and students' test

score, the researcher had a discussion with the teacher and the collaborator. After reviewing some theories related to teaching writing, the researcher determined some actions expected to offer some solution to the problems.

In this case, the researcher implemented the writing process method as the way to improve the students' writing skill. A writing process method offered the students to be able to write a text by following some stages. In the pre-writing stage, the students could build their background knowledge about the text that they were going to write. They could find any topics and generate their ideas in this stage. After that, they could make their first draft of their writing and continued to edit the content in a revising stage and edit the grammar in an editing stage. In the end, they could put their creativity in their writing by decorating it as good as they can.

B. Report of Cycle 1

1. Planning

Based on the problems mentioned above, the researcher tried to find the solutions of the problems. The researcher planned some actions related to writing activity in the classroom. In this research, the researcher also acted as the teacher who did the actions. On the other hand, there were also two collaborators, the first one was the English teacher and the second one was the researcher's friend in English education department. The observer organized a lesson plan that fit to the materials and method used by the researcher. She included some activities related to writing process method from the first stage until the last one. As an ice breaking,

the researcher also put some activities to cope the students' boredom while doing the writing activities.

The researcher planned to have the very detail activity in each stage of writing process. However, in the beginning of the process, she made some activities related to reading, first. She provided some texts and materials about the generic structure and linguistic feature of a recount text. Some exercises about grammar was also included in the lesson plan.

2. Action and Observation

The implementation of the actions in the first cycle was done in three meetings. The first meeting was conducted on Wednesday, May 1st 2013, the second meeting was conducted on Friday, May 3rd 2013, and the last meeting for the first cycle was conducted on Tuesday, May 7th 2013. The first meeting of this cycle, the teacher gave some materials related to a recount text. The students were given the example of a simple recount text about holiday in the slide. The teacher gave some explanations about the generic structure of a recount text. After that, the teacher also asked the students to pay attention to the linguistics feature of the text. It was about the tenses and the conjunction that was usually used in a recount text. The detail description of the actions is as follows.

a. First Meeting

Before doing the writing, the students were given some materials about the text that they were going to write. The focus was actually about finding the idea of the students' writing and how to expand it into a good recount text. It was because

based on the result of the test conducted by the researcher before the implementation of the action, most of the students did the writing by copying another text and did a little editing about the subject of the text. It means that they have no idea what they are going to write. They did not want to think out of the box and explore their mind. Therefore it was the teacher's duty to help them in finding the idea of their writing. The teacher should be able to give some exposure about generating ideas so they can explore their own mind to find out the topic of their writing.

In order to solve this problem, the teacher taught the students what a recount text is, first. Before teaching about grammar and other linguistic feature, the students have to really know a recount text as well as the purpose of writing a recount text. As an introduction of the teaching, the teacher built the students' background knowledge. At first, the teacher showed the example of a recount text about someone's experience when they went to EOS studio. She asked the students about their holiday and asked them to tell about their experience in their holiday orally. And then, the teacher gave some explanations about the content of the recount text. The generic structure of recount text was also introduced here.

The teacher then provided some pictures about some places in Indonesia such as TMII, Borobudur Temple, Prambanan Temple, and Parangtritis Beach. Besides the topics about holidays, the other topics were also written down on the slide such as attending a birthday party, joining a singing contest, shopping, and watching a concert. Such kinds of stimuli were expected to help the students in finding their idea in writing the recount text.

After that, the students were asked to write down the topics of the experiences in their life. It can be any topic that the students can use in writing a recount text. The first stage of the writing process is pre-writing. In this stage, there was a blank sheet in which the students have to write down any topic they found. The result was that the students were helped by those things and they can easily find the topics of their own.

- | | |
|---|---|
| P | : “ <i>Gambar-gambar sama contohnya ngebantu enggak Dek?</i> ” (Did the pictures and the example help you?) |
| S | : “ <i>Iya mbak, ngebantu banget.</i> ” (Yes. It helped me a lot.) |
| P | : “ <i>Ngebantunya giman?</i> ” (How did it help?) |
| S | : “ <i>Ya..jadi inget pengalaman-pengalaman sendiri pas liburan ke pnatai kayak gitu.</i> ” (I can remember my own experience when I spend my holiday in the beach, something like that.) |
| P | : “ <i>Oooo..jadi nggak bingung-bingung lagi donk nyari topiknya?</i> ” (oooo..so, you were no longer feel hard in finding your own topic?) |
| S | : “ <i>Iya mbak..</i> ” (Yes, miss.) |

Interview 7

The students then were asked to choose one of those topics they found. They can choose the topics they like most to write and gave a circle on it. Below the list of the topics, there was also a blank space in which the students had to write down the idea they were going to write based on the topics they have chosen before. Grammar and other linguistics feature were ignored in this stage. It was ok if the students made the grammatical mistakes because the focus of this stage was only on the topics. The important thing was that the students can explore their mind and find the idea of their writing.

In the next stage, stage 2, the students were asked to write down the ideas or the things that the students discussed based on the statement in stage 1. It was called a drafting stage. So, the students tried to put the idea that they have written in stage one into a paragraph. In this rough draft, the students must expand their topic discussions into some paragraphs. At least the paragraph consisted of one orientation, event, and reorientation. Grammatical mistakes were analyzed in the next stage. So, in drafting stage, the students only made the rough draft or their writing as far as they can.

b. Second Meeting

In the second meeting, the teacher continued the stages in a writing process. The third stage was sharing. In this stage, the students had to share their rough draft to the others. The students read the other students' work and give some comments. The teacher also provided a check list table consisting of the generic structure of a recount text to make them easier in giving the feedback. It was ok if the students have not finished yet in making the rough draft. By doing this activity, sharing, the students then had a chance to make changes based on the feedback from the others. The students' duty was to read the others' writing and put a check mark in the table. For example, if someone had already written down the orientation, so the students have to put a check mark in an orientation column. This activity aims to build the students' carefulness since they will more easily find the mistake of others' work rather than the mistake of their own work. Besides that, by sharing, the teacher knew

whether the students had already understood what a recount text was as well as the generic structure of a recount text.

Some of the students felt confused because they have not experienced in checking others' work as well as giving the comments or feedback. However, the teacher has made the checklist table to make them easier in checking the others' writing. The students also gave the comments or opinion about the content of the story for example "*the story is really interesting*". It was a very simple comment but the teacher wanted was that the students can express their own feeling or opinion. So, this activity also aims to build the students' confidence in giving opinion.

After the 3rd stage of a writing process method, there is revising stage. In this stage, what the students did was revise their rough draft. After they read the feedback and comments from the other students they had to make their rough draft better. If there was no check mark in the orientation column, it means that the students have not mentioned the orientation yet. Therefore, in this stage, they had to revise it into a good paragraph of a recount text.

In this stage, the students can add or cut something in their writing, or just simply change some words here and there. Most of the students said that this stage was so difficult. The problem was because the vocabulary mastery of the students was still low. Therefore, the teacher gave extra time to the students in doing this stage.

Siswa terlihat sangat serius ketika mengerjakan revisi. Sebagian besar siswa telah membuat teks recount sesuai dengan generic structure nya. Namun, ada sebagian yang masih belum. Siswa yang belum selesai mengerjakan berusaha mengerjakannya dengan baik. Banyak dari mereka yang bertanya-tanya karena tidak tahu arti dari beberapa kata dalam bahasa Inggris. Meskipun tata bahasa yang digunakan masih banyak yang kurang sesuai, tetapi mereka terlihat bersemangat untuk menceritakan pengalaman-pengalamannya di masa lalu. (The students looked very serious in doing their revision. Most of the students have already made a recount text based on the generic structure. However, there were some students who have not followed the generic structure of the text and they keep struggling. Some of the students were asking each other since they did not know some words in English. Although their grammar was still incorrect, they looked enthusiastic to write their experiences in the past.

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c. Third Meeting

In the third meeting, the researcher continued the stages into the 5th and the 6th stage. The 5th stage was the editing stage. The students had to edit their writing and make it correct. This stage allowed the students to check their spelling, punctuation, and grammar. The difference between an editing stage and a revising stage is when the students are in revising stage, they did some changes in the content of their writing, but when they are in editing stage, they did some changes in spelling, punctuation, and grammar. However, it did not mean that students cannot make some content changes in this stage. They can make minor changes but if they want to make a lot of changes, they should go back to revising stage.

To help the students edit their writing, the researcher asked the students to pay attention to the grammar first. The students had to underline every verb in their

sentences. After that, they must check it whether it was in the form of verb1 or verb2. The verb used in a recount text should be in the form of past tense. So, they have to make sure that they have already used past tense form. If there was still some verb that use present tense, the students have to edit it into the correct form.

P berjalan berkeliling kelas untuk mengecek pekerjaan siswa. Siswa tengah sibuk memberikan garis bawah pada kata kerja masing-masing. Beberapa siswa sudah mulai berisik dan mengatakan “Sudah mis..saya sudah selesai.” Namu, pada saat P mengecek pekerjaanya, ternyata masih banyak kata kerja yang belum diberi garis bawah. Kebanyakan dari mereka belum bisa mendefinisikan kata kerja sehingga mereka hanya tahu kalau kata kerja itu kata yang melakukan sebuah tindakan. (P walked around the class to check the students’ work. The students were busy underlining their verb. Some of the students start to get noisy. They said, “I have finished miss...” However, when P checked their work, there were some verbs which have not underlined yet. Most of them have not known the definition of verb, so they only knew that verb is only action verb.)

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The problem in this activity was the students did not know that every sentence has a verb. They still have less information about verbs. Therefore, they felt hard in recognizing the verb in their writing. So far, they only know that verbs are only action verbs, for example *go*, *swim*, and *run*. They did not know that *is* and *are* are also verb and should be changed into past tense form.

The next editing was about spelling and punctuation. The students actually felt hard in this stage. It was because sometimes they did not know whether their word-spelling was correct or not. Therefore, I asked them to circle some words that

they felt unsure in spelling. And then, the students must check it in a dictionary one by one and correct it if they spelled it wrong.

Punctuation was also an important part in writing. Punctuation also influenced the reader understand the content of the writing. In editing punctuation, the students did not really think very hard because the use of punctuation in English text was similar to the Indonesian writing. So, they can easily put, for example, comma here and there. However, there were some students that ignore that punctuation. It was because they did not have a good habit in writing even in Indonesian language.

P menyuruh siswa untuk memperhatikan tanda baca yang mereka gunakan dan juga penggunaan huruf kapital. Sebagian besar siswa masih sibuk mencari-cari kata kerja dan mengubahnya ke dalam bentuk kedua. Namun, ada juga siswa yang sudah bisa mengikuti langkah-langkah dalam writing process method ini dengan baik dan memperhatikan tata bahasa dan tanda baca dengan baik pula. (P asked the students to pay attention to the punctuation that they use and also the capitalization. Most of the students were still busy with their verb form. However, there were also some students who have followed the steps in writing process method well and pay attention to the punctuation and grammar.

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After the students finished editing their writing, they continued it into the next stage. This is the last stage in a writing process, i.e. publishing. In publishing stage, the students' duty was making their writing become more interesting to be read by drawing pictures that represent their story. Most of the students were interested in doing this stage. They were really enthusiastic in drawing pictures.

The teacher also provided some colored pencils to make the students' work become colorful and good looking.

Ketika mengerjakan langkah terakhir dalam writing process method, siswa terlihat sangat bersemangat. Mereka sangat antusias dalam menggambar dan menghias pekerjaan masing-masing. P menyediakan pensil warna untuk membuat mereka lebih bersemangat. Kelas terlihat sangat ramai dan banyak siswa saling memperlihatkan pekerjaan mereka masing-masing dan memberikan komentar-komentar. (When they did the last stage in writing process method, the students looked very enthusiastic. They were enthusiastic in drawing and decorating their work. P provided colored-pencils to make them more enthusiastic. The classroom heard very noisy and many students showed their work each other and give some comments.

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3. Reflection

At the end of the first cycle, the researcher and the teacher had a discussion related to the use of a writing process method in improving students' writing. Based on the observation from the teacher, the use of writing process method can help the students make their own writing. The teacher also said that the students looked really enthusiastic in doing writing. Before the students got the action, it was rather difficult for them to find the idea of their writing. Most of them only copy and paste their previous writing or the sample text that given by the teacher. However, after this action was implemented, they had a lot of changes on their habit in writing.

In the first meeting, the action did not run as what the researcher planned because most of the students did not know what exactly they had to do. A writing

process method was really new for them. So, the researcher had to explain in a very detail explanation to them. She did not give an example for them to fill the stages in a writing process method. Therefore, there were some students who were still confused how and what to do with the first stage.

- P : “*Kemaren gimana kendalanya nulis pake writing process method, Dek?*” (Is there any your **problem** in doing writing process method?)
- S : “*Awalnya agak bingung mbak..soalnya kan nggak pernah sebelumnya.*”(At first I get confused because I have not learned such way before.)
- P : “*Bingungnya kenapa?*” (Why did you get confused?)
- S : “*Yaa..kan nggak ada contoh-contohnya jadi ngisinya bingung.*”(It was because there was **no example how to do it**, so I got confused to fill the paper sheets.)
- P : “*Ooo..jadi perlu contoh dulu ya.*” (So, you need the example first, right?)
- S : “*Iya mbak..*”(Yes, miss)
- P : “*Tapi kemarin hasilnya gimana?*”(What about the result of your writing?)
- S : “*Ya lebih bagus sih mbak..soalnya kan bisa bener-benerin dulu.*” (It was quite good since I can revise and edit it first.)

Interview 8

In the second meeting, the students did the sharing and editing stages. The problem in doing these stages was that the students could not express their idea in the form of correct sentences because they lack vocabularies and they also did not know the expression usually used in a recount text. So, it was the researcher’s duty to give some exercises about that in the next cycle.

The problem found in the third meeting of the first cycle was that the students had difficulty in finding the verb in each sentence. The students were asked to underline the verb and changed it if it was still in the form of verb1. Most

of the students thought that verbs are only action verbs. So, the result showed that there were some verbs that still in the form of verb1. However, by doing this activity, the students became more careful. They could edit their work and make it better and better in each stage.

- | | |
|---|---|
| P | : “ <i>Di step yang editing kira-kira membantu kamu enggak Dek?</i> ” (did the editing stage help you?) |
| S | : “ <i>Iyaa..lumayan membantu mbak.</i> ” (Yes, it helped me.) |
| P | : “ <i>Kamu bisa benerin grammar kamu sendiri sekarang?</i> ” (So, you can check your grammar on your own right now?) |
| S | : “ <i>Insya Allah bisa mbak..sedikit-sedikit lah. Hehehe..</i> ” (Insya Allah I can miss, although it just a little. hehehe...) |

Interview 9

Overall, the implementation of writing process method for improving the students' writing had already given the benefit for the students. The students then can easily find the idea or topic of their writing and without looking at their previous writing again. They could generate ideas and expand their ideas into some paragraphs of recount text. They could edit and revise it so that their writing get better and better in each stage. The students felt so happy when they reached into the last stage, in which they had to draw some pictures or anything to make their writing look more interesting to be read. That all made the students feel confident in showing the result of their writing.

- P* : “Kemarin nulis pake writing process method ngebantu kamu enggak Dek?” (Did the **writing process method help you** in doing writing?)
- S* : “Ngebantu mbak..” (Yes, **it helped** me.)
- P* : “Ngebantunya gimana?” (How did it help?)
- S* : “Ya..jadi lebih enak aja nulisnya, trus asik juga bias dihias-hias gitu mbak.” (It **makes me easier in doing writing** and **it was fun** because I can decorate it.)
- P* : “Kalo grammarnya gimana?” (What about **your grammar**?)
- S* : “Awalnya susah sih mbak, tapi kan nanti dibener-benerin jadi hasilnya lumayan bagus. (It was hard at first, but **I can revise it latter so the result was quite good.**)

Interview 10

After implementing the writing process method to the students, the researcher scored the result of the students’ writing in Cycle I. Table 2 shows the students’ writing score in Cycle 1.

Table 4: The Students’ Writing Score in Cycle I

Score	Category	Frequency	Interpretation	Total	Percentage
87.5 – 100	Excellent	0	Good	14	42.42%
75 – 87.4	Very good	3			
62.5 – 74.9	Good	11			
50 – 62.4	Fair	18	Poor	19	57.58%
37.5 – 49.9	Poor	1			
25 – 37.4	Very poor	0			
Mean	60.76				

In general, the percentage of the students' writing score was not good yet. There was only 14 out of 33 students performed a good category in writing. However, comparing the writing score in the pretest and Cycle 1 test, the researcher concluded that the students' writing score increased significantly because of the use of writing process method. The improvement on a *good* category of a writing score improved from 3 to 14 students. The mean value in the class increased from 53.03 to 60.76.

C. Report of Cycle II

1. Planning

Based on the reflection in cycle 1, there were some points that should be fixed or improved by the researcher. Actually, the use of a writing process method helped the students in writing. There were a lot of changes about the students' attitude in writing. Therefore, in the cycle 2, the researcher still implemented a writing process as the method to teach writing, especially a recount text. However, there were some points that should be optimized to make the students able to write a good paragraph of a recount text.

The second cycle was also organized in three meetings. The first meeting of this cycle implemented the first and the second stage of a writing process method, which is pre-writing and drafting. The second meeting was the third stage, which is sharing and the fourth stage, revising. The last meeting was editing and publishing, which is the fifth and sixth stages. It looked the same with the previous cycle but the researcher planned to have different actions.

In this cycle, the researcher planned to give the example of the way to fill the writing process sheets, which is the steps in a writing process, so the students did not get confused in following the steps. After that, the researcher also planned to give more exercises about arranging words into a correct order to make the students able to make correct sentences. Other practices about verb were also given to the students. Such treatments were expected to make the students to be able to make a better recount text.

To make the students more enthusiastic and enjoy in doing their writing, the researcher made a good atmosphere in the class room. She made the students felt comfortable and did not feel under pressure. Some rewards was also given to the students who made a good recount text and creatively-decorated.

2. Action and Observation

The action in the second cycle was conducted in three meetings. The first meeting was held on Friday, May 10th, 2013. The second meeting was conducted on Tuesday, May 14th, 2013 and the last meeting was on Wednesday, May 15th, 2013. The text type was still recount. The first meeting was a pre-writing and drafting stages. The second meeting was a sharing and revising stage and the last meeting was editing and publishing stage.

a. First meeting

The researcher started the class by greeting and praying. Then, she told the students that they were going to write recount text again. The

method was the same as the previous one, which is a writing process method. Before the students started their writing, the researcher showed them their previous work in the slide. It was a kind of appreciation for the students. Besides that, the other students can also get inspiration by looking at the others' work. The best writing was also mentioned by the researcher to build up their confidence as well as to motivate the others to make a better recount text. The researcher also told the students that she gave some rewards to those who make a good paragraph of recount text.

The students looked more enthusiastic when the researcher distributed the paper sheets. At first, she gave them some pictures about tourism places and public places to build up the students' background knowledge to make them easier in finding the idea they were going to write. Some questions related to the pictures were also mentioned by her. Then, the researcher showed an example of how and what to write in the first stage, which is pre-writing so there were no students who write it incorrectly.

Such action made the students generate idea successfully what they were going to write. The students then did not have to look at their previous writing and simply copied it. The students can easily find some topics in their writing. After the students had chosen one of the topics they write, then they had to write some ideas about the content of their writing. The researcher also provided the example in the slide.

After finishing the first stage, they continued to the second stage. The second stage was drafting. However, before the students started to make their first draft, the researcher distributed some exercises about arranging words into the correct order. These exercises were aimed to make the students able to create or make a correct order of their sentences.

The students were given ten to fifteen minutes to finish the task. They looked so serious in doing the exercises. After they finished it, the researcher asked some students to write their answer on the white board one by one. Some of them had already done it correctly but some others had not. Then, the researcher gave them the correct answer for all the questions. After making sure that the students have already understood, the researcher continued the writing process into a drafting stage.

When the students started to make their rough draft, the students become noisy. The students were busy writing and asking. However, when the researcher did the observation in the classroom, she saw that the students can write better sentences than when they did in the drafting stage of the first cycle. They can express their idea in the form of correct order sentences more easily than before.

b. Second meeting

The second meeting of Cycle II was held on Monday, May 13th, 2013. At first, the researcher reviewed the previous meeting activities to remind them what they did and what they were going to do. After that, the

students received their previous work that has been distributed by the researcher. The students had to continue to the third and fourth stages. The third stage was sharing. As the students did the previous cycle, they shared their work with others to get some comments and check list box to make sure that they have completely written the generic structure of a recount text.

After they did the sharing stage, they gave it back to their friends. Most of the students wrote all the generic structure of a recount text, that is orientation, events and reorientation. Some of them also put comments related to their friends' work.

The next stage was revising stage. In this stage, the students had to revise their first draft to make a better text. They concerned the content of the text rather than in grammar since grammar were discussed in an editing stage. The students can easily edit the content based on the generic structure of the text because they understood well about the generic structure of a recount text. They also gave an exercise about analyzing the structure before. There was also the generic structure written in the revising stage as a guide line so the students did not miss every single part in a recount text.

c. Third meeting

The third or the last meeting in Cycle 2 was held on Tuesday, May 14th, 2013. This was the meeting where the students had to finish their

writing. As the routine, the researcher entered the class and greeted all the students. After did the prayer, the researcher reviewed the previous activities and told them what they did after that. Most of the students were waiting this stage since they had to decorate their writing as interesting as possible. So, they cannot wait any longer to get their sheets back and finished that.

The researcher distributed the students' worksheets and the students became noisy. Before they continued their work, the researcher gave an exercise about grammar. Since it was an editing stage, the students had to edit their work and focus on grammar correction rather than the content of their writing. They were expected to minimize their grammar mistakes especially the use of verb2. Therefore, the researcher gave an exercise about changing the verb into the correct form in a recount text.

The students could finish it very well. Now, they could recognize the verbs in their recount text better than before. In the first cycle, they only knew the verb as an action verb. However, in this cycle, they could minimize their mistakes in grammar. Besides that, the students were also asked to paid attention to the punctuation and capitalization. They had to put the correct punctuation in each sentence that they created.

Some of the students still missed to change the verb. Therefore, when the researcher did the observation and walked around the class, she kept asking the students where the verb in this sentence was. So, the students recognized it and if it was still in the form of verb1, they changed

it into verb2. If they got confused about the form of verb2, they could open the dictionary to check it. Dictionaries were permitted in this research.

After the students finished editing their text, they came to the end or the last stage in a writing process. This was the stage which the students like most. In this last stage, a publishing stage, the students had to make their work interesting to look by decorating it using their creativity. The researcher also provided some color pencils to help the students decorate their writing to make it more interesting to be published.

The students were really enthusiastic in doing such an activity. They like to draw and color. They made their story illustration so the readers knew what the text talked about before they read it. Most of the students took a long time in decorating their writing. However, because of the limitation of the time, the researcher asked the students to be fast. In the end of the lesson, all of the students have done their writing using a process writing method.

3. Reflection

The teaching and learning process in Cycle II was done quite well. The researcher did not find any significant problems in three meetings that have been conducted. Some of the problems that found in Cycle 1 could be solved well in Cycle 2 by giving some modification in the action as the researcher have discussed with the English teacher and the collaborator. A writing process method was already understood by the students and now they could do every single step very well.

- P : “Kira-kira ada perubahan yang kamu alami enggak Dek setelah menyelesaikan tulisanmu yang kedua ini?” (Is there any changes in you after you finished your second writing?)
- S : “Ada mbak...” (Yes, there is some, miss)
- P : “Bedanya gimana?” (What is that?)
- S : “Jadi lebih bisa aja. Kalau dulu kan baru pertama, jadi kadang bingung. Kalo sekarnag kan udah paham.” (**I can write better than before.** At first I got confused since it was my first time, but now I understood the steps.)
- P : “Jadi kamu terbantu dengan adanya writing process method ini?” (So, you were helped by the writing process method?)
- S : “Iya mbak.” (Yes, miss.)

Interview 11

A writing process method is a good way to improve the students' writing skill. It can be seen from the atmosphere in the classroom. The students were really enthusiastic and interested in doing the teaching and learning process. The students did not feel under pressure anymore when the researcher asked them to write. They could easily go along with the process of writing. They could easily create their own idea or topic that they were going to write. They were no longer copying the text in their book or in an English book. They could make a list of some of topics based on their own story in real life.

- P : “Sekarang kamu masih bingung nggak kalau disuruh cari topic atau ide cerita?” (Now, do you still feel hard in finding your own topic?)
- S : “Udah nggak terlalu bingung mbak.” (**It is not really as hard as before.**)
- P : “Kenapa?” (Why?)
- S : “Yaa...jadi gampang aja cari idenya. Soalnya udah banyak contoh. Trus sama ngebayangin pengalaman-pengalaman sendiri.” (**It is easier to find the topic** since there are many examples and I can also imagine my own experience.)

Interview 11

Since it was their own experience, so they can easily generated the ideas about the content of their writing. They only had to remember what they have done in certain story that they will write. They could share and give some comments about the generic structure of the text of their friends. It means that they had understood the generic structure of a recount text and knew what should be written in the orientation, events, and conclusion. They also could edit the grammar especially the use of verb2. They can do self-editing by giving underline in each verb of their sentences. If it still in the form of verb1, they can change it into verb2.

And the last, they could put their creativity in their work by drawing and coloring to make the story more interesting. It made the students felt more enthusiastic in finishing their writing. The students also said that they can refresh their mind from their work by doing such activity.

- P* : “*Kemarin editnya udah bisa lebih teliti lagi kan?*” (You can edit your work in more detail than before, can’t you?)
- S* : “*Udah mbak..*”(yes, miss.)
- P* : “*masih bingung soal verb?*”(Do you still feel **confuse about the verb?**)
- S* : “*Ya...udah nggak terlalu mabk..paling kadang tuh lupa verb 2 nya ini tuh apa. Yaa..kayak gitu-gitu mbak.*”(It is **not really**, Miss. But sometimes I forget the verb 2 form of this and those words. Yes, something like that.)
- P* : “*Latihan soal yang mbak kasih tapi bias ngerjainya kan?*”(Can you do the exercises that I give to you, right?)
- S* : “*Bisa mbak.*”(I can do it, Miss.)

Interview 13

- P* : “*Kemarin nggambar-nggambaranya asik enggak Dek?*” (Did the **drawing activity make you fun?**)
- S* : “*Asik banget mbak. Soalnya aku kan suka nggambar juga.*” (**It was really fun** since I like drawing.)
- P* : “*Wah..gambaranya bagus dong.*” (Wow..your drawing must be beautiful.)
- P* : “*hehehe..ya biasa aja mbak.*” (Hehehe, it is just so.)
- S* : “*Tapi hasil tulisanya jadi keliatan bagus kan?*” (But the results of your writing become more beautiful, right?)
- P* : “*Iya mbak.*” (Yes, Miss.)

Interview 13

Besides that, the fact that writing process method can improve the students' writing skill was also supported by the transcript of the interview between the researcher and the students. Based on the interview, the students felt that they had a better atmosphere in the classroom and they can easily go along with the teaching and learning process because the steps were very clear and the example also help them a lot. They did not get bored easily during the teaching and learning process since the researcher always creates a good atmosphere. The teacher also said that the students looked very serious in doing the process of writing. They paid more attention and the results of their writing were unexpected before.

The students' writing score in Cycle 2 showed an improvement compared with the students' score in Cycle 2. The following table presents the students' score of writing in Cycle 2.

Table 5: The Students' Writing Score in Cycle 2

Score	Category	Frequency	Interpretation	Total	Percentage
87.5 – 100	Excellent	2	Good	26	78.79%
75 – 87.4	Very good	9			
62.5 – 74.9	Good	15			
50 – 62.4	Fair	7	Poor	7	21.21%
37.5 – 49.9	Poor	0			
25 – 37.4	Very poor	0			
Mean	70.15				

Table 5 shows that 26 students out of 33 performed a *good* category in their writing and can be categorized into *excellent* (2 students), *very good* (9 students), *good* (15 students), and *fair* (7 students). All of the students have good writing skills. Meanwhile, the mean of the class was 70.15.

Comparing the writing scores in Cycle 1 and those in Cycle 2, the researcher concludes that the students' writing score increased significantly because of the use of writing process method. All of the students have good writing skills.

D. General Findings and Discussion

This part presents the general research finding. The research findings consist of qualitative data and supported by quantitative data. The qualitative data presented the general finding of the observation during the actions and the interview as presented in the reports of Cycle I and Cycle II. The quantitative data presented students' score before and after the implementation of the actions. The

following descriptions are the findings on the use of the writing process method in improving students' writing skills.

1. Cycle 1

a. The Successful Actions

- 1) The pre-writing stage successfully helped the students in finding the idea of their writing. The students can easily find some topics by looking at some pictures or example of the topics that given by the researcher. It made the students think about their own experience and wrote it as topics rather than copying the other recount text in an English book.
- 2) The students could share their opinion and check the others' work related to the generic structure of the text. It means they understood well what the content of a recount text is.
- 3) The students could minimize the grammar mistake in the editing stage by underlining the verb in each sentence and they had to make sure that they already used verb2.
- 4) Some detailed exercises given helped the students to minimize their mistakes in grammar, spelling, and punctuation.
- 5) The use of pencil colors in publishing stage also made the students feel enthusiastic and interested in doing the process of writing since they want to make their text as interesting as possible. They could put their creativity as an appreciation of the result of their writing.

b. The Unsuccessful Actions

- 1) Some students did not follow the steps of a writing process method. They did not know what to do in each of paper sheet since it was the first time for them doing such activities.
- 2) Some students got difficulties in sentence structure. They could not create the correct order of their sentences. Actually they had the idea in their mind but they could not express it in a written form.
- 3) Some students were not aware in punctuation, capitalization, and spelling. It was because they had bad habit in writing. They neglected it and only focused on the content of their writing.

2. Cycle 2

After implementing the Cycle 2, there were improvements in students' writing. The improvements were stated as follows:

- a. The students could easily follow the steps of writing process method since they have experienced before in Cycle 1. The example to fill the steps given by the researcher helped them a lot. Most of the students could fill the steps better than before.
- b. The exercises about arranging the words into the correct order helped them in creating sentences. The students could put the idea in their mind into written form.
- c. Grammar mistakes could be minimized by giving the students more tasks about the use of verb. The researcher also gave some explanation about the

definition of verb and the use of it. The students were already known that every sentence must have a verb, so they can be more careful in editing the verb in editing stage. They also paid more attention on the capital letter and punctuation.

- d. The use of gifts as students' rewards in this cycle gave the students more spirit and enthusiasm in doing the process of writing.

The improvement of the students' writing skills using writing process method can be specifically described in the table below.

e. Table 6: The Improvement of the Action

Problem	Cycle 1	Cycle 2
The students were less enthusiastic and easily get bored in learning English especially writing.	Half of the students were enthusiastic in the teaching-learning process of writing.	More than half of students were enthusiastic in the teaching-learning process of writing.
The students got confused when they are going to start their writing.	Some students had already followed the steps of writing process method.	Many students were understood and followed the steps of writing process very well.
The students had no idea about the topic of their writing.	Some students were able to think about the idea in pre-writing stage by building up their background knowledge.	Many students were able to think about many ideas of their own experience and generated it well.

The students had difficulties in using the proper grammar.	Some students made fewer mistakes than before.	The students' mistakes in grammar decreased significantly.
The students were not able to arrange the sentences in order correctly.	Some students were able to organize sentences. They were able to write in sequence.	Many students were able to organize sentences. They were able to write in strength sequence.
The students were not accurate in using spelling and capitalization.	Some students were able to use the right spelling word, punctuation, and capitalization.	Many students were able to compose sentences with right spelling, punctuation, and capitalization.
The students have low motivation in writing.	Some students were enthusiastic in doing their writing since in the end of the stage they can decorate it.	Many students were really interested and enthusiastic in doing their process writing since they can decorate it and they will also get some gifts as rewards.

3. The Students' Writing Score

To support the qualitative data, the researcher also used the quantitative data. The data were gained by scoring the results of the students' writing. The first score was gained from the result of the test before conducting the action. The second score was gained from the result of the students' writing in Cycle I and the last score was gained from the result of the students' writing in Cycle II. The

researcher then compared the score by focusing on the mean. The table below presents the mean score of the reading comprehension test.

Table 7: Students' Mean Score of Writing

Test	Frequency	Mean
Pre Test	33	53.03
Cycle I	33	60.76
Cycle II	33	70.15

Table 7 above presented the mean scores of the writing test that were conducted in three times. The table showed that the mean score of the result of students' writing in Cycle I increased 7.73 and it was continued in the result of students' writing in Cycle II increased 9.39. The mean score of the pre test is 53.03, the mean score in Cycle I is 60.76 and in Cycle II is 70.15. The quantitative data above supported the result that the students' reading comprehension skill improved through implementing graphics organizers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This study is categorized as action research. It was implemented for eight grade students of SMP N 15 Yogyakarta. The research conducted on May 2013 consisted of two cycles and three were meetings for each cycle. The aim of this research is to improve the students' writing skill through a writing process method.

The researcher chose writing as the focus based on the observation and interviews before the actions. It showed that the students' writing skill was still low. The students had low motivation in writing. It means that the students' writing problem needs to be solved. Therefore, the researcher chose a writing process method as the way to solve the students' writing problem.

In formulating the result, the researcher gained two kinds of data in this research; qualitative and quantitative data. The qualitative data were gained from the observations and interviews during the implementation. The observation and interview showed that the students could make a better writing. They could find many topics by themselves and generate it well. They could compose the text based on the generic structure of recount text. Grammar mistake can be minimized since they knew how to do self-correction. A writing process method also built the students' motivation since in the last stage of writing process method they can put their creativity to decorate it.

The result of the students' writing was unexpected. They could do it very well. Since a writing process method let the students write the text step by step,

they can be more careful and they can do correcting and editing so the result of their writing was much better rather than when they had to write the text in a short time.

Those qualitative data were supported by the quantitative data. The quantitative data was gained from the students' score of their writing. The students' scores indicated the improvement of their writing skill. The scores were gained from the test conducted before the implementation of the action, the result of students' writing in Cycle I, and the result of students' writing in Cycle II. The mean scores increased from 53.03 in the pre test to 60.76 in Cycle I to 70.15 in cycle II.

From the data collected above, it can be concluded that the method had successfully improved the students' writing skill through a writing process method in SMP N 15 Yogyakarta. A writing process method also built the students motivation in writing.

B. Implications

There were some implications due to the results of this research. The implication of the whole processes of this research study in improving the students' writing skill through writing process method describe as follows:

1. From the general findings of this research study, the use of writing process method can improve the students' writing skill since it is conducted step by step. It helped the students in creating good writing because they have

an opportunity to edit and revise it. So, the result of their writing was much better.

2. The use of various media such as pictures and power point slide show also make the students interested and did not get bored easily. They paid more attention since they get a better atmosphere of teaching and learning in the classroom.
3. The use of a writing process method was also effective to build the students' motivation in writing. The last stage of a writing process method is publishing stage. This stage is the stage that the students like most. The students can decorate their work and make it more interesting to read. It makes the students feel really enthusiastic in doing their writing.

C. Suggestions

After conducting this research, the researcher proposes the following suggestions for the English teacher, students, and other researchers as presented below:

1. For the English teachers

It is better for the teacher to provide the students with activities that are motivating for them, especially by using various media and method so the students will not get bored easily when the process of teaching and learning process is occurred. A writing process method can be a good choice in teaching writing.

2. For the students

It is suggested for the students to continue this method in doing their writing. They can apply it for other kinds of text and it can be used as a reference when they had to write the same topics of writing.

3. For the other researchers

This research only focuses on improving students' writing skill with the use of a writing process method in class VIII E of SMP N 15 Yogyakarta. Due to the limited time, the researcher only used a recount text in this research. Therefore, it is recommended for other researchers to conduct some research studies on a writing process method for other materials or other levels of education

Interview 1

Hari, Tanggal : Jum'at, 19 April 2013

Tempat : Ruang Alfa

Responden, P : Peneliti

G : Guru

P : Selamat siang bu,,,

G: Oh ya mbak, sudah dari tadi ya? Maaf ya jadi nunggu, masih masuk kelas soalnya tadi

P: Iya ga papa bu,,,

G: Sini-sini duduk sini mbak,

P: Iya bu,terimakasih

G: Jadi gimana? Agenda nya apa hari ini?

P: Ini mau sedikit nanya-nanya, wawancara soal siswa bu sama pengajaran bahasa Inggris, kira-kira bias tidak, Bu?

G: Oh ya bisa mbak. Monggo mau nanya apa?

P: Trimakasih, Bu. Begini, saya mau tanya masalah siswa kelas VIII E. Kira-kira menurut ibu seberapa jauh kemampuan mereka dalam bahasa Inggris terutama untuk skill writing

G: Oh ya..kalau menurut saya, kelas VIII E ini termasuk kelas yang agak mendingan dari pada kelas-kelas F,G,H, dan seterusnya itu. Tapi kalau dalam menulis bahasa Inggris kemampuan mereka itu masih kurang. Soalnya menulis kan agak susah ya mbak, jadi ya itu.

P: Kira-kira metode mereka dalam menulis teks itu bagaimana ya Bu?

G: Ya biasanya kan kalo menulis saya ajarkan dulu teksnya. Jadi belajar reading dulu, nanti kalau sudah bisa baru saya ajarkan writing nya. Biasanya saya kasih contoh teks sebelum mereka menulis.

P: Oh gitu ya bu, jadi reading dulu ya bu? Hasil dari mereka menulis itu bagaimana Bu?

- G: Kalau hasilnya kadang itu mereka kurang ini, kosataka. Yaa..vocab mereka masih kurang, jadi ya terkadang mereka bingung bagaimana menuliskanya. Dan terkadang ya itu..mereka cuma mengcopy teks yang sudah ada di buku.
- P: Terus, kalau masalah grammar bagaimana? Apakah sudah cukup baik apa belum?
- G: Ada beberapa anak yang memang grammarnya sudah bagus, tapi untuk sebagian besar masih sedikit acak-acakan. Sama spelling nya terkadang itu kurang bener.
- P: Kalau untuk kondisi siswa di kelas bagaimana Bu? Apa mereka memperhatikan ato tidak?
- G: Wah..kalo kelas VIII E ini bias dibilang kelas yang ramai. Murid-murid terkadang itu rebut sendiri. Kalo saya tidak tegaskan di kelas ya mereka ribut sendiri. Tapi memang tidak separah kelas D ributnya.
- P: Ohh..ya. Dulu saya juga waktu PPL di kelas ini juga seperti itu Bu. Hehehe.
- G: Nhahh..ya itu, seperti itu. Tapi ya tidak rebut terus-terusan. Kadang saya galakin dulu baru mau diam. Terutama anak laki-lakinya itu lho.
- P: Trus kalau kendala-kendala Ibu dalam mengajarkan writing kepada siswa itu apa aja Bu?
- G: Kendala ya? yaa...paling itu tadi, kosakatanya kurang sama anak-anak itu tidak suka cari ide sendiri. Yaa..Cuma ngikut sini ngikut situ.
- P: Ooo..seperti itu ya, Bu?
Kalau ibu biasanya mengambil materi dari mana ya bu?
- G: Kalau saya ya pakainya ambil dari buku BSE itu, atau ambil di buku pegangan. Kan setiap anak punya buku pegangan masing-masing selain yang dari perpustakaan.
- P: Kalau mengajar writing menggunakan proses writing teknik itu sudah

pernah atau belum, Bu?

G: Kalau proses yang kayak punya mbaknya di proposal itu saya belum pernah. nanti saya di kasih contohnya ya mbak, saya tertarik itu dengan metode itu,

P: Iya, Bu. Kalau saya coba terapkan di kelas VIII E, itu kira-kira cocok ga ya bu?

G: Ya dicoba saja dulu mbak, sepertinya cocok, mereka pasti antusias kalau ada cara baru mbak.

P: Ooo..ya sudah kalau begitu. Wawancaranya segini dulu saja. Nanti kalau ada pertanyaan-pertanyaan lagi boleh kan, Bu?

G: Oh iya.. Tidak apa-apa, silahkan Tanya saja kalau ada apa-apa.

P: Iya, terimakasih banyak atas waktunya. Maaf ini ibu jadi terlambat mengajarnya. Setelah ini saya juga minta ijin untuk sedikit wawancara dengan siswa.

G: Ooo..silahkan. Monggo.

P: Terimakasih. Mari, Bu.

G: Mari..

Interview 2

Hari, Tanggal : Kamis, 9 Mei 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Marcel (Siswa)

P: Dek, bisa wawancara sebentar?

S: Wawancara apa mbak? Pake bahasa Inggris enggak? Saya nggak bisa e mbak.

P: Enggak, santai to. Pake bahasa Indonesia, atau Jawa juga boleh. Cuma tanya-tanya sebentar.

S: Apa mbak?

P: Namanya siapa dulu, kenalan to.

- S: Oya, nama saya Marcel mbak.
- P: Kamu suka pelajaran bahasa Inggris enggak?
- S: Biasa aja e mbak. Enggak bisa-bisa banget soalnya.
- P: Dalam belajar Bahasa Inggris di kelas kendala-kendalanya apa Dek?
- S: Kadang itu nggak konsen lho mbak.
Lha pada rebut sendiri e. Brisik banget di kelas. Trus saya nggak memperhatikan.
- P: Lha kamu ngapain ko nggak memperhatikan?
- S: Mainan HP. Hehehe...
- P: Ko malah mainan HP?
- S: Bosen e mbak..bingung ibu nya ngomong apa.
- P: Walah-walah...teurs biar kamu memperhatikan gurunya harus gimana?
- S: Ya ngajarnya yang menarik to. Yang nggak bosenin tu lho.
- P: Berarti nanti kalo mbak ngajarnya menarik kamu harus memperhatikan lho ya. Berarti abis itu nggak ada alasan untuk nggak bisa bahasa Inggris ya. Hehehe
- S: Iyo mbak..
- P: Tenan lho ya...
- S: Tenan.
- P: Yaudah, udahan sampai sini wawancaranya. Makasih ya. Sana kalau mau jajan lagi.
- S: Yo mbak.

Interview 3

Hari, Tanggal : Jum'at, 19 April 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Emilia Elsa (Siswa)

P : Dek, bisa minta waktu sebentar buat wawancara?

S: Oh iya mbak, boleh.

P: Oya, perkenalan dulu aja ya. Namanya siapa?

S: Namanya Elsa

P: Dek, kamu suka bahasa Inggris nggak?

S: Yaa...lumayan suka sih mbak.

P: Trus suka nggak kalau disuruh nulis dalam Bahasa Inggris?

S: Tapi kalau nulis agak susah e mbak.

P: Susahnya kenapa?

S: Apa ya...kadang tuh katanya nggak ngerti.

P: Ohh..vocab ya?

S: Apa itu mbak?

P: Kosakata.

S: Iya mbak. Sama yang verb2 itu lho mbak.

P: Oh..ya..susah ngapalin verb 2 ya. Selain itu?

S: Ya...kayak grammar-grammar itu mbak, kadang bingung juga.

P: Ooo..gitu. Trus bu Daruning ngajarnya gimana kalo di kelas?

S: Yaa..dikasih soal-soal gitu sama teks-teks.

P: Pernah nggak di ajarin nulis pake writing proses teknik. Jadi berstep-step gitu dek.

S: Belum sih mbak. Ya step nya ya paling kayak tadi di kelas itu.

P: Oke deh. Makasih ya waktunya.

S: Iya, sama-sama mbak.

Interview 4

Hari, Tanggal : Jum'at, 19 April 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Rafi (Siswa)

P : Hay dek, lagi sibuk enggak?

S: Enggak kok mbak. Kenapa e mbak?

P: Gini, mbak mau minta waktunya sebentar aja buat wawancara. Bisa kan?

S: Aduhh...wawancar apa mbak?

P: Tenang aja, nggak susah ko.

S: Ok deh mbak.

P: Pertama kenalan dulu donk, namanya siapa dek?

S: Namanya Rafi

P: Ok, siap?

S: Siap mbak.

P: Hehehe..bagus, bagus. Rileks aja.

S: hehehe iya mbak.

P: Jadi gini lho dek, mbak mau tanya-tanya sebentar soal belajar bahasa Inggris. Kamu suka sama pelajaran bahasa Inggris nggak?

S: Nggak terlau suka mbak, soalnya susah.

P: Kalau pelajaran yang lain nggak susah ya dek? Hehehe

S: Yaa..sebenarnya susah juga sih mbak. Hehehe...

Tapi bahasa Inggris kan kata-katanya susah.

P: Oke..oke. Kira-kira kalo dalam pelajaran Bahasa Inggris, kamu yang paling susah kalau disuruh ngapain?

S: Kalo ngomong sama nulis mbak.

P: Kalo dalam menulis itu susahnya apa kira-kira?

S: Ya itu..soalnya kan ngomongnya kan ribet gitu mbak..jadi nulisnya

ya ribet juga, bikin pusing.

- P: Ooo..iya. Anantara tulisan sama ngomongnya beda gitu ya maksudnya?
- S: Iya mbak.
- P: Kalo missal kamu disuruh menulis itu susah nggak kalau disuruh cari ide?
- S: Susah mbak.
- P: Susahnya kenapa?
- S: Yaa..jadi bingung mbak. Kalo disuruh bikin tulisan malah jadi bingung sendiri. Hehehe...
- S: Trus kalo menurut kamu ngajarin nulis yang kamu pengen itu kayak gimana? Maksudnya guru itu harus bagaimana di kelasnya?
- P: Yaa...yang bikin mudeng aja penjelasanya, sama suasana kelasnya yang menyenangkan aja biar nggak ngebosenin.

Interview 5

Hari, Tanggal : Jum'at, 19 April 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Ramadhan (Siswa)

- P : Halo, dek. Bisa minta waktu sebentar buat wawancara?
- S: Wawancara apa e mbak? Jangan susah-susah.
- P: Enggak dek. Wong Cuma Tanya-tanya sebentar. Ok?
- S: Yowes mbak.
- P: Perkenalan dulu donk namanya siapa.
- S: Nama saya Rama
- P: Ok. Kamu suka bahasa Inggris enggak?
- S: Suka sih, tapi enggak banget2, hhehe

- P: Trus kalo writing kamu suka enggak dek?
- S: Yaa..suka, tapi susah e mbak.
- P: Susahnya apa?
- S: Yaa...bingung aja mbak.
- P: Yang dibingungin apa?
- S: Apa yang mau ditulis tuh nggak ngerti. Sama kadang nggak ngerti bahasa inggrisnya.
- P: Ooo..gitu. Kalau bu Daruning ngajarnya gimana dek? Enak nggak?
- S: Galak mbak.
- P: Hahaha...galak gimana? Kamu nggak memperhatikan mungkin. hehe
- S: Memperhatikan yo mbak.
- P: Ada media-media kayak gambar, atau video gitu enggak?
- S: Nggak pernah mbak.
- P: Trus di kelas kegiatannya ngapain aja?
- S: Yaa..Cuma dijelasin. Trus disuruh ngerjain soal.
- P: Ooo...gitu ya. Yaudah kalau gitu. Cukup sekian aja wawancaranya. Makasih ya dek.
- S: Iya mbak.

Interview 6

Hari, Tanggal : Kamis, 9 Mei 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Selgita (Siswa)

- P: Halo dek, minta waktunya sebentar boleh ya.
- S: Ada apa e mbak? Wawancara lagi ya?
- P: Hehehe...iya nih. Sebentar aja ko.
- S: Lha kemarin kan udah mbak.

- P: Ya ini beda lagi pertanyaannya. Sebentar aja ko. Ok?
- S: Yoo..
- P: Gini lho, mbak mau tanya soal mbak ngajar kemarin itu.
- S: Kenapa mbak?
- P: Kan kemarin mbak ngajarin kamu nulis teks recount pake step-step tertentu. Kalau menurut kamu ada bedanya enggak?
- S: Yo ada mbak. Kan sebelumnya belum pernah yang kayak gitu.
- P: Trus kira-kira bisa ngebantu kamu enggak?
- S: Lumayan membantu mbak.
- P: Ngebantunya gimana?
- S: Yaa itu..kan bisa di bener-benerin dulu sebelum jadi dikumpulin. Pas awalnya tapi agak bingung mbak. Soalnya belum pernah yag kayak gitu.
- P: Oiya...kemarin mbak lupa kasih contoh di tiap step nya. Jadi perlu contoh ya dek biar ngerti?
- S: Iya mbak.
- P: Ok deh, besok mbak kasih contoh di tiap step nya. Terimakasih ya..
- S: Iya mbak...

Interview 7

Hari, Tanggal : Kamis, 9 Mei 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Ardiyanto (Siswa)

- P: Dek, ada waktu sebentar nggak buat wawancara?
- S: Wawancara apa mbak? Ko wawancara terus?
- P: Yaa kayak kemarin itu lho, tapi ini beda lagi pertanyaannya. Udaah..sini to, nggak susah ko, sebentar aja.

- S: Tapi sambil makan jajan rapopo yo mbak.
- P: Iyaa..udah, nggak papa. Santai ajaa.
Gini to, mbak tuh mau evaluasi pengajaran mbak kemarin.
- S: Evaluasi ki opo e mbak?
- P: Maksudnya tuh mau meninjau kembali apakah berhasil apa enggak. Kekurangannya apa aja, biar nanti bisa diperbaiki lagi di pertemuan berikutnya. Gitu lhoo..
- S: Ooo..ya, ya.
- P: Jadi gimana komentar kamu tentang pengajaran writing kemarin?
- S: Piye yo mbak?
- P: Yo piye, kan mbak yang nanya kamu.
- S: Yaa...bagus ko.
- P: Bagus gimana? Kamu memperhatikan mbak nggak kemarin?
- S: Iya mbak, aku memperhatiin ko.
- P: Trus, teknik seperti itu membantu kamu dalam menulis enggak?
- S: Yo membantu to mbak.
- P: Membantunya gimana?
- S: Hasil tuliisanya jadi bagus.
- P: Kenapa?
- S: Soalnya membuatnya pelan-pelan, jadi bisa lebih teliti.
- P: Gambar-gambar sama contohnya ngebantu enggak Dek?
- S: Iya mbak, ngebantu banget.
- P: Ngebantunya giman?
- S: Ya..jadi inget pengalaman-pengalaman sendiri pas liburan ke pnatai kayak gitu.
- P: Oooo..jadi nggak bingung-bingung lagi donk nyari topiknya?
- S: Iya mbak.
- P: Nggambar-nggambarnya yang terakhir kemarin gimana?
- S: Iya, itu asik mbak. Jadi bagus tampilanya.
- P: Kira-kira menurut kamu kekurangan dari mbak ngajar apa?
- S: Apa ya. Dikasoh contoh aja kali mbak. Soalnya awalnya tuh bingung

tuh lho. Ini disuruh ngapain, itu disuruh ngapain.

- P: Oooo, iya..iya. Besok mbak kasih contoh di tiap step nya. Trus apa lagi kira-kira?
- S: Apa ya. Udah itu aja mbak.
- P: Ok deh kalo gitu. Makasih ya.
- S: Wes rampung to iki mbak?
- P: Iyo...
- S: Yowes.

Interview 8

Hari, Tanggal : Kamis, 9 Mei 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Abraham (Siswa)

- P: Dek, mau wawancara sebentar bisa kan?
- S: Bisa mbak.
- P: Sip. Duduk sini ya.
- S: Iya mbak.
- P: Mbak mau tanya-tanya soal teknik menulis yang mbak ajarin kemarin, yang pake step-step itu.
- S: Ohh, iya mbak, gimana?
- P: Kalau menurut kamu, teknik kayak gitu membantu kamu dalam menulis kemarin enggak?
- S: Lumayan membantu ko mbak.
- P: Membantunya gimana?
- S: Yaa..jadi bisa edit-edit dulu, ngebenerin verb nya itu mbak.
- P: Ooo..jadi hasilnya jadi lebih bagus ya.
- S: Iya mbak.
- P: Berarti sekarang kamu udah bisa edit-edit sendiri to, negbenerin

grammar-grammar yang salah?

S: Iya dikit-dikit bisa mbak.

P: Publishing stage nya asik enggak?

S: Asik mbak. Bisa ngilanging capek nulis. Kayak buat hiburan nggambar-nggambarnya.

P: Sip deh. Terus, kalau kendalanya nulis pake writing proses teknik buat kamu apa dek?

S: Awalnya agak bingung mbak..soalnya kan nggak pernah sebelumnya.

P: Bingungnya kenapa?

S: Yaa..kan nggak ada contoh-contohnya jadi ngisinya bingung.

P: Ooo..jadi perlu contoh dulu ya.

S: Iya mbak..

P: Tapi kemarin hasilnya gimana?

S: Ya lebih bagus sih mbak..soalnya kan bisa bener-benerin dulu.

P: Ya syukurlah. Jadi lebih cantik kan tampilanya di publishing stage nya?

S: Iya mbak. Hehehe

P: Trus kira-kira kekuranga teknik yang mbak ajarin itu apa aja?

S: Mmmm...apa ya. Paling lama aja, sama nulisnya berulang-ulang, jadi capek.

P: Ooo...kalo nulis berulang-ualng kan bisa membantu kamu buat inget-inget kata-kata dalam bahasa Inggris, kan jadi nggak lupa kalo diulang-ulang.

S: Iya sih mbak.

P: Hehehe..yaudah kalo gitu dek. Makasih waktunya ya..

S: Iya mbak, sama-sama.

Interview 9

Hari, Tanggal : Kamis, 9 Mei 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Rahajeng (Siswa)

P: Hai..lagi sibuk nggak dek?

S: Lagi makan ini mbak.

P: Minta waktu sebentar boleh kah? Buat wawancara. Sambil makan jajan nggak papa. Wong kita Cuma ngobrol-ngobrol aja ko.

S: Ok deh mbak. Mau ngobrolin apa e?

P: Yang masalah mbak ngajar kemarin-kemarin itu lho.

S: Oooo..iya.

P: Jadi kalau menurut kamu, teknik writing proses kemarin itu pas nggak buat kamu. Ngebantu kamu buat nulis nggak gitu?

S: Ya membantu mbak. Soalnya kan ada step-stepnya yang rinci.

P: Bagian yang paling membantu itu di step yang mana kalau kata kamu?

S: Mmmm...mana ya. Ya sebenarnya semuanya sih membantu mbak. Kan tiap step nya punya fungsi sendiri-sendiri.

P: Wahh..pinter juga kamu dek. Hehehe... Di step yang editing kira-kira membantu kamu enggak dek?

S: Iyaa..lumayan membantu mbak.

P: Berarti kamu bisa benerin grammar kamu sendiri donk sekarang?

S: Insya Allah bisa mbak..sedikit-sedikit lah. Hehehe..

P: Ok sip sip sip. Selain itu, kira-kira kekurangan dari teknik yang mbak ajarin itu apa?

S: Mmmm..apa ya. Bagus-bagus aja sih mbak. Bingung aku. Hehehe...

P: Hahaha..malah bingung. Yaudah kalau gitu. Makasih banyak ya buat wktunya. Monggo dilanjut lagi jajanya.

Interview 10

Hari, Tanggal : Kamis, 9 Mei 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Pandu (Siswa)

P: Permissi dek, boleh wawancara sebentar kan?

S: Ojo suwi-suwi tapi yo mbak.

P: Enggak, Cuma sebentar banget ko. Ya ya.

S: Yo sek penting ojo suwi.

P: Iya iyaa...Gini lho, kemarin kan mbak udah ajarin kamu nulis recount text pake writing proses teknik. Nah..teknik itu udah cukup membantu belajar kamu belum?

S: Ya membantu to mbak.

P: Ngebantunya gimana?

S: Ya..jadi lebih enak aja nulisnya, trus asik juga bias dihias-hias gitu mbak.

P: Kalo grammarnya gimana?

S: Awalnya susah sih mbak, tapi kan nanti dibener-benerin jadi hasilnya lumayan bagus.

P: Tenan ra kuwi? Jangan bohong lho ya gara-gara di wawancara.

S: Yo tenanan to mbak. Moso ngapusi. Yo nek mbake ra percaya yowes.

P: Hahaha..bercanda dek. Ya baguslah kalau bisa membantu jadi lebih baik.

S: Udah ini to mbak?

P: Yaudah..yaudah, karena kamu buru-buru yaudah cukup sekian aja wawancara. Makasih yo..

S: Yo...

Interview 11

Hari, Tanggal : Kamis, 16 Mei 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Ramdhan (Siswa)

- P: Dek, minta wawancara lagi boleh ya. Ini yang terakhir ko.
- S: Wehh...kok wawancara terus e mbak.
- P: Yaa ini yang terakhir. Beneran. Bisa kan..Hehehe
- S: Haish...mbake ki.
- P: Hehehe...pertama mbak mau nanya, kemarin gimana hasil menulis kamu yang kedua?
- S: Yo...ngono kae to mbak.
- P: Ngono pie? Bagus enggak?
- S: Yo..mbake sek nilai to.
- P: Ya kalo menurut kamu bagus apa enggak? Coba bandingin sama yang sebelumnya.
- S: Yo lebih bagus sih mbak.
- P: Kira-kira ada perubahan yang kamu alami enggak Dek setelah menyelesaikan tulisanmu yang kedua ini?
- S: Yo ada mbak...
- P: Bedanya gimana?
- S: Jadi lebih bisa aja. Kalau dulu kan baru pertama, jadi kadang bingung. Kalo sekarnag kan udah paham.
- P: Jadi kamu terbantu dengan adanya writing process technique ini?
- S: Iya lah mbak. Lha nggak terbantu gimana, wong nulisnya dibener-benerin terus. Ya hasilnya jadi lebih bagus pasti lah.
- P: Ya bagus deh. Berarti sekarang kamu masih bingung nggak kalau disuruh cari topic atau ide cerita?

- S: Udah nggak terlalu bingung mbak.
- P: Kenapa?
- S: Yaa...jadi gampang cari idenya. Soalnya udah banyak contoh. Trus sama ngebayangin pengalaman-pengalaman sendiri.
- P: Wahh..bagus..bagus.. Ok deh kalo gitu. Kira-kira kamu ada masukan enggak buat mbak?
- S: Apa yaa....kurang galak mbak.
- P: Wehh..ko galak. Yon anti pada takut nek mbak galak.
- S: Yo biar diem anak-anaknya mbak.
- P: Hahaha..ya deh. Makasih ya...
- S: Iya mbak.

Interview 12

Hari, Tanggal : Kamis, 16 Mei 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Eliana (Siswa)

- P: Hai dek cantik. Lagi sibuk nggak nih?
- S: Enggak mbak. Pasti mau wawancara lagi ya?
- P: Hehehe..tau aja kamu dek. Gini, kemarin kan kamu udah menyelesaikan tulisan kamu yang kedua. Nahh...menurut kamu, hasilnya yang kedua ini gimana?
- S: Lumayan bagus mbak.
- P: Lebih enak nggak sekarang daripada yang pas pertama pake teknik ini?
- S: Iya, lebih enak mbak. Soalnya udah ngerti maksudnya mbak.
- P: Trus kemarin editnya udah bisa lebih teliti lagi kan?
- S: Udah mbak..
- P: Masih bingung soal verb?

- S: Ya...udah nggak terlalu mbak..paling kadang tuh lupa verb 2 nya ini tuh apa. Yaa..kayak gitu-gitu mbak.
- P: Latihan soal yang mbak kasih tapi bisa ngerjainya kan?
- S: Bisa mbak.
- P: Bagus lah kalo gitu. Kira-kira setelah ini kamu bisa termotivasi lebih nggak buat nulis?
- S: Yaa boleh juga mbak. Nanti pake teknik itu lagi.
- P: Hehehe, sip deh. Yaudah, semoga bisa jd sukses ke depannya.
- S: Amin. Makasih mbak,
- P: Ada saran-saran gitu buat mbak atau kritik tentang pengajarannya.
- S: Nggak ada mbak.
- P: Atau mungkin kurang ini kurang itu. Kurang galak atau gimana gitu?
- S: Hehehe...nggak ko mbak. Nggak ada.
- P: Hahaha, ya udah..trimakasih waktunya ya.
- S: Iya mbak, sama-sama.

Interview 13

Hari, Tanggal : Kamis, 16 Mei 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Wira (Siswa)

- P: Hai, boleh ganggu sebentar ya dek?
- S: Mau ngapain mbak?
- P: Mau wawancara sebentar bisa kan?
- S: Nggak susah to mbak?
- P: Enggak ko. Ya kayak yang dulu-dulu itu lho. Ok?
- S: Iya mbak.
- P: Begini lho dek, mbak mau tanya-tanya ke kamu tentang pengajaran menulis yang kedua. Kira-kira hasilnya bagus an yang pertama apa

yang kedua?

S: Kayanya sih bagus yang kedua mbak.

P: Kenapa?

S: Soalnya lebih ngerti. Sama udah dikasih contoh-contohnya sama mbak, jadi lebih mudeng.

P: Kalau soal editing nya lebih bisa teliti lagi kan nyari verb nya?

S: Iya mbak. Udah ngerti ko sekarang.

P: Kemarin nggambar-nggambar nya asik enggak Dek?

S: Asik banget mbak. Soalnya aku kan suka nggambar juga. Bisa buat hiburan juga. Jadi nggak bosan terus-terusan nulis. Ada yang diarep-arep di akhirnya.

P: Wah..gambar nya bagus dong.

S: hehehe..ya biasa aja mbak.

P: Tapi hasil tulisanya jadi keliatan bagus kan?

S: Iya mbak. Kayak di buku-buku. Hehehe

P: Trus ada saran-saran nggak buat mbak?

S: Mmmm...jangan suka mutung to mbak kalo di kelas. Hehehe

P: Wahaha...mutung gimana. Lha kalian itu rebut terus sih. Hehehe. Yaudah...wawancaranya udahan ya. Makasih banget ya dek waktunya.

S: Iya mbak, sama-sama.

Interview Guideline

Before gathering the data

Interviewer: Researcher

Interviewee: Students

1. Apakah kalian suka menulis dalam bahasa Inggris?
2. Adakah kesulitan yang kalian temui saat menulis dalam bahasa Inggris?
Jika ada jelaskan.
3. Bagaimana cara kalian belajar menulis dengan bahasa Inggris?.
4. Metode belajar seperti apa yang kalian inginkan di kelas?
5. Apakah kalian sudah pernah diajarkan menulis *recount*?
6. Apakah kalian pernah menulis dengan teknik writing proses?
7. Apakah pada setiap pokok bahasan kalian mendapat materi tentang menulis?
8. Bagaimanakah cara mengoreksi hasil tulisan kalian selama ini?

Interviewer: Researcher

Interviewee: English teacher

1. Masalah apakah yang sering Ibu temui dalam mengajar menulis?
Bagaimana dengan teks *recount*?
2. Apakah teknik yang Ibu terapkan dalam mengajar menulis, dalam hal ini mengenai teks *recount*?

3. Media seperti apakah yang sering Ibu gunakan dalam mengajar menulis teks *recount*?
4. Bagaimana kondisi siswa ketika berada di dalam kelas?
5. Menurut Ibu, apakah teknik writing proses ini akan membantu siswa dalam menulis teks *recount*?

After teaching the technique

Interviewer: Researcher

Interviewee: Students

1. Bagaimana komentar anda mengenai teknik pengajaran writing seperti kemarin?
2. Apakah masih ada yang belum jelas?
3. Apakah masih ada yang ditanyakan?
4. Apakah dengan adanya step-step seperti itu bias membantu anda dalam menulis teks *recount*?
5. Menurut kalian adakah perbedaan antara menulis dengan *writing* proses teknik dengan menulis langsung?
6. Apakah setiap step-step nya membantu anda?
7. Bagaimana dengan hasil tulisan anda. Apakah lebih bagus?
8. Adakah kritik dan saran untuk saya mengenai pengajaran seperti itu?

Interviewer : Researcher

Interviewee: Collaborator

1. Bagaimanakah penjelasan saya di kelas Ibu?
2. Menurut Ibu, apakah siswa dengan baik menerima penjelasan saya?
3. Menurut Ibu, apakah teknik seperti itu cukup membantu siswa dalam menulis teks *recount*?
4. Bagaimana hasil tulisan siswa? Apakah lebih bagus dari yang sebelumnya?
5. Apakah koreksi Ibu untuk saya sejauh ini, sisi negatif dan positifnya?
6. Adakah kritik dan saran untuk saya agar bias melanjutkan ke tahap selanjutnya?

No : FN.01
Hari,tanggal : Senin, 25 maret 2013
Jam : 10.00
Kegiatan : Meminta izin untuk penelitian
Tempat : TU SMP N 15 Yoogyakarta
Responden, P : Peneliti
PH: Pak Heri

P tiba di sekolah pukul 10.00 WIB langsung menuju ruang TU untuk menanyakan prosedur perizinan penelitian di sekolah tersebut. Petugas TU menyarankan P untuk langsung menemui PH. P diminta menunggu saat petugas mencarikan PH. Selanjutnya P di diminta langsung ke ruang kepala sekolah untuk menemui PH. PH menanyakan soal kedatangan saya ke sekolah. Kemudian PH menanyakan surat ijin dari gubernur, lalu P menerangkan bahwa baru akan meminta izin gubernur setelah memastikan sekolah bersedia. PH menyetujuinya dan memberikan alternatif kelas dan guru yang akan dilakukan penelitian. Kemudian PH meminta P langsung menemui guru yang bersangkutan, P berjalan menuju ruang guru dan mencari Bu Daruning. Ternyata Bu Daruning tidak ada di ruang guru pada saat itu. Kemudian P memutuskan untuk pamit dan menemui Bu Daruning esok harinya.

No : FN.01
Hari,tanggal : Senin, 25 maret 2013
No : FN.02
Hari,tanggal : Selasa, 26 Maret 2013
Jam : 10.00
Kegiatan : Meminta izin guru pembimbing
Tempat : Kantor Guru
Responden, P : Peneliti
BD: Bu Daruning (Guru Bahasa Inggris)

P sampai di sekolah pada pukul 10.00 WIB. Setelah memarkirkan motor, P langsung menuju kantor guru untuk menemui BD. BD terlihat sedang duduk dan mengobrol dengan guru yang lain. P masuk ke ruang guru dan langsung menghadap BD. P memperkenalkan diri dan menyampaikan maksud dan tujuan kedatangannya. P juga menjelaskan bahwa kemarin sudah menemui Pak Heri untuk meminta izin penelitian. BD menanyakan lebih lanjut tentang penelitian yang akan dilakukan. Setelah mendengar penjelasan dari P, BD tertarik dan mengizinkan P melakukan penelitian di kelas beliau. Namun, sehubungan dengan persiapan UAN untuk kelas IX, BD menerangkan bahwa pengajaran di kelas VIII belum efektif dan oleh karena itu BD meminta P untuk datang kembali setelah UAN, di awal bulan Mei. P setuju, berterimakasih atas izin beliau, lalu berpamitan. P pulang pukul 11.00 WIB.

No : FN.03
 Hari,tanggal : Kamis, 11 April 2013
 Jam : 09.00
 Kegiatan : Menemui guru pembimbing
 Tempat : Kantor Guru
 Responden, P : Peneliti
 BD: Bu Daruning (Guru)
 PY: Pak Yanto

P tiba di sekolah pukul 09.00 dan langsung menemui BD di ruang guru. P menanyakan kelanjutan dari pertemuan pertama kami. BD meminta P duduk di kursi tamu yang berada di dalam ruang guru. Setelah P duduk, BD menerangkan bahwa sehubungan banyak kelas 8 yang kosong karena BD lebih focus mengajar kelas IX untuk persiapan ujian, jadi banyak materi yang belum tersampaikan, apalagi waktu ujian kenaikan kelas yang tinggal sebentar lagi, sekitar 1 bulan setelah UAN, BD meminta P untuk menunda penelitiannya di tahun ajaran mendatang, yaitu sekitar bulan Agustus akhir. P memohon untuk tetap bisa

meneruskan di bulan ini seperti yang BD janjikan di pertemuan sebelumnya. P menyarankan solusi untuk sementara sebelum UAN, P yang membantu mengisi materi yang belum disampaikan dikarenakan BD focus mengajar kelas IX, lalu P meminta waktu 3 minggu setelah UAN untuk penelitian. Jika materi yang harus disampaikan sudah diberikan, nanti sisa waktu yang ada, sekitar 2 minggu, BD bisa menambah materi. Setelah perbincangan panjang, mengingat BD juga sangat tertarik dengan penelitian ini, BD menyetujui usulan P. Mengenai izin resmi dari Gubernur, BD menyarankan untuk tidak mempermasalahkan terlebih dahulu, bisa menyusul. Setelah mencapai kesepakatan dengan BD, P menemui PY selaku pegawai TU yang menangani surat-surat perizinan. P menerangkan hasil kesepakatan dengan BD. PY memahami situasinya lalu mengizinkan P melakukan penelitian. Setelah selesai semuanya, P pamit pulang pukul 11.30 WIB.

No : FN.04
 Hari,tanggal : Jumat, 19 April 2013
 Jam : 09.00
 Kegiatan : Observasi kelas
 Tempat : Ruang Alfa
 Responden : P : Peneliti
 BD : Bu Daruning

Seperti yang dijanjikan via SMS, P datang untuk melakukan observasi di kelas VIII E. Kelas hari ini dilaksanakan di ruang Alfa yang ada fasilitas LCD. Kelas dibuka dengan salam dan presensi kelas. Setelah itu BD memperkenalkan P dan menjelaskan tentang penelitian P. Selanjutnya BD memberitahukan kepada siswa bahwa yang akan mereka pelajari hari ini adalah menulis *announcement*. BD melanjutkan dengan membacakan slide standart kompetensi dan kompetensi dasar yang harus dicapai. Saat guru membacakan, siswa mulai tidak fokus, ada yg mengobrol sendiri, tidur-tiduran, bermain *handphone* bahkan ada memainkan korden jendela dekat mereka. Selanjutnya BD memberikan contoh pengumuman

dan membacakannya. Sambil membacakannya sesekali BD menanyakan arti kata baru, namun jarang mendapat tanggapan siswa. Sebagai contoh BD menanyakan arti kata “equipment” namun tidak ada yang menjawab. Setelah ditunggu beberapa lama salah satu siswa mengangkat tangan dan menjawab. Selanjutnya BD menanyakan arti kata lain, namun tidak ada tanggapan dari siswa, akhirnya BD langsung menunjuk salah satu siswa untuk menjawab. Kemudian, BD menjelaskan mengenai hal-hal apa saja yang terdapat dalam teks announcement. Setelah itu, BD memberikan beberapa tema kepada siswa agar dipilih salah satunya dan dijadikan teks announcement. Tugas kali ini dilakukan secara berpasangan. Siswa mulai rebut dan berjalan kian kemari. Belum sampai siswa membuat teks announcement, tiba-tiba bel berbunyi. BD segera mengakhiri pelajaran Bahasa Inggris kali ini dan menyuruh siswa untuk menyelesaikannya di rumah dan mengumpulkannya di pertemuan selanjutnya. Setelah BD memberikan mengakhiri pelajaran dan memberikan salam siswa keluar kelas dengan tertib.

No : FN.05
 Hari,tanggal : Jum'at, 26 April 2013
 Jam : 09.40
 Kegiatan : Pre test
 Tempat : Ruang Kelas
 Responden, : BD : Bu Daruning
 P : Peneliti

BD memulai kelas hari itu dengan salam. Selanjutnya BD memperkenalkan P kembali dan menjelaskan bahwa selanjutnya kelas akan diampu P. P mengambil alih kelas. P memulai dengan memperkenalkan diri dan maksud kedatangan P. Selanjutnya P menceritakan gambaran ringkas tentang penelitian P serta menerangkan pentingnya dilakukan pre test. P memberikan instruksi bahwa siswa harus membuat teks recount sesuai pengalaman masing-masing. Pada awalnya siswa masih terlihat bingung karena mereka lupa dengan teks recount. Kemudian

P sedikit memberikan penjelasan mengenai teks recount. Setelah memastikan semua siswa telah mengerti, P membagikan lembar jawab siswa untuk menuliskan cerita mereka. Para siswa terlihat sangat serius. Beberapa dari mereka saling bertanya satu sama lain. Kebanyakan dari mereka mencontek teks yang sudah ada di buku mereka dan menyalin kembali dengan perubahan sedikit. Banyak dari mereka yang malas untuk mencari ide cerita mereka sendiri. Ketika P menyuruhnya untuk bekerja sendiri, siswa protes kalau mereka bingung mau menulis apa. Setelah menunggu cukup lama, bel tanda akhir pelajaran berbunyi, P meminta siswa mengumpulkan hasil pekerjaan siswa dan mengakhiri dengan salam serta memberikan gambaran kegiatan yang akan dilakukan selanjutnya.

No : FN.06

Hari,tanggal : Rabu, 1 Mei 2013

Jam : 10.40

Kegiatan : Pre-writing dan Drafting (*Cycle 1*)

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Siswa

Hari ini adalah hari pertama di cycle pertama dalam penelitian ini. P sudah berada di kelas ketika siswa mulai memasuki ruang kelas karena sebelumnya P menyiapkan beberapa slide power point dahulu. Siswa mulai menempati tempat duduknya masing-masing meski masih ada beberapa siswa yang terlihat berlarian di luar. Setelah memastikan semua siswa masuk dan duduk di tempat masing-masing, P membuka pelajaran dengan berdoa dan memberikan salam. Setelah itu, P sedikit memberikan tanya jawab untuk membangun *background knowledge* siswa. Setelah itu, P mulai memberikan materi tentang recount. Berhubung mereka sudah pernah mendapatkan materi recount di semester 1, P memberikan penjelasan secukupnya saja. P memberikan contoh teks recount kepada siswa dan meminta semua siswa untuk membacanya. Setelah memberikan penjelasan mengenai isi dan ketata bahasanya. Setelah itu, P mulai memperkenalkan teknik

yang akan digunakan dalam proses pembelajarannya, yaitu writing proses teknik. Siswa masih terlihat bingung tentang apa yang akan dilakukannya. Kemudian, P membagikan 1 bendel kertas yang berisi step-step dalam writing proses teknik di setiap lembarnya. Pada lembar pertama, yaitu *pre-writing*, siswa diminta untuk menuliskan topic sebanyak-banyaknya. Sebelumnya, P memberikan beberapa gambar di slide tentang beberapa tempat wisata di Indonesia. Kemudian, ada pula daftar topic dalam kehidupan sehari-hari yang bisa digunakan sebagai topic dalam teks recount. Karena beberapa siswa masih ada yang bingung, mereka langsung menuliskan teks mereka di lembar pertama. Seperti kejadian sebelumnya, beberapa siswa ada yang langsung membuka buku catatan mereka dan menyalinya. Namun, P menjelaskan kembali kalau dalam step pertama ini yang dilakukan hanyalah menuliskan topic. P meminta siswa untuk memejamkan mata dan mengingat-ingat kembali pengalaman-pengalaman mereka di masa lampau. Setelah itu menuliskan beberapa topikny, siswa diminta memilih salah satunya dan menuliskan apa-apa saja yang akan diceritakan nantinya. Setelah itu, siswa melanjutkan ke step berikutnya, yaitu drafting. Di dalam langkah ini, siswa disuruh membuat draft untuk tulisan mereka masing-masing sesuai dengan generic structurenya. Mereka diperbolehkan membuka kamus mengetahui arti suatu kata dalam bahasa Inggris dan ejaanya yang benar. Terlihat sekali siswa kebingungan dan tidak jarang dari mereka berjalan dan melihat pekerjaan temanya. P berjalan keliling kelas untuk melihat pekerjaan siswa dan juga memberikan motivasi kepada mereka agar bisa mengerjakan. Ada beberapa siswa yang menanyakan kepada P mengenai beberapa kata dalam Bahasa Inggris. Sekali lagi P member tahu kepada siswa bahwa mereka bisa membuka kamus jika mereka tidak tahu arti kata tertentu dalam bahasa Inggris. Setelah kurang lebih 30 menit, sebagian besar siswa bisa mengerjakan step kedua ini dengan baik karena pada dasarnya ini adalah cerita pengalaman hidup mereka masing-masing, jadi sudah seharusnya mereka tahu apa yang akan mereka katakana di dalam cerita tersebut. Setelah itu, bel tanda akhir pelajaran berbunyi. P memberi tahu kepada siswa untuk melanjutkan pekerjaannya di pertemuan berikutnya. P sedikit memberikan gambaran mengenai apa yang akan siswa lakukan pada pertemuan selanjutnya, yaitu melanjutkan

tulisan mereka ke step 3 dan 4. P mengakhiri pertemuan kali ini dengan mengucapkan salam kepada siswa.

No : FN.07
 Hari,tanggal : Jum'at, 3 Mei 2013
 Jam : 09.40
 Kegiatan : *Sharing dan Revising (Cycle 1)*
 Tempat : Ruang Kelas
 Responden, P : Peneliti
 S : Siswa

P membuka pelajaran dengan menyapa para siswa dan memberikan salam. Setelah mengecek kehadiran siswa, P mencoba memberikan candaan untuk mencairkan suasana sehingga pelajaran bahasa Inggris tidak lagi membosankan. Siswa terlihat tersenyum dan merasa rileks di dalam kelas. Kemudian, P sedikit mengingatkan kembali tentang apa yang telah siswa kerjakan pada pertemuan sebelumnya. Selanjutnya P membagikan lembar kerja siswa satu per satu dengan cara memanggil namanya. Hal ini dilakukan dengan tujuan mendekatkan P kepada siswa agar P bisa lebih mengetahui siswa secara personal. Setelah memastikan semua siswa telah mendapatkan lembar kerja mereka, P meminta siswa untuk membuka step ke 3 dalam writing proses teknik ini, yaitu *sharing*. Di dalam step ini siswa diminta untuk menukarkan pekerjaan mereka dengan temanya. P memberikan contoh di slide mengenai step ke tiga ini. Beberapa siswa sudah mulai rebut dan bertanya-tanya. Kemudian P memberikan penjelasan mengenai kolom yang ada di lembar kertas. Siswa disuruh membaca pekerjaan temanya dan memberikan tanda cek di dalam kolom jika teman mereka telah menuliskan bagian-bagian cerita mereka sesuai dengan generic structure dalam teks recount. Akan tetapi, jika teman mereka belum mengerjakannya, maka siswa harus memberika tanda silang (x) di dalam kolom. Selanjutnya di bawah kolom ada tempat kosong untuk siswa memberikan komentar mengenai isi cerita milik

temanya tersebut dengan komentar-komentar sederhana sesuai yang dicontohkan di layar monitor di depan kelas. Saat P berjalan keliling kelas untuk melihat pekerjaan, ternyata masih ada beberapa siswa yang masih mengosongkan step ketiga ini dengan alasan mereka masih bingung. Kemudian P menjelaskan kembali secara personal kepada beberapa siswa yang masih belum mengerti. Setelah memastikan semuanya sudah mengisi step ketiga, siswa diminta untuk melanjutkan di step ke empat, yaitu *revising*. Setelah siswa menerima pekerjaan mereka kembali, siswa disuruh membaca apa saja komentar yang ada di step ketiga. Jika mereka belum menuliskan *orientation* maka di dalam step *revising* mereka diminta untuk melengkapinya. Jika mereka sudah mengerjakannya dengan baik, maka siswa dalam melakukan perubahan pada isi ataupun penggunaan kata-kata yang masih kurang tepat. Siswa terlihat sangat serius ketika mengerjakan revisi. Akan tetapi, sebelum benar-benar memasuki step ke empat, P memberikan sedikit latihan soal. Pada soal latihan tersebut, siswa diminta untuk menyusun kata-kata acak agar menjadi sebuah kalimat yang baik dan benar urutannya. P memberikan waktu kurang lebih 15 menit kepada siswa untuk menyelesaikannya. Siswa terlihat tidak terlalu mengalami kesusahan dalam mengerjakannya. Kemudian, sebagian siswa diminta untuk maju ke depan menuliskan jawaban mereka di papan tulis. Setelah semuanya sudah terjawab, ternyata masih ada beberapa dari mereka yang masih salah dalam mengerjakannya. Latihan soal ini dimaksudkan untuk melatih siswa dalam menuliskan kalimat dengan susunan yang baik dan benar di dalam step *revising* ini. Sebagian besar siswa telah membuat teks recount sesuai dengan generic structure nya. Namun, ada sebagian yang masih belum. Siswa yang belum selesai mengerjakan berusaha mengerjakannya dengan baik. Banyak dari mereka yang bertanya-tanya karena tidak tahu arti dari beberapa kata dalam bahasa Inggris. Meskipun tata bahasa yang digunakan masih banyak yang kurang sesuai, tetapi mereka terlihat bersemangat untuk menceritakan pengalaman-pengalamannya di masa lalu. Saat bel berbunyi, P mengakhirinya dengan salam dan memberikan gambaran mengenai pertemuan selanjutnya.

No : FN.08
 Hari,tanggal : Selasa, 7 Mei 2013
 Jam : 10.40
 Kegiatan : *Editing dan Publishing (Cycle 1)*
 Tempat : Ruang Kelas
 Responden, P : Peneliti
 S : Siswa

P membuka pelajaran seperti biasanya. Salam dan sapa dari P selalu mengawali pelajaran bahasa Inggris. Setelah memeriksa kehadiran siswa, P membagikan lembar kerja mereka kembali satu per satu. P meminta siswa untuk bisa menyelesaikan pekerjaannya hari ini. Sebelum masuk ke tahap atau step selanjutnya, yaitu *editing*, P memberikan sedikit soal latihan siswa tentang verb 2. Dalam lembar soal tersebut, siswa diminta mengubah setiap kata kerja dalam sebuah teks *recount* ke dalam bentuk kedua. P memberikan waktu kurang lebih 10 menit. Siswa mengerjakan pekerjaannya dengan cukup cepat. Kemudian, P meminta beberapa siswa untuk menuliskan jawabanya di papan tulis dan mencocokkan bersama-sama. Sebagian siswa telah mahir dalam mengubah kata kerja tersebut meski ada sebagian kecil yang masih salah. Karena yakin siswa telah mengerti tentang verb, P meminta siswa untuk melanjutkan pekerjaan menulis mereka ke tahap berikutnya, yaitu *editing*. Dalam tahap ini, siswa diminta untuk member garis bawah pada setiap kata kerja di setiap kalimat yang mereka buat. Kemudian, siswa harus memeriksanya dan memastikan bahwa kata kerja tersebut sudah dalam bentuk *past tense*. Jika masih ada yang berbentuk present atau yang lainnya, siswa diminta untuk segera mengubahnya. P berjalan berkeliling kelas untuk mengecek pekerjaan siswa. Siswa tengah sibuk memberikan garis bawah pada kata kerja masing-masing. Beberapa siswa sudah mulai berisik dan mengatakan “Sudah mis..saya sudah selesai.” Namu, pada saat P mengecek pekerjaanya, ternyata masih banyak kata kerja yang belum diberi garis bawah. Kebanyakan dari mereka belum bisa mendefinisikan kata kerja sehingga mereka hanya tahu kalau kata kerja itu kata yang melakukan sebuah tindakan. Setelah itu,

P menyuruh siswa untuk memperhatikan tanda baca yang mereka gunakan dan juga penggunaan huruf kapital. Sebagian besar siswa masih sibuk mencari-cari kata kerja dan mengubahnya ke dalam bentuk kedua. Namun, ada juga siswa yang sudah bisa mengikuti langkah-langkah dalam writing proses teknik ini dengan baik dan memperhatikan tata bahasa dan tanda baca dengan baik pula. Setelah memastikan semuanya sudah menyelesaikan tahap *editing* ini, P melanjutkan ke tahap selanjutnya, yaitu *publishing*. Di dalam tahap ini, siswa diminta untuk menghias pekerjaan mereka dengan gambar-gambar karena tujuan dari tahap ini adalah untuk mem-*publish* hasil menulis mereka di depan teman-temannya. Ketika mengerjakan langkah terakhir dalam writing process technique, siswa terlihat sangat bersemangat. Mereka sangat antusias dalam menggambar dan menghias pekerjaan masing-masing. P menyediakan pensil warna untuk membuat mereka lebih bersemangat. Kelas terlihat sangat ramai dan banyak siswa saling memperlihatkan pekerjaan mereka masing-masing dan memberikan komentar-komentar. Hal ini membuat suasana kelas menjadi rileks kembali dan para siswa pun terlihat sangat terhibur. Sebelum bel berbunyi P meminta semua siswa untuk mengumpulkan hasil karya mereka dan berjanji akan memperlihatkan semuanya di depan kelas pada pertemuan selanjutnya. P mengakhiri kelas dengan salam dan do'a.

No : FN.09

Hari,tanggal : Jum'at, 10 Mei 2013

Jam : 09.40

Kegiatan : *Pre-writing* dan *Drafting (Cycle II)*

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Siswa

P memulai pelajaran dengan memberikan salam dan menyapa semua siswa. P meninjau kembali tentang apa yang telah siswa pelajari di minggu sebelumnya.

Kemudian, P memberikan tayangan-tayangan di layar monitor tentang hasil pekerjaan mereka sebelumnya. Beberapa siswa langsung berkomentar, “Itu punyaku..”, “yang itu aku...”, “Wahh..gambarnya bagus.”, “Wehh..iku wek’e sopo.” Sambil tertawa mereka melihat tayanganya. Semua siswa terlihat bahagia dan puas akan hasil karya mereka. Setelah itu, P memulai pelajaran kembali. Hari ini adalah pertemuan pertama di *cycle* kedua. Materi yang disampaikan masih tetap sama yaitu teks *recount*. P memulainya dengan memberikan stimulus kembali kepada siswa. Mereka diperlihatkan beberapa gambar yang mungkin bisa mengingatkan mereka tentang pengalamanya di masa lalu. Seperti halnya pada *cycle* pertama, P selalu memulai kegiatan menulis ini dengan memberikan *background knowledge* kepada siswa. Bedanya, dalam *cycle* kedua ini P selalu memberikan contoh untuk mengerjakan di setiap step nya di layar monitor sehingga siswa tidak akan bingung lagi dalam mengikuti langkah-langkah dalam teknik ini. Siswa sudah lebih terampil dalam menuilkan topic. Mereka dengan cepat bisa menemukan banyak topic yang sebelumnya belum terpikirkan. Setelah membuat beberapa *topic sentences*, siswa melanjutkannya ke tahap kedua, yaitu *drafting*. Karena siswa sudah pernah melakukan hal ini di pertemuan sebelumnya, sekarang mereka terlihat sudah terbiasa dan melakukannya dengan baik. Meski sebagian siswa belum selesai mengerjakanya, bel tanda berakhir pelajaran berbunyi. Kemabli P memberikan arahan unutk pertemuan selanjutnya. Kemudian, P menutup pelajaran dengan salam dan do’a.

No : FN.10
 Hari,tanggal : Selasa, 14 Mei 2013
 Jam : 10.40
 Kegiatan : *Sharing dan Revising (Cycle II)*
 Tempat : Ruang Kelas
 Responden, P : Peneliti
 S : Siswa

Setelah bel tanda pelajaran dimulai berbunyi, P menempatkan diri di kursi guru dan menunggu semua siswa masuk ke kelas. Setelah memastikan semuanya sudah masuk, P memberikan salam dan memeriksa kehadiran siswa. Seperti biasanya, sebelum masuk ke materi, P mengawalinya dengan sedikit memberikan Tanya jawab seputar kegiatan mereka sehari-hari untuk membuat suasana kelas menjadi lebih rileks dan nyaman. Kali ini P menjanjikan akan memutar video lucu di akhir pelajaran dengan syarat semua siswa harus patuh dan mendengarkan apa yang P katakana. Selain itu, P juga bermaksud agar siswa lebih bersemangat lagi belajarnya karena ada sesuatu yang dinanti di akhirnya. Seperti yang sudah dilakukan sebelumnya, dalam kegiatan sharing ini siswa saling menukarkan pekerjaan mereka dan juga memberikan komentar. P juga tidak lupa untuk selalu memberikan contoh pengisian lembar kerjanya di layar monitor. Beberapa siswa yang belum menyelesaikan *draft* mereka bisa mengerjakannya di step berikutnya, yaitu *revising*. Sebelum dimulainya step keempat ini, P memberikan beberapa latihan soal. Hal ini dikarenakan banyaknya siswa yang kurang bisa menyusun kalimat dengan baik dan benar di dalam teks yang mereka buat sebelumnya. Oleh karena itu, P memberikan beberapa latihan soal berupa kata yang disusun secara acak dan kemudian harus disusun menjadi kalimat yang baik dan benar. kalimat-kalimat tersebut juga merupakan kalimat atau ekspresi yang sering digunakan di dalam teks *recount*. Jadi, siswa bisa mencontoh kalimat seperti itu jika mereka ingin mengungkapkan hal yang sama. P memberikan waktu kurang lebih 10 menit kepada siswa. Kemudian, siswa maju ke depan dan menuliskan jawabannya di papan tulis. Beberapa sudah mulai benar penyusunannya dan beberapa masih ada yang salah. Setelah P memberikan semua kunci jawabannya, siswa diminta untuk segera melanjutkan ke tahap revisi. Siswa bisa melihat contoh kalimat-kalimat yang ada dalam soal latihan untuk merevisi pekerjaan mereka. Pada tahap revisi ini, siswa diharapkan bisa lebih focus pada isi dari cerita mereka dan setidaknya sudah ada *orientation* dan *events* nya. Saat P berjalan berkeliling kelas, tampak siswa sudah mulai terbiasa dalam menulis. Dibandingkan dengan *cycle* 1, kini tulisan mereka sudah lebih baik. Sebelum bel berbunyi, P memperlihatkan beberapa video yang lucu untuk menghibur siswa setelah lelah menulis sesuai

janji P di awal pelajaran. Selang beberapa menit kemudian bel berbunyi, P memberikan salam dan mengingatkan kembali 2 tahap terakhir dalam writing proses teknik ini.

No : FN.11
 Hari,tanggal : Rabu, 15 Mei 2013
 Jam : 10.40
 Kegiatan : *Editing dan Publishing (Cycle II)*
 Tempat : Ruang Kelas
 Responden, P : Peneliti
 S : Siswa

P memulai pelajaran dengan memberikan salam dan menyapa semua siswa. P mengingatkan kembali tentang apa yang telah siswa pelajari sebelumnya. Setelah memeriksa kehadiran, P membagikan lembar kerja siswa kembali. Kali ini, P memberikan latihan soal dimana siswa harus mencari kata kerja dalam sebuah teks *recount* kemudian menggantinya ke dalam bentuk lampau atau past tense. Hal ini dikarenakan banyak siswa yang belum tahu mengenai kata kerja. Setelah diberikan sedikit penjelasan, siswa diberikan waktu kurang lebih 10 menit untuk mengerjakannya. Hasilnya pun tidak mengecewakan. Siswa sudah bisa mencari kata kerja dan mengubahnya ke dalam bentuk lampau. Meskipun masih ada beberapa yang masih tertinggal, tetapi hal ini jauh lebih baik dibandingkan dengan yang ada di *cycle 1*. Kemudian, siswa sibuk menggaris bawahi kata kerja yang ada di dalam teks mereka dan memastikan bahwa kata kerja tersebut sudah berbentuk past tense. Bagi siswa yang sudah selesai, mereka diminta untuk meneliti tanda baca dan penggunaan huruf capital. Jika masih ada yang kurang tepat, harus segera diperbaiki, mengingat banyaknya yang menyepelekan tanda baca di dalam teks mereka sebelumnya. Hal ini dikarenakan keterbiasaan siswa tidak menghiraukan tanda baca. Setelah semuanya selesai, tibalah saat yang dinantikan para siswa, yaitu menghias pekerjaan mereka. Antusiasme para siswa terlihat

begitu besar. Hal ini terlihat bagaimana mereka seriusnya menggambar dan member warna pada step *publishing* ini. Selain itu, P juga menjanjikan untuk memberikan hadiah bagi siswa yang memiliki hasil tulisan yang bagus. Ketika bel berbunyi, semua siswa telah menyelesaikan tulisan kedua mereka dan menghiasnya dengan bagus. P berterimakasih kepada semua siswa atas partisipasinya. P menutup pelajaran dengan salam dan do'a.

LESSON PLAN

LESSON PLAN 1

School	: SMP Negeri 15 Yogyakarta
Subject	: English
Grade/Semester	: VIII (Eight) / II
Skill	: Writing
Time Allocation	: 5 x 40 minutes (3 meetings)

A. Standard of Competence

12. Expressing meaning in short functional written text and simple essay in the form of recount and narrative to interact with surrounding environment.

B. Basic Competency

12.2. Expressing meaning and rhetorical pattern in short essay through written text accurately, fluently, and appropriately to interact with surrounding environment in the form of recount and narrative.

C. Indicators

- 1) Students identify the social function of a recount text.
- 2) Students identify the linguistic feature of a recount text.
- 3) Students identify the generic structure of a recount text and then construct the text.
- 4) Students make a recount text through a writing process method.
- 5) Students find some topics of their writing.
- 6) Students make some topic sentences of their writing.
- 7) Students make a draft of their writing.
- 8) Students share their work to others and give some comments.
- 9) Students revise and expand their draft.
- 10) Students edit their paragraphs related to the linguistic feature.
- 11) Students publish their work.

D. Teaching Objectives

By the end of this lesson, students are expected to be able to;

- 1) Identify the social function of recount text.
- 2) Identify the linguistic feature of recount text.
- 3) Identify the generic structure of a recount text and then construct the text.
- 4) Make a recount text through a writing process method.
- 5) Students find some topics of their writing.
- 6) Students make some topic sentences of their writing.
- 7) Make a draft of their writing.
- 8) Share their work to others and give some comments.
- 9) Revise and expand their draft.
- 10) Edit their paragraphs related to the linguistic feature.
- 11) Publish their work.

E. Technique

Writing process method:

- 1) Pre-writing
- 2) Drafting
- 3) Sharing
- 4) Revising
- 5) Editing
- 6) Publishing

F. Materials

1. Look at the example of recount text below.

Dear Diary,

This morning my friends and I went to EOS studio. It is not very far from our school. So, we just rode our bicycles.

First, we met Shanti and Rico outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Shanti and Rico.

It was tiring but we were very happy.

Generic structure of the text:

Orientation:

This morning my friends and I *went* to EOS studio. It is not very far from our school. So, we just *rode* our bicycles.

Events :

First, we *met* Shanti and Rico outside the studio. Then, they *took* us into the studio and *showed* us around. After that, we *had* lunch at EOS canteen. The food *was* delicious. Before we *went* home, we *took* some photographs with Shanti and Rico.

Re-orientation :

It was tiring but we *were* very happy.

2. **Change the words in the brackets into the past tense form and circle the sentence connectors.**

A BEAUTIFUL DAY AT JOGJA

Last week, my friends and I (go)_____ to Jogja. We (visit) _____many places.

First, we visited Parangtritis beach. The sun (shine) _____ brightly and the scenery (be) _____ very beautiful there. We felt the wind blew across to us. We also (see) _____ a lot of people in that beach. There (be) _____ many birds (fly) _____ in the sky. Also there were many sellers who sold many kinds of souvenir.

Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkey, tiger, crocodile, snakes, etc. We (look) _____ around in that zoo, and (take) _____ some pictures of those animals. Then, we (feel) _____ hungry, so we (go) _____ on a restaurant. As soon as we (finish) _____ our lunch, we decided to go home.

For me, that was a beautiful day, we really (enjoy) _____ it I hope I could visit Jogja again.

adapted from <http://rachmadewikusumah.blogspot.com/2012/12/example-of-recount-text.html?m=1>

3. **Arrange these jumbled-sentences into a good paragraph.**

MY ADOLESCENCE

1. Fortunately, my mom gave me a good medicine.
2. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.
3. In three weeks, the acnes started to vanish although those showed some black spots in my face.
4. I had my adolescence.
5. It started with acne that showed up on my face and it was very annoying.
6. That was my bad experience with adolescence though there were still lots of good experience too.

adapted from <http://rachmadewikusumah.blogspot.com/2012/12/example-of-recount-text.html?m=1>

4. Make your own recount text and follow the steps below.

1.) Find many topics of your recount text and choose one of them.

Topic _____ :

What I'm going to discuss:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

2.) Make your first draft.

Stage2
drafting

3.) Share your work with your friends and make some suggestions.

4.) Revise your text.

Title : _____

Orientation

Events

Re-orientation:

5.) Edit your text and pay attention to the linguistic features.

6.) Publish your text.

G. Teaching Activities

No .	Teaching Activities	Time	Characters Applied
1.	Pre-teaching Orientation ➤ The teacher greets the students ➤ The teacher asks the students, whether anybody is absent or not ➤ The teacher asks what day it is and what date it is. Apperception ➤ The teacher gives the students some warming up questions as lead in.	10 minutes	religious, respectful, diligent, polite, independent, creative, cooperative, confident, responsible, honest

2.	While teaching ➤ The teacher and the students start to discuss the first example of recount text. ➤ The students analyze the generic structure of a recount text. ➤ The students identify the linguistic feature of a recount text. ➤ The teacher shows some pictures about tourist places to build the students' background knowledge. ➤ The students are asked to find some topics about their own experience. ➤ The students make topic sentences based on the topic chosen. ➤ The students make their first draft of a recount text.	60 minutes	religious, respectful, diligent, polite, independent, creative, hard- worker, cooperative, confident, responsible, honest
3.	Post-teaching ➤ The students are asked about what they have learned today. ➤ The teacher makes sure that every student understands the materials. ➤ The teacher closes the lesson by greeting the students.	10 minutes	religious, respectful, diligent, polite, independent, creative, hard- worker, cooperative, confident.

Second meeting

No	Teaching Activities	Time	Characters Applied
1.	Pre-teaching Orientation ➤ The teacher greets the students ➤ The teacher asks the students whether anybody is absent or not ➤ The teacher asks what day it is and what date it is. Apperception ➤ The teacher gives the students some warming up questions as lead in.	10 minutes	religious, respectful, diligent, polite, independent, creative, hard-working, cooperative, confident, responsible, honest
2.	While teaching ➤ The teacher and the students continue the previous material.. ➤ The students share their work to others and give some comments on it. ➤ The students did the exercises from the teacher about arranging jumbled-sentences. ➤ Students revise and expand their work into some paragraphs.	60 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest
3.	Post-teaching ➤ Students are asked about what they have learned today. ➤ The teacher makes sure that every student understands the materials. ➤ The teacher closes the lesson by greeting the students.	10 minutes	religious, diligent, independent, hard-worker, cooperative, confident.

Third meeting

No .	Teaching Activities	Time	Characters Applied
1.	Pre-teaching Orientation ➤ The teacher greets the students ➤ The teacher asks the students, whether anybody is absent or not ➤ The teacher asks what day it is and what date it is. Apperception ➤ The teacher gives the students some warming up questions as lead in.	10 minutes	religious, respectful, diligent, polite, independent, creative, hard-working, cooperative, confident, responsible, honest
2.	While teaching ➤ The teacher and students continue the previous material. ➤ The students are asked to do the exercises about linguistic feature of a recount text. ➤ The students are asked to underline the verb in each sentence of their writing. ➤ The students are asked to change it into past tense form. ➤ The students are asked to pay attention to the punctuation and capital letter. ➤ Students are facilitated to publish their work by decorating it.	60 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest
3.	Post-teaching ➤ Students are asked about what they have learned today.	10 minutes	religious, respectful, diligent, polite,

	➤ The teacher makes sure that every student understands the materials. ➤ The teacher closes the lesson by greeting the students.		independent, creative, hard- worker, cooperative, confident, responsible, honest
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H. Source

<http://rachmadewikusumah.blogspot.com/2012/12/example-of-recount-text.html?m=1>www.ttms.org

I. Assessment

Rubric of Scoring

Writing scoring rubric based on Anderson (2003:92)

Scores	1	2	3	4
Idea and development	Weak development of topic	Adequate development of topic, listing of detail	Good development of topic	Extensive development of topic, strong support of main ideas with details
Organization	Not organized	Sparsely organized, lack of sequence	Fairly well organized, flow and sequence evident	Completely organized, smooth flow with strong sequence

Vocabulary	Poor or inappropriate word choice	Fair word choice, simple words	Good word choice, simple words	Vivid imaginative word choice, appropriate use of vocabulary
Sentence structure	Poor: many errors	Fair: choppy with variety	Adequate: few errors and some variety of length	Excellent: no errors and a variety length
Capitalization and punctuation	Many errors (over 10)	Some errors (6 – 10)	Very few error (1 – 5)	Error free

Maximum score = (4 x 5 aspects) x 5=100

LESSON PLAN II

School : SMP Negeri 15 Yogyakarta
Subject : English
Grade/Semester : VIII (Eight) / II
Skill : Writing
Time Allocation : 6 x 40 minutes (3 meetings)

A. Standard of Competence

12. Expressing the meaning of short functional written text and short simple essay in the form of recount and narrative to interact with surrounding environment.

B. Basic Competency

12.2. Expressing the meaning and rhetorical pattern of short essay through written text accurately, fluently, and appropriately to interact with surrounding environment in the form of recount and narrative.

C. Indicators

- 1) Students identify the social function of a recount text.
- 2) Students identify the linguistic feature of a recount text.
- 3) Students identify the generic structure of a recount text and then construct the text.
- 4) Students make a recount text through a writing process method.
- 5) Students find some topics of their writing.
- 6) Students make some topic sentences of their writing.
- 7) Students make a draft of their writing.
- 8) Students share their work to others and give some comments.
- 9) Students revise and expand their draft.
- 10) Students edit their paragraphs related to the linguistic feature.
- 11) Students publish their work.

D. Teaching Objectives

By the end of this lesson, students are expected to be able to;

- 1) Identify the social function of recount text.
- 2) Identify the linguistic feature of recount text.
- 3) Identify the generic structure of a recount text and then construct the text.
- 4) Make a recount text through a writing process method.
- 5) Students find some topics of their writing.
- 6) Students make some topic sentences of their writing.
- 7) Make a draft of their writing.
- 8) Share their work to others and give some comments.
- 9) Revise and expand their draft.
- 10) Edit their paragraphs related to the linguistic feature.
- 11) Publish their work.

E. Method

Process approach:

- 1) Pre-writing
- 2) Drafting
- 3) Sharing
- 4) Revising
- 5) Editing
- 6) Publishing

F. Materials**1. Look at the example of recount text below.**

Find the verb in each sentence and change it into a correct form.

MY HOLIDAY AT THE BEACH

Last week my friends and I are bored after three weeks of holidays, so we ride our bikes to Smith Beach, which is only five kilometers from where I live. When we arrive at the beach, we are surprised to see there was hardly anyone there.

After having a quick dip in the ocean, which was really cold, we realize one reason there is not many people there. It is also quite windy. After we buy some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We have the wind behind us and before we know it, we are many miles down the beach.

Before we make the long trip back, we decide to paddle our feet in the water for a while and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind.

When we finally made it back home, we are both totally exhausted but we learn some good lessons that day.

2. Arrange these jumbled-words into a correct sentence.

1. Mountains - went - the - on -to- we -Blue-Friday.

answer: _____

2. David's - at - we - stay -house.

answer: _____

3. it- and -big- colorful - a- garden -lots- of- has -flower - court -a-tennis – with.

answer: _____

4. on- railway - -saw -the- Saturday -Sisters- Three -went- we -the and - on - scenic.

answer: _____

5. and - shopping -I- Della – that - went- with - went – Mummy - after.

answer: _____

6. we- some - and - went -antique - some - to -I- hats - on- tried -old –shops.

answer: _____

7. skyway -Sunday- the - we -on- went - on - scenic.

answer: _____

8. having -saw- shower - cockatoos -a- we.

answer: _____

adapted from <http://rachmadewikusumah.blogspot.com/2012/12/example-of-recount-text.html?m=1>

3. Make your own recount text and follow the steps below.

- 1) Find any topics of your recount text and choose one of them.

Topic : _____

What I'm going to discuss:

- _____
- _____
- _____
- _____
- _____
- _____

- 2) Make the first draft.

- 3) Share your work with your friends and make some suggestions.

4) Revise your text.

Title : _____

Orientation

Events :

Re-orientation:

5) Edit your text and pay attention to the linguistic features.

6) Publish your text.

G. Teaching Activities**1. First Meeting (2 x 40) minutes**

No .	Teaching Activities	Time	Characters Applied
1.	Pre-teaching Orientation ➤ The teacher greets the students ➤ The teacher asks the students, whether anybody is absent or not	10 minutes	religious, diligent, polite, confident, honest

	➤ The teacher asks what day it is and what date it is. Apperception ➤ The teacher gives the students some warming up questions as lead in.		
2.	While teaching ➤ The teacher shows some pictures about tourist places to build the students' background knowledge. ➤ The students are asked to find some topics about their own experience. ➤ The teacher shows the example how to list the topics. ➤ The students make topic sentences based on the topic chosen. ➤ The teacher shows the example how to write topic sentences. ➤ The students make their first draft of a recount text.	60 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest
3.	Post-teaching ➤ Students are asked about what they have learned today. ➤ The teacher makes sure that every student understands the materials. ➤ The teacher closes the lesson by greeting the students.	10 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident.

2. Second Meeting (2 x 40) minutes

No .	Teaching Activities	Time	Characters Applied
1.	Pre-teaching Orientation ➤ The teacher greets the students ➤ The teacher asks the students, whether anybody is absent or not ➤ The teacher asks what day it is and what date it is. Apperception ➤ The teacher gives the students some warming up questions as lead in.	10 minutes	religious, respectful, diligent, polite, independent, confident, responsible, honest
2.	While teaching ➤ Teacher and students continue the previous material. ➤ The students share their work to others and give some comments on it. ➤ The students did the exercises from the teacher about arranging jumbled-sentences. ➤ The teacher gives the correct answer. ➤ Students revise and expand their work into some paragraphs.	60 minutes	diligent, independent, creative, hard-worker, cooperative, confident, responsible, honest
3.	Post-teaching ➤ Students are asked about what they have learned today. ➤ The teacher makes sure that every student understands the materials. ➤ The teacher closes the lesson by greeting the students.	10 minutes	religious, confident, responsible, honest

3. Third Meeting (2 x 40) minutes

No .	Teaching Activities	Time	Characters Applied
1.	Pre-teaching Orientation ➤ The teacher greets the students ➤ The teacher asks the students, whether anybody is absent or not ➤ The teacher asks what day it is and what date it is. Apperception ➤ The teacher gives the students some warming up questions as lead in.	10 minutes	religious, respectful, diligent, polite, independent, confident, responsible, honest
2.	While teaching ➤ The teacher and students continue the previous material. ➤ The students are asked to do the exercises about linguistic feature of a recount text. ➤ The students are asked to underline the verb in each sentence of their writing. ➤ The students are asked to change it into past tense. ➤ The students are asked to pay attention to the punctuation and capital letter. ➤ Students are facilitated to publish their work by decorating it.	60 minutes	diligent, independent, creative, hard-worker, cooperative, confident, responsible, honest
3.	Post-teaching ➤ Students are asked about what they have learned today. ➤ The teacher makes sure that every student understands the materials. ➤ The teacher closes the lesson by greeting the students.	10 minutes	religious, confident, responsible, honest

H. Source

<http://rachmadewikusumah.blogspot.com/2012/12/example-of-recount-text.html?m=1>

www.ttms.org

I. Assessment**Rubric of Scoring**

Scores	1	2	3	4
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Vocabulary	Poor or inappropriate word choice	Fair word choice, simple words	Good word choice, simple words	Vivid imaginative word choice, appropriate use of vocabulary
Sentence structure	Poor: many errors	Fair: choppy with variety	Adequate: few errors and some variety of length	Excellent: no errors and a variety length
Spelling	Many errors (over 10)	Some errors (6 – 10)	Very few error (1 – 5)	Error free
Capitalization and punctuation	Many errors (over 10)	Some errors (6 – 10)	Very few error (1 – 5)	Error free

Maximum score = (4 x 5 aspects) x 5= 100

**IMPROVING THE EIGHTH GRADE STUDENTS' WRITING SKILL THROUGH WRITING PROCESS METHOD
AT SMP 15 YOGYAKARTA IN THE ACADEMIC YEAR 2012/2013**

STANDARD COMPETENCE	BASIC COMPETENCE	LEARNING MATERIALS	LEARNING ACTIVITY	INDICATORS	ASSESSMENT	SOURCES	MEDIA
Writing 12. Expressing the meaning of short functional written text and short simple essay in the form of recount and narrative to interact with surrounding environment.	12.1 Expressing the meaning of short functional written text using accurate, fluent, and appropriate written language to interact with surrounding environment. 12.2. Expressing the meaning and rhetorical pattern of short essay through written text accurately, fluently, and appropriately to interact with surrounding environment in the form of recount and narrative.	Short narrative text about someone's experience who went to EOS studio. Short narrative text entitled "My Adolescence" Short narrative text entitled "My beautiful day at Jogja"	1. Pre-writing a. The teacher shows some pictures about tourist resort in Indonesia. b. The teacher gives some questions related to the pictures. c. Some students tell about some public places they have ever visited. d. The teacher asks the students to think about their own experience in the past.	1. Students identify the social function of a recount text. 2. Students identify the linguistic feature of a recount text. 3. Students identify the generic structure of a recount text and then construct the text. 4. Students make a recount text through a writing process	Written test	Internet	Pictures

			e. The teacher asks the students to write the topic as many as possible in the paper sheet. f. The students choose one of them. g. The students write the topic sentences. 2. Drafting a. The students create some paragraph based on the topic sentences they have made. b. The teacher walks around the class and check the students' work.	technique. 5. Students find some topics of their writing. 6. Students make some topic sentences of their writing. 7. Students make a draft of their writing. 8. Students share their work to others and give some comments. 9. Students revise and expand their draft. 10. Students edit their paragraphs related to the linguistic feature. 11. Students publish their work.			
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			3. Sharing a. The students share their work to others. b. The teacher shows the example what and how to do the sharing stage. c. The students put a check (v) mark in the table related to the generic structure of the text. d. The students give some comments about their friend's writing. 4. Revising a. The teacher gives an exercise about arranging				
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			jumbled-sentences. b. The students rearrange the sentences into a good order of a recount text. c. The students read the comments written in their work sheet. d. The students revise their text based on the result in the sharing stage. e. The students focus on the content rather than the grammar. 5. Editing a. The teacher gives some exercises in which the students should				
--	--	--	---	--	--	--	--

			change the verb in a recount text into past tense form. b. The students identify the verb in their writing. c. The students underline the verb and change it into past tense form. d. The students identify the use of punctuation and capital letter in their writing and make sure it is in the correct place. 6. Publishing a. The students decorate their writing using				
--	--	--	---	--	--	--	--

			colored pencils.				
Writing 12. Expressing the meaning of short functional written text and short simple essay in the form of recount and narrative to interact with surrounding environment.	12.1 Expressing the meaning of short functional written text using accurate, fluent, and appropriate written language to interact with surrounding environment. 12.2. Expressing the meaning and rhetorical pattern of short essay through written text accurately, fluently, and appropriately to interact with surrounding environment in the form of recount and narrative.	Short narrative text entitled My holiday at the beach.	1. Pre-writing a. The teacher shows some pictures about tourist resort in Indonesia. b. The teacher gives some questions related to the pictures. c. The teacher asks the students to think about their own experience in the past. d. The teacher shows the example how to list the topics. e. The students make topic sentences based on the topic chosen.	1. Students identify the social function of a recount text. 2. Students identify the linguistic feature of a recount text. 3. Students identify the generic structure of a recount text and then construct the text. 4. Students make a recount text through a writing process technique. 5. Students find some topics of their writing.	Written test	Internet	Pictures

			f. The teacher shows the example of topic sentences. g. The students write the topic sentences. 2. Drafting a. The students create some paragraph based on the topic sentences they have made. b. The teacher walks around the class and check the students' work. 3. Sharing a. The students share their work to others. b. The teacher shows the example what and how to do the	6. Students make some topic sentences of their writing. 7. Students make a draft of their writing. 8. Students share their work to others and give some comments. 9. Students revise and expand their draft. 10. Students edit their paragraphs related to the linguistic feature. 11. Students publish their work.			
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			sharing stage. c. The students put a check (v) mark in the table related to the generic structure of the text. d. The students give some comments about their friend's writing. 4. Revising a. The teacher gives an exercise about arranging jumbled-words into a good sentence. b. The students read the comments written in their work sheet. c. The students revise their text based on the result in the sharing stage. d. The students				
--	--	--	---	--	--	--	--

			focus on the content rather than the grammar. 5. Editing a. The teacher gives some exercises in which the students should find the verb in a recount text and change it into past tense form. b. The teacher gives the correct answer. c. The students identify the verb in their writing. d. The students underline the verb and change it into past tense form. e. The students identify the use of punctuation and capital letter in their writing and make sure it is in				
--	--	--	---	--	--	--	--

			the correct place. f. The students focus on the grammatical mistakes rather than the content. 6. Publishing a. The students decorate their writing using colored pencils.				
--	--	--	---	--	--	--	--

OBSERVATION CHECKLISTS OF THE TEACHING AND LEARNING PROCESS

No	Observation Items	Meeting											
		1		2		3		4		5		6	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.	Pre-teaching												
	a. The teacher greets the students.	v		v		v		v		v		v	
	b. The teacher responds to the students' greeting.	v		v		v		v		v		v	
	c. The teacher asks the students' condition.	v		v		v		v		v		v	
	d. The teacher checks the students' attendance.	v		v		v		v		v		v	
	e. The teacher reviews the previous material.	v		v		v		v		v		v	
	f. The teacher gives apperception to the students.	v		v		v		v		v		v	
2.	While Teaching												
	a. The teacher gives the explanation of the material.	v		v		v		v		v		v	
	b. The teacher describes the technique of teaching.	v		v		v		v		v		v	
	c. The teacher gives the example of the material.	v		v		v		v		v		v	
	d. The teacher uses appropriate verbal communication.	v		v		v		v		v		v	
	e. The teacher uses appropriate nonverbal communication.	v		v		v		v		v		v	
	f. The teacher gives clear explanations.	v		v		v		v		v		v	
	g. The teacher uses appropriate time management.	v		v		v		v		v		v	
	h. The teacher moves in the classroom.	v		v		v		v		v		v	

3.	Post-teaching												
	a. The teacher summarizes the material given.	v		v		v		v		v		v	
	b. The teacher gives preview of the next meeting.	v		v		v		v		v		v	
	c. The teacher greets the students in the end of the class.	v		v		v		v		v		v	
	d. The teacher leads the prayer.	v		v		v		v		v		v	

OBSERVATION CHECKLIST

HOLIDAY TO INDRAYANTU BEACH

On Lebaran holiday, My Family and I went to Indrayanti Beach at six o'clock in the morning.

We arrived to Indrayanti Beach, Wonorejo, Gunung Kradul at eight o'clock in the morning. We ate at Indrayanti Restaurant. We saw sunrise in the morning. My family bought one kilogram of nila fish, two kilograms of gurami fish, and one kilogram of gold fish.

After that, we played coral at Indrayanti Beach. We saw scenic Indrayanti Beach. We had lunch fried of gurami fish. After that, we went back home to Yogyakarta at afternoon.

We were very happy. We arrived to home at two o'clock in the afternoon. It was really wonderful.

WONOREJO [05]

Name : _____

Class/No. : _____

stage 6
publishing



Going to
Ambarukmo
Plaza & Kalimilk
Cafe

Last month, my sister and I went to Ambarukmo plaza,
On Sunday night at 06.00 pm.

Over there we saw t-shirt, shoes, and bag in centro. At 09.00
pm we out and went to kalimilk cafe. Over there we can hangout
or just ate and drank. We order milk and some food. The order
is cheese risoles, chicken teriyaki, spaghetti and new menu kalimilk.
Before we went home not forget to took a picture. We arrived
home at 11.00 pm. It was tired but



DAPS!

BY: DAPS 😊

Name : Masayu Sailla A
Class/No. : VIII E / 19

stage 6
publishing

Going to Beach

Last week, my family and I went to Gunungkidul. We left at 6 a.m. by bus. We visited many beach. First we went to Indrayanti beach. In there I played water and sand play. Cause of my shirt wet, I send bathing in near beach.

Second, we went to Sundak beach, we saw a beautiful view. Then I went to Baron beach. I swam with my brother. There I found a small animal.

Finish, I take a shower and then I lunch. For me, that was a beautiful day. Although I felt tired, but I felt very happy.

Name : Eda Islamay Q.
Class/No. : RE/11

stage 6
publishing

Went to Jakarta

Last year, my family and I went to Jakarta. We left at 04.00 am. We rode by a car. On the way, I saw many building and many beautiful place. We took 14 hour with many traffic.

We arrived in Jakarta at 18.00 pm. We get dinner in the restaurant.

After we full, we went to my brothers house. We took one hours on the way. After we arrived, we get rest.

Next morning, My brothers and I take a walk. We went to the garden. We played football and badminton. After tired, we went back home to get break fast.

We took a long time in the house to played videogames

Next day, my brothers and I went to the swimming pool. We swam until 10.00 am. Then we went to Supermarket to buy some souvenire. Finally, we went back home.

That was my great experience.



SMP NEGERI 15 YOGYAKARTA
TAHUN PELAJARAN 2012/2013
KELAS VIII E

DAFTAR :
MAPEL :
SEMESTER :

NOMOR		NAMA SISWA	L/P	PRE-TEST	CYCLE 1	CYCLE 2
URUT	INDUK					
1	6377	ABRAHM FREEPICO PARHITEAN NAIBHORHU		75	80	90
2	6378	ANASTASIA SHINTASARI		-	-	65
3	6379	ANDREAN LUIS WAHYU PRATAMA		45	50	-
4	6511	ANINDITA WIRA DIYATMA		55	70	75
5	6380	ANTHONIO SELVANO FREDERICO RIRIHENA		55	65	75
6	6381	ARTHA LUSIANA SIREGAR		60	50	70
7	6286	CHRISTYA WAHYU WIDYANINGRUM		60	65	80
8	6386	DENDY AGUNG WICAKSONO		60	65	75
9	6387	DESY ANGGITASARI		50	60	80
10	6520	DYAH AYU PANDANSARI		45	60	65
11	6941	EDA ISLAMAY QOMARA		70	75	90
12	6389	ELIANA NADIRA		40	55	60
13	6289	EMILIA ELSA PRATAMA SARI		45	65	70
14	6390	FEBBYHANSISTA AINUN LATIFAH		50	70	-
15	6524	IRMA PRASETYAWATI		55	65	70
16	6391	IRVAN NOVA AVIANTO		55	60	60
17	6392	KHAIRUDDIN AMALI		40	55	65
18	6394	MARCELLINO BARNETA NAUFAL		45	50	60
19	6395	MASAYU SEILLA ANNISA		60	65	75
20	6496	META NUGRAHITA		65	60	65
21	6396	MUFTI CAHYANINGRUM		40	55	65
22	6530	MUHAMMAD RAFI KURNIANTO		55	65	70
23	6400	NUR ROFI'AH PUTRI RAHMAWATI		55	50	65
24	6401	NUZUL MUFLIKHAH		55	60	85
25	6536	OCTAVIA RIZQI YULINAR		50	60	70
26	6402	PANDU DEWANTARA		45	50	60
27	6567	RADEN AJENG RATU ARINDYASTUTI HERUCAKRA		45	60	70
28	6403	RAHAJENG ERLITA WIDJAYA		60	65	60
29	6404	RAMADHAN YUDHAISWARA		55	60	70
30	6405	REINISSA RAMADHANI		55	75	75
31	6407	RIKY APRIANTO		50	45	60
32	6409	SELGITA SEPTIRIA		55	50	60
33	6505	SINTA NOVIE WULANDARI		50	65	75
34	-	ARDIYANTO NUGROHO		50	60	70
MEAN				53.03	60.76	70.16

STUDENTS' SCORE

STUDENTS' ATTENDANCE

SMP NEGERI 15 YOGYAKARTA
TAHUN PELAJARAN 2012/2013
KELAS VIII E

DAFTAR :
MAPEL :
SEMESTER :

NOMOR		NAMA SISWA	L/ P	1/5	3/5	7/5	10/5	14/5	15/5
URUT	INDUK								
1	6377	ABRAHM FREEPICO PARHITEAN NAIBHORHU	L	v	v	v	v	v	v
2	6378	ANASTASIA SHINTASARI	P	v	v	S	v	v	v
3	6379	ANDREAN LUIS WAHYU PRATAMA	L	v	v	v	v	v	A
4	6511	ANINDITA WIRA DIYATMA	L	v	v	v	v	v	v
5	6380	ANTHONIO SELVANO FREDERICO RIRIHENA	L	v	v	v	v	v	v
6	6381	ARTHA LUSIANA SIREGAR	P	v	v	v	v	v	v
7	6286	CHRISTYA WAHYU WIDYANINGRUM	P	v	v	v	v	v	v
8	6386	DENDY AGUNG WICAKSONO	L	v	v	v	v	v	v
9	6387	DESY ANGGITASARI	P	v	v	v	v	v	v
10	6520	DYAH AYU PANDANSARI	P	v	v	v	v	v	v
11	6941	EDA ISLAMAY QOMARA	L	v	v	v	v	v	v
12	6389	ELIANA NADIRA	P	v	v	v	v	v	v
13	6289	EMILIA ELSA PRATAMA SARI	P	v	v	v	v	v	v
14	6390	FEBBYHANSISTA AINUN LATIFAH	P	v	v	v	v	v	A
15	6524	IRMA PRASETYAWATI	P	v	v	v	v	v	v
16	6391	IRVAN NOVA AVIANTO	L	v	v	v	v	v	v
17	6392	KHAIRUDDIN AMALI	L	v	v	v	v	v	v
18	6394	MARCELLINO BARNETA NAUFAL	L	v	v	v	v	v	v
19	6395	MASAYU SEILLA ANNISA	P	v	v	v	v	v	v
20	6496	META NUGRAHITA	P	v	v	v	v	v	v
21	6396	MUFTI CAHYANINGRUM	P	v	v	v	v	v	v
22	6530	MUHAMMAD RAFI KURNIANTO	L	v	v	v	v	v	v
23	6400	NUR ROFI'AH PUTRI RAHMAWATI	P	v	v	v	v	v	v
24	6401	NUZUL MUFLIKHAH	P	v	v	v	v	v	v
25	6536	OCTAVIA RIZQI YULINAR	P	v	v	v	v	v	v
26	6402	PANDU DEWANTARA	L	v	v	v	v	v	v
27	6567	RADEN AJENG RATU ARINDYASTUTI HERUCAKRA	P	v	v	v	v	v	v
28	6403	RAHAJENG ERLITA WIDJAYA	P	v	v	v	v	v	v
29	6404	RAMADHAN YUDHAISWARA	L	v	v	v	v	v	v
30	6405	REINISSA RAMADHANI	P	v	v	v	v	v	v
31	6407	RIKY APRIANTO	L	v	v	v	v	v	v
32	6409	SELGITA SEPTIRIA	P	v	v	v	v	v	v
33	6505	SINTA NOVIE WULANDARI	P	v	v	v	v	v	v
34	-	ARDIYANTO NUGROHO	L	v	v	v	v	v	v

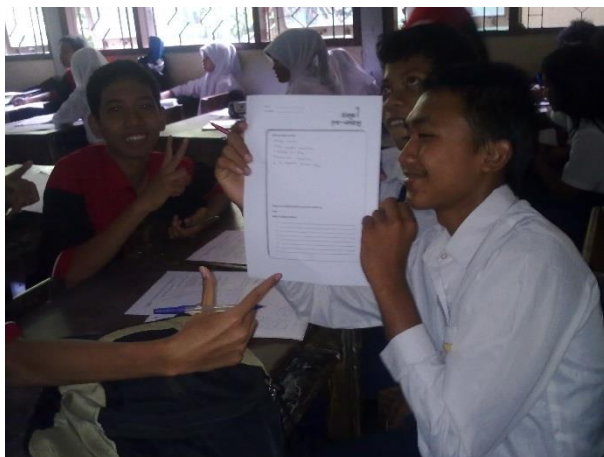
PHOTOGRAPHS



The teacher is showing the example of recount text in the slide.



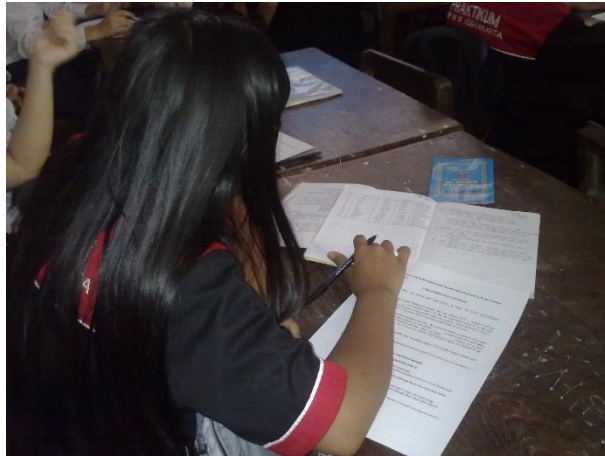
The teacher is explaining the material to the students.



The students is doing the first stage of a writing process technique.



The teacher is distributing the students' worksheet.



The students is doing the exercises about verb 2.



The teacher is giving some rewards to the students who get a good mark.