

**IMPROVING THE WRITING ABILITY OF THE STUDENTS OF GRADE VII
SMPN 2 PLAYEN THROUGH COOPERATIVE LEARNING STRATEGY
IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as partial fulfillment of the requirements for the attainment of the *Sarjana Pendidikan* Degree on the English Language Education



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2014**

APPROVAL

**Improving the Writing Ability of the Students of Grade VII
SMPN 2 Playen through Cooperative Learning Strategy
in the Academic Year of 2013/2014**

A Thesis

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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, hal tersebut sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 19 Agustus 2014

Penulis,



Nita Maghfiratul Jannah

DEDICATION

I lovingly dedicate this thesis to:

My beloved mother and father

Sudi Nuryati and Ibnu Thohir

Thank you for my beloved sista

Nurhany Hidayati

And

My friends and family

Without whom none of my success would be possible

MOTTOS

“Man Jadda Wa Jadda”

*With God bless, anyone who is focus and has strong willing to reach his/ her dreams then it
will come true*

**"Knowing there's one thing I still haven't told you: I now believe, by the way, that
miracles can happen."**

-Nicholas Sparks-

**“If there is only 1 from 1,000 who is able to succeed, one is always more than enough to
just write your name.”**

-My father “the words that bring me here”-

Yogyakarta teaches me to be strong to believe in miracles. Teach me that.....

*Life isn 't about waiting for the storm to pass...
It is learning to dance on the rain.*

Whatever you ask in prayer
BELIEVE
and you will receive

Dear

Whoever is reading this,

SMILE ^ _ ^

life is too short to be unhappy

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I am grateful to Allah SWT the Most Gracious and the Most Merciful. Alhamdulillahirobil'alamin, all praise is to Allah SWT, the Almighty, and the owner of the universe who has blessed me with so many miracles. His blessing has empowered me to finish this thesis.

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

Yogyakarta, August 19th, 2014

The writer

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ABSTRACT

The objective of this study was to improve the writing ability of the students of grade VII SMPN 2 Playen through cooperative learning strategy in the academic year of 2013/2014.

This research was categorized into action research. The data were collected in two forms, qualitative and quantitative data. The qualitative data were collected by observing the teaching learning process and interviewing the students while the quantitative data were obtained by conducting pretest and posttest for the students. The data from the observation and interview were analyzed by making qualitative descriptions while the data from the pretest and posttest were analyzed by comparing the mean score of the students' writing scores. There were five validities that were used. They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The research results show that the students' writing skills improved through cooperative learning strategy. According to the result of the tests, the students made a better improvement in all aspects. The most improvement made by the students was in mechanics aspect and the least improvement was in content aspect. The least improvement in content aspect was not because the students were low in this aspect, but they were actually mastered this aspect before.

Keywords: *cooperative learning, Kagan, improving writing ability*

CHAPTER I

INTRODUCTION

A. Background of the Problems

Being able to communicate effectively is the most important of all life skills. Communication is the activity of transferring information from one place to another, whether this will be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs), or non-verbally (using body language, gestures and the tone and pitch of voice). How well this information can be transmitted and received is a measure of how good our communication skills are. Unlike speaking skill that comes naturally, writing skill has to be learned in the academic life.

The ability to write effectively is becoming increasingly important in our global community and instruction in writing is thus assuming an increasing role in both second and foreign language education. In an education context, not all materials or knowledge that the teacher wants the learners to learn is provided in their native language. There are so many resource books that are valuable written in other languages. Because of that reason many educators recommend their students not only learn from the books or other printed media in their native language; they are suggested to learn from many resources for example internet.

In this global era, almost all information can be found in internet. There are so many search engines that help the users get the information easily. The information in the internet is mainly in the form of written text rather than spoken one. English as an International language plays the main role in the internet as a media of interaction. From the data taken from *Internet World Stats* that is an international website that features are up to date world internet usage, population statistics, travel stats and internet market research data, the researcher found that English has been a dominant language that is used by the internet users. It is about 536.6 million people in the world use English as a mean of communication in the internet. In another word, there is about 16.8% of all of the internet users in the world uses English (Thompson, 2013). From the data, it can be seen that there is much information in the internet using English so that if the internet users want to respond to, express their ideas in the internet, they have to be able to write in English well.

Regarding that, writing in English is one of the language skills that should be mastered by Indonesian junior high school students on the School Based Curriculum (SBC or *KTSP*). It is mentioned in the Standard of Competencies and Basic Competencies that the students are expected to have good ability in all skills such as listening, speaking, reading and writing. As one of the important abilities which has to be mastered by the students of grade VII, it includes some materials to be mastered such as how to write instructions, lists of things, greeting cards, announcements, descriptive texts and procedural texts.

Writing is not a simple thing to do. There are many things to be considered such as punctuation, spelling, grammar, coherence and cohesion in order to make the readers understand what the writer is going to say. A mistake that is made by the writer can make a misunderstanding. After the writer has finished his/her writing, the process of writing does not end. The writer has to check his/her writing in order to make sure there is no mistake in punctuation, spelling, grammar, coherent and cohesion. As stated by Harmer (2007), it is like a cycle that is always being replied in order to make a better and better result. The process of writing starts with drafting, reviewing, re-drafting and writing. Thus at the editing stage, the writer may feel the need to go back to a pre-writing phase. A revision or editing is always needed after the writer has finished his/ her work. Peer assessment is also necessary to check whether they still make some mistakes or not.

The students of Grade VII at SMPN 2 Playen also got same difficulties during the process of learning writing. It can be seen from their writing works. There are many problems faced by the students, for example they did not know how to start writing. They said that everything was in their mind but it was difficult to write it down. In another case, when they had an idea, they would, first, write it in Indonesian language and they translate it word by word by using a dictionary. However, the students still ignored the context. Choosing the most appropriate word is another problem faced by them; they would feel confused when they found out that a word may have some different

meanings. Another problem was that the students still make some mistakes in spelling.

Based on those problems, the researcher considered that it is important to find an effective solution to be applied in the writing learning process to improve students' writing skill.

B. Identification of the Problems

Based on the observation during PPL (teaching practice) on July 2nd – September 17th, 2013 there were some problems in the writing-teaching learning process of Class VII in SMPN 2 Playen. The problems can be classified into three aspects: 1) teacher 2) students 3) process.

There were some identified problems related to the teacher. First, the teacher mostly focused on the product of the writing skill. Based on the observation, the teacher did not tell the students the steps in writing a text. She gave one example taken from the LKS, read it and asked the students to adapt the text and modify some of the parts based on their own ideas. It made the students confused if they wanted to put another structure or ideas that were not in the text.

The next problem was that the teacher in the class only used LKS in the teaching learning process. She taught the students by drilling the students the materials. Input from LKS was given in the small portion at the beginning of the class. Most of the time was spent for doing the tasks in the LKS. The creativity of the students was rarely accommodated because the tasks in the

LKS are mostly in the form of practice, instead of production. The students had to follow the formulas verbatim without any specific context.

The lack of doing fun activities and using media made the students feel unenthusiastic. Ironically, the policy in the upcoming curriculum states that there will be a reduction of teaching period for particular lessons. Insufficient allotted time to teach all materials before the end of the semester requires the teacher to manage the time tightly. Such a fact was supported by the English teacher who said that she needs to spend much time if she uses media to teach.

Meanwhile, there were three problems related to the students. First, the students got difficulties in expressing their idea to write. It can be seen from their writing works. They took much time to start writing. Some of them waited the other students to finish the text. Then, they only copied the other students' work and modified some part of the text.

The second problem is they would easily forget what had been taught and when they were given a new material the previous material would be gone easily. For example, they did not know how to start writing. They said that everything was in their mind but it was difficult to write it down. In another case, when they had an idea, they would, first, write it in Indonesian language and they translate it word by word by using a dictionary. However, the students still ignore the context. Choosing the most appropriate word is the other problem faced by them; they would feel confused when they found out that a word may have some different meanings. Another problem was that the students still make some mistakes in spelling.

The third problem is related to students' cooperation. Some students were reluctant to share their understanding after the teacher revised the mistakes they have done. The same case also happens when the students did not understand about something; they preferred asking the teacher directly to asking their shoulder partner to tutor them. When the teacher gave the explanation about a mistake in order to make the others not do the same mistakes, they did not pay their attention to it. They were busy with their work, so it made the teacher's effort useless.

Related to the process, the use of drilling method made the students only focus on the beginning of the learning process. After that, they would be bored and could not focus any longer.

In the process of teaching writing, the teacher sometimes used pair work activities for completing dialogue text, but it was not successful enough. One student (usually the fast learner) may do all the tasks while the weaker students, who need more practice, did less activities or even nothing.

C. Delimitation of the Problems

Related to the actions, the researcher limited the space, the time and the topic of the research. She chose one class of grade VII. The class was Class D. The research was conducted in two cycles during semester 2 in the academic year of 2013/2014. The text taught in this research was procedure text containing two main topics. The topics were *How to Make Your Own Food* and Beverage and *How to Create Something*.

The researcher believes that there are many methods that can be implemented in order to solve these problems. In this case, the researcher decided to use cooperative learning strategy.

Cooperative learning strategy was chosen to be implemented in this classroom action research because of three reasons. First, cooperative learning had been an effective method in language study, including in writing. The second reason is this strategy does not only focus on academic aspect but also the affective and social aspect of the students. Next, using meaningful learning is believed can make students learn and memorize the material longer. It would engage the students longer than before. Implementing cooperative learning strategy in the teaching learning process was hoped to be able to improve the students' writing skill.

D. Formulation of the Problem

This research attempts to answer to the following question:

How can cooperative learning strategy be implemented to improve the writing skills of Grade VII students at SMPN 2 Playen?

E. Objectives of the Study

The objective of this study is to improve the writing skills of the students of grade VII SMPN 2 Playen through the implementation of cooperative learning strategy. If a language teacher applies cooperative learning strategy, it suggests that the teaching and learning process will

provide wider opportunities for the students to practice and improve their writing skills.

F. Significance of the Study

The researcher hopes that it gives valuable contribution to some parties theoretically, practically.

1. Theoretically

- To the English Department of State University of Yogyakarta, the researcher expects that the result of this study can be a reference related to the topic of writing ability and the use of cooperative learning strategy.
- To future researchers who wish to discuss the topic of writing ability and cooperative learning strategy, the result of this study can be beneficial reference.

2. Practically

- To English teachers especially in SMPN 2 Playen, the result of this study is expected to help them improving their students' writing skill. Teacher can also get the inspiration of a fun way to teach writing skill to the students.
- To the students of Grade VII in SMPN 2 Playen, the result of this study can be used to give experience, new challenges and motivation as an effort to develop their writing skill.

- To the researcher herself, this study is expected to improve her awareness of the importance of writing and give an experience in doing the research and working with other people as well.

3. In the research and development program

To the material developers, the result of this study can be a reference which gives information that cooperative learning strategy can be used in writing tasks.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Nature of Writing Ability

a. The Definition of Writing

Writing is a means of communication. Writers communicate their meaning to the reader through texts. Writers should be aware of their readers: who their readers are. It is important to understand the readers because readers will decide the purpose of their writing (Hefferson and Lincoln in Fermani: 2002). Harmer (2004) also asserts that the importance of knowing whom the writers writing for will help the writers to decide what to say and how to say it (Harmer, 2004). Hence, different purposes also provoke different kinds of writing.

In line with this statement, the study that was conducted by Langer and Applebee (1987) in Ulquhart and MacIver (2005: 60) reports that writing improves learning but it also states that the types of writing that the students do affects the quality and level of learning that they achieve. Just as there are different purposes of writing, the types of writing that the students do influence what they learn.

Langer and Applebee (2005: 61) argue that students need opportunity to write, they need to work on different types of writing, and they need to know

that the writing is connected to the kind of learning the teacher expects them to gain from any given activity.

Figure below depicts the purposes of writing in the classroom illustrated by Langer and Applebee (2005: 62)

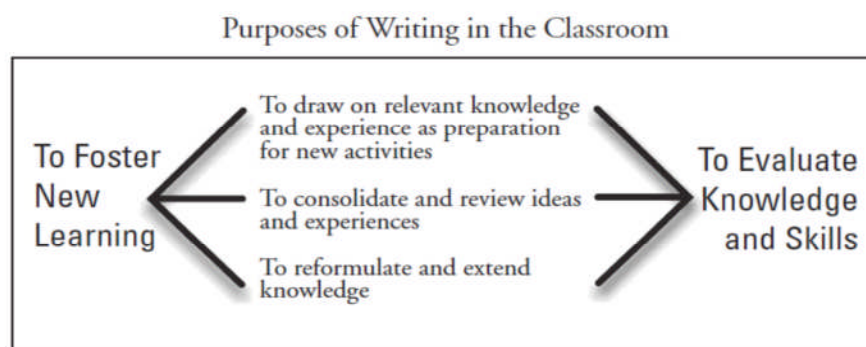


Figure 1: **Purposes of Writing in the Classroom (Langer and Applebee, 2005: 62)**

In addition, writing is a language skill which involves the activity of producing the language. That is why writing skill tends to be considered more active than other receptive skills. During the process of producing the language, language activation occurs in which the all and/ or any language knowledge already mastered are used (Harmer: 2007).

In other words, a writing activity is the activity of producing a language which aimed as using written language to deliver some messages during the communication process. In writing process, the writers translate their thoughts, knowledge and ideas into language. Therefore, writing represents the writers' thoughts, knowledge and ideas.

b. Writing Process

Writing process is a way of looking at what people do when they compose written texts (Harmer, 2004). According to Johnson (2008), each language process enhances students' ability to use the others. Thus one way to help learners become more fluent in their reading is to help them become more fluent writers. Donald Graves (1983) in Johnson (2008) describes the five-step writing process and strategies for generating ideas for writing topics.

Step 1: Prewriting. The goal of prewriting step is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing are all ways to generate ideas.

Step 2: Drafting. Drafting is the writer's first attempt to capture ideas on paper. The quantity in drafting step is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. Only those drafts that students feel are interesting or of value should be taken to the next step.

Step 3: Revising. This is the main process of writing. In this step, a piece of writing is revised and reshaped many times. The writer also has to look for the flow and the structure during revising step. The writer rereads paragraphs and move things around. Not every draft should be taken to this stage. Graves (1983) in Johnson (2008) recommends that students were given a choice as to which of these drafts they want to take to the revision step. Generally, students find only one in five drafts worthy of investing the mental

and emotional energy necessary to revise and create a finished product. The rest of the story drafts can be kept in a file folder as a junkyard for other writing ideas or included in a portfolio to document students' writing journeys.

Step 4: Editing. This is the stage where grammar, spelling, and punctuation errors are corrected. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

One last thing about the editing phase: The writer need to know how to spell check and grammar check. That is, set up peer editing groups and teach students how to use the grammar and spelling functions on a word processor is necessary.

Step 5: Publishing and sharing. This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small group, to another classmate, or in a large group setting.

Meanwhile, Harmer (2004) suggests only four main elements of writing processes. They are planning, drafting, editing (reflecting and revising) and

final draft. The process of writing is not linear, but rather recursive. This means that writers plan, draft, and edit but then often re-plan, re-draft and re-edit.

The process wheel below represents the aspects of writing process. There are many directions that the writers can take, either travelling backwards and forwards around the rim or going up or down the wheel's spokes. The process reaches its culmination if the final version has been processed.



Figure 2: **Process Wheel (Harmer, 2004)**

How much attention given to the different stages of the process depends on what kinds of writing, what medium that was used, what the content is and the length of the work, and for whom the writing was made (Harmer, 2004).

c. Types of Writing Performance

Brown (2004) states four categories of written performance that capture the range of written production. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

- 1) *Imitative*. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.
- 2) *Intensive (controlled)*. Beyond, the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.
- 3) *Responsive*. In this level, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines and other guidelines. Genres of writing include brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives

of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

- 4) *Extensive*. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing, developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proof reading of a draft.

d. Micro- and Macroskill of Writing

Brown (2004: 221) points out the microskills and macroskills of writing. A taxonomy of micro- and macroskills will assist in defining the ultimate criterion of an assessment procedure. The earlier microskills apply more appropriately to imitative and intensive types of writing task, while the macroskills are essential for the successful mastery of responsive and extensive writing.

Microskills

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

Macroskills

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, 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 paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing

2. Teaching Writing

a. The Definition of Teaching

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2000).

There are five elements that are common to all teaching proposed by Fenstermacher and Soltis (2004: 7) to describe the teachers' work in any levels. The five elements are abbreviated as MAKER.

The first element is Method (M). It is related to the skills and techniques teachers use to assist students in gaining the knowledge, understanding, and skill that teachers intend their students to achieve. This dimension is related to how the teachers teach.

Awareness (A) is the second common element. It is quite straightforward, for it refers to what the teachers know about their students,

such as the students' interests, talents and concerns; their personal history and family backgrounds and their performance in previous years of schooling. Awareness, in this context, is not about "real time" awareness, such as when a teacher becomes aware that a student is about to do something he or she should not do. Awareness here refers to what and how much the teachers know about the students.

The third element is Knowledge (K). It covers what the teachers know about the subject matter they are teaching.

Ends (E), the fourth element, are the purposes a teacher has for his or her teaching and for his or her students. Although all five of the MAKER elements can be slippery to interpret, ends is perhaps the trickiest. That is because many people often draw a distinction between the ends of education and the ends of schooling.

The last element is Relationship (R). It covers the kind of connection that the teacher forges with their students. To be succeed with the students, the teachers need to "get inside the students' heads" to see how they think and respond so that the teachers can better assist them to become powerful critical thinkers and moral deliberators. Each of these represents a different way to develop relationships with the students, ways that the teachers will find featured in the different approaches to teaching.

b. Teaching Principles and Teacher's Role

Richard (2002) describes teaching model and principles. The former can be viewed as a teaching model compatible with a mechanistic model of organization design and the later to the organic model. In planning the kind of teaching that will characterize a language course, it is necessary to develop a model of teaching that is compatible with the overall assumptions and ideology of the curriculum and of the language program. Different models of teaching make different assumptions about the nature of language and of language learning, the roles of teachers, learners, and instructional materials, and different assumptions about the processes of language learning and teaching.

In language teaching programs, teaching models are often based on particular methods or approaches. Richard (2002) promotes some teaching approaches as quoted below.

- The communicative approach: The focus of teaching is authentic communication; extensive use is made of pair and group activities that involve negotiation of meaning and information sharing. Fluency is a priority.
- The cooperative learning model: Students work in cooperative learning situations and are encouraged to work together on common tasks and to coordinate their efforts to complete tasks. Rewards systems are group oriented rather than individually oriented.

- The process approach: In writing classes, students take part in activities that develop their understanding of writing as a process. Different stages in the writing process (planning, generating ideas, drafting, reviewing, revising, editing) form the focus of teaching.
- The whole-language approach: Language is taught as a whole and not through its separate components. Students are taught to read and write naturally, with a focus on real communication, authentic texts, and reading and writing for pleasure.

Other teaching approaches are proposed by Fenstermacher and Soltis (2004: 5). They propose three approaches of teaching. These approaches also contain the role of the teacher in the teaching learning process.

The first approach, the teacher as executive, views the teacher as a manager of complex classroom processes, a person charged with bringing about certain outcomes with students through using the best skills and techniques available. The teachers carefully develop curriculum materials and methods of teaching. The teachers are also provided with techniques and understandings to use in the management of the classroom and the production of learning.

The facilitator approach is the second of the three approaches. It places a high value on what students bring to the classroom setting. It places considerable emphasis on making use of students' prior experiences. The facilitative teacher is typically an empathetic person who believes in helping

individual grow personally and reach a high level of self-actualization and self-understanding.

The liberationist approach, the third and final approach, views the teacher as one who frees and opens the mind of the learner, initiating him or her into human ways of knowing and assisting the learner in becoming a well-rounded, knowledgeable, and moral human being.

c. Principles for Teaching Writing

Nation (2009) believes that the following principles can be used to evaluate teaching and learning activities so that the best are chosen for use. The principles can be used to evaluate a writing course or the writing section of a language course to make sure that learners are getting a good range of opportunities for learning. Within each strand the principles are ranked with the most important principle first.

1) Meaning-focused input

- Learners should bring experience and knowledge to their writing.

Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic either in the first or second language.

2) Meaning-focused output

- Learners should do lots of writing and lots of different kinds of writing.

There are many elements of the writing skill which are peculiar to

writing and so time spent writing provides useful practice for these elements. This is a very robust principle for each of the four skills. Different genres use different writing conventions and draw on different language features and so it is useful to make sure that learners are getting writing practice in the range of genres

- Learners should write with a message-focused purpose. Most writing should be done with the aim of communicating a message to the reader and the writer should consider the potential readers when writing.
- Writing should interest learners and draw on their interests.
- Learners should use writing to increase their language knowledge.
- Learners should develop skill in the use of computers to increase the quality and speed of their writing.
- Writing instruction should be based on a careful needs analysis which considers what the learners need to be able to do with writing, what they can do now, and what they want to do.

3) Language-focused learning

- Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing.
- Learners should have conscious strategies for dealing with parts of writing process.
- Where the L1 uses a different script or where learners are not literate in their L1, the learners should give attention to the clarity and the fluency in producing the form of the written script. Such activities can

include careful writing, copying models, and doing repetitive writing movements.

- Spelling should be given an appropriate amount of deliberate attention largely separated from feedback on writing,
- Teachers should provide and arrange for feedback that encourages and improves writing.
- Learners should be aware of the ethical issues involved in writing.

4) Fluency development

- Learners should increase their writing speed so that they can write a very simple set of material at a reasonable speed. Fluency development can occur through repetitive and through working with easy, familiar material.

d. Approaches to Student Writing

There are a number of different approaches to the practice of writing skills both inside and outside the classroom. The teachers need to choose the most appropriate approach that suits to the learning goal, students' ability and interest, and the supporting teaching and learning facilities (Harmer, 2001: 257-260).

1. Process and Product

Harmer (2007) states that in the teaching of writing teachers can either focus on the product of that writing or on the writing process itself.

When concentrating on the product, teachers are only interested in the aim of a task and in the end product.

In opposite, when the teacher focuses on the process of writing, the teacher should pay attention to the various stages such as pre-writing phrase, editing, re-drafting and finally producing the final version of their work. In its simple form, a process approach asks students to consider the procedure of putting together a good piece of work. One of the disadvantages of getting students to concentrate on the process of writing is that it takes time.

2. Writing and Genre

In a genre approach, students study texts in the genre they are going to write before they go on their own writing. The teachers need to give them examples to discover facts about construction and specific language use which is common in genre.

3. Creative Writing

Creative writing suggests imaginative tasks such as writing poetries, stories, and plays. Creative writing is “a journey of self-discovery and self-discovery promotes effective learning” (Gaffied-Vile in Harmer, 2001: 259). When teachers set up imaginative writing tasks, their students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignment.

4. Writing as a Cooperative Activity

In language classes teachers and students can get advantages of the existence of others to create writing as a cooperative activity. They can get

great benefit to all those involved. Individual students also found themselves saying and writing things. They might not have come up with their own and the group's research was broader than an individual's normally.

Cooperative writing approach is the combination of process and genre based approach. Writing in groups, whether as a part of long process or as part of a short game-like communicative activity, can be greatly motivating for students.

5. Using Computer

Schools which are completed with computers that can be accessed by their students give many advantages in the writing teaching and learning process. A computer screen frequently allows students to see their writing more objectively.

e. **Assessing Writing**

Writing has become an essential tool for all people in today's global community. It plays a vital role not only in conveying information, but also in transforming knowledge to create new knowledge (Weigle, 2007). It is, thus, of central importance of students in academic to learn how to write in English as an international language. Hence, the assessment of writing ability is of critical importance. In assessing writing, teachers need to assess how well the students can communicate in writing. Writing assessment is the most problematic thing for the teacher. It is not only because the teacher must consider about vast diversity of writing purposes, styles and genre in writing

but also the teacher has to assess the writing as objective as possible. Although sometimes the subjectivity of the judgment is involved in assessing writing, the teacher must minimize the subjectivity. There are many ways to assess writing and one of them is by using scoring rubric.

Scoring is perhaps the area where experience from large-scale testing can most benefit classroom teachers. The use of explicit scoring rubrics and training to score has a number of benefits for the classroom teacher. Weigle (2007: 182) states three advantages of using scoring rubric to assess writing; first, the students can be given the rubric in advance and are made aware of what the criteria are on which their writing will be judged. In this sense, the rubric becomes a teaching tool as well as the testing tool. Second, use of a scoring rubric provides the instructor with a standard by which to score papers consistently. Then, the other advantage is that it can simplify the grading process, as teachers can use checklists or numerical scores rather than writing lengthy comments or correcting every stylistic or grammatical infelicity. A scoring rubric that gives students an overall sense of their performance, and that is easy for instructors to use and for students to understand, is a helpful tool for the writing teacher and may be preferable to other less systematic forms of feedback (Weigle, 2007).

Related to this study, the researcher adapts the grading scales from Brown and Bailey (1984, 39-41) in Brown (2004). The criteria are classified into five individual parts: content (30%), organization (20%), vocabulary (20%), language use (25%) and mechanism (5%).

The researcher would only use these assessing criteria to assess the students' final products of writing in 1 genre of the text being taught during the research, which is procedure text. Below is the scoring scheme that would be used to assess the students' final writing.

Table 1: Scoring Scheme of Writing in Five Components Adapted from Brown and Bailey (1984, 39-41) in Brown (2004)

Aspect of Writing	Level	Score	Criteria
Content (Logical development)	Excellent to very good	24-30	<ul style="list-style-type: none"> • Relevant to assigned topic and give detail information • Matches the social purposes of the text.
	Good to average	16-23	<ul style="list-style-type: none"> • Mostly relevant to topic but lacks of detail information • Matches the social purposes of the text but lacks of detail.
	Fair to poor	8-15	<ul style="list-style-type: none"> • Inadequate development of topic • Almost matches the social purpose of the text
	Very poor	1-7	<ul style="list-style-type: none"> • Not related to the topic • Does not match the social purpose of the text
Organization (Introduction, body, conclusion)	Excellent to very good	16-20	<ul style="list-style-type: none"> • Well organized (the text's structure)
	Good to average	11-15	<ul style="list-style-type: none"> • Loosely organized of the text but main ideas stand out
	Fair to poor	6-10	<ul style="list-style-type: none"> • Confusing ideas or disconnected
	Very poor	1-5	<ul style="list-style-type: none"> • No organization
Vocabulary	Excellent to very good	16-20	<ul style="list-style-type: none"> • Uses effective words • Word form mastery
	Good to average	11-15	<ul style="list-style-type: none"> • Occasional errors or word form, choice, or usage but meaning not obscured
	Fair to	6-10	<ul style="list-style-type: none"> • Frequent errors of word

	poor		form, choice, or usage • Meaning obscured
	Very poor	1-5	• Little knowledge of English vocabulary and word form, choice, or usage
Language use	Excellent to very good	19-25	• Few errors of agreement, tense, word order, articles, pronoun, preposition
	Good to average	13-18	• Several errors of agreement, tense, word order, articles, pronoun, preposition • Meaning seldom obscured
	Fair to poor	7-12	• Frequent errors of agreement, tense, word order, articles, pronoun, preposition • Meaning obscured
	Very poor	1-6	• Dominated by errors • Does not communicate or not enough to evaluate
Mechanics	Excellent to very good	5	• Demonstrates mastery of convention • Few errors of spelling, punctuation, capitalization, and paragraphing
	Good to average	4	• Occasional errors of spelling, punctuation, capitalization, and paragraphing
	Fair to poor	3	• Quite many errors of spelling, punctuation, capitalization, and paragraphing • Poor handwriting
	Very poor	2	• No mastery of convention • Dominated by errors of spelling, punctuation, capitalization, and paragraphing • Illegible handwriting

f. Feedback on Written Work

Feedback is a key element of the scaffolding provided by the teacher to build learner confidence and the literacy resources to participate in target communities (Hyland and Hyland, 2006). Ur (1996) in Srichanyachon (2012) defines feedback as information that is given to the learner about his/ her performance of the learning task, usually with the objective of improving their performance. The importance of feedback is to indicate the problems and make suggestions for improvement of future writing. Through feedback, the students are helped to diagnose their own strengths and weaknesses.

In line with the previous theory, there are many advantages of giving feedback on the students' writing. Feedback is one of the essential facets in inspiring the students' motivation in language learning specifically in writing. Ellis (2009) in Hamidun et. El (2012) indicated that in both structural and communicative approaches to language teaching, feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy. Enhancing the students' motivation in writing is not an easy task for the teachers as they need to know the best way on how to tackle the students' interest.

There are many kinds of feedback on written work. It could be in written or oral form. Nation (2009) proposes 10 numbers of feedback possibilities.

1) Written feedback to the class.

This kind of feedback gives details about what the best pieces of writing were like, what common errors and weakness were, and what to do about them. Teachers also can make individual written comments on each piece of writing. By using this feedback as a record, teachers are be able to see if the strengths and weaknesses are the same or have change.

2) Oral feedback to the whole class

Oral feedback allows teachers to ask the learners to comment and interact with them on points in the piece of writing. By presenting some pieces of writing, it can help the learners see what the teacher is looking for and what the teacher values in a piece of writing.

3) Individual feedback using a scale

One way of speeding up marking and making sure a balanced range of aspects of writing are dealt with is to mark each learners' work using a scale. The use of a standard feedback tool like a scale gives learners feedback on each of the important aspects of their writing, allows them to see improvement or lack of it for each aspect.

4) Conferencing on a portfolio

Conferencing involves a one-to-one meeting between teacher and the learner to talk about the learner's writing. While a portfolio is a collection of several pieces of the learner's writing, some of which may have already been marked and commented on. This feedback allows the opportunity to look at weaknesses and strengths which appear in several pieces of

writing and thus deserve comment. It also allows the opportunity to see improvement across several pieces of writing.

5) Marking grammatical errors

Some pieces of writing can be marked for grammatical accuracy, appropriate use of vocabulary, and spelling. Such feedback is a useful part of a well-balanced writing course.

6) Peer evaluation with a focus

Peer evaluation involves learners receiving feedback on their writing from each other. The main advantage of it is that the learners get feedback from others besides the teacher. It can help them develop a more balanced model of the reader.

7) Self-evaluation with a checklist

This kind of feedback is a kind of pair checking. The learners work in pairs to check each other's assignment together. Both learners read the same assignment together.

8) Reformulation

Reformulation involves a native speaker rewriting a learner's piece of writing so that the learner can then compare their first draft attempt with the reformulation. Although it is time consuming, those who support this procedure speak very highly of it.

9) Electronic feedback

If texts are submitted in electronic form, it is possible to provide feedback using the range of word processing functions. By some tools in a

computer, the teacher is able to make any change to the text that is clearly indicated for the learners to see.

10) Balancing the feedback in a course.

A teacher of writing needs to look at the range of feedback options and work out a suitable balance for a particular learner or a course. Balancing the feedback in a course should consider about the teacher's workload and how the learners can develop their own self assignment skill.

Feedback can be given by the teacher or the students. Although most studies show that students require teacher feedback to highlight their grammatical errors, some reveal that they also want teacher to give them feedback on the content and ideas in their writing. Straub (1997) in Srichanyachon (2012) found that students were interested in receiving feedback on both global issues (content, organization and purpose) and local ones (sentence structure, word choice, and grammar).

The impact of incorporating immediate feedback have changed the students' behavior as they became more motivated and have great enthusiasm to accomplish their goals in writing after the teacher provide comment to the content of their writing as well as rewards such as praise to them (Hamidun, 2012).

Feedback is not merely given by the teacher. Feedback can also be given by the other students. It is called peer feedback. Peer feedback, when guided by teacher modeling and assessment criteria, is a useful assessment for learning tool that has been shown to support students' writing development and

contribute to students' revisions to improve their writing (Graham & Perin, 2007).

Peer feedback benefits not only for the students who receive suggestions for improving the writing, but also for the feedback providers, as they gain a greater awareness of qualities of good writing through assessing and commenting on peers' writing. Peer feedback also develops students' self-assessment abilities, as they gain experience in using the criteria to read their own writing. In these respects, peer feedback is truly an assessment for learning tool (Cho MacArthur, 2010 in Peterson, 2013).

Mac Arthur (2007 in Peterson, 2013) argues that it is important to teach students how to give feedback to their peers and how to work with the feedback. Ensuring that the students do not feel discouraged or hurt after receiving peer feedback and maintaining a sense of ownership over the writing are included. It is also important to provide guidelines for the content of the feedback. A successful peer feedback context inviting students to exchange their drafts with a partner, write comments on draft and then give oral feedback to each other (Peterson, 2003 in Peterson 2013).

In short, peer feedback on writing develops students' self-assessment abilities through providing opportunities to learn and apply scoring criteria. It also provides helpful information to guide revisions that improve students' writing. Teachers support through modeling, providing examples and giving reinforcement on the content and processes for exchanging peer feedback, is necessary to ensure the effectiveness of peer feedback.

3. Teaching Writing in Junior High School

a. The Characteristic of Junior High School Students

Each level of school has also different level of students' age. In Junior High School level, the ages of students are among 12 to 15 years old. Cameroon (2001:15) categorizes children in the ages between 12 and 14 year as older children or teenager or adolescence. Thus, students of junior high school, based on their level of ages, are still called as young learners.

In line with Cameroon, Brown (2001: 91) states that junior high school students are in age of transition, confusion, self-consciousness, growing, and changing bodies and minds. He also adds that teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them, as follows:

- 1) Intellectual capacity adds abstract operational thought around the age of twelve.
- 2) Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager's life, those potential attention spans can easily be shortened.
- 3) Varieties of sensory input are still important, but, again, increasing capacities of abstraction lessen the essential nature of appealing to all five senses.
- 4) Factors surrounding ego, self-image, and self-esteem are at their pinnacle.

Teens are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities.

One of the most important concerns of the secondary school teacher is to keep self-esteem high by:

1. avoiding embarrassment of students at all costs,
2. affirming each person's talents and strengths,
3. allowing mistakes and other errors to be accepted,
4. de-emphasizing competition between classmates, and
5. encouraging small-group work where risks can be taken more easily by a teen.

Many experts agree that the central problem that occurs in adolescence is the search for personal identity. This becomes a problem that actually deserves more attention in this stage. Teenage students are often disruptive in the classroom. They more often feel bored quickly (Harmer, 2007: 39). What have to believe by the teacher is how to overcome the problem that arise depending on their individual differences and to arise their motivation.

b. Teaching Writing Skill to Seventh Grade Students of Junior High School

Based on the school-based curriculum that is developed by BSNP (2006), the target of the English subject in junior high school is that the students must have the following capabilities:

- 1) developing communicative competence in oral and written form to achieve functional literacy level,
- 2) having awareness of the nature and importance of English language to enhance national competitiveness in a global, and

- 3) developing and understanding of the relationship between language cultures.

A school based curriculum is a curriculum proposed by the government as the guide in the teaching and learning process as written in UU 20/2003 and PP 19/2005. A school based curriculum is developed according to the condition of educational institution, potential and the characteristic of the area, and the social culture of the local society and students. Related to school-based curriculum, National Education Department has proposed standard competency and basic competency for every subject that are written in Kepmendiknas No. 22/2006, which is used as a guide for the teachers in developing the school-based curriculum in every school. The teaching of writing in junior high school should also be based on the basic competency and standard competency as stated in the standard of graduation competency and by looking at the competency of writing; the teachers are also able to know the scope of writing materials that will be taught to the students. One of the aspects of English in junior high schools is the ability to understand, and to create various short functional texts, monologues, and essays in the form of procedure, descriptive, recount, narrative, and report.

Related to this, the curriculum in SMPN 2 Playen is developed based on the School- Based Curriculum (SBC). The Standard of Competencies and Basic Competencies (SK & KD) in this school is also derived from the Standard of Content which is released by the National Ministry of Education.

Table 2: Standard of Competency and Basic Competency for Grade VII of Junior High School

Standard of Competency	Basic Competency
Writing 12.Expressing meanings through very simple functional written texts and short essays in the form of descriptive and procedure texts to interact with the surroundings.	12.1 Expressing meanings through very simple functional written texts accurately, fluently, and appropriately to interact with the surroundings. 12.2 Expressing meanings and rhetorical steps in very simple short essays in written work accurately, fluently, and appropriately to interact with the surroundings in the form of descriptive and procedure texts.

4. Cooperative Learning

a. The Definition of Cooperative Learning

Over the last ten years, cooperative learning has become accepted as one of the “best practice” in education (Shapon and Shevin in Cohen et al., 2004: 3). In line with the previous statement, Slavin (1995) adds that research on cooperative learning is one of the greatest success stories in the history of educational research. Studies of the achievement effects of cooperative learning have taken place in every major subject, at all grade levels, in all types of schools in many countries. Consequently, many teacher education programs have increased the number of courses and opportunities for novice and experienced teachers to learn how to design and implement cooperative learning.

Wendy Jolliffe (2007: 3) states that a cooperative learning technique is a teaching learning technique that requires pupils to work together in small

groups to support each other to improve their own learning and that of others. In this technique, the learners work in groups and they help each others. The groups consist of the fast, medium and slow learners; female and male; from different ethnics.

Heterogeneous base teams are also recommended for stable base teams by Kagan (2009). Heterogeneous teams are mixed ability, mixed sex and mixed race. In general, heterogeneous teams are preferred because they 1) increase opportunities for peer tutoring and support, 2) improve cross-race and cross sex relations and integration, and 3) make classroom management easier.

Slavin (1995) suggest that the group sizes may consist of two or more. Each member has his/ her individual roles or tasks, or they may have the same task. Group may have be evaluated or rewarded based on group performance or the average of individual performance or they may simply be asked to work together.

Another suggestion is also made by Kagan (2009) in relation to the group size. The most effective group size consists of four members. It is because teams of four allow pair work, avoid odd man out, optimize cognitive and linguistic mismatch and increase variety. Different from Slavin, Kagan disagree about giving reward to the group.

Cooperative learning is different from group work. In group work, the students are put together and asked to work together to learn, to complete a group project, or to do a group presentation. Like cooperative learning, the social organization of group work is cooperative. Cooperation is the goal of

every activity that is done by the pupils, but sometimes it does not work well. May be it is because they work in an unstructured group so some students may do most or all the work while others do little or none.

According to Kagan (2009), there are two differences between cooperative learning and group work. The first one is the group work lacks structure. Effective cooperative learning carefully structures the interaction to ensure students work together well. Telling students to work together without structuring how they work together almost invariably leads to some students doing the work while others take a free ride. Then, the next difference is cooperative learning presenting new challenges and requires new skills for teachers and students. Teachers need cooperative instructional strategy to ensure all students participate. The teachers are accountable for the students' contributions and learning. The teachers also have to make sure that every student maximally engaged and works together toward shares team goal.

Cooperative learning methods are extensively researched and under certain well-specified conditions they are known to substantially improve students achievement in most subjects and grade levels, yet the structured forms of cooperative learning that have proven to be effective are not used as often as more informal forms (Slavin & Hopkins, 1995, p.1).

b. Principal Characteristics of Cooperative Learning

Cooperative learning methods vary widely in their details. Group sizes may be from two to several. Group members may have individual roles or tasks, or they may all have the same task. Group may be evaluated or rewarded based on group performance or the average of individual performances, or they may simply be asked to work together.

To work effectively certain key elements need to be in place. Jolliffe (2007) describes the key elements of cooperative learning which are positive interdependence, individual accountability, group processing, small-group and interpersonal skills, face-to-face interaction.

1) Positive interdependence

Pupils must feel that they need each other and, in order to complete the group's task. They need to feel that they cannot succeed unless everyone does in the group. Some ways to create this feeling are through establishing mutual goal, joint reward, shared materials and information, and assigned roles.

In line with Jolliffe, Kagan (2009) argues that positive interdependence can create cooperation and boost achievement. By putting positive interdependence in place, the teachers are able to create a caring, cooperative community and increase achievement in the process.

2) Individual accountability

Cooperative learning groups are not successful until every member has learned the material or has helped with, and understood the

assignment. It exists when the performance of each individual pupil is assessed and the results are given back to the group and the individual. Thus it is important frequently to stress and assess individual learning so that group members can appropriately support and help each other. Some ways of structuring individual accountability are by giving each member an individual test with feedback or by randomly selecting one member to give an answer for the entire group.

3) Group processing

Processing means giving pupils time and procedures to analyse how well their groups are functioning and using the necessary skills. This reflection identifies group strength and goals. It helps all group members achieve while maintaining effective working relationships among members. Feedback from the teacher and or student observers on how well they observed the groups working may help processing effectiveness.

4) Small-group and interpersonal skills

Pupils do not come to school with the social skills they need to collaborate effectively with others, so teachers need to teach the appropriate communication, leadership, trust-building, decision-making and conflict-management skills to students and provide the motivation to use these skills in order for groups to function effectively.

5) Face-to-face interaction

There are two aspects to this. The first is the physical proximity needed for effective communication, or 'eye-to-eye and knee-to-knee'.

The second is that it supports thinking skills by more active involvement with the task and greater discussion such as oral summarising, giving and receiving explanations, and elaborating.

Furthermore, Kagan (2009) also proposes two more basic principles. They are equal participation and simultaneous Interaction.

6) Equal participation

Equal participation means participation is not voluntary and the students are actively participating. Everyone must participate about equally.

Research on cooperative learning finds the strongest gains in cooperative learning are for the lowest achievement students. Equal participation operates in tandem with individual accountability to reduce achievement disparity. When equal participation is put in place, cooperative learning closes the achievement gap.

7) Simultaneous Interaction

Simultaneous interaction is a major advantage for cooperative learning over traditional teaching. In cooperative learning, there is a sequence structure when the students participate in turn, one after the other in sequence. On the other hand, the traditional teaching a pupil at a time speaks as the teacher calls on him/ her.

The application of simultaneous interaction principle is a key to maximizing positive outcomes in cooperative learning.

c. Cooperative Learning Method

According to Kagan (2009), a good teaching is the design and delivery of a good lesson. Good teaching is student-centered, focusing on learning not teaching. In order to make a good teaching, Kagan (2009) proposes some methods. He calls the Cooperative learning methods as ***Structures***. Structure is a way the teacher organized the interaction among the teacher, the students and the learning in the classroom. The structures are designed to promote achievement, engagement, thinking skills and social skills.

Cooperative structures maximize student interaction with each other and with the academic content. There are more than 200 cooperative learning structures which have been developed and will continue to be developed more. The list of structures is long and there are many methods from which to choose. However, many structures fit into multiple categories. There is no one "right way" to develop cooperative learning, and teachers must choose models and methods that match their particular teaching styles, students, and lesson content.

In order to help teachers to find the best structures are particularly good for producing learning outcomes. Kagan (2009) categorizes structures into 10 categories by their functions. Five of them are used to develop interpersonal skills and the others to develop academic skills. Interpersonal functions categories include 1. class building 2. team building 3. social skills 4. communication skills and decision-making while 6. knowledge building

7. procedure learning 8. processing information 9. thinking skills and
10. presenting information are included in academic functions.

Here are some Kagan Structures cited from Kagan (2009).

1. Carousel Feedback : Teams rotate from project to leave feedback for other teams.
2. RallyCoach : Partners take turns, one solving a problem while the other coaches.
3. RoundRobin : Students take turns responding orally. In Round Robin, students take turns in their team.
4. Simultaneous RoundTable : In essence, students take turns contributing to the group in written form. For RoundTable there is usually one piece of paper and one pen for a team. One student makes a contribution in a particular time and then passes the paper and pen to the student on his/ her left. The paper or pen literally goes around the table.
5. Inside-Outside Circle : Students stand in two concentric circles. Students in the inside circle face out, and students in the outside circle face in so each student is facing a partner in the other circle. When done, the teacher tells them how many to rotate. Then, they face a new partner and do the

task with their new partner.

6. Timed Pair Share : In pairs, students share with a partner for a predetermined time while the partner listens. Then partner switch roles.

d. Major Benefits of Cooperative Learning

Cooperative Learning has been championed by many advocates (Terwel in Gillies et al. (Ed.) 2003) There is no doubt if there are so many positive dimensions of cooperative learning that contributes to the academic and social gains.

In Kagan Cooperative learning, Kagan (2009) describes that the students taught with cooperative learning have a more enjoyable learning experience and are motivated to continue learning beyond school, especially from and with others. Cooperative learning helps students construct meaning and make learning more relevant in order to solve the problems related to the learning that is soon forgotten. While in social gains, Cooperative Learning gives many positive benefits such as helps students become more helpful, caring, and better prepared to serve our aging population, have a higher self-esteem and prepared for the workplace. Not only higher self-esteem, Cooperative Learning also promotes higher-order thinking, complex learning and self-regulated learning by individual learners when working on their own (King, 2007 in Gillies, 2007).

Karrie A. Jones and Jennifer L. Jones (2008) also agree with the previous statement by arguing that the major benefits of cooperative learning fall into two categories: academic benefit and social-emotional benefit.

Concerning academic achievement at the post-secondary level provides the unique the opportunity to examine the effects of cooperative learning on a population of students who are largely self-motivated and self-directed learners. These students have learned to work and succeed in variety of instructional setting throughout their schooling careers. The effect of cooperative learning on achievement are strongly mediated by the cohesiveness of the group, in essence that the students will help one another learn because they care about one another and want one another to succeed (Slavin, 1995). The interaction among children around appropriate tasks increases their mastery of critical concepts (Damon, 1984 in Slavin, 1995).

While the social-emotional benefits of this strategy are quoted below.

- Sociability-demonstrates understanding, friendliness, adaptability, empathy.
- Self-management-assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
- Ability to participates as member of a team-contributes to group effort.
- Ability to exercises leadership- communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- Ability to work with diversity- works well with students from diverse backgrounds.

In addition to promoting social skills, Williams in Jones and Jones (2008) states that cooperative learning also enhance personal competencies of self-reflection and accurate self-assessment. By working closely with others students, learners can evaluate their own strengths and weaknesses, utilizing

the diversity of the group to accomplish their mutual goal. By considering how well the group worked together, the effectiveness of social skills used as well as the creation of goals for further growth, cooperative learning encourages students to become reflective practitioners and strive for continuous improvement.

e. The Implementation of Cooperative Learning

In the cooperative learning strategy, students have the opportunity to discuss their answers and sharing the same with the entire class. It forces students to discuss their thinking, analyze their position, and explain their point of view to their classmates (Jayapraba: 2013). By sharing information with the entire class, students would be able to evaluate themselves while gathering information from other classmates. The teacher would also have the opportunity to evaluate the students' understanding based on the content of the discussions. There will be group interactions on the content of the lessons learnt.

In cooperative learning, the interaction among the students in the group is the important thing. Seat arrangement of the class could affect the students' interaction and behavior (Anderson, 2009 in Lotfy, 2012)

Johnson (1982 in Lotfy, 2012) proposed the idea of round tables as the most effective seat arrangement for cooperative learning situation. It helps in encouraging interaction among students while rectangular tables increased distance among students, thus, minimizing the chance to have equal

conversations. Deciding on a specific seating arrangement depends on the teacher's beliefs and what he or she thinks helps her or him manage the class can be a solution of some problems such as students' noises. Putting the students in an effective seat arrangement can create more productive class environment.

Because of that reasons, the heterogeneous team in new seat arrangement is necessary. In heterogeneous team, teacher put high, middle and low achieving students; males and female students; and to extent ethnically diverse students are in one group.

Kagan (2009) proposes heterogeneous team as the best team formation for cooperative learning based on some considerations after comparing to the other team formation. The other team formation is non-heterogeneous team. It can be formed in variety of ways, including self-selection (allowing students to group themselves by friendships or interest) and random selection. Self-selection runs a strong risk of promoting or reinforcing status hierarchies in the classroom. Random selection runs the risk of creating “loser” teams (the four lowest achievers or the four greatest behavior problems in the classroom may end up on the same team). On the other hand, stable, heterogeneous, teacher-formed teams avoid these pitfalls and maximize the potential for achievement gains.

There are many different ways to effectively form heterogeneous teams. One example method is using achievement-rank list method.

Forming heterogeneous team using achievement-rank list method is by listing the students' achievement. Then the teacher uses the list to select a high, two medium and a low students for each team.

One of successful ways of motivating learners to support each other is to implement group reward based on the individual learning gains of the group members. The motivational theory proposed by Slavin (1995) explains that there are two strategies are central: individual accountability and group reward. If both individual students and subgroups are assessed and rewarded, participation and resource sharing within cooperative groups will be fostered and consequently learning will occur. Although studies show that group rewards are very effective on improving students' motivation, some people advocate elimination of rewards because they erode intrinsic motivation. Not all rewards and not all ways of giving rewards erode intrinsic motivation (Kagan, 2009). There are two kinds of rewards. Unexpected intangible reward and expected tangible reward. According to Kagan (2009), expected tangible rewards such as tokens and prizes often erode intrinsic motivation while unexpected intangible rewards such as praises usually enhance intrinsic motivation. Unexpected intangible rewards boost students' self-esteem and liking for others. It creates a more positive learning environment. Students feel more secure, more likely to participate and more willing to take risks. It develops in students the habit of mind of looking for good in others.

f. Cooperative Learning in Teaching Writing and Learning Process

Although many people in their personal lives write on their own, whether at home or at work, in language classes teachers and students can take advantage of the presence of others to make writing a cooperative activity, with great benefit to all those involved. In one example of such an approach, group writing allowed the teachers to give more detailed and constructive feedback since she/ he was dealing with a small number of groups rather than many individual students.

Harmer (2007) believes that cooperative writing works well whether the focus is on the writing process or, alternatively, on genre study. In the first case, reviewing and evaluation are greatly enhanced by having more than one person working on the text, and the generation of ideas is frequently more lively with two or more people involved than it is when writers work on their own. In genre-based writing, it is probably the case that two heads analyse genre-specific texts as well as, if not better, than one head would do, and often create genre-specific texts more successfully as a result.

Writing in groups, whether as part of a long process or as part of a short game-like communicative activity, can be greatly motivating for students. In group work, some skills that are practiced and improved with cooperative learning regarding to writing skills are: peer editing, peer teaching, appropriate critiquing, error correction, consensus building, agreeing or disagreeing appropriately, analyzing, problem solving, vocabulary building,

confidence building, increased motivation, increased enjoyment of writing (Slavin, 1995).

B. Related Studies

Cooperative learning is a learning method which is based on theory, research and practice in education. In the last decades cooperative learning has become a widely used technique from preschool to graduate school levels in all subject fields in every subject. Cooperative learning is a learning strategy in which pairs or groups of students work together and learn from each other. The students also learn and develop their academic and social skills working in a positive atmosphere.

The study about teachers' and students' verbal behaviors during cooperative learning that was participated by thirty teachers from grade 4 to 6 and 208 students was conducted by Gillies (2008: 249-251) in seven elementary schools in Brisbane Australia. This study showed that when students in cooperative groups where teachers use more facilitative, learning behaviors, they too are more helpful and facilitative of each other's learning than students who work in groups where cooperative learning is not widely endorsed.

Another study on Cooperative Learning was conducted by Iyer (2013: 24). The result of the study promotes cooperative learning as a tool to the educators to incorporate values in providing quality education. To achieve the full benefit of this tool, the teacher should be in tune with the learning needs of students. Grouping the students is also very crucial to encourage better problem solving

abilities among students and also to reduce group conflicts. Educators can use their understanding of cooperative learning and utilize this tool effectively in the class to promote student achievement.

Lastly, through the research entitled *Effect of Computer-Based Cooperative Learning Method on Students' Achievement in English Grammar*, Akuka et al. (2013: 26-27) reports that this method improved significantly as compared to those taught using the traditional method. This means therefore the use of this method had an impact on students' performance since it helped to improve their achievement in English grammar.

C. Conceptual Framework

Writing is one of four language skills that should be acquired by the students in learning English. For many junior high school students, mastering writing is hard to do. Writing is not an easy job for learners because there are many things to be considered in writing process in order to produce a good writing work such as spelling, punctuation, sentence structure, vocabulary and paragraph composition (Akhadiah in Putra, 2004)

As it has been stated in Chapter I, the seventh grade students at SMPN 2 Playen had some problems which related to the writing skill. Based on the observation and interview with the English teacher, the researcher found some problems related to the students. First, the students found difficulties in expressing their idea of writing. Second, the students easily forgot what had been taught and when they were given a new material the previous material would be gone easily.

The third problem is the students did not work collaboratively in correcting their mistakes. As the result, their achievement in writing was low.

Therefore, the researcher intended to do the action research in improving the writing skills. This research focuses on doing some efforts through planning, implementing and reflecting some action to improve the writing skills of the grade seventh students of SMPN 2 Playen through Cooperative Learning.

Cooperative learning is used since the teacher seldom managed her students in some groups during the teaching learning process. The students enjoy learning together in team. By working together, it is not only writing skills that can be improved but also it will simultaneously give a positive impact as heightening the students' self-esteem, as promoting intrinsic motivation, creating caring and altruistic relationship and lowering anxiety and prejudice.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

The aim of this study is to improve the students' writing ability through cooperative learning strategy among grade VII students at SMPN 2 Playen. This research is categorized as an action research which is collaborative in nature. It was conducted collaboratively among the researcher, the principal, the English teacher, and the students. It focuses on improving the real condition of the English teaching learning process to reach the improvement of the students' writing skill.

Carr and Kemmis (1986) in Burns (2010) state that action research is a self-reflective study conducted by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which these practices are carried out. In line with the previous statement, Carmen in Burns (2010) argues that the purpose of action research is to solve a particular teaching-learning problem that has been identified in teaching learning process. The problems are identified by the teacher by relating the theories to the real fact. In addition, according to Nunan (1992) in McKay (2008), action research has three major characteristics. First, it is carried out by practitioners. Second, it is collaborative and is aimed at changing things.

There are some models of action research. In this research, the researcher used a model that is proposed by Kemmis and McTaggart (1988) in Burns (2010).

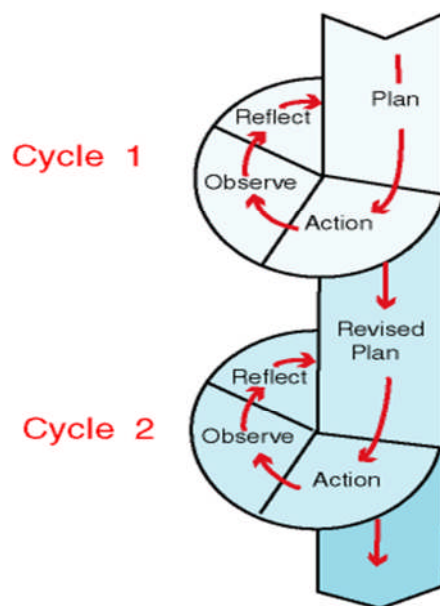


Figure 3: Action research cycle (Burns, 2010: 9)

B. Target Community Setting

This research was conducted at SMPN 2 Playen. It is located in Gading 2 Playen, Gunung Kidul. Dealing with facilities, the school provides sufficient facilities to support the teaching learning process including a library, a computer laboratory and a new building for language laboratory. For supporting teaching learning process in the class, each classroom is facilitated with an LCD and many teaching learning supporting posters on the wall.

C. The Subject of the Research

The subjects of the research were the seventh grade students of Class D of SMPN 2 Playen in the academic year of 2013/2014 which consisted of 32 students. There were 20 girls and 12 boys to take part in this research. They were chosen as the subjects of the research based on a consideration that they had lower score in English lesson than the other classes. It was also caused by the fact that the school divided the students into four classes (A, B, C, and D) based on the rank and Class D attained the lowest score. Based on result of the observation during teaching practice, the students had problems dealing with their writing skills.

D. Time of the Research

This research was conducted in the second semester of the academic year of 2013/2014. The action was carried out by following the schedule on Wednesday, 07.00-08.20 and Friday, 07.40-09.00.

E. Data Collection

1. Types of Data

The types of data were both qualitative and quantitative. The qualitative data were presented in the form of description and the quantitative data were presented in numerical form.

2. Data Collection Technique and Instrument

The data were collected in every step. They are qualitative and quantitative in nature. The qualitative data were gathered through several techniques. The first technique was observation. Observation guideline was as a guideline to observe the English teaching learning process in the classroom. The form of the data was field note. The second technique was interview. The interview was conducted by interviewing the English teacher and the students of class D of grade VII based on the interview guideline. The data were in the form of interview transcript.

In addition, the quantitative data were gathered through writing tests. The results were in the form of scores and were used to find the improvement of the students' writing skill. To assess the students' writing performance, the researcher used the scoring rubric of writing. The data were presented in the form of score transcript.

3. Data Analysis Technique

The data were qualitative and quantitative. Therefore, they were analyzed in two ways, qualitatively and quantitatively. The data from the observation and interview were analyzed by making qualitative descriptions while the data from the pre- and post-tests were analyzed by comparing the mean score of the students' writing scores.

F. Research Validity and Reliability

According to Anderson and Burns (1999) there are five validity criteria that should be fulfilled to get the valid data in action research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The democratic validity was fulfilled by having discussions with the collaborators. The discussion was always conducted during the research. The collaborator was given abundant chances to give ideas, comments, and suggestions toward the research. Through some discussions, the progress of the research could be found. At the end of every cycle, some discussions were held to evaluate the actions which had done that day or that cycle and to plan the actions in the next meeting or cycle.

Outcome validity is related to the notion of actions leading to the result that are successful within the research context. To fulfill the outcome validity, some indicators that show the improvement of the students' writing skill were formulated.

The catalytic validity is related to the extent to which the research allows the participants to deepen their understanding to the social realities of the context and how they can make change within it. Within the process in this research, the researcher had chances to learn more about the realities in English teaching learning process. The research also involved the collaborator as a person who could monitor the research process.

The process validity is related to the criterion to make the action research believable. To gain process validity, the research collected the data by observing and making some notes during the research. Anything that happened in the teaching learning process had been noted.

The dialogic validity is the process of peer review that is commonly used in the academic research. This validity was fulfilled by discussing the research findings with the collaborators and some students of English education department at UNY. The members of the discussion gave their opinions and their criticisms about the research report.

To enhance the trustworthiness of the data and to reduce the subjectivity in analyzing the data, the researcher used methods triangulation. Burns (2010) states 4 types of triangulations.

Time triangulation. Data were collected at different points in time. The researcher interviewed students at the beginning, middle and end of the course.

Space triangulation. Data were collected with different subgroups of people. The researcher collected data in more than one group so that she can compare across two different groups.

Research triangulation. Data were collected by more than one researcher. The researcher asked the teacher and the students to collect data to compare with her own.

Theory triangulation. Data were analyzed from more than theoretical perspective. The researcher consulted documents related to learner autonomy

but also develops theoretical ideas from her own and others' observations and reflections.

Moreover, in order to ensure the reliability, the researcher used the score of the students' writing, interview transcripts, vignettes to get the same results. To obtain the data about the teaching learning process, the researcher observed the teaching learning process and interviewed the teachers and also the students.

G. Procedure of the Research

The research used the procedure of action research proposed by Kemmis and McTaggart with some modification. The procedures include several steps: determining reconnaissance, planning, implementing the action, observing and reflecting the action. The procedures were explained as follows.

1. Reconnaissance

The objective of the reconnaissance is to find the facts and information of the existing problems in the field concerning on the students' ability. This step includes three main processes: identifying the field problems, determining the research problems and determining actions to overcome the problems.

Firstly, the researcher and the collaborators identified the existing problems by conducting observation in the English teaching and learning process of the first grade, interviewing the teacher and some students and giving questionnaires to the students. The data gained in this step were then identified

by the researcher and the collaborators to determine what problems which were possible to be solved.

After that, the researcher and the collaborators agreed that those problems were related to writing. Then, they planned some actions to overcome the problem and improve it. The researcher suggested cooperative learning strategy to solve the existing problem and used it as the effort to improve the students' writing skill.

2. Planning

After doing the reconnaissance, the researcher and the collaborators worked collaboratively to find solutions that were feasible to be implemented to overcome the problem. The plan used cooperative learning strategy to improve writing skill of the students.

3. Acting and observing the action

In this step, the researcher implemented the actions in the classroom. Meanwhile, both the teacher and the researcher always reviewed all materials given after each cycle. Then the researcher and the collaborator observed the implementation of the action by analyzing the result of the actions. The results of the discussion in this stage were very important to the implementation of the next action in the next plan.

In analyzing the action, the teacher as a collaborator took some notes in the backside of the class to observe the students' reaction and behaviors during

the activities. Another collaborator took pictures and videos to record the teaching and learning process. The collaborators also helped the researcher handle the students' disruptive behaviors.

4. Reflection

In this stage, the researcher and the collaborator made evaluations of the implementation of the actions. The evaluations were based on the data obtained in the observation. The evaluation or reflection was conducted by interviewing the students and the collaborators about their responses to the actions. The collaborators gave their contributions to the reflection on the action taken. The reflection shows whether the actions were successful or not to improve the students' writing skills. The successful actions were used and reapplied in the next cycle, but those which are not unsuccessful would be changed or improved into the more suitable ones.

CHAPTER IV

RESEARCH PROCESS, FINDINGS AND DISCUSSION

This chapter presents the process and the findings of the research which are divided into 3 sections. They are reconnaissance steps, the report of the actions and the discussion.

A. Reconnaissance

In this step, some activities to find the field problems were conducted. It was consisted of two ways. First, it was done by interviewing the English teacher of Grade VII and the students of Class D to get some input about the weaknesses and suggestions related to the English teaching and learning process. The second way was by doing some observations of the teaching learning process to get the whole figures of the English teaching and learning process. A pre-test was done before conducting the Cycle I to measure the students' writing skills.

1. Identification of the Problems

The finding of the field problems was based on the observations, the result of the interviews and the result of pre-test. Before conducting the research, the researcher interviewed the English teacher and asked her suggestions about which class she should take. After knowing that the low achievers were mostly in Class D, she decided to take Class D. The teacher said that the Class D students were hard to manage. The complete dialog can be seen from the following extract.

-
- P : *Bagaimana pendapat ibu mengenai kelas D?* (What do you think of the students of D Class?)
- T : *Owh, lha nek kelas D itu ya karena the slowest learners semua skill nya kurang mba. Anak anaknya susah diatur, rame sendiri, tapi pas ditanya pada diem Mbak.* (Because Class D students are the slowest learners, all skills are needed to be improved. They are low in every skill. The students are noisy but when you are checking the understanding by asking them, they will keep silent).
- P : *Pernahkan ibu menggunakan aktivitas yang menyenangkan ga dalam pembelajaran?* (Have you ever used fun activities in teaching learning process?)
- T : *Owh ya pernah kayak mind mapping, kata berantai dan lain-lain.* (Of course, such as mind mapping, chained word and etc.)
- P : *Kalau untuk cooperative learning, apakah Ibu pernah menggunakannya dalam meningkatkan kemampuan menulis?* (Have you ever done cooperative learning in improving their writing skill?)
- T : *Belum pernah, ya cuma sekedar peer work aja.* (Not yet, but I sometimes use peer work only)
-

Interview transcript 1, Appendix B

From the interview transcript above it could be seen that the students of class D were weak in all skills. The teacher had done many techniques to improve their skills. The peer work was implemented in teaching and learning process.

After conducting the interview, on Friday, November 8th, 2013, the researcher conducted the observation. There were 32 students of the class, 20 students were female and 12 students were male. The researcher actually had analyzed the class situation during teaching practices on February to September 2013, so the aim of the observation that day was to analyze the teacher's teaching process and the common pictures of English teaching and learning process deeper. The observation was done on November 8th, 2013. The situation of the English teaching and learning process can be seen from the following vignette.

Vignette, November 8th, 2013

Setting: The VII D Class

The English teacher and the researcher entered the class. The teacher greeted the students and asked their condition “Good Morning, students. How are you today?” Then the students answered “Good Morning. I am fine and you?” “I am fine too, thank you” said the teacher answering the students’ question. The students were very noisy. All of them knew her before, so she did not need to introduce herself. The teacher explained that the aims of her in the class that day were to observe them and to do some research.

The teacher then opened the student worksheet then asked the students about their parents’ job “What is your parent’s work/ job?” The students remained silent. Then the teacher pointed one of the students in the corner. “Risa, what is your father job?” She still stayed silent. “Is he work? Where does he work? I think if your father is a farmer, where does he work? Work work work” The teacher kept asking and repeated the word “work” to invite the student’s idea. There was other sound from other students answered “*Di sawah* (In the rice field)” The teacher asked and answered her own question “Where is your father work place? In the field/ in the farm” Then the teacher also mentioned many kinds of job and wrote it on the white board such as farmer and teacher and their work places.

After explaining about occupations and work places, the teacher asked the students to look at activity six on page 46 and 47. The teacher gave the example how to do the task.

Teacher: “Number 1. Who is she? *Jawabnya apa?* (What is the answer?) She is Mrs Catherine. What does she do? She is a dancer. *Jadi jika ada pertanyaan* (So, if there is a question) Who is she? *Jawabnya apa?* *Jawabnya apa?* (What is the answer?)”

Students: “*Nama* (Name).”

Teacher: “*Jika ditanya* (If there is a question) what does she do? *Jawabnya apa?*(What is your answer?). *Jawabnya pekerjaannya atau profesinya.* *Iki jawabane apa?* (The answer is her job, so what is the answer?)”

Students: “She is a dancer.”

There were 5 questions in the task. The students were asked to work in pairs. After 25 minutes, the teacher asked the students to write the answer on the white board. Some students did not finish their work, then they prefer wait other students’ answer on the white board and rewrite in on their own to find the answer by themselves.

The teacher then corrected the spelling, article and the capital letter of the students’ writing.

When the bell rang, the teacher gave a conclusion and summary of that day materials.

Vignette 1, Appendix D

From the vignette and dialog above, it could be seen that the students could not comprehend the teachers' explanation using English. They remained silent while asked using English, but if they were explained first in Indonesian, most of them would answer it right and fast. The teacher explanation was almost 80% in English in the presentation stage. It made the students lacked of comprehension of the materials. The teacher also did not give the explanation at the beginning of the teaching and learning process about what topic would be discussed that day, so the students did not have any idea about it.

The students' seating arrangement would be the next problem. The male students were collected in two spots, one line in the south and one group in the back of the north line. The male students who sat in one line/group tended to have their own discussion, and made unnecessary noises. They did not pay attention of the teacher's explanation.

In pair work, the students tended to work individually. Some of them work very hard while others only copied the finished work. In doing the work, the students who had some difficulties dealing with new vocabularies asked the researcher. They did not ask to the teacher if they did not understand the materials.

Only some of the students bought the dictionaries. They bought the picture dictionaries or incomplete dictionaries. As the result, they sometimes could not find the words they were looking for.

When the teacher asked the students to write on white board, not all of the students finished their work. Some of them who had not finished yet only wait and depended on the right answer from the discussion. The students were used to copy

other friend's work. It was discovered by the researcher before she entered the class for the observation. The interview transcript below shows the situation.

-
- R : *Lagi apa dek?* (What are you doing?)
 S : *Lagi ngerjain tugas Miss.* (We are doing the homework, Miss.)
 R : *... Lha kok ngerjainnya Cuma nyontek gitu? Emang mendadak ngasinya?* (... By the way, why do you cheat your friend's work? Is it a sudden task?)
 S : *Hehehe lha uda dari minggu kemarin Miss. Cuma baru ngerjain sekarang, mau ditumpuk hari ini.* (No, It is not. We just make it now because we have to collect it today.)
 R : *Kenapa ga ngerjain dari kemarin? Ga dimarahin pa ma bu Margi nyontek plek njiplek gitu?* (So what don't you do it from the previous days? Is it ok to do the cheating?)
 S : *Ga sempet Miss. Ga mungkin dimarahi lha wong ga pernah dikoreksi kok.* (We have no time. No, It is ok, she never check it.)

Interview transcript 2, Appendix B

After the observation, the researcher also interviewed three students to clarify the cheating habit and find out why they remained silent in the class.

-
- R : *Sama bu Margi sering disuruh nulis ga?* (Had you often been asked to write a text by Mrs. Margi?)
 S1 : *Sering tapi ga dikoreksi.* (Yes, We have but she rarely gave the feedback)
 S2 : *Bu guru tuch jarang ngoreksi PR jadi cuma suruh ngumpulin.* (The teacher rarely gave feedback for us. She only asked us to submit it.)
 R : *Miss Jannah tanya kalo ma bu Margi nyenengin ga proses belajarnya?* (I would like to ask, did you enjoy the way Mrs Margi taught you?)
 S3 : *Enggak* (No, we did not). *Jadi kalau bicara tuch ga ngerti artinya jadi ya cuma iya dan tidak gitu miss jawabnya.* (Because she always said in English, we did not understand what she said. We just keep saying 'yes' or 'no' to answer the questions.)
 R : *Emangnya Bu Margi menggunakan bahasa Inggris 100%?* (Did she speak English 100%?)
 S3 : *Iya pokoknya ngomongnya pake Bahasa Inggris terus. Kadang pake Bahasa Indonesia, tapi dikit.* (Almost. She mostly speaks in English and speaks Indonesian a bit.)

Interview transcript 3, Appendix B

The extract shows that they did the cheating because of the lack of feedback and monitoring from the teachers toward the given tasks or homework. From this extract, the researcher also found out that the reason why students kept silent during the teaching learning process or when the teacher checked their understanding about the materials was because they did not understand the explanation using English.

Another interview was done to find out the way the English teacher gave the feedback. The result of the interview is shown in the following extract.

-
- R : *Untuk memberikan feedback dalam menulis, itu ibu memberikannya bagaimana? Apakah secara lisan atau tertulis saja atau hanya mengumpulkan pekerjaan?* (In giving feedback, what kind of feedback did you use? Was it in oral or in written form? Or just submitting the task?)
- T : *Ya untuk kelas yang seperti itu kita tempuh semua Mbak.* (For such class (the slowest class) we did all methods.) *Semua dilakukan. Ya kadang nek ga ada waktu ya hanya beberapa.* (I did both, but sometimes just some of the task which I given feedback because of the limited time.)

Interview transcript 4, Appendix B

The other problems were identified from the pre-test score. To know the students' writing abilities, before the implementation of the actions, the researcher conducted the writing pre-test. Their writings were scored based on the writing rubric. The score are shown below.

Table 3: The Students' Writing Scores in the Pre-test

No	Nama	Aspects of writing					Total Score	Note
		C (0-30)	O (0-20)	V (0-20)	L (0-25)	M (1-5)		
1.	S1	20	13	10	12	4	59	
2.	S2	20	15	8	5	3	51	
3.	S3	15	12	10	5	3	45	
4.	S4	25	18	18	15	4	80	
5.	S5	23	12	14	13	3	65	
6.	S6	20	11	13	15	3	63	
7.	S7	24	15	10	10	3	62*	C
8.	S8	28	13	15	13	3	72	
9.	S9	24	8	10	13	2	57	
10.	S10	28	13	7	10	2	60	
11.	S11	28	20	16	14	3	81	
12.	S12	20	15	8	10	4	57*	C
13.	S13	27	18	18	20	5	88	
14.	S14	20	17	13	23	2	75	
15.	S15	16	13	11	18	4	62	
16.	S16	26	17	15	16	3	77	
17.	S17	23	18	13	12	2	68	
18.	S18	23	16	10	15	2	66	
19.	S19	20	16	8	15	4	63*	C
20.	S20	23	20	20	15	4	82	
21.	S21	25	15	18	18	3	79	
22.	S22	16	10	3	6	2	37	
23.	S23	30	15	18	15	4	82	
24.	S24	15	13	15	6	2	51	
25.	S25	20	12	11	13	4	60*	C
26.	S26	28	20	15	14	3	80	
27.	S27	21	12	10	18	2	63	
28.	S28	20	15	8	15	2	60	
29.	S29	18	11	7	10	2	48	
30.	S30	24	18	14	19	3	80*	C
31.	S31	27	15	15	15	4	76	
32.	S32	16	13	13	14	4	60	
Mean		22.28	14.65	12.31	13.5	3.06	65.90	

Nb.

The standard Score for English lesson is >70

S = Student

XX = the Score below the Standard

XX* = the Revised Score
 C = the Student who did the cheating (She/he did pre-test once more).

From 32 students who took part in pre-test, only twelve students passed the standard score. Five of them did the cheating so they did the second pre-test to get the real score. The scores were analyzed using score scheme adapted from Brown and Bailey (1984, 39-41) in Brown (2004).

From the standard score set, the researcher found that the ideal score was above 70. In fact the students' mean score was 65.9. It was still lower than the standard score. It means that the students' writing skills needed to be improved.

From the finding of the problems based on the interviews, the observations, and the pre-test, the researcher identified and selected the problems to overcome. The field problems which occurred during the teaching and learning process can be seen in Table 4.

Table 4: Field Problems in the English Teaching and Learning Process of Class D SMPN 2 Playen

No	Field Problems	Code
1.	Students' comprehension about the organization of the text, language use and mechanism was still low.	S
2.	Students lacked of vocabularies.	S
3.	The acts of cheating were identified in the students writing.	S, T
4.	Few students brought dictionary.	S
5.	Inappropriate/ insufficient dictionary brought by students.	S
6.	Students got some difficulties in understanding the teachers' explanation.	S
7.	Students were very noisy and hardly focus on the materials	S
8.	The use of student worksheet was dominant at class.	T
9.	The students were rarely did task in pairs/ groups.	T
10.	The students' cooperation in group/ pair work was low.	S
11.	Students were less encouraged to work in groups.	S

12.	The teacher focused on text rather than using fun media.	T
13.	The activities that the teacher gave were less varied.	T
14.	The teacher did not give the effective feedback.	T

S: Students T: Teacher

From the identified problems above, the English teacher and the researcher then discussed the crucial problems to solve.

2. Selection of the Problems Based on the Urgency Level

As stated in the beginning of Chapter I, the researcher only focused on improving the students' writing skills. Therefore, she decided to overcome the field problems based on the urgency level and feasibility to solve. In deciding the problem to solve, she also applied the democratic validity by having discussions with the English teacher and the collaborators to overcome the problems and to find the solutions that would be applied in her class. The field problems to solve are presented in Table 5.

Table 5: **The Field Problems to Overcome**

No	Field Problems	Code
1.	Students' comprehension about the organization of the text, language use and mechanic was still low.	S
2.	Students lacked vocabularies.	S
3.	The acts of cheating were identified in the students' writing.	S, T
4.	Inappropriate/ insufficient dictionaries were brought by the students.	S
5.	Students got some difficulties in understanding the teachers' explanation.	S
6.	Students were very noisy and hardly focus on the materials	S
7.	The students rarely did task in pairs/ groups.	T
8.	The students' cooperation in group/ pair work was low.	S
9.	Students were less encouraged to work in groups.	S
10.	The teacher did not give the effective feedback.	T

3. Determining of the Actions to Overcome the Selected Problems

Based on the discussion between the English teacher and the researcher, they agreed to do the cooperative learning strategy supported with some additional actions.

1. Giving a handout of today's materials as a brief guideline.
2. Brushing up the previous materials at the first and the end of the class.
3. Providing the students with the picture-based vocabularies which are related to the topic to develop their mastery of vocabulary.
4. Giving effective feedback by analyzing most errors made by the students and training the students to give feedback.

The following table shows the determined actions to solve the problems.

Table 6: Determined Actions to Solve the Problems of the English Writing Teaching and Learning Process in Grade VII at SMPN 2 Playen

No	Field Problems	Actions	Expected results
1.	Students' comprehension about the organization of the text, language use and mechanism was still low.	The Students got more exposures related to the organization of the text and minimum requirement mistakes.	<ul style="list-style-type: none"> • The students would comprehend the organization of the text and apply it in the text. • The students would minimize the minimum requirement mistakes.
2.	Students lacked of vocabularies.	<ul style="list-style-type: none"> • The Students got more vocabulary exposures related to the topic. • Providing the students with the picture-based vocabularies and an E-dictionary which helped the students improved their mastery of vocabulary. 	The students would improve their vocabularies related to the topic.
3.	Inappropriate/insufficient dictionary brought by students.		

4.	The acts of cheating were identified in the students writing.	Students were given some motivation and peer tutoring to increase their confidence.	There would be no cheating done by the students.
5.	Students got some difficulties in understanding the teacher's explanation.	<ul style="list-style-type: none"> Students received additional explanation through peer tutorial. The T used Indonesian and Indonesian translation in some difficult aspect so the students could easily understand. 	The students could easily understand the material.
6.	Students were very noisy and hardly focus on the materials	Forming new seating arrangements were done to effective the cooperative learning.	<ul style="list-style-type: none"> The students would more focus on the materials. The class situations would be more conducive.
7.	The students were rarely did task in pairs/ groups.	The Students did various Cooperative Structures.	The students would do more cooperative learning activities.
8.	The students' cooperation in group/ pair work was low.		The students' cooperation would be higher than before.
9.	Students were less encouraged to work in groups.		The students would be more encourage working in groups.
10.	The teacher did not give the effective feedback.	The T gave effective feedback by analyzing most errors made by the Students and trained the Students to give feedback.	The students would be more aware of their minimum requirement mistakes and minimize it.

B. The Implementation of Actions

1. Report of Cycle I

a. Planning

After the discussion with the English teacher and the collaborators, the researcher planned the cooperative learning strategy to improve the students' writing skills. In order to make an effective cooperative learning, she added some additional actions. The action plans of the Cycle I can be performed below.

1) Implementing cooperative learning.

Before implementing cooperative learning strategy, in order to minimize the unnecessary noises in the class, the researcher planned to reform the seating arrangement of the students. She planned to use some Kagan Cooperative Structures in forming the groups so the students would have various group in each activity. The examples of Kagan Structure for forming the groups are Inside-Outside Circle, Mix-Freeze-Group etc. In this cycle, she tried to use Inside-Outside Circle to pair the students.

The other important reason why the researcher would change the teams is that it would give the students opportunity to transfer their team work skill to a new social context. It also prepared the students to thrive in diversity.

In Cycle I, the researcher planned to ask the students to involve in groups, pairs or individual learning. They are RallyRobin, RoundRobin, and Carousel Feedback. In RallyRobin, the students took turn stating responses or solutions in pairs. Same with RallyRobin, the students took turn stating responses or solutions

but in team. For the purpose to train the students to be aware of minimum requirement mistakes, in Carousel Feedback, the students would be trained to analyze the others' writing and give written feedback.

In brief, the Cooperative Structures required the students to be more interactive. The students would be given more freedom. It would make the students released a great deal of the students' energy. The researcher knew that Class D was basically noisy, but she wanted to allocate the noises into the learning atmosphere. A good classroom management would be needed to control the noises in the class.

In order to give the students clearer understanding of the materials, the researcher would use Indonesian or Indonesian translation in some difficult aspects such as explaining the materials, giving instructions and giving feedback.

2) Giving a handout of today's materials as a brief guideline.

The researcher would give a handout for every student in the class to help them learn the materials. It consisted of the explanation of the materials and the tasks. The explanation of the materials handout would be distributed in the presentation stage while the tasks would be distributed at the beginning of the activity.

3) Brushing up the previous materials at the first and the end of the class.

To retain the students' memory about the previous materials, the researcher would brush up the materials at the first and the end of the class. It was in the form of asking and question sessions, discussions about the difficulties and giving the summary at the end of the meeting.

4) Providing the students with the picture-based vocabularies which are related to the topic to develop their mastery of vocabulary.

Since many students did not have complete or sufficient dictionaries and the school also did not provide the dictionaries to the students, the researcher planned to provide the students some vocabularies related to the topic which were attached in their handout. The vocabularies equipped with the picture in order to help them recognize the new vocabularies.

5) Giving effective feedback by analyzing most errors made by the students and training the students to give feedback.

Some feedback on written work proposed by Nation (2009) would be used in the Cycle I. They were written feedback to the class, oral feedback to the whole class, individual feedback using scale, and peer evaluation with focus. The effective feedbacks were given not only from the researcher but also the students. The researcher would train the students to analytically analysis the written work so that the students would be trained to be aware of minimum requirement mistakes which commonly happened in their work.

In every cycle, the researcher planned to divide the meeting into 3 parts based on the PPP stages. In the first meeting, the researcher would deal with the presentation stage. In the next meeting, the researcher would give some practices guided by the researcher. Then in the third meeting, the researcher would train the students how to create a procedure text individually. The syllabus and the lesson plan of Cycle I and Cycle II are attached in the appendix.

b. Actions and Observations

The actions of Cycle I were carried out in three meetings on April 4th, 9th, and 11th, 2014. The schedule of Cycle I can be seen in the table below.

Table 7: The Schedule of Cycle I

Meeting	Day and Date	Time	PPP stages
1	Friday, April 4 th , 2014	2x40minutes (07.00 a.m.- 08.20 a.m.)	Procedure text (Presentation stage)
2	Wednesday, April 9 th , 2014	2x40 minutes (07.00 a.m.- 08.20 a.m.)	Procedure text (Practice stage)
3	Friday, April 11 th , 2014	2x40 minutes (12.00 p.m.- 13.20 p.m.)	Procedure text (Production stage)

During the implementation of the actions, the researcher became the teacher while the English teacher, as a collaborator, and one or two other collaborators become the observers. The collaborators sat in the back of the class and wrote the field note. Her friends as the collaborators took documentations during the actions. The field note and the documentations described the implementation of the actions. After the class, the researcher interviewed and

discussed with the collaborators about the actions. She also interviewed some students after the class. The detail actions of Cycle I can be seen in the following explanations.

1) Implementing cooperative learning

The implementation of the new seating arrangement was done in the second meeting. It was the improvement and the solution of the first meeting problem. In the first meeting, the researcher planned to use Inside and Outside the Cycle Structure in grouping the students but it was not success enough. It was because of two things. First, many students were reluctant to pair with the chosen partner. Most of the reluctant students were boys who did not want to pair with the girls. Second, there was no enough space of the class to make a big circle. The situation is illustrated in the following figure.



Figure 1: The teacher pairs up the students using the Inside-Outside Circle in the limited space.

The researcher then renewed the team formation using Achievement-Ranked List Method in creating heterogeneous teams. She ranked the students on a list by achieving level taken from the pre-test result. She used the list to select a

high, two mediums and a low for each team. There were 8 groups in the class. She named the group A-H.

In the second meeting, before the class began, the researcher hung the new seating arrangement based on the heterogeneous team in front of the class so that the students could see it clearly. It tagged the students' name and where the students should sit. The students were curious about it and checked their name and seating arrangement. Firstly, the students disagreed with the new seating arrangement. It was because the new partner was mixed sex and mixed ability. After explained about the benefits they would get through cooperative learning method and the importance of being cooperative, the students agreed to sit in the new position.

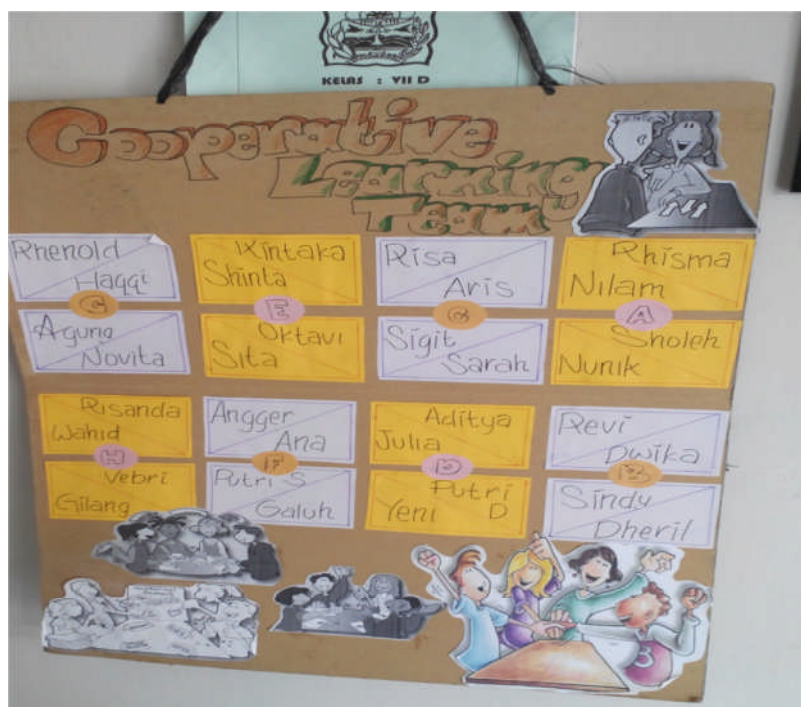


Figure 2: The new seating arrangement based on the heterogeneous team which hangs in front of the class.

During Cycle I, there were some cooperative structures used both pairs and groups. As the researcher planned before, in this cycle, she would use RallyRobin, RoundRobin, and Carousel Feedback. The students did some tasks in practice stage in pairs using RallyRobin Structure and in groups using RoundRobin Structure. The tasks were timed-limited task, so that the students learnt how to manage their team well. In Carousel Feedback, to overcome the limited space in the class, the researcher used any parts of the class to stick the teams' work.

The students did 7 tasks in this Cycle. Task I is about identifying the generic structure of the text. This task was their first RallyRobin in the first meeting. The students had understood enough about this material. The students' accuracy and quickness in doing the first task proved it. They could do the task in less than 10 minutes. The students were happy knowing that they could do the task easily. The researcher praised them all by giving applause to show her proud. It made the students felt confident to continue to the next task.

The students' motivation and confidence also increases since the tasks were easily to be completed. The students cheered and said "Hurray!!!" to express their satisfaction. It was happened in the first meeting when most of the class got the right answer then the researcher because they could do the tasks well.



Figure 3: The students applaud for their success in doing Task 1.

In the second task, the students had to arrange the parts of three texts into a good order than identify the generic structure of the texts. In doing the tasks, the students were required to active physically. The students had to stick the parts of the text using some glue. They were enthusiastic doing the RallyRobin and learning how to work with their new partner. Unfortunately, it spent much time, 25 minutes. The RallyRobin activity in the second task can be seen in the following figure.



Figure 4: The students work in pairs with their new partner.

The researcher then applied a RoundRobin activity in the next task. In groups, the students had to identify the nouns and the verbs in the texts. She walked around the class to monitor the students' work and team management. Since the teacher gave them limited time and chance to work in groups of four, the students had more assistance to do the task quickly. She always walked around the class to monitor the students. She found that there were still some students who did nothing.

In doing task 4 and 5, the researcher still used RoundRobin activity. In task 4, the students matched the sentence with the correct picture while in task 5 the students arrange the sentence into a good order.



Figure 5: The researcher monitors the students when they do the RoundRobin Activity.

In the next task, the students tried to create a particular part of the procedure text. They worked in groups to create a goal or a list of materials or a sequence of steps of particular food and beverage. They shared their idea to the member of the group and wrote it in the paper.

To create a different atmosphere and to involve the students into a joyful learning, the researcher gave a task that requires a drawing skill of the members in the group. In the previous day, the researcher asked the students to bring colorful pencils or crayons for doing the next activity. The students were enthusiastic in doing this task. Some students who love drawing something had a chance to give a contribution to the team. The interview transcript illustrates the student's feeling toward the activity.

-
- R : *Kalau kamu, aktivitas mana yang paling kamu suka?* (Which activity did you like the most?)
 S : *Yang ada menggambar.* Miss. (The activity which required drawing skill.)
 R : *Kenapa?* (Why?)
 S : *Karena aku suka menggambar.* Miss. (Because I love drawing.)
 R : *Jadi kamu berkontribusi dalam kelompok dengan menggambar?* (So you gave a contribution by drawing pictures?)
 S : *Ya. Saya senang bisa membantu.* (Yes, It was my pleasure.)

Interview transcript 5, Appendix B

The Carousel Feedback was done in this task. In order to train the students how to analyze the written work, the researcher asked them to analyze the other group's work. Although the class was noisy but it was still under control so that the activities in the class did not disturbed the other class' activity. The students were enthusiastic in doing the tasks and the activities which required physical energy.

Although some Indonesian translation was used by the researcher, the English Classroom expressions still used full in English in some aspects such as to open the meeting, greet the students, check the attendance and check the students'

condition. Those expressions were “Good morning, students.”, “How are you today?”, “Who is absent today?” and etc.

As stated before, Indonesian and Indonesian translation used to help the students understand the explanation of the researcher. The Indonesian and Indonesian translation used in explaining the materials, giving instructions and discussing the materials. The action can be seen as follows.

Vignette, April 4th, 2014

Setting: The VII D Class

...The researcher gave the instruction of Task 1. “In pairs, identify the generic structure of the text. *Jadi kamu akan menjawab seperti ini dan kalian bisa bekerja sama dengan teman sebangku* (So, you will answer as the example above and you may work with your partner)” explained the researcher while pointing to the PowerPoint Presentation about the generic structure of the text. “*Bisa?* Can you do this?”

Vignette 2, Appendix D

2) Giving a handout of today’s materials as a brief guideline.

The handout was divided into two. The first one was the material which contains the modeling of the text, detail information about the text and the list of vocabularies. The modeling of the text was also equipped with its generic structure. It helped the students learned the materials after the class. The vocabulary list using pictures helped the students to replace the incomplete dictionaries. It was more effective and sufficient. The students quickly found the necessary vocabularies they need by identifying its pictures. This kind of handout was distributed once at the beginning of the cycle I.

The second one is the tasks. The task and its instruction were given before the activity began. The students listened to the instructions and some additional

information of the task before they received the written instruction and the task. These handouts were submitted after they finished doing the task and discussed it.

3) **Brushing up the previous materials at the first and the end of the class.**

Before the lesson began, the researcher discussed about the pre-test. There were 5 students who did the cheating. She communicated her disappointment. She then explained about what the cheating is and why it is forbidden. The interaction is captured in the following vignette.

Vignette, April 4th, 2014
Setting: The VII D Class

The researcher said “*Siapa yang merasa masih mencontek buku atau mencontek temannya? Menconteknya plek-njiplek?* (Who did the cheating, copying from the text in the book or a friend’s writing?)”. Every student in the class kept silent. “*Miss Jannah kecewa kemarin perjanjiannya apa? I am disappointed. Did you remember the rules yesterday?*” continued the researcher. “*Ga boleh nyontek buku atau teman. (Not allowed to copy from the book or friend’s writing.)*” said one of the students. “*Ya, itu namanya cheat dan itu dilarang keras. Apabila besok Miss masih menemukan adanya cheat, Miss Jannah akan hukum. Miss Jannah lebih menghargai pekerjaan kalian yang kurang bagus tapi pekerjaan sendiri dari pada mencontek. Paham?* (Yes, that is. It is cheat and it is forbidden. I will give a punishment to everybody who does the cheating. I will more appreciate the writing which has many errors than the writing which is perfect but cheat)” explained her.

Vignette 3, Appendix D

In discussion session, the researcher also used Indonesian and Indonesian translation. For example in recalling the previous materials, she used Indonesian and Indonesian translation. She always asked what they had learnt in the previous meeting. It was done at the beginning of the class. She asked some questions about the organization of the text and some difficult vocabularies. She also gave

the feedback of the common errors made by the students in the previous tasks. By emphasizing in the common errors made by the students, the researcher had helped the students to learn from the mistakes and not to do the same errors anymore. It was also be a checking instrument of her about the students' understanding. The illustration can be seen in the following vignette.

Vignette, April 9th, 2014
Setting: The VII D Class

...“*Kemarin apa yang telah kita pelajari, ya?* What we have learnt yesterday?” asked the researcher. All the students answered the questions together “Nouns, verbs, signal words.” “Nah signal words-nya kemarin apa? (What kind of signal word have we learnt?)” asked her to recall the students’ memory about the sequence of event. “Sequence of event atau urutan” said some of the students.

Then the researcher showed the example of the students’ work of the previous meeting. “Lihat di sini. Look at this example.” Then she continued by asking the students’ opinion about the answer whether the answer is right or wrong. “...*lalu yang ke empat ada* (...Then, in the fourth step there is) **in the first place**. Is it right?” Some of the students said that the answer is right and some said it is not. Finding that some of the students did not comprehend the material yet, then she re-explained the materials about the signal words.

Vignette 4, Appendix D

The second brushing up of the materials was done at the end of the class using some Indonesian or Indonesian translation. It was done by giving the conclusion of the day’s materials in question and answers session. Involving the students in the question and answer session was done to increase the interaction between the researcher and the students.

Vignette, April 11th, 2014
Setting: The VII D Class

As soon as the bell rang, the students prepared themselves to go home and the researcher brushed up the materials. “So, what we have learnt today? *Apa yang kita pelajari hari ini?*” The students were still busy putting the books into their bag. Some students answer “Measure.” “*Apa itu* measure? (What is the measure?)” asked her. “*Takaran.*” all the students answered the question together.

Vignette 5, Appendix D

4) Providing the students with the vocabulary list with pictures which are related to the topic to develop their mastery of vocabulary.

In the first meeting, the researcher gave the students pictures related to the cooking verbs and nouns. Then, as the homework, the researcher asked the students to enrich their vocabularies by studying the pictures. The students had to identify the labeling utensils before they received the full vocabularies in the next day. They would be more ready with the next materials if they had already known some of the common vocabularies related to the topic.

The researcher gave four kinds of vocabularies. They are food preparations contains many cooking verbs, fruits, kitchen utensils and kitchen areas. It helped students enriched their vocabularies. It was done to replace the incomplete dictionaries that they had.



Figure 6: The picture which describes kitchen condition is used as the vocabularies enrichment.

5) Giving effective feedback by analyzing most errors made by the students and training the students to give feedback.

As stated before that the researcher gave the feedback in some forms. They are written feedback to the class, oral feedback to the whole class, individual feedback using scale, and peer evaluation with focus. The written feedback and individual feedback using scale were done in the pre-test and the post test. The researcher gave some notes or revision of the text using different color pen so that the students knew their mistakes or errors clearly. The written feedback can be seen as the following example of analysis.

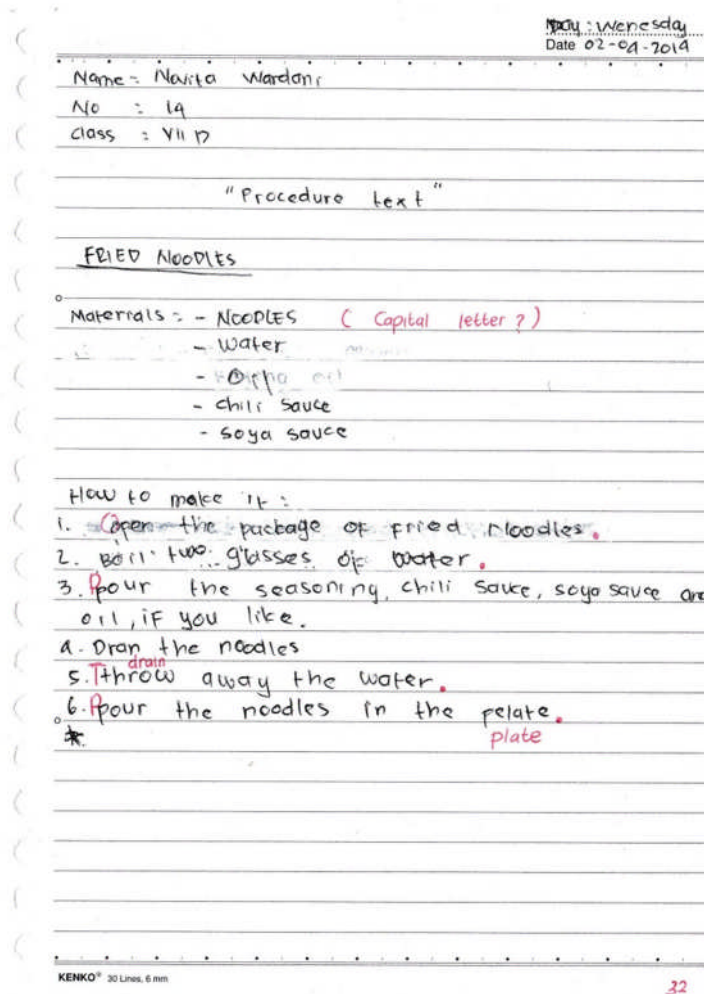


Figure 7: The example of written feedback analyzed by the researcher.

After analyzing the individual writing, the researcher gave an individual feedback using scale. Here, she used score scheme adapted from Brown and Bailey (1984, 39-41) in Brown (2004). It was done for analyzing the aspect which was still low and monitoring the improvement of each aspect after the action.

Other feedback is the oral feedback to the whole class. This kind of feedback was done almost in every meeting, after the students did the task. The researcher gave feedback of some common errors made by the students.

The other feedback is the peer evaluation with focus. In this feedback, she used the Carousel Feedback Structure. In this activity, the students in groups analyzed the other groups' writing. She guided and monitored the students. The situation is captured in the figure below.



Figure 8: The students do the Carousel Feedback. They analyze the other group's writing which is adhered on the wall of the class.

c. Reflection and Findings

After conducting the actions in Cycle I, the collaborators and the researcher conducted a discussion to make some reflections. It was to fulfill the democratic validity and dialogic validity. The discussions were conducted after the class dismissed. Some interviews with the students and the English teacher were also conducted. The followings are the results of the reflections.

1) Doing various *Cooperative Structures*.

During the first meeting, the researcher did not form the heterogeneous team yet. It spent much time to form new seating arrangement using Inside-

Outside Circle so the first plan was not successful enough. From the discussion with the English teacher and the collaborator after the first meeting, the researcher received some suggestions from the English teacher dealing with this problem. The following are the extract of the interview.

-
- R : *Untuk pertemuan pertama, bagaimana evaluasi dari ibu?* (What is your evaluation for the first meeting?)
 T : *Membutuhkan banyak waktu ya untuk menuju materi* (referring to the team formatting and the activities that spends more than 35 minutes). (You need much time in doing the activity)
 R : *Ya bu* (Yes, I do)
 T : *Untuk berikutnya, saya mohon saja untuk task-task beri time limit biar anak-anak lebih cepatlal dan materi kita tersampaikan semua.* (For the futher activities, I asks you to give them limited time in doing the task. It is done to make the students work quickly and we are able to deliver our target material.)

Interview transcript 6, Appendix B

Based on the evaluation of the teacher, the researcher used Heterogeneous Team Formation in the next meeting. Since she had determined the partner before the class began, the students were easily managed to sit based on the seating arrangement map.

In heterogeneous team, it successfully maximized the potential for cross ability tutoring, improved cross sex relations and efficient classroom management. The researcher did not need much time any more to form the new team using some structures and did not need to face the reluctance from the students.

RallyRobin, RoundRobin and Carousel feedback were used in Cycle I. Generally, the cooperative structure improved the students' involvement in teaching and learning process and discussion. The activities successfully helped

the low achiever understand the materials by the high achiever's help. The activities also gave the high achievers the opportunity to develop important social skill by sharing their knowledge.

Unfortunately, not all the students were willing to tutor their partner. The extract below shows the student's unwillingness to help her partner.

-
- R : *Apakah kamu bekerja samadengan partnermu?*(Did not you work cooperatively with your partner?)
- S : *Ga, habisnya partner ku nek disuruh tuch lemot.* (No, we did not work cooperatively. It was because my partner was too slow.)
- R : *Harusnya kamu ajari dia, biar pinternya ga sendirian. Kenapa Miss Jannah jadiin 1 team, karena biar yang pinter. Jadi besok mau janji ngajarin partner nya?* (You should teach her, so that you may transfer your knowledge to her. The reason why I pair the high achievement students with the low achievement students is to help the low students. So, knowing that reason, do you want to help your partner since now?)
- S : *Iya, Miss* (Yes, I do)

Interview transcript 7, Appendix B

The researcher gave her some advices and asked her willingness to help her partner. In the next day, the researcher also gave same advices to the whole class.

The students were enthusiastic in group work. Most of them had learnt how to be cooperative with their new partners. The extract below illustrates their feeling.

-
- R : *Gimana perasaannya belajar dengan partner lain?* (What did you feel when you had to learn with different partner)
- S : *Seneng bisa dapet ilmu dari teman lain.* (I was happy because I could learn from the other)

Interview transcript 8, Appendix B

Most of the groups were good at team management. Every team mates had their own responsibility in doing the task. They enjoyed the cooperative learning in groups. It can be inferred from the following interview transcript.

-
- R : *Bekerja samakah dengan kelompoknya? Di kelompok mana tadi kamu?* (Did you work in team cooperatively? In which group you were?)
 S : *Ya bekerja sama, di grup D.* (Yes, we did. I am in group D.)
 R : *Yang paling berperan siapa? Apa semua bekerja semua?* (Who is participated the most? Did all of the members of the group give their contribution?)
 S : *Bekerja semua.* (Everyone gave his/ her contribution.)
 R : *Besok kalau kaya gitu masi bisa bekerja sama dengan tim itu?* (Can you work with them in the future?)
 S : *Bisa.* (Yes, I can.)

Interview transcript 9, Appendix B

However, during group work there were still few students who took over while others do little in some activities. Group works sometimes did not ensure the individual accountability in some groups which had no good team management. The researcher decided to maximize the time limited activities and help the students dealing with the team management problems.

The use of Indonesian and Indonesian translation was successful in improving the students' interaction with the teacher and the students' understanding about the materials. In addition, it could increase the students' openness about what difficulties they faced. They did not feel reluctant to share about their difficulties and involve in the discussion in teaching learning process. The openness of the students were illustrate in the interview transcript below.

-
- R : *Tadi gimana diajar Miss Jannah?* (What do you think about teaching learning process taught by me?)
 S : *Seneng.* (It was fun.)
 R : *Senengnya kenapa?* (What made it fun?)
 S : *Karena kalau Miss Jannah tuch neranginnya dikit-dikit kalau belum tau mesti ditanya. Terus kalau ditanya masi mau jawab gitu Miss.* (It is because you explained the materials step by step and you always check our understanding when we have not understood yet. You also answer nicely when we ask something)

Interview transcript 10, Appendix B

Most of the students enjoyed to speak Indonesian in delivering their opinion, therefore the researcher sometimes invited the students to keep using English in some terms such as she preferred to say the measure to *takaran*, the ingredients to *bahan-bahan* and etc.

2) Giving a handout of today's materials as a brief guideline.

The handout made the time more efficient. The students did not need to write all explanation had been in handout. As the result, they could focus on the researcher's explanation. The handout also helped the students who could not see clearly or sat behind the class to see the materials in Power Point presentation clearer.

3) Brushing up the previous materials at the first and the end of the class.

Brushing up the previous materials helped the students memorize the previous materials. It also made the connection between the previous materials and the future materials. The researcher also used this action as the comprehension checking instrument. She could know whether the students understand about the materials had been taught before or not and how many

students understand about the materials. It is all could be seen in the discussion session. Almost all the students participated in answering the questions during the brushing time.

Given some motivations and advices not to do the cheating were success in lessening the students' bad habit. A prohibition and a warning which were repeated over and over successfully deterred the students from doing the cheating step by step.

The use of Indonesian and Indonesian translation when brushing up the materials was successfully engaged the students in discussion session. They were actively answered the teachers' questions and consulted their difficulties.

4) Providing the students with the picture-based vocabularies which are related to the topic to develop their mastery of vocabulary.

By providing with vocabularies, the handout had helped the students in not only learning the materials but also enriching the students' vocabularies. The handout was often used by the students when they searched the vocabularies related to the topic but they could not found in their dictionaries. The students were also quicker in finding the vocabularies if they used the handout than if they used the dictionaries.

The handout also helped the researcher controlling the students. After given some vocabulary lists, the students rarely asked and consulted to her about the appropriate word they should use when they found many words available in the dictionary.

5) Giving effective feedback by analyzing most errors made by the students and training the students to give feedback.

During Cycle I, the researcher gave the students written feedback to the class, oral feedback to the whole class, individual feedback using scale, and peer evaluation with focus.

The researcher mostly used oral feedback to the whole class in this cycle. The results of individual feedback using scale and written feedback to the class were also given in oral feedback generally. In the next cycle, she planned to emphasize in individual consultation and oral feedback to the individual student so each student would know which aspect should be improved.

By doing Carousel feedback, the students' awareness on the minimum requirement mistakes was improved. They had chance to comment and given feedback toward the other group's writing. The students really enjoyed the activities. The researcher planned to do the same activities in the next cycle but in the smaller scale, in pairs.

From the post-test I and video analysis, the researcher found some improvement in the class situations and the students' achievement and interest. The following table shows the comparison of the situation before and after the implementation in Cycle I.

Table 8: Comparison of the Situation before and after Cycle I

No.	Before the Implementation	After Cycle I
1.	The students did not aware of their grammar errors.	The students' writing ability was improved in content, vocabulary and organization, but they still lacked of in their language use and mechanics.
2.	The students were not engaged in grammar activities.	Almost all students were engaged the grammar activities in cooperative team but some of them had difficulties in team management.
3.	The students lacked of vocabularies.	The students had sufficient vocabularies related to the cooking verbs provided by the researcher.
4.	The students often did the cheating	There were still cheats done by the students.
5.	The students never did cooperative learning in doing the writing activity.	There were some students who were reluctant working cooperatively.
6.	In working in pairs, the students work individually.	Some students still work individually, while their partner depended on the finished work.
7.	The students showed bored with the activities.	Most of the students were engaged in cooperative activities but still noisy.
8.	The students were afraid of the teacher, so they sat quietly on their seat/ when the teacher checked their understanding. The students were also reluctant to ask the teacher if there is something unclear.	The students were always asked to the researcher to confirm the information. The students opened up the discussion about their problems.
9.	The students hardly understand the materials.	The students more understand when the researcher used Indonesian translation in teaching learning process.
10.	There were 22 students who got the below standard score (pre-test).	There were only 5 students left who got the below standard score (post-test Cycle I).

Looking at the results of Cycle I, the researcher thought that she needed another cycle to fix some problems occurred in Cycle I. She discussed it with the

collaborators and the English teacher then she planned some action to be applied in the next cycle. The action plans of the Cycle II describes below.

2. Report of Cycle II

a. Planning

After having discussion with the English teacher and the collaborator and analyzing the post-test, the researcher decided to implement the more various activities and a new action. Since the students' writings were improved significantly in some aspects, she in this Cycle would give focus on the aspects which were not improved significant yet. She hoped that some new activities would provide the students other new learning environment, help the students deal with the management of the team problems and finally the students' writing skills would be improved. The action plans of Cycle II presents as follows.

1) Implementing cooperative learning

In Cycle II, the researcher had the same action with the previous cycle. She would use English as to greet the students, lead player, checking the students' conditions, and attendance in the beginning of the lesson, to give the instructions of the tasks, to give feedback, to give the conclusion and summary at the end of the class. While in some difficult aspects, she would use Indonesian translation or Indonesian only.

The researcher would keep the cooperative team formation as in Cycle I. The students would remain in the same team. She would not change the team

frequently. It is because the students will not get the opportunity to bond fully as a team and to create a strong team identity. The students also have to adapt themselves with their new partners. It will affect the team management.

The heterogeneous team successfully maximized the students' involvement in the previous cycle. In this cycle, the researcher planned to maximize the cooperative learning in increasing the opportunities for peer tutoring by the high achiever skill to the low achiever.

Dealing with the time consumed activities, she also considered timed activities such as a Timed Pair shared and Simultaneous RoundTable so that each student has limited time to share their idea and write it. In these activities, teams/pairs would take turns to when they're done or time the task so teams finish at about the same time.

In the activities, the researcher would have a role as class timer and monitor. She would give some signal to remind the students about the time left. She also would monitor the students by walking around the class and checking their works and team management.

In Cycle I, some groups work problems were indicated. The researcher found that some students did not have chance to contribute in the tasks. Some of them also reported that they preferred working in pairs to working in groups because in pairs they could manage each partner's responsibility well.

For solving those problems, there would be more pair work in Cycle II. Based on the interviews with the students, many of them were more enjoy in pair work because they could manage the team better. Pair work also would maximize

the simultaneous interaction so the low achievers have more opportunities to contribute in doing the task and be tutored by the partner. Therefore, in this cycle, the researcher would implement more RallyRobin and added Timed Pair Share, in pairs the students would share with partner for a predetermined time while the partner would help. Each student had a chance to write his/her answer.

Beside Timed Pair Share, the researcher also would implement Simultaneous RoundTable. In this activity, each student would have a chance to write an answer of the tasks in a predetermined time. Then, the paper would rotate clockwise so each teammate could contribute answering the task. While one student wrote the answer, the other students might help her/him to search difficult vocabularies in the dictionary. Actually, Timed Pair Share and Simultaneous RoundTable have similar things. First, both of them are predetermined time activities. The second similarity is both of them are simultaneous activities, they give chances to each student to write their answer.

Another activity would be done in this cycle was RallyCoach. The researcher used this activity to give more intensive tutorial to the low achievement students especially the students who did not pass the standard score. Those students would receive feedback and tutorial how to create and revise their writing from their partner intensively.

2) Giving a handout of today's materials as a brief guideline.

As found in Cycle I, the handout was helpful for the students to learn. The researcher planned to give a handout in this cycle too.

3) Brushing up the previous materials at the first and the end of the class.

Brushing up the materials was successfully improve the students' retention in cycle I. The students' participation in question and answer session in making a summary and conclusion at the end of the class was kept doing in this cycle.

4) Providing the students with the vocabularies which are related to the topic and E-dictionary to develop their mastery of vocabulary.

The finding in Cycle I that the students were really helped with the vocabulary lists provided by the researcher since their dictionaries were not complete enough. In cycle II, she planned to keep providing the vocabularies.

Because the theme in Cycle II was quite large, the researcher only provided some common vocabularies. In this cycle, she did not provided pictures related to the vocabularies because she sure that the students did not need the pictures to understand the differences among the words.

The additional aid was planned to solving the problem related to the vocabularies. The researcher planned to use E-dictionary to cover the vocabularies which did not included in the vocabulary list yet.

5) Giving effective feedback by analyzing most errors made by the students and training the students to give feedback.

The researcher planned to do the same feedbacks with the previous cycle. They are written feedback to the class, oral feedback to the whole class, individual

feedback using scale, and peer evaluation with focus. She also planned one additional feedback. It is oral feedback to the individual student. It was done to give the clearer explanation about the individual weaknesses in creating the procedure text so that the students would know which aspect should be revised.

The effective feedbacks were given not only from the researcher but also the students. She also asked the students to analytically analysis the written work using Carousel Feedback Structure as done in Cycle I.

6) Giving the students a chance to tutor other or receive a tutorial by the other.

As found in Cycle I, the researcher found some high achievement students who still reluctantly tutored his/her partner. She expected the high achievement students would help their partner in creating a procedure text. Firstly, she would give written feedback to the individual students, and then she called the student to receive an oral feedback. She asked the partner of the low achievement students to help them revise their writing.

b. Actions and Observations

The actions of the Cycle II were carried out in three meetings on April 23rd, 25th, 30th, 2014. The schedule of Cycle II can be seen in the following table.

Table 9: **The Schedule of Cycle II**

Meeting	Day and Date	Time	PPP Stages
1	Wednesday, April 23 rd , 2014	2x40 minutes (07.00 a.m.-08.20 a.m.)	Procedure text (Presentation stage)
2	Friday, April 25 th , 2014	2x40 minutes (07.00 a.m.-08.20 a.m.)	Procedure text (Practice stage)
3	Wednesday, April 30 th , 2014	2x40 minutes (07.00 a.m.-08.20 a.m.)	Procedure text (Production stage)

As it was done in Cycle I, the researcher became the teacher while the English teacher, as a collaborator, and one or two other collaborators become the observers. The collaborators sat in the back of the class and wrote the field note. The research friends as the collaborators also took documentations during the actions. The field note and the documentations described the implementation of the actions. After the class, she interviewed and discussed with the collaborators about the actions. The researcher also interviewed some students after the class. The detail of the actions can be seen in below.

1) Implementing cooperative learning.

The use of Indonesian translation had proved increase the students' understanding of the materials. Using Indonesian translations increased the students' participation in the discussion. Without translation, the students were hesitant about delivering their difficulties in learning and engaging in the discussion.

The researcher also used Indonesian when she delivered the important information. It was done in order to make the students fully understand about

what she said. It also aimed to ensure that the students catch the meaning clearly so there would be no ambiguity or misunderstanding about the given information. The researcher used Indonesian for example, when she emphasize on how to improve the students' cooperation in order to help the low achiever. The vignette below illustrates the situation.

Vignette, November 8th, 2013

Setting: The VII D Class

After entering the class, the researcher used the time to discuss about the students' first post-test. "*Masih ada 5 siswa yang nilainya masih dibawah KKM. Miss jannah akan mengumumkan siapa saja. ...* (There are still 5 students below the standard score, I will announce them...)". After hearing who got the below standard score, the other students cheered to celebrate their success "Yeee....."

"*Sttttt Miss Jannah tidak akan menyalahkan kelima anak tersebut, tapi malah akan mengontrol siapa partnernya. Karena tanggung jawab partner adalah untuk membantu teman sebangkunya. Kalian mau sukses bareng-bareng atau mau melihat temanmu gagal?* (Be quite, I do not blame the five students, on the other hand I will monitor their partners. Their partners have the responsibility of his/ her friends improvement. Do you want to succeed together or see your friend failed while you succeed?)"asked her. Then, everybody shouted "*Sukses bareng-bareng, Miss.* (We want to get the success together.)"

"*Ya makanya kalian harus bekerja sama. Kalian janji ya nek ga bisa kerja sama dan Miss masih menemukan ada yang di bawah KKM, maka Miss akan membagi nilai partnernya.* (So that you have to work cooperatively. Promise me, if there are still students below the standard, the partner had to share their score." threatened her. "*Ya, Miss.* (Yes, we do)" promised the students.

Vignette 6, Appendix D

The researcher also used English as to greet the students, lead player, checking the students' conditions, and attendance in the beginning of the lesson, to give the instructions of the tasks, to give feedback, to give the conclusion and summary at the end of the class.

During Cycle II, the students used the same team formation with the previous cycle. The students did the individual, the pair and the group work from

the first task to the last task based on the heterogeneous team. There was no change in the member of the team. There were still 8 groups in the class.

As planned before, the researcher implemented some cooperative structure. They were Simultaneous RoundTable, Timed Pair Share, Carousel Feedback, and RallyCoach.

Before the students did the four cooperative structures above, the students do the individual work in task I. Task I was about identifying the generic structure of the text. The researcher believed that most of the students mastered the ability of identifying the generic structure of the text, so the students work individually. There were no difficulties related to the task I, the students did the task quicker that in Cycle I.

In Task 2 and 3, the students did the pair works. They did in RallyRobin Structure. Both tasks were about enriching the vocabularies of the students. The students were more cooperative in helping each other than in the previous cycle. They also were more enthusiastic when the researcher asked them to write their answer in the white board. The students seemed satisfied because they could finish the challenging task and got many right answers. The following figure captures the situation.



Figure 9: **Many students raise their hand signally that they get the right answer.**

In Task 3, the students tried to identify the nouns, verbs and the signal words in the texts. The class became more alive when everybody wanted to write his/her answer in the white board. This image illustrates the situation.



Figure 10: **The students enthusiastically write their answer in the white board.**

In Task 4, the researcher began to apply the Time-Paired Share. This cooperative structure obligates the students in pairs to give some respond

simultaneously. It needs good time management and cooperation to do the task. The students in pairs had to complete the missing goal, materials, and steps of two texts in limited time. They were very enthusiastic because it was challenging for them. The students were interested in limited time activities. The following figure shows the situation.



Figure 11: The students work in pairs and do the Time-Paired Share while the teacher keeps counting down the time.

Same with the previous task, Task 5 needed the students to be quick and cooperate with others. The only difference is in Task 5 the students had to work in groups. The structure called Simultaneous RoundTable. Here, the students had to make a procedure text based on the chosen theme. Because it needed a physical involvement, the students were very active. They seemed enjoying the activity.



Figure 12: **The representative student of each team takes a topic for the next task.**



Figure 13: **The student shows the chosen theme she gets for her team.**

After the time was up, the students tried to analyze the other group's writing and gave them score in Carousel Feedback Activity. Then the researcher and the students discussed it.

2) Giving a handout of today's materials as a brief guideline.

Same with the previous cycle, besides receiving lists of useful vocabularies, the students also received a handout of the materials and tasks. A material handout aimed to give the students clearer sight about materials which were showed in PowerPoint Slide provided by the researcher.

In the handout, the students might write the additional information they needed. In the second cycle materials, the researcher had a different theme from the previous cycle. In cycle I, she discussed about the procedure text related to the food and beverage while in Cycle II, she discussed about the procedure text related to How to make or create something and how to give a manual. There were some differences between them, for example there are no ingredients and utensils in the second procedure text but materials. Therefore, the researcher inserted a comparison between them in the handout so the students could see differentiate the first procedure text and the second procedure text. The material handout was distributed at the beginning of the Cycle II. Tasks procedures were not included in the materials handout. The researcher gave a written task procedure and the task itself before the activity began.

In the next meeting, after the researcher analyzed the students writing, she gave back the writing to the students and gave them some advance to revise it. There were no many errors were done by the students. Most of the errors were related to the mechanism for example the spelling or wrong word choice. Because of that, she wanted to focus on revising the students writing by team tutoring. It was called RallyCoach.

The teacher invited each student to come forward and take the writing and at the same time she gave them some clues related to the area he or she should revise. The students were also provided the blank sheet to rewrite their writing. The situation is captured in the following image.



Figure 14: **The student receives individual consultation from the researcher.**

The low achievement students got a tutorial from his/ her partner. They revised their writing guided by teacher and the partner. The researcher walked around checking the students' tutorial and monitoring them.

In the production stage, the students sit back in their position and make their own procedure text individually.

3) Brushing up the previous materials at the first and the end of the class.

Realizing that this action successfully retained the students' memory about the previous materials, the researcher kept doing this by involving the students' involvement in discussion session as in Cycle I. All students actively answered the

teacher's questions. It could be concluded that they still remembered well the previous materials.

4) Providing the students with the vocabularies and E-dictionary to develop their mastery of vocabulary.

The existence of vocabulary list could not be separated from the students when they were doing the task. It helped the students finding the vocabularies. The vocabularies were given to the students at the beginning of the cycle together with the handout.

The researcher also provided E-dictionaries which presented in LCD in front of the class. It was done to anticipate the vocabularies which were not included in the vocabulary lists. When she was walking around the class and monitoring the team, she found that the students asked many same vocabularies. Then she provided the E-dictionaries to solve the problem. She did not need to walk around related to the vocabulary consultation. The researcher only need to type the word then she asked the students to see the spelling of the vocabulary, so that there would be no repeated vocabularies to be asked.

5) Giving effective feedback by analyzing most errors made by the students and training the students to give feedback.

The combination of the written feedback and the individual oral feedback in the consultation session was done in this cycle. It aimed to revise the low achievers' works. In addition, The use of peer tutoring in RallyCoach helped the

researcher in monitoring the students. Having a high achiever in each pair work was like having one teacher aide for every student.

In Carousel feedback in this cycle, the researcher did not stick the works on the wall; she just rotated the group's work. Consequently, each group would analyze the other group's work. The students were very good in analyzing the writing. Then, there was a checking session. In a checking session, the writing returned to the own group and the group would see their errors and if there was some complains, the students could consult it to her.

6) Giving the students a chance to tutor other or receive a tutorial by the other.

As the researcher explained before, the low achievement students would receive a tutorial from their partner. In peer tutoring called RallyCoach, after receiving the written and individual oral feedback by her, the students backed to their seat and received a tutorial from their partner. If there were some difficulties, the students could consult it with her who always walked and monitored around the class.

c. Reflection and Findings

The situation of the class during Cycle II was much better since the students were used to work in team. The students' writing skills were also improved, especially in the organization of the text, language use and mechanics. The details of the situation of Cycle II are explained below.

1) Implementing cooperative learning.

The students' participation at the class improved significantly. Most of them were active in discussion session. In addition, it increased the students' openness about what difficulties they faced. They always discuss about the unclear explanation and the difficulties they had. The use of Indonesian and Indonesian translation was successful in improving the students' interaction with the teacher and the students' understanding about the materials.

The heterogeneous team successfully maximized the students' involvement. In this cycle the teams were used to work with their member. They adapted well. During Cycle Ii, the students learnt how to manage their team and it was success. They were not only improved their writing skill, but also their social skill such as leadership skills, teamwork skills, listening, validating others, respecting points of view different from their own and conflict resolution skills. The evidence that the students learnt from the problems they could solve can be inferred from the following interview transcript.

-
- | | |
|---|--|
| R | : <i>Apakah ada kesulitan dalam kelompok atau dalam aktivitasnya?</i> (Are there any difficulties in team or in the activities?) |
| S | : <i>Awalnya kadang ga bisa diajak bekerja sama.</i> (At the beginning, sometimes some of the member did not cooperate well.) |
| R | : <i>Apakah awalnya ga saling membantu? Kenapa?</i> (Did you do not help each other? Why?) |
| S | : <i>Karena ga mau disuruh nyari apa.</i> (Because they did not want to help me with the vocabularies) |
| R | : <i>Lalu akhirnya belajar bekerja sama?</i> (Did you finally learn to work cooperatively?) |
| S | : <i>Iya, akhirnya kami belajar bekerja sama.</i> (Now, everyone works cooperatively) |
-

Interview transcript 11, Appendix B

Using Timed Pair Shared and Simultaneous RoundTable structures were successfully solving the time consumed and the problems related to the team management. The students had same opportunities to give a contribution to the team work.

The simultaneous interaction among the students gave them chances to experience the different roles in the team work. The statement above can be concluded from the following interview transcript.

-
- R : *Apakah dikelompokmu juga kamu dibantu? sama siapa?* (Was you helped by the other? Who is it?)
 S : *Iya nofi membantu saat tidak paham.* (Yes, I was. Nofi helped me when I did not understand about something.)
 R : *Apakah kamu juga membantu anggota lain?* (Did you help the others too?)
 S : *Iya,.* (Yes, I did.)
 R : *Dalam kelompok tugasmu biasanya menjadi apa?* (What is your common job in the teamwork?)
 S : *Cari di kamus nek gay a menulis.* (I searched the vocabularies in the dictionary or wrote the answer.)
 R : *Kadang gantian ga tugasnya?* (Did you the job take turn in job distribution?)
 S : *Iya, Miss.* (Yes, We did.)
-

Interview transcript 12, Appendix B

Another activity which was done in this cycle was RallyCoach. The researcher used this activity to give more intensive tutorial to the low achievement students especially the students who did not pass the standard score. Those students would receive feedback and tutorial how to create and revise their writing from their partner intensively. Many improvements were done by the students especially dealing with grammar. The researcher showed the students their pre-test, post-test I and post-test II. Then, she asked the students to compare them and

analyze their own improvement. Here are their opinions related to their achievements.

-
- R : *Kalian sudah melihat di tangan kalian tulisan kalian dari pre-test, lalu post-test I dan post-test II. Menurut kalian kemampuan menulis kalian dilihat dari awal sampai akhir, ada peningkatan ga?* (As you have seen in your hands the result of pre-test, post-test I and post-test II. Do you see any improvement you had made?)
- S1 : *Ada* (Yes, there are)
- R : *Jadi bisa tolong disebutkan perbedaan dari yang pre-test ke post-test I.* (Can you mention the differences between your pre-test and post-test?)
- S1 : *Yang awal belum ada judulnya sama signal wordnya jadi ada.* (Before, there were no the goal/ the title of the text and signal words, while now there are them.)
- R : *Oke, kalau kamu bagaimana?* (Then, how about you?)
- S2 : *Yang awal belum ada judulnya terus jadi ada.* (There was no title or goal at the first test, and now there is it.)
- R : *Lalu dari tanda baca nya ada peningkatan?* (Is there any improvement in punctuation?)
- S2 : *Iya ada banyak.* (Yes, there are many)
- R : *Ok, kalau kamu bagaimana? Sudah ada peningkatan?* (How about you? Are there any improvement?)
- S2 : *Uda, awalnya belum pakai huruf besar yang benar dan belum ada signal word sama takarannya.* (Yes, there are. Firstly, I did not put the right capital letters, signal words and the measure words. Now I put them.)

Interview transcript 13, Appendix B

Besides doing the interview with the students, the researcher also did the interview with the English teacher. The researcher showed the English teacher the students' writing and their improvements. Here is the evaluation from the teacher.

-
- R : *Dari aktivitas yang telah saya buat dan cooperative team yang saya rancang, apakah sudah cukup baik untuk melatih kemampuan menulis siswa?* (From the whole activities and Cooperative Team that I had made, are those effective to improve students' writing?)
- T : *Saya kira sudah.* (I think, yes, it is.)
-

R	: <i>Lalu bagaimana pendapat ibu, apakah siswa terlihat menikmatinya?</i> (So, what is your opinion about the students' involvements? Did they enjoy it?)
T	: <i>Ya menikmati.</i> (Yes, they did)
R	: <i>Mengenai hasil testnya, bagaimana menurut ibu peningkatannya?</i> (How about the test result? Are there any improvements?)
T	: <i>Cukup ada peningkatan terutama pada structure dan punctuation.</i> (There are quite many improvements in structure and punctuation.)

Interview transcript 14, Appendix B

2) Giving a handout of today's materials as a brief guideline.

As found in Cycle I, the handout was helpful for the students to learn. In Cycle II, the handout was still helpful in focusing the students on the materials. They did not need to take some notes when the researcher explained the materials. The students only wrote some additional information in the handout.

3) Brushing up the previous materials at the first and the end of the class.

Brushing up the materials successfully improved the students' retention in not only Cycle I but also Cycle II. The students' participation in question and answer session in making a summary and conclusion at the end of the class was very high.

4) Providing the students with the vocabularies which are related to the topic and E-dictionary to develop their mastery of vocabulary.

Since their dictionaries were not complete enough, the use of dictionary only was not effective. Therefore, the researcher kept providing the vocabularies.

Because the theme in Cycle II was quite large, she only provided some common vocabularies. It helped the students when they did the task. The researcher also provided E-dictionaries which presented in LCD in front of the class. It was done to anticipate the vocabularies which were not included in the vocabulary lists. It also provided the students opportunity to see a correct spelling of the vocabulary. The use of E-dictionary also helped she to control the students. The researcher found that there were many students asked she about the same vocabularies. Using LCD, she made the time more efficient.

5) Giving effective feedback by analyzing most errors made by the students and training the students to give feedback.

The additional feedback, oral feedback to the individual student successfully improved the students' writing. The students received the clearer explanation about the individual weaknesses in creating the procedure text since the students knew which aspect should be revised. The Carousel Feedback was also helped the students to be aware of minimum requirement mistakes.

6) Giving the students a chance to tutor other or receive a tutorial by the other.

The low achievers were coached by their partner. The explanation of the partner made his/her explanation more understandable for the low achievement students. It was because the partner knew how to deal with his/ her partner ability.

In summary, some improvements were made after Cycle II. The following table shows the comparison of the situations after Cycle I and that of after Cycle II.

Table 10: Comparison of the Situation after Cycle I and Cycle II

No.	After Cycle I	After Cycle II
1.	The students' writing ability was improved in content, vocabulary and organization, but they still lacked of in their language use and mechanics.	The students were more aware of their mechanism errors. They were good in language use and mechanics.
2.	Almost all students were engaged the grammar activities in cooperative team but some of them had difficulties in team management.	All the students were engaged in cooperative learning activities.
3.	The students had sufficient vocabularies related to the cooking verbs provided by the researcher.	The students had sufficient vocabularies related to the wider theme provided by the researcher.
4.	There were still cheats done by the students.	There was no cheat done by the students.
5.	There were some students who were reluctant working cooperatively.	All students were interested in cooperative activities.
6.	Some students still work individually, while their partner depended on the finished work.	All the students gave their contribution to the team.
7.	Most of the students were engaged in cooperative activities but still noisy.	The noisy of the class were more manageable.
8.	The students were always asked to the researcher to confirm the information. The students opened up the discussion about their problems.	The students were more independent by asking and consulting with their partner first before the researcher. The students still opened up the discussion about their problems.
9.	The students more understand when the researcher used Indonesian translation in teaching learning process.	The students' comprehensions of the material were increase because of the Indonesian translation use.
10.	There were only 5 students left who got the below standard score (post-test Cycle I).	All the students passed the standard score.

3. The Scores of the Students' Writing Skills during the teaching and Learning Process

As had been stated before, the implementation of cooperative learning and the additional actions were successful in improving the students' writing skills during two cycles. The finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborators.

The tests were done in three times; pre-test, post-test I and post-test II. The pre-test was done before the researcher conducted Cycle I. It was on Wednesday, April 2nd, 2014. She took the individual task in the production stage of Cycle I as the result of post-test I. Post-test I was done on Friday, April 11th, 2014. Post-test II were conducted on Wednesday, April 30th, 2014.

Table 11: The students' Writing Score in the post-test I

No	Nama	Aspects of writing					Tot. (0-100)
		C (0-30)	O (0-20)	V (0-20)	L (0-25)	M (1-5)	
1.	S1	28	20	15	18	4	85
2.	S2	23	17	15	12	3	70
3.	S3	20	17	13	15	4	69
4.	S4	27	19	18	23	5	92
5.	S5	28	20	18	23	5	94
6.	S6	25	20	17	20	4	86
7.	S7	30	20	17	18	5	90
8.	S8	30	20	18	22	5	95
9.	S9	27	20	18	18	5	88
10.	S10	23	20	18	20	5	86
11.	S11	25	20	16	14	5	80
12.	S12	27	18	15	21	4	85
13.	S13	30	20	18	23	5	96
14.	S14	30	20	20	25	5	100
15.	S15	25	17	14	20	4	80
16.	S16	27	20	16	13	4	80
17.	S17	30	20	16	19	5	90
18.	S18	30	20	15	13	4	82
19.	S19	20	20	12	15	5	72
20.	S20	24	20	18	20	4	86
21.	S21	26	20	14	16	4	80
22.	S22	18	11	10	12	2	53
23.	S23	30	20	16	15	4	85
24.	S24	17	20	15	19	5	76
25.	S25	20	12	10	15	4	61
26.	S26	30	20	18	18	5	91
27.	S27	25	18	8	12	4	67
28.	S28	30	20	15	19	3	87
29.	S29	20	18	10	12	5	65
30.	S30	30	20	18	20	5	93
31.	S31	30	18	18	23	5	94
32.	S32	26	17	13	18	4	78
Mean		25.96	18.81	15.37	18.84	4.37	82.37

Before the implementation of the actions, from the pre-test, the researcher found many errors done by the students almost in all aspects. Moreover, there were some students who wrote some text in Indonesian while some others write the unknown word using Indonesia. There were 20 students below the standard score. After conducting the action of Cycle I, the researcher found some improvement. From the post-test I, there were only 4 students who got the score below the standard. The organization of the text of the most students was good. All of the students inserted the measure of the materials and signal words in the steps. There was also improvement in the vocabulary use. Most of the students used right vocabularies. Unfortunately, there were still many things to be improved. Although the students' errors in mechanics were decreased, it had to be improved more. Minimum requirement mistakes were still found in some students. There were also still 2 students who did the cheating.

After conducting Cycle II, the researcher found there were more improvements in many aspects than Cycle I. The minimum requirement mistakes were rarely found. Most of the students were good at vocabulary. There was no cheating in the students' writing. There were also 4 students who got perfect scores. It means that they did not do any errors in their writing.

Table 12: The students' Writing Score in the post-test II

No	Nama	Aspects of writing					Tot. (0-100)
		C (0-30)	O (0-20)	V (0-20)	L (0-25)	M (1-5)	
1.	S1	30	20	16	19	5	90
2.	S2	23	17	15	20	5	80
3.	S3	30	20	17	19	5	91
4.	S4	30	20	18	23	4	95
5.	S5	23	20	20	23	4	90
6.	S6	30	20	17	22	5	94
7.	S7	30	20	19	23	5	97
8.	S8	30	20	16	21	5	92
9.	S9	30	20	18	18	5	96
10.	S10	30	20	20	25	5	100
11.	S11	26	20	18	20	5	89
12.	S12	30	20	20	25	5	100
13.	S13	27	20	18	23	5	93
14.	S14	30	20	18	25	5	98
15.	S15	27	20	16	16	5	84
16.	S16	30	20	18	23	5	96
17.	S17	30	20	10	17	5	83
18.	S18	30	20	17	13	4	84
19.	S19	27	20	16	17	5	85
20.	S20	30	20	20	25	5	100
21.	S21	30	20	25	23	5	98
22.	S22	20	18	15	17	5	75
23.	S23	30	20	20	12	5	88
24.	S24	30	20	15	15	5	85
25.	S25	17	20	18	17	4	76
26.	S26	30	20	18	25	5	98
27.	S27	26	20	10	12	4	72
28.	S28	30	20	18	18	3	89
29.	S29	28	20	13	15	5	83
30.	S30	30	20	20	25	5	100
31.	S31	30	20	18	25	5	98
32.	S32	26	17	18	23	5	89
Mean		28.12	19.75	17.34	20.12	4.78	90.25

Table 13: The Comparison among the Pre-test, Post-test I and Post Test II Scores

Test	Writing Aspects					Tot. Score
	C (0-30)	O (0-20)	V (0-20)	L (0-25)	M (1-5)	
Pre-test	22.28	14.65	12.31	13.5	3.06	65.90
Post-test I	25.96	18.81	15.37	18.84	4.37	82.37
Post-test II	28.12	19.75	17.34	20.12	4.78	90.25
Gain score	5.84	5.1	5.03	6.62	1.72	24.35
The improvement percentage	19.47%	25.5%	25.15%	26.48%	34.4%	24.35%

Nb.

C : Content

O : Organization

V : Vocabulary

L : Language Use

M : Mechanics

Tot : Total Score

According to the comparison among the students' mean scores in three tests, there was an improvement on their writing skills. Most of them got higher score in post-test II than in post-test I. Generally, the students' improvements were in all aspects. The most improvement made by the students was in mechanics aspect. On the other hand, the least improvement was in content aspect. The least improvement was not because the students were low in this aspect, but it was because they were actually mastered this aspect before. Vocabulary and language use were the two aspects that needed to be improved by the English teacher in the next teaching and learning process.

C. Discussion

This part contains the findings of the research in the form of qualitative and quantitative data. The data show the findings obtained during Cycle I and Cycle II, how the changes were made, and the results of the change after each cycle.

The main problem of the English teaching and learning process in the class before the implementation of the actions were the lack of feedback and the lack of writing practice that resulted in the low writing skills of the students. The lack of vocabulary enrichment using context was also the other problems in the class. Therefore, the actions to overcome the problems were needed to be applied to improve the situation.

Using cooperative learning strategy was then chosen as the technique to improve the students' writing skills. The application of the cooperative learning strategy was expected to help the students improve their writing by providing them with opportunities to have more tutorials and discussions not only from the teacher but also from other students.

Feedback in writing process is very crucial since the writers need to know how to spell check and grammar check in editing phrase. In this stage, the writers have to correct their grammar, spelling and punctuation errors. Writing experiences become even more powerful by having students read their work out in small group, to another classmate, or in a large group (Graves, 1983 in Johnson, 2008). Before the implementation of the cooperative learning strategy, there were many errors in language use and mechanics in the students' writing. Then, the

researcher implemented some cooperative learning structures proposed by Kagan (2009) which support the theory above. They are the Carousel Feedback and RallyCoach. Both cooperative structures give the students opportunities to learn how to give feedback in groups and pairs. The students not only received the feedback from the teacher but also their friends. The students successfully learnt how to correct their errors independently. Jones(2008) states that cooperative learning enhances personal competencies of self-reflection and accurate self-assessment. By working closely with other students, learners can evaluate their own strengths and weaknesses. Cooperative learning also encourages the students to become reflective practitioners and strive to continuous improvement. After the implementation of the action, there were some improvements in their writing. The mechanics and language use errors decreased significantly.

Vocabulary exposure was done to improve the students' vocabulary. The students were presented with vocabulary list completed with pictures that would be used to help them. It is important to be certain that the students fully understand what is asked of them in the context rather than focusing only on the words to be learned (Hiebert, 2005). The students were also given some activities in groups for improving their vocabularies. Teaching vocabulary through incidental learning is more effective when it entails active engagement (Hiebert, 2005). Because of that, the researcher also used many activities in order to teach vocabularies through incidental learning. In cooperative learning activities, the students had to actively engage in discussion. The use of both actions successfully helped the students improve their vocabulary mastery.

The class situation before the implementation of the cooperative learning was very noisy. When they started to get bored, they were talked all the time when the teacher was explaining the materials. The students grouping in the class and the teacher role were the cause of the noise. To overcome the problem, the researcher re-formed the students' seat. The heterogeneous group was made based on the rank which also considering the heterogeneous of the students in gender and intelligence level. In addition, Fenstermacher and Soltis (2004) propose the facilitator approach of teaching for completing the action. It places considerable emphasis on making use of students' prior experience. As the facilitative teacher, she helped individual grow personally and rich a high level of self-actualization and self-understanding. She always walked around checking on students' interaction in order to gain the insight into teamwork dynamics.

The benefits of the cooperative learning strategy were not only in academic matters, but also in social-emotional matters. Before the actions, the students were reluctant to work in groups. They were reluctant to share their knowledge or tutor their partner. Almost all of the low-achieving students did not do anything in group work. Kagan (2009) describes that cooperative learning gives many positive benefits such as helps students become more helpful, caring, and have a higher self-esteem. In group work, the students learnt sociability- demonstrates understanding, friendliness, adaptability and empathy; the ability to work with diversity; the ability to exercise leadership; and the ability to participates as member of a team to contribute to group effort (Jones, 2008). After the students leant in cooperative team, they were more engage to work

cooperatively. The low-achieving students were helped by the high-achieving students. In addition, the high-achieving students were not reluctant to share their knowledge. There was effective cooperative learning atmosphere in the class after the actions.

Other data that were acquired in this research were quantitative data. They were in the form of the students' scores of the pre-test, post-test I and post-test II. The researcher used same score scheme adapted from Brown and Brailey (1984, 39-41) in Brown (2004) in pre-test, post-test I and post-test II. According to the comparison between the students mean in pre-test, post-test I and post-test II, there was an improvement in every aspects on the students' writing skill.

The data of the tests supported the observation results as well as the interview transcripts that indicate the success of the implementation of the cooperative learning strategy in improving the students' writing skills. Therefore, the researcher concluded that the cooperative learning strategy successfully improved the students' writing skills.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research findings and discussion in Chapter IV show that the writing skills of the seventh grade students in SMPN 2 Playen improved through cooperative learning strategy. In Cycle I, the researcher implemented cooperative learning and some additional actions. They were giving a handout of today's materials as a brief guideline; brushing up the previous materials at the first and the end of the class; providing the students with the picture-based vocabularies which are related to the topic; and giving effective feedback by analyzing most errors made by the students and training the students to give feedback. Those actions gave an improvement in the students' writing skills.

The actions in Cycle II were implementing cooperative learning; giving a handout of today's materials as a brief guideline; brushing up the previous materials at the first and the end of the class; providing the students with the vocabularies which are related to the topic and E-dictionary; giving effective feedback by analyzing most errors made by the students and training the students to give feedback; and giving the students a chance to tutor other or receive a tutorial by the other. All of the actions applied in Cycle II could improve the students' writing skills.

According to the result of the tests, the students made a better improvement in all aspects. The most improvement made by the students was in mechanics aspect and the least improvement was in content aspect. The least improvement in content aspect was not because the students were low in this aspect, but they were actually mastered this aspect before.

B. Implications

The researcher wrote the implication with regard to the conclusion above: that the implementation of the cooperative learning strategy could improve the students' writing skills. This implies that in the teaching and learning of writing, it is important for teachers to provide adequate writing activities that can stimulate the students to practice their writing and to form the most effective cooperative group for the students. However, in forming the cooperative learning groups, the teacher should consider the students' achieving level and the students' relationship.

The successful of the cooperative learning strategy was also because of the implementation of the additional actions given in the teaching and learning process. In implementing the additional actions, each action has its implication. They are described as follows.

1. Giving a handout of today's materials as a brief guideline

The implementation of giving handout helped the students learn the learning materials. The handout was helpful in focusing the students on

the materials. It implies that handout can be effective tool as the learning source for the students.

2. Brushing up the previous materials at the first and the end of the class

The implementation of brushing up the previous materials at the first and the end of the class was successful in retaining the students' memory. It implies that it is important for the teacher to recall the students' schemata during the teaching and learning process.

3. Providing the students with the picture-based vocabularies which are related to the topic and E-dictionary to develop the students' mastery of vocabulary

Dictionary plays important role in writing to help them find the meaning of difficult vocabularies. However, the insufficient or incomplete dictionary they bought was the problem. To overcome the problem, the picture-based vocabularies and E-dictionary replace the manual dictionary. It implies that it is important for the teacher to provide the students sufficient dictionaries at least one for every group or vocabulary list for the replacement.

4. Giving the students a chance to tutor other or receive a tutorial by the other

The implementation of peer tutoring successfully helped the low achieving students understand the materials better. It implies that it is necessary for the teacher to give more peer tutoring activities.

5. Giving effective feedback by analyzing most errors made by the students and training the students to give feedback

The implementation of this action made the students aware of the mistakes or errors. They corrected themselves and paid attention to somebody's writing in order that they could give feedback. Since the researcher always gave feedback towards their writing, they would not make the same errors. It implies that it is important for teacher to give an opportunity for students to be aware of their minimum requirement mistakes, especially their writing so they can do self-correction or peer-correction.

C. Suggestions

Based on the conclusions and implications explained above, the researcher address the following suggestions for:

1. English teachers

Cooperative learning is an educational innovation to simultaneous address the many challenges and crises faced in life. Therefore, cooperative learning is equipped with more than 200 cooperative structures to be chosen in teaching learning process. By providing the students various activities, they will experience various types of learning activities. There is no one "right way" to develop cooperative learning, and teachers must choose models and methods that match their particular teaching styles, students, and lesson content.

During the teaching learning process, students may find difficulties in expressing their idea in English. Sufficient dictionary is necessary in writing process. Since most of the students have insufficient dictionary, it is suggested that the teacher should provide the students at least one sufficient dictionary in a group during the English class. There is another solution to solve this problem. The teacher may provide the students list of vocabularies related to the topic.

In addition, the English teacher has to give more feedbacks for the students' writing. It is because feedback is the crucial thing to support the students' writing and boost up their level of motivation. Feedback is also a tool to encourage and develop the students' writing skills especially to the lower proficiency level.

2. Students

The success of the cooperative learning depends on the interaction among the teammate in the group. Each teammate should actively engage in every task. There are some suggestions given in order to be a good teammate.

- a) The student has to be a team player. Being a team player means cooperating and doing what is best for the team. The students in a team work together to set and reach same goals. Everyone has to give a contribution and support for achieving the goals.

- b) Everyone needs help sometimes. Ask for help when needed and do not be afraid to ask the teammates for help is necessary to give you clearer understanding about the materials.
- c) Being a good helper, if a teammate needs help and do not just give her or him the answers, can help them comprehend the materials. A good helper teaches his/ her teammate how to do the task so the teammate or the partner can do it on their own next time.
- d) The students have to pay attention to their teammate by watching or listening to her/him. By watching how to do the task, the students can learn something. Listen to the teammate and try to understand what they say gives the students other sights of something. A great answer might be the combinations of various ideas and opinions.

3. Other researchers

For other researchers who are interested in conducting research in the same field, the researcher suggests some suggestions as follow.

In cooperative learning, the students will divide into small groups which consist of four students. It will be difficult to the researcher to handle and monitor all of the groups. It implies that the researcher will be better to have more collaborators to help her/him checking the students' interaction in the teamwork.

There are many advantages of the implementation of heterogeneous team in cooperative learning activity. The heterogeneous team is mixed in achievement level, sex, and character. Sometimes, the researcher has to face the students who refuse to work with others. It implies that the teacher cannot make a student cooperate, but she/he can make it attractive for students to cooperate. Providing the task that can be finished much more quickly and accurately in groups and choosing tasks that take special interest or capability of the reluctant students can be the alternative solutions to solve such problem.

To prevent team problems, the researcher should avoid forming potentially problematic teams. Avoid putting best friends and worst enemies on the same base teams. Best friends often engage in off-task behavior, leaving the other two out. Worst enemies often refuse to cooperate or even fight. It is suggested that the researcher in forming the team has to know the students' characteristic and the relationship among the students. It can be done by asking the teacher's opinion and suggestion about the new group formation.

When teams work on an activity or project, they will finish at different time. The researcher sometime finds that the students spend much time in one activity. There are many cooperative learning structures which have time-limited activity such as Timed Pair Share. When the project is timed, all students finish sharing at the same time.

It would be better to give intangible rewards (praise) to the students than to give tangible rewards (tokens, prizes). It is because the tangible rewards often erode intrinsic motivation while intangible rewards usually enhance intrinsic motivation.

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APPENDICES

APPENDIX A:

VIGNETTES

VIGNETTES

Vignette Observation: November 8th, 2013

The English teacher and the researcher entered the class. The teacher greeted the students and asked their condition “Good Morning, students. How are you today?” Then the students answered “Good Morning. I am fine and you?” “I am fine too, thank you” said the teacher answering the students’ question. The students were very noisy. All of them knew the researcher before, so the researcher did not need to introduce herself. The teacher explained that the aims of the researcher in the class that day were to observe them and to do some research.

The teacher then opened the student worksheet then asked the students about their parents’ job “What is your parent’s work/ job?” The students remained silent. Then the teacher pointed one of the students in the corner. “Risa, what is your father job?” She still stayed silent. “Is he work? Where does he work? I think if your father is a farmer, where does he work? Work work work” The teacher kept asking and repeated the word “work” to invite the student’s idea. There was other sound from other students answered “*Di sawah* (In the rice field)” The teacher asked and answered her own question “Where is your father work place? In the field/ in the farm” Then the teacher also mentioned many kinds of job and wrote it on the white board such as farmer and teacher and their work places.

After explaining about occupations and work places, the teacher asked the students to look at activity six on page 46 and 47. The teacher gave the example how to do the task.

Teacher: “Number 1. Who is she? *Jawabnya apa?* (What is the answer?) She is Mrs Catherine. What does she do? She is a dancer. *Jadi jika ada pertanyaan* (So, if there is a question) Who is she? *Jawabnya apa?* *Jawabnya apa?* (What is the answer?)

Students: “*Nama* (Name).”

Teacher: “*Jika ditanya* (If there is a question) what does she do? *Jawabnya apa?*(What is your answer?). *Jawabnya pekerjaannya atau profesinya. Iki jawabane apa?* (The answer is her job, so what is the answer?)”

Students: “She is a dancer.”

There were 5 questions in the task. The students were asked to work in pairs. After 25 minutes, the teacher asked the students to write the answer on the white board. Some students did not finish their work, then they prefer wait other students’ answer on the white board and rewrite in on their own to find the answer by themselves.

The teacher then corrected the spelling, article and the capital letter of the students’ writing. When the bell rang, the teacher gave a conclusion and summary of that day materials.

Vignette Meeting 1: April, 4th 2014

The first meeting of Cycle I was held on Friday, 5th, April 2014. Because in every Friday the lesson actually begins after the students do “*Jum’at Bersih*”, the researcher asked the English teacher’s permission to begin earlier so that the researcher could take the rest of time by interviewing the teacher and the students. In the morning, the researcher came to the class with the collaborators. The researcher then explained to the students that the English lesson in 2 weeks would be at 7 a.m. The students entered the class then the researcher prepared the materials and the collaborators prepared the camera and the field notes.

The topic to be discussed the day was descriptive text. It was not new materials for the students. After leading the prayer and greeted the students, the researcher reminded them about the pre-test that they took in the previous meeting. The researcher announced that there were 5 students who did the cheating and she was so disappointed about it. The researcher then explained about what the cheating is and why it is forbidden.

The researcher said “*Siapa yang merasa masih mencontek buku atau mencontek temannya? Menconteknya plek-njiplek?* (Who did the cheating, copying from the text in the book or a friend’s writing?)”. Every student in the class kept silent. “*Miss Jannah kecewa kemarin perjanjiannya apa?* I am disappointed. Did you remember the rules yesterday?” continued the researcher. “*Ga boleh nyontek buku atau teman.* (Not allowed to copy from the book or friend’s writing.)” said one of the students. “*Ya, itu namanya cheating dan itu dilarang keras. Apabila besok Miss masih menemukan adanya cheating, Miss Jannah akan hokum. Miss Jannah lebih menghargai pekerjaan kalian yang kurang bagus tapi pekerjaan sendiri dari pada mencontek. Paham?* (Yes, that is. It is cheating and it is forbidden. I will give a punishment to everybody who does the cheating. I will more appreciate the writing which has many errors than the writing which is perfect but cheating)” explained the researcher.

The researcher warned not to do the cheating. The researcher also trained the students to be honest and responsible by not mentioning who did the cheating.

The researcher wanted to know the students' honesty. After that, the researcher asked the students who did the cheating to admit it and repair the pre-test, but only two of them admitted it. Because of it, the researcher called the students at the end of the class and asked them to redo the pre-test.

Before the class began, the researcher checked the students' dictionary. Most of them brought the dictionary, and only 4 students who did not. Because there was a pair of students who did not bring the dictionaries sat in 1 table, the researcher asked the others to share their dictionary. Here, the teacher taught them to say thanks after being helped by the other.

"Siapa yang bersedia meminjami, yang punya 2 dictionaries? Is there anyone wants to lend his/her dictionaries? The students who had two dictionaries in 1 table" asked the researcher asking some help. Then the students who had 2 dictionaries in 1 table raised their hands. After giving the dictionary, the teacher invited the students to say their gratitude. *"You have to say....?"* invited the researcher. *"Thank you"* said the students who borrow the dictionary. Then the student who lent the dictionary replied *"You're welcome"*.

After discussing about their difficulties in the previous pre-test, the researcher mentioned the learning objectives of the day. It was done to make them ready to receive the materials.

In the presentation stage, to build their background knowledge of the text and remind them about the generic structure of the text, the researcher asked them about it.

"Today we will discuss about the procedure text. Procedure text itu apa ya? (What is procedure text?)" asked the researcher. One student said *"Kayak materials, steps gitu Miss (It has materials and steps)"*. Other student said *"Urutan-urutan, Miss (It is like a sequence of events)"*.

The researcher shows the generic structures of the text in PowerPoint Presentation, so the students could clearly see them. She explained that there are 3 parts of procedure text. They are the goal/the title, a list of materials and a sequence of steps. Reminding that there were 2 students who did not put the goal of the text in the pre-test, the researcher also emphasized the importance of each

of the generic structure. Going deeper to the detail information of procedure text, the researcher discussed about the use of measure words and signal word in the text.

“Dalam materials ada takarannya, ada measure-nya. Misalnya kamu mau buat tempe goreng, ada tempe ada garamnya. Nah kalau tidak ada takarannya boleh ga kalau kita taruh 1 gelas garam sedangkan tempenta hanya 1 potong?Boleh ga?”(There must be measures in materials. For example, if you want to make fried tempe, there must be tempe and the salt. If there is no measure of the salt, can we put a glass of salt in 1 piece of tempe?)” the researcher tried to demonstrate the importance of measure. Then, one student answered *“Boleh, tapi asin* (We can, but the result the tempe will be salty)”. Everybody laughed. *“ Ya, tempenya akan jadi asin, makanya kita butuh takaran. Yap, the tempe will be salty, so that we need the measure”* explained her.

“Jadi siapa yang kemarin sudah mencantumkan dalam pre-test? Siapa?” So, who inserted the measure in text in the pre-test?” asked the researcher. Then, one male student raised his hand. “Ok, that’s good” praised her. “Saya belum maksudnya, Miss (I did not do it yet, I mean)” said the student. Then suddenly the class shouted “Hooooo....”

After giving the explanation about the generic structures of procedure text and the detail information in it, the teacher provided the students other procedure text. The title was “How to Make a Milo”. The researcher and the students tried to identify the generic structure of the text. After that, the teacher checked their understanding about it. Everyone said that they were understood. In order to check the understanding of the students, the researcher asked them to do the Task 1. In pairs, the students have to identify the generic structure of two procedure texts.

For the next Task, the researcher planned to change their partner. She used the cooperative Structure called *Outside Inside the Cycle*. Unfortunately the space was limited, so she took the front side of the class for forming the new partner. It was done to give them a new experience of doing cooperative learning with other partner. It was not an easy job; the female student did not want to work with male student and vice versa. It spent more than 10 minutes to form new teams.

Then, in doing the first cooperative task also needed much time. Task 2 is about identifying the generic structure after they arrange the text in a good order and they need more than 25 minutes doing the task. They still adapted to work with their new partner. The researcher made an activity which was physically active so that the students had to cooperate with their partner in finishing their task.

When the time was up, the students collected their work. The researcher gave them homework to enrich the students' vocabularies by giving pictures of fruits, cooking verbs, and cooking utensils. At home, the students were asked to name them in English and Indonesian.

After giving the homework, the researcher summarized the lesson that day and closed the lesson by greeting.

Vignette Meeting 2: April 9th 2014

The researcher and the collaborator entered the class before at 7 a.m. The researcher prepared a new seat position in a seat map, and then hung it in front of the class. The students were very curious about it and checked their name and seat position. The noises began when they knew that they had to sit with different gender student.

“*Weh mbawa apa e Miss? (What do you bring?)*” said many female students when knowing the researcher brought a big cardboard. The researcher just smiled then hung it near the white board. Not too long, many students came closer to check his/ her new position and partner. “*Welah buat apa e Miss ini tuch? Koq aku mesti duduk bareng anak cowok Miss, aku ga mau (What is it for? I do not want to seat with male student)*” complained one of the female students. “*Iya Miss aku juga ga mau nek dijodohin sama dia. (So do I. I do not want to sit with her)*” added other girl by pointing her partner name. *Sekarang kalian duduk sesuai dengan yang ada dalam posisi ini. Nanti Miss akan jelaskan. (Now, please sit down as in this position. I will explain it later)* asked the researcher to the students.

The students reluctantly agreed to sit in their new position as soon as the bell rang. After the researcher leaded the prayer and checking the students’ condition and attendance. There was one student who was absent that day. When the researcher asked why she was absent that day, the student mispronounced *sick* /sɪk/ into *six* /sɪks/. The researcher then corrected their pronunciation.

The researcher said “Who is absent today?” “Nunik” said one of the students. “Why is she absent?” she asked the reason. “Sakit (She is sick)” said the other student. “*Sakit bahasa Inggrisnya apa ya? (What is sakit in English?)*” asked her. The student answered “Sick /sɪks/, Miss”. “No, no /sɪks/ but /sɪk/” The researcher corrected his pronunciation.

The researcher continued by explaining the cooperative learning method they would use. “As I promised yesterday, you will do the cooperative learning *dan inilah partner baru kalian (so this is your new partner)*. You will learn with

this cooperative team today and tomorrow” said the researcher while the students try to comfort themselves with their new partner.

Finished with the explanation of cooperative learning, the researcher then discussed about the homework. The researcher found that some of them did not do the homework. Checking the homework is a solution to deal with the problem related to their disciplinary. The English teacher often did not check or forgot the homework, and then they were used not to do their homework.

“What was the yesterday homework?” asked the researcher to memorize them about the homework. The students pretended unknowing, and none of them answered the question. Some of them only whispered to their partner “*Sing iki lho.* (This one is the homework)” by pointing the homework. Then the researcher said and asked “*Kemarin, Miss Jannah minta kalian untuk mencoba mencari bahasa Inggrisnya gambar yang ada dalam kertas ini.* (Yesterday, I asked you to find out the vocabularies of these pictures in English) Who did it?” “*Belum, belum, belum* (Not yet)” answer the students together. Although when the researcher came closer many of them did the homework although it had no completed yet.

After checking the students’ homework, the researcher distributed the vocabulary lists based on the pictures or the complete answer of the homework. She asked the students to check their answer based on it.

From the vocabularies there were some questions asked by the students related to the fruit. “*Miss nek rambutan kie opo?* (What is *rambutan* in English?)” asked the female student. “Ok, good question. *Untuk beberapa benda terkadang tidak dapat di-Inggriskan. Kebanyakan adalah benda atau sesuatu yang unik dan hanya ada di daerah itu dan tidak ditemukan di Inggris.* (There is no English name for some things. Most of the things are the things which can be found only in the area, not in English” answered the researcher. The researcher continued “*Misalnya tempe, durian, dan banyak lagi. Jadi kita cukup menuliskannya apa adanya. Tidak perlu dibahasa Inggris kan.* (For examples *tempe, durian* and etc. We do not need to translate it).

The activities since the day were teamwork. They would work in pairs or in groups. In doing the Task 4, the students began to work in group of four. The researcher gave the instruction. Before doing the task, the researcher explained the definition and the differences between the noun and the verb.

The class moved into the signal word explanation and continued with doing the next task. The task was about arranging the sentences in steps then practicing to use the right signal words. The activities need much physical energy, so that class was noisy but still under control. However, most of them were so enthusiastic in working with their new team. When the bell rang, the researcher asked the students to ask their parents' permission to go home late this Friday. It was because the class would be in Friday at 12 a.m. The researcher also asked them to bring crayons or pencil colors for the activity in Friday. After the class, there were three students came with the researcher to the library for interview session.

Vignette Meeting 3: April 11th, 2014

The third meeting was carried out in Friday at 12 a.m. It was done because that day was the first exam day and there would be a long holiday next week. After the students had lunch and break for 30 minutes, the researcher began the class, greeted, checking the students' condition and attendance.

The researcher recalled the previous materials by asking what they had learnt yesterday. The students still remembered the materials clearly.

Finding that there were many mistakes in the use of signal words in the previous task, the researcher decided to re-explain the differences among the signal words. In demonstrating the right answer, she showed the false answer to the students.

“Look at this paper. *Urutan yang pertama memakai first*. (In the first step it uses *first*) Is it right?” asked the researcher. “Right” answer the students. Then, she continued with number 2 “And then second and third, right?” “Right” the students answer again. “*Lalu yang keempat memakai signal word in the first place. Bener nggak?* (Then in the fourth step, it uses in the first place. Is it right?). Some answered that it was right and the others answered that the answer was wrong.

Before the students created the text, the researcher focused on giving the grammar focus and tutoring them how to make a procedure text step by step. She focused on the common mistakes done by the students. The researcher also asked the students to analyze an error existed in the text.

After that, the students try to create the text in group of four based on the chosen topic and draw the pictures related to it. Most of them enjoyed drawing pictures. The group's management was good enough. Most of the member of each group had their own task. There was someone who drew pictures, someone who wrote the texts and the others helped by searching vocabularies in dictionaries.

After doing the task, the students tried to analyze the text using Carousel Feedback. The writings were spread around the class and then the group must find the text and gave some analysis. Most of them were good at analyzing the text. They were very accurate in grammar.

After discussing the common mistakes, the rest of time was used to make an individual procedure text. Each student had to write their own procedure text. When the time was twenty past one, the researcher asked them to continue at home. She also warned not to do the cheating. It would be submitted as the post-test of Cycle I. Then, the class was closed by summarizing the materials during Cycle 1 and giving them a chance to ask unclear explanation. Then, the researcher leaded the prayer.

Meeting 4: The researcher and the collaborator came to the class before 7.00 a.m. the researcher announced the result of the pre-test. There were still 5 students got the score below the standards. The researcher also appreciated the students' effort in improving their writing. In Post Test I, the students had inserted the measure words, signal words, conjunctions, and the right pronunciations and capitalizations. Their vocabularies also increased rapidly. It could be seen by the right word choice they used. However there were still some errors in mechanics (the article, spelling, capitalization and punctuation) but those did not make the meaning obscured.

When the researcher announced that there were still 5 students below the standard, the other students were cheering for their achievements. Then the researcher said that she would never blame the five students. She added that she would control their partners and asked the partners to help them for the success of the teaching learning process. The researcher gave the explanation how important being cooperative.

Since it was still early in the morning, the researcher used the time to discuss about their first post-test. *"Masih ada 5 siswa yang nilainya masih dibawah KKM. Miss jannah akan mengumumkan siapa saja. S25, S22, S29, S2, dan S3. (There are still 5 students below the standard score, I will announce them. They are S25, S22, S29, S2, and S3.)"* "Yeee....." cheered the other students.

"Sttttt Miss Jannah tidak akan menyalahkan kelima anak tersebut, tapi malah akan mengontrol siapa partnernya. Karena tanggung jawab partner adalah untuk membantu teman sebangkunya. Kalian mau sukses bareng-bareng atau mau melihat temanmu gagal? (Be quite, I do not blame the five students, on the other hand I will monitor their partners. Their partners have the responsibility of his/ her friends improvement. Do you want to succeed together or see your friend failed while you succeed?)" asked her. Then, everybody shouted *"Sukses bareng-bareng, Miss. (We want to get the success together.)"*

"Ya makanya kalian harus bekerja sama. Kalian janji ya nek ga bisa kerja sama dan Miss masih menemukan ada yang di bawah KKM, maka Miss akan"

membagi nilai partnernya. (So that you have to work cooperatively. Promise me, if there are still students below the standard, the partner had to share their score.” threatened her. “*Ya, Miss.* (Yes, we do)” promised the students.

Then, when the bell rang, the researcher started the lesson. After doing the greeting, prayer, checking condition and checking the attendance, she recalled the students’ memory about the previous meeting. It was done since there was no meeting in more than 1 week.

Meeting 4: April 23rd, 2014

In this meeting the researcher explained that there is not only 1 type of procedure text, but there are the other types. In that day the students would discuss about the other procedure text themed *How to Create Something and Do Something*.

After sharing their experience in creating something or giving manuals, the researcher showed them real objects, 2 handy crafts. The first one was a pencil case made from an empty mineral bottle and the other was a colorful bracelet from yarn. She gave them the example of how to make those handy crafts.

The students were so enthusiastic sharing their experience of making some handy crafts. Some of them were interested in creating text of how to make something while others were interested in creating text of how to give a manual. The class was alive and made some noises when they discussed it.

After sharing about their experience, the researcher asked the students to look at the handout and to find out the differences between the current procedure text and the previous procedure text while she prepared the PowerPoint Presentation.

In doing Task 1 which is identifying goal / materials/ steps, there were no difficulties faced by the students. Then, the students moved to Task 2. In this task, the students worked in pairs to complete the procedure text based on the picture series. The students looked enthusiastic when the teacher asked them to write their answer in the white board. The students seemed satisfied because they could finish the challenging task and got many right answers.

In Task 3, the students tried to identify the nouns, verbs and the signal words of the text. The class became more alive when everybody wanted to try to write their answer in white board.

Finishing the discussion, the researcher asked the students to plan writing a procedure text based on the theme of how to create something or do something at

home. She then asked whether the students had any questions but they said that they did not have any. Then the researcher closed the class by greeting.

Meeting 5: April 25th, 2014

As soon as the bell rang, the researcher began the class. As usual, the researcher greeted the students, led the prayer and then checked the students' situation and attendance. There were 3 students absent that day.

"Who is absent today?" the researcher checked the attendance. "Aditya, Putri desiana sama Sholehuddin, Miss. (Aditya, Putri and Sholehuddin.). "Why are they absent? Everyone knew?" asked the researcher. "*Putri sama Sholehuddin sakit Miss, nek Aditya ga tau kenapa.* (Sholehuddin and Putri were sick but I did not know what happened with Aditya." "*Ya karena banyak yang sakit, harus jaga kesehatan ya.* (Because there are many students did not attend the class because of sick, I hope you all keep your healthy. ok?)" suggested the researcher.

After that, the researcher reminded the students about the previous materials. Most of the students still remembered the generic structure of the text and the differences between a procedure text of *How to make food and beverage* and a procedure *How to create something and do something*. The students were very active in answering the teachers' questions.

"What we have learnt yesterday?" asked the researcher. "Procedure text" answer the students together. "So, procedure text tentang apa? (What is it about?" continued the researcher. "How to create or do something" everyone answer clearly. Then the researcher asked about the generic structure of the text. "*Masih ingat generic structure of the text-nya?* (Do you still remember the generic structure of the text?)" The students answered loudly "The title, the materials and the steps". "Good" praised the researcher.

Then the researcher continued checking the students' comprehension about the differences between the first procedure text and the second one. "*Kemarin Miss Jannah sudah menjabarkan perbedaan procedure text yang cara membuat makanan dengan procedure text sekarang. Apa saja perbedaannya?* (In the previous meeting I had explained about the differences between the procedure text of *How to make food and beverage* and *How to create something or do*

something. What are they?). “*Kalau yang makanan ada utensil sama ingredientsnya sedangkan yang create something ga ada.* (In How to make food, we can find the ingredients and utensils while the other has no)” answered some students and continued with all of the students. Then the students also mentioned the other differences.

From the observation and the interview with some students, the researcher found some problems related to the team contribution. Some students were very active while the others were not. Most of the low achievement students felt that he/ she was never given the chance to do something valuable. By giving the explanation, the researcher asked the students to give the other chances to give the contribution to the team and manage the team well so that each member of the team gave same proportional contributions.

In order to test the individual understanding and effectiveness of team management, the researcher applied the *Time-Paired Share*. This cooperative structure obligates the students in pairs to give some respond simultaneously. It needs good time management and cooperation to do the task. In Task 4, the students in pairs had to complete the missing goal, materials, and steps of two texts in limited time. They were very enthusiastic because it was challenging for them. The students were interested in limited time activities.

Same with the previous task, Task 5 needed the students to be quick and cooperate with others. The only difference is in Task 5 the students had to work in groups. The structure called *Simultaneous RoundTable*. Here, the students had to make a procedure text based on the chosen theme. Because it needed a physical involvement, the students were very active. They seemed enjoying the activity.

After the time was up, the students tried to analyze the other group’s writing and gave them score. Then the researcher and the students discussed it.

Because there were more minutes left, the researcher asked them to use the time to make a procedure text. The bell rang when the students were writing, so they submitted their works and would continue their writings on the next meeting. The researcher then greeted the students then left the class.

Meeting 6: April 30th, 2014

The class started by saying a prayer and checking the students' condition and attendance. There was 1 student absent that day because of sick. After that, because it was the last meeting, the researcher planned to apply the production of the text.

Yesterday, the researcher asked the students to make a procedure text but some of them did not finish yet. This day, after the researcher analyzed the students writing, she gave back the writing to the students and gave them some advance to revise it. There were no many errors were done by the students. Most of the errors were related to the mechanism for example the spelling or wrong word choice. Because of that, the researcher wanted to focus on revising the students writing by team tutoring. It was called RallyCoach.

The teacher invited each student to come forward and take the writing and at the same time the researcher gave them some clues related to the area he or she should revise. The students were also provided the blank sheet to rewrite their writing.

The low achievement students were got a tutorial from his/ her partner. They revised their writing guided by teacher and the partner. The researcher walked around checking the students' tutorial and monitoring them.

In the production stage, the students sit back in their position and make their own procedure text individually. The bell rang when everybody finished with their writing. Then, the students submitted their writing. At the end of the class the researcher asked their opinion about cooperative learning, thanked to the students and gave the suggestion and advices.

The researcher asked the students about the opinion of cooperative learning "*Lebih baik belajar sendiri atau belajar bareng dengan team?*(Which one you choose, individual learning or cooperative learning?)" then the students loudly answer "*Belajar bareng teman-teman.* (We prefer doing cooperative

learning.) “*Jadi sudahkah anda belajar bekerja sama?* So did you try to work cooperatively?” asked the researcher. “*Sudah.* (Yes, we did.)”

“*Jadi setelah ini kalian harus tetap semangat belajar bahasa Inggrisnya meski ga sama Miss Jannah. Kalian harus manut ma Bu Margi dan belajar dengan giat. Terima kasih atas kerjasamanya selama ini. Miss Jannah minta maaf apabila ada kesalahan. Terima kasih.* (So after this, you have to keen on learning English without me. You have to do whatever Mrs. Margi ask and study hard. Thank you very much for the contribution and cooperation. I do apologize for any mistakes. Thank you.)” said the researcher. The class then dismissed when the bell rang. The students shook hands with the researcher before she left.

APPENDIX B:
INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview Transcript 1

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- P : *Bagaimana pendapat ibu mengenai kelas D?* (What do you think of the students of D Class?)
- T : *Owh, lha nek kelas D itu ya karena the slowest learners semua skill nya kurang mba. Anak anaknya susah diatur, rame sendiri, tapi pas ditanya pada diem Mbak.* (Because Class D students are the slowest learners, all skills are needed to be improved. They are low in every skill. The students are noisy but when you are checking the understanding by asking them, they will keep silent).
- P : *Pernakah ibu menggunakan aktivitas yang menyenangkan ga dalam pembelajaran?* (Have you ever used fun activities in teaching learning process?)
- T : *Owh ya pernah kayak mind mapping, kata berantai dan lain-lain.* (Of course, such as mind mapping, chained word and etc.)
- P : *Kalau untuk cooperative learning, apakah Ibu pernah menggunakannya dalam meningkatkan kemampuan menulis?* (Have you ever done cooperative learning in improving their writing skill?)
- T : *Belum pernah, ya cuma sekedar peer work aja.* (Not yet, but I sometimes use peer work only)
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Interview Transcript 2

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- R : *Lagi apa dek?* (What are you doing?)
- S : *Lagi ngerjain tugas Miss.* (We are doing the homework, Miss.)
- R : *... Lha kok ngerjainnya Cuma nyontek gitu? Emang mendadak ngasinya?* (... By the way, why do you cheat your friend's work? Is it a sudden task?)
- S : *Hehehe lha uda dari minggu kemarin Miss. Cuma baru ngerjain sekarang, mau ditumpuk hari ini.* (No, It is not. We just make it now because we have to collect it today.)
- R : *Kenapa ga ngerjain dari kemarin? Ga dimarahin pa ma bu Margi nyontek plek njiplek gitu?* (So what don't you do it from the previous days? Is it ok to do the cheating?)
- S : *Ga sempet Miss. Ga mungkin dimarahi lha wong ga pernah dikoreksi kok.* (We have no time. No, It is ok, she never check it.)
-

Interview Transcript 3

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- R : *Sama bu Margi sering disuruh nulis ga?* (Had you often been asked to write a text by Mrs. Margi?)
- S1 : *Sering tapi ga dikoreksi.* (Yes, We have but she rarely gave the feedback)
- S2 : *Bu guru tuch jarang ngoreksi PR jadi cuma suruh ngumpulin.* (The teacher rarely gave feedback for us. She only asked us to submit it.)
- R : *Miss Jannah tanya kalo ma bu Margi nyenengin ga proses belajarnya?* (I would like to ask, did you enjoy the way Mrs Margi taught you?)
- S3 : *Enggak* (No, we did not). *Jadi kalau bicara tuch ga ngerti artinya jadi ya cuma iya dan tidak gitu miss jawabnya.* (Because she always said in English, we did not understand what she said. We just keep saying ‘yes’ or ‘no’ to answer the questions.)
- R : *Emangnya Bu Margi menggunakan bahasa Inggris 100%?* (Did she speak English 100%?)
- S3 : *Iya pokoknya ngomongnya pake Bahasa Inggris terus. Kadang pake Bahasa Indonesia, tapi dikit.* (Almost. She mostly speaks in English and speaks Indonesian a bit.)
-

Interview Transcript 4

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- R : *Untuk memberikan feedback dalam menulis, itu ibu memberikannya bagaimana? Apakah secara lisan atau tertulis saja atau hanya mengumpulkan pekerjaan?* (In giving feedback, what kind of feedback did you use? Was it in oral or in written form? Or just submitting the task?)
- T : *Ya untuk kelas yang seperti itu kita tempuh semua Mbak.* (For such class (the slowest class) we did all methods.) *Semua dilakukan. Ya kadang nek ga ada waktu ya hanya beberapa.* (I did both, but sometimes just some of the task which I given feedback because of the limited time.)
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Interview Transcript 5

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- R : *Kalau kamu, aktivitas mana yang paling kamu suka?* (Which activity did you like the most?)
- S : *Yang ada menggambar, Miss.* (The activity which required drawing skill.)
-

-
- R : *Kenapa? (Why?)*
 S : *Karena aku suka menggambar. Miss. (Because I love drawing.)*
 R : *Jadi kamu berkontribusi dalam kelompok dengan menggambar? (So you gave a contribution by drawing pictures?)*
 S : *Ya. Miss senang bisa membantu. (Yes, It was my pleasure.)*
-

Interview Transcript 6

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- R : *Untuk pertemuan pertama, bagaimana evaluasi dari ibu? (What is your evaluation for the first meeting?)*
 T : *Membutuhkan banyak waktu ya untuk menuju materi (referring to the team formatting and the activities that spends more than 35 minutes). (You need much time in doing the activity)*
 R : *Ya bu (Yes, I do)*
 T : *Untuk berikutnya, saya mohon saja untuk task-task beri time limit biar anak-anak lebih cepatlal dan materi kita tersampaikan semua. (For the futher activities, I asks you to give them limited time in doing the task. It is done to make the students work quickly and we are able to deliver our target material.)*
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Interview Transcript 7

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- R : *Apakah kamu bekerja samadengan partnermu?(Did not you work cooperatively with your partner?)*
 S : *Ga, habisnya partner ku nek disuruh tuch lemot. (No, we did not work cooperatively. It was because my partner was too slow.)*
 R : *Harusnya kamu ajari dia, biar pinternya ga sendirian. Kenapa Miss Jannah jadiin 1 team, karena biar yang pintar. Jadi besok mau janji ngajarin partner nya? (You should teach her, so that you may transfer your knowledge to her. The reason why I pair the high achievement students with the low achievement students is to help the low students. So, knowing that reason, do you want to help your partner since now?)*
 S : *Iya, Miss (Yes, I do)*
-

Interview Transcript 8

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- R : *Gimana perasaannya belajar dengan partner lain?* (What did you feel when you had to learn with different partner)
- S : *Seneng bisa dapet ilmu dari teman lain.* (I was happy because I could learn from the other)
-

Interview Transcript 9

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- R : *Bekerja samakah dengan kelompoknya? Di kelompok mana tadi kamu?* (Did you work in team cooperatively? In which group you were?)
- S : *Ya bekerja sama, di grup D.* (Yes, we did. I am in group D.)
- R : *Yang paling berperan siapa? Apa semua bekerja semua?* (Who is participated the most? Did all of the members of the group give their contribution?)
- S : *Bekerja semua.* (Everyone gave his/ her contribution.)
- R : *Besok kalau kaya gitu masi bisa bekerja sama dengan tim itu?* (Can you work with them in the future?)
- S : *Bisa.* (Yes, I can.)
-

Interview Transcript 10

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- R : *Tadi gimana diajar Miss Jannah?* (What do you think about teaching learning process taught by me?)
- S : *Seneng.* (It was fun.)
- R : *Senengnya kenapa?* (What made it fun?)
- S : *Karena kalau Miss Jannah tuch neranginnya dikit-dikit kalau belum tau mesti ditanya. Terus kalau ditanya masi mau jawab gitu Miss.* (It is because you explained the materials step by step and you always check our understanding when we have not understood yet. You also answer nicely when we ask something)
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Interview Transcript 11

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- R : *Apakah ada kesulitan dalam kelompok atau dalam aktivitasnya?* (Are there any difficulties in team or in the activities?)
- S : *Awalnya kadang ga bisa diajak bekerja sama.* (At the beginning, sometimes some of the member did not cooperate well.)
- R : *Apakah awalnya ga saling membantu? Kenapa?* (Did you do not help each other? Why?)
- S : *Karena ga mau disuruh nyari apa.* (Because they did not want to help me with the vocabularies)
- R : *Lalu akhirnya belajar bekerja sama?* (Did you finally learn to work cooperatively?)
- S : *Iya, akhirnya kami belajar bekerja sama.* (Now, everyone works cooperatively)
-

Interview Transcript 12

-
- R : *Apakah dikelompokmu juga kamu dibantu? sama siapa?* (Was you helped by the other? Who is it?)
- S : *Iya nofi membantu saat tidak paham.* (Yes, I was. Nofi helped me when I did not understand about something.)
- R : *Apakah kamu juga membantu anggota lain?* (Did you help the others too?)
- S : *Iya,.* (Yes, I did.)
- R : *Dalam kelompok tugasmu biasanya menjadi apa?* (What is your common job in the teamwork?)
- S : *Cari di kamus nek gay a menulis.* (I searched the vocabularies in the dictionary or wrote the answer.)
- R : *Kadang gantian ga tugasnya?* (Did you the job take turn in job distribution?)
- S : *Iya, Miss.* (Yes, We did.)
-

Interview Transcript 13

-
- R : *Kalian sudah melihat di tangan kalian tulisan kalian dari pre-test, lalu post-test I dan post-test II. Menurut kalian kemampuan menulis kalian dilihat dari awal sampai akhir, ada peningkatan ga?* (As you have seen in your hands the result of pre-test, post-test I and post-test II. Do you see any improvement you had made?)
- S1 : *Ada* (Yes, there are)
-

-
- R : *Jadi bisa tolong disebutkan perbedaan dari yang pre-test ke post-test I.* (Can you mention the differences between your pre-test and post-test?)
- S1 : *Yang awal belum ada judulnya sama signal wordnya jadi ada.* (Before, there were no the goal/ the title of the text and signal words, while now there are them.)
- R : *Oke, kalau kamu bagaimana?* (Then, how about you?)
- S2 : *Yang awal belum ada judulnya terus jadi ada.* (There was no title or goal at the first test, and now there is it.)
- R : *Lalu dari tanda baca nya ada peningkatan?* (Is there any improvement in punctuation?)
- S2 : *Iya ada banyak.* (Yes, there are many)
- R : *Ok, kalau kamu bagaimana? Sudah ada peningkatan?* (How about you? Are there any improvement?)
- S2 : *Uda, awalnya belum pakai huruf besar yang benar dan belum ada signal word sama takarannya.* (Yes, there are. Firstly, I did not put the right capital letters, signal words and the measure words. Now I put them.)
-

Interview Transcript 14

- R : *Dari aktivitas yang telah saya buat dan cooperative team yang saya rancang, apakah sudah cukup baik untuk melatih kemampuan menulis siswa?* (From the whole activities and Cooperative Team that I had made, are those effective to improve students' writing?)
- T : *Saya kira sudah.* (I think, yes, it is.)
- R : *Lalu bagaimana pendapat ibu, apakah siswa terlihat menikmatinya?* (So, what is your opinion about the students' involvements? Did they enjoy it?)
- T : *Ya menikmati.* (Yes, they did)
- R : *Mengenai hasil testnya, bagaimana menurut ibu peningkatannya?* (How about the test result? Are there any improvements?)
- T : *Cukup ada peningkatan terutama pada structure dan punctuation.* (There are quite many improvements in structure and punctuation.)
-

APPENDIX C:

SYLLABUS

**THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF THE FIRST GRADE STUDENTS
OF SMPN 2 PLAYEN IN THE ACADEMIC YEAR OF 2013/ 2014**

School : SMPN 2 Playen
Grade : VII
Subject : English Language
Semester : 2

Standard Competency :

12.Expressing meanings through very simple functional written texts and short essays in the form of procedure texts to interact with the surroundings.

Basic Competencies:

12.1 Expressing meanings through very simple functional written texts accurately, fluently, and appropriately to interact with the surroundings.

12.2 Expressing meanings and rhetorical steps in very simple short essays in written work accurately, fluently, and appropriately to interact with the surroundings in the form procedure texts.

CYCLE 1

1ST MEETING

Learning Objectives	Indicators	Teaching Learning Activities	Character building	Learning Materials	Media	Input Text	Evaluation			Allocated time
							Techniques	Instruments	The Examples of Instruments	
<p>At the end of the lesson, the students are able to :</p> <ol style="list-style-type: none"> 1. identify the generic structure of procedure texts. 2. distinguish the goal, the materials and the steps in the procedure texts. 3. Differentiate the nouns and the verbs in the texts. 4. use signal 	<ol style="list-style-type: none"> 1. Identifying the generic structure of the procedure texts. 2. Distinguishing the goal, the materials and the steps in the procedure texts. 3. Differentiating nouns and verbs in the texts. 4. Using signal words in the text. 5. Writing a procedure text. 6. Assessing a procedure text. 	<p><u>Presentation</u></p> <ul style="list-style-type: none"> • Students see some pictures of foods and beverages. • The teacher asks the students experiences about making their own food or beverages. • The teacher explains a procedure text and the use of it in the daily life. • The teacher gives the example of the text. • Students get a vocabulary exposure to the topic. • The teacher explains the generic structure of the text. • The teacher explains various measure words and how to use them. • The teacher explains about how to use of signal words and imperative verb in the procedure text. 	<ul style="list-style-type: none"> • Critics • Logic • Intelligence • Responsibility • Cooperation • Democracy • Creative 	<ul style="list-style-type: none"> • Generic structure of procedure text -purpose -materials -steps • Related nouns • Imperative verbs • Signal words • Measure words 	<ul style="list-style-type: none"> • A white board • Flash cards • Pictures 	Written procedure texts	Written test	Attached	Attached	6x40 minutes

<p>words in the text</p> <p>5. write a procedure text.</p> <p>6. assess a procedure text.</p>		<p><u>Practice</u></p> <ul style="list-style-type: none"> • The students identify generic structure • In pairs, the students identify the generic structure of the text (using RallyRobin Structure) • In pairs, the students arrange the text and identify generic structure of the text (using RallyRobin Structure) • In groups of four, the students identify nouns and verbs of these procedure texts then translate into Indonesian in group of four (using Round Robin and All Write Consensus structures). • In pairs, the students read and match the sentences with the correct pictures (using RallyRobin structure) • In groups, the students arrange the sentences into a good order then rewrite it using signal words (using RoundRobin Structure) • In pairs, the students complete the missing goal/materials/steps of the text (using RallyRobin) 								
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		<p><u>Production</u></p> <ul style="list-style-type: none"> • In groups of four, the students are able to make procedure texts of particular topics and provide it with pictures (using Round Robin and All Write Consensus structures). • In groups, the students assess and give feedback to the other groups' writing (using Carousel Feedback structure) • Individually, the students make procedure texts with pictures. 								
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CYCLE 2

Learning Objective	Indicator	Teaching Learning Activities	Character building	Learning Materials	Media	Input Text	Evaluation			Allocated time
							Techniques	Instruments	The Examples of Instruments	
<p>At the end of the lesson, the students are able to :</p> <ol style="list-style-type: none"> 1. identify generic structure of procedure text. 2. distinguish between the goal, the materials and the steps in procedure text. 3. write a simple procedure text in pairs. 4. differentiate the nouns, the 	<ol style="list-style-type: none"> 1. Identifying generic structure of procedure text. 2. Distinguishing between the goal, the materials and the steps in procedure text. 3. Differentiating the nouns, the verbs and the signal words in the texts. 4. Using signal 	<p><u>Presentation</u></p> <ul style="list-style-type: none"> • Students see some real objects(handy crafts) • Students tell their experience about making something or giving manual. • The teacher explains a procedure text and the use of it in the daily life. • The teacher gives the example of the text. • Students get a vocabulary exposure to the topic. • The teacher explains the generic structure of the text. • The teacher explains various 	Cooperation Intelligence Logic	<ul style="list-style-type: none"> • Generic structure of procedure text -purpose -materials -steps • Related nouns • Imperative verbs • Signal words • Measure words 	<ul style="list-style-type: none"> • A white board • Flash cards • Pictures • Real objects 	<ul style="list-style-type: none"> • Written procedure text • Pictures • Authentic text 	Written test	attached	attached	6x40 minutes

<p>verbs and the signal words in the texts</p> <p>5. write a simple procedure text.</p> <p>6. assess a procedure text.</p>	<p>words and measure words in the text.</p> <p>5. Writing a simple procedure text.</p> <p>6. Assessing a procedure text.</p>	<p>measure words and how to use them.</p> <ul style="list-style-type: none"> The teacher explains about how to use of signal words and imperative verb in the procedure text. <p><u>Practice</u></p> <ul style="list-style-type: none"> Individually, the students do exercise about generic structure (using Rally Robin). In pairs, the students complete the procedure texts with the words in the box (using RallyRobin structure) In pairs, the students identify the signal words, nouns and verbs of the texts (using RallyRobin structure) In pairs, the students complete the missing 								
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		<p>goal/materials/step s in the texts (using timed-Pair-Share)</p> <p><u>Production</u></p> <ul style="list-style-type: none">• In groups, the students make a procedure text based on the chosen topic (using Simultaneous RoundRobin)• The students do a Carousel feedback to assess the other group' work.• The students make a procedure text individually.• The students do RallyCoach to tutor the other.								
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APPENDIX D:
LESSON PLAN

LESSON PLAN

CYCLE 1

School : SMP N 2 Playen

Subject : English

Grade/ Semester : VII/ 2

Standard Competency:

12. Expressing meanings through very simple functional written texts and short essays in the form of procedure texts to interact with the surroundings.

Basic Competency :

12.1. Expressing meanings through very simple functional written texts accurately, fluently, and appropriately to interact with the surroundings.

12.2 Expressing meanings and rhetorical steps in very simple short essays in written work accurately, fluently, and appropriately to interact with the surroundings in the form of procedure texts.

Indicators :

1. Identifying the generic structure of the procedure texts.
2. Distinguishing the goal, the materials and the steps in the procedure texts.
3. Differentiating nouns and verbs in the texts.
4. Using signal words in the text.
5. Writing a procedure text.
6. Assessing a procedure text.

Text : Procedure

Theme : How to Make Our Own Food and Beverage

Skill : Writing

Time Allocation : 3 x 80 minutes (3 meetings)

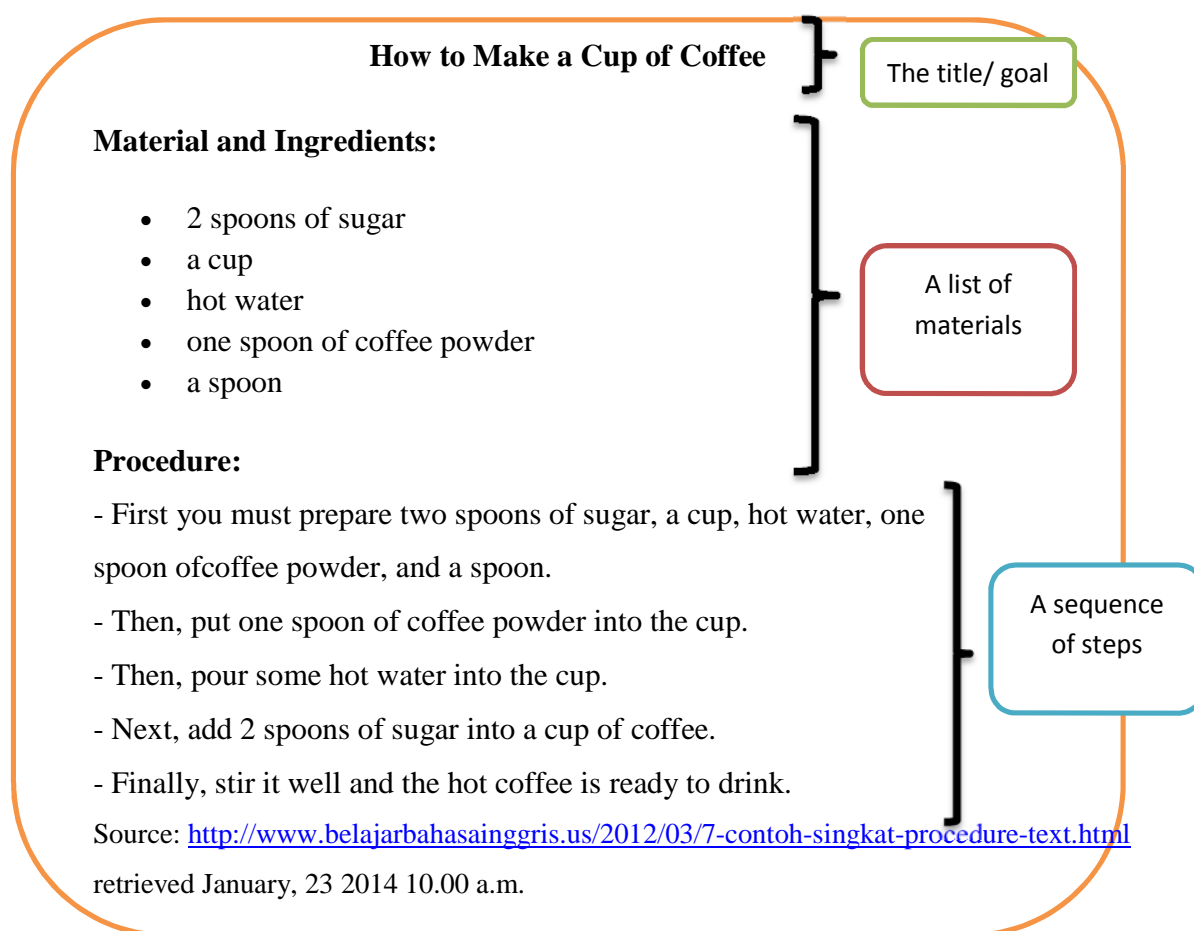
A. Objectives

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

1. identify the generic structure of procedure texts.
2. distinguish the goal, the materials and the steps in the procedure texts.
3. differentiate the nouns and the verbs in the texts.
4. differentiate active and passive verbs in the text.
5. use signal words in the text.
6. write a procedure text.
7. assess a procedure text.

B. Materials

1. Materials for presentation



Vocabulary exposure:

Ingredients: bahan
coffee powder: bubuk kopi
pour : tuangkan
stir well : aduk secara merata

- Explanation of the social function, generic structures and language features of procedure texts.

A procedure text is a piece of text that tells how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere.

Features of a procedure text.

1. An introductory statement or title that gives the aim or goal of the procedure.
2. A list of materials that will be needed.
3. A sequence of steps.

The language features of procedure text are:

1. the use of imperative verbs
2. the use of passive and active sentences.
3. the use of signal words
4. the use of adverbs to describe how the action should be performed

- Vocabularies (simple dictionary)

Food Preparation



1 cut : memotong

2 chop : mencincang

3 slice: mengiris tipis

4 grate: memarut

5 peel: mengupas

6 break/ crack: memecah

7 beat: mengocok

8 stir: mengaduk

9 pour : menuangkan

10 add: menambahkan

13 put...into...: memasukan

14 cook: memasak

15 bake: memanggang (roti)

16 boil: merebus

17 broil: memanggang

18 steam: mengukus

19 fry: menggoreng

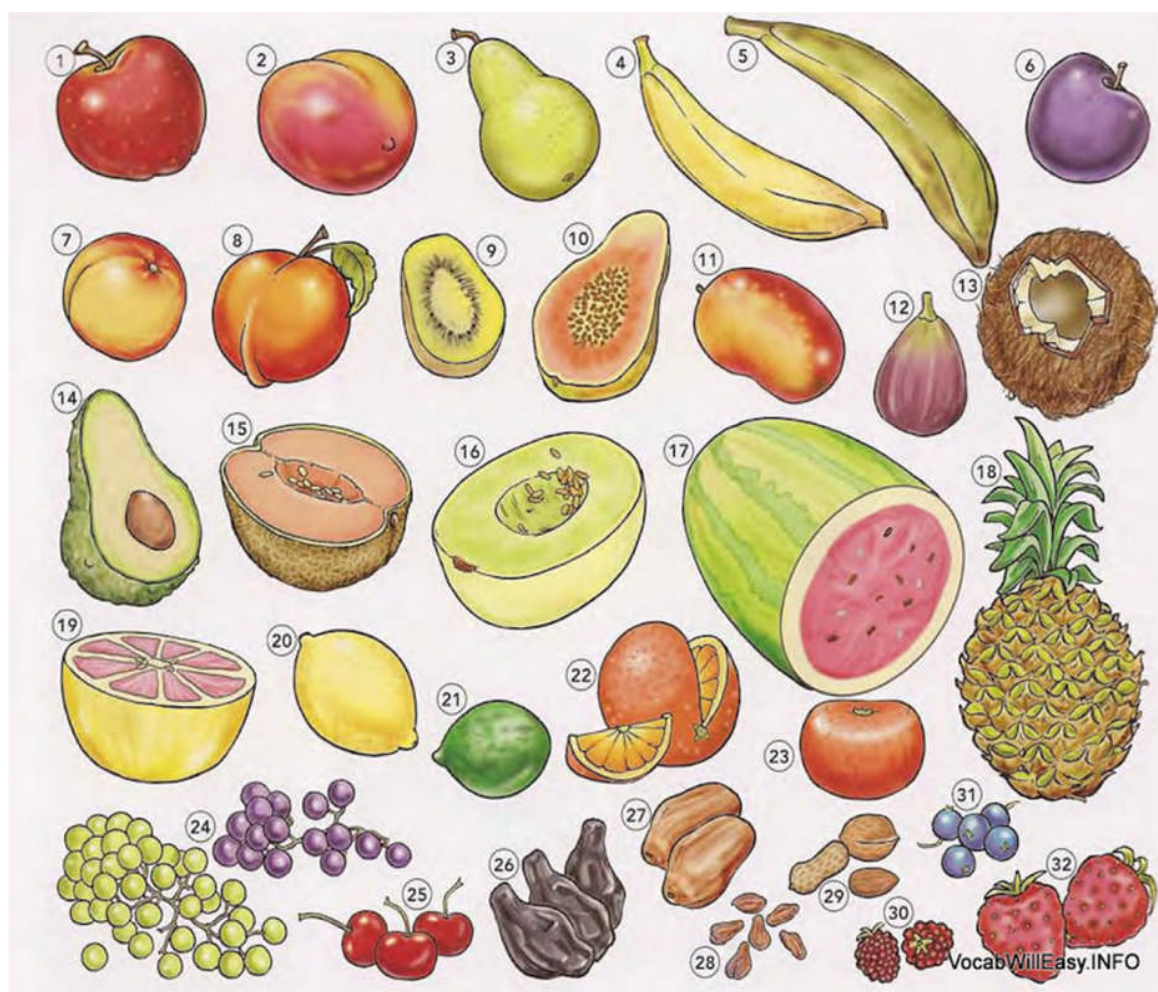
20 saute: menumis

21 simmer: memasak dg api kecil

22 roast: memanggang (daging/ayam)

11 combine: mencampur	23 barbecue/grill: menyate
12 mix: mengaduk	24 stir-fry: mengaduk-menggoreng
	25 microwave: mengoven.

Fruits



1 apple: apel	17 watermelon: semangka
2 peach: persik	18 pineapple: nanas
3 pear: pir	19 grapefruit: jeruk
4, 5 banana: pisang	20 lemon: jeruk limau
6 plum: buah plum	21 lime: jeruk nipis
7 apricot: buah apricot	22 orange: jeruk

8 nectarine: buahnectarin	23 tangerine: jerukbali
9 kiwi: kiwi	24 grapes: anggur
10 papaya: pepaya	25 cherries: ceri
11 mango: mangga	26 prunes: buah plum yang dikeringkan
12 fig: buah ara	27 dates: kurma
13 coconut: kelapa	28 raisins: kismis
14 avocado: alpukat	29 nuts: kacang
15 cantaloupe: melon	30 raspberries: frampos
16 honeydew (melon): melon	31 blueberries: blueberries
	32 strawberries: strawberries.

Kitchen Utensils



1 ice cream scoop =ciduk es krim	18 casserole dish =baki
2 can opener =pembuka kaleng	19 roasting pan =wajan pemanggang
3 bottle opener =pembuka tutup botol	20 roasting rack= rak pemanggang
4 (vegetable) peeler=pengupas	21 carving knife=pisau ukir
5 (egg) beater =pengocok telur	22 saucepan =wajan bergagang
6 lid/cover/top =tutup panci	23 colander =piti
7 pot =panci	24 kitchen timer=pengukur waktu
8 frying pan= wajan	masakan
9 boiler =pengukus	25 rolling pin =penggilas adonan
10 wok = wajan cekung	26 pie plate =piring pie
11 ladle =irus	27 paring knife =pisau buah
12 strainer= saringan	28 cookie sheet= kertas roti
13 spatula =soled	29 cookie cutter = cetakan roti
14 steamer =kukusan	30 bowl = mangkuk
15 knife = pisau	31 whisk =pengaduk
16 garlic press= penggeprek bawang	32 measuring cup= gelas ukur
17 grater = parutan	33 measuring spoon =gelas ukur
	34 cake pan =loyang roti
	35 wooden spoon= sendok kayu

Kitchen Area



1 refrigerator = kulkas	21 microwave (oven)= oven
2 freezer = lemari es	22 potholder= pemegang
3 garbage pail= ember sampah	23 tea kettle= poci teh
4 (electric) mixer= mixer listrik	24 stove/range= kompor gas
5 cabinet= almari	25 burner= pembakar
6 paper towel holder= penggantung handuk	26 oven=oven
7 canister= kaleng	27 toaster= pemanggang roti
8 (kitchen) counter= meja dapur	28 coffeemaker= alat penyedu kopi
9 dishwasher detergent= detergent cuci piring	29 trash compactor=tempata sampah
10 dishwashing liquid= sabun cair cuci piring	30 cutting board=tatakan

2. Materials for practice

TASK 1

In pairs, identify the generic structure of these procedure texts.

How to Make Fried Rice

Ingredients

2 plates of white rice
2 cloves garlic, crushed
5 seeds red onion, mashed
2 seed red chilli, mashed
1 tomato, sliced thin
1 egg, lightly beaten
2 tablespoons cooking oil
1 teaspoon salt
1 teaspoonful pepper powder

Steps

- 1) Saute garlic, onion and red pepper until fragrant.
- 2) Pour the egg and stir to become scrambled.
- 3) Add rice, stir until blended with herbs and no rice to clot.
- 4) Add salt and pepper and stir again until smooth.

Source: <http://bassombear.blogspot.com/2013/05/contoh-procedure-text-how-to-make-fried.html>
retrieved January, 23 2014 10.05a.m

How to Make Brownies

Ingredients

- 150gram of butter
- 150gram of dark chocolate
- 300 gram of flour
- 4 eggs

- 600 gram of regular sugar
- 1 tsp vanilla extract

Steps

1. Melt the chocolate with the butter.
2. Stir the eggs with the sugar and the vanilla extract.
3. Preheat the oven at low temperature
4. Combine the mixes you made.
5. Add the flour and stir with a wooden spoon..
6. Bake for 10-30 minutes.
7. To check the brownies, put a knife in the mix. The knife must be moist!
- 8.. Eat them 15 minutes after you took them out of the oven.

Source: <http://desa-cipajang.blogspot.com/2013/03/contoh-procedure-text-how-to-make.html>
retrieved January 23, 2014 10.14 a.m

TASK 2

Arrange the parts of the following texts into a good order, and then identify the generic structure of the texts.

Parts of the text

How to Make Guava Juice

Ingredients:
 A ripe guava
 2 spoonfuls of sugar
 A glass of water
 Utensils:
 2 glasses
 2 straws
 A knife
 A blender

Steps:

1. First, wash the guavas thoroughly.
2. Cut them into small pieces.
3. Put them into the blender.
4. Add two spoonfuls of sugar into the blender.
5. Add two glasses of water into the blender.
6. Press the 'ON' button and wait for 1 minute or until it is mixed.
7. Press the 'OFF' button.
8. Pour the guava juice into the glass.
9. Put a straw in the glass
10. The guava juice is ready to serve.

How to Make Jelly

Generic structure of the text

Topic / aim

A list of
materials

A list of steps

Topic / aim

Ingredients:

1 packet of jelly powder.
900cc or 3 glasses of water.
120g of sugar

Utensils:

A pan
A mould
A spoon

A list of materials

Steps:

1. Add one packet of jelly powder into 900cc of water in the pan.
2. Boil it and stir until dissolved.
3. Next, add 120g of sugar and stir well.
4. Jelly is ready to be served.

A list of steps

How to Make Fried Noodle

Topic / aim

Ingredients:

A pack of instant
noodle
Some water
Chili sauce
Soy sauce
Fried onions
Seasoning
Vegetable oil

Utensils:

A pan
A spoon
A drainer
A plate
A fork

A list of materials

Steps:

1. Put the pan on the gas stove.
2. Pour some water into the pan.
3. Turn on the gas stove.
4. Boil noodles in briskly boiling water and simmer it for three minutes.
5. Mix seasoning, vegetable oil, chili sauce, and soy sauce on a plate, while noodles are still being cooked.

A list of steps

6. Take the noodles out of the water and drain well.
7. Add seasoning, vegetable oil, soy sauce and chili sauce. Mix well.
8. Garnish the noodles with some fried onions. Enjoy your delicious fried noodles.

Source: Zaida, Nur. 2010. *English Assessment Test for JHS Grade VII*. Jakarta: Erlangga

TASK 3

In group of four, identify nouns and verbs of these procedure texts then translate the nouns and the verbs into Indonesian.

How to Make Fried Rice

Ingredients

- 2 plates of white rice
- 2 cloves garlic, crushed
- 5 seeds red onion, mashed
- 2 seed red chilli, mashed
- 1 tomato, sliced thin
- 1 egg, lightly beaten
- 2 tablespoons cooking oil
- 1 teaspoon salt
- 1 teaspoonful pepper powder

Steps

- 1) Saute garlic, onion and red pepper until fragrant.
- 2) Pour the egg and stir to become scrambled.
- 3) Add rice, stir until blended with herbs and no rice to clot.
- 4) Add salt and pepper and stir again until smooth.

Source: <http://bassombear.blogspot.com/2013/05/contoh-procedure-text-how-to-make-fried.html> retrieved January, 23 2014 10.05a.m

How to Make Brownies

Ingredients

- 150gram of butter.
- 150gram of dark chocolate.
- 300 gram of flour
- 4 eggs.
- 600 gram of regular sugar
- 1 tsp vanilla extract

Steps

1. Melt the chocolate with the butter.
2. Stir the eggs with the sugar and the vanilla extract.
3. Preheat the oven at low temperature
4. Combine the mixes you made.
5. Add the flour and stir with a wooden spoon..
6. Bake for 10-30 minutes.
7. To check the brownies, put a knife in the mix. The knife must be moist!
8. Eat them 15 minutes after you took them out of the oven.

Source: <http://desa-cipajang.blogspot.com/2013/03/contoh-procedure-text-how-to-make.html> retrieved January 23, 2014 10.14 a.m

TASK 4

Read and match the sentences with the correct pictures.

Text 1

1. Cut the bread into two.

2. Pour the syrup into the spoon.

3. Put the straw into the glass.

4. Sprinkle some chocolate rice into the bread.

5. Stir the coffee well.

6. Cut the paper with the scissors.

7. Mix the butter thoroughly.

8. Add some ice cubes into the glass.

9. Shake well before use.

10. Attach the paper with some glue.

20

Sources: Zaida, Nur. 2010. *English Assessment Test for JHS Grade VII*. Jakarta: Erlangga

Text 2

In groups, arrange the sentences into a good order then rewrite it using signal words.

How to Make Cocktail

Prepare some kinds of fruits such as apple, melon, papaya, pineapple and guava.
Wash them after you peel.
Cut them into pieces like a dice
Put the cutting in a bowl
Add boiled water and some syrup
Add a block of ice
The cocktail is ready to be served.

Source: Triningsih, Endang et.al.2013. *Bahasa Inggris*. Yogyakarta: Global

TASK 5

In pairs, complete the missing goal/ materials/ steps of the procedure text.

Text 1

GOAL:.....

Ingredients:

- 1 cucumber, peeled.
- 1 papaya, cut into 1/2 inch cubes.
- 1 pineapple, cut into 1/2 inch cubes, fresh or canned pineapple.
- 1 apple tart, cut into 1/2 inch cubes.
- 1 mango, peeled, cubed.
- 3 tablespoons peanuts, fry.
- 1 hot chili peppers, seeded, sliced.
- 1/4 cup brown sugar
- 1 tablespoon tamarind, dissolved in 1/2 cup water, strained.

Directions

- Mix all the fruit together.
- Grind chilies and salt.
- Add brown sugar.
- Add dry roasted peanuts and grind completely.
- Pour some tamarind liquid.
- Mix the sauce and fruit together.
- Serve chilled.

Source: <http://blogpetang.blogspot.com/2013/01/procedure-text.html>, retrieved February 23, 2014, 9.23 p.m

Text 2

How to Make Sweet Hot Tea

MATERIALS:.....

To begin make a glass of sweet hot tea, you may look up too the instruction below:

1. Boil water until it is boiled.
2. Pick a glass and put a bag of tea.
3. Add some sugar.
4. When the water is boiled, pour it into the glass.
5. A glass of sweet hot tea is ready to serve.

Source: <http://blogpetang.blogspot.com/2013/01/procedure-text.html>, retrieved February 23, 2014, 9.23 p.m

Text 3

How to Make Tempe Goreng

Ingredients

- * 1 clove garlic
- * some colanders
- * 1 teaspoon salt
- * 1/4 pound tempe
- * 1/4 cup oil -for frying
- * 1 bottle hot chili sauce

Directions:.....

Source: <http://blogpetang.blogspot.com/2013/01/procedure-text.html>, retrieved February 23, 2014, 9.23 p.m

3. Materials for production

TASK 6

In a group of four, make a procedure text of the following topics and provide it with pictures.

1. How to Make Hot Sauce
2. How to Make a Strawberry Juice
3. How to Make a Glass of Milk
4. How to Make a Chicken Sate
5. How to Make Rujak Buah
6. How to Make Lotek
7. How to Make a Glass of Coffee Milk
8. How to Make a Sunny Egg
9. How to Make an Omelet
10. How to Make a Glass of Orange Juice

TASK 7

Make your own procedure using pictures.

C. Technique

PPP (Presentation, Practice, Production)

Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	<ol style="list-style-type: none"> 1. Greeting the students. 2. Checking the students' attendance. 3. Leading Praying. 4. Checking the students' readiness. 5. Discussing the students' experiences of making something. 6. Mentioning the learning objective. 	<ol style="list-style-type: none"> 1. Greeting the teacher. 2. Praying. 3. Preparing themselves for the lesson. 4. Discussing their experience about making something. 5. Listening to the teacher.
Main Activities		
Presentation	<ol style="list-style-type: none"> 1. Showing some pictures of food and beverage. 2. Asking students experience about making their own foods or beverages. 3. Asking students to mention many vocabularies related to the topic based on the pictures. 4. Explaining various terms and useful vocabularies related to the topic (vocabulary exposure) 5. Guiding the students to identify the social function, generic structure and the language features of the text. 6. Explaining about signal words and how to use them. 7. Giving the students chances to ask if there is anything unclear. 	<ol style="list-style-type: none"> 1. Discussing their experience about making food and beverages. 2. Mentioning many vocabularies related to the topic based on the pictures. 3. Identify the social function, generic structure and language features of the text. 4. Pay attention to the explanation of signal words (sequence of events). 5. Asking.
Practice	<ol style="list-style-type: none"> 1. Asking the students to work in pairs and take turns stating responses or solutions 	<ol style="list-style-type: none"> 1. Doing Task 1 in pairs.

	<p>(RallyRobin structure) to do Task 1 (identify generic structure of the texts).</p> <p>2. Checking the students' works together with the students.</p> <p>3. Giving the students chances to ask if there is anything unclear.</p> <p>4. Asking the students to work in pairs and take turns stating responses or solutions (RallyRobin structure) to do Task 2 (arrange the text and identify generic structure of the texts)</p> <p>5. Checking the students' works together with the students.</p> <p>6. Giving the students chances to ask if there is anything unclear.</p> <p>7. Asking the students to work in groups of four and take turns stating responses or solutions (Round Robin structure) to do Task 3 (identify nouns and verbs of these procedure texts then translate into Indonesian in group of four). Then, asking them to write the answer in their own book.</p> <p>8. Checking the students' works together with the students.</p> <p>9. Giving the students chances to ask if there is anything unclear.</p> <p>10. Asking the students to work in pairs and stating responses or solutions (Rally Robin structure) do Task 4a (read and match the sentences with the correct pictures).</p> <p>11. Checking the students' works together with the students.</p>	<p>2. Checking their works</p> <p>3. Asking.</p> <p>4. Doing Task 2 in pairs.</p> <p>5. Checking their works</p> <p>6. Asking.</p> <p>7. Doing Task 3 in groups.</p> <p>8. Checking their works</p> <p>9. Asking.</p> <p>10. Doing Task 4 in pairs.</p>
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	<p>12. Giving the students chances to ask if there is anything unclear.</p> <p>13. Asking the students to work in pairs and stating responses or solutions (Rally Robin structure) do Task 4b (arrange the sentences into a good order then rewrite it using signal words) using RoundRobin structure .</p> <p>14. Checking the students' works together with the students.</p> <p>15. Giving the students chances to ask if there is anything</p> <p>16. Asking the students to to work in pairs and take turns stating responses or solutions (Rally Robin structure) do Task 5 (completing the missing goal/ materials/ steps of the procedure text.)</p> <p>17. Checking the students' works together with the students.</p> <p>18. Giving the students chances to ask if there is anything unclear.</p>	<p>11. Checking their works</p> <p>12. Asking.</p> <p>13. Doing Task 5 in groups.</p> <p>14. Checking their works</p> <p>15. Asking.</p> <p>16. Doing Task 6 in pairs.</p> <p>17. Checking their works</p> <p>18. Asking.</p>
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Production	<ol style="list-style-type: none"> 1. Asking the students to work in groups of four and take turns stating responses or solutions (Round Robin structure) to do Task 6 (make procedure texts of the following topics and provide it with pictures) and monitoring. 2. Collecting the students' writing. 3. Asking students to do assess the other groups' work using Carousel feedback. 4. Asking the students to do Task 7(make procedure texts with pictures)and monitoring. 5. Collecting the students' writing. 	<ol style="list-style-type: none"> 1. Doing Task 2 in groups. 2. Displaying the works. 3. Assessing the other groups' work. 4. Making a procedure text using pictures individually.
Closing Activities		
	<ol style="list-style-type: none"> 1.Reviewing the lesson. 2.Explaining the activities in the next meeting. 3.Leadng praying. 4.Saying thank you and ending the lesson. 	<ol style="list-style-type: none"> 1. Reviewing the lesson. 2. Listening the teacher. 3. Praying. 4. Ending the lesson.

D. Media

1. A white board
2. Flash cards
3. Pictures

E. Sources

1. <http://bassombear.blogspot.com/2013/05/contoh-procedure-text-how-to-make-fried.html>
retrieved January, 23 2014 10.05a.m
2. <http://blogpetang.blogspot.com/2013/01/procedure-text.html>, retrieved February 23, 2014,
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3. <http://desa-cipajang.blogspot.com/2013/03/contoh-procedure-text-how-to-make.html>
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6. Zaida, Nur. 2010. *English Assessment Test for JHS Grade VII*. Jakarta: Erlangga

F. Assessment

- a. Form : Writing a procedure text.
- b. Rubric : Scoring Scheme of Writing in Five Components Adapted from Brown and
Bailey (1984, 39-41) in Brown (2004)
- c. Scoring:

$$\frac{\text{Score}}{\text{Total score}} \times \text{Ideal score}(100)$$

LESSON PLAN

CYCLE II

School : SMP N 2 Playen

Subject : English

Grade/ Semester : VII/ 2

Standard Competency:

12.Expressing meanings through very simple functional written texts and short essays in the form of procedure texts to interact with the surroundings.

Basic Competency :

12.1.Expressing meanings through very simple functional written texts accurately, fluently, and appropriately to interact with the surroundings.

12.2 Expressing meanings and rhetorical steps in very simple short essays in written work accurately, fluently, and appropriately to interact with the surroundings in the form of procedure texts.

Indicators :

1. Identifying the generic structure of the procedure texts.
2. Distinguishing the goal, the materials and the steps in the procedure texts.
3. Differentiating nouns, verbs and signal words in the texts.
4. Using signal words and measure words in the text.
5. Writing a procedure text.
6. Assessing a procedure text.

Text : Procedure

Theme : How to Do or Create Something

Skill : Writing

Time Allocation : 3 x 80 minutes (3 meetings)

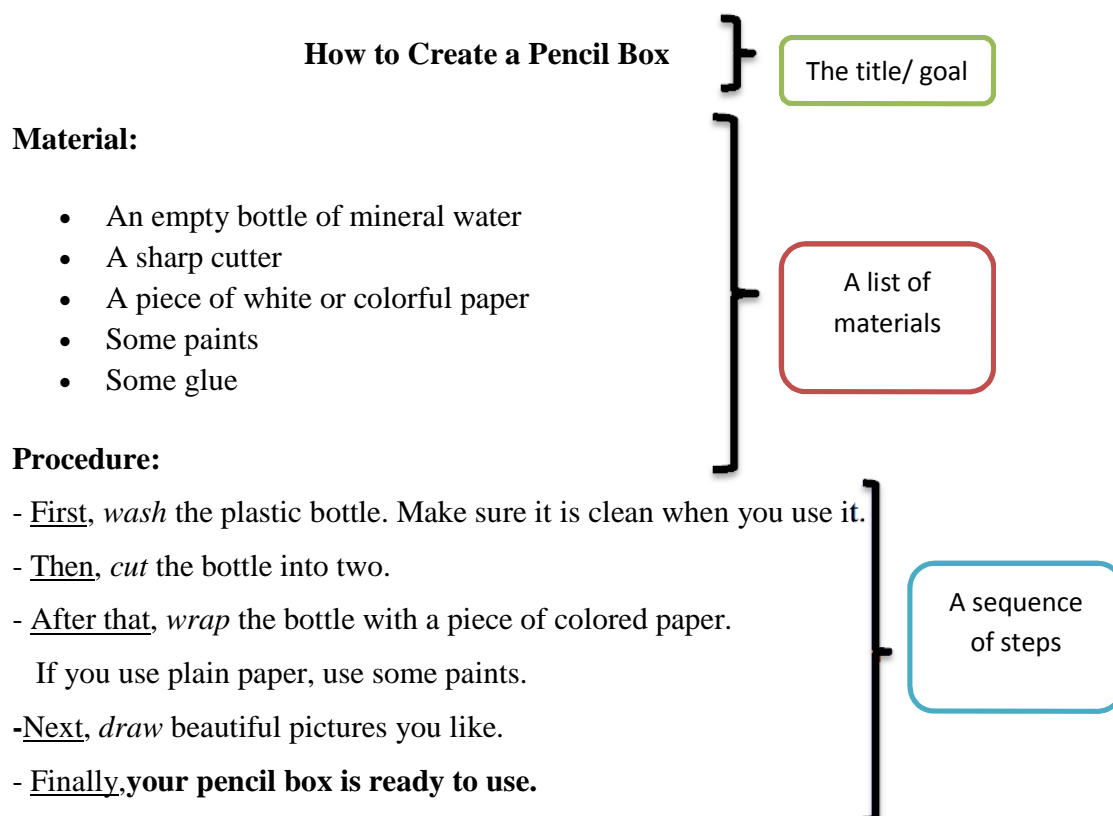
A. Objectives

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

- identify the generic structure of procedure texts.
- distinguish the goal, the materials and the steps in the procedure texts.
- differentiate the nouns, the verbs and the signal words in the texts.
- use signal words and measure word in the text.
- write a procedure text.
- assess a procedure text.

B. Materials

- Materials for presentation



Source: <http://3.bp.blogspot.com/> Retrieved 21 April, 2014 11:09

i. Vocabulary exposure:

Make sure: pastikan

Wash: mencuci

Wrap: membungkus

Draw: menggambar

ii. The differences between how to make food and beverage and how to create or do something are:

No	Procedure how to make food/ beverage	How to create/ do something
1	Generic structure of text -Goal -Ingredients and utensils(bahan dan alat dapur) -Procedures	Generic structure of text -Goal -Materials/ tools -Procedures
2	Vocabularies involves especially cooking verbs and utensils	Vocabularies involves more general verbs and nouns
3	Usually the last step tells about that food/beverage is ready to <i>serve</i> .	The last step may tell that ex. the pencil box is ready to <i>use</i> .

iii. Explanation of the social function, generic structures and language features of procedure texts.

A procedure text is a piece of text that tells how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere.

Features of a procedure text.

4. An introductory statement or title that gives the aim or goal of the procedure.
5. A list of materials that will be needed.
6. A sequence of steps.

The language features of procedure text are:

5. the use of imperative verbs
6. the use of passive and active sentences.
7. the use of signal words
8. the use of adverbs to describe how the action should be performed

Signal words (sequences of event)

1. First/ The first step/ First of all
 2. Second/ The second step
 3. Third/ The third step
 4. Fourth/ The fourth step
 5. Fifth/ The fifth step
 6. Sixth/ The sixth step
 7. Seventh/ The seventh step
 8.
 9. Finally/ The last step
- } Next/ Then/After that

Useful Vocabularies

*verbs

No	Vocabularies	Indonesian translations
1.	Clean	Membersihkan
2.	Close	Menutup
3.	Color/ Paint	Mewarnai
4.	Combine	Menggabungkan
5.	Connect	Menyambung
6.	Cut	Memotong
7.	Don't forget	Jangan lupa
8.	Draw	Menggambar
9.	Dye	Mencelupkan
10.	Fold	Melipat
11.	Garnish	Menghiasi
12.	Glue	Mengelem
13.	Make sure	Memastikan
14.	Mix	Mencampur
15.	Open	Membuka
16.	Organizewell	Menata dg rapi
17.	Pass	Melewati/ melalui
18.	Peel	Mengupas
19.	Plant	Menanam
20.	Prepare	Siapkan
21.	Press	Menekan
22.	Pull	Menarik
23.	Push	Mendorong
24.	Put....into	Memasukan
25.	Ready to use	Siap pakai

26.	Release	Melepaskan/ mengendorkan
27.	Remove	Mengeluarkan
28.	Repeat	Mengulangi
29.	Roll	Menggulung
30.	Shape	Membentuk
31.	Sharpen	Meraut/ menajamkan
32.	Sprinkle	Menaburi
33.	Stab	Menancapkan
34.	Stick	Menempelkan
35.	Stir well	Mengaduk dg rata
36.	Squeeze	Memeras
37.	Take	Mengambil
38.	Tie	Mengikat
39.	Turn of	Mematikan
40.	Turn on	Menyalakan
41.	Unfold	Membuka lipatan
42.	Use	Menggunakan
43.	Wash	Mencuci
44.	Write	Menulis

*Nouns

No	Vocabularies	Indonesian Translations
1.	Cutter	Pisau pemotong
2.	Glue	Lem
3.	Material	Kain
4.	Paint	Cat warna
5.	Paper	Kertas
6.	Paper	Kertas
7.	Scissors	Gunting
8.	Styrofoam	Sterofom
9.	Wood	Kayu

*Adjectives

No	Adjectives	Meaning
1.	Thin >< Thick	Tipis >< Tebal
2.	Soft >< Hard	Lembut >< Kasar
3.	Plain >< Colorful	Hampa >< Berwarna
4.	Big >< Small	Besar >< Kecil
5.	Dirty >< Clean	Kotor >< Bersih

6.	Short >< Long	Pendek >< Panjang
7.	Low >< High	Rendah >< Tinggi
8.	Boring >< Interesting	Membosankan >< Menarik
9.	Useless >< Useful	Tidak berguna >< Berguna
10.	Ugly >< Beautiful	Buruk >< Indah

- b. Materials for practice

TASK 1

Individually, identify the generic structure of these procedure texts.

Text 1

How to Brush Your Teeth Properly

What you need.

- A soft tooth brush
- A tooth paste
- Water

What to do.

1. The first step, squeeze some tooth paste onto a brush.
2. Then, add a little water.
3. After that, gently brush each side of every tooth.
4. Next, gently brush gum too.
5. Then, raise your mouth with water.
6. Finally, you have clean health teeth now.

Source: www.putrizzak.blogspot.com retrieved 21 April, 2014 11:14

Text 2

How to Grow Sunflower in Your Garden

Materials

- Sunflower seeds
- Soil
- A stick
- A pot
- Compost

Steps

- First of all, put some soil into a pot.
- Then, dig the soil with a stick.
- Place the sunflower seed in it.
- Then layer the seeds with the soil.
- After that, add some compost.
- Finally, you are success planting sunflowers. Remember to water the sunflower seeds daily.

Source: www.wikihow.com Retrieved 22 April, 2014 11:34

TASK 2

Look at the pictures. In pairs, complete the procedure text with the words from the box.

draw glue put color stick scissors

First, (1) _____ pictures of flowers and leaves on thick paper. Then, cut the pictures using (2) _____. (3) _____ the pictures using crayons. Prepare 50cm x 100cm styrofoam. (4) _____ the pictures around the styrofoam using some (5) _____.

TASK 3

In pairs, identify nouns, verbs and signal words of these procedure texts

Text 1

How to Brush Your Teeth Properly

What you need.

- A soft tooth brush
- A tooth paste
- Water

What to do.

7. The first step, squeeze some tooth paste onto a brush.
8. Then, add a little water.
9. After that, gently brush each side of every tooth.
10. Next, gently brush gum too.

11. Then, raise your mouth with water.
12. Finally, you have clean health teeth now.

Source: www.putrizzak.blogspot.com retrieved 21 April, 2014 11:14

Text 2

How to Grow Sunflower in Your Garden

Materials

- Sunflower seeds
- Soil
- A stick
- A pot
- Compost

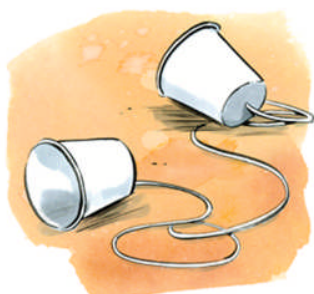
Steps

- First of all, put some soil into a pot.
- Then, dig the soil with a stick.
- Place the sunflower seed in it.
- Then layer the seeds with the soil.
- After that, add some compost.
- Finally, you are success planting sunflowers. Remember to water the sunflower seeds daily.

Source: www.wikihow.com Retrieved 22 April, 2014 11:34

TASK 4

In pairs, complete the missing goal/ materials/ steps of the procedure text.



How to Make A Telephone with Plastic Cups

MATERIALS

STEPS

- Cut thread about 3 metres.
- Take the cup and make a hole on the top of it
- Pass the thread through the hole
- Tie the thread with of the small stick
- Repeat the procedure with the second cup and stick
- After you make it, ask a friend to play with you.
- Ask your friend to talk into the cup and you hold the other cup to your ear. Have fun!

Source: <http://www.simplekidscrafts.com/video/easy-kids-crafts-how-to-make-telephone-with-plastic-cups> retrieved April 18, 2014 14:20

Text 2

How to Charge Handphone Baterai



Prepare your :

- hand phone
- battery charger

Steps :

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Sources: <http://www.kursusmudahbahasainggris.com/2013/09/15-contoh-procedure-text-terlengkap-dan.html#ixzz2zVC1pUS4> retrieved April 21, 2014 2:06 p.m and Image from www.kab-berita.blogspot.com retrieved April, 22 2014 11:15 a.m.

c. Materials for production

TASK 5

In pairs, make a procedure text of the following topics.

1. How to clean the glass.
2. How to wash plates.
3. How to wash clothes.
4. How to send a letter.
5. How to call someone by phone.
6. How to send SMS.
7. How to iron a cloth.
8. How to search something in Google.
9. How to sharpen a pencil.



TASK 6

Make your own procedure how to create or do something.

C. Technique

PPP (Presentation, Practice, Production)

D. Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	<ol style="list-style-type: none"> 1. Greeting the students. 2. Checking the students' attendance. 3. Leading Praying. 4. Checking the students' readiness. 5. Discussing the students' experiences of making something. 6. Mentioning the learning objective. 	<ol style="list-style-type: none"> 1. Greeting the teacher. 2. Praying. 3. Preparing themselves for the lesson. 4. Discussing their experience about making something. 5. Listening to the teacher.
Main Activities		
Presentation	<ol style="list-style-type: none"> 1. Showing some handy craft that the students probably made. 2. Asking students experience about making their own toys. 3. Asking students the experience of giving manual. 4. Guiding the students to identify the social function, generic structure and the language features of the text. 5. Explaining the differences between the procedure text of how to make food/beverage and how to create thing/ manual. 6. Reminding about signal words and how to use them. 7. Giving the students chances to ask if there is anything unclear. 	<ol style="list-style-type: none"> 1. Discussing their experience about handy craft or giving manual. 2. Identify the social function, generic structure and language features of the text. 3. Pay attention to the explanation of signal words. 4. Asking.
Practice	<ol style="list-style-type: none"> 1. Asking the students to work individually to do Task 1 	<ol style="list-style-type: none"> 1. Doing Task 1 individually.

	<p>(identify generic structure of the texts).</p> <ol style="list-style-type: none"> 2. Checking the students' works together with the students. 3. Giving the students chances to ask if there is anything unclear. 4. Asking the students to work in pairs and take turns stating responses or solutions (RallyRobin structure) to do Task 2 (completing the procedure text with the words from the box) 5. Checking the students' works together with the students. 6. Giving the students chances to ask if there is anything unclear. 7. Asking the students to work in pairs and take turns stating responses or solutions (Rally Robin structure) to do Task 3 (identify signal words, nouns and verbs of these procedure texts). Then, asking them to write the answer in their own book. 8. Checking the students' works together with the students. 9. Giving the students chances to ask if there is anything unclear. 10. Asking the students to work in pairs and take turns stating responses or solutions (Timed Pair Share structure and Simultaneous Rally Table) do Task 4 (completing the missing goal/ materials/ steps 	<ol style="list-style-type: none"> 2. Checking their works 3. Asking. 4. Doing Task 2 in pairs. 5. Checking their works 6. Asking. 7. Doing Task 3 in pairs. 8. Checking their works 9. Asking. 10. Doing Task 4 in pairs. 11. Checking their works 19. Asking.
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	<p>of the procedure text.)</p> <p>11. Checking the students' works together with the students.</p> <p>12. Giving the students chances to ask if there is anything unclear.</p>	
Production	<p>1. Asking the students to work in groups of four and take turns stating responses or solutions (Simultaneous Round Table) to do Task 5 (make procedure texts of the following topics) and monitoring.</p> <p>2. Collecting the students' writing.</p> <p>3. Asking students to do assess the other groups' work using Carousel feedback.</p> <p>4. Asking the students to do Task 6 (make procedure text individually) and monitoring.</p> <p>5. Asking the fast learner students to do RallyCoach to help the slow learners do the task.</p> <p>6. Collecting the students' writing.</p>	<p>1. Doing Task 5 in groups.</p> <p>2. Displaying the works.</p> <p>3. Assessing the other groups' work.</p> <p>4. Making a procedure text individually.</p> <p>5. The fast learner helped the slow learner to do task 6.</p>
Closing Activities		
	<p>1. Reviewing the lesson.</p> <p>2. Explaining the activities in the next meeting.</p> <p>3. Leading praying.</p> <p>4. Saying thank you and ending the lesson.</p>	<p>1. Reviewing the lesson.</p> <p>2. Listening the teacher.</p> <p>3. Praying.</p> <p>4. Ending the lesson.</p>

E. Media

4. A white board
5. Pictures
6. Some handy crafts

F. Sources

1. <http://www.pouted.com/wp-content/uploads/2013/11/woman-asian-wash-shower-door-glass-bathroom-590jn032910.jpg> retrieved April 22, 2014 11:28
2. http://ninatamam.com/wp-content/uploads/2011/04/Girl_Doing_Dishes_Royalty_Free_Clipart_Picture_081222-014909-055042.jpg retrieved April 22, 2014 12:29
3. <http://cleaningyourroomandotherstories.weebly.com/uploads/2/4/7/7/2477312/6459008.jpg> retrieved April 22, 2014 12:31
4. http://3.bp.blogspot.com/-ed0Tu3Xg8eI/UpDj_XfjXeI/AAAAAAAAAD8/L-7mfp8ecQU/s1600/Letter+writing.gif retrieved April 22, 2014 12:33
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5. <http://pad3.whstatic.com/images/thumb/8/8d/Remove-Wrinkles-from-Clothes-Without-an-Iron-Step-12.jpg/670px-Remove-Wrinkles-from-Clothes-Without-an-Iron-Step-12.jpg> retrieved April 22, 2014 12:37
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8. Zaida, Nur. 2010. *English Assessment Test for JHS Grade VII*. Jakarta: Erlangga

G. Assessment

- d. Form : Writing a procedure text.
- e. Rubric : Scoring Scheme of Writing in Five Components Adapted from Brown and Bailey (1984, 39-41) in Brown (2004)
- f. Scoring:

$$\frac{\text{Score}}{\text{Total score}} \times \text{Ideal score (100)}$$

APPENDIX E:
SCORING RUBRICS

**Scoring Scheme of Writing in Five Components Adapted
from Brown and Bailey (1984, 39-41) in Brown (2004)**

Aspect of Writing	Level	Score	Criteria
Content (Logical development)	Excellent to very good	24-30	<ul style="list-style-type: none"> • Relevant to assigned topic and give detail information • Matches the social purposes of the text.
	Good to average	16-23	<ul style="list-style-type: none"> • Mostly relevant to topic but lacks of detail information • Matches the social purposes of the text but lacks of detail.
	Fair to poor	8-15	<ul style="list-style-type: none"> • Inadequate development of topic • Almost matches the social purpose of the text
	Very poor	1-7	<ul style="list-style-type: none"> • Not related to the topic • Does not match the social purpose of the text
Organization (Introduction, body, conclusion)	Excellent to very good	16-20	<ul style="list-style-type: none"> • Well organized (the text's structure)
	Good to average	11-15	<ul style="list-style-type: none"> • Loosely organized of the text but main ideas stand out
	Fair to poor	6-10	<ul style="list-style-type: none"> • Confusing ideas or disconnected
	Very poor	1-5	<ul style="list-style-type: none"> • No organization
Vocabulary	Excellent to very good	16-20	<ul style="list-style-type: none"> • Uses effective words • Word form mastery
	Good to average	11-15	<ul style="list-style-type: none"> • Occasional errors or word form, choice, or usage but meaning not obscured
	Fair to poor	6-10	<ul style="list-style-type: none"> • Frequent errors of word form, choice, or usage • Meaning obscured
	Very poor	1-5	<ul style="list-style-type: none"> • Little knowledge of English vocabulary and word form, choice, or usage
Language use	Excellent to very good	19-25	<ul style="list-style-type: none"> • Few errors of agreement, tense, word order, articles, pronoun, preposition
	Good to average	13-18	<ul style="list-style-type: none"> • Several errors of agreement, tense, word order, articles, pronoun, preposition • Meaning seldom obscured

	Fair to poor	7-12	<ul style="list-style-type: none"> • Frequent errors of agreement, tense, word order, articles, pronoun, preposition • Meaning obscured
	Very poor	1-6	<ul style="list-style-type: none"> • Dominated by errors • Does not communicate or not enough to evaluate
Mechanics	Excellent to very good	5	<ul style="list-style-type: none"> • Demonstrates mastery of convention • Few errors of spelling, punctuation, capitalization, and paragraphing
	Good to average	4	<ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization, and paragraphing
	Fair to poor	3	<ul style="list-style-type: none"> • Quite many errors of spelling, punctuation, capitalization, and paragraphing • Poor handwriting
	Very poor	2	<ul style="list-style-type: none"> • No mastery of convention • Dominated by errors of spelling, punctuation, capitalization, and paragraphing • Illegible handwriting

APPENDIX F:
STUDENTS' WRITING SCORES

PRE-TEST SCORE

No	Nama	Aspects of writing					Total Score	Nb
		Cont. (0-30)	Org. (0-20)	Voc. (0-20)	Lang. use (0-25)	Mec. (1-5)		
1.	Aditya Nugraha Pranata	20	13	10	12	4	59	
2.	Agung Tri Wibowo	20	15	8	5	3	51	
3.	Ana Indah Purwanti	15	12	10	5	3	45	
4.	Angger Brawi Nufikho	25	18	18	15	4	80	
5.	Aris Nurhidayah	23	12	14	13	3	65	
6.	Dheril Ananda N.	20	11	13	15	3	63	
7.	Dwika Ananda Raihan	24	15	10	10	3	62*	C
8.	Galuh Nindy Astari	28	13	15	13	3	72	
9.	Gilang Syidik P.	24	8	10	13	2	57	
10.	Haqqi Ayu Widya Sari	28	13	7	10	2	60	
11.	Julia Rizka Ginta	28	20	16	14	3	81	
12.	Kintaka Aprilla Pradina	20	15	8	10	4	57*	C
13.	Nilam Astuti	27	18	18	20	5	88	
14.	Novita Wardani	20	17	13	23	2	75	
15.	Nunik Ernawati	16	13	11	18	4	62	
16.	Nur Wahid Setyawan	26	17	15	16	3	77	
17.	Oktavi Navita Sari	23	18	13	12	2	68	
18.	Putri Desiana Savitri	23	16	10	15	2	66	
19.	Putri Setia Anggraini	20	16	8	15	4	63*	C
20.	Revi Windi Nadia	23	20	20	15	4	82	
21.	Rhenold Stallone	25	15	18	18	3	79	
22.	Rhisma Dwi Rahmawati	16	10	3	6	2	37	
23.	Risa Dwi Astuti	30	15	18	15	4	82	
24.	Risanda Tyas Harini	15	13	15	6	2	51	
25.	Sarah Nitami	20	12	11	13	4	60*	C
26.	Shinta Puspaningrum	28	20	15	14	3	80	
27.	Sholehuddin Aldi	21	12	10	18	2	63	
28.	Sigit Dwi Cahyo	20	15	8	15	2	60	
29.	Sindy Setya Ningsih	18	11	7	10	2	48	
30.	Sita Dewi Mawarti	24	18	14	19	3	80*	C
31.	Vebriyanti Dwi Lestari	27	15	15	15	4	76	
32.	Yeni Lestari	16	13	13	14	4	60	

Nb: C= Cheating. The cheating was not taken as the score. The students who did the cheating had to re-do the pretest.

The underlined bold numbers = Score above the standard.

POST-TEST SCORE (CYCLE I)

No	Nama	Aspects of writing					Score
		Cont. (0-30)	Org. (0-20)	Voc. (0-20)	Lang. use (0-25)	Mec. (1-5)	
1.	Aditya Nugraha P.	28	20	15	18	4	85
2.	Agung Tri Wibowo	23	17	15	12	3	<u>70</u>
3.	Ana Indah Purwanti	20	17	13	15	4	<u>69</u>
4.	Angger Brawi Nufikho	27	19	18	23	5	92
5.	Aris Nurhidayah	28	20	18	23	5	94
6.	Dheril Ananda N.	25	20	17	20	4	86
7.	Dwika Ananda Raihan	30	20	17	18	5	90
8.	Galuh Nindy Astari	30	20	18	22	5	95
9.	Gilang Syidik P.	27	20	18	18	5	88
10.	Haqqi Ayu Widya Sari	23	20	18	20	5	86
11.	Julia Rizka Ginta	25	20	16	14	5	80
12.	Kintaka Aprilla Pradina	27	18	15	21	4	85
13.	Nilam Astuti	30	20	18	23	5	96
14.	Novita Wardani	30	20	20	25	5	100
15.	Nunik Ernawati	25	17	14	20	4	80
16.	Nur Wahid Setyawan	27	20	16	13	4	80
17.	Oktavi Navita Sari	30	20	16	19	5	90
18.	Putri Desiana Savitri	30	20	15	13	4	82
19.	Putri Setia Anggraini	20	20	12	15	5	72
20.	Revi Windi Nadia	24	20	18	20	4	86
21.	Rhenold Stallone	26	20	14	16	4	80
22.	Rhisma Dwi R.	18	11	10	12	2	<u>53</u>
23.	Risa Dwi Astuti	30	20	16	15	4	85
24.	Risanda Tyas Harini	17	20	15	19	5	76
25.	Sarah Nitami	20	12	10	15	4	<u>61</u>
26.	Shinta Puspaningrum	30	20	18	18	5	91
27.	Sholehudin Aldi	25	18	8	12	4	<u>67</u>
28.	Sigit Dwi Cahyo	30	20	15	19	3	87
29.	Sindy Setya Ningsih	20	18	10	12	5	65
30.	Sita Dewi Mawarti	30	20	18	20	5	93
31.	Vebriyanti Dwi Lestari	30	18	18	23	5	94
32.	Yeni Lestari	26	17	13	18	4	78

Nb: **The underlined bold numbers** are the scores below the standards (0-70).

POST-TEST SCORE CYCLE II

No	Nama	Aspects of writing					Post-test II Score
		Cont. (0-30)	Org. (0-20)	Voc. (0-20)	Lang. use (0-25)	Mec. (1-5)	
1.	Aditya Nugraha Pranata	30	20	16	19	5	90
2.	Agung Tri Wibowo	23	17	15	20	5	80
3.	Ana Indah Purwanti	30	20	17	19	5	91
4.	Angger Brawi Nufikho	30	20	18	23	4	95
5.	Aris Nurhidayah	23	20	20	23	4	90
6.	Dheril Ananda N.	30	20	17	22	5	94
7.	Dwika Ananda Raihan	30	20	19	23	5	97
8.	Galuh Nindy Astari	30	20	16	21	5	92
9.	Gilang Syidik P.	30	20	18	18	5	96
10.	Haqqi Ayu Widya Sari	30	20	20	25	5	100
11.	Julia Rizka Ginta	26	20	18	20	5	89
12.	Kintaka Aprilla Pradina	30	20	20	25	5	100
13.	Nilam Astuti	27	20	18	23	5	93
14.	Novita Wardani	30	20	18	25	5	98
15.	Nunik Ernawati	27	20	16	16	5	84
16.	Nur Wahid Setyawan	30	20	18	23	5	96
17.	Oktavi Navita Sari	30	20	10	17	5	83
18.	Putri Desiana Savitri	30	20	17	13	4	84
19.	Putri Setia Anggraini	27	20	16	17	5	85
20.	Revi Windi Nadia	30	20	20	25	5	100
21.	Rhenold Stallone	30	20	25	23	5	98
22.	Rhisma Dwi Rahmawati	20	18	15	17	5	75
23.	Risa Dwi Astuti	30	20	20	12	5	88
24.	Risanda Tyas Harini	30	20	15	15	5	85
25.	Sarah Nitami	17	20	18	17	4	76
26.	Shinta Puspaningrum	30	20	18	25	5	98
27.	Sholehudin Aldi	26	20	10	12	4	72
28.	Sigit Dwi Cahyo	30	20	18	18	3	89
29.	Sindy Setya Ningsih	28	20	13	15	5	83
30.	Sita Dewi Mawarti	30	20	20	25	5	100
31.	Vebriyanti Dwi Lestari	30	20	18	25	5	98
32.	Yeni Lestari	26	17	18	23	5	89

THE COMPARISON AMONG
THE PRE-TEST, POST TEST I AND POST TEST II SCORES

No	Nama	Pre-test Score	Post-test I Score	Post-test II Score
1.	Aditya Nugraha Pranata	59	85	90
2.	Agung Tri Wibowo	51	70	80
3.	Ana Indah Purwanti	45	69	91
4.	Angger Brawi Nufikho	80	92	95
5.	Aris Nurhidayah	65	94	90
6.	Dheril Ananda Nurhisyam	63	86	94
7.	Dwika Ananda Raihan	62	90	97
8.	Galuh Nindy Astari	72	95	92
9.	Gilang Syidik Pramustya	57	88	96
10.	Haqqi Ayu Widya Sari	60	86	100
11.	Julia Rizka Ginta	81	80	89
12.	Kintaka Aprilla Pradina	57	85	100
13.	Nilam Astuti	88	96	93
14.	Novita Wardani	75	100	98
15.	Nunik Ernawati	62	80	84
16.	Nur Wahid Setyawan	77	80	96
17.	Oktavi Navita Sari	68	90	83
18.	Putri Desiana Savitri	66	82	84
19.	Putri Setia Anggraini	63	72	85
20.	Revi Windi Nadia	82	86	100
21.	Rhenold Stallone	79	80	98
22.	Rhisma Dwi Rahmawati	37	53	75
23.	Risa Dwi Astuti	82	85	88
24.	Risanda Tyas Harini	51	76	85
25.	Sarah Nitami	60	61	76
26.	Shinta Puspaningrum	80	91	98
27.	Sholehuddin Aldi	63	67	72
28.	Sigit Dwi Cahyo	60	87	89
29.	Sindy Setya Ningsih	48	65	83
30.	Sita Dewi Mawarti	80	93	100
31.	Vebriyanti Dwi Lestari	76	94	98
32.	Yeni Lestari	60	78	89
Min. Score		37	53	72
Max. Score		88	100	100
Average		65.91	82.37	90.25

APPENDIX G:
ATTENDANCE LIST

ATTENDANCE LIST

No	Nama	Meeting						
		Pretest	I	II	III	IV	V	VI
1.	Aditya Nugraha P.	√	√	√	√	A	√	√
2.	Agung Tri Wibowo	√	√	√	√	√	√	√
3.	Ana Indah Purwanti	√	√	√	√	√	√	√
4.	Angger Brawi N.	√	√	√	√	√	√	√
5.	Aris Nurhidayah	√	√	√	√	√	√	√
6.	Dheril Ananda N.	√	√	√	√	√	√	√
7.	Dwika Ananda Raihan	√	√	√	√	√	S	√
8.	Galuh Nindy Astari	√	√	√	√	√	√	√
9.	Gilang Syidik P.	√	√	√	√	√	√	√
10.	Haqqi Ayu Widya Sari	√	√	√	√	√	√	√
11.	Julia Rizka Ginta	√	√	√	√	√	√	√
12.	Kintaka Aprilla P.	√	√	√	√	√	√	√
13.	Nilam Astuti	√	√	√	√	√	√	√
14.	Novita Wardani	√	√	√	√	√	√	√
15.	Nunik Ernawati	√	√	S	√	√	√	√
16.	Nur Wahid Setyawan	√	√	√	√	√	√	√
17.	Oktavi Navita Sari	√	√	√	√	√	√	√
18.	Putri Desiana Savitri	√	√	√	√	S	√	√
19.	Putri Setia Anggraini	√	√	√	√	√	√	√
20.	Revi Windi Nadia	√	√	√	√	√	√	√
21.	Rhenold Stallone	√	√	√	√	√	√	√
22.	Rhisma Dwi R.	√	√	√	√	√	S	√
23.	Risa Dwi Astuti	√	√	√	√	√	√	√
24.	Risanda Tyas Harini	√	√	√	√	√	√	√
25.	Sarah Nitami	√	√	√	√	√	√	√
26.	Shinta Puspaningrum	√	√	√	√	√	√	√
27.	Sholehuddin Aldi	√	√	√	√	S	√	S
28.	Sigit Dwi Cahyo	√	√	√	√	√	√	√
29.	Sindy Setya Ningsih	√	√	√	√	√	√	√
30.	Sita Dewi Mawarti	√	√	√	√	√	√	√
31.	Vebriyanti Dwi L.	√	√	√	√	√	√	√
32.	Yeni Lestari	√	√	√	√	√	√	√
TOTAL		32	32	31	32	29	30	31

APPENDIX H:
PHOTOGRAPHS

PHOTOGRAPHS



Figure 1: The students in pairs do RallyRobin to arrange a descriptive text using signal words.



Figure 2: The teacher monitors the teamwork



Figure 3: The teacher uses LCD in presenting the materials



Figure 4: The Seat Position of Cooperative Learning Team



Figure 5: The students look very enthusiastic when the teacher asks them to write the answer on the white board



Figure 6: In interview section, by showing the pretest and posttest, the students check their improvements.



Figure 7: The students and the program developer pose on the last day



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01
10 Jan 2011

Nomor : 1048/UN.34.12/DT/X/2013
Lampiran : -
Hal : Permohonan Izin Observasi

4 November 2013

Kepada Yth.
Kepala SMPN 2 Playen

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving the Students' Writing Comprehension through Cooperative Learning

Mahasiswa dimaksud adalah :

Nama : NITA MAGHFIRATUL JANNAH
NIM : 10202241032
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : November 2013
Lokasi Observasi : SMPN 2 Playen

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

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

an. Dekan
Kasubag Pendidikan FBS,

Indira Probo Utami, S.E.
NIP 19670704 199312 2 001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 0298h/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

10 Maret 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***IMPROVING WRITING ABILITY THROUGH COOPERATIVE LEARNING STRATEGY FOR THE STUDENT
OF GRADE VII SMPN 2 PLAYEN IN THE ACADEMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : NITA MAGHFIRATUL JANNAH
NIM : 10202241032
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret – Mei 2014
Lokasi Penelitian : SMPN 2 Playen

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

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP. 19670704 199312 2 001

Tembusan:

1. Kepala SMPN 2 Playen



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/REGN/274/3/2014

Membaca Surat : **KASUBBAG PENDIDIKAN FBS** Nomor : **0298H/UN.34.12/DT/III/2014**
Tanggal : **10 MARET 2014** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **NITA MAGHFIRATUL JANNAH** NIP/NIM : **10202241032**
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
Judul : **IMPROVING WRITING ABILITY THROUGH COOPERATIVE LEARNING STRATEGY FOR STUDENT OF GRADE VII SMPN 2 PLAYEN IN THE ACADEMIC YEAR OF 2013/2014**
Lokasi : **KABUPATEN GUNUNGKIDUL**
Waktu : **11 MARET 2014 s/d 11 JUNI 2014**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

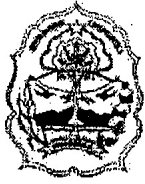
Dikeluarkan di Yogyakarta
Pada tanggal **11 MARET 2014**

A.n Sekretaris Daerah
Asisten Perencanaan dan Pembangunan
Kepala Biro Administrasi Pembangunan



Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI GUNUNGKIDUL C.Q KPPTSP GUNUNGKIDUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



PEMERINTAH KABUPATEN GUNUNGKIDUL

KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jl. Brigjen. Katamso No.1 Wonosari Telp. 391942 Kode Pos : 55812

SURAT KETERANGAN / IJIN

Nomor : 171/KPTS/III/2014

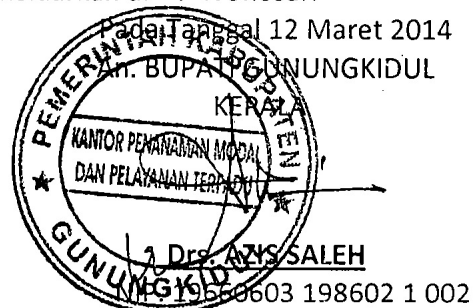
Membaca : Surat dari Setda DIY, Nomor : 070/REG/v/274/3/2014 , hal : Izin Penelitian
Mengingat : 1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri;
3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;

Dijinkan kepada :
Nama : **NITA MAGHFIRATUL JANNAH NIM : 10202241032**
Fakultas/Instansi : Bahasa dan Seni / Universitas Negeri Yogyakarta
Alamat Instansi : Karangmalang, Yogyakarta 55281
Alamat Rumah : Banyumas, JawaTengah 53173
Keperluan : Ijin Penelitian dengan Judul : "IMPROVING WRITING ABILITY THROUGH COOPERATIVE LEARNING STRATEGY FOR THE STUDENTS OF GRADE VII SMPN 2 PLAYEN IN THE ACADEMIC YEAR OF 2013/2014"
Lokasi Penelitian : SMP N 2 Playen
Dosen Pembimbing : Dra. Jamilah M.Pd
Waktunya : Mulai tanggal : 12/03/2014 sd. 12/06/2014
Dengan ketentuan :

Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.

1. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
2. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kab. Gunungkidul).
3. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintah dan hanya diperlukan untuk keperluan ilmiah.
4. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
5. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas. Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari



Tembusan disampaikan kepada Yth.

1. Bupati Kab. Gunungkidul (Sebagai Laporan) ;
2. Kepala BAPPEDA Kab. Gunungkidul ;
3. Kepala Kantor KESBANGPOL Kab. Gunungkidul ;
4. Kepala Dinas Pendidikan Pemuda dan Olahraga Kab. Gunungkidul ;
5. Kepala SMP N 2 Playen ;
6. Arsip ;