

IMPROVING STUDENTS' WRITING SKILLS USING COLLABORATIVE
FEEDBACK IN THE EIGHTH GRADE OF SMP N 2 SRANDAKAN
ACADEMIC YEAR OF 2013/2014

A Thesis

Presented as Partial Fulfilment of the Requirements for the Attainment of the
Sarjana pendidikan Degree in English Education Department



by
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2014

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IMPROVING STUDENTS' WRITING SKILLS USING COLLABORATIVE
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ACADEMIC YEAR OF 2013/2014

A Thesis



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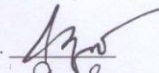
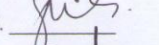
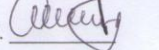
RATIFICATION

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FEEDBACK IN THE EIGHTH GRADE OF SMP N 2 SRANDAKAN
ACADEMIC YEAR OF 2013/2014

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Apabila terbukti bahwa pernyataan ini tidak benar, maka hal tersebut menjadi tanggung jawab saya sepenuhnya.

Yogyakarta, Januari 2014

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DEDICATION

I fully dedicate this thesis for my Dad and Mom.

MOTTOS

♪ You are the one who builds yourself.

For anybody who dares to speak, shut up and see!! ♪

— *author* —

♪ まだまだだね。。。 ♪

(mada mada dane...)

— 越前リョーマ —

♪ enjoy the little thing in life...

for one day, you'll look back and realise they were the big things ♪

— Robert Brault —

♪ *Your future is absolutely YOURS!!*

Go get YOUR dreams!! ♪

— *author* —

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Finally, I realise that my thesis is far from being perfect. Therefore, comments, opinions, and suggestions to improve this thesis are expected from the readers. Hopefully, this thesis gives some beneficial contributions to the readers.

Yogyakarta, January 11th, 2014

The writer



Windy Harsiwi

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LIST OF ABBREVIATIONS

AR	: Action Research
BKOF	: Building Knowledge of the Text
CF	: Collaborative Feedback
DM	: Demodifier-Modifier
EFL	: English as a Foreign Language
ESL	: English as a Second Language
ICOT	: Independent Construction of the Text
JCOT	: Joint Construction of the Text
L1	: First Language
L2	: Second Language
MD	: Modifier-Demodifier
MOT	: Modelling of the Text
PPL	: <i>Praktek Pengalaman Lapangan</i>
SMP	: <i>Sekolah Menengah Pertama</i>

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Abstract

This research is aimed to improve the students' writing skills through the use of Collaborative Feedback at SMP N 2 Srandakan in the academic year of 2013/2014.

This study was an action research. There were two cycles with three meetings in the first cycle, and two meetings in the second cycle. The data of this research were qualitative in nature, supported by quantitative data. The qualitative data were obtained from observations and interviews with the students, English teacher, and collaborator. The data were in the forms of field notes and interview transcripts. Meanwhile, the quantitative data were obtained from pre-test, progress test, and post-test. In addition, the validity criterias used in this research were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. This research also applied the reliability. They were investigator triangulation, and time triangulation.

The results of the research show that Collaborative Feedback technique improved the students' writing skills. The findings were supported by the quantitative data. The mean score of the students' writing test improved from 26.74 in the pre-test to 45.89 in the progress test and improved to 55.91 in the post-test. It means that there was an improvement of the students' writing skills by 29.17. In conclusion, the use of Collaborative Feedback technique is effective to improve the teaching and learning process of writing.

Keywords: Collaborative Feedback, writing skills

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, identification of the problems, problem limitation, problem formulation, objective of the study, and significance of the research study.

A. Background of the Study

Writing skills always have an important role in global communication and many professions require good writing skills. Writing skills are also used extensively in higher education and in the workplace. It is true that most professional communication is done in writing, such as making proposals, memos, reports, applications, and e-mails. So, in the process of education, learning writing skills is important.

In learning language, there are two kinds of skills to be learnt. They are receptive skills and productive skills. The former is the way in which people extract meaning from the discourse they see or hear as stated by Harmer (2003: 199). The latter deals with how the students make a product of the target language.

In Indonesia, English starts to be officially taught in Junior High School. Since Junior High School is the first stage in learning English as a Foreign Language, it is very important to make the students love English and understand the basic English, so that the students can go to the next stage easily.

Teaching English in Junior High School focuses on two skills, namely reading, and writing. Although there is no writing national examination, writing is one of the skills which the students should acquire. Besides, teaching reading cannot be separated with teaching writing because writing asks the students to deepen their knowledge of what they have read. Moreover, writing is more difficult than reading because in writing the students should share their ideas about how and what to write a text. So, the students not only guess the answer of as in the reading tests, but also master the target language.

Writing is a part of productive skills. For the second language (L2) learners of the eighth grade students in Junior High School, writing skills are very challenging. In fact, most of them get difficulties in expressing their ideas into written language. Richards and Renandya (2002: 303) argue that “there is no doubt that writing is the most difficult skill for L2 learners to master.” Moreover, they propose that difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

Another problem is that they lack the use of correct grammar and vocabulary. When making a text, especially in writing recount text, the students have a difficulty in forming the past tense of the verb since there is no tense in their first language. In this matter, confusion between first and second languages exists. As stated by Brown (2000: 67), a good deal of the research on nonsimultaneous second language acquisition, in both children and adults has focused on the interfering effects of the first and second languages. Sometimes,

they still use present form in making recount. So, the understanding about tense is important to understand. Furthermore, grammar and vocabulary are the main aspects in writing, it is important to understand it.

There is also a problem in mechanics in their writing product. The students tend to neglect the need of using full stop and capital letters. As a junior high school student, they like to produce nice handwriting which sometimes does not meet the rules of written work. Furthermore, spelling is also needed to be considered. Harmer (2001: 256) suggests that although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgement. Moreover, Harmer (2001: 256) also states that all too often bad spelling is perceived as a lack of education or care.

Furthermore, their motivation is one of the biggest problems occurred. Most of the students do not have any enthusiasm in learning English. They think that English is not useful in their daily life since they use Javanese every day. They also think that English is a difficult language because they find it different from their mother language, such as the difference between pronunciation and spelling of a word, and the difference in forming a phrase.

Teenage students like to work with thier friends, so that Collaborative Feedback is used. Collaborative Feedback, later will be called as CF, is a technique by combining peer-feedback with teacher-feedback. This technique is also called by Teacher-Peer Feedback or Combined Feedback by Maarof et al. (2011).

In CF, the students have to make their product of writing first, then they are asked to change their product of recount with their friends, and they do peer-feedback. After they are given the feedback, they get their text back and then they revise it. By using this technique, the students learn a great deal because after they got the feedback, they can ask their friends directly about why their sentence is wrong. After they finish revising their work, the teacher asks the students to submit their work, and later, the teacher gives feedback to the students' written work too. Finally, the students have to revise their work once more to be submitted as their final draft.

This technique enables the teacher to be more active because this technique requires an interaction between the teacher and the students. Moreover, when having a peer discussion in the revising stage, the students increase their knowledge simultaneously together.

B. Identification of the Problems

Based on the observation when the researcher was doing *Praktek Pengalaman Lapangan* (PPL), although the students have been taught English for more than a year, their writing skills are still poor, and most of the students were still lack of vocabulary. Furthermore, they could not differentiate the language use in writing, especially in writing recount. Most of them had tendency to commit plagiarism from the Internet and submit it to the teacher. Also, when they were taught, they had the tendency to keep silent as if they had understood, but they

could not do anything when the practise time began. In addition, when the teacher left the class for a moment, they would not do their assignment, and prefer talking with their friends. They also lost focus on the subject being taught. Furthermore, most of them did not bring a dictionary and prefer to borrow it from their friends. It showed their low enthusiasm in learning English. When the teacher was around, she could not handle all of the students' problem herself. Sometimes, she walked around and asked about her students' difficulty. Some answered, while others just kept silent and smiled. When the teacher left the class for just a moment, the students would crowd around each other and chat instead of completing the assignment given by the teacher.

C. Problem Limitation

The problem in this research was limited to the problems related to the use of CF in improving students' writing skills in the Eighth Grade of SMP N 2 Srandakan in the academic year of 2013/2014. Furthermore, because the class under the research was about to discuss recount text, the researcher and the teacher decided to apply this technique in teaching text types, particularly recount.

D. Problem Formulation

The problem of the research is formulated as follows.

“How could Collaborative Feedback Improve the Students' Writing Skills of the Eighth Grade at SMP N 2 Srandakan in the Academic Year of 2013/2014?”

E. Objectives of the Study

There are two objectives in using CF for the eighth grade of SMP N 2 Srandakan. The first objective is to improve the writing skills of the eighth year students in SMP N 2 Srandakan in the academic year 2013/2014. As the students have difficulty in learning writing, this technique is believed to be able to improve the students writing skills, especially in the aspects of vocabulary, grammar, and mechanics. Moreover, besides improving the students' writing skills, this technique also makes the students enjoy learning English.

The second objective is to improve the teachers understanding in using CF in teaching writing. Since dealing with teaching writing is difficult for the teacher, the teacher should use some technique in order to make the students able to produce a product of writing without neglecting the process of making it. CF is one of the techniques which can be used. In CF, the teacher can help the students learn English well because this technique asks the teacher to always be in touch with the students' writing works. So the teacher should understand how to apply CF in teaching and learning process.

F. Significance of the Research Study

There are two significances in this research study, theoretical significance and practical significances.

Theoretically, this research is expected to enrich the research in the area of feedback on students writing in ESL/EFL context through conducting a combination of peer and teacher feedback. Next, the result of the research is used as a reference for people who want to conduct a research in English teaching-learning process.

Practically, there are three significances of the research study. First, the result of this research helps the teacher to solve the problem dealing with teaching writing skills. Then the result of the study helps the teacher chooses the technique used in teaching writing skills. The last is that the result of the study improves the writer and readers' knowledge about writing skills and the use of CF in teaching writing.

CHAPTER II

LITERATURE REVIEW

This chapter provides the theoretical review, previous studies, and conceptual framework for the study. Each is presented below.

A. Theoretical Review

1. The Nature of Writing Skills

a. The Definition of Writing Skills

There are some definitions related to the concept of writing. Wallace, Winifred and Herbert (2004: 15) define writing as the final product of several separate acts that are hugely challenging to learn simultaneously. Moreover, he states that among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. In support, Brown (2004:335) states that one major theme in pedagogical research on writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting, and revising procedures that require specialised skills, skills that not every speaker develops naturally.

As we know, there are four language skills: reading, writing, listening, and speaking. Writing and speaking are productive skills and reading and listening are receptive skills. In productive skills, we need to make a product of language. That means they involve producing language rather than receiving it. Very simply, Spratt, Pulverness and Williams (2005: 26) say that writing involves communicating a message (something to say) by making signs on a page.

Moreover, they stated that to write we need a message and someone to communicate it to.

b. Writing Process

There are some different writing processes proposed by some experts. Cheong (1994: 63) states that the process approach in writing, or process writing, has gained considerable attention from educators worldwide. Moreover, they say that facilitating effective revision is the main goal of process writing. They also propose that the input to facilitate revision may be based on the draft so-far written or other information.

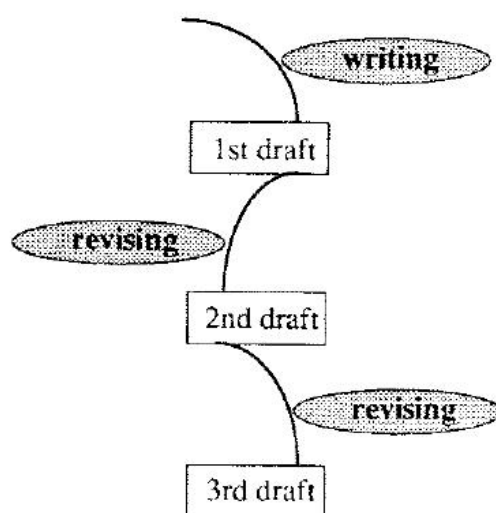


Figure 1: **Writing Process by Murray**

Furthermore, Richards and Renandya (2002: 315) suggest that as a private activity, writing process may be broadly seen as comprising four main stages: planning, drafting, revising and editing. In support with the statement above, Krashen in Richards and Renandya (2002: 315) argues that many good writers

employ a recursive, non-linear approach—writing of a draft may be interrupted by more planning, and revision may lead to reformulation, with a great deal of recycling to earlier stages.

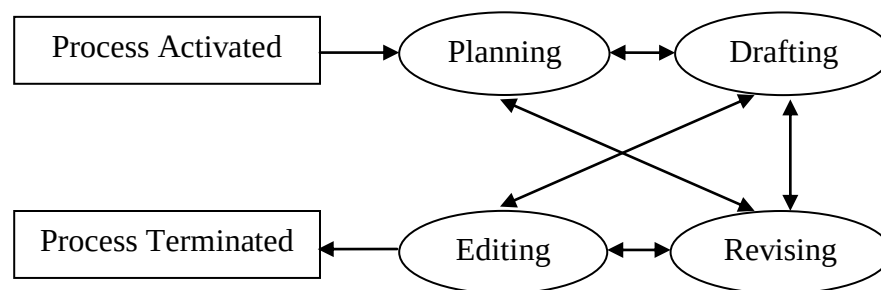


Figure 2: **Writing Process by Richards and Renandya**

From the discussion above, the writing process used is more likely the first theory in which the first stage of the writing process was drafting, followed by peer-revising, and self-editing. In self-editing, the students make the second draft in which it is to be submitted to the teacher to be given a feedback and the draft after being given feedback from the teacher is called as the final draft or the third draft.

c. **Aspects of Writing Skills**

According to Brown (2004: 343), in writing, there are two basic aspects; microskills and macroskills. Moreover, 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. The microskills and the macroskills of writing are presented below.

Microskills and Macroskills for Writing

Microskills

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order patterns, and rules.
- d) Express a particular meaning in different grammatical forms.
- e) Use cohesive devices in written discourse.

Macroskills

- f) Use the rhetorical forms and conventions of written discourse.
- g) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- h) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- i) Distinguish between literal and implied meanings when writing.
- j) Correctly convey culturally specific references in the context of the written text.

Besides, we can also 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 as a Foreign Language

Teaching writing as a foreign language is needed in the Junior High School and above. It is not simple to teach the students to write. As emphasized by Richards and Renandya (2002: 303) that writing is the most difficult skill for second language students. Moreover, they say that the difficulty lies not only in generating and organising ideas, but also in translating these ideas into readable text. So that, there are some matters to be concerned.

a. Genre-Based Approach

Feez and Joyce in Richards (2005: 43-45) give the following description of how a text-based lesson can be implemented in class.

1) Building the Context

In this stage, the students are introduced to the social context of an authentic model of the text-type being studied. The students also have to explore features of the general cultural context in which the text type is used and the social purposes the text-type achieves. And the last is the students explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

2) Modelling and Deconstruction the Text

In this stage, the students enable to investigate the structural pattern and language features of the model. Moreover, the students also enable to compare the model with other examples of the same text-type.

3) Joint Construction of the Text

In this stage, the students begin to contribute to the construction of whole examples of the text-type. Also, the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control text-type independently.

4) Independent Construction of the Text

In this stage, the students work independently with the text and the learner performances are used for achievement assessment.

5) Linking Related Text

In this stage, the students investigate how what they have learnt in the teaching and learning cycle can be related to the other texts in the same or similar context, and in the future or past cycles of teaching and learning.

b. The Types of Classroom Writing Performance

Brown (2004: 343) proposes that there are five types of classroom writing performance:

1) Imitative or Writing Down

At the beginning level of learning to write, students simply ‘write down’ English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

2) Intensive or 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.

3) Self-Writing

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience.

4) Display Writing

For all language students, short answer exercise, essay examination, and even research reports involve an element of display. For academically bound ESL

students, one of the academic skills that they need to master is a whole composition of displaying writing techniques.

5) Real writing

There are three kind of real writing, those are academic writing, vocational or technical writing, and the last is personal writing.

c. The Roles of the Teacher

According to Harmer (2003: 261), when students are asked to write, there are three roles of teacher that are especially important. The three roles are as follow:

1. Motivator

One of the principal roles in writing tasks is to motivate the students, create the right conditions for the generation of ideas, persuade them of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit. Where students are involved in a creative writing activity is usually the case that some find it easier to generate ideas than others, for example, the teacher may need to suggest lines to those who cannot think of anything, or at least prompt the students with the teacher's own ideas.

2. Resource

During more extended writing tasks, teachers should be ready to supply information and language where necessary. The teachers need to tell students that they are available and be prepared to look out at the students' work as it progresses, offering advice and suggestions in a constructive and tactful way.

Because writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working in pairs or groups.

3. Feedback Provider

Giving feedback on writing tasks demands a special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, the teachers choose what and how much to focus on based on what students' need at this particular stage of their studies and on the tasks they have undertaken.

d. The Principles of Teaching Writing

Brown (2004: 346-357) points out that there are nine principles in teaching writing.

- 1) Incorporate practices of "good" writers
- 2) Balance process and product
- 3) Account for cultural/literary backgrounds
- 4) Connect reading and writing
- 5) Provide as much authentic writing as possible
- 6) Frame your techniques in terms of prewriting, drafting, and revising stages.
- 7) Strive to offer techniques that are as interactive as possible
- 8) Sensitively apply methods of responding to and correcting your students' writing.
- 9) Clearly instruct students on the rhetorical, formal conventions of writing.

e. Teaching Writing in Junior High School

BSNP (2006) states that the levels of literacy of English for Junior High School are:

a. Performative

The first level is the performative level where learners are able to write what they say or to say what is written. According to Wells in Agustien (2009), performative level is tacitly assumed that written messages differ from spoken messages only in the medium employed for communication. In this level, the students are able to read, write, listen and speak in the symbols shown. For example, when the students are asked to read an English text, they can read it without any mispronounced.

b. Functional

According to Wells in Agustien (2009), to be literate is to be able as a member of that particular society to cope with the demands of everyday life that involve written language. So, functional level would be a reasonable literacy target for junior high school. In this level, students are able to use the language to meet their needs in their daily life, such as reading a newspaper, manual book, writing simple narrative, descriptions, reports, and recounts. Here, students are required to reach this level in which they can have a communication in spoken and written in a daily life.

c. Informational

Informational comes from the word 'information'. Agustien (2009) proposes that the literacy target for senior high school is the third level or the informational level. It means that senior high school graduates are expected to be able to access the accumulated knowledge because they are expected to

communicate for academic purposes. In this level, students are able to get the knowledge by using their language skills. For example, when they read a book, they can get what is inside book.

d. Epistemic

In this level, students are able to show their knowledge in a target language. This level is believed to not being able to reach because the ability needed is too high. According to Wells in Agustien (2009), epistemic level is not considered to be feasible for the high school level. This level can be the target of English Department graduates at universities.

Table 1: **Standard Competency and Basic Competency**

No	Standard Competency	Basic Competency
6.	Expressing meaning in a short written functional text in the form of descriptive and recount in the context of everyday life.	6.1 Expressing meaning in the form of written functional texts using written language fluently and acceptably in the context of everyday life. 6.2 Expressing meaning of rhetoric steps accurately, fluently and acceptably by using written language in the context of everyday life in the form of descriptive and recount.

3. Recount Text

a. Definition of Recount Text

Recount text is one of the text types learnt at Junior High School. According to Derewianka cited in Paltridge (1996: 238), recount is categorised as a text types, other text types are narratives, information reports, explanations, and arguments.

In addition, Anderson and Anderson (1997: 46) propose that recount is a piece of text that tells past events, usually in the order in which they happened. Furthermore, Knapp and Watkins (2005: 223) state that recount is a sequential text that does little more than sequencing a series of events. From the definition above, recount text is a sequential text about one self which tell us in the order in which they happened.

b. Types of Recount Text

According to Derewianka (1990: 15-17), there are three types of recount. They are:

1) Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in, for example, oral anecdote and diary entry. An example of recount text with the writer personally involved is presented below.

Going Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realise that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face. It was embarrassing.

(Adapted from Scaffolding Grade VIII (2008: 85))

2) Factual Recount Text

Factual recount is a past event text that recording the particulars of an accident, for example, report of a science experiment, police report, news report, and historical event.

Mini-tornado, hail strikes South Bandung

A “mini-tornado” coupled with a hail storm hit some areas in South Bandung on Wednesday afternoon for approximately 30 minutes.

The weather panicked residents as hail stones penetrated corrugated iron rooftops.

“The wind swirled things around while hail stones made thudding sounds on our roof. I ran to a stronger house for safety,” said resident Nani, as quoted by Antara news wire on Wednesday.

“There was no sign of rain. All of a sudden, we saw dark clouds above followed by strong winds. Afterwards, it rained hard with hail stones,” said another resident.

Residents reported that the authorities had shut down the electricity in the area to prevent short circuits.

(Adapted from <http://www.thejakartapost.com>)

3) Imaginative recount

Imaginative recount is a past event text that taking on an imaginary role and giving details events, for example, the story of Toba Lake.

The story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

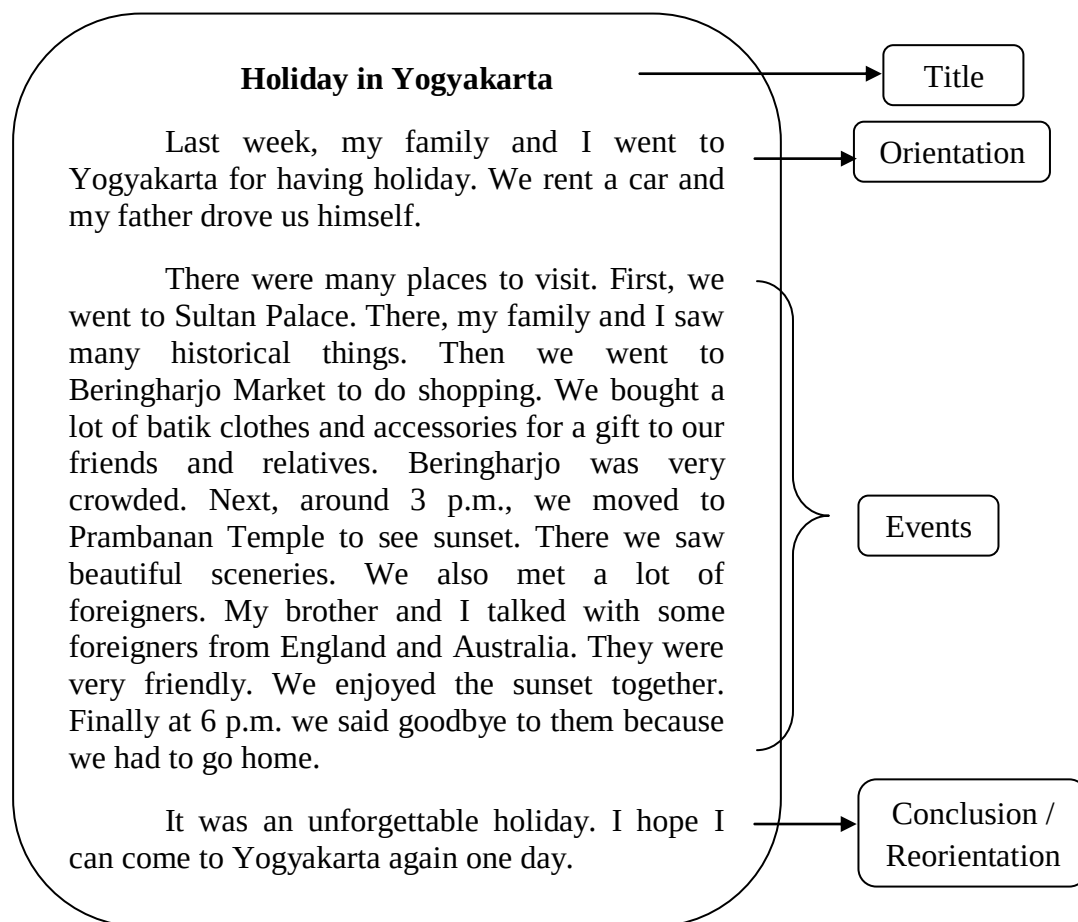
Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

(Adapted from <http://www.englishdirection.com>)

c. The Structure of Recount Texts

According to Anderson and Anderson (1997: 53), there are three parts of a recount:

- 1) Orientation : provides details of who/what/when/where
- 2) Events : a series of paragraphs retell in the order to what has happened
- 3) Reorientation : concludes the retelling of the events and usually contains of a personal comment of the writer.



Those are also the case in the work of Knapp and Watkins (2005: 234) who discuss that recounts normally have an orientation, followed by a sequence of events, with an optional evaluation stage. Furthermore, Knapp and Watkins (2005: 223) state that there are different ways of teaching this stage of narrative writing: for example, characters, time, and place; who, what, where, when, and so on.

In teaching writing recount, language features are the second thing the students have to know. Anderson and Anderson (1997: 53) state that the language features of the text of recount are:

- 1) The use of proper nouns
- 2) The use of past tenses
- 3) It is organized in a chronological order, using time connectors that signal the order of sequences or events, for example then, next, after, meanwhile.
- 4) The use of adjectives and adverbs for details.

4. Collaborative Feedback

a. Definition of Feedback

According to Keh in Muncie (2000: 47), feedback is seen as essential to the multiple draft process, as it is 'what pushes the writer through the various drafts and on to the eventual end-product'. Moreover, Hamp-Lyons & Heasley in Mandhari states that feedback is supposed to show learners what is right or wrong in order to produce a better text in the future. Furthermore, Hyland in Muncie (2000: 47) states that various types of feedback are possible, including peer feedback, conferencing, and written teacher-feedback, as well as more innovative methods such as the use of taped commentaries and computer based response.

In support, Harmer (2003: 112) proposes that written feedback is designed not just to give an assessment of the students' work, but also to help and teach. Moreover, he states that we give feedback because we want to affect our students' language use in the future as well as commenting upon its use in the past.

From the definition above, it can be concluded that feedback is an input from a reader to a writer to inform whether an instructional response is right or

wrong and designed to help and teach to affect the students' language use in the future.

b. Written Feedback Technique

In dealing with students' error and mistakes, teacher can give them any feedback as stated in Harmer (2003: 110):

1) Responding

One way of considering feedback is to think of it as 'responding' to students' work rather than assessing or evaluating what they have done. Moreover Harmer states that, when the teachers respond, they should say about how the text appears to them, and how successful they think it has been—and, sometimes, how it could be improved.

In addition, when we respond to a final written product (an essay or a finished project) we can say what we liked, how we felt about the text, and what they might do next time if the students are going to write something similar. There is also another constructive way of responding to students' written work that is to show alternative ways of writing through reformulation.

2) Coding

Some teachers use codes, and can then put these codes either in the body of the writing itself, or in a corresponding margin. This makes correction much neater, less threatening and considerably more helpful than random marks and comments.

We can decide on the particular codes and symbols we use with our students, making sure that they are quite clear about what our symbols mean through demonstration and example.

c. Sources of Feedback

According to Lewis and Hills (2002: 15-23), there are three sources of feedback:

1) Teacher Feedback

The teacher is the main source of the feedback. He or she helps the students by giving some outline of how to write well and check the content and the written mistakes. Furthermore, Hamp-Lyons and Heasley in Mandhari propose that the role of a teacher here is to cross out each mistake and provide the correct versions.

2) Peer Feedback

Peer-feedback is a strategy to improve the quality of written assignments. Students read and respond to drafts of written assignments. Students then have the opportunity to make revisions before submitting their written assignment. Moreover, according to Byrne in Mandhari, peer feedback allows the learners to interact more with the text and understand the mistakes better since it gives immediate feedback when the text is still fresh in minds.

3) Self-Correction

Self-correction means the students correct and evaluate their own works. It may increase students' independence as they are expected to find their own

mistakes. On the other hand, it is difficult to see mistakes in writing without being helped by other people. Someone who has finished the writing claims that there are no mistakes in it since he or she has his or her point of view.

d. Types of Feedback

1) Direct Feedback

Direct feedback means that the teacher tells the students the correct form of their error. Moreover, Bitchener (2005: 193) adds that direct or explicit feedback occurs when the teacher identifies an error and provides the correct form.

Yesterday, I go to school. went

2) Indirect Feedback

Indirect feedback means that the teacher provides students with some indication that an error exists in their writing. Furthermore, indirect feedback involves the teacher underlining or circling errors or putting an error code over the error. In support, Bitchener (2005: 193) says that indirect strategies refer to situations when the teacher indicates that an error has been made but does not provide a correction, thereby leaving the student to diagnose and correct it. Furthermore, Keh in Mandhari also states that the teachers can also underline all mistakes and write corresponding symbols for each in the margin. He also proposes that different symbols are used to indicate different mistakes.

Moreover, Bitchener (2005: 193) suggests that there are two ways in providing indirect feedback.

a) Coded

Coded feedback points to the exact location of an error, and the type of error involved is indicated with a code, for example, PS means an error in the use or form of the past simple tense.

Yesterday, I <u>go</u> to school. PS

b) Uncoded

Uncoded feedback refers to instances when the teacher underlines an error, circles an error, or places an error tally in the margin, but, in each case, leaves the student to diagnose and correct the error.

Yesterday, I (go) to school.

e. The concept of Collaborative Feedback

CF is conducted by giving feedback from more than one person. CF is held by using direct and indirect feedback from their peer and their teacher.

First, the students receive peer-feedback with a direct feedback. After that, the teacher provides them with direct feedback. Second, the students receive indirect feedback from their friend, and then the teacher gives them an indirect feedback too.

In support, Brown (2001: 348) states that process writing approaches tend to be framed in three stages of writing. Moreover, he proposes that the prewriting stage encourages the generation of ideas, and the drafting and revising stages are

the core of process writing. Furthermore, Brown (2001: 352-354) gives the example about six possible ways.

1) Generating Ideas

In generating idea, the teacher should find the ways to unlock the hidden ideas in the students' mind or the students do it themselves.

2) Writing the First Draft

After exploring the students ideas, put the ideas into a paragraph, in this case is recount text. Keep in mind that how showing and using facts and statistics makes writing powerful and convincing.

3) Peer-Editing

In peer-editing, the students should share what they write to their friends. It is a two-way street. The students can learn both to be a writer and a reader because not only the students get feedback from the other students, they also have to give their friends feedback.

4) Revising

After getting feedback from the classmates, the students can see what they have learnt to improve their writing. Moreover, the students should review their notes from the peer-editing session. They should think about the comments made by their friends, whether they agree or disagree and they can mark up their paper to make it easier to revise.

5) Writing the Second Draft and Proofreading

Once the students have made the necessary changes, they can rewrite their work legibly. After that, they should go over it carefully to see if the language sounds correct and if the message seems complete and understandable. Finally, the students should submit their written work to the teacher.

6) Using Your Teacher's Feedback

When the students get their work back, the students should examine the comments of the teacher and compare their classmates' responses to the teacher's.

B. Previous Studies

There are some previous studies about feedback which are done by other researchers. According to Cheong (1994: 64), feedback may come from various sources. Moreover, he says that the common sources are (i) the writer's peers (who are usually the learner-writer's classmates), (ii) writing experts (i.e., the teacher), and (iii) the writer himself/herself.

Moreover, Bitchener et al. (2005: 194) suggest that the combination of full, explicit written feedback and one-to-one conference feedback enabled the students to use the past simple tense and the definite article with significantly greater accuracy in new pieces. The research also found that indirect feedback is more effective than direct feedback in helping learners improve the accuracy of their writing.

In support, Lalande in Hyland (2006: 85), for instance, reported a reduction in student errors with indirect feedback. Still in Hyland (2006: 85), Ferris notes that students' short-term ability to edit some types of errors which were directly marked by feedback did not always translate into long-term improvement, while indirect feedback seemed to help them develop over time. So both direct and indirect feedbacks are important in improving writing skills.

Margana (2009: 226) proposes that error feedback is an essential technique to improve student writing abilities. Moreover, he stated that teacher direct feedback, indirect feedback, peer feedback, self-monitoring, teacher-student conference is all possible rewarding options for teachers to be used in handling students' errors.

Furthermore, Maarof et al. (2011: 33) also state that although teacher feedback is considered more effective by many students, peer feedback with appropriate training provided to students may well serve as an important supporting role in helping learners in their writing. A combination of both types of feedback is thus crucial in the effort to improve students' writing in the ESL classroom.

C. Conceptual Framework

CF is a feedback which is conducted by combining peer-feedback and teacher-feedback. In this method, students are asked to make a product of writing first. After that, they are asked to change their work with their friend, and their

friend has to give feedback to their work. Then, the students have to edit their works as the feedback written, but if the feedback given happens to be wrong, they have the right to refuse the feedback and have a discussion with their peer who gives them feedback.

The last stage in doing CF is the teacher's feedback. The teacher is the last person who gives feedback to the students' works. The second draft of the text is submitted to the teacher, and the teacher gives his or her feedback. After that, the students have to revise their work based on the teacher feedback and submitted as their final draft.

Later, the teacher gives the whole class a feedback taken from the mistakes the students in the whole class mostly do. It is very useful because the students can learn more about what they are still confused with. Moreover, the students are given feedback on their own work by the teacher and that can make the students familiar in writing, and learn more about their mistakes. If they still feel confused, they can ask the teacher directly or ask their friends. It is an effective method to improve their writing skills.

Here, the teacher's role is as a feedback provider who gives them a lot of input to make them improve. In the process, the teacher also plays a role as a resource who answers the students' question directly or indirectly.

The analytical construction of the CF is presented below.

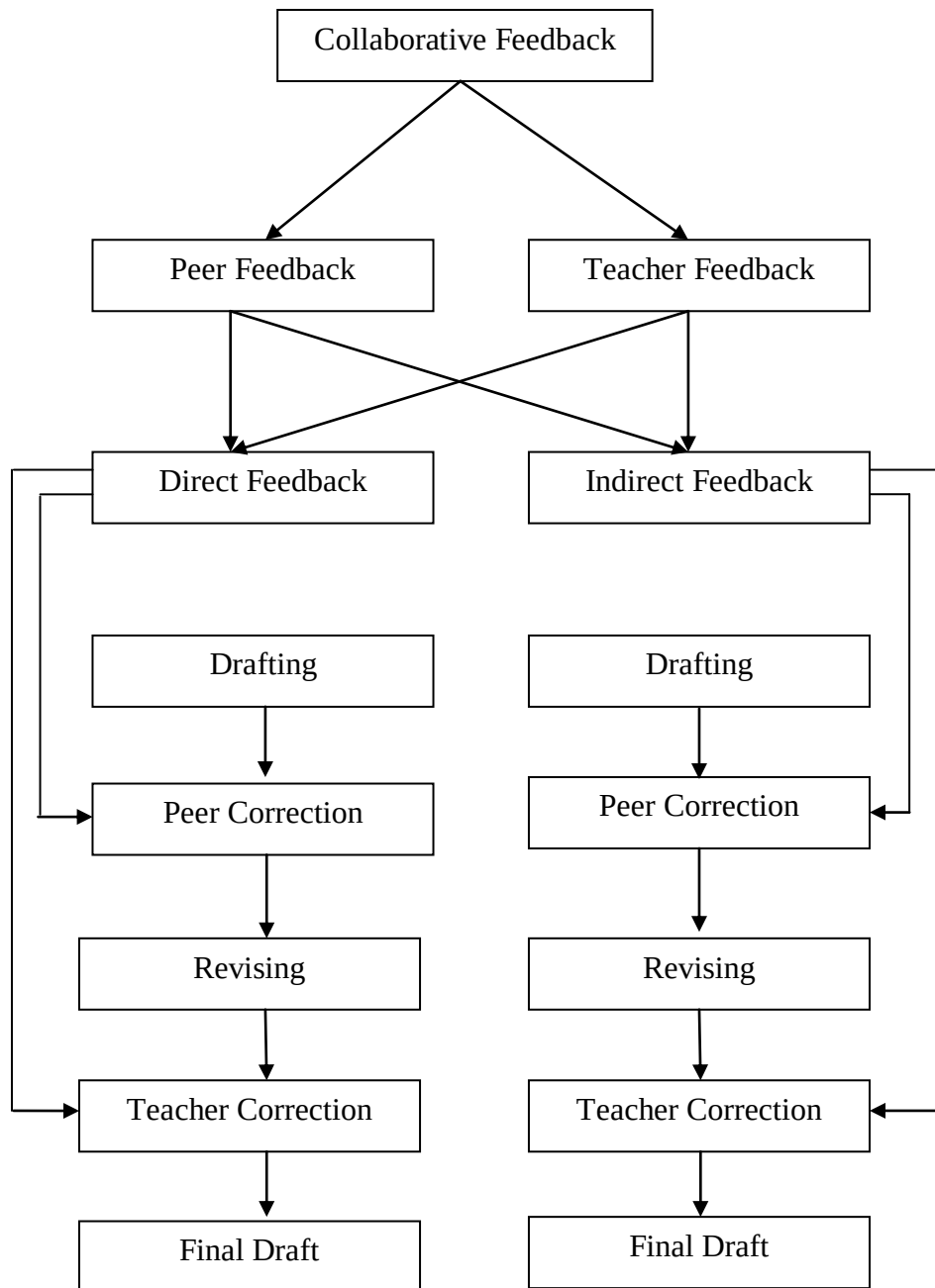


Figure 3: **Analytical Construction of CF**

CHAPTER III

RESEARCH METHODS

This chapter provides the research type, research setting, data collection analysis, validity and reliability, and procedure of the research. Each is presented below.

A. Research Type

The type of the research is Action Research (AR) in which AR involves taking a self-reflective, critical, and systematic approach to exploring the teaching contexts. Burns (2010: 2) proposes that Action Research (AR) can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students. In AR, a teacher becomes an ‘investigator’ or ‘explorer’ of his or her personal teaching context, while at the same time being one of the participants in it. So, one of the main aims of AR is to identify a ‘problematic’ situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically. And the central idea of the *action* part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practise.

This research was done to improve writing skills using CF. During the research, the teachers helped the students to do any writing skill on their own. Firstly, students were asked to make a text. They were free to open all books they have. Then, after finishing the text, they were asked to change their product with

their friend, and their friend should give their text feedback. After that, the text was revised by the writer and they had to collect it right after.

Then, the texts were corrected again by the teacher. If there was any mistake, the teacher gave them another feedback. The next meeting, the teacher gave the text back to the students and asked them to revise their text again. Lastly, the text was submitted to the teacher as a final-draft.

By using this method, students could understand writing skills by analysing others' product of writing. The students may ask for more explanation and guidance from the teachers. Informal surveys, observations and interviews are used to determine subject growth and the student's opinions about the technique. Formal tests are used to make the final conclusion.

B. Research Setting

In this point, there were two sub-points, the place of the research and the schedule of the research.

1. Place of the Research

This research was conducted in SMP N 2 Srandakan in which the researcher did her *KKN-PPL (Kuliah Kerja Nyata-Praktek Pengalaman Lapangan)* in 2012.

In this research, the researcher focused on the second year students as her subject of the study. This class of VIIIA of SMP N 2 Srandakan was quite crowded. There were some students who had a high interest in learning English.

They also had almost the same ability. This school is included in a rural school which most of the students are from rural area. For some students who like English, they give their all to learn English and ask question when needed, but for the other students who are not interested in English, they keep silent. So, the researcher wants to make the students who do not like English to like English. The researcher believes that if the students can understand the nature of English, they will slowly love it.

2. Schedule of the Research

The schedule of the research was based on the academic calendar and it was held in the first semester of the academic year of 2013/2014. The research itself was conducted in September until October, following the school schedule of the English lesson. The research took the VIIIA as the subject of the research.

This research was conducted within two months, from the end of September until October. There were five activities did in the research, they were: pre-test, cycle 1, progress test, cycle 2, and the last was post-test.

The first activity the researcher conducted was pre-test. It was done in the end of September. After that, the researcher did the first cycle from the end of September until the first week of October. The progress-test was also done in the first week of October. Then, the students of SMP N 2 Srandakan were having a mid-test in the second week of October, followed by *Hari Raya Kurban*. The researcher did her research on the second cycle in the end of the third week of October, and the post-test was done in the end of October.

After the researcher finished in taking the data, the researcher then analysing the data, and reporting it. This activity was done in three months, from November 2013 until January 2014.

C. Data Collection and Analysis

In conducting the data collection and analysis, the researcher used the types of data, instruments of collecting data, and data analysis techniques. Each is presented below.

1. Technique of Collecting Data

The data were collected through observations, conducting tests, and interviews. Each is presented below.

a. Observations

The observation used here was structured observation which was very systematic and enables the researcher to get the data from the observation.

1) Pre-Activity

The researcher tried to gain data on the physical setting (physical environment and its organisation), human setting (characteristic), interactional setting (formal/informal, verbal/non verbal), and programme setting (pedagogic styles, curricula and their organisation).

2) Whilst-Activity

The researcher tried to gain data about the use and the way of the use of CF and also the effect of the activity.

3) Post-Activity

The researcher tried to gain data about the respondents' feeling about the activity, like or dislike, and also self assessment.

b. Conducting Tests

Writing test was used to measure students' understanding and improvement.

1) Pre-Test

The students were given a test in their writing skills before doing CF. The aim of the test was to measure the students' writing skills before the implementation of the technique.

2) Progress Test

The students were given a test in their writing skills after conducting the first skills. The aim of the test was to measure the students' writing skills after the first cycle is conducted.

3) Post-Test

The students were given a test in their writing skill after doing CF. The aim of the test was to measure the students' writing skills after the second cycle was conducted.

c. Interviews

The interview used was an interview guide approach which was the topics and issues to be covered were specified in advance, in outline form; interviewer decided sequence and working of questions in the course of the interview.

1) Pre-Activity

The researcher interviewed the need analysis and their expectation after having CF.

2) Post-Activity

The researcher interviewed the teacher and the students' feeling and comments after having CF.

2. Instruments of Collecting Data

The instruments used in this research are observation checklists, test, and interview guidelines. Each is presented below.

a. Observation Checklists

Observational data were attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situations. Here, the researcher got the data by watching the class directly with sometimes helping them in doing the activity.

b. Test

In doing test, the researcher used self-referenced instruments. As proposed by the University of Oregon in Lodico, et al. (2010: 86), self-referenced instruments are tests that measure an individual student's performance over time to see if it improves or declines when compared with past performance. The intention here is to indicate whether students have achieved an improvement after given the treatment or not.

Here, the researcher collected students' writing works over a set period of time and monitors the improvements and gaps in their writing.

c. Interview Guidelines

In doing interview, the researcher used interview guide approach. The researcher asked personally to the students about what they like/dislike about the activity. The researcher had an outline, but the order in asking the students was up to the researcher. Here, the researcher use in depth interview to make the researcher got a better understanding about the students and the teacher's feeling.

3. Data Analysis Technique

In dealing with data analysis technique, the researcher adapted it from Burns in Burns (2010: 104-105) as presented below.

a. Assembling the Data

- 1) Collecting all the data the researcher had as well as any ongoing reflections that have made about them.
- 2) Reviewing the initial and or revised questions.
- 3) Starting going through the data and looking for broad patterns, ideas or trends that seem to answer the questions.

b. Coding the Data

- 1) Based on the broad picture developed, it started from refining it by coding the data into more specific patterns or categories.

- 2) Identifying which data sources the researcher can code qualitatively (e.g. journal entries) and which the researcher can code quantitatively (e.g. questionnaires).

c. Comparing the Data

- 1) Once the coding is complete, comparing the categories or patterns across different sets of data (e.g. interviews compared with surveys) to see whether they say the same thing or whether there are contradictions that can be highlight.
- 2) Developing tables, bar/pie charts or sets of quotes to set the data out and display them in a concise form.

d. Building Meanings and Interpretations

- 1) Thinking deeply about what the data are saying by reflecting beyond the immediate surface details.
- 2) Looking for more abstract 'big picture' concepts and not just step-by-step descriptions of what we have found.
- 3) Posing questions, identify connections, and develop explanations about what the research means at the broadest level of her understanding of it.
- 4) Refining the researcher own 'personal theories' about the meanings of this research.

e. Reporting the Outcomes

- 1) Thinking about how the researcher presents the research and what have been found to tell others.

- 2) Consider how the researcher organises the whole ‘story of the research’ from beginning to end and not just the analysis and findings.

D. Validity and Reliability

The validity and reliability were used in this research. Lodico, Spaulding and Voegtler (2010: 93) states that validity and reliability are typically established by a team of experts as part of the process of developing a standardized instrument. So, to make the research standardised, the validity and reliability are made.

1. Validity

Manion, Cohen and Morrison (2000: 105) say that Validity is an important key to effective research. Moreover, they proposed that Validity is thus a requirement for both quantitative and qualitative/naturalistic research. They also state that in qualitative data validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher. Moreover, Lodico, et al (2010: 93) proposes that validity focuses on ensuring that what the instrument “claims” to measure is truly what it is measuring. In other words, validity indicates the instrument’s accuracy.

Anderson, et al.; Creswell in Lodico, Spaulding and Voegtler (2010: 349) propose five kinds of validity.

a. Democratic Validity

In democratic validity, the researcher should prove whether the different types of data collected and triangulated or compared. Moreover, the researcher should also know about whether the data represent different viewpoints and perspectives or not.

The researcher did collaboration with the teacher when taking data from the students. The teacher here has the function to give opinion, criticism and suggestion about the method used by the researcher. Then the opinion, criticism and suggestion are being used to improve the next actions.

b. Outcome Validity

The Outcome Validity in this research was got by looking at the previous result, whether it is success or not. Here, the researcher and the collaborator analysed the treatment.

c. Process Validity

In process validity, the researcher should show whether the researcher did develop a logical plan and collect data in a systematic and dependable way or not

The researcher collected the data by doing observation and taking notes during the research. The process was done in two cycles and each cycle consisted of planning, action and implementation, observation, and reflection steps. During the research, the data were taken from different resources supported by same evidences such as photographs.

d. Catalytic Validity

In catalytic validity, the researcher should show whether the research led to a positive change or a solution to a problem or not.

This criterion relates to the extent to which the research allows participants to deepen their understanding of the social realities of the content and how they can make changes within it. In this research, the research member had opportunities to learn more about the action the English teaching-learning process. To get catalytic validity, the researcher collected the data by interviewing the participants and taking notes during the research.

e. Dialogic Validity

In dialogic validity, the researcher should prove that whether the researcher collaborate with others who had an interest in the problem or not.

The researcher did reflection with the teacher and the students in order to get suggestion to improve the next actions. This research involved the English teacher as a collaborator who also observed the class during the research process and all the stake holders.

2. Reliability

According to Lodico, Spaulding and Voegtle (2010: 93), reliability refers to the consistency of scores, that is, an instrument's ability to produce "approximately" the same score for an individual over repeated testing or across different raters.

In dealing with reliability of the data in this research, the researcher uses triangulation. Burns (2010: 97) stated that there are four kinds of triangulation namely time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. However, in this research, the researcher used three of them.

a. Investigator Triangulation

There was more than one observer in the same setting to avoid personal bias and to provide checks and the reliability of the observation. Furthermore Burns (2010: 97) suggests another name of it which is proposed by Denzin, that is researcher triangulation where the data are collected by more than one researcher. During the research the English teacher acted as the collaborator who monitored the classroom situation during the class meeting.

b. Theoretical Triangulation

The data were analysed from many perspectives based on more than one theoretical review in interpreting the data. Denzin calls it Theory triangulation as cited by Burns (2010: 97) which suggests that the data are analysed from more than one theoretical perspective. In this research, the data gathered during the research were developed from the theoretical ideas of the researcher compared in the written theories of some eminent experts and the collaborators' observations and reflections.

c. Time Triangulation

The data were collected at different points of time as proposed by Denzin, in Burns (2010: 97). During the research the interviews were done at the beginning, the middle and the end of the research. The result showed the changes which the students made and the improvements they achieved from time to time.

Triangulation was used in the research in purposes of avoiding subjectivity and also maintaining trustworthiness in analysing the data. It was performed by providing genuine data such as field notes, observation checklist, and interview transcripts. The triangulation was applied by performing interviews with the teacher and the students and also observation during the classroom research.

E. Procedure of the Research

Burns (2010: 2) states that Action Research is taking an area you feel could be done better, subjecting it to questioning, and then developing new ideas and alternatives. In doing AR, following these steps is needed, suggested by Kemmis and McTaggart in Burns (2010: 8).

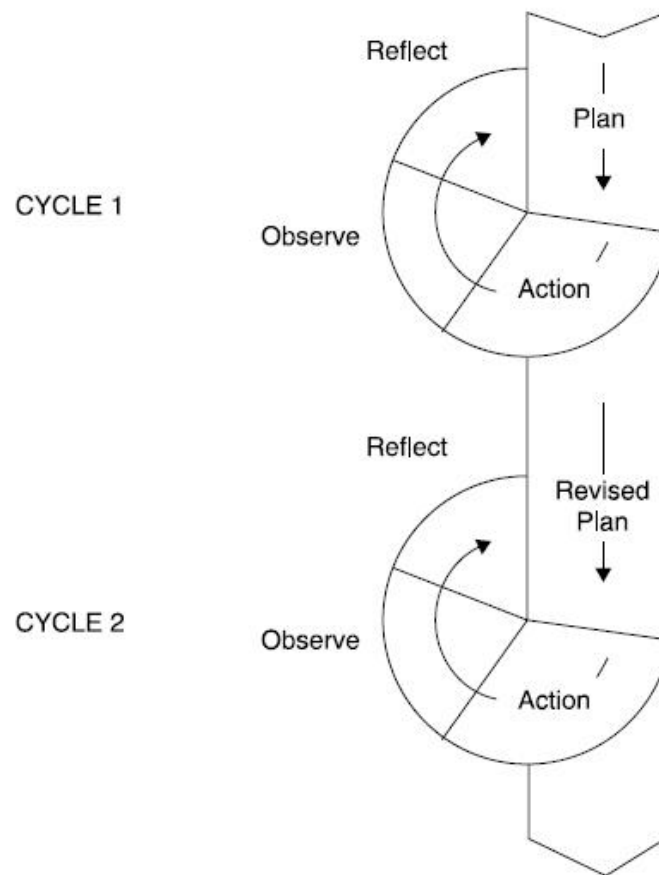


Figure 4: **Cyclical AR model based on Kemmis and McTaggart in Burns (2001: 9)**

Each step in the cycle is presented below.

1. Planning

In this phase the researcher identified problem or issue and developed a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where the researcher considers: i) what kind of investigation is possible within the realities and constraints of the teaching situation; and ii) what potential improvements the researcher thinks are possible.

2. Acting

The plan is a carefully considered one which involves some deliberate interventions into the teaching situation that the researcher puts into action over an agreed period of time. The interventions are ‘critically informed’ as the researcher questions her assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where the researcher uses ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

4. Reflecting

At this point, the researcher reflected on, evaluated and described the effects of the action in order to make sense of what has happened and to understand the issue the researcher has explored more clearly. The researcher may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of the research with others as part of the researcher’s ongoing professional development.

F. Writing Scoring Scheme and Writing Correction Symbols

In dealing with writing scoring scheme, the researcher used an analytic scale for rating composition tasks proposed by Brown and Bailey (2004: 244-

245). In this method, there are five components to be scored; they are organisation, content, grammar, mechanics and style, as presented above. This scoring scheme is called as analytical writing scoring scheme because it can enable learners to home in on weaknesses and to capitalise on strength. Moreover, Brown (2004: 243) suggests that classroom evaluation of learning is best served through analytic scoring.

The writing symbol used in this research was simple writing symbols taken from Oshima and Hogue (1997: 217-218). They are not all writing correction symbols above used in the research. There are also some symbols which are made by the researcher herself. The symbols used in this research are as follow:

Table 2: **Writing Correction Symbols used in the Research**

Number	Symbol	Meaning
1.	S	Subject Needed
2.	V	Verb Needed
3.	P	Punctuation
4.	=	Capitalisation
5.	VT	Verb Tense
6.	SV	Subject-Verb Agreement
7.	SP	Spelling
8.	?	Confusing Sentence

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research process of the Cycle I and Cycle II. Each cycle consists of planning, acting and observing, and reflecting. This chapter also shows the quantitative data obtained during the research in relation to support the qualitative data. The details of the process are presented below.

A. Identification of the Field Problems

Before identifying the field problems on students' writing skills, preliminary observation, some interviews, and a pre-test were conducted. To know more about the teaching and learning process in the class and the problems encountered, some interviews were done. The interviews also aimed to meet the catalytic validity. Moreover, observation was conducted to make the data more reliable, and pre-test was conducted. The pre-test was held to measure the students' skills on writing.

After the researcher conducting the preliminary observation, interviews, and pre-test, there were some problems found. The problems found in observation were the lack media used by the teacher in the teaching and learning process and the lack of enthusiasm the students had. For the media, the only media the teacher used was a textbook *English on Sky* and the students should bring it every meeting. The teacher also seldom teaches writing as presented below.

(4:01)	R	: Bagaimanakah cara Ibu mengajar writing selama ini? (<i>How do you teach teaching writing?</i>)
	T	: Wah, saya jarang mengajar writing e mbak. Tapi kalau ngajar

(continued)

writing biasanya **ditentukan temanya dulu sesuai materi di buku** lalu saya **meminta anak-anak membuat karangan**. Misal *describing animal*, biasanya saya menyuruh anak-anak membuat karangan tentang hewan yang beda-beda. (*Ah, I rarely teach writing, but if I happened to do it, I **determined the theme as in the book used**. Then I **asked the students to make a text**. For example was *describing animal*. I usually asked the students to make a different animal.*)

(AppendixB/Interviewtranscript03/26.09.2013)

Moreover, most of the students lack enthusiasm in learning English proved by the small amount of students brought dictionary in the class, and the rest of the students lent the dictionary from the other students who brought it, or did nothing when they had any difficulties about the vocabulary.

In addition, preliminary interviews were held. The preliminary interviews were divided into two parts, interview with the students, and interview with the English teacher. During interviewing the students, it was known that the students felt that they found some difficulties in spelling, grammar and vocabulary, as presented below.

- | | |
|----------|---|
| (4:02) R | : Kesulitan apa sih yang sering kalian hadapi waktu belajar menulis dalam bahasa Inggris? (<i>What kind of difficulties have you found in learning writing in English?</i>) |
| S3 | : Tulisannya, Kak. (<i>The letter, Miss.</i>) |
| R | : Spelling? Maksud kalian mengeja hurufnya? (Spelling? <i>Do you mean the spelling of the letter?</i>) |
| Ss | : Iya, Kak. Itu susah banget. Kadang-kadang hurufnya suka salah. (<i>Yes, Miss. It is very difficult for us. Sometimes, we make a mistake in it.</i>) |
| R | : Selain itu, apa lagi yang menurut kalian susah? (<i>Any other problems?</i>) |
| S1 | : Menggunakan bahasa yang tepat. (<i>Using the right language.</i>) |

		(continued)
R	:	Maksudnya tenses -nya? Tata bahasanya ? Misal mau pake Verb 1 apa Verb 2 gitu? (<i>Do you mean the tenses? The grammar? For example choosing whether using verb 1 or verb 2?</i>)
S1	:	Iya, Kak. Masih bingung yang itu. (<i>Yes, Miss. I am still confused in it.</i>)
R	:	Oke, ada lagi? (<i>Okay, any other problem?</i>)
S3	:	Itu, Kak. Cara bacanya bingung. Kadang gak dibaca sesuai hurufnya. (<i>We also still confuse about the pronunciation because sometimes the word does not read as the letter stated.</i>)
S2	:	Iya, Kak. Masih bingung yang itu juga. (<i>Yes, miss. We too.</i>)
(AppendixB/InterviewTranscript01/25.09.2013)		

In addition, some other students also stated the same. They also felt that spelling and grammar were the most difficult part in writing as presented below.

(4:03)	R	:	Loh. Nggak bisanya dimana? (<i>What are your difficulties?</i>)
	S2	:	Hurufnya kak. (<i>The letters, Miss.</i>)
	R	:	Oh spelling . Misal kurang huruf atau salah huruf gitu kah? (<i>Oh, spelling, for example miss one or two words, right?</i>)
	S2	:	Iya, sering salah itu. Sama bikin kalimatnya bingung. (<i>Yeah, Miss. We still have the difficulties in those. Moreover, we also have difficulties in making a sentence.</i>)
	S1	:	Sama, Kak. Ngartiinnnya juga susah, Kak. (<i>Me too. It is also difficult in translate it.</i>)
	R	:	Oke. Terus kalau udah kayak gitu, kalian biasanya ngapain? (<i>So, what do you usually do to solve those problems?</i>)
	S1	:	Nunggu dikasih tau sama Ibu Guru, kak. (<i>Waiting for the teacher to explain to us, Miss.</i>)
	S2	:	Iya kak. (<i>Yeah.</i>)
	R	:	Apa kalian nggak bawa kamus ? (<i>Don't you bring any dictionary?</i>)
	S1	:	Nggak , Kak. (<i>No, Miss.</i>)
	R	:	Kenapa? (<i>Why?</i>)
	S1	:	Nggak punya . (<i>I do not have any dictionary.</i>)
	R	:	Kalau kamu? (<i>What about you?</i>)
	S2	:	Sama. Nggak punya juga. (<i>Me too.</i>)
(AppendixB/InterviewTranscript02/25.09.2013)			

From the interview above, it was known that some of the students lacked enthusiasm in learning English because most of them did not have, and did not bring any dictionary. They also relied on their teacher much as when they found a problem they just waited the teacher to tell them.

Moreover, when the teacher was interviewed, she said that the most problem which was needed to be improved was the grammar, and the second thing was the vocabulary as she said below.

- | | | |
|--------|---|--|
| (4:04) | R | : Biasanya siswa kesulitan pada bagian apa , Bu? (<i>Which problems do the students find the most difficult, Ma'am?</i>) |
| | T | : Biasanya mereka masih bingung di bagian kosakata dan structure . Kosakata sih tidak begitu parah, tapi masalah structure itu yang paling sulit. (<i>Usually, they are still confused with the use of vocabulary and structure, and the structure is the most difficult problem to them.</i>) |

(AppendixB/InterviewTranscript03/26.09.2013)

The pre-test was the one which showed the real data without any intervention of feeling and it was more reliable since it showed the real skills the students had. After all of the preliminaries were done, there were ten problems found. The first problem was about the organisation of the text. Although they had been given guided task, they still had difficulty in arranging it. The second problem was the the grammar used. It was the biggest problem found. Most of them still used present tense in making a past event text as shown in the Figure 5 below.

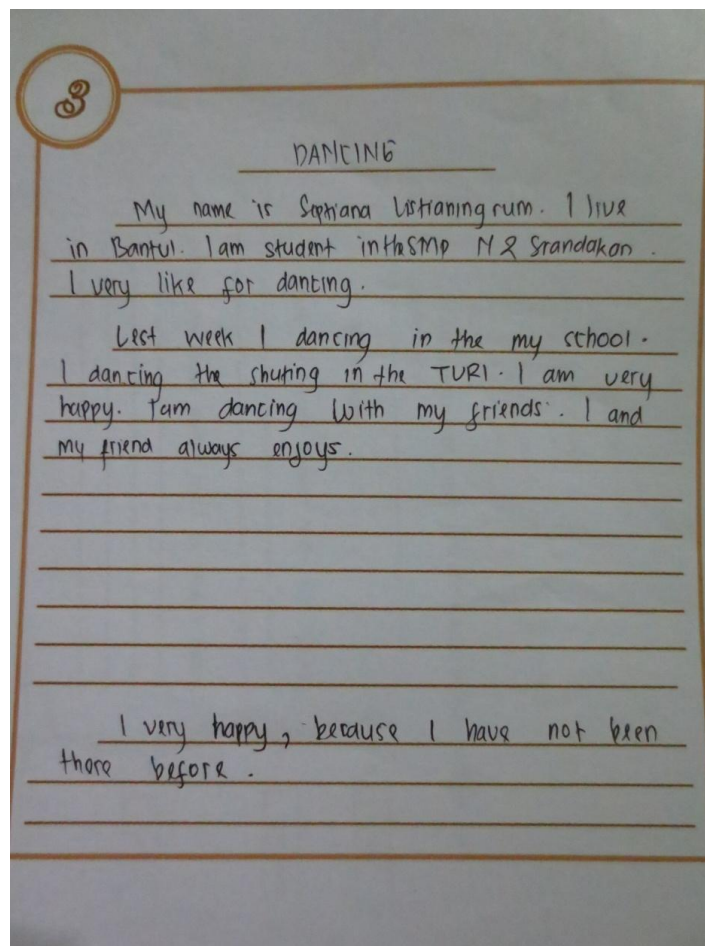


Figure 5: Student's Work in Pre-Test

The third problem was the spelling. The students felt that they were still confused with spelling, and it was proven with their writing product as they did a lot of typical errors, such as beautifull for beautiful, verry for very, wather for water, and than for then, as shown in the Figure 6 below.

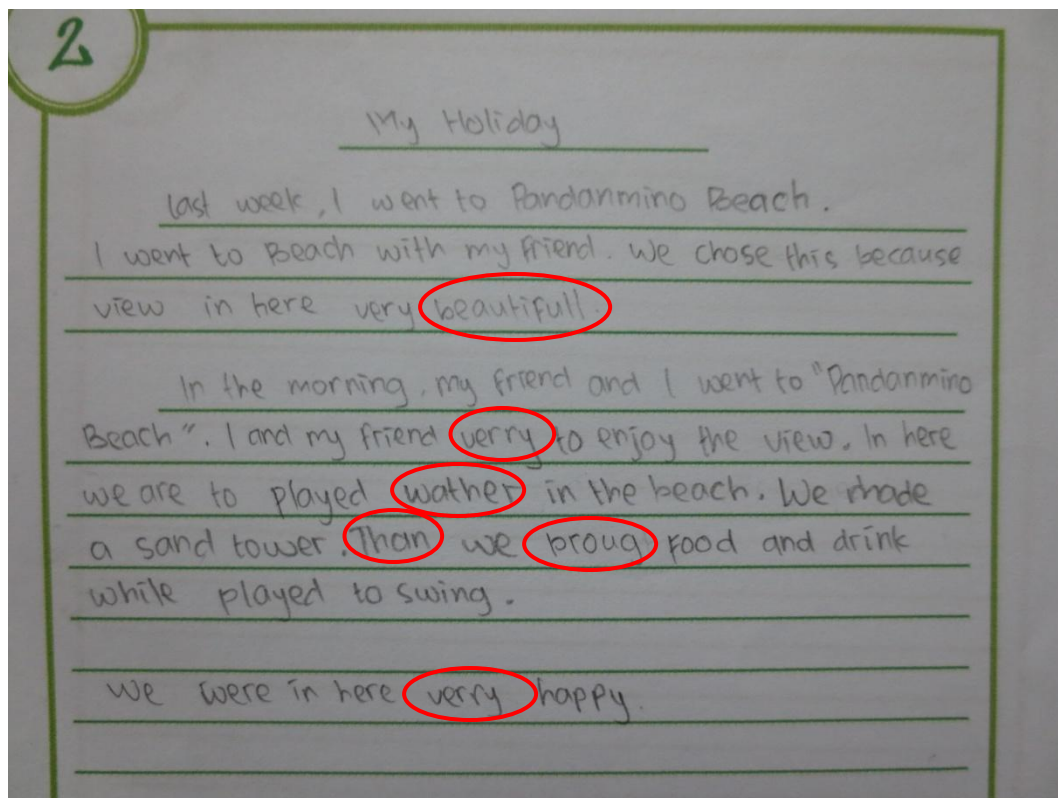


Figure 6: Student's Work in Pre-Test

The next problem was the vocabulary as stated by both the students and the teacher. The students tended to use one verb. Sometimes, in one text, there was just one main verb which was used with some different adverbs and objects.

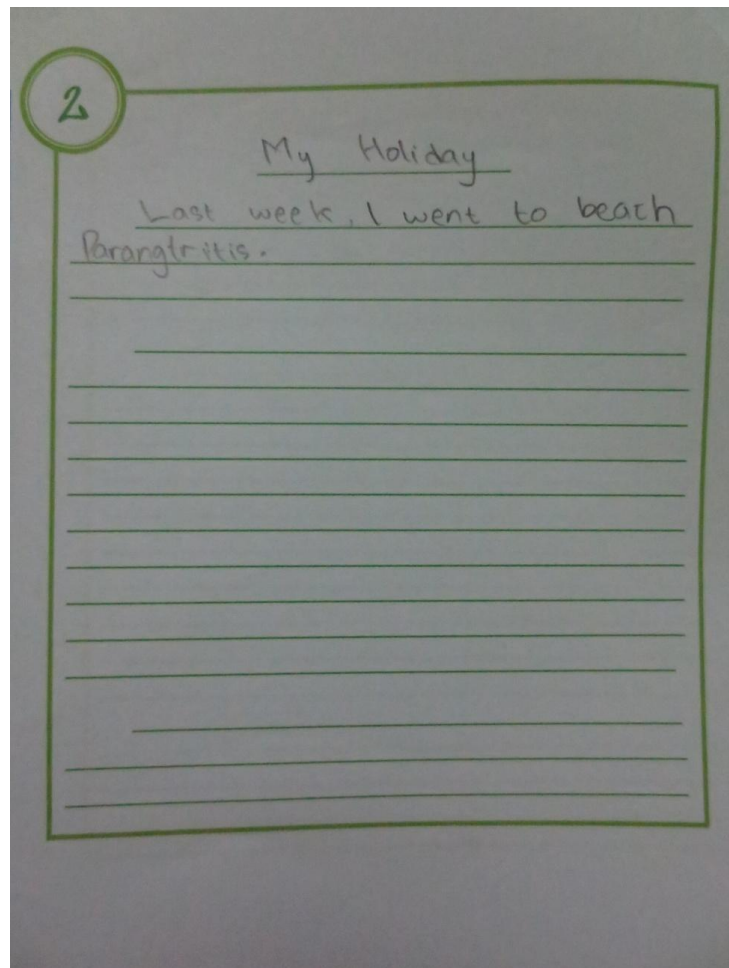


Figure 7: **Student's Work in Pre-Test**

Figure 7 above shows that some of the students also could not manage the time well. Most of the students did not finish all the three tasks given in the pre-test. Furthermore, there were also some problems with the content of the students' writing product. Most of them still did not understand yet about what kind of story is recount like. Because all they knew was descriptive text, some of the students ended up with writing their daily activity. Some of the students had known about the content, the idea of a past event text, but they still used simple present tense

which indicated that they had not fully understood about the tenses used in a past event text text.

Another problem was the phrase. It is known that most of the EFL learners have difficulties in learning the target language. It is because the different concept of L1 and L2. The students' L1 is Javanese. In forming a phrase, Javanese uses DM pattern, while English is using MD. The problem was that most of the students used DM in forming English phrase.

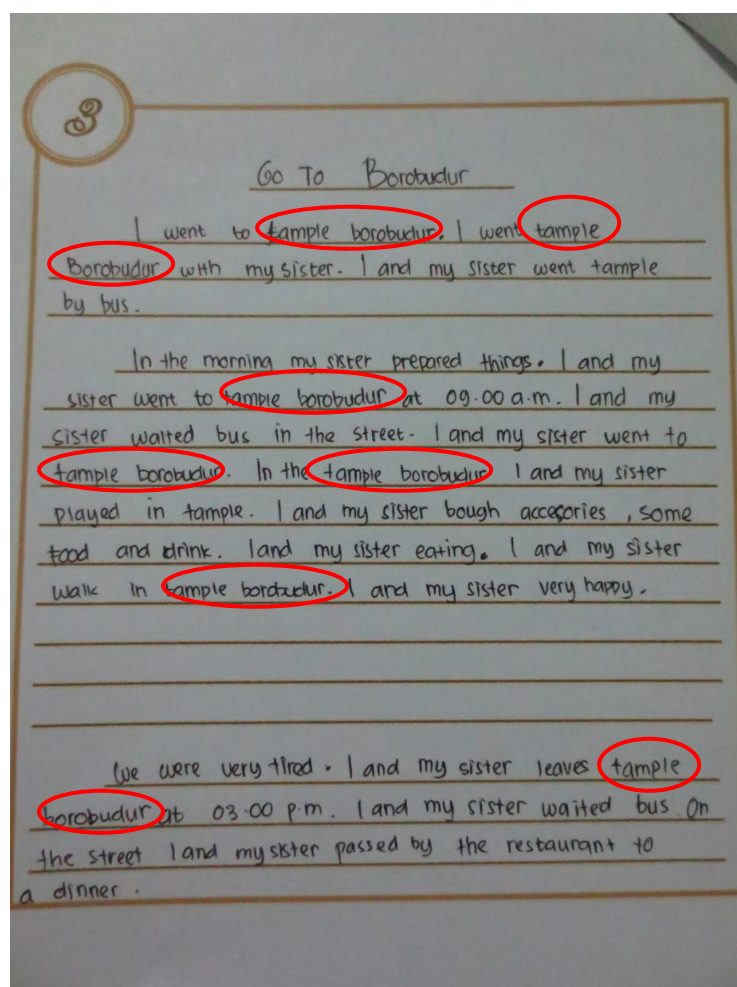


Figure 8: Student's Work in Pre-Test

Moreover, the students still lack the knowledge about how to use punctuation. Most of them did not know where and when to use the right punctuation, some of them also forgot to give a fullstop in some sentences, especially when it was the last sentence in the paragraph. The last problem found was the lack of enthusiasm. It was proven by the texts they made which were just less than a half paper given to them. Sometimes, it was just two or three sentences for the second paragraph. Also, as stated above, most of the students did not bring dictionary although they knew that they had an English class.

In conclusion, the table below shows the field problems explored previously.

Table 3: The Field Problems

No	Field Problems
1.	The media used in the teaching and learning process was not varied.
2.	The method used by the teacher was lecturing.
3.	The students were having problems in grammar.
4.	The students were having problems in spelling.
5.	The students were having problems in vocabulary.
6.	The students were having problems in organisation.
7.	The students were having problems in content.
8.	The students were having problem with the form of phrasing.
9.	The students were having problems in mechanics, especially in punctuation.
10.	The students had a low enthusiasm in learning English writing.

B. Determining the Urgent Problems to Overcome

To attain the democratic validity, the researcher had a dialogue with the collaborator about the urgent problems which had to be solved. Those problems are as follows.

Table 4: **The Urgent Problems**

Number	Field Problems
1.	The method used by the teacher was lecturing.
2.	The students were having problems in grammar.
3.	The students were having problems in vocabulary.
4.	The students were having problems in organisation.
5.	The students were having problems in content.
6.	The students were having problems in mechanics, especially in punctuation and spelling.

C. Determining the Actions to Overcome the Problems

To exceed the urgent problems above, CF was used to improve the students' writing skills dealing with writing a past event text text. In addition, some action plans were proposed to improve the writing skills. Those action plans were stated below.

1. Using the CF to improve students writing skills dealing with the five components (organisation, content, grammar, mechanics and style).
2. Using the process writing starting from drafting, revising, and final draft.
3. Using direct and indirect feedback to gain the students awareness in making good sentences and paragraphs.
4. Introducing the students with the writing correction symbols to be used in giving indirect feedback.
5. Asking the students to do peer-feedback to deepen their understanding in making a product of writing.
6. Giving comment to the students' writing products personally in order to make them enthusiast and understand more about how to make a product of writing.

7. Ask the students to rewrite their text after given the feedback from their friends and teacher to improve the students' skills in writing.

D. Research Process

To meet with the process validity, this research consisted of two cycles with planning, acting and observing, and reflecting in each cycle. To meet the outcome validity, the researcher and the English teacher discuss the previous result in pre-test. Moreover, in every meeting, discussion with the collaborator was done to meet the democratic validity, and a reflection with the teacher and the students was done to meet the dialogic validity and investigator triangulation.

1. The Report of Cycle I

The teaching and learning process in Cycle I was divided into three meetings. In this cycle, the researcher used three steps, they were planning, acting and observing, and reflecting.

a. Planning

Some plans of the introductory session before the first meeting in Cycle I were organised. First of all, lesson plans were made. There was a task that the students should do in each meeting. Cycle I consisted of five times forty minutes. Second, the text used as a modelling of the text was copied. The text was also the modelling of the direct feedback which would be used in the Cycle I. The last, the answer sheets in conducting the post-test were printed. There were three answer

sheets with three different colors, blue for Task 1, green for Task 2 and orange for Task 3.

For the first meeting, the things needed were the copies of the text model, the copies of the task, and the copies of the answer sheets. The copies of homework, and its answer sheets were also needed because it had to be distributed to be next meeting's material.

For the second meeting, the things needed were the copies of the task for the students' homework along with the answer sheets.

For the third meeting, there was nothing to be prepared because the third meeting's material was the second meeting's homework.

In the end of the third meeting, interviews were done for both the teacher as a collaborator, and the students related to their comments during the meetings in Cycle I. Furthermore, an observation checklist and camera were provided in each meeting. After the reflection done, the follow-up activity was developing a lesson plan for the next cycle.

b. Acting and Observing

In every meeting, the students were asked to make a a past event text text. The method used by the teacher in the teaching learning process was Genre Based which contained of Building Knowledge of the Text (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), Independent Construction of the Text (ICOT) and Linking Related Text.

1) Meeting 1

In the first meeting, BKOF was done by asking the students about what they did in their previous holiday. Some answered that they went to the beach, and the others answered that they were just at home.

In MOT stage, a text entitled “Holiday in Yogyakarta” was showed. The students were asked about what they know about the text showed. Some of the students had understood about the language features used, but there were more who still confused. So that, the researcher together with the students analyse the generic structures, and the language features used in the text. After done with the generic structures and language features, the researcher told the students about how to use direct feedback. The example corrections had been provided in the distributed text, so that the researcher asked the students about the reason why those sentences were wrong, and help them in finding the answers.

In JCOT stage, the researcher asked the students to write a past event text. Here, the students were given some questions as hints. The researcher also provided them with three answer sheets. Moreover, in the answer sheets, there were also some hints which indicated the generic structures of the text. In this meeting the students still felt confused and did not enjoy the technique.

After the students had done with the task, the researcher asked the students to submit their work. The researcher then divided the students into a group of four, chose some of the texts, and distributed the texts chosen to the students to be given a direct feedback as the example explained in the MOT. Each group was

given one work to be analysed. The purpose of this activity was to make the good in English students shared their knowledge to the lower in English students.

In ICOT stage, the students were given their works back, and being asked to do a self-correction based on what they got on their previous discussion with their friends when they were in group. After the students finished their works, they were asked to submit it to the researcher.

In Linking Related Text stage the researcher gave the students suggestion that they can write a diary to sharpen their writing ability, especially in a past event text. Moreover, the researcher gave the students homework for the next meeting. The task and three answer sheets were provided.

The last thing the researcher did was reflection. She asked them about what they had learnt in the first meeting, and how they felt about it.

2) Meeting 2

In the second meeting, the researcher did the BKOF by asking the students about the previous meeting. The researcher also discussed the common mistakes the students' made in their works which was being submitted in the previous meeting. The researcher also re-explained the function of each part in generic structures of a past event text.

In MOT, the researcher then distributed the students' works in previous meeting which had been corrected using direct feedback. The students were asked to re-write their own work in the correct form as corrected by the researcher. The

aim of this activity was to make the students aware of their own mistake and deepen their understanding.

The next was JCOT stage. Here, the researcher asked the students about the homework given in the previous meeting. There was a problem that some of the students had not done the homework. So that, the researcher gave them time to do the homework. After the students had finished, the researcher asked them to exchange their work with their friend. The students then did a peer feedback.

In ICOT stage, the students had to revise their work after being corrected by their friend. After that, the students should submit their work to the researcher.

In Linking Related Text stage, the researcher gave the students suggestion to write a diary to sharpen their writing skills, especially in writing a past event text. Moreover, the researcher gave the students homework for the next meeting. The homework was filling in the blank of what they did the day before, and make a past event text based on it. The researcher also provided them with three answer sheets.

The last thing the researcher did was reflection. She asked the students about what they had learnt in the second meeting, and how they felt about it. The researcher also made sure that they would not forget their homework again.

3) Meeting 3

In the BKOF stage, the students were asked about the previous meeting. The researcher also asked about the difficulties they found when they were doing the homework.

The MOT was doing by looking at their works in the previous meeting which had been given feedback by the researcher. The students then were asked to re-write their own work based on the feedback given.

In JCOT stage, the researcher asked the students to exchange their homeworks with their friend. They were asked to work in pairs. While the students were doing this, the researcher also did her feedback to the students. This led the students who had not understood to ask the teacher directly.

In ICOT stage, the researcher asked the students to revise their works based on their friends and the researcher's feedback. After they finished, the researcher asked the students to submit their works.

In Linking Related Text stage the researcher gave the students suggestion to write a diary to sharpen their writing skills, especially in writing a past event text. Moreover, the researcher gave the students suggestion that they should not do any plagiarism.

The last thing the researcher did was reflection. She asked the students about what they had learnt in that meeting and how they felt about it. The researcher also asked about the difficulty they felt in making a past event text.

c. Reflecting

Before implementing the actions, the researcher found that the students still had a difficulty in organising a good paragraph as presented below.

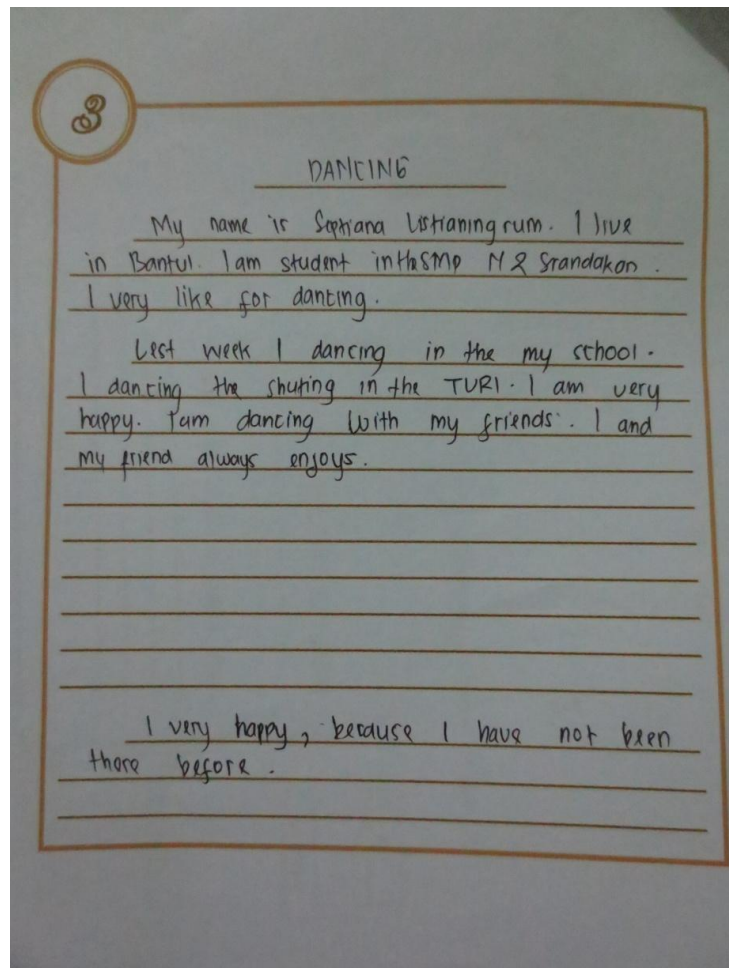


Figure 9: Student's Work in Pre-Test

After the researcher conducting the first meeting in Cycle I, a reflection about the actions was made. First of all, the activities had fulfilled the process validity for the actions consisted of three meeting. Second, CF was very useful in improving students' writing skills because it asked the students to write, and to correct their friend's work which also could be called as self-reflection.. They were also asked to make a self-correction. In connection with the CF, there were some improvements identified during the research.

In the first meeting, the students from before did not know about past event text, started to understand about what past event text is. Moreover, their knowledge about organisation and the content of a past event text improved drastically. They also knew that in making a past event, they should use past tense although most of them still had difficulty in forming past form as presented below.

1. What did you think about the holiday?

Holiday in Parangtritis

Last month, I went to Parangtritis ^{to have} ~~go to~~ holiday

^{when} ~~We~~ ~~to go~~ to a scenic Bicycle. I and friend

~~Went~~ to go Parangtritis

In the morning, I and friend's Sycling in parang

After that, _____

Then _____

Next, _____

Finally, I and friend photo's in ~~Parangtritis~~ Parangtritis

I was very Be tired

I hope I can come to Yogyakarta a gain

one Day.

title

orientation

events

conclusion

Figure 10: Student's Work in Meeting 1

Furthermore, the students were not interested in writing a past event text as presented below.

(4:05) Lalu, R membagikan kertas lagi dan kali ini kertas tersebut merupakan kertas untuk S mengarang. **Beberapa dari S terlihat antusias, namun sisanya terlihat kecewa.** Terlebih lagi, S kebingungan tentang apa yang harus mereka lakukan. R lalu menjelaskan tentang perintah yang ada pada kertas yang dibagikan. *(Then R distributed the answer sheet to the students to make a a past event text. **Some students seemed anxious, but the rest seemed dissapointed.** Moreover, S still confused about what to do. R then explained about the order of the question.)*

(AppendixA/FN.05/29.09.2013)

The first cycle was conducted well although there were some problems found. First, it was quite difficult to keep up with the time. Because in the first meeting the students were quite slow in making the text, the time become longer. So, the researcher made it in time by shorting the time for correction and revision. In addition, by the time the students finished their revision, the time was up. So when the researcher gave the students homework, they did not pay attention.

After the researcher finished the class, she had a discussion with the English Teacher in relation with the first meeting's reflection. The English Teacher said that the meeting was good, but the time management had to be considered. The English Teacher also said that the students seemed enjoy the activities.

In the second meeting, the students' enthusiasm improved. They asked if they did not understand. They also asked about words they did not know. Although some of them still did not bring the dictionary, they tried to borrow it from the library. Their skills in developing organisation also drastically improved.

There was a problem in this meeting. It was that most of the students did not do their homework which made the time management should be changed a little.

After the meeting, the researcher and the English teacher had a discussion. The teacher's comment and suggestion were about the time management. Also, the teacher asked the researcher to make the command louder and clearer.

In the third meeting, the students were so good. There was no big problem. The time management was also good. The English teacher's suggestion was about the command which had to be clearer because some of the students did not understand about what they should do.

There were the comparison of the students' works in pre-test and progress test.

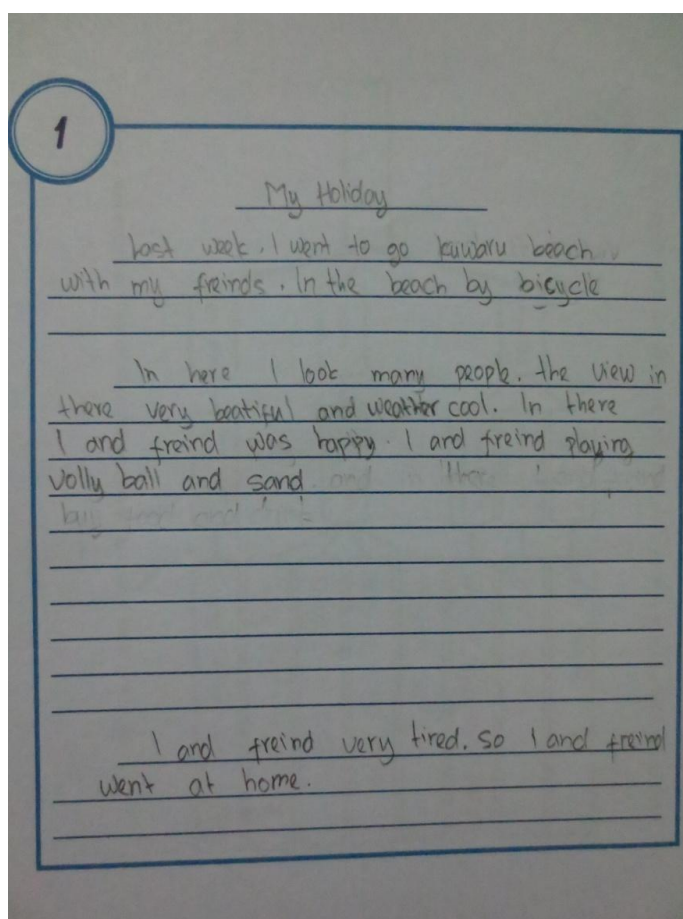


Figure 11: Students' Work in Pre-Test

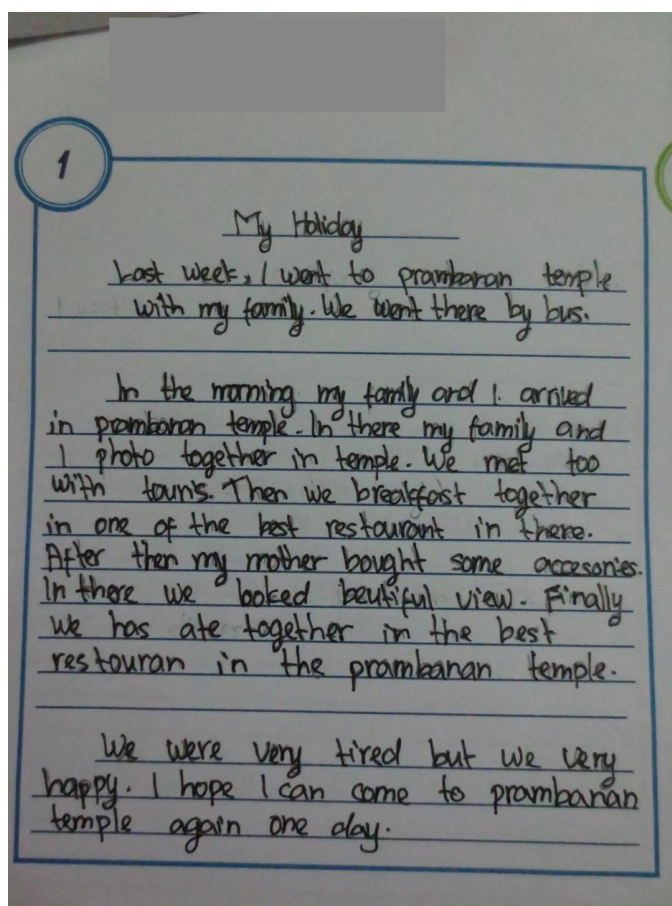


Figure 12: Student's Work in Progress Test

After conducting Cycle I, the researcher did some interviews again. Here, all of the students felt that they had made some improvements after the CF was used as presented below.

(4:06)	R	: Apa kalian merasa kalau kemampuan mengarang kalian meningkat setelah kakak jelaskan? (<i>Do you feel that your knowledge of writing better after the action?</i>)
	S20	: Meningkat. (Yes.)
	S5	: Jelaass. (<i>Of course.</i>)
	R	: Meningkat apanya? (<i>What improvement is it?</i>)
	S22	: Ya itu kak, jadi ngerti kalo harus pake verb dua. Tapi kadang bingung buat verb dua-nya. (<i>Now I know that I must use verb two in making a past event text, but I still have difficulties in changing verb one into verb two.</i>)
(continued)		

R	: Terus, kalau untuk yang lain-lain gimana? (<i>How about the others?</i>)
S5	: Itunya juga kak, spelling . Soalnya kan kalau salah langsung dibenerin, jadi tau salahnya yang mana. Tapi kok kurang titik aja disalahin sih kak? (<i>Em, the spelling too, Mss because there were the correction after the wrong spelling, so I know the correct one.</i> <i>But for the punctuation, why is there too strict?</i>)
R	: OK. Ya kan supaya kalian terbiasa menulis dengan benar. Ada yang lain? (<i>Okay. It was to make you usual with the right writing. Any other improvements?</i>)
S5	: Kalo aku sih cuma itu. (<i>No, Miss. That is enough.</i>)
S20, 22	: Sama. (<i>We too.</i>)

(*AppendixB/InterviewTranscript04/05.10.2013*)

Besides, the researcher also did some reflection interview about the Cycle I's activities with the English teacher. The English teacher thought that the component which had to be improved more was the grammar as presented below.

(4:07) R	: Kalau untuk aspek yang menurut Ibu masih perlu ditingkatkan apa ya Bu? (<i>What aspect which is still to be improved?</i>)
T	: Tenses-nya kalau untuk anak-anaknya . Soalnya sampai saat ini saya belum menemukan cara yang tepat untuk mengajar writing. (<i>The tenses because most of the students were very difficult in understanding tenses. In addition, I have not found the right way in teaching writing.</i>)

(*AppendixB/InterviewTranscript08/05.10.2013*)

In conclusion, the use of CF with direct feedback was categorised as successful, but there were still some problems to be solved. So the researcher decided to conduct Cycle II.

2. The Report of Cycle II

The teaching and learning process in Cycle II was divided into two meetings. In this cycle, the researcher used three steps, they were re-planning, acting and observing, and reflecting.

a. Re-Planning

Based on the interview, observation, and the result of the progress test, the researcher composed the material for Cycle II. First, the researcher made a lesson plan. There were two meetings in this cycle. Every meeting, the students should do a task. The difference from the first cycle was in the feedback used. In this cycle, the students were taught about indirect feedback. Second, the researcher prepared the copies of the texts used in modelling of the text. In these texts, the students were provided with the example of indirect feedback. The researcher also prepared the answer sheets for each cycle. Each student got three answer sheets in every meeting. There were also the answer sheets in conducting the post-test to be printed. As used in pre-test and progress test, the answer sheets had three different colors, blue for Task 1, green for Task 2 and orange for Task 3. Lastly, an observation checklist was provided for the collaborator in each meeting.

For the first meeting, the things needed were the copies of texts used in modelling of the text. Second, the task and the answer sheets in which each student got three answer sheets were copied. Third, the tasks and the answer sheets were copied to be distributed to the students as homework.

For the second meeting, there was nothing to be prepared because the third meeting's material was the second meeting's homework.

In the end of the second meeting, the interviews were done for both the teacher as a collaborator, and the students related to their comments during the meetings in Cycle II. Furthermore, an observation checklist and camera were provided in each meeting.

b. Acting and Observing

The actions implemented in the Cycle II was the same with the ones implemented in Cycle I, the difference was in the model of the task given, but they were still in the line of guided and semi-guided tasks.

In each meeting, the students were asked to make a past event text. The method used by the teacher in the teaching learning process was Genre Based which consisted of Building Knowledge of the Text (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), Independent Construction of the Text (ICOT), and Linking Related Text.

1) Meeting I

In the first meeting, the BKOF was done by asking the students about what they did on Hari Raya Qurban. After that, the researcher showed the students about their common mistakes in the progress test. The researcher chose to write them down on the whiteboard in order to make the students paid attention to what the researcher explained. In this stage, some of the students showed their enthusiasm by asking some questions to the researcher.

In MOT stage, a text entitled “Going Camping” was provided. In this text, the students were shown the sample of using indirect feedback. There were some codes used in analysing the text. First, the researcher asked the students to read the whole text. After that, the researcher asked the students about the generic structures of the text. Then the researcher asked the language features used in the text. Most of the students answered correctly. After that, the researcher wrote in the whiteboard about the meaning of each code, and asked the students to write it on their own paper or book. Through this activity, the students were expected to understand more about indirect feedback since they read and write the code. Furthermore, in this stage the researcher also provided a follow-up activity in which asking the reason why this sentence or this word was wrong.

In JCOT stage, the researcher asked the students to write a past event text. Here, the researcher had provided some topics and also one free topic to be chosen by the students. Here, the students filled all the topics, and then chose one of the topics they like.

The researcher also provided them with three answer sheets. Moreover, in the answer sheets, there were also some hints indicated the generic structures of the text.

After the students done with the task, the teacher asked the students to exchange their work with their friend. The students then did a peer correction using indirect feedback as the example explained in the MOT. The purpose of this activity was to make the students discuss the problems they found, and solved it

together. It was also to make the students felt familiar with the term of indirect feedback.

In ICOT stage, the students were given their answer sheets back, and revise their own work based on their friend's feedback. They might disagree with their friend. After the students finished revising their work, they were asked to submit it to the researcher.

In Linking Related Text stage the researcher gave the students suggestion to write a diary to sharpen their writing skills, especially in writing a past event text. Moreover, the researcher gave the students homework for the next meeting. The task and three answer sheets were also provided.

The last thing the researcher did was reflection. She asked the students about what they had learnt in that meeting and how they felt about it. Some of the students answered that they still confused about the coding, and the researcher then gave a suggestion that they should re-read the codes and memorise at home.

2) Meeting II

In the second meeting, the researcher did the BKOF by asking the students about the previous meeting. The researcher also discussed the common mistakes the students' made in their works which was being submitted in the previous meeting. The researcher also re-explained the function of each part in generic structures of a past event text.

In MOT stage, the researcher distributed the students' works in the previous meeting which had been corrected using indirect feedback. The

researcher asked the students to re-write their own work as corrected by the researcher. The aim of this activity was to make the students aware of their own mistake and deepen their understanding about indirect feedback.

The next was JCOT stage. Here, the researcher asked the students about the homework given in the previous meeting. The researcher asked them to exchange their work with their friends. The students then did a peer feedback. While the students were doing a peer feedback, the researcher went around the class and did her feedback. By giving the feedback with the students who were done the correction, the researcher taught both the students in charge of doing peer feedback and the students whose work was corrected in one time. In this stage, the students were very enthusiast. It was so crowded because the students kept asking questions. All of them wanted to be helped in correcting.

In ICOT stage, the students had to revise their work after being corrected by both their friend and the researcher. After the students finished, the researcher asked them to submit their works.

In Linking Related Text stage the researcher gave the students suggestion that they could write a diary to sharpen their writing skills, especially in writing a past event text.

The last thing the researcher did was reflection. She asked the students about what they had learnt in the second meeting, and how they felt about it.

c. Reflecting

After the researcher conducting Cycle II, a reflection about the action was made. First of all, the activities had fulfilled the process validity for the actions consisted of two meetings. Second, CF was very useful in improving students' writing skills because it provided the students to write, and correct their friend's work. It led the students to understand more about both indirect feedback, and past event text. There were some improvements identified during the research. Before, a problem about grammar was found in progress test as presented below.

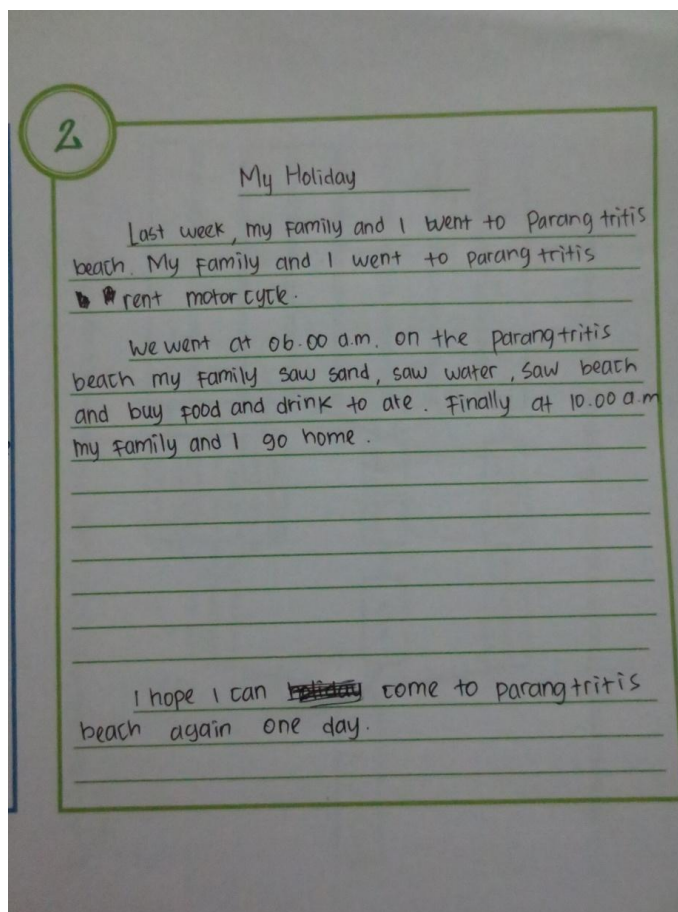


Figure 13: Student's Work in Progress Test

In the first meeting, the students' knowledge about a past event text had improved. Most of them had known about how to form a past tense sentence. Moreover, their organisation and content were also improved. About the mechanics, they were still missed in some spellings, they also were not careful about the punctuation and capital letter.

The Cycle II was conducted well, but there were some problems occurred. The students had not fully understood about the term of indirect feedback. They also had the difficulty in labelling the feedback. Some of them know that it was wrong, but did not know what that was categorised in. They kept asking the researcher, and that made the class crowded. The good point was that the time management in which being the problem in Cycle I was no longer occurred. The students did the tasks well and in time. Moreover, there was an improvement as presented below.

(4:08) *Cycle II ini diawali dengan **memberi feedback tentang kesalahan-kesalahan yang sering dilakukan oleh S. Beberapa siswa terlihat antusias dan mengajukan beberapa pertanyaan.** Pemberian feedback tersebut berlangsung kurang lebih 10 menit. (Cycle II was started by **giving the students feedback about the common mistakes they did in the progress test. Some students seemed enthusiast, and ask some questions.** This action was done in about ten minutes.)*

(AppendixA/FN.09/23.10.2013)

After the researcher ended the class, she had a discussion with the English Teacher in relation with the first meeting's reflection. The English Teacher said that the meeting was good and the students enjoyed the activities. The English

teacher also suggested the researcher to deepen the students' knowledge about indirect feedback.

In the second meeting, there were some problems occurred. The students asked a lot of questions and each of them wanted to be helped in correcting their friends' work. As a result, the class was being crowded. Each of them asked if about what they did not understand or asking about the correction they were not sure. The point was that it made their skill in grammar improved.

After the meeting, the researcher and the English teacher had a discussion about the meeting. The teacher comment and suggestion were that the meeting was good although the students were so crowded, but their intention was to study. So it was fine.

Here was the comparison between the students' work in progress test and post-test.

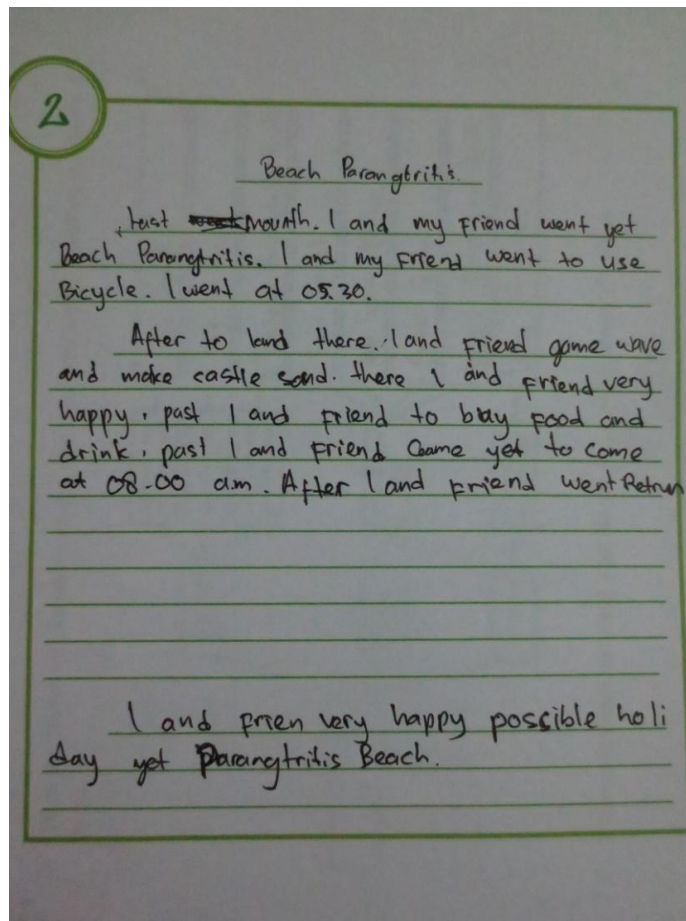


Figure 14: Students' Work in Progress Test

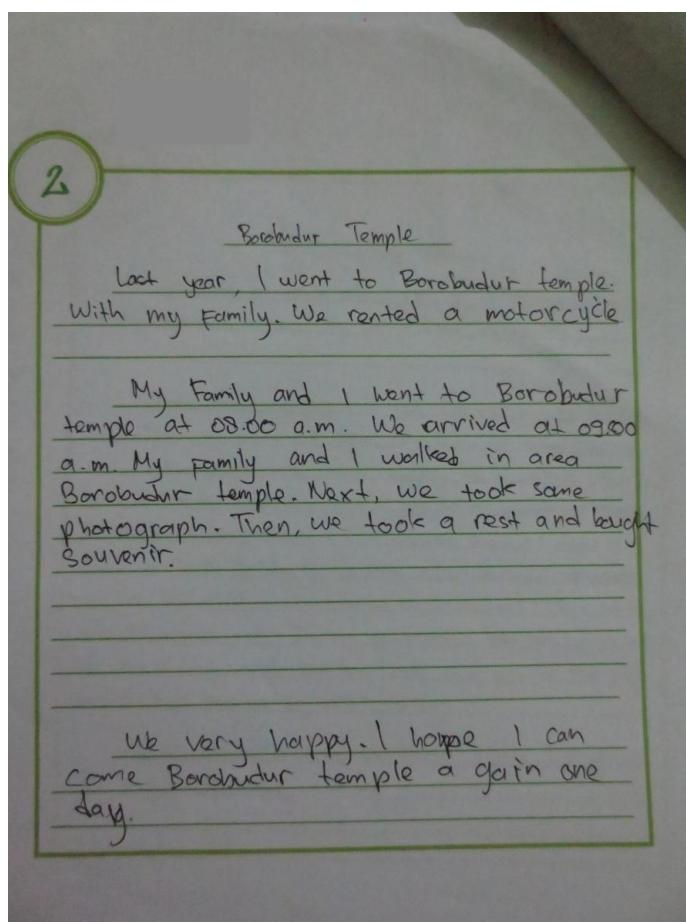


Figure 15: Student's Work in Post-Test

Moreover, after conducting Cycle II, the researcher did an interview to the students. Here, all of the students felt that they had made some improvements after the CF was used as presented below.

(4:09)	R	: Apa yang kalian rasakan setelah saya ajar kemarin? (<i>What did you feel about our lesson last week?</i>)
	S1	: Seneng. (<i>I felt happy, Miss.</i>)
	S2	: Seneng soalnya bisa mendapat pengalaman baru soalnya sebelumnya belum pernah kayak gitu. (<i>Me too because I could get new experience as for I never had this experience before.</i>)
	S1	: Seneng-seneng capek sih kak soalnya disuruh ngarang terus. (<i>I felt happy and tired because there were too many</i> (continued)

- writing tasks.*)
- R : Apa kalian merasa kalau kemampuan menulis kalian meningkat? (*Do you feel that your writing ability improved?*)
- S1 : He em. Ya, iya. (*He em. Yes.*)
- S2 : Iya. Tapi saya **kalo ngoreksi nggak bisa, kalo nggarap bisa.** (*Yes. I cannot do the correction well, but I can do the task well.*)
- S1 : Kalo saya malah **suka ngoreksinya** kak. (*I prefer the correction, Miss.*)
- R : Ooo gitu. Ada yang lain nggak? (*OK. Any other things?*)
- S2 : Udah aja. (*That's enough.*)
- S1 : Iya. (*Me too.*)

(AppendixB/InterviewTranscript10/26.10.2013)

Besides, the researcher also did an interview about the Cycle II's activities with the English teacher. The English teacher said that the component that had to be improved more was the vocabulary, as presented below.

- (4:10) R : Apakah menurut Ibu *Collaborative Feedback* cukup membantu dalam peningkatan kemampuan siswa? (*Do you think that the Collaborative Feedback help in the students' writing improvement?*)
- T : Ya jelas, *Mbak.* (*Of course.*)
- R : Kalau untuk aspek yang menurut Ibu masih perlu ditingkatkan apa ya Bu? (*What **aspect** which is still to be improved?*)
- T : Sebenarnya masalah *vocabulary* masih harus ditingkatkan. Kalau saya lihat sepertinya *tenses* nya sudah lumayan daripada tes yang pertama kali. (*Actually the **vocabulary still needs some improvement.** But the **tenses have been better** compared from the first test.*)

(AppendixB/InterviewTranscript14/26.10.2013)

In conclusion, the use of CF with indirect feedback was successful. Moreover, the main problem in writing a past event text, the grammar was improved successfully.

3. The Students' Scores

In this research, the students' writing skills were scored from pre-test, progress test, and post-test to analyse their improvement. The researcher used intra-rater reliability. So, the scoring was done by the researcher herself. Although it was just conducted by the researcher herself, it did not cut down the concept of objectivity.

In conducting the scoring using intra-rater reliability, the researcher first read all the students' works, and then she scored it. To make the result more reliable, the researcher made a rank on the student's works and re-read it again. When the researcher felt that one's work was better than the other, she will re-read it carefully and might change the score.

To get the time triangulation, the data were collected at three different points of time; in the beginning, in the middle, and in the end of the research. In the beginning known as the pre-test, in the middle was the progress test, and in the end was the post-test.

a. Task Weight

After the scores were obtained, a comparison of mean was held. There were three tasks in the test. The detail of the scoring is presented in the table below.

Table 5: **The Tasks' Weight**

Task	Weight
1	30 %
2	30%
3	40%
TOTAL	100%

Task 1 and Task 2's weight are 30% each because in those tasks, the students are given guidance. For the Task 3, the researcher gives 40% because there is no guidance. The comparison of the mean's value of the pre-test, progress test, and post-test are presented below.

b. Mean Value Comparison

Mean value comparison is comparing the mean value of each tasks' final score. By analysing this score, the improvement of each cycle will be seen.

Table 6: **The Comparison of the Students' Mean Value in Pre-test and Progress Test**

Students' Mean Value in Pre-Test	Students' Mean Value in Progress Test	Gain Score
26.74	45.89	19.15

To sum up, CF using direct feedback was successful used in Cycle I. The students' mean value in pre-test from 26.74 improved to 45.89 in the progress test which mean it increases 19.15 point.

Furthermore, Cycle II was held. The score in the Post test are being compared with the mean value of the progress test as explained below.

Table 7: The Comparison of the Students' Mean Value in Progress Test and Post-Test

Progress Test	Students' Mean Value in Post-Test	Gain Score
45.89	55.91	10.02

After the Cycle II was conducted, although the students' mean value increased, the improvement was not as many as after the Cycle I. The students' mean value in progress test was 45.89 points and 55.91 in the post-test. So that, the students' mean's improvement in post-test is 10.02 points.

c. Mean Value Comparison on Five Components

There are also a mean value comparison on five components. It is comparing the average score of each component in every cycle. The table below shows the comparison between the students' mean score on five components in pre-test and progress test.

Table 8: The Comparison of the Students' Mean Value on the Five Components in Pre-Test and Progress Test

Components	Pre-Test	Progress Test	Gain Score
Organisation	5.97	10.81	4.84
Content	7.03	9.53	2.50
Grammar	4.99	8.57	3.58
Mechanics	5.52	9.42	3.90
Style	5.04	8.64	3.60

The table above shows the improvement in the students' score after the Cycle I was held. The biggest improvement is the organisation with 4.84 points, followed by mechanics 3.90 points, style 3.60 points, grammar 3.58 points and the smallest is content with 2.50 points.

After that, an analysis of the five writing components after Cycle II is also held. It is presented in the table below.

Table 9: The Comparison of the Students' Mean Value on the Five Components in Progress Test and Post-Test

Components	Progress Test	Post-Test	Gain Score
Organisation	10.81	13.05	2.24
Content	9.53	11.57	2.04
Grammar	8.57	10.83	2.26
Mechanics	9.42	10.68	1.26
Style	8.64	10.73	2.09

Different with after the first cycle, grammar gets the biggest score with 2.26 points followed by organisation with 2.24 points, style 2.09 points, content 2.04 points and the smallest is mechanics, 1.26 points.

d. Mean Value Comparison in Each Tasks

The researcher also makes a comparison between the mean value in each task in pre-test, progress test and post-test.

1) Mean Value in All Tasks

Table 10: The Comparison of the Students' Mean Value of the tasks in Pre-Test, Progress Test and Post-Test

Task	Pre-Test	Progress Test	Post-Test
1	42.20	56.08	64.52
2	33.00	48.54	58.80
3	10.48	36.25	47.28

To sum up, the guided task always gets the biggest score, semi-guided task always gets the second place, and the free task always gets the lowest score. These are the reasons why the free task is scored higher.

Moreover, the researcher also makes a comparison on the mean values on each component in each task.

2) Mean Value in Task 1

After comparing the mean value of students' score in each cycle, a more detail comparison is held. This comparison aims to show a specific improvement in the students' writing skills.

The comparison is divided into two groups, the comparison of Task 1 pre-test's final score and progress test's final score, and the comparison of Task 1 progress test's final score and post-test's final score.

Table 11: The Comparison of the Students' Mean Value of the Five Writing Components in Task 1 Pre-Test and Progress Test

Components	Pre-test	Progress Test	Gain Score
Organisation	8.28	13.08	4.80
Content	11.10	11.63	0.53
Grammar	7.20	10.17	2.97
Mechanics	8.08	10.92	2.84
Style	7.52	10.29	2.77

To sum up, in the first cycle, organisation gains the biggest score improvement with 4.80, and content gains the smallest with 0.53. Although the content gains smallest score among the others, the students' skills in developing idea are the highest in pre-test, and number two in progress test. The grammar, mechanics and style gain the average score improvement.

After analysing the score improvement in pre-test and progress test in Task 1, the researcher then analysed the improvement after conducting Cycle II as presented in the table below.

Table 12: The Comparison of the Students' Mean Value of the Five Writing Components in Task 1 Progress Test and Post-Test

Components	Progress Test	Post-Test	Gain Score
Organisation	13.08	14.80	1.72
Content	11.63	13.48	1.85
Grammar	10.17	12.24	2.07
Mechanics	10.92	11.96	1.04
Style	10.29	12.04	1.75

Although the biggest improvement is moved to grammar which gains 2.08 points, the students' score in organisation and content are still in the first and second place. Since Task 1 is a guided task, it is natural to get the highest score in organisation and idea.

3) Mean Value Comparison of Task 2

After analysing the score in Task 1, the researcher then analysed Task 2. This is a semi-guided task which provides some questions as hints to be answered. The answer are the contents in each paragraph.

Table 13: The Comparison of the Students' Mean Value of the Five Writing Components in Task 2 Pre-Test and Progress Test

Components	Pre-Test	Progress Test	Gain Score
Organisation	7.48	11.33	3.85
Content	7.48	9.63	2.15
Grammar	5.76	9.00	3.24
Mechanics	6.52	9.75	3.23
Style	5.76	8.83	3.07

To sum up, in the Task 2, the biggest gain score is in organisation with 3.85 points. Moreover, organisation has led from the start with 7.48 in pre-test as the biggest score. The second place is grammar with 3.24, the third place is

mechanics which has just slightly different with 3.23, and style is in the fourth place with 3.07. The same as Task 1, in Task 2, content gains the smallest score in with just 2.15 points.

After that, the researcher analysed the improvement in Task 2 after Cycle II was conducted.

Table 14: The Comparison of the Students' Mean Value of the Five Writing Components in Task 2 Progress Test and Post-Test

Components	Progress Test	Post-Test	Gain Score
Organisation	11.33	13.52	2.19
Content	9.63	12.16	2.53
Grammar	9.00	11.24	2.24
Mechanics	9.75	10.96	1.21
Style	8.83	10.92	2.09

The table above shows about the improvement of the second task after conducting Cycle I and Cycle II. It can be concluded that the improvement is slightly the same, except for mechanics. Furthermore, it should be considered that the mechanics's score after conducting Cycle I was high. The biggest improvement in Task 2 in post-test is content with 2.53 points, followed by grammar, 2.24 points, organisation with 2.19 points, style with 2.09 points, and the smallest is mechanics with 1.21.

4) Mean Value Comparison in Task 3

The last comparison dealing with task is the value comparison in Task 3. Task 3 is a free writing task. There is no guiding or hint, but a topic is provided to be written.

Table 15: The Comparison of the Students' Mean Value of the Five Writing Components in Task 3 Pre-Test and Progress Test

Components	Pre-Test	Progress Test	Gain Score
Organisation	2.16	8.00	5.84
Content	2.52	7.33	4.81
Grammar	2.00	6.54	4.54
Mechanics	1.96	7.58	5.62
Style	1.84	6.79	4.95

The biggest gain score in Task 3 is organisation with 5.84, followed by mechanics with 5.62 points, and style with 4.95 points. The content is in the forth place with 4.81 points, and grammar gains the smallest score with 4.54 points. Moreover, the researcher compared the score in progress test with post-test as presented in the table below.

Table 16: The Comparison of the Students' Mean Value of the Five Writing Components in Task 3 Progress Test and Post-Test

Components	Progress Test	Post-Test	Gain Score
Organisation	8.00	10.84	2.84
Content	7.33	9.08	1.75
Grammar	6.54	9.00	2.46
Mechanics	7.58	9.12	1.54
Style	6.79	9.24	2.45

Different from other's tasks, Task 3 has some variations in the gain score. The highest score is organisation with 2.84 points, followed by grammar 2.46 points, and style 2.45 points. The next is content with 1.75 points, and mechanics with 1.54 points. Although grammar's gain score is good, the smallest score is also grammar with 9.00 points. Compared with the other tasks, the improvement

in Task 3 is not as high as others, but it is understandable since Task 3 is the last task in the test.

e. Score Improvement

To make the improvement clearer, a chart about the students' improvement in each cycle is provided in Appendix I, Students' Score Chart 1. The aim of this chart is to show the students' score in the pre-test, progress test, and post-test.

As shown in the enclosed charts, two students have made the biggest improvement, and their scores are also higher than the others. The other students are still in the average level. Moreover, it is also found that in progress test, there are three students whose scores are fallen, S1, S9, and S23. Especially for S23, she did not take the progress test because she was sick. For the other S1, he did plagiarism in task 2, and S9 did plagiarism in all tasks. So that, they got a low score.

Furthermore, there are also three students whose scores are falling in the post-test. They are S2, S19 and S22. S2 did plagiarism in task 3, S19 did plagiarism in all tasks, and S22 did plagiarism in task 3. So that, the three students got a low score in each component in the tasks they cheat.

Moreover, to make the improvement of every student clearer, a line chart is also used as enclosed in Appendix I, Students' Score Chart 2. The line chart shows that most of the students make an improvement in their writing skills. Three students had a steady improvement, and two of them get the highest score among the other members of the class.

E. Result of the Research

From the overall actions done in two cycles, there were some results obtained. They are explained below.

1. Cycle I

- a. The students developed their organisation in writing a recount well.
- b. In related with the content, the students had an improvement although most of them liked having a similar pattern with the example given.
- c. The students' ideas were more varied.
- d. The students had a little improvement in grammar. They knew that in writing a past event text, they had to use past tense, but most of them had not fully understand about how to form a past verb.
- e. Misspelling was the most common mistakes found.
- f. Punctuation was also the most common mistake. Sometimes, the students miss a comma, or a fullstop.
- g. Their development in capitalisation was good since there were just some students who still made mistakes on capitalisation compared with the pre-test.
- h. Their vocabulary improved well proved by the use of vocabulary which was more complex than in the pre-test.
- i. Some of the students did plagiarism.

2. Cycle II

- a. The improvement in the second cycle was not as significant as the first cycle.
- b. The students had an improvement dealing with organisation. In this stage, the students had fully understood about the organisation of a past event text.
- c. The students understood about content, all of the students had understood about what to write and what a past event text is all about.
- d. The grammar just had a little improvement. Some of the students still had difficulties in forming a past tense sentences.
- e. Misspelling was still occurred, but it had been reduced.
- f. Vocabulary was improved. Some of them used various vocabularies.
- g. Their enthusiasm in learning a past event text was increased and they had fun with the technique given.
- h. Plagiarism still existed.

F. Summary of the Research Result

In this part, there are some findings in qualitative and quantitative data. The quantitative data analyses the students' result in their writing from pre-test, progress test, and post-test.

These are some findings found in pre-test, Cycle I, and Cycle II in teaching writing a past event text.

Table 17: **The Results of Students' Writing in the Research**

Aspect	Pre-Condition	Cycle I	Cycle II
Organisation	Most of the students had a good organisation since the first and the second task of the test were guided and semi-guided tasks. However, some students still confused about the generic structures of the text.	The students' knowledge about a past event text's organisation had increased drastically. Almost all of them understood about a past event text's organisation.	They have all known about the organisation of a past event text.
Content	Most of the students still confused about what they should write. Some of them write their daily activity, and some of them write a descriptive text in the middle of a past event text. Although they had been provided by guided and semi-guided tasks, they were still confused.	The content was greatly improved. In this cycle, the students knew about the main idea of a past event text, and what they should write when dealing with a past event text.	The students' ideas were varied. It showed the improvement in developing the idea. Moreover, there was no one miss the idea.
Grammar	Grammar was the most common mistakes done by the students.	Most of the students used past tense in writing a past event text, but	Some of the students still lack of grammar knowledge of a past event text.

	Most of them did not realise that in writing a past event text they should use past form.	sometimes they were still confused about the grammar. It was proven by the texts which had two tenses used.	It did not mean that they did not know about the grammar used, it was just that they misspell it.
Mechanics	There were also a lot of mistakes done in mechanics, such as spelling, capitalisation, and punctuation. However, the most common problem was the spelling since it looked complicated for them.	Some mistakes still occurred although it had been decreased. The most common mistake was the spelling that seem difficult to them.	There were still a few mistakes occurred. Most of them were about the punctuation (full stop), and spelling.
Style	Most of the students were lack of vocabulary. Some of them just use one main verb and repeated it in one text. Some of them also wrote a very similar writing work by changing a little of the place and the subject.	Some variations of vocabulary occurred.	Some of the students had a good variation in vocabulary more than expected, and the others were just in the average level.

Besides the improvement about writings' components, the researcher and the collaborator also found other findings during the research which are explained as follows.

1. Students' Enthusiasm

The students' enthusiasm was low in the first time. They kept complaining when they were asked to make a recount, but as the time went by, they enjoyed it. Some of them also kept asking about what they did not understand about how to make a past event text, some vocabularies, and also the spelling. In the second cycle, all of the students' enthusiasm also increased. The students kept asking the researcher about what they did not understand which about the vocabularies used. Their ideas also became more varied.

2. The Use of Collaborative Feedback

By using CF, most of the students' writing skills improved gradually. Some of them improved significantly, and some were stagnant. After doing this technique, the students understood more than before since they got two corrections. The first correction was from their peer in which they also had a discussion about their mistakes. Furthermore, researcher's feedback facilitated students to minimise their doubt.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusions, and suggestions. Each is presented below.

A. CONCLUSIONS

This research emphasises on the application of the use of Collaborative Feedback to improve students' writing skills in the eighth grade of SMP N 2 Srandakan in the academic year of 2013/2014.

In improving the students' writing skills, a Collaborative Feedback was used. Collaborative Feedback is a technique where the students and the teacher give their feedback to one's work. There are four steps in using CF. First, the students make a text. Then their friend gives the text a feedback. Next, the students revise it. After that, the text is given feedback by the teacher. The last, the students submit their final product.

The result of the research found that there are some functions of CF. First, CF asked the students to work harder in dealing with writing; the grammar, content, organisation, style and mechanics. Moreover, they had a discussion with their peer which could improve their knowledge about the topic discussed. It was also free to use dictionary in which also improved their vocabulary. They could also ask anyone to help them that would improve their knowledge. Lastly, the teacher feedback would make the students minimise their doubt. This technique

trained the students to make a text, give feedback, and understand the meaning of feedback by revising their text based on the feedback given. Those activities made the students understand more about how to write a text, and how to conduct a feedback. With the help of CF, the students' mistakes slowly decreased and they could write a text maximally in the end.

The writing skills' improvement was known from the result of their Pre-Test, Progress Test, and Post-Test. Students' mean value in Pre-Test was 26.74 and it was improved to 45.89 in the Progress Test. The score was also increased in the Post-Test to 55.91. So from the Pre-Test until the Post-Test, the students' improvement was 29.17 points.

From the results above, CF is believed to improve the students' writing skills in the eighth grade of SMP N 2 Srandakan in the academic year of 2013/2014.

B. SUGGESTIONS

There are some suggestions derived from the result of this research. The suggestions for some parties are presented below.

1. To the English Teacher

The result of the research shows that the CF improves students' writing skills. It is suggested that the English teacher could apply and explore more deeply the application of CF in improving the students' writing skills.

2. To Other Researchers

Feedback is one of the enjoyable ways to the students to learn writing. By using feedback, direct or indirect, the students are able to improve their skills, especially in writing. It is suggested that the other researchers could conduct the other researches of the same issues in the higher level of education and or in the other skills.

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APPENDICES

APPENDIX A

FIELD NOTES

FIELD NOTE 1

Nomor : FN.01/24.09.2013
Hari/Tanggal : Selasa, 24 September 2013
Ruang : *Hall Sekolah*
Hal : Meminta Izin Kepala Sekolah
R : *Researcher*
T1 : *Teacher 1*
T2 : *Teacher 2*

Pada tanggal 24 September, hari Selasa, R pergi ke sekolah dengan tujuan untuk meminta izin kepada Kepala Sekolah guna melaksanakan penelitian di sekolah tersebut. R datang pada pukul 10.00 pagi. Di aula, R bertemu dengan T1 dan T2 yang mengabarkan bahwa Bapak Kepala Sekolah sedang tidak ada di tempat. Lalu R menanyakan apakah kiranya Bapak Kepala Sekolah kembali lagi ke sekolah hari ini. T2 menjawab kalau sepertinya Bapak Kepala Sekolah tidak akan kembali lagi untuk hari ini dan meminta R untuk datang lagi besok pagi. Lalu R pamit undur diri.

FIELD NOTE 2

Nomor : FN.02/25.09.2013
Hari/Tanggal : Rabu, 25 September 2013
Ruang : Aula, Ruang Kepala Sekolah, Ruang Kelas
Hal : Meminta Izin Kepala Sekolah
R : *Researcher*
H : Kepala Sekolah
ET : *English Teacher*

Pada hari Rabu tanggal 25 September 2013 R datang lagi ke sekolah guna mencari Kepala Sekolah dan mendapatkan izin penelitian. R datang pada pukul 8.00 pagi dan disambut langsung oleh Bapak Kepala Sekolah yang kebetulan saat itu sedang mengajar Olahraga di aula. H lalu menyuruh R menunggu sampai pelajaran berakhir.

Pukul 08.30 pelajaran berakhir dan H lalu memersilakan R untuk mengikutinya ke Ruang Kepala Sekolah. Di sana, R ditanya tentang maksud kedatangannya. R lalu menjelaskan maksud dan tujuannya, serta menyerahkan surat izin dari BAPPEDA Bantul beserta proposal skripsi. Setelah berbincang sebentar, H memberikan izin untuk melakukan penelitian di sekolah tersebut. R lalu minta undur diri pukul 09.00.

Setelah menemui H, R lalu menunggu ET sampai pukul 10.10. setelah bertemu dengan ET lalu R dipersilakan untuk langsung melakukan *interview* dengan beberapa siswanya di kelas VIIIA. Sekitar pukul 11.15 R sudah selesai dengan *interview*-nya dan mohon izin untuk undur diri. Sebelumnya ET meminta R untuk datang besok sore guna melakukan *interview* dengan ET.

FIELD NOTE 3

Nomor : FN.03/26.09.2013
Hari/Tanggal : Kamis, 26 September 2013
Ruang : Ruang Kelas
Hal : *Interview* dengan *English Teacher*
R : *Researcher*
ET : *English Teacher*
S : Students

R datang pukul 14.50 dan menunggu kehadiran ET sebentar. Pukul 15.00 tepat ET datang dan mempersilakan R untuk masuk ke Ruang kelas VIIIA yang hari itu ada les Bahasa Inggris. R lalu melakukan *interview* kepada ET. Sewaktu R sedang melakukan *interview*, tiba-tiba ET harus meninggalkan kelas sebentar. Dalam jangka waktu tersebut, suasana kelas menjadi gaduh dan beberapa S berjalan-jalan di dalam kelas. Namun setelah ET kembali ke kelas, suasana kelas kembali seperti semula. Interview berakhir pada pukul 15.50.

FIELD NOTE 4

Nomor : FN.04/27.09.2013
Hari/Tanggal : Jumat, 27 September 2013
Ruang : Ruang Kelas
Hal : *Pre-Test*
R : *Researcher*
S : *Students*
ET : *English Teacher*

R datang ke sekolah pukul 10.00. Sesampainya di sekolah, R-pun menunggu. Setelah bel berbunyi tanda pergantian pelajaran, R menemui ET untuk mendiskusikan langkah-langkah dari *pre-test* yang akan dilaksanakan di kelas VIIIA.

ET memperkenalkan R ke seluruh kelas dan memberi sedikit penjelasan bahwa untuk sementara R akan membantu mereka belajar bahasa Inggris. Setelah itu R memperkenalkan diri secukupnya dan lalu membagikan lembar kerja *pre-test* kepada siswa. Sewaktu *pre-test* berlangsung, banyak S yang mengeluhkan kalau soalnya terlalu sulit dan terlalu banyak. Banyak pula dari S yang terlihat kebingungan, terlebih lagi sebagian dari mereka tidak membawa kamus.

Setelah bel tanda berakhirnya pelajaran selesai, R meminta siswa untuk mengumpulkan pekerjaan mereka.

Setelah selesai melakukan *pre-test*, R berbincang sebentar dengan ET tentang apa yang harus dilakukan besok dan bagaimana langkah-langkahnya. Setelah dirasa cukup, R meninggalkan sekolah kira-kira pukul 12.00.

FIELD NOTE 5

Nomor : FN.05/29.09.2013
 Hari/Tanggal : Sabtu, 29 September 2013
 Ruang : Ruang Kelas
 Hal : *Cycle I Meeting 1*
 R : *Researcher*
 S : *Students*
 ET : *English Teacher*

R sampai di sekolah pukul 10.00 dan menunggu sampai tanda pergantian pelajaran dimulai karena ET masih mengajar di kelas yang lain. Setelah bel berbunyi, R segera menghampiri ET dan menyerahkan *observation checklists* yang harus diisi oleh ET. Setelah itu ET dan R masuk ke kelas VIIIA.

Di kelas VIIIA ET membuka pelajaran terlebih dahulu dan lalu menyerahkannya kepada R. Sekali lagi, R melakukan perkenalan singkat. R lalu melakukan *building knowledge* kepada S tentang *recount text*. Setelah itu, R membagikan kertas contoh recount text kepada S dan mengajak S menganalisis *generic structure* dan *language function* dari text yang ada pada siswa tersebut. Tak lupa R juga menjelaskan tentang beberapa kesalahan penulisan yang terdapat dalam text yang dibagikan tersebut menggunakan *direct feedback*. Lalu, R membagikan kertas lagi dan kali ini kertas tersebut merupakan kertas untuk S mengarang. Beberapa dari S terlihat antusias, namun sisanya terlihat kecewa. Terlebih lagi, S kebingungan tentang apa yang harus mereka lakukan. R lalu menjelaskan tentang perintah yang ada pada kertas yang dibagikan.

Setelah S selesai, R meminta S untuk mengumpulkan tugas tersebut. R lalu membagi S menjadi enam kelompok dan mendistribusikan satu teks acak dari teman mereka. R meminta mereka untuk memberi feedback pada tulisan tersebut. Setelah diskusi tersebut selesai, R lalu mengembalikan semua karangan S dan meminta mereka untuk memperbaiki karangan tersebut.

Setelah bel tanda selesai pelajaran berhenti dan S selesai mengerjakan karangan mereka, R meminta mereka untuk menyerahkan hasil karangannya ke R. Lalu R memberi mereka pekerjaan rumah beserta lembar jawabnya dan menjelaskan tentang tugas yang harus mereka kerjakan tersebut. Setelah itu, R menutup pelajaran dan menyerahkan kembali kelas kepada ET. ET menutup pelajaran pukul 11.30.

ET dan R lalu berdiskusi di luar kelas tentang perlakuan pertama tersebut. Tak lupa ET bertanya tentang apa yang akan dilakukannya pada pertemuan berikutnya. ET juga bertanya beberapa hal tentang teknik yang dipakai oleh R. R dan ET meninggalkan sekolah pukul 12.10.

FIELD NOTE 6

Nomor : FN.06/2.10.2013
 Hari/Tanggal : Rabu, 2 Oktober 2013
 Ruang : Ruang Kelas
 Hal : *Cycle I Meeting 2*
 R : *Researcher*
 S : *Students*
 ET : *English Teacher*

R sampai di sekolah pukul 10.00 dan menunggu sampai tanda pergantian pelajaran dimulai. Setelah bel berbunyi, R segera pergi ke kelas dan menghampiri ET dan menyerahkan *observation checklists* yang harus diisi oleh ET untuk pertemuan tersebut. Setelah itu ET dan R masuk ke kelas VIIIA.

Di kelas VIIIA, R melakukan pengenalan singkat sekali lagi. R lalu membagikan kembali pekerjaan mereka pada pertemuan sebelumnya dan meminta S untuk menyalin kembali karangan tersebut berdasarkan *feedback* yang diberikan oleh R. Setelah S selesai, R lalu membahas tentang beberapa kesalahan yang sering muncul, seperti *grammatical mistakes* dan *punctuation*.

Setelah itu R meminta siswa untuk mengeluarkan hasil karangan mereka dan meminta S untuk menukarkan hasil karangan tersebut dengan teman sebangku mereka untuk diberi *feedback*. Selain itu, S juga diperbolehkan untuk berdiskusi dengan teman-temannya yang lain.

Setelah selesai, R meminta S untuk mengembalikan hasil *feedback* tersebut kepada temannya. R lalu meminta S untuk menyalin ulang karangan tersebut berdasarkan *feedback* yang diberi oleh teman mereka.

Setelah bel tanda selesai pelajaran berhenti dan S selesai mengerjakan karangan mereka, R meminta mereka untuk menyerahkan hasil karangannya ke R. Setelah itu, R memberi mereka pekerjaan rumah lagi dan menjelaskan tentang cara pengerjaannya. Lalu R menutup pelajaran pukul 11.30.

ET dan R lalu berdiskusi di luar kelas tentang perlakuan pertama tersebut. Tak lupa ET bertanya tentang apa yang akan dilakukannya pada pertemuan berikutnya. ET juga bertanya beberapa hal tentang teknik yang dipakai oleh R. R dan ET meninggalkan sekolah pukul 12.10.

FIELD NOTE 7

Nomor : FN.07/04.10.2013
 Hari/Tanggal : Jumat, 4 Oktober 2013
 Ruang : Ruang Kelas
 Hal : *Cycle I Meeting 3*
 R : *Researcher*
 S : *Students*
 ET : *English Teacher*

R sampai di sekolah pukul 07.30 dan menunggu sampai tanda pergantian pelajaran dimulai. Setelah bel berbunyi, R segera pergi ke kelas dan menghampiri ET dan menyerahkan *observation checklists* yang harus diisi oleh ET untuk pertemuan tersebut. Setelah itu ET dan R masuk ke kelas VIIIA.

Di kelas VIIIA, R membagikan kembali pekerjaan mereka pada pertemuan sebelumnya dan meminta S untuk menyalin kembali karangan tersebut berdasarkan *feedback* yang diberikan oleh R. Setelah S selesai, R lalu membahas tentang beberapa kesalahan yang sering muncul, seperti *grammatical mistakes* dan *punctuation*.

Setelah itu R meminta siswa untuk mengeluarkan hasil pekerjaan rumah mereka. R meminta S untuk menukarkan hasil karangan tersebut dengan teman sebangku mereka untuk diberi *feedback*. Selain itu, S juga diperbolehkan untuk berdiskusi dengan teman-temannya yang lain. Karena ini merupakan pertemuan terakhir pada Cycle I, R memberi *feedback* langsung kepada siswa bersamaan dengan *feedback* yang diberi oleh teman mereka.

Setelah selesai, R meminta S untuk mengembalikan hasil *feedback* tersebut kepada temannya. R lalu meminta S untuk menyalin ulang karangan tersebut berdasarkan *feedback* yang diberi oleh teman dan guru mereka.

Setelah bel tanda selesai pelajaran berhenti dan S selesai mengerjakan karangan mereka, R meminta mereka untuk menyerahkan hasil karangannya ke R. Lalu R menutup pelajaran dan menyerahkan kembali kelas kepada ET. ET menutup pelajaran pukul 09.15.

ET dan R lalu berdiskusi di luar kelas tentang perlakuan pertama tersebut. Tak lupa ET bertanya tentang apa yang akan dilakukannya pada pertemuan berikutnya. ET juga bertanya beberapa hal tentang teknik yang dipakai oleh R. R dan ET meninggalkan sekolah pukul 09.30.

FIELD NOTE 8

Nomor : FN.08/05.10.2013
 Hari/Tanggal : Sabtu, 5 Oktober 2013
 Ruang : Ruang Kelas
 Hal : *Progress Test dan Interview after Cycle I*
 R : *Researcher*
 S : *Students*
 ET : *English Teacher*

R sampai di sekolah pukul 10.00 dan menunggu sampai tanda pergantian pelajaran berbunyi. Pada pukul 11.10 bel berbunyi, R segera menghampiri ET untuk memberi salam. ET dan R lalu masuk kelas VIIIA.

R membuka pelajaran seperti biasa. Lalu, R memberi tahu kalau hari ini akan ada tes lagi. R lalu membagikan soal *Progress Test* kepada S. Setelah itu, R menjelaskan tentang cara mengerjakan soal tersebut. Sebagian besar dari S sudah menyelesaikan soal yang diberikan sebelum waktu habis, namun karena masih banyak yang belum selesai, R meminta S untuk mengoreksi kembali hasil pekerjaan mereka dan meminta mereka untuk menunggu yang belum selesai.

Pada pukul 11.30 kelas berakhir dan R meminta S untuk menyerahkan hasil pekerjaan mengarang mereka. Lalu R menutup pelajaran yang dilanjutkan dengan berdo'a bersama dan salam.

Setelah itu, R melakukan wawancara dengan ET tentang *Cycle I* yang telah diterapkan. Tak lupa, R meminta beberapa siswa untuk tetap tinggal di kelas untuk diwawancarai. Wawancara tersebut berakhir pada pukul 12.05.

FIELD NOTE 9

Nomor : FN.09/23.10.2013
 Hari/Tanggal : Rabu, 23 Oktober 2013
 Ruang : Ruang Kelas
 Hal : *Cycle II Meeting 1*
 R : *Researcher*
 S : *Students*
 ET : *English Teacher*

R sampai di sekolah pukul 10.10 dan segera menghampiri ET untuk memberi salam karena bel pergantian pelajaran sudah berbunyi. ET dan R tidak langsung masuk kelas karena pelajaran sebelumnya belum selesai. ET dan R menunggu sebentar lalu setelah guru mata pelajaran sebelumnya keluar, ET dan R langsung masuk kelas VIIIA. R lalu mengawali pelajaran dengan salam dan menanyakan tentang tes pada pertemuan selanjutnya. *Cycle II* ini diawali dengan memberi *feedback* tentang kesalahan-kesalahan yang sering dilakukan oleh S. Beberapa siswa terlihat antusias dan mengajukan beberapa pertanyaan. Pemberian *feedback* tersebut berlangsung kurang lebih 10 menit. Lalu R memberi contoh teks dengan *indirect feedback* kepada S dan lalu menjelaskan tentang kode-kode yang digunakan dalam *indirect feedback*. Tak lupa R juga sedikit mengulang tentang materi *recount*.

R lalu meminta S mengarang seperti biasa. Setelah selesai, R meminta siswa untuk menukarkan pekerjaannya dengan teman sebangkunya untuk diberi *feedback*. Setelah pemberian *feedback* itu selesai, R meminta S untuk menyalis hasil karangan mereka sesuai *feedback* yang diberikan oleh teman mereka. Atau, mereka juga bisa tidak setuju dengan *feedback* yang diberikan oleh teman mereka dan tetap pada karya awal.

Pada 11.30 R meminta S untuk mengumpulkan pekerjaan mereka dan membagikan kertas untuk tugas mengarang di rumah yang akan dibahas pada pertemuan selanjutnya. R lalu menutup pelajaran. ET dan R lalu mendiskusikan tentang pelajaran hari ini. ET memberi beberapa masukan kepada R. ET dan R meninggalkan sekolah pukul 11.50.

FIELD NOTE 10

Nomor : FN.10/26.10.2013
Hari/Tanggal : Sabtu, 26 Oktober 2013
Ruang : Ruang Kelas
Hal : *Cycle II Meeting 2*
R : *Researcher*
S : *Students*
ET : *English Teacher*

R sampai di sekolah pukul 07.30 dan menunggu ET sebentar. Setelah bel pergantian pelajaran berbunyi, R memberi salam kepada ET dan juga menyerahkan *observation checklists* untuk pertemuan tersebut.

Seperti biasa, R memberi salam dan menjelaskan tentang apa yang akan dilakukan pada hari tersebut. R lalu membagikan kembali hasil karya mereka dan meminta mereka untuk merevisi hasil karya tersebut berdasarkan kode yang diberi oleh R. Setelah selesai, R lalu meminta S untuk mengumpulkan karangan tersebut. R lalu mendiskusikan sedikit tentang kesalahan-kesalahan yang sering terjadi.

R lalu meminta S untuk mengeluarkan pekerjaan rumah mereka dan meminta mereka untuk menukarkannya dengan teman sebangkunya. *Feedback* dari R diberikan langsung bersamaan dengan *feedback* dari teman sebangku. Setelah itu, R meminta S untuk mengembalikan hasil pekerjaan teman mereka dan S harus merevisi lagi hasil pekerjaan mereka tersebut sesuai dengan kode yang diberikan.

Bel pelajaran berakhir, R menutup pelajaran. Lagi, ET memberi beberapa komentar dan saran kepada R sesuai pelajaran selesai.

FIELD NOTE 11

Nomor : FN.11/30.10.2013
Hari/Tanggal : Rabu, 30 Oktober 2013
Ruang : Ruang Kelas
Hal : *Post Test dan Interview after Cycle II*
R : *Researcher*
S : *Students*
ET : *English Teacher*

R sampai di sekolah pukul 10.00 dan menunggu sampai tanda pergantian pelajaran dibunyikan. Pada pukul 11.10 bel berbunyi, R segera menghampiri ET untuk memberi salam. ET dan R lalu masuk kelas VIIIA.

R memberi tahu kalau hari ini akan ada tes lagi. R lalu membagikan soal *Post-Test* kepada S. Setelah itu, R menjelaskan tentang cara mengerjakan soal tersebut. Kebanyakan dari siswa telah selesai mengerjakan sebelum bel berbunyi dan cenderung ramai. R lalu meminta mereka mengoreksi kembali hasil pekerjaan mereka lagi sebelum diserahkan.

Pada pukul 11.30 kelas berakhir dan R meminta S untuk menyerahkan hasil pekerjaan mengarang mereka. Lalu R menutup pelajaran yang dilanjutkan dengan berdo'a bersama dan salam.

Setelah itu, R melakukan wawancara dengan ET tentang *Cycle II* yang telah diterapkan. Tak lupa, R meminta beberapa siswa untuk tetap tinggal di kelas untuk diwawancarai. Wawancara tersebut berakhir pada pukul 12.05.

APPENDIX B

INTERVIEW TRANSCRIPTS

INTERVIEW GUIDELINES

FOR TEACHER

A. RECONNAISSANCE

BLUEPRINT

Number	Topic Areas	Item Number	Total
1.	Current Teaching Writing Technique	1, 2	2
2.	Students Writing Ability	3	1
3.	Students Participation	4	1
4.	Problems on Writing	5, 6, 7	3
6.	Collaborative Feedback	8, 9, 10, 11	4

Guidelines:

1. Bagaimanakah cara Ibu mengajar *writing* selama ini?
2. Apakah Ibu pernah mengajarkan teknik *planning*, *drafting*, *revising* dan *editing* kepada siswa?
3. Menurut Ibu, seperti apakah kemampuan para siswa dalam belajar *writing*?
4. Apakah siswa terlihat antusias dalam belajar *writing*?
5. Apakah Ibu pernah menemui kesulitan dalam mengajar *writing*?
Kalau iya, kesulitan seperti apa dan bahaimana cara Ibu mengatasinya?
6. Menurut Ibu, faktor apa sajakah yang menjadi penghambat dalam pembelajaran *writing*?
7. Apakah Ibu sering menanyai siswa tentang kesulitan yang mereka hadapi?
8. Apakah Ibu sering memberi *feedback* langsung kepada siswa?
9. Apakah Ibu sering meminta siswa untuk saling mengoreksi hasil pekerjaan mereka?
10. Apa yang Ibu ketahui tentang *Collaborative Feedback*?
11. Apakah Ibu pernah mengaplikasikan *Collaborative Feedback*?

Jika ya, bagaimana hasilnya?

Jika tidak, kenapa?

B. AFTER

BLUEPRINT

Number	Topic Areas	Item Number	Total
1.	Effect of Collaborative Feedback	1	1
2.	Comments on Collaborative Feedback	2, 3	2

Guidelines:

1. Setelah melihat proses pembelajaran dengan *Collaborative Feedback*, apakah cukup membantu dalam peningkatan kemampuan siswa?
2. Aspek apa sajakah yang masih perlu ditingkatkan?
3. Apa harapan Ibu untuk pembelajaran *writing* berikutnya?

FOR COLLABORATOR

BLUEPRINT

Number	Topic Areas	Item Number	Total
1.	Comments on Collaborative Feedback	1	1

Guidelines:

1. Bagaimana komentar Anda terhadap proses pembelajaran *writing* dengan *Collaborative Feedback* ini?

FOR STUDENTS

A. RECONNAISSANCE

BLUEPRINT

Number	Topic Areas	Item Number	Total
1.	Current Teaching Writing Technique	1	1
2.	Students' Writing Ability	2	1
3.	Students' Participation	3, 4	2
4.	Problems on Writing	5, 6	2

6.	Collaborative Feedback	7, 8, 9, 10	4
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Guidelines:

1. Menurut Anda, bagaimana cara guru mengajar *writing*?
2. Menurut Anda, bagaimana kemampuan *writing* Anda?
3. Apakah Anda sering berpartisipasi dalam proses pembelajaran *writing*?
4. Apakah Anda menyukai belajar bahasa Inggris, khususnya *writing*?
5. Kesulitan apa saja yang sering Anda hadapi dalam belajar *writing*?
6. Apa yang sering Anda lakukan untuk menyelesaikan kesulitan tersebut?
7. Apakah guru sering memberi Anda *feedback* untuk hasil tulisan Anda?
Kalau ya, bagaimanakah cara guru memberi Anda *feedback*?
8. Apakah Anda pernah diminta untuk saling mengoreksi pekerjaan dengan teman Anda?
9. Apakah Anda mengetahui tentang *Collaborative Feedback*?
10. Apakah guru Anda pernah menggunakan *Collaborative Feedback*?
Kalau iya, bagaimana pendapat Anda tentang *Collaborative Feedback*?
Kalau tidak, apakah Anda ingin mencobanya?

B. AFTER

BLUEPRINT

Number	Topic Areas	Item Number	Total
1.	Effects of Collaborative Feedback	1, 2	2
2.	Comments on Collaborateive Feedback	3	1

Guidelines:

1. Apa yang Anda rasakan setelah menggunakan *Collaborative Feedback*?
2. Apa Anda merasa kalau kemampuanmu meningkat?
3. Apa komentar Anda terhadap *Collaborative Feedback*?

INTERVIEW 1

Nomor : AppendixB/Interview01/25.09.2013
 Hari/Tanggal : Rabu, 25 September 2013
 Tempat : Di samping kelas
 Hal : Wawancara awal ke siswa sebelum *pre-test*

R : *Researcher*

S1 : Student 1

S2 : Student 2

S3 : Student 3

R : Menurut kalian, bagaimana cara Ibu guru mengajar *writing*?

S1 : Tegas dan mudah dipahami.

S3 : Disiplin dan tepat waktu.

R : Maksud kakak, cara Ibu guru menyampaikan sewaktu pelajaran menulis atau mengarang.

S1, S2 : Oh iya kak, itu biasanya dijelaskan dulu baru disuruh mengerjakan tugas.

R1 : Maksud kakak, cara Ibu guru menyampaikan sewaktu pelajaran menulis atau mengarang.

S1 : Oh iya kak, itu biasanya dijelaskan dulu baru disuruh mengerjakan tugas.

S2, S3 : Iya kak.

R : Oh gitu ya. Lalu kalau menurut kalian, kemampuan menulis atau mengarang kalian bagaimana? Apakah sudah bagus?

S1 : Lumayan, Kak.

S2 : Lumayan juga kak.

S3 : Iya, sama.

R : Terus, apa kalian sering ikut berpartisipasi sewaktu belajar mengarang dengan Ibu guru? Misalnya bertanya kalau ada yang kurang jelas.

S3 : Kadang-kadang aja sih kak.

S1, S2 : Sama, kadang-kadang juga.

R : Oke oke. Kalian suka belajar bahasa Inggris gak sih?

S1 : Suka banget, Kak.

S2, S3 : Lumayan suka.

R : Kalau mengarang dalam bahasa Inggris?

S1 : Suka kak.

S2, S3 : Lumayan kak.

R : Kesulitan apa sih yang sering kalian hadapi waktu belajar menulis dalam bahasa Inggris?

S3 : Tulisannya, Kak.

R : Spelling? Maksud kalian mengeja hurufnya?

Ss : Iya, Kak. Itu susah banget. Kadang-kadang hurufnya suka salah.

R : Selain itu, apa lagi yang menurut kalian susah?

S1 : Menggunakan bahasa yang tepat.

(continued)

- R : Maksudnya *tenses*-nya? Tata bahasanya? Misal mau pake *Verb 1* apa *Verb 2* gitu?
- S1 : Iya, Kak. Masih bingung yang itu.
- R : Oke, ada lagi?
- S2 : Itu, Kak. Cara bacanya bingung. Kadang gak dibaca sesuai hurufnya.
- S3 : Iya, Kak. Masih bingung yang itu juga.
- R : Oke, lalu biasanya kalau kalian nemuin masalah kayak gitu, kalian ngapain?
- Ss : Mencari di kamus.
- S1 : Bertanya pada guru.
- R : Lalu, apa kalian dapat menyelesaikan masalah kalian tersebut?
- S1 : Kadang ketemu kadang enggak, Kak. Kalau gak ketemu ya nanti tanya sama Bu Guru.
- R : Oke. Terus, apa Bu Guru sering memberi kalian *feedback* pada hasil tulisan kalian?
- Ss : Sering.
- R : Bagaimana cara ngasih *feedback* nya?
- S1 : Dikasih tau kalau salah dan kadang dibenarkan langsung.
- R : Lalu, apa kalian pernah diminta untuk saling mengoreksi pekerjaan kalian dengan teman?
- Ss : Sering.
- R : Kalau dalam pelajaran menulis? Jadi, kalian menulis, lalu kalian saling mengoreksi dengan teman?
- S1 : Kalau itu belum, Kak.
- S2, S3 : Iya, belum.
- R : Oke, apa kalian tahu tentang *Collaborative Feedback*?
- Ss : Nggak, Kak.
- R : Jadi, *Collaborative Feedback* itu *feedback* yang diberikan oleh teman dan guru kalian. Lalu, apa Ibu Guru pernah menggunakan *Collaborative Feedback*?
- S1 : Belum, Kak.
- S2, S3 : Iya, belum Kak.
- R : Oke, makasih ya.
- Ss : Sama-sama, Kak.

INTERVIEW 2

Nomor : AppendixB/Interview02/25.09.2013
 Hari/Tanggal : Rabu, 25 September 2013
 Tempat : Di samping kelas
 Hal : Wawancara awal ke siswa sebelum *pre-test*

R : *Researcher*
 S1 : Student 1
 S2 : Student 2

R : Menurut kalian, bagaimana cara Ibu guru mengajar *writing*?
 S1 : Ya dijelaskan sedikit terus dikasih tugas.
 S2 : Iya.
 R : Oh gitu. Kalau kemampuan menulis atau mengarang kalian bagaimana? Sudah bagus?
 S1 : Gak bisa.
 S2 : Iya, kak. Nggak bisa.
 R : Apa kalian sering ikut berpartisipasi sewaktu belajar mengarang dengan Ibu guru? Misalnya bertanya kalau ada yang kurang jelas.
 S1 : Kadang.
 S2 : Iya, kadang.
 R : Oke oke. Kalian suka belajar bahasa Inggris nggak sih?
 S1 : Lumayan suka.
 S2 : Nggak suka.
 R : Kalian suka bercerita dalam bahasa Inggris nggak sih?
 S1 : Lumayan, kak.
 S2 : Nggak suka.
 R : Kenapa nggak suka?
 S2 : Susah kak.
 R : Loh. Nggak bisanya dimana?
 S2 : Hurufnya kak.
 R : Oh *spelling*. Misal kurang huruf atau salah huruf gitu kah?
 S2 : Iya, sering salah itu. Sama bikin kalimatnya bingung.
 S1 : Sama, Kak. Ngartiinnya juga susah, Kak.
 R : Oke. Terus kalau udah kayak gitu, kalian biasanya ngapain?
 S1 : Nunggu dikasih tau sama Ibu Guru, kak.
 S2 : Iya kak.
 R : Apa kalian nggak bawa kamus?
 S1 : Nggak kak.
 R : Kenapa?
 S1 : Nggak punya.
 R : Kalau kamu?
 S2 : Sama. Nggak punya juga.
 R : Lalu, apa dengan bertanya pada Bu Guru kalian dapat menyelesaikan

(continued)

masalah kalian tersebut?

S1 : Ya, pasti.

R : Apa Bu Guru sering memberi kalian *feedback* pada hasil tulisan kalian?

S1 : Sering.

S2 : Iya.

R : Bagaimana caranya?

S1 : Ya dikasih tau langsung. Diliat-liat dulu tulisannya lalu dikasih tau benarnya gimana.

R : Lalu, apa kalian pernah diminta untuk saling mengoreksi pekerjaan kalian dengan teman?

S2 : Iya, Kak.

R : Kalau dalam pelajaran menulis? Jadi, kalian menulis, lalu kalian saling mengoreksi dengan teman?

S1 : Belum pernah.

S2 : Belum

R : Apa kalian pernah dengar tentang *Collaborative Feedback*?

S1, S2 : Nggak.

R : Jadi, *Collaborative Feedback* itu *feedback* yang diberikan oleh teman kalian dan juga Bu Guru. Apa Ibu Guru pernah menggunakan *Collaborative Feedback*?

S1 : Belum, Kak.

S2 : Iya, belum Kak.

R : Oke, makasih ya.

S1, S2 : Iya.

INTERVIEW 3

Nomor : AppendixB/Interview03/26.09.2013

Hari/Tanggal : Kamis, 26 September 2013

Tempat : Ruang Kelas

Hal : Wawancara awal ke Guru Bahasa Inggris sebelum *pre-test*

R : Researcher

T : Teacher

R : Bagaimanakah cara Ibu mengajar *writing* selama ini?

T : Wah, saya jarang mengajar *writing* e mbak. Tapi kalau ngajar *writing* biasanya ditentukan temanya dulu sesuai materi di buku lalu saya meminta anak-anak membuat karangan. Misal *describing animal*, biasanya saya menyuruh anak-anak membuat karangan tentang hewan yang beda-beda.

R : Apakah Ibu pernah mengajarkan teknik *planning*, *drafting*, *revising* dan *editing* kepada siswa?

T : Iya. Ngeditnya bareng-bareng. Misal ambil 3 karangan siswa dan menyuruh mereka menulis di *white board* lalu kemudian diedit dan

(continued)

	direvisi. Karangan yang di papan tulis diberi feedback dan dibenarkan.
R	: Menurut Ibu, kemampuan para siswa dalam <i>writing</i> itu seperti apa?
T	: Sudah cukup baik.
R	: Apakah siswa terlihat antusias dalam belajar <i>writing</i> ?
T	: Iya.
R	: Misalnya?
T	: Ya, kalau ada yang tidak dimengerti mereka akan mengangkat tangan dan bertanya. “Bu, kalau yang begini gimana?”
R	: Apakah Ibu pernah menemui kesulitan dalam mengajar <i>writing</i> ?
T	: Pernah. Biasanya di awal pembelajaran.
R	: Biasanya siswa kesulitan pada bagian apa, Bu?
T	: Biasanya mereka masih bingung di bagian kosakata dan <i>structure</i> . Kosakata sih tidak begitu parah, tapi masalah <i>structure</i> itu yang paling sulit.
R	: Lalu, bagaimana cara Ibu mengatasinya.
T	: Ya membatasi yang diajarkan pada mereka pada batas <i>Simple Present</i> , <i>Present Continuous</i> dan <i>Simple Past Tense</i> saja. Juga, siswa sering-sering dilatih agar terbiasa dengan pola-pola tersebut.
R	: Menurut Ibu, faktor apa sajakah yang menjadi penghambat dalam pembelajaran <i>writing</i> ?
T	: Lebih banyak di faktor <i>structure</i> mbak.
R	: Apakah ibu sering menanyai siswa tentang kesulitan yang mereka hadapi?
T	: Iya. Ya kalau mereka gak ngerti ya nanti saya jelaskan lagi.
R	: Apakah Ibu sering memberi <i>feedback</i> kepada siswa?
T	: Iya, dengan cara berputar per meja dan mengoreksi pekerjaan mereka. Jika banyak terjadi kesalahan yang sama nanti dibahas di kelas.
R	: Apakah Ibu sering meminta siswa untuk mengoreksi hasil pekerjaan mereka?
T	: Jarang karena pemahaman <i>structure</i> harus melekat ke masing-masing anak. Takutnya nanti yang benar disalahkan dan yang salah dibenarkan..
R	: Apa yang Ibu ketahui tentang <i>Collaborative Feedback</i> ?
T	: Itu kan <i>feedback</i> yang diberikan secara <i>collaborative</i> jadi sekelas ikut berpartisipasi.
R	: Apakah Ibu pernah mengaplikasikan <i>Collaborative Feedback</i> ?
T	: Pernah. Jadi seperti yang saya katakan tadi mbak, pertama diterangkan, lalu siswa disuruh membuat karangan, lalu menyuruh beberapa orang untuk menulis hasilnya di white board lalu dikoreksi satu kelas dan diberi <i>feedback</i> .
R	: Lalu, bagaimana hasilnya?
T	: Lumayan bagus.

INTERVIEW 4

Nomor : AppendixB/Interview04/05.10.2013

Hari/Tanggal : Sabtu, 5 Oktober 2013

Tempat : Ruang Kelas

Hal : Wawancara siswa setelah *Cycle I*

R : *Researcher*

S1 : *Student 1*

S2 : *Student 2*

S3 : *Student 3*

S4 : *Student 4*

R : Dek, kakak bisa minta waktunya sebentar?

S1 : *Yes, yes yes.*

R : Dek Jaka, Farhan dan Okka sekalian.

(S13, S20 dan S22 menoleh.)

R : Gini, kakak mau tau tentang apa yang adek rasakan setelah kemarin diajarin kakak.

S1 : Asik, enak, terus aja mbak.

R : Apa kalian bisa menangkap apa yang kakak ajarkan tentang bagaimana cara memberi feedback?

S2 : Ngerti kak.

S1 : *Yes, yes, yes.*

S4 : Iya, sama.

R : Apa kalian merasa kalau kemampuan mengarang kalian meningkat setelah kakak jelaskan?

S3 : Meningkat.

S1 : Jelaass.

R : Meningkatkan apanya?

S22 : Ya itu kak, jadi ngerti kalo harus pake *verb* dua. Tapi kadang bingung buat *verb* dua-nya.

R : Terus, kalau untuk yang lain-lain gimana?

S4 : Itunya juga kak, *spelling*. Soalnya kan kalau salah langsung dibenerin, jadi tau salahnya yang mana. Tapi kok kurang titik aja disalahin sih kak?

R : OK. Ya kan supaya kalian terbiasa menulis dengan benar. Ada yang lain?

S4 : Kalo aku sih cuma itu.

Ss : Sama.

R : Yang terakhir, apa komentar kalian terhadap apa yang kakak ajarkan kemarin?

S4 : Waktu menerangkan suaranya kurang keras.

S3 : Menerangkannya kurang lama, tapi jelas.

R : Oke, terima kasih ya.

INTERVIEW 5

Nomor : AppendixB/Interview05/05.10.2013

Hari/Tanggal : Sabtu, 05 Oktober 2013

Tempat : Ruang Kelas

Hal : Wawancara siswa setelah *Cycle I*

R : Dek Fian, dek Deni, dek Fitri, sama dek Anita, kakak bisa minta waktunya sebentar?

S1, S3 : Iya, kak.

R : Gini, kakak mau nanya, apa sih yang kalian rasakan setelah ketemu kakak tiga pertemuan kemaren?

S1 : Nambah pengalaman, kak.

S3 : Menyenangkan.

S2 : Susah, tapi buat refreshing sih kak.

S4 : Menyenangkan, kak.

R : Oke, apa kalian merasa ada perubahan dengan kemampuan menulis kalian?

S1 : Udah tambah bagus kok, Kak.

S2 : Ya tambah mudeng dikit-dikit.

S3 : Iya, soalnya mengarang terus.

S4 : Iya, kak. Malah jadi lebih mahir membuat cerita.

R : Emm.. baiklah. Apa kalian ada komentar tentang kegiatan yang kemaren yang kakak nyuruh kalian ngarang terus pada saling ngoreksi dikasih feedback gitu?

S3 : Bagus Kak.., pengen lagi.

S2 : Bisa sedikit-sedikit nambah pengetahuan, Kak.

S1 : Kalo saya masih bingung, kak.

R : Kenapa?

S1 : Pertamanya sih kesulitan kak, tapi udah agak mending kok kalau sekarang.

R : Oke, kalau belum dong tanya ya.

INTERVIEW 6

Nomor : AppendixB/Interview06/05.10.2013

Hari/Tanggal : Sabtu, 05 Oktober 2013

Tempat : Ruang Kelas

Hal : Wawancara siswa setelah *Cycle I*

R : *Researcher*

S1 : *Student 1*

S2 : *Student 2*

S3 : *Student 3*

R : Dek Lana, dek Anisa, dek Kurnia kakak mau nanya nih. Setelah kalian kakak suruh mengarang, terus saling koresksi gitu, apa sih yang kalian rasakan?

S1 : Sekarang udah bisa ngarang cerita, kak. Kalau dulu nggak bisa. Sekarang juga udah bisa menggunakan kata dengan benar. Seneng juga soalnya bisa ngarang bebas.

S2 : Biasa aja. Tapi jadi tambah bisa.

S3 : Iya. Jadi bisa ngarang.

R : Berarti, kemampuan mengarang kalian meningkat?

S2 : Iya, sedikit demi sedikit. Selain itu juga jadi apal caranya.

S1 : Kalau tentang feedback nya juga meningkat, kak. Kan udah tau tata bahasanya.

S2 : Iya, mbak. Tapi susah juga sih.

R : Oke, terus apa komentar kalian tentang belajar dengan feedback?

S3 : Suka, kak. Buat latihan meneliti bahasa Inggris juga.

R : Tapi kalian udah pada tau?

S1, S2 : InsyaAllah, sudah.

INTERVIEW 7

Nomor : AppendixB/Interview07/05.10.2013

Hari/Tanggal : Sabtu, 05 Oktober 2013

Tempat : Ruang Kelas

Hal : Wawancara siswa setelah *Cycle I*

R : *Researcher*

S : *Student*

R : Dek Damara kak bisa nanya-nanya sebentar?

S : Iya, kak.

R : Setelah tiga pertemuan kemarin yang kita main-main sama *feedback*, apa yang adek rasakan?

S : Senang karena kak Windy bisa membantu saya mengarang. Saya juga merasa tambah bisa.

R : Berarti adek merasa kalau kemampuan mengarangnya meningkat?

S : Tambah bisa semuanya, Kak. Jadi bisa ngasih *feedback* ke temen juga.

R : Ada komentar nggak?

S : Apa ya Kak? Kalo buat saya sih *feedback* itu berguna buat ngelatih ketelitian, kak. Saya jadi lebih teliti setelah menggunakan *feedback*.

INTERVIEW 8

Nomor : AppendixB/Interview08/05.10.2013
 Hari/Tanggal : Sabtu, 05 Oktober 2013
 Tempat : *Hall*
 Hal : Wawancara Guru Bahasa Inggris setelah *Cycle I*

R : *Researcher*
 T : *Teacher*

R : Setelah mengamati proses pembelajaran dengan Collaborative Feedback kemarin, apakah menurut Ibu cukup membantu dalam meningkatkan kemampuan siswa-siswi di sini?

T : Oh, jelas iya mbak.

R : Kalau untuk aspek yang menurut Ibu masih perlu ditingkatkan apa ya Bu?

T : Tenses-nya kalau untuk anak-anaknya. Soalnya sampai saat ini saya belum menemukan cara yang tepat untuk mengajar *writing*.

R : Kalau harapan Ibu untuk proses pembelajaran *writing* kedepannya bagaimana bu?

T : Ya harapannya anak bisa menulis karena kalau di Ujian Nasional kan cuma reading jadi kurang fokus belajar *writing*-nya. Dengan begini kan siswa juga bisa menulis.

INTERVIEW 9

Nomor : AppendixB/Interview09/05.10.2013
 Hari/Tanggal : Sabtu, 05 Oktober 2013
 Tempat : Ruang Kelas
 Hal : Wawancara *Collaborator* setelah *Cycle I*

R : *Researcher*
 C : *Collaborator*

R : Menurut Ibu, bagaimana proses pembelajaran *writing* dengan *Collaborative Feedback* kemarin?

C : Ya, sudah bagus, mbak. Tapi guidingnya kurang jelas jadi ada anak yang kurang mengerti apa yang dimaksud.

R : Kalau secara hasil bagaimana, Bu?

C : Kalau itu bagus mbak. Kemampuan anak meningkat.

R : Terima kasih, Bu atas waktunya.

INTERVIEW 10

Nomor : AppendixB/Interview10/30.10.2013

Hari/Tanggal : Rabu, 30 Oktober 2013

Tempat : Ruang Kelas

Hal : Wawancara siswa setelah *Cycle II*

R : *Researcher*

S1 : *Student 1*

S2 : *Student 2*

R : Apa yang kalian rasakan setelah saya ajar kemarin?

S1 : Seneng.

S2 : Seneng soalnya bisa mendapat pengalaman baru soalnya sebelumnya belum pernah kayak gitu.

S1 : Seneng-seneng capek sih kak soalnya disuruh ngarang terus.

R : Apa kalian merasa kalau kemampuan menulis kalian meningkat?

S1 : He em. Ya, iya.

S2 : Iya. Tapi saya kalo ngoreksi nggak bisa, kalo nggarap bisa.

S1 : Kalo saya malah suka ngoreksinya kak.

R : Ooo gitu. Ada yang lain nggak?

S2 : Udah aja.

S1 : Iya.

INTERVIEW 11

Nomor : AppendixB/Interview11/30.10.2013

Hari/Tanggal : Rabu, 30 Oktober 2013

Tempat : Ruang Kelas

Hal : Wawancara siswa setelah *Cycle II*

R : *Researcher*

S1 : *Student 1*

S2 : *Student 2*

R : Dek, Kakak bisa minta waktunya sebentar?

S1, S2 : Iya, kak.

R : Gini, kakak mau tau tanggapan kalian tentang rasanya mengarang terus dikasih *feedback* kayak kemaren gimana sih?

S1 : Apa ya? Seneng, seru.

S2 : Tambah jelas, kak.

R : Wah, berarti kemampuan kalian meningkat donk.

S2 : Ya meningkat kak, daripada yang sebelumnya.

R : Terus, ada komentar nggak dek?

S1 : Komentarnya bagus kak. Jadi tau tentang penulisan dalam bahasa Inggris.

S2 : Iya, kak.

INTERVIEW 12

Nomor : AppendixB/Interview12/30.10.2013

Hari/Tanggal : Rabu, 30 Oktober 2013

Tempat : Ruang Kelas

Hal : Wawancara siswa setelah *Cycle II*

R : *Researcher*

S1 : *Student 1*

S2 : *Student 2*

R : Dek, kakak minta waktunya sebentar ya. Gini, kakak mau tanya, setelah ngasih-ngasih *feedback* kayak kemaren yang pake kode-kode itu, perasaan kalian gimana? Suka nggak?

S2 : Lumayan

S1 : Iya.

R : Oke, lalu apa kalian merasa kalau ada peningkatan kemampuan menulis?

S1, S2 : Lumayan.

R : Oke, apa ada komentar?

S1, S2 : Cukup membantu

INTERVIEW 13

Nomor : AppendixB/Interview13/30.10.2013

Hari/Tanggal : Rabu, 30 Oktober 2013

Tempat : Ruang Kelas

Hal : Wawancara siswa setelah *Cycle II*

R : *Researcher*

S1 : *Student 1*

S2 : *Student 2*

R : Dek, bisa minta waktunya sebentar? Kakak mau nanya-nanya nih. Gini, kemaren kan habis belajar kode-kode gitu kan? Terus saling koreksi. Itu gimana rasanya?

S1 : Seneng, kak. Soalnya karangannya bener-bener diteliti.

S2 : Enak, kak. Jadi nggak usah mbenerin, Cuma ditulis kode-kodenya aja. Jadi lebih mudah.

R : Wah, kalo gitu berarti kemampuan kalian meningkat donk ya.

S1 : Tambah kak.

S2 : Iya, meningkat, kak.

R : Terus ada komentar nggak? Kritik? Saran?

S1 : Komentarnya temen-temen yang lain kurang memperhatikan.

S2 : Suara kurang keras.

R : Oke, makasih ya.

INTERVIEW 14

Nomor : AppendixB/Interview15/30.10.2013
 Hari/Tanggal : Rabu, 30 Oktober 2013
 Tempat : Ruang Kelas
 Hal : Wawancara Guru Bahasa Inggris setelah *Cycle II*

R : *Researcher*
 T : *English Teacher*

R : Apakah menurut Ibu *Collaborative Feedback* cukup membantu dalam peningkatan kemampuan siswa?

T : Ya jelas, *Mbak*.

R : Kalau untuk aspek yang menurut Ibu masih perlu ditingkatkan apa ya Bu?

T : Sebenarnya masalah *vocabulary* masih harus ditingkatkan. Kalau saya lihat sepertinya *tenses* nya sudah lumayan daripada tes yang pertama kali.

INTERVIEW 15

Nomor : AppendixB/Interview17/26.10.2013
 Hari/Tanggal : Rabu, 30 Oktober 2013
 Tempat : Ruang Kelas
 Hal : Wawancara *Collaborator* setelah *Cycle II*

R : *Researcher*
 C : *Collaborator*

R : Maaf, Bu. Mau mengganggu sebentar.

C : Iya, *Mbak*.

R : Begini, Bu. Saya mau nanya-nanya tentang komentar Ibu terhadap proses pembelajaran *writing* yang kemarin itu.

C : Bagus, *Mbak*. Sudah lebih baik dari yang sebelumnya. Siswa juga kelihatannya senang. Cuma suaranya kurang keras, jadi yang belakang malah rame. Tapi siswa jadi antusias meskipun rame. Jadi saya rasa kemampuan menulis mereka pastilah meningkat.

R : Oh, iya, Bu. Terima kasih.

APPENDIX C

OBSERVATION CHECKLISTS

OBSERVATION CHECKLISTS

CYCLE I: MEETING 1

Date : 29-09-2013

No	Statements	Yes	No	Description
Pre-Teaching				
1.	Feedback is given by English teacher.		√	
2.	Feedback is given by the students.		√	
3.	.....			
4.	.....			
Whilst-Teaching				
5.	Students give indirect feedback to the other students.		√	
6.	Students give direct feedback to the other students.	√		
7.	Students make a self-correction for their own works.	√		
8.	English teacher gives indirect feedback to the students.		√	
9.	English teacher gives direct feedback to the students.	√		
10.	The students revise their work.		√	
11.	.....			
12.	.....			
Post-Teaching				
13.	Feedback is given by English teacher.	√		
14.	Feedback is given by the students.		√	
15.	.....			
16.	.....			

OBSERVATION CHECKLISTS

CYCLE I: MEETING 2

Date : 02-10-2013

No	Statements	Yes	No	Description
Pre-Teaching				
1.	Feedback is given by English teacher.	√		
2.	Feedback is given by the students.		√	
3.	.....			
4.	.....			
Whilst-Teaching				
5.	Students give indirect feedback to the other students.		√	
6.	Students give direct feedback to the other students.	√		
7.	Students make a self-correction for their own works.	√		
8.	English teacher gives indirect feedback to the students.		√	
9.	English teacher gives direct feedback to the students.	√		
10.	The students revise their work.	√		
11.	.....			
12.	.....			
Post-Teaching				
13.	Feedback is given by English teacher.	√		
14.	Feedback is given by the students.		√	
15.	.....			
16.	.....			

OBSERVATION CHECKLISTS

CYCLE I: MEETING 3

Date : 04-10-2013

No	Statements	Yes	No	Description
Pre-Teaching				
1.	Feedback is given by English teacher.	√		
2.	Feedback is given by the students.		√	
3.	.....			
4.	.....			
Whilst-Teaching				
5.	Students give indirect feedback to the other students.		√	
6.	Students give direct feedback to the other students.	√		
7.	Students make a self-correction for their own works.	√		
8.	English teacher gives indirect feedback to the students.		√	
9.	English teacher gives direct feedback to the students.	√		
10.	The students revise their work.	√		
11.	.....			
12.	.....			
Post-Teaching				
13.	Feedback is given by English teacher.	√		
14.	Feedback is given by the students.		√	
15.	.....			
16.	.....			

OBSERVATION CHECKLISTS

CYCLE II: MEETING 1

Date : 23-10-2013

No	Statements	Yes	No	Description
Pre-Teaching				
1.	Feedback is given by English teacher.	√		
2.	Feedback is given by the students.		√	
3.	.....			
4.	.....			
Whilst-Teaching				
5.	Students give indirect feedback to the other students.	√		
6.	Students give direct feedback to the other students.		√	
7.	Students make a self-correction for their own works.	√		
8.	English teacher gives indirect feedback to the students.	√		
9.	English teacher gives direct feedback to the students.		√	
10.	The students revise their work.		√	
11.	.....			
12.	.....			
Post-Teaching				
13.	Feedback is given by English teacher.	√		
14.	Feedback is given by the students.		√	
15.	.....			
16.	.....			

OBSERVATION CHECKLISTS

CYCLE II: MEETING 2

Date : 26-10-2013

No	Statements	Yes	No	Description
Pre-Teaching				
1.	Feedback is given by English teacher.	√		
2.	Feedback is given by the students.		√	
3.	.....			
4.	.....			
Whilst-Teaching				
5.	Students give indirect feedback to the other students.	√		
6.	Students give direct feedback to the other students.		√	
7.	Students make a self-correction for their own works.	√		
8.	English teacher gives indirect feedback to the students.	√		
9.	English teacher gives direct feedback to the students.		√	
10.	The students revise their work.	√		
11.	.....			
12.	.....			
Post-Teaching				
13.	Feedback is given by English teacher.	√		
14.	Feedback is given by the students.		√	
15.	.....			
16.	.....			

APPENDIX D

COURSE GRIDS

COURSE GRIDS

Standard Competence	Basic Competence	Indicators	Materials	Teaching and Learning Activities	Assessment			Time Allocation	Sources
					Technique	Form	Sample of Instruments		
6. Expressing meaning in the written functional text and simple short essay in the forms of descriptive and recount to interact with others in daily life contexts.	6.2. To express meaning and rhetorical structure in simple short essay using various written forms accurately, fluently, and acceptably in daily life contexts in the forms of descriptive and recount.	1. Students are able to identify the language feature of a recount text. 2. Students are able to define the writing correction symbols. 3. Students are able to give feedback to the text. 4. Students are able to write past	Meeting 1 a. Recount text b. Generic structure of recount text c. Language features of recount text d. Direct feedback	CYCLE 1 Meeting 1: OPENING 1. Good morning. 2. How are you? 3. Now, let's say a short prayer, shall we? 4. Let me ask you first, what did you do yesterday? MAIN ACTIVITIES 1. BKoF a. The teacher asks the students about their previous holiday. 2. MoT a. The teacher shows the example of recount text (Text 1).	assignment	Students' writing	Tell the class about your last holiday. To make it easier, use the following questions.	2 X 40	Anderson, Mark, Kathy Anderson. 1957. <i>Text Types in English 1</i> . Australia: Macmillan Education Australia PTY LTD.

		events.		b. The teacher together with the students analyse the generic structure and the language features used in the Text 1. c. The teacher teaches the students about how to use direct feedback. 3. JCoT a. The teacher asks the students to write past events text. b. The teacher asks the students to make a group of four. c. The teacher takes some of the texts and distributes it to the students to be given a direct feedback.					
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				4. ICoT a. The teacher gives back all of the students' works. b. The teacher asks the students to revise their work. c. The teacher asks the students to submit their works. 5. Linking Related Text a. The teacher gives the students homework. b. The teacher asks the students to make a recount text at home. CLOSING 1. Can you tell me what we have learned today? 2. You can write a story based on your experience, such as writing a diary. 3. How do you feel about our lesson today?					
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6. Expressing meaning in the written functional text and simple short essay in the forms of descriptive and recount to interact with others in daily life contexts.	6.2. To express meaning and rhetorical structure in simple short essay using various written forms accurately, fluently, and acceptably in daily life contexts in the forms of descriptive and recount.	1. Students are able to write a recount text. 2. Students are able to analyse a recount text.	Meeting 2 a. Direct feedback	Meeting 2: OPENING 1. Good morning. 2. How are you? 3. Now, let's say a short prayer, shall we? 4. The teacher asks about the previous meeting and does a short review. MAIN ACTIVITIES 1. BKoF a. The teacher asks about previous meeting. b. The teacher asks about any difficulties they found. c. The teacher discussed the common mistakes the students made. 2. MoT a. The teacher gives the students' work a feedback.	homework	Students' writing	Choose one of the topics below and write some sentences about the things you did. Then write a story based on the topic you choose. Don't forget to use the sentences you have made.	2 x 40	Anderson, Mark, Kathy Anderson. 1957. <i>Text Types in English 1</i> . Australia: Macmillan Education Australia PTY LTD. www.macmillandictionary.com/dictionary/british/outline_11 . diakses pada July 24 th 2013 at 7.58 p.m.
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				b. The students revise their work into the final draft. 3. JCoT a. The teacher asks the students to do a pair work. b. The students exchange their homework with their friend. c. The students give their friend's work a direct feedback. 4. ICot a. The students get their work back. b. The students revise their work based on their friend's correction and their self-correction. c. The students submit their work to the teacher.					
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				5. Linking Related Text - The teacher gives the students a homework. - The teacher asks the students to make a recount text at home. CLOSING - Can you tell me what we have learned today? - You can write a story based on your experience, such as writing a diary. - How do you feel about our lesson today?					
6. Expressing meaning in the written functional text and simple short essay in the forms of	6.2. To express meaning and rhetorical structure in simple short essay using various	- Students are able to write a recount text. - Students are able to analyse a recount text.	Meeting 3 a. Direct feedback	Meeting 3: OPENING - Good morning. - How are you? - Now, let's say a short prayer, shall we? - The teacher asks about the previous meeting and does a short review.	homework	Students' writing	What did you do yesterday? Fill in the blank of the timetable below.	1x40	Anderson, Mark, Kathy Anderson. 1957. <i>Text Types in English 1</i> . Australia: Macmillan

descriptive and recount to interact with others in daily life contexts.	written forms accurately, fluently, and acceptably in daily life contexts in the forms of descriptive and recount.			MAIN ACTIVITIES 1. BKoF - The teacher asks about previous meeting. - The teacher asks about any difficulties they found. - The teacher discussed the common mistakes the students made. 2. MoT - The teacher gives the students' work a feedback. - The students revise their work into the final draft. 3. JCoT - The teacher asks the students to do a pair work. - The students exchange their homework with their					Education Australia PTY LTD
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				friend. c. The students with the help from the teacher give their friend's work a direct feedback. 4. ICot a. The students then revise their work based on their friend, the teacher's correction, and their self-correction. b. The students revise their work into the final draft. c. The students submit their work to the teacher. 5. Linking Related Text a. The teacher suggests the students to try writing a diary. . CLOSING 1. Can you tell me what we					
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				have learned today? 2. You can write a story based on your experience, such as writing a diary. 3. How do you feel about our lesson today?					
6. Expressing meaning in the written functional text and simple short essay in the forms of descriptive and recount to interact with others in daily life contexts.	6.2. To express meaning and rhetorical structure in simple short essay using various written forms accurately, fluently, and acceptably in daily life contexts in the forms of descriptive	1. Students are able to write a recount text. 2. Students are able to analyse a recount text. 3. Students know about writing correction symbols.	Meeting 1 a. Recount text b. Generic structure of recount text c. Language features of recount text d. Writing correction symbols e. Indirect feedback	CYCLE 2 Meeting 1: OPENING 1. Good morning. 2. How are you? 3. Now, let's say a short prayer, shall we? 4. Let me ask you first, what did you do yesterday? MAIN ACTIVITIES 1. BKoF a. The teacher asks about the students' holiday. 2. MoT a. The teacher shows the example of	assignment	Students' writing	Choose one of the topics below and write the things you do. Then write a story based on the topic you choose. Don't forget to use the hints.	2x40	Anderson, Mark, Kathy Anderson. 1957. <i>Text Types in English 1</i>. Australia: Macmillan Education Australia PTY LTD. Brown, H. Douglas. 2004. <i>Language Assessment</i>: t:

	and recount.			recount text. b. The teacher together with the students analyse the generic structures and the language features used in the Text 1 and Text 2. c. The teacher tells the students about how to use indirect feedback. 3. JCoT a. The teacher asks the students to write a past event text based on the topics given. b. The teacher asks the students to make a group of two. c. The teacher asks the students to exchange their work. d. The teacher asks the students to give indirect feedback to					<i>Principles and Classroom Practices.</i> New York: Pearson. Priyana, Jaka, et al. 2008. <i>Scaffolding: English for Junior High School Students Grade VIII.</i> Jakarta: Pusat Perbukuan, Departemen Pendidikan
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				their friend's work. 4. ICoT a. The students get their work back. b. The students revise their work based on their friend's correction, and their self-correction. c. The students submit their work to the teacher. 5. Linking Related Text a. The teacher gives homework to the students. b. The teacher asks the students to make a recount text at home. CLOSING 1. Can you tell me what we have learned today? 2. You can write a story					n Nasional.
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				based on your experience, such as writing a diary. 3. How do you feel about our lesson today?					
6. Expressing meaning in the written functional text and simple short essay in the forms of descriptive and recount to interact with others in daily life contexts.	6.2. To express meaning and rhetorical structure in simple short essay using various written forms accurately, fluently, and acceptably in daily life contexts in the forms of descriptive and recount.	1. Students are able to write a recount text. 2. Students are able to analyse a recount text. 3. Students know about writing correction symbols.	Meeting 2 a. Writing correction symbols b. Indirect feedback	Meeting 2: OPENING 1. Good morning. 2. How are you? 3. Now, let's say a short prayer, shall we? 4. The teacher asks about the previous meeting and does a short review. MAIN ACTIVITIES 1. BKoF a. The teacher asks about previous meeting. b. The teacher asks about any difficulty they found. 2. MoT a. The teacher gives the students' work a	homework	Students' writing	Choose one of the themes below and make your own story.	1x40	Anderson, Mark, Kathy Anderson. 1957. <i>Text Types in English 1</i> . Australia: Macmillan Education Australia PTY LTD. Brown, H. Douglas. 2004. <i>Language Assessment: Principles and</i>

				feedback. b. The students revise their work into the final draft. 3. JCoT a. The teacher asks the students to do a pair work. b. The students exchange their homework with their friend. c. The students with the help from the teacher give their friend's work a direct feedback. 4. ICoT a. The students then revise their work based on their friend, the teacher's correction, and their self-correction. b. The students revise their work into the					<i>Classroom Practices.</i> New York: Pearson. Priyana, Jaka, et al. 2008. <i>Scaffolding: English for Junior High School Students Grade VIII.</i> Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional
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				final draft. c. The students submit their work to the teacher. 5. Linking Related Text a. The teacher suggests the students to try writing a diary. CLOSING 1. Can you tell me what we have learned today? 2. You can write a story based on your experience, such as writing a diary. 3. How do you feel about our lesson today?					
--	--	--	--	---	--	--	--	--	--

APPENDIX E

LESSON PLANS

LESSON PLAN

CYCLE 1

School	: SMP N 2 Srandakan
Subject	: English
Skill	: Writing
Class/Semester	: VIIIA/1
Time Allocation	: 5 x 40
Topic	: Past Event

A. Standard of Competence

6. Expressing meaning in the written functional text and simple short essay in the forms of descriptive and recount to interact with others in daily life contexts.

B. Basic Competence

6.2. To express meaning and rhetorical structure in simple short essay using various written forms accurately, fluently, and acceptably in daily life contexts in the forms of descriptive and recount.

C. Learning Objective

Given a recount text of about 150 words long consisting of three paragraphs, students of the Junior-High School, second year, first semester, will be able to write their past experiences correctly and give a feedback to others' writing work.

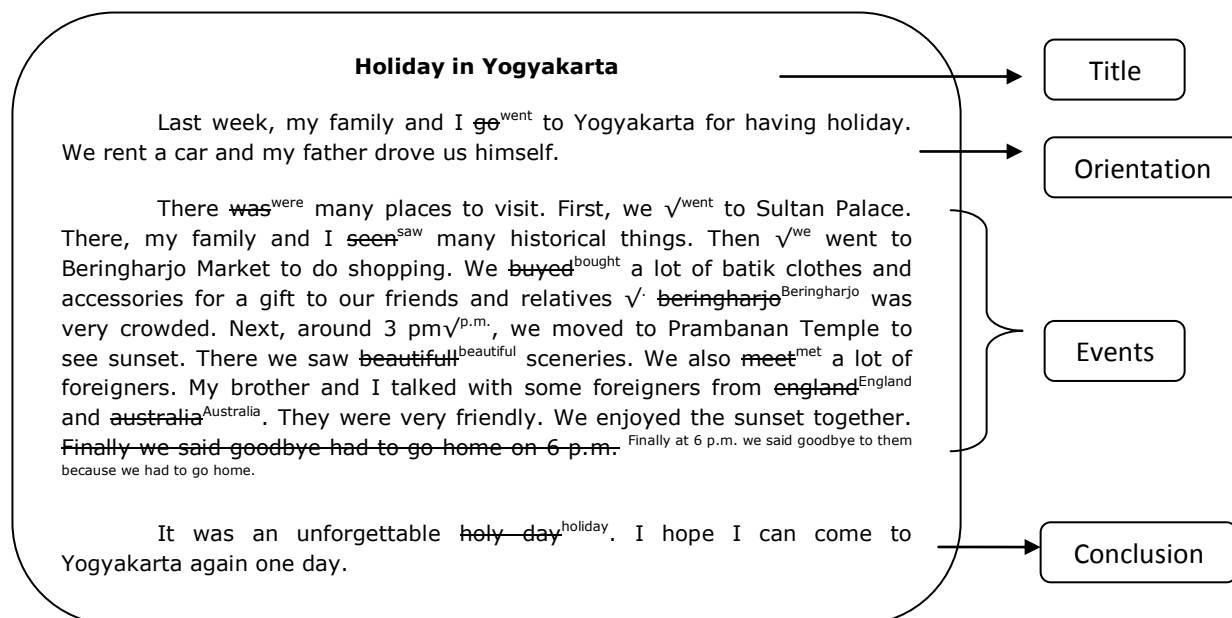
D. Indicators

1. Students are able to identify the language feature of a recount text.
2. Students are able to define the writing correction symbols.
3. Students are able to give feedback to the text.

4. Students are able to write past events.

E. Materials

1. Recount text type retells past events, usually in the order in which they happened. The generic structures of recount are:



2. Tasks

Meeting 1

Task 1

Writing a recount with some hints given.

Task 2

Completing mind map of activity to write a complete recount.

Meeting 2

Task 1

Filling in a time table, then make a recount based on the time table they make.

3. Language Features:

- a. Proper noun to identify those involved in the text.
- b. The use of the past tense to retell the events.

- c. Words that show the order of events.
 - d. The use of adjectives and adverbs for details.
4. Writing Correction on symbol and marking:

Number	Symbol	Meaning
1.	S	Subject Needed
2.	V	Verb Needed
3.	P	Punctuation
4.	=	Capitalisation
5.	VT	Verb Tense
6.	SV	Subject-Verb Agreement
7.	SP	Spelling
8.	?	Confusing Sentence

F. Teaching Method

GENRE-BASED APPROACH

G. Teaching Procedure

1. Pre-Activity (5')

Greeting	Good morning, Class.
Opening words	How are you?
Lead the prayer	Now, let's say a short prayer, shall we?
Entering a topic	Let me ask you first, what did you do yesterday?

2. Whilst-Activity (60')

	Meeting 1	Meeting 2	Meeting 3
BKOF (5')	- The teacher asks the students about their previous holiday.	- The teacher asks about previous meeting. - The teacher asks about any difficulty they found. - The teacher discussed the common mistakes the students made.	- The teacher asks about previous meeting. - The teacher asks about any difficulties they found. - The teacher discussed the common mistakes the students made.

MOT (10')	d. The teacher shows the example of recount text (Text 1). e. The teacher together with the students analyse the generic structure and the language features used in the Text 1. f. The teacher teaches the students about how to use direct feedback.	g. The teacher gives the students' work a feedback. h. The students revise their work into the final draft.	i. The teacher gives the students' work a feedback. j. The students revise their work into the final draft.
JCOT (10')	k. The teacher asks the students to write a past event text. l. The teacher asks the students to make a group of four. m. The teacher takes some of the texts and distribute it to the students to be given a direct feedback.	n. The teacher asks the students to do a pair work. o. The students exchange their homework with their friend. p. The students give their friend's work a direct feedback.	q. The teacher asks the students to do a pair work. r. The students exchange their homework with their friend. s. The students with the help from the teacher give their friend's work a direct feedback.
ICOT (40')	t. The teacher gives back all of the students'	w. The students get their work back. x. The	bb. The students then revise their work based on their friend, the

	works. u. The teacher asks the students to revise their work. v. The teacher asks the students to submit their works.	students revise their work based on their friend's correction and their self-correction. y. The students submit their work to the teacher. z. The teacher give them feedback. aa. The students revised their work into the final draft.	teacher's correction, and their self-correction. cc. The students revise their work into the final draft. dd. The students submit their work to the teacher.
Linking Related Text (5')	ee. The teacher gives the students homework. ff. The teacher asks the students to make a recount text at home.	gg. The teacher gives the students a homework. hh. The teacher asks the students to make a recount text at home.	ii. The teacher suggests the students to try writing a diary.

3. Post-Activity (5')

Summarising	Can you tell me what we have learned today?
Further guidance	You can write a story based on your experience, such as writing a diary.
Reflection	How do you feel about our lesson today?

H. Assessment

Aspects	Rate		Score
Organisation: Introduction, Body, and Conclusion	Excellent to good	20 – 18	20
	Good to Adequate	17 – 15	
	Adequate to Fair	14 – 12	
	Unacceptabe-not	11 – 6	
	College-Level Work	5 – 1	
Logical Development of ideas:	Excellent to Good	20 – 18	20
	Good to Adequate	17 – 15	
	Adequate to Fair	14 – 12	

Content	Unacceptabe-not College-Level Work	11 – 6 5 – 1	
Grammar	Excellent to Good Good to Adequate Adequate to Fair Unacceptabe-not College-Level Work	20 – 18 17 – 15 14 – 12 11 – 6 5 – 1	20
Punctuation, Spelling, and Mechanics	Excellent to Good Good to Adequate Adequate to Fair Unacceptabe-not College-Level Work	20 – 18 17 – 15 14 – 12 11 – 6 5 – 1	20
Style and Quality of Expression	Excellent to Good Good to Adequate Adequate to Fair Unacceptabe-not College-Level Work	20 – 18 17 – 15 14 – 12 11 – 6 5 – 1	20
Total			100

I. Sources

Anderson, Mark, Kathy Anderson. 1957. *Text Types in English 1*. Australia: Macmillan Education Australia PTY LTD.

Priyana, Jaka, et al. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson.

MATERIALS

MEETING 1

Text 1

Holiday in Yogyakarta

Last week, my family and I ~~go~~^{went} to Yogyakarta for having holiday. We rented a car and my father drove us himself.

There ~~was~~^{were} many places to visit. First, we ~~√~~^{went} to Sultan Palace. There, my family and I ~~seen~~^{saw} many historical things. Then ~~√~~^{we} went to Beringharjo Market to do shopping. We ~~buyed~~^{bought} a lot of batik clothes and accessories for a gift to our friends and relatives ~~√~~^{Beringharjo} ~~beringharjo~~^{Beringharjo} was very crowded. Next, around 3 pm~~√~~^{p.m.}, we moved to Prambanan Temple to see sunset. There we saw ~~beautiful~~^{beautiful} sceneries. We also ~~meet~~^{met} a lot of foreigners. My brother and I talked with some foreigners from ~~england~~^{England} and ~~australia~~^{Australia}. They were very friendly. We enjoyed the sunset together. ~~Finally we said goodbye had to go home on 6 p.m.~~^{Finally at 6 p.m. we said goodbye to them because we had to go home.}

It was an unforgettable ~~holy day~~^{holiday}. I hope I can come to Yogyakarta again one day.

Task 1

Tell the class about your last holiday. To make it easier, use the following questions.

First paragraph:

1. When did you go?
2. Who did you go with?
3. Where did this story take place?

Second paragraph:

4. What did you do there?
5. What happened at the end?

Third paragraph:

6. How did you feel on your holiday?
7. What did you think about the holiday?

Name	:
Class	:
Number	:

Last month, I went to _____

In the morning, _____

After that, _____

_____ Then _____

_____ Next, _____

Finally, _____

I was very _____

I hope _____

title

orientation

events

conclusion

Last month, I went to _____

In the morning, _____

After that , _____

_____ Then _____

_____ Next, _____

Finally, _____

I was very _____

I hope _____

LESSON PLAN

CYCLE 2

School	: SMP N 2 Srandakan
Subject	: English
Skill	: Writing
Class/Semester	: VIIIE/1
Time Allocation	: 3 x 40
Topic	: Past Event

A. Standard of Competence

6. Expressing meaning in the written functional text and simple short essay in the forms of descriptive and recount to interact with others in daily life contexts.

B. Basic Competence

6.2. To express meaning and rhetorical structure in simple short essay using various written forms accurately, fluently, and acceptably in daily life contexts in the forms of descriptive and recount.

C. Learning Objective

Given a recount text of about 150 words long consisting of three paragraphs, students of the Junior-High School, second year, first semester, will be able to write their past experiences correctly and give a feedback to others' writing work.

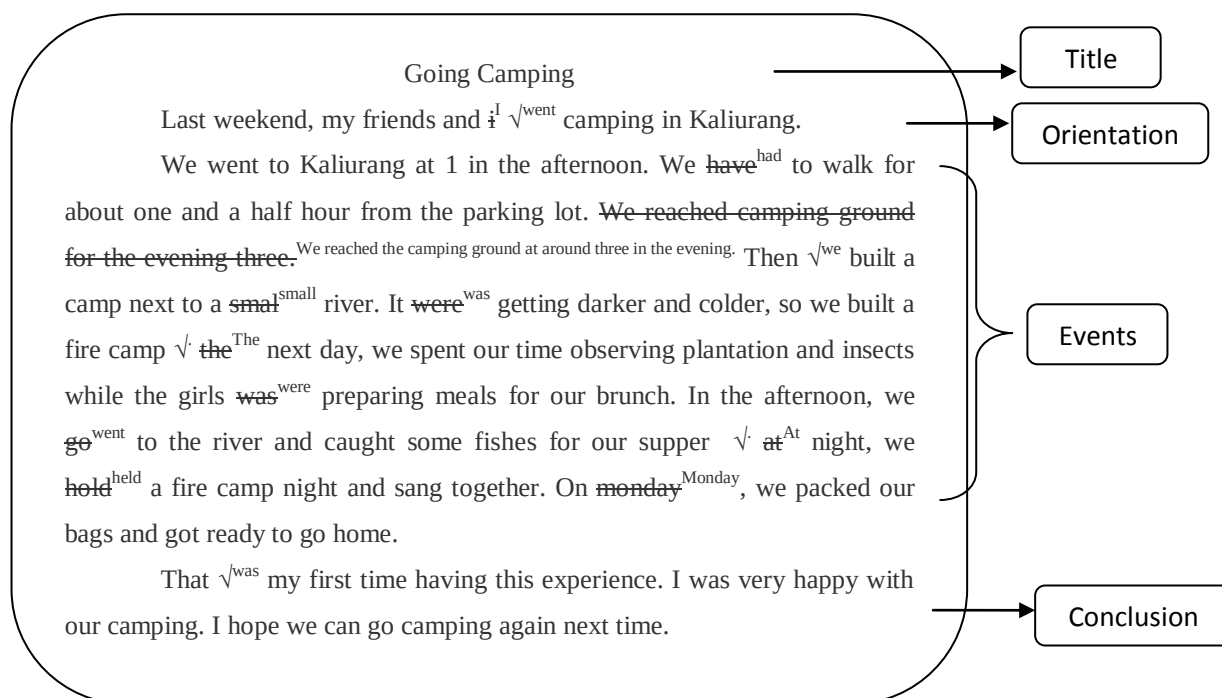
D. Indicators

1. Students are able to identify the language feature of a recount text.
2. Students are able to define the writing correction symbols.
3. Students are able to give feedback to the text.

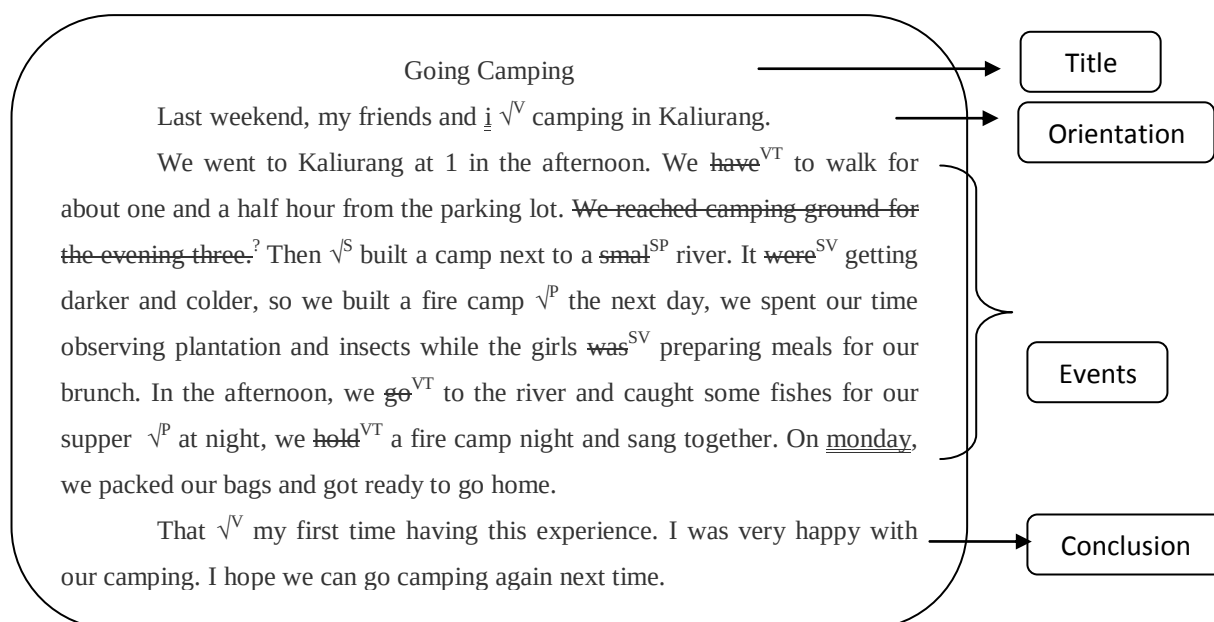
4. Students are able to write past events.

E. Materials

1. Recount text type retells past events, usually in the order in which they happened. Text 1



Text 2



2. Tasks

Task 1

Making a recount text based on a topic they choose and the hints they made themselves.

Task 2

Making a recount text based on a theme.

3. Language Features:

- a. Proper noun to identify those involved in the text.
- b. The use of the past tense to retell the events.
- c. Words that show the order of events.
- d. The use of adjectives and adverbs for details.

4. Writing Correction on symbol and marking:

Number	Symbol	Meaning
1.	S	Subject Needed
2.	V	Verb Needed
3.	P	Punctuation
4.	=	Capitalization
5.	VT	Verb Tense
6.	SV	Subject-Verb Agreement
7.	SP	Spelling
8.	?	Confusing Sentence

F. Teaching Method

GENRE-BASED APPROACH

G. Teaching Procedure

1. Pre-Activity (5')

Greeting	Good morning, Class.
Opening words	How are you?
Lead the prayer	Now, let's say a short prayer, shall we?
Entering a topic	Let me ask you first, what did you do yesterday?

2. Whilst-Activity (70')

	Meeting 1	Meeting 2
BKOF (5')	- The teacher asks about the students' holiday.	- The teacher asks about previous meeting. - The teacher asks about any difficulties they found.
MOT (10')	jj. The teacher shows the example of recount text. kk. The teacher together with the students analyse the generic structures and the language features used in the Text 1 and Text 2. ll. The teacher tells the students about how to use indirect feedback.	mm. The teacher gives the students' work a feedback. nn. The students revise their work into the final draft.
JCOT (10')	oo. The teacher asks the students to write a past event text based on the topics given. pp. The teacher asks the students to work in pairs. qq. The teacher asks the students to exchange their work. rr. The teacher asks the students to give indirect feedback to their friend's work.	ss. The teacher asks the students to do a pair work. tt. The students exchange their homework with their friend. uu. The students with the help from the teacher give their friend's work a direct feedback.
ICOT (40')	vv. The students get their work back. ww. The students revise their work based on their friend's correction, and their self-correction. xx. The students submit their work to	yy. The students then revise their work based on their friend, the teacher's correction, and their self-correction. zz. The students revise their work into the final draft. aaa. The students submit their work to the teacher.

	the teacher.	
Linking Related Text (5')	bbb. The teacher gives homework to the students. ccc. The teacher asks the students to make a recount text at home.	ddd. The teacher suggests the students to try writing a diary.

3. Post-Activity (5')

Summarizing	Can you tell me what we have learned today?
Further guidance	You can write a story based on your experience, such as writing a diary.
Reflection	How do you feel about our lesson today?

H. Assessment

Aspects	Rate		Score
Organization: Introduction, Body, and Conclusion	Excellent to good	20 – 18	20
	Good to Adequate	17 – 15	
	Adequate to Fair	14 – 12	
	Unacceptable-not	11 – 6	
	College-Level Work	5 – 1	
Logical Development of ideas: Content	Excellent to Good	20 – 18	20
	Good to Adequate	17 – 15	
	Adequate to Fair	14 – 12	
	Unacceptable-not	11 – 6	
	College-Level Work	5 – 1	
Grammar	Excellent to Good	20 – 18	20
	Good to Adequate	17 – 15	
	Adequate to Fair	14 – 12	
	Unacceptable-not	11 – 6	
	College-Level Work	5 – 1	
Punctuation, Spelling, and Mechanics	Excellent to Good	20 – 18	20
	Good to Adequate	17 – 15	
	Adequate to Fair	14 – 12	
	Unacceptable-not	11 – 6	
	College-Level Work	5 – 1	
Style and Quality of Expression	Excellent to Good	20 – 18	20
	Good to Adequate	17 – 15	
	Adequate to Fair	14 – 12	
	Unacceptable-not	11 – 6	
	College-Level Work	5 – 1	
Total			100

I. Sources

- | |
|---|
| <p>Anderson, M., & Anderson, K. 1957. <i>Text Types in English 1</i>. Australia: Macmillan Education Australia PTY LTD.</p> <p>Brown, H. D. 2004. <i>Language Assessment: Principles and Classroom Practices</i>. New York: Pearson.</p> <p>Priyana, Jaka, et al. 2008. <i>Scaffolding: English for Junior High School Students Grade VIII</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p> |
|---|

MATERIALS

MEETING 1

Text 1

Going Camping

Last weekend, my friends and I ^I√^{went} camping in Kaliurang.

We went to Kaliurang at 1 in the afternoon. We ~~have~~^{had} to walk for about one and a half hour from the parking lot. ~~We reached camping ground for the evening three.~~ We reached the camping ground at around three in the evening. Then ^{we}√ built a camp next to a ~~small~~^{small} river. It ~~were~~^{was} getting darker and colder, so we built a fire camp ^{the}√. The next day, we spent our time observing plantation and insects while the girls ~~was~~^{were} preparing meals for our brunch. In the afternoon, we ~~go~~^{went} to the river and caught some fishes for our supper ^{at}√. At night, we ~~hold~~^{held} a fire camp night and sang together. On ~~monday~~^{Monday}, we packed our bags and got ready to go home.

That ^{was}√ my first time having this experience. I was very happy with our camping. I hope we can go camping again next time.

Going Camping

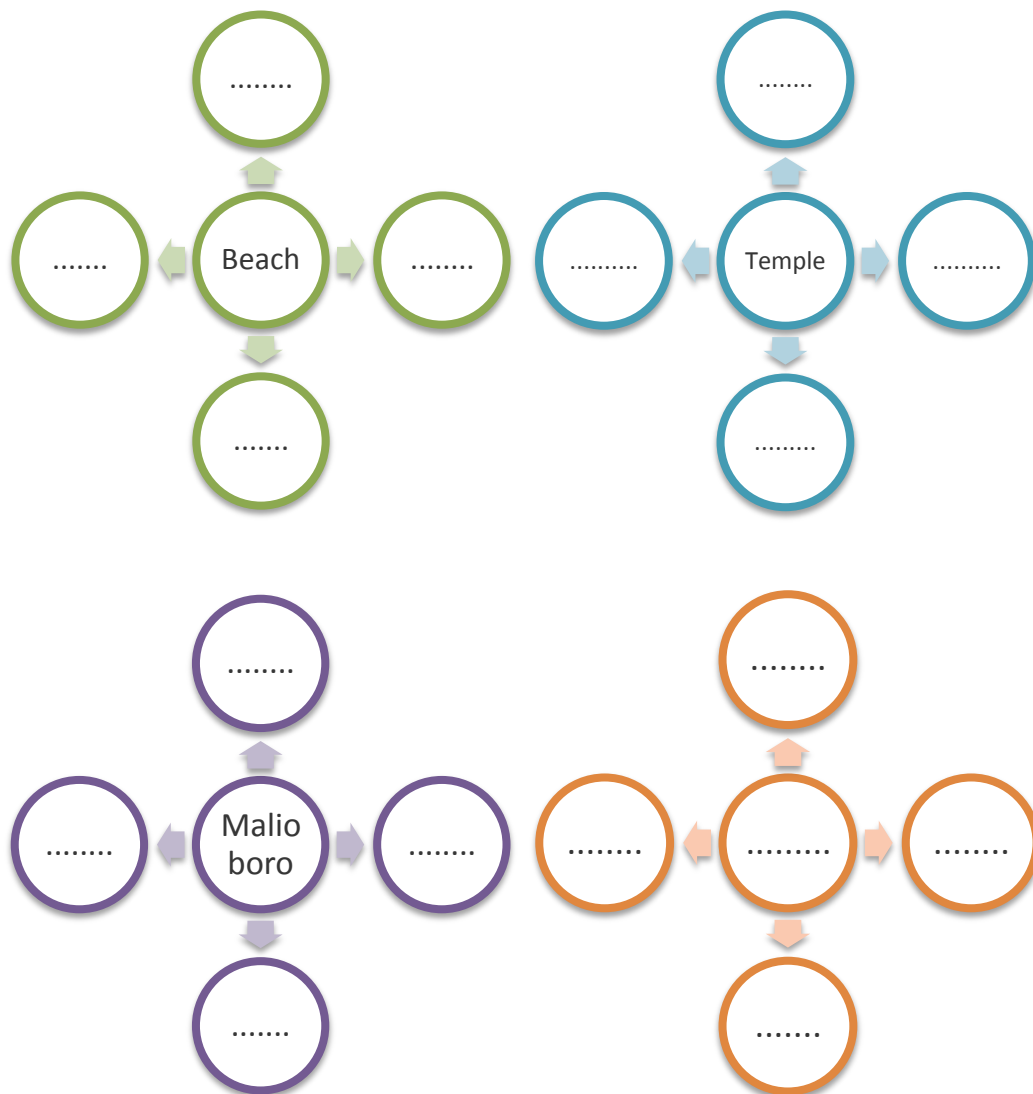
Last weekend, my friends and I ^I√^V camping in Kaliurang.

We went to Kaliurang at 1 in the afternoon. We ~~have~~^{have}^{VT} to walk for about one and a half hour from the parking lot. ~~We reached camping ground for the evening three.~~[?] Then ^S√ built a camp next to a ~~small~~^{small}^{SP} river. It ~~were~~^{was}^{SV} getting darker and colder, so we built a fire camp ^P√ the next day, we spent our time observing plantation and insects while the girls ~~was~~^{was}^{SV} preparing meals for our brunch. In the afternoon, we ~~go~~^{go}^{VT} to the river and caught some fishes for our supper ^P√ at night, we ~~hold~~^{hold}^{VT} a fire camp night and sang together. On monday, we packed our bags and got ready to go home.

That ^V√ my first time having this experience. I was very happy with our camping. I hope we can go camping again next time.

Task 1

Choose one of the topics below and write the things you do. Then write a story based on the topic you choose. Don't forget to use the hints.



Name	:	_____
Class	:	_____
Number	:	_____

Task 2

Homework

Choose one of the themes below and make your own story.

THEMES:

- 1. HOLIDAY
- 2. UNFORGETTABLE EXPERIENCE
- 3. THINGS I DID YESTERDAY
- 4.

To make it easier, use the following questions.

Paragraph 1:

- 8. When did it happen?
- 9. Who were you with?
- 10. Where did it happen?

Paragraph 2:

- 11. What did you do there?

Paragraph 3:

- 12. How did you feel

First, _____

After that, _____

_____ Then _____

_____ Next, _____

Finally, _____

I was very _____

I hope _____

title
orientation
events
conclusion

First, _____

After that , _____

_____ Then _____

_____ Next, _____

Finally, _____

I was very _____

I hope _____

APPENDIX F

TEST SHEET

TEST

Name : _____
 Class / Number : _____
 Day and Date : _____

1. You have just had a holiday. Write down a past events text about your holiday at least 150 words. You may use the example below.

My Holiday

Last week, I went to Mount Bromo with my friends.

In the morning, my friend and I went to Mount Batok.

We were very tired. _____

title

orientation

events

conclusion

2. Fill in the blanks with suitable answers. And then write a story based on it at least 150 words.

orientation

When did the story happen?

Who were the people in the story?

Where did the story take place?

events

What did you do?

conclusion

How did you feel about it?

3. Write a past events text about what did you do yesterday at least 150 words.

1

[illegible]

2

[illegible]



3

APPENDIX G

WRITING CORRECTION SYMBOLS

Writing Correction Symbols

By Alice Oshima and Ann Hogue (1997: 217-218)

No	Symbol	Meaning	Incorrect	Correct
1.	P.	punctuation	I live, and go to school here	I live and go to school here.
2.	O	word missing	I working in a restaurant.	I am working in a restaurant.
3.	Cap.	capitalization	It is located at main and baker streets in the City.	It is located at Main and Baker Street in the city.
4.	v.t.	verb tense	I never work as a cashier until I get a job three.	I had never worked as a cashier until I got a job there.
5.	agr.	subject-verb agreement	The manager work hard.	The manager works hard.
6.		make one word or sentence	Every one works hard.	Everyone works hard.
7.	sp.	spelling	The maneger is a woman.	The manager is a woman.
8.	pl.	plural	She treats her employees like slave.	She treats her employees like slaves.
9.	Ø	unnecessary word	My boss she watches everyone all the time.	My boss watches everyone all the time.
10.	w.f.	wrong word form	Her voice is irritated.	Her voice is irritating.
11.	w.w.	wrong word	The food is delicious. Besides, the restaurant is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.
12.	ref.	pronoun reference error	The restaurant's specialty is fish. They are always fresh.	The restaurant's specialty is fish. It is always fresh.
13.		wrong word order	Friday always is our busiest night.	Friday is always our busiest night.

14.	RO	run-on	Lily was fired she is upset.	
15.	or CS	comma splice (incorrectly joined independent clauses)	Lily was fired, she is upset.	Lily was fired, so she is upset.
16.	FRAG	fragment (incomplete sentence)	She was fired. Because she was always late.	She was fired because she was always late.
17.		add a transition	She was also careless. She frequently spilled coffee on the table.	She was also careless. For example, she frequently spilled coffee on the table.
18.	s.	subject	Is open from 6:00 PM until the last customer leaves.	The restaurant is open from 6:00 PM until the last customer leaves.
19.	v.	verb	The employees on time and work hard.	The employees are on time and work hard.
20.	prep.	preposition	We start serving dinner 6:00 PM.	We start serving dinner at 6:00 PM.
21.	conj.	conjunction	The garlic shrimp, fried clams, broiled lobster are the most popular dishes.	The garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
22.	art.	article	Diners expect a glass of water when they first sit down at table.	Diners expect a a glass of water when they first sit down at the table.
23.		symbol for a paragraph		

APPENDIX H

SCORING TABLE

AN ANALYTIC SCALE FOR RATING COMPOSITION TASKS PROPOSED BY BROWN AND BAILEY (2004: 244-245)

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

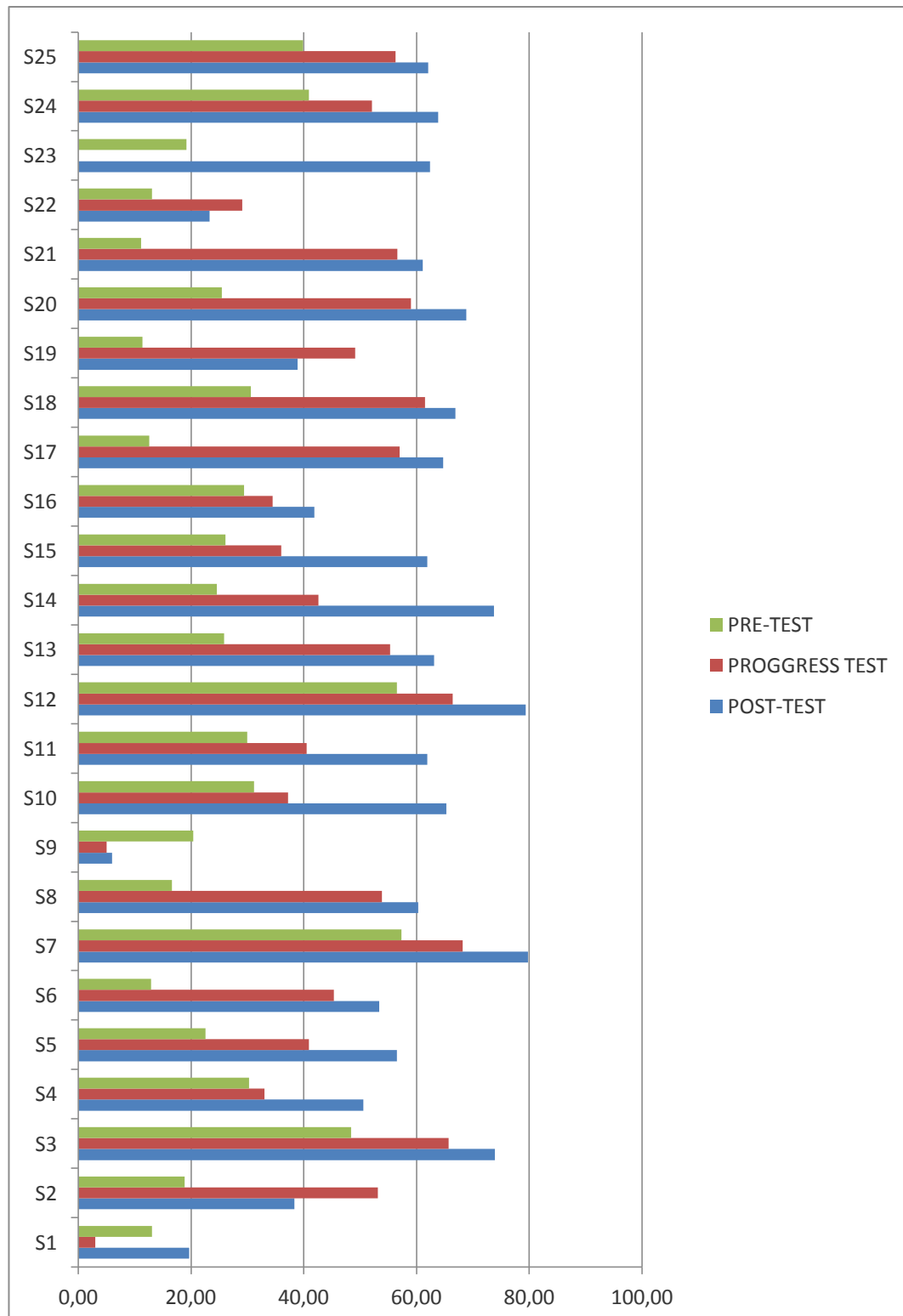
		developed; no extraneous material; essay reflects thought	developed; some extraneous material is present	paragraphs aren't divided exactly right	thinking or was hurriedly written; inadequate effort in area of content	apparent effort to consider the topic carefully
III.	Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
IV.	Punctuation, Spelling and Mechanics	Correct use of English writing conventions: left and right margins, all needed capitals, paragraph indented, punctuation and	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is near and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format or paper; parts of essay not legible; errors in sentence	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems

		spelling; very neat			punctuation and final punctuation; unacceptable to educated readers	
V.	Style and Quality of Expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

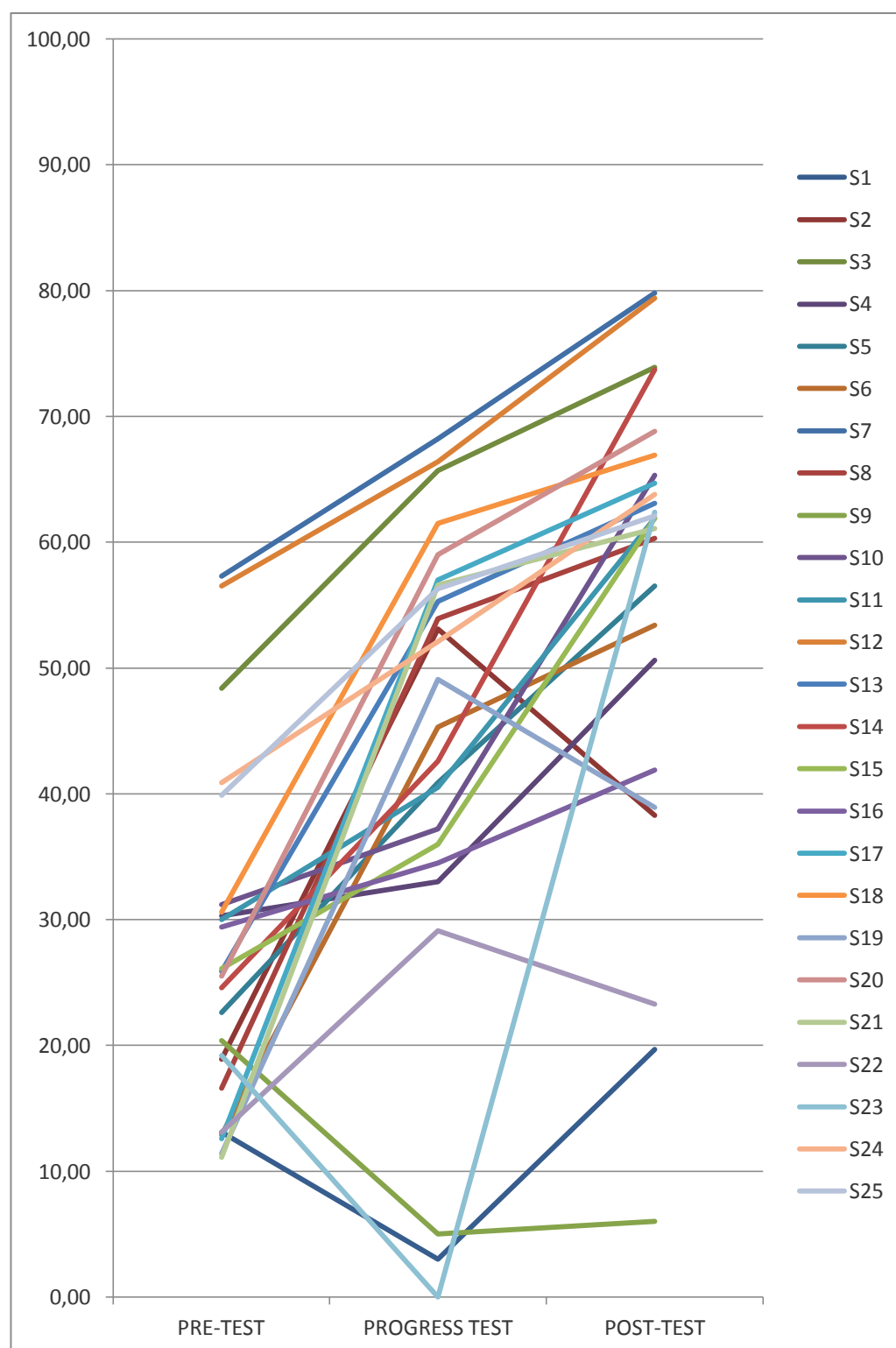
APPENDIX I

STUDENTS'

IMPROVEMENT CHART

Students' Score Chart 1

Students' Score Chart 2



APPENDIX J

STUDENTS' WORKS

STUDENTS' WORKS

2

My Holiday

Last ~~week~~ week I went to parangtritis beach.
I went to parangtritis beach with my friends. I went to
Parangtritis beach by bycicle.

In the morning we start went to parangtritis beach.
We start to parangtritis beach at 06.30 am. We finish to
parangtritis beach at 09.00 am. In there we park the
bycicle. We were played water and sand. And we ~~were~~
~~can~~ deli cloused the fresh air. After playing water and
sand. We swim with carefull. After played
I eated in cafe. In there I ead fish. After e
we shopping, we ~~shopped~~ ^{bought} some accorins, some food,
and some fruits.

We were very tired. We go home. we go home
at 02.00 pm. We go home ~~the~~ with carefull.
we very happy. ~~because~~

2

Went to Gembiraloka Zoo

Last month, I went to Gembiraloka Zoo. I went to Gembiraloka Zoo with my family.

In the morning, my family and I went to Gembiraloka zoo. We went in three at 07.30am at Sunday 18 August 2013. Went by motor cycle. We in Gembiraloka zoo at 08.00am. In Gembiraloka zoo we saw some animals, giraffe, elephant, horse, some bird, crocodile and etc. After that we ate together because we felt hungry. After ate together we climb train in pool. ~~After~~ After that we shopping some foods and accessories.

Finally we ~~go to~~ went to home because we felt tired. We felt Happy it is my holiday Very Happy.

2

My Holiday

Last year, I went to Jakarta with my school mate. We went to Jakarta by ~~parang~~ Pariwisata bus.

In the morning, my schoolmate and I went to Jakarta at 06.00 am - 16.00 pm. In there we slept in Hotel. In the morning we went to Taman mini Indonesia indah at 06.00 am - 11.00 am. After that we ate lunch together and prepared to pray. After pray we went to Monumen Nasional. ~~At two day~~ the second day we went to Musium purna Bakti pertiwi and ~~the~~ Marina Jaya Ancol ~~beach~~ beach. In there we played water and ~~some~~ bought ~~some~~ souvenirs.

The finish, we felt happy and tired and we come back home. We hope we can go holiday again next time.

APPENDIX K

STUDENTS' SCORES

STUDENTS' SCORES IN PRE-TEST

	TASK 1						TASK 2						TASK 3						FINAL SCORE
Code	Org	Cont	Gram	Mech	Style	JML	Org	Cont	Gram	Mech	Style	JML	Org	Cont	Gram	Mech	Style	JML	
S1	5	11	5	6	5	32	1	1	1	1	1	5	1	1	1	1	1	5	13,10
S2	5	11	5	5	5	31	5	11	5	6	5	32	0	0	0	0	0	0	18,90
S3	13	12	11	11	10	57	13	12	9	10	11	55	5	12	7	7	6	37	48,40
S4	10	12	8	12	10	52	10	12	8	12	7	49	0	0	0	0	0	0	30,30
S5	5	10	5	6	5	31	5	10	5	6	5	31	2	2	2	2	2	10	22,60
S6	6	12	5	5	5	33	2	2	2	2	2	10	0	0	0	0	0	0	12,90
S7	15	14	15	12	13	69	14	13	15	12	12	66	7	8	10	10	7	42	57,30
S8	5	10	5	6	6	32	2	2	2	2	2	10	2	2	2	2	2	10	16,60
S9	5	12	5	6	5	33	10	5	7	6	7	35	0	0	0	0	0	0	20,40
S10	7	7	8	8	7	37	11	7	9	9	7	43	4	5	5	2	2	18	31,20
S11	12	12	8	12	10	54	11	5	8	12	10	46	0	0	0	0	0	0	30,00
S12	14	10	12	10	13	59	12	12	10	10	12	56	13	13	9	9	11	55	56,50
S13	6	11	5	7	5	34	9	12	5	7	6	39	2	2	2	2	2	10	25,90
S14	10	12	5	7	6	40	11	12	6	7	6	42	0	0	0	0	0	0	24,60
S15	12	12	9	9	10	52	7	5	9	9	5	35	0	0	0	0	0	0	26,10
S16	12	12	8	8	10	50	15	12	6	10	5	48	0	0	0	0	0	0	29,40
S17	5	7	5	8	6	31	2	2	3	2	2	11	0	0	0	0	0	0	12,60
S18	10	12	8	10	9	49	13	12	8	10	10	53	0	0	0	0	0	0	30,60

S19	5	12	5	6	5	33	1	1	1	1	1	5	0	0	0	0	0	0	11,40
S20	8	12	8	7	6	41	10	12	8	7	7	44	0	0	0	0	0	0	25,50
S21	5	10	5	6	6	32	1	1	1	1	1	5	0	0	0	0	0	0	11,10
S22	5	10	5	6	6	32	1	1	1	1	1	5	1	1	1	1	1	5	13,10
S23	10	12	10	11	10	53	2	3	2	2	2	11	0	0	0	0	0	0	19,20
S24	10	10	9	11	10	50	10	10	7	8	10	45	8	5	5	7	6	31	40,90
S25	7	12	6	7	5	37	9	12	6	10	7	44	9	12	6	6	6	39	39,90
	8,28	11,08	7,2	8,08	7,52	42,16	7,48	7,48	5,76	6,52	5,76	33	2,16	2,52	2	1,96	1,84	10,48	26,74

STUDENTS' SCORES IN PROGRESS TEST

	TASK 1						TASK 2						TASK 3						FINAL SCORE
Code	Org	Cont	Gram	Mech	Style	JML	Org	Cont	Gram	Mech	Style	JML	Org	Cont	Gram	Mech	Style	JML	
S1	1	1	1	1	1	5	1	1	1	1	1	5	0	0	0	0	0	0	3,00
S2	15	14	10	10	12	61	12	12	8	10	10	52	12	12	5	10	9	48	53,10
S3	15	13	15	13	13	69	15	14	12	12	13	66	14	12	12	12	13	63	65,70
S4	12	11	10	11	10	54	13	10	12	11	10	56	0	0	0	0	0	0	33,00
S5	12	10	7	10	7	46	12	5	5	10	5	37	10	7	6	10	7	40	40,90
S6	14	14	8	12	11	59	13	12	8	12	11	56	5	6	5	6	5	27	45,30
S7	16	15	14	12	16	73	15	14	13	13	14	69	14	13	12	12	13	64	68,20
S8	15	14	10	11	12	62	15	10	11	12	11	59	5	10	10	12	7	44	53,90
S9	1	1	1	1	1	5	1	1	1	1	1	5	1	1	1	1	1	5	5,00
S10	14	13	12	12	12	63	14	13	12	12	10	61	0	0	0	0	0	0	37,20
S11	15	14	11	12	10	62	13	12	11	11	10	57	2	2	4	2	2	12	40,50
S12	16	15	12	13	15	71	15	12	12	13	13	65	15	12	12	12	13	64	66,40
S13	14	11	10	12	10	57	13	10	10	12	9	54	11	12	9	12	11	55	55,30
S14	15	13	11	12	11	62	0	0	0	0	0	0	14	12	11	12	11	60	42,60
S15	14	12	11	11	12	60	14	13	11	11	11	60	0	0	0	0	0	0	36,00

S16	14	11	10	11	11	57	14	11	12	11	10	58	0	0	0	0	0	0	34,50
S17	15	13	11	12	12	63	13	11	11	13	11	59	15	8	8	10	10	51	57,00
S18	15	13	11	12	12	63	15	12	11	12	12	62	14	12	10	12	12	60	61,50
S19	12	12	10	12	7	53	12	11	10	12	7	52	5	12	10	10	7	44	49,10
S20	15	13	13	13	12	66	12	11	12	10	11	56	12	12	11	10	11	56	59,00
S21	15	14	10	14	11	64	15	11	9	13	10	58	15	7	9	12	7	50	56,60
S22	10	10	11	11	7	49	2	2	4	2	2	12	7	5	5	5	5	27	29,10
S23																			
S24	14	10	12	12	11	59	10	11	10	8	9	48	10	12	7	12	9	50	52,10
S25	15	12	13	12	11	63	13	12	10	12	11	58	11	9	10	10	10	50	56,30
	13,08	11,63	10,17	10,92	10,29	56,08	11,33	9,63	9,00	9,75	8,83	48,54	8,00	7,33	6,54	7,58	6,79	36,25	45,89

STUDENTS' SCORES IN POST-TEST

	TASK 1						TASK 2						TASK 3						FINAL
Code	Org	Cont	Gram	Mech	Style	JML	Org	Cont	Gram	Mech	Style	JML	Org	Cont	Gram	Mech	Style	JML	SCORES
S1	13	11	10	10	10	54	1	1	1	1	1	5	1	1	1	1	1	5	19,70
S2	15	11	10	11	11	58	15	12	12	12	12	63	1	1	1	1	1	5	38,30
S3	18	16	16	15	14	79	17	16	15	15	15	78	15	14	12	13	13	67	73,90
S4	14	12	12	12	12	62	15	13	12	12	12	64	5	6	7	7	7	32	50,60
S5	15	12	10	10	10	57	15	11	11	10	11	58	15	10	10	10	10	55	56,50
S6	13	12	10	10	10	55	13	12	10	10	10	55	11	10	10	10	10	51	53,40
S7	17	15	17	16	17	82	16	16	17	16	15	80	16	16	16	15	15	78	79,80
S8	15	14	11	11	11	62	15	14	11	12	11	63	15	10	12	10	10	57	60,30
S9	1	2	1	1	1	6	1	2	1	1	1	6	1	2	1	1	1	6	6,00
S10	16	15	13	12	13	69	15	14	13	12	12	66	14	13	12	12	11	62	65,30
S11	15	15	13	14	12	69	15	15	13	12	13	68	12	10	10	10	10	52	61,90
S12	18	17	17	18	16	86	18	17	15	18	16	84	15	14	12	15	15	71	79,40
S13	15	15	11	11	13	65	15	14	11	11	13	64	15	12	10	11	13	61	63,10
S14	18	16	17	14	14	79	16	15	15	14	12	72	16	14	13	14	14	71	73,70
S15	16	15	13	12	11	67	15	15	13	12	11	66	13	10	11	11	10	55	61,90
S16	14	13	13	12	12	64	14	12	12	12	11	61	2	3	2	2	2	11	41,90
S17	16	15	14	13	13	71	15	14	13	12	12	66	15	11	11	10	12	59	64,70
S18	15	15	13	13	14	70	15	13	13	12	12	65	15	13	12	13	13	66	66,90

S19	14	12	11	12	12	61	13	9	9	10	9	50	6	2	2	2	2	14	38,90
S20	16	15	14	14	13	72	16	14	16	13	13	72	15	12	13	12	12	64	68,80
S21	15	13	12	12	12	64	15	12	11	11	12	61	15	10	11	12	11	59	61,10
S22	15	13	11	10	11	60	2	2	3	2	2	11	1	1	1	1	1	5	23,30
S23	15	13	13	12	11	64	15	14	12	12	11	64	12	13	11	12	12	60	62,40
S24	16	15	11	12	15	69	16	14	11	11	13	65	13	12	11	11	12	59	63,80
S25	15	15	13	12	13	68	15	13	11	11	13	63	12	7	13	12	13	57	62,10
	14,80	13,48	12,24	11,96	12,04	64,52	13,52	12,16	11,24	10,96	10,92	58,80	10,84	9,08	9,00	9,12	9,24	47,28	55,91

STUDENTS' FINAL SCORES

Code	Pre-Test	Progress Test	Post-Test
S1	13,10	3,00	19,70
S2	18,90	53,10	38,30
S3	48,40	65,70	73,90
S4	30,30	33,00	50,60
S5	22,60	40,90	56,50
S6	12,90	45,30	53,40
S7	57,30	68,20	79,80
S8	16,60	53,90	60,30
S9	20,40	5,00	6,00
S10	31,20	37,20	65,30
S11	30,00	40,50	61,90
S12	56,50	66,40	79,40
S13	25,90	55,30	63,10
S14	24,60	42,60	73,70
S15	26,10	36,00	61,90
S16	29,40	34,50	41,90
S17	12,60	57,00	64,70
S18	30,60	61,50	66,90
S19	11,40	49,10	38,90
S20	25,50	59,00	68,80
S21	11,10	56,60	61,10
S22	13,10	29,10	23,30
S23	19,20		62,40
S24	40,90	52,10	63,80
S25	39,90	56,30	62,10
AVERAGE	26,74	45,89	55,91

APPENDIX L

PHOTOGRAPHS

PHOTOGRAPHS



The students were doing their task.



The students were doing their task.



The students were doing self-correction.



The students were making their final draft.

APPENDIX M

LETTERS



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 : 0813/UN.34.12/DT/IX/2013
Lampiran : -
Hal : Permohonan Izin Observasi

4 September 2013

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 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 Students' Writing Skills Using Collaborative Feedback in the Eighth Grade of SMP N 2 Srandakan Academic year of 2013/2014

Mahasiswa dimaksud adalah :

Nama : WINDY HARSIWI
NIM : 09202241061
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September-Oktober
Lokasi Observasi : SMP N 2 Srandakan

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



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
 YOGYAKARTA 55213

SURAT KETERANGAN IJIN
 070 /Reg / VI / 6747 / 9 / 2013

Membaca Surat : **KASUBBAG PENDIDIKAN FBS,** Nomor : **0813/UN.34.12/DT/IX/2013**
UNIVERSITAS NEGERI YOGYAKARTA

Tanggal : **4 SEPTEMBER 2013** Perihal : **PERMOHONAN IJIN PENELITIAN**

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
 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

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **WINDY HARSWI** NIP/NIM : **09202241061**
 Alamat : **UNIVERSITAS NEGERI YOGYAKARTA**

Judul : **IMPROVING STUDENTS' WRITING SKILLS USING COLLABORATIVE FEEDBACK IN THE EIGHTH GRADE OF SMP N 2 SRANDAKAN ACADEMIC YEAR OF 2013/2014**

Lokasi : **KAB. BANTUL**

Waktu : **10 September 2013 s/d 10 Desember 2013**

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 *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website: adbang.logjaprovo.go.id dan menunjukkan naskah cetakan asli yang sudah di syahkan dan di bubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati 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.logjaprovo.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
 Pada tanggal **10 September 2013**

An. Sekretaris Daerah
 Asisten Perekonomian dan Pengembangan
 Ub.
 Kepala Biro Administrasi Pembangunan



Hendar Susilawati, SH
 NIP. 19580728-198503 2 003

Tembusan:

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 BUPATI BANTUL C.Q BAPPEDA BANTUL
- 3 UNIVERSITAS NEGERI YOGYAKARTA
- 4 YANG BERSANGKUTAN



**PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070/ Reg / 2215 / 2013

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor :
070/Reg/V/6747/9/2013

Mengingat : Tanggal : 20 September 2013 Perihal : Ijin Penelitian

- Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama : **WINDY HARSIVI**
P. T / Alamat : **UNY YK, KARANGMALANG YK**
NIP/NIM/No. KTP : **09202241061**
Tema/Judul : **IMPROVING STUDENTS WRITING SKILLS USING COLLABORATIVE FEEDBACK IN THE EIGHTH GRADE OF SMP N 2 SRANDAKAN ACADEMIC YEAR OF 2013/2014**
Kegiatan :
Lokasi : **KAB. BANTUL**
Waktu : **20 September 2013 sd 10 Desember 2013**
Personil : **1 orang**

Dengan ketentuan sebagai berikut :

- Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
- Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
- Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
- Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
- Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
- Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
- Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : Bantul
Pada tanggal : 20 September 2013

Kepala,
Kepala Bidang Data
Penelitian dan Pengembangan,
Kab. Bantul, Litbang
BAPPEDA
Beny Endangwati, S.P., M.P.
NIP. 197106081998032004

Tembusan disampaikan kepada Yth.

- Bupati Bantul (sebagai laporan)
- Ka. Kantor Kesbangpol Kab. Bantul
- Ka. Dinas Pendidikan Dasar Kab. Bantul
- Ka. UPT Pendidikan Kecamatan Srandakan
- Ka. SMP N 2 Srandakan Bantul
- Yang Bersangkutan