USING MULTIPLE INTELLIGENCE-BASED TECHNIQUES TO IMPROVE THE WRITING SKILLS OF GRADE VII D STUDENTS AT SMP NEGERI 2 BANTUL IN THE ACADEMIC YEAR OF 2012/2013

A THESIS

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



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Using Multiple Intelligence-Based Techniques to Improve the Writing Skills of Grade VII D Students at SMP Negeri 2 Bantul in the Academic Year of 2012/2013

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

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

Yogyakarta, September 2013

Penulis,

Hesti Wijaya

DEDICATIONS

This thesis is dedicated to my loving parents

pprox Haryanto, B.A. & Dra. Muji Rahayu pprox

Your words of encouragement and push for tenacity
keep ringing in my ears.

MOTTOS

Look for something positive in each day. Although in some days you have to look a little harder, do not complain, thank Allah SWT for the opportunities, and let the challenges make you strong.

(My mother)

Multiple Intelligences

















Everyone is genius.

But if you judge a fish on its ability to climb a tree, it will live its whole life believing it is stupid.

(Albert Einstein)

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ABSTRACT

This research aims to improve the students' writing skills through the teaching and learning processes which implement Multiple Intelligence-based techniques. The main consideration is that the classroom consists of students with different intelligence profiles and these can be used to make them learn writing at ease in their own style.

A total of 29 students of Grade VII D at SMPN 2 Bantul participated in this research. The data were collected both qualitatively through observations and interviews and quantitatively through survey and writing assignments and tests. The field notes and interview transcripts were processed qualitatively to build interpretations of the data, while the survey result and the writing scores were analyzed quantitatively to find the mode of the intelligences and the tendency of the students' writing scores.

The results show that the six dominant intelligences in Grade VII D are bodily-kinesthetic, naturalist, visual-spatial, musical, logical-mathematical and interpersonal intelligences. Additionally, the writing teaching techniques based on these six intelligences can improve the students' skills in writing procedure and descriptive texts. It is proved by the mean score of their procedure text writings in the post-test (87.31), which is higher than that in the pre-test (69.66). The mean score of their descriptive text writings has also improved from 72.59 in the pre-test to 87.34 in the post-test. These achievements prove that the implementation of MI-based techniques can improve the students' writing skills significantly.

Keywords: Multiple Intelligence-based techniques, intelligences, writing skills

CHAPTER I

INTRODUCTION

A. Background of the Study

Mastery of standard written English is required in many professions, higher education, and also highly desirable in many others. If speaking makes people human, writing makes them civilized because it greatly deals with rules. However, nobody comes naturally equipped with writing mastery. Hence, teaching writing to students as early as possible is good for them to achieve better understanding and to practice it along their academic life.

In Indonesian context, the English teaching-learning of writing in junior high schools is expected that students develop their communicative competence to achieve the functional level of literacy. At this level, they can use language to write news, manuals, descriptions, short stories, and so forth. In contrast, they consider writing as the most difficult and challenging skill to learn among the other language skills.

There are some reasonable causes why writing becomes the most difficult skill to learn. Basically, written communication is much more formal than the spoken one. One's fluency in speaking does not guarantee the same thing in writing for it needs higher formality. This formality requires writers to pay attention to layout and dictions based on the genre of the text.

Secondly, unlike speaking, writing tends to not tolerate mistakes in its final product. There are a number of conventions that cannot be separated from

writing such as the issues of spelling, handwriting, grammar, capitalization, and punctuation. These complex rules of writing are the influential reasons why English language learners find it difficult to write well in English.

Writing is also difficult when writers have to arrange their ideas in sequential and logical orders to make the whole information easily understood by readers. Usually, writers need to spend their time on long and repetitive phases before they finally think that their writings are already coherent.

The students of Grade VII D at SMP N 2 Bantul also experienced the same thing in which they considered writing the most difficult skill to learn. It could be seen from their writing scores that tended to be lower than that of other skills. When they came to a writing task, they usually got stuck in determining what topic and what content to write about. Consequently, they tended to spend a great deal of time copying model texts rather than expressing their own ideas creatively. Additionally, it was also detected that they had difficulties in creating correct grammatical sentences. They also had low vocabulary mastery. According to the English teacher, they had difficulty in choosing the appropriate words to be used in their writings.

Based on this problem, the researcher felt that it was worth doing to find an effective solution to be applied in the writing teaching-learning process to improve the students' writing skills. Giving a solution to their writing problems since they were young was better than letting them come further to the higher grade bringing the old problems with them.

B. Identification of the Problem

From the researcher's observation in Class VII D at SMP N 2 Bantul in the academic year of 2012/2013, the students encountered some problems in their writing process. Firstly, some students had difficulty in determining the contents of their writings and organizing them into comprehensible ideas. Even if the teacher determined the topics for them, they did not know what the content would be. It seemed that they did not maximize the use of their creativity to imagine what things to write about. Ignoring their creativity made them less-confident in using word by word to express their ideas. As it was explained, they were too afraid to explore the target language and to make mistakes in the process of learning it. So, they simply copied the model texts given by the teachers and they changed the name of the subject being described there.

Writing has a great correlation with a number of grammatical rules. Most of the students felt that creating correct grammatical sentences was not easy. The students of class VII D were the beginner level with limited knowledge of English grammar. It could be seen from their writing result that most of them still directly translated Indonesian sentences into English, so that the structures of the sentences were incorrect. It is called 'foreignising' the first language into the target language in the hope that it will be equivalent to the meaning someone wants to convey in the target language (Harmer, 2001). The common mistake in writing descriptive texts which dealt with grammatical point was the students' frequent errors on subject-verb agreement (concord) in writing English sentences. The students were taught the simple present tense for many times yet they were

given limited practice on it. In writing procedure texts, some of them did not use imperative verbs correctly. Besides, they also made mistakes in using noun phrases and prepositions.

In terms of writing mechanics, the students sometimes made spelling mistakes with different reasons. Some said that it was only mistakes since they were writing in hurry. The other students said that they did not know the proper spelling (error) and were not active in checking their dictionary. Most of them also tended to miss the full stops at the end of their sentences, particularly in writing procedure texts. Another writing mechanic problem had something to do with the use of capitalization, commas, and full stops, particularly in writing procedure texts. The teacher as well rarely taught these aspects while she was teaching writing. In the process of teaching writing, she spent more focus on explaining the generic structure of the texts and then asked the students to remember them well since they would appear in examinations.

In terms of diction, the students' low vocabulary mastery also brought another problem. It impacted on their ability to use the appropriate words quite considerably to express their ideas. It was because many of them did not utilize their dictionary effectively. Besides, they were asked to remember so many words without ever knowing the shape of the thing or the use in certain context.

In addition, the problem arose from the students' low writing habit either in English or Indonesian. Habit is a pattern of behaviour acquired through repetition, and a good writing habit needs a tenacity and consistency, yet most of the students seldom wrote in English outside the class. Based on several students'

information, a few female students in this class had a good writing habit in which they kept writing diaries at home although they were written in the Indonesian language.

There was a problem identified related to the teacher. In this case, the teacher rarely used interesting instructional media, particularly to teach writing. She still depended a lot on the printed materials and textbooks in teaching the students. She admitted that she did not know how to utilize the Internet to get authentic materials, pictures, songs, videos and so forth. She also stated that she did not have enough time to create her own instructional media due to the limited time she had.

C. Limitation of the Problem

The researcher believes that there are many teaching techniques that can be implemented to solve these problems in the teaching and learning of writing. In this study, she decides to deal with Howard Gardner's theory of Multiple Intelligences, that is using multiple intelligence-based techniques with considerations that a classroom naturally consists of learners with different smartness in certain domains, and language learning is more complex than just a linguistic process. However, there are only six types of intelligences involved in this study; these are: bodily-kinesthetic intelligence, naturalist intelligence, visual-spatial intelligence, musical intelligence, logical-mathematical intelligence and interpersonal intelligence. These are chosen as the dominant intelligences in the class based on the survey result.

Although the subject being taught is the English language, valuing learners' different abilities is good for them to develop their confidence in learning writing; the confidence that all of them have talent in certain domains. And confident writers can be seen from the way they generate ideas; they begin trusting that inspiration or insight will come along the way.

Implementing multiple intelligence-based techniques in teaching writing also means that the researcher appreciates different learning strategies that make the students learn and write at ease in their own style.

D. Formulation of the Problem

This research attempts to obtain answer to the following question:

How can Multiple Intelligence-based techniques be implemented to improve the writing skills of Grade VII D students at SMP N 2 Bantul?

E. Objective of the Study

The objective of this study is to improve the students' writing skills through the implementation of Multiple Intelligence-based techniques which is a theory proposed by Howard Gardner –The Theory of Multiple Intelligences. If teachers accept that different intelligences predominate in different students, it suggests that the same learning task may not be appropriate for all of the students.

Since the students have their own smartness in a certain domain, this research will help them who own other intelligences besides verbal-linguistic intelligence to learn English writing well.

F. Significance of the Research

Through this study, the researcher hopes that it gives some advantages to some parties practically and theoretically.

1. Practically

- a. to teachers in general who get values that learners are different in terms of intelligences and as teachers they have to know and appreciate students' different talents. Besides, teachers also can get an inspiration regarding the teaching techniques which take into account students' multiple intelligences to improve their writing abilities.
- b. to students because they can learn English writing by implementing their different smartness. Learning through this way is much more fun for them; and it is expected that their confidence and creativity will also develop. Besides, through fun and active learning, they will remember what they have learnt longer.

2. Theoretically

to future researchers who wish to discuss the topic of writing skills and the implementation of Multiple Intelligence-based techniques, the result of this research study can be a beneficial reference.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Theory of Writing

a) Definitions of Writing

Writing has been described by some experts in a series of ways. Nunan (2003: 88) defines "It is both a physical and a mental act. ... Its purpose is both to express and impress. ... It is both a process and a product." At the most basic level, writing is perceived as a physical act in which the actor commits letters to form word by word like what people do in a piece of paper, an SMS typed with a mobile phone, or an e-mail message typed into a computer. In contrast, writing is more like a mental act since the writer needs to invent ideas, thinks about how to express them and how to organize them into statements and paragraphs so that the reader can get the ideas clearly.

Writing is both to express and impress. When a person is writing, he or she decides the way to convey what he or she is thinking into a written text; and this is the way he or she expresses his or her thought. In contrast, when the written text is done and it is read by readers, also called audience, they will have ideas to say in certain ways about this writing. In short, different types of writing have different purposes and levels of complexity that need to be understood.

A half century ago, writing teachers mostly concerned the final product of writing. Brown (2001: 335) says that

A good deal of attention was placed on "model" compositions that students would emulate and how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.

However, nowadays, writing is more seen as a process in which a writer imagines, organizes, drafts, edits, and rereads. This writing process is often cyclical and disorder since the writer's thought might change overtime (Nunan, 2003). In reality, its process is more complex than this. Tribble (1997: 37-39) in Harmer (2001: 258) states that "we loop backwards and move forwards between this various stages"; thus, at the reread stage, a writer thinks that it could be his or her final product, but then his or her ideas develop more and more. Sometimes he or she thinks to go back again to drafting and does a rethinking.

A writer will never come up with a perfect final product without the above process. However, "process is not the end; it is the means to the end" (Brown, 2001: 337). That is why the current emphasis on the process of writing must be seen in the perspective of a balance between process and product.

Writing involves the transmission of a writer's message and making it clear for others. It is also a continuing process of discovering the way to find the most effective language for communicating someone's feelings and thoughts. Spratt, Pulverness, and Williams (2005) add that to be able to write, a person needs a message and someone to communicate it to. He or she also needs to be able to form letters and words, and to join these together to make words, sentences, or a series of sentences that link together to communicate that message.

Nation (2009), however, believes that the purpose of writing activity is not merely to transfer the writer's meaning to someone else. Writing nowadays has

other specific purposes, such as to learn. The process by which we make meaning of experience is called learning. Writing is a means for self-discovery and learning. In this case, writing can facilitate learning because it is also the process of making meaning, including experience, emotion, thought, and so on. Related to this, writing is a unique way of learning. It performs several activities simultaneously. Besides, writing also has purposes to signal, to inform, to persuade, to entertain, to maintain friendly contact, to store information, and to help remember information.

Communication can be done either in spoken or written text. So, writing is not merely a productive activity, but it is more like a social activity to communicate with others. As it is explained, a writer must know the purpose of his or her writing before he or she starts to write.

Based on some definitions mentioned above, it can be concluded that writing is a productive language skill which expresses the writers' thought and feeling by committing letters to form words and finally produce a whole written text. Writing is also a form of communication which facilitates one's own learning and self-discovery.

b) Benefits of Writing

As it is stated previously, writing benefits students in regard to their learning development. More specifically, there are some advantages for teaching writing to students of English as a foreign language according to Harmer (2004). Firstly, it deals with reinforcement. As the construction of students' L1 is different from that of English, the visual demonstration of language construction is

invaluable for both their understanding of how it all fits together and an aid to committing the new language to memory.

Writing is also beneficial for students with certain learning styles. In a classroom, some students are fantastically quick at learning language only by looking at or listening to the presentation. However, for other students the time to think things through and to produce language in a slower way is priceless to develop their competence. And writing is such an effective solution to more independent learning for them.

Thirdly, writing will make students civilized. Writing consists of a number of mechanical, logical, and constitutional rules. Through academic writing, students will be accustomed to such rules and they can be trained to develop their logical thinking. Making them familiar with academic writing as early as possible will ease their way in their next academic level, particularly in a university life which requires its students to deal with academic writing a lot.

Fourthly, from the psychological perspective, writing also brings some advantages with it. Although writing can be done cooperatively, it is mostly personal and individual. It requires learners to use their own words to express their own thought and feelings, especially those who have high self individuality. Writing can be the aid to tell others about the writers' personality and the value of their life.

Fifthly, writing can be an alternative means for someone to express their problems or feelings that he would not otherwise express orally. Writing is the aid

for communication that can liberate people from embarrassment, shame or fear that may cause them to keep feelings to themselves.

Lastly, writing in groups as a part of either long process or a short game can be greatly motivating for students, not only in the writing activity itself, but also the research, discussion, peer evaluation and group pride in a group accomplishment (Harmer, 2001). As students work together in a group, those who have less confidence can be encouraged and helped by the other students within the same group.

c) Aspects of Writing

Mechanically, writing is understood in the way that it has a number of conventions. It has the notions of letter, word, and text formation; it is manifested by handwriting, spelling, layout and punctuation. Besides, in a writing act, one must pay attention to the grammar rules and the use of vocabulary (Harmer: 2001). Thing like handwriting is a personal issue. Students are not really expected to be able to write letters at the same style as the model. Readable handwriting is enough for readers and the examiner in particular.

Writing also deals with coherence and cohesion. Coherence means the connection of ideas at the idea level, and cohesion means the connection of ideas at the sentence level. The word coherence comes from the Latin word *cohere* which means "hold together" (Oshima & Hogue, 1991). In other words, coherence refers to the rhetorical aspects of one's writing, which include developing and supporting argument, synthesizing and integrating readings, organizing and clarifying ideas. There are four ways to achieve a coherent writing, those are

repeating key nouns and using pronouns that refer back to key nouns. The other two ways are using transition signals to show the later ideas are related to the former ideas, and the most important thing is arranging ideas in logical order.

The cohesion of writing focuses on the grammatical aspects of writing. Cohesion is also a very important aspect of writing, especially academic writing because it immediately affects the tone of the writing product. Although some instructors may say that writers will not lose points because of grammatical errors in their paper, they may lose points if the tone of their writing is sloppy or too casual like in a diary-type of writing or choppy sentences will make the tone of their writing too casual for academic writing.

d) Microskills of Writing

There must be some criteria to say that a student is able to write well or not. Like the other skills in language learning, writing also have its own microskills and macroskills. These skills are needed for teachers to define the ultimate criterion of an assessment procedure of writing. The microskills of writing are more appropriate for easier writing tasks. In contrast, the macroskills are needed in the mastery of higher level of learners in writing. Brown (2004: 221) points out the microskills and macroskills of writing as this following issues.

Microskills

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

Macroskills

- 7. Use the rhetorical forms and conventions of written discourse.
- 8. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10. Distinguish between literal and implied meanings when writing.
- 11. Correctly convey culturally specific references in the context of the written text.
- 12. 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 draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In assessing students' writing, a teacher does not need to cover all of the skills mentioned above. The teacher just needs to make sure that skills are required by the type of writing being assigned.

e) Basic Types of Writing

The types of writing task are different for learners with different ages, level of competence, and experiences. According to Brown (2004), the taxonomy of basic writing has four types of writing, arranged from the fundamental writing to the most complex one.

The first type is imitative writing. It includes fundamental and basic skills of writing, such as writing letters, words, punctuations and very brief sentences, to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. Form is the primary focus, while context and meaning are the secondary concern. The tasks of this writing type can be copying letters, matching phonetic symbols with the correct words, and completing missing words in listening cloze selection task.

Secondly, Brown proposes what he calls intensive or controlled writing. It includes the skills in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to the length of a sentence as important things in determining correctness and appropriateness. However, it still focuses on form. The real examples of this writing type are ordering words into a correct sentence, short-answer completion task, and changing the tenses in a paragraph.

The next category is responsive writing. A responsive writing task requires learners to perform at limited discourse level, connecting sentences into paragraph and creating a logically connected sequence of two or three paragraphs. Besides focusing on discourse convention, this type of writing also focuses on form at the discourse level, with a strong emphasis on context and meaning.

The last type is extensive writing. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term of paper, a major research project report, or even a thesis. Its writers should be able to organize and develop ideas logically using supporting details to support ideas, demonstrating syntactic and lexical variety. Focus on grammatical form is limited.

These types of writing are related to the microskills and macroskills of writing as mentioned previously. The microskills of writing are more appropriate for the easier writing types such as imitative and intensive writing. On the other hand, the macroskills of writing are needed when students of higher level of proficiency write responsive and extensive writings.

f) The Writing Process

Writing instruction began to change throughout educational field as teachers found more holistic approaches to teaching writing. Nowadays, rather than focusing on spelling, grammar, and other writing conventions, the holistic process emphasizes the actual process of writing. So, it clearly shows that writing is seen as a vehicle for creative expressions and critical thought. A writer has a right to review and to revise his or her drafts, which enables and encourages new ideas. Researchers and educators have identified several logical steps that most writers go through as this following (Peha, 2002).



Figure 1: The writing process

Pre-writing or planning out what is going to be written is an essential step in the writing process. It indicates that skilled writers spend significantly more time organizing and planning what they are going to write. In brief, in this stage, a writer decides a topic to write about, considers who will read his or her written work, brainstorms ideas about the subject, and does research to find information he or she needs about the subject. When people play sports, they know that it is a good idea to warm up before they start to play. Similarly, pre-writing is a warming up. It gets writers' mind loose and limber so that by time they are ready to start drafting without straining their brain too hard.

The other name for drafting is 'write'. Peha (2002: 6) motivates children to write and do drafting by saying

But what you may not have known is that drafting is all about being pulled into your topic and letting it carry you along right behind. You've thought

about it during pre-writing, you may have even written a few notes, now just let yourself go. Let yourself be drawn in by the power of your own ideas. Get up close to them, put your pencil on the paper, open up the throttle of your imagination, and don't stop until you cross the finish line.

In this second stage of writing process, a writer puts the information he or she researched into his or her own words. He or she starts to write sentences and paragraphs even if they are not perfect. When the drafting is done, he or she reads what he or she has written and judges if it really communicates his or her meaning.

As the name suggests, sharing is the time when a writer shows his drafting to others to get feedback about how he or she is doing. As a further way, peer editing or writing workshops can be a solution to get feedback so a writer has a chance to make changes based on the received comments.

The word "revision" literally means "to see again". This is what revising is all about" (Peha, 2002: 10). Revising also means make it better. In this stage, a writer will have to revise the content of his or her writing by thinking again what others said about it. Sometimes a writer needs to rearrange words or sentences, to take out or to add parts, and to replace overused or unclear words. The most important point is that a writer must shift his or her thinking just a bit and starts to really consider what the audience say, so that they can appreciate it more.

The last stage before publishing is editing. Some schools often call it proofreading. If revising means "make it better", editing means "make it correct." Oshima and Hogue (1991: 12) state that "...next step is to proofread your paper to check for grammar, sentence structure, spelling and punctuation."

After the fifth stages are completed, writers then may publish their works to be read by others. Sometimes through the publication of the writing, writers might also get comments and criticisms for the betterment of his or her writing. And for the assessment, it can be done by the writers, or by asking their teachers and/or other writers.

2. Writing in Junior High Schools

a) The Curriculum of Grade VII Junior High School

The demands of learning in each level of education are of course different for the students have different background of age, interest, experience, cognitive level, and level of language proficiency. In the teaching and learning process of English, writing has important roles for junior high school students as it is stated in the School-Based Curriculum (SBC or *KTSP*). Generally, the teaching and learning process in junior high schools is aim to make students achieve the functional level of literacy, which is to communicate orally and textually, in order to accomplish daily issues.

The teaching of English in junior high schools has some purposes to: (1) develop the students' communicative competence in oral and written form to achieve the functional level of literacy, (2) gain their awareness about the nature and importance of English to further improve the nation's capability to compete in the world's global society, and, (3) develop the students' understanding about the relationship between language and culture. One of the aspects of English in junior high schools is the ability to understand and to create various short functional

texts, monologues, and essays in the form of procedure, descriptive, recount, narrative, and report.

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

Related to this research, it is mentioned in the SK & KD that students of Grade VII are also required to learn writing in both odd and even semesters besides speaking, listening and reading. However, the demands in the even semester are higher than that in the odd semester. In this stage, students are firstly introduced to the genres of texts: descriptive and procedure as what the following SK & KD shows.

Table 1: Writing Standard of Competence and Basic Competences of Grade VII in the Even Semester.

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

b) Writing Teaching and Learning Cycle

Approaching language learning from the perspective of texts requires a teaching methodology which best helps students to develop their knowledge and skills to deal with texts in social contexts. In this research context, the researcher uses genre-based approach as the scaffolding methodology to help the students to develop their writing ability step by step. It is believed that using genre-based approach, teachers support students' learning development by providing explicit knowledge and guided practice to finally be able to perform tasks independently.

Feez and Joyce (1998) point out that genre-based approach helps students learn better since it has the cycle of teaching and learning activities which consists of five stages to go through so that students gradually gain independent control of a particular text-type. With different types of activities in each stage to encourage students, it is expected that the purposes in every stage can be achieved. Feez and Joyce (1998: 28) illustrate the teaching and learning cycle as follows:



Figure 2: Stages of the teaching/learning cycle

Before teaching a certain text-type, teachers have to make sure whether their students are already familiar with it. Feez and Joyce (1998: 28) state that

Usually, when a text-type and its context are being introduced for the first time, the teacher and the students work through all these stages. However, it is possible to enter the cycle at any point. If, for example, students are already familiar with the context, the cycle could begin with activities from the modelling stage. It is also possible at any time to return to activities from earlier stages of the cycle if students need revision or further practice in order to progress.

It means, rather than spending too much time in building the context of the field in which the students know it well and supposes make them bored, teachers can start from the next stage and/or spend longer time in other stages to provide them more understanding and practices.

Grade VII students of junior high school are firstly introduced to descriptive and procedure texts in regard to their surroundings, such as descriptions of their house, family, favourite teacher, themselves, and the procedures of how to make simple food and drink, how to operate gadgets or

electronic devices, and how to do simple experiments. These are the stages in which the researcher will go through to develop the students writing skills in these text-types.

1) Building the Context of the Field

The purpose of this stage is to build the students' background knowledge about the topic they are going to write about in terms of content, social purpose, and vocabulary used. In Indonesian context, this phase has an important role to grow their knowledge about the register or relevant vocabulary they are going to use. Besides, this phase will help them in learning a great deal of the content of the field before they commence writing. At this stage, the researcher can present the context through pictures, audio-visual material, real objects, inviting guest speaker(s) to grab the students' attention and interest. The students may also be guided by comprehension and/or reasoning questions of different levels of sophistication. All of these activities aim to develop the students' understanding on the field they are going to deal with, as well as the vocabulary to know about.

2) Modelling and Deconstructing the Text

This phase involves analysis and discussion about how the text-type being learned is organized in a certain way to make meaning. It requires the students to deal a lot with the structural pattern and linguistic features of the model text. The teacher should conduct various activities to get the students to know about the social purpose of the text, the topic, the parties, the language features and the text constructions, and so on, related to the body and content of the text. In line with the teaching and learning of writing, the teacher can carry out presentation and

practices, related to the grammatical features of the text. Besides, focusing on spelling, handwriting or typing practice will also be useful for accomplishing more difficult practices in the next stages.

3) Joint Construction of the Text

In this stage, "students begin to contribute to the construction of the whole example of the text-type" (Feez and Joyce, 1998: 30). To jointly construct the text, teachers should provide a chance for students to practice writing in peers or groups to collaboratively apply their critical thinking. Practice makes perfect is something that teachers should rely on the most in this point. In other words, teachers should provide many opportunities for students to write since it will improve with practice.

This is teachers' part to take a look at their lesson plan and to reconsider how much time the class spends for writing. Nunan (2003) suggests that teachers do not need to grade the 'practice writing'; however the product needs to be graded. Moreover, practice writing should provide students with different types of writing to expand their knowledge of it. According to Feez and Joyce (1998), there are several activities suit this stage such as disctogloss, in which students have to write key words and rewrite a text with their own words based on what they heard or saw. In addition, small group construction of the text, jigsaw and information gap activities, rearranging jumbled sentences into a good paragraph or jumbled paragraph into a good text are also suitable activities for this phase.

Building students' confidence and enthusiasm through a good writing habit is also important. Although some students are always happy to have a

writing practice in English, others can be less keen. This unwillingness can be the effect of students' anxiety they have about their handwriting, their spelling, or their ability to construct words into sentences, and sentences into paragraphs. For students with this problem, teachers should spend more time to build their writing. It could be that they rarely write, even in their own language. Making students feel comfortable as writers in English can increase their motivation. It can be done through more creative or extended activities. This will involve choosing the right kinds of activity with appropriate level of challenge. Besides, providing them with enough language and information is helpful for them to complete writing tasks successfully. Harmer (2004: 62) supports this assumption according to what he says:

An engaging writing task is one that involves students not just intellectually but emotionally as well; it amuses them, intrigues them, or makes them feel good. When students are 'switched on' by engaging tasks there is a good chance that some of their doubts about writing will disappear.

Overall, this is the phase for students to learn how to construct a text before the assistance from the teacher is reduced in the next phase of the learning cycle. In the joint construction of the text as well, teachers train their students to be aware of the recursive process of writing.

4) Independent Construction of the Text

As students have been trained much in joint construction of text, in this fourth phase, they are expected to be able to practice individually the writing skill they have acquired from the previous stages. In other words, they independently construct a new text on the same genre through some drafting and

writing final product. And finally, their writing performance is assessed, measured, and considered as their writing achievement.

It is explained previously that writing is a productive skill, it means that at the end of the activity, students are required to produce a written text. Before students construct their own writing, teachers need to clarify for themselves and for their students how their writing will be evaluated (Nunan, 2003). Unlike the answer of a multiple-choice question which is certain, the assessment of writing is perceived as subjective measurement. Hence, teachers need to tell their students about what will be valued in their writing. It also helps them to pay attention and to focus on what they should develop.

Teachers should also respond positively and encouragingly to what the students have written. It is the time when teachers act as a feedback provider. Harmer (2001: 262) says

When offering correction teachers should 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.

Brown (2001) adds that teachers also act as facilitators and coaches, not as authoritative directors who determine all the process or even the content of students' writing when students are writing. As facilitators, teachers merely offer guidance in helping students engage in the thinking process of composing their writing. However, in a spirit of respect for students' opinion, thought, and creativity, teacher must not impose his own thoughts on the students' writing.

5) Linking Related Texts

The last stage is when students link what has been learned to other related texts. They should be encouraged to investigate what they have learned so far in its relation to other texts in the same contexts. There are some activities that can be implemented, such as comparing the use of the text type across different field, researching other text types used in the same field, or comparing written and spoken models of the same text type.

c) Writing Assessment

In the field of language teaching, writing is no longer seen as simply a way for recording speech and for reinforcing grammatical and lexical features of language. Now educators understand the uniqueness of writing activity as a skill with its own features and conventions. As it is explained, language teachers fully understand the difficulty of learning to write well in a foreign language, even in students' own native language. It follows logically that the assessment of writing is not a simple task for teachers to do. Before assessing students' writing, teachers have to firstly set a clear objective or criterion. It can be handwriting ability, word spelling, writing sentences that are grammatically correct, paragraph construction, and the other criteria. However, teachers also need to pay attention to the genres of written language and micro- and macroskills of writing, so that the objectives can be pinpointed precisely.

Related to this study, the researcher adapts the grading scales from Brown and Bailey (1984, 39-41) in Brown (2004). The criteria are classified into five

individual parts: content (30%), organization (20%), vocabulary (20%), language use (25%), and mechanics (5%). The researcher would only use these assessing criteria to assess the students' final products of writing in two different genres of text being taught during the research. So, at the end of writing the final drafts, the students would perceive writing as a holistic gestalt with a focus on meaning, function, and purpose, with an awareness of the interrelation of composition skills rather than as merely a set of sequential and separated tasks. Below is the scoring scheme that would be used to assess the students' final writing.

Table 2: Scoring Scheme of Writing in Five Components Adapted from Brown and Bailey (1984, 39-41) in Brown (2004).

Aspect of Writing	Level	Score	Criteria
Content	Excellent to very	24-30	• Relevant to assigned topic
(Logical	good		and give detail information
development)			Matches the social purpose
			of the text.
	Good to average	16-23	Mostly relevant to topic but
			lacks of detail information
			Matches the social purpose
			of the text but lacks of
			detail.
	Fair to poor	8-15	• Inadequate development of
			topic
			• Almost matches the social
			purpose of the text
	Very poor	1-7	Not related to the topic
			• Does not match the social
			purpose of the text
Organization	Excellent to very	16-20	• Well organized (the text's
(Introduction,	good		structure)
body,	Good to average	11-15	• Loosely organized of the
conclusion)			text but main ideas stand
			out

	Fair to poor	6-10	Confusing ideas or disconnected
	Very poor	1-5	No organization
Vocabulary	Excellent to very	16-20	Uses effective words
	good		Word form mastery
	Good to average	11-15	Occasional errors or word form, choice, or usage but meaning not obscured
	Fair to poor	6-10	Frequent errors of word form, choice, or usageMeaning obscured
	Very poor	1-5	• Little knowledge of English vocabulary and word form, choice, or usage
Language use	Excellent to very good	19-25	• Few errors of agreement, tense, word order, articles, pronoun, preposition
	Good to average	13-18	 Several errors of agreement, tense, word order, articles, pronoun, preposition Meaning seldom obscured
	Fair to poor	7-12	 Frequent errors of agreement, tense, word order, articles, pronoun, preposition Meaning obscured
	Very poor	1-6	 Dominated by errors Does not communicate or not enough to evaluate
Mechanics	Excellent to very good	5	 Demonstrates mastery of convention Few errors of spelling, punctuation, capitalization, and paragraphing
	Good to average	4	 Occasional errors of spelling, punctuation, capitalization, and paragraphing
	Fair to poor	3	• Quite many errors of

		spelling, punctuation,
		capitalization, and
		paragraphing
		Poor handwriting
Very poor	2	No mastery of convention
		• Dominated by errors of
		spelling, punctuation,
		capitalization, and
		paragraphing
		Illegible handwriting

3. Gardner's Theory of Multiple Intelligences

a) The Overview of The Theory of Multiple Intelligences

Every society in this world has its own way to consider an ideal human being. The ancient Greek, for example, highly valued those who had physical ability and virtuous behaviour. In another part of the world, the Romans would appreciate people who had courage to lead wars. In Asian countries, people tend to be valued due to their skills in music, dance, archery and other kinds of art. So, people who are labelled "intelligent" are those who have certain abilities to survive and to face their life. However, many psychologists from Western countries determine that people are labelled "intelligent" if they have high score in Intelligence Quotient (IQ) tests.

Stemming from the research carried out by a French psychologist, Alfred Binet, early in the twentieth century, intelligence has traditionally been described and measured in terms of linguistic and logical-mathematical abilities only. It is because the content of the tests are verbal and performance tasks. At that period of time, intelligence tests are created as diagnostic tools to measure human capabilities and to predict academic success. However, Brown (2007) states that

people's "language learning IQs" are much more complicated than just perceived from their ability to remember everything they were ever taught, or they ever heard. In addition, Gardner claims that although IQ tests are valid prediction of one's academic achievement, they cannot predict success in life outside school. Besides, they cannot determine what intelligence is or how intelligent a person is.

Gardner (1983) views human intelligence for more than merely the notion of IQ. In his book Frames of Mind, he proposes a new theory called multiple intelligences. He claims that everyone has multiple intelligences that he or she combines and uses in his or her own unique ways. He also says that IQ tests only measure a small range of these intelligences; and each intelligence develops at its own rate. Moreover, he believes that the intelligence profile can be strengthened and improved through education.

Gardner's theory of multiple intelligences shows that people are different in terms of types of intelligences they own. Among the all types of intelligence he proposed, there is one intelligence that is more pronounced in each person, that makes him or her smart in that certain domain.

Gardner (1993) suggested seven kinds of intelligence initially in 1983. Those are verbal-linguistic, logical-mathematical, musical, visual-spatial, bodily-kinesthetic, interpersonal, and intrapersonal intelligences. Additionally, he suggests the eighth intelligence, namely naturalist intelligence to the original list of the multiple intelligences. Recently, Gardner considers the possibility of adding other intelligences such as existential-spiritual and moral intelligences. The

descriptions of each intelligence from Gardner's book Intelligence Reframed (1999) are shown below.

Firstly, verbal-linguistic intelligence involves the sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. It also includes the ability to understand patterns of a language in terms of grammar use or appropriateness of language. In other words, this intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

In classroom, teachers can recognize students with verbal-linguistic smartness by examining their characteristics. Yaumi (2012) mentions that verbal-linguistic students like reading many kinds of printed media; writing down information that they hear; keeping in touch with their friends and relatives through letter, email, or SMS; conveying ideas to others; writing journals; completing crossword or word puzzles and playing word games; writing only for pleasure; learning various languages; joining debate and/or sharing rooms. Besides these characteristics, verbal-linguists usually have outstanding score in language subject compared with other students'.

Secondly, logical-mathematical intelligence involves one's capacity to analyze problems logically, to reason well, to carry out mathematical operations, and to investigate issues scientifically. It entails the ability to detect patterns, to make predictions, sequencing, problem solving, scientific investigation, deductive

reasoning and to think logically. This type of intelligence is most often associated with scientific and mathematical thinking. There are some professions which need this type of smartness, such as mathematicians, engineers, accountants, scientists, and computer programmers.

Before choosing and implementing a certain way of teaching in regard to logical-mathematical domain, teachers have to firstly consider the preferences of students with this intelligence. These students are greatly helped with well-ordered instructions. They tend not to stop trying and answering task until it is completely done. In addition, they can imagine mathematical calculation in their head easily. They also like answering puzzles which need rational reasons. Basically, they think of something according to the cause and effect. In its relation to foreign language learning, these students like learning about structural pattern or grammar first, then they construct words based on this structure, rather than directly learn a conversation.

Thirdly, musical intelligence involves skills in performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and to compose musical pitches, tones, and rhythms (Cristison, 1996). According to Gardner (1999), musical intelligence runs in an almost structural parallel to linguistic intelligence. Moreover, in regard to language learning, Brown (2007) indicated that musical intelligence can explain the relative ease that some learners have in perceiving and producing the intonation patterns of language. Musicians, composers, conductors, and singers are kinds of profession, which highly require this intelligence.

In life, out of people's awareness, children and youths like to spend their time learning and playing music instruments such as guitar, piano, drum, bass, and so on. Parents, particularly, consider it as wasting time and unbeneficial for their children (Yaumi, 2012). This belief clearly not only blocks children's creativity and confidence to learn more, but also forces them to do things irrelevant to their true talent.

Fourthly, spatial-visual intelligence involves the potential to recognize and to use the patterns of wide space and more confined area and to form mental and/or graphical images about it. More specifically, people with this intelligence have "the sensitivity to form, space, color, line and shape" (Christison, 1996: 11). There are some professions which are suitable for those with this intelligence such as architects, navigators, painters, sculptors, taxi drivers, and graphic designers.

Students in spatial intelligence area tend to think with images and are good at learning through media such as movies, pictures, photographs, videos, and presentation with visual aids. Harmer (2004: 62) adds that "pictures can be used to awaken students' creativity for those who are stimulated by visual input." In addition, they usually have great imagination, like daydreaming and deep thinking, which can help them a lot in developing ideas in speaking and writing lessons.

Fifthly, bodily-kinesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems and to perform things such as expressing ideas, thoughts, and emotions through movements and gestures. People with this intelligence cannot sit quietly for a long time since it is much more

comfortable if they move their body actively. Athletes, dancers, acrobats, and actors are some examples of professions which are strong in bodily-kinesthetic intelligence.

Student are labelled as bodily-kinesthetic intelligent if they are able to use their body to solve problems and/or create something. They process information through body movements, touching, and modelling or demonstrating. The term "learning by doing" best represents this intelligence in which it points out the importance of physical activity in demonstrating something being learned to get a deeper understanding (Yaumi, 2012). At a glance, teachers can indicate that students who like moving around, touching things, and cannot sit calmly during a lesson suppose that they have this intelligence.

Some educators relate the implementation of bodily-kinesthetic intelligence to Total Physical Response (Freeman, 2000). Teachers who use TPR believe the importance of having their students enjoy their experiences in learning to communicate in a foreign language. In fact, TPR was developed in order to reduce the stress that students feel when studying foreign languages and thereby it encourages students to persist in their study beyond a beginning level of proficiency.

Sixthly, interpersonal intelligence is related to one's capacity to understand the intentions, motivations and desires of other people. It allows people to interact and to work effectively with others. Educators, sales people, religious and political leaders and counsellors all need a well-developed interpersonal intelligence. Smith (2001) reveals that empathy as an aspect of interpersonal

intelligence involves the ability to understand people and to respond to them appropriately. And those with higher degree of empathy seem likely to be more successful in learning second language.

Yaumi (2012) states his thought that interpersonal intelligence deals with the concept of interaction with others. However, it is not merely simple communication activity such as discussion or sharing knowledge. It is more about understanding thought, feeling, and ability to show empathy and responds to others. As it is explained, these typical people are able to work cooperatively in a team because they are flexible with the situation.

Generally, teachers can observe their class to find students with interpersonal intelligence. Yaumi (2012) mentions some of the characteristics such as these students can bring themselves in line with the situation around them. Besides, when they are asked to be leaders, they can handle it. These students are talkative, love interacting with others and have many friends. So, in selecting appropriate tasks and activities for interpersonal intelligent students, teachers should make sure that they need high cooperation with one another; otherwise students will be bored and are not enthusiastic to participate in teaching-learning process. The advantage of having such collaboration is that other students have more chance to concentrate on the language they produce, to think about what is being produced, and to evaluate it in a more objective way involving all ideas of the pair or group members.

Seventhly, intrapersonal intelligence entails the capacity to know oneself.

People who own this must be able to understand their own emotions, motivations,

fears, goals, self disciplines, and be aware of their own strengths and weaknesses. These people are also good at doing self-reflection, self-awareness, and introspection. In detail, Yaumi (2012) elaborates that intrapersonal people have some indicators. First, they spend their time regularly on meditation, thinking, and daydreaming. Second, they like attending personal development seminars or counselling to better understand themselves. Third, they are quite patient in facing life problems. The next, they have hobbies to be enjoyed alone. Besides, they keep thinking about their dream or ideal future life, and they put hard efforts to gain it. In accomplishing a task, they believe that it can be done alone. Lastly, intrapersonal people usually keep writing diaries to express their feelings and/or experiences.

Eighthly, naturalist intelligence refers to the ability to understand and to organize the patterns of natural world. People such as biologists, geologists, pet lovers, botanists, foresters, adventurers, and mountain climbers, are mostly great at their naturalist intelligence. These people are able to demonstrate expertise in the recognition, categorization, and classification of species found in nature such as plants, animals, and minerals (Christison & Kennedy, 1999).

Specifically, Connell (2005: 68) in Yaumi (2012: 200) elaborates that

Naturalistic people have a deep interest in the environment. They like to be in nature and they want to protect it from pollution. They can navigate easily in the natural world. They see the patterns in nature, recognize the different flora, fauna, rocks, and birds. As teachers, they bring nature into the classroom and their students outside with more regularity than teachers who are not strong in this intelligence.

As it is explained, recently, an increasing number of researchers who are interested in this cognitive area have been looking for other types of possible intelligences for inclusion. Lastly, the new category of intelligence is existential-spiritual intelligence. McKenzie (2005), in his book Multiple Intelligences and Instructional Technology, already includes existential-spiritual intelligence as the part of multiple intelligences.

Gardner also talks about this domain in his book Intelligence Reframed in 1999 although he does not confirm it as the ninth intelligence. Existential-spiritual intelligence can be defined as the ability to be sensitive to, or to have the capacity for conceptualizing or tackling deeper questions about human existence such as what the meaning of life is, why people are born, why they die, what consciousness is, or how they get here. These people are wondering smart, cosmic smart, spiritually smart, or metaphysical smart (Sisk & Torrance, 2001). Yaumi (2012) mentions some occupations that suit this intelligence: philosopher, ustadz, theologian, motivator, religion teacher, history teacher, rabbi (Buddhist leader), and so forth. To conclude Gardner's view on existential intelligence, he states that

Despite the attractiveness on a ninth intelligence, however, I am not adding existential intelligence to the list. I find the phenomenon perplexing enough and the distance from the other intelligences vast enough to dictate prudence – at least for now. At most, I am willing, Fellini-style, to joke about '8 1/2 intelligences" (Gardner, 1999: 66).

Explaining Gardner's statement above, Connell (2005: 60) in Yaumi (2012: 229) says that

Existential intelligence is the intelligence that Garner refers to as half intelligence because he could not find a physiological location for it in the brain. I also call this a spiritual intelligence, as those who score high in this intelligence are concerned with life's big questions.

From the statements above, it can be concluded that there is a belief that existential intelligence is similarly perceived with spiritual intelligence.

Additionally, Yaumi (2012) elaborates that spiritual intelligence is a term that has high correlation with IQ (Intelligence Quotient) and EQ (Emotional Quotient).

The theory of multiple intelligences has some implications in education. Based on the explanation of human intelligences as a theory developed by Gardner above, teachers are expected to have deeper understanding that students' minds are different from one another. Moreover, teachers should look at what students can do, instead of what they cannot do. With an understanding of Gardner's theory of Multiple Intelligences, educators will allow students to explore and to learn in many ways, direct their own learning, and understand and appreciate their own strengths.

In conclusion, there are at least four key points of the MI model that are important to remember (Armstrong, 2009: 15-16):

- 1. Each person .possesses eight intelligences
- 2. Most people can develop each intelligence to an adequate level of competency.
- 3. Intelligences usually work together in a complex ways.
- 4. There are many ways to be intelligent within each category.

Overall, by looking at one's logical-mathematical and linguistic intelligences only, people in general and teachers in particular see merely a portion of the total capacity of human mind. Campbell and Campbell (1999) state that with multiple intelligences, educators can identify and affirm a wider spectrum of students' competences. In line with this, there will be so many talents arise in a school and it will also develop students' confidence toward learning and expressing themselves.

b) Multiple Intelligence-based Techniques to Teach Writing

Before going further explaining writing teaching techniques that suit each intelligence, it is better to understand the meaning of technique itself. Teaching and learning English are not entirely a matter of explaining materials to students and expecting students to obtain them. There are multiple terms with the potential confusions for English teaching practitioners. The terms involve task, activity, technique.

The terms task and activity are sometimes puzzling. Breen (1987: 23) in Nunan (2004: 3) defines a pedagogical task as the following:

...any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assume to refer to a range of workplans which have the overall purposes of facilitating language learning – from the simple and brief exercise type, to more complex and lengthy activities...

From this definition, it can be summarized that a pedagogical task requires completion of the task itself and the assessment of the task is in terms of outcome. On the other hand, the term activity refers to anything that learners do in the classroom such as role-plays, drills, games, and so forth (Brown, 2001).

Technique is a more complex term in which it consists of both task and activity during the teaching-learning process in classrooms. Brown (2001) adds that the language-teaching literature widely accepts technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom. Techniques are always planned and deliberate; they are the product of a choice made by teachers.

Brown adapts and generalizes classroom language-teaching techniques as controlled, semicontrolled, and free techniques. The differences between controlled techniques and free techniques can be clearly seen, while semicontrolled techniques are the combination of both.

Table 3: The Characteristics of Language-Teaching Techniques.

Controlled Techniques		Free Techniques
Teacher-centred		Student-centred
Manipulative	Semicontrolled	Communicative
Structured	Techniques	Open-ended
	•	
Predicted students responses		Unpredicted responses
Pre-planned objectives		Negotiated objectives

Based on the characteristics of the techniques above, controlled techniques in the classrooms include activities and tasks, for instance: content explanation on the aspects of language, drilling, reading aloud based on a given text, copying or writing down a text being presented, dictation, testing, and so on.

Semicontrolled techniques are quite flexible in term of equal roles between teachers and students in classrooms. Activities such as storytelling, role-play based on a given topic, cued narrative writing and speaking, and information exchange are categorized as semicontrolled techniques.

For the free techniques, teachers can carry out activities and tasks such as reporting student-prepared exposition on books, experiences, project work without immediate stimulus, and elaborated on according to students' interests. Besides, activities like problem solving and discussion on specified topics can also be conducted in classrooms.

In the context of this study, the researcher put the focus on the use of Multiple Intelligence-based techniques to improve the writing skills of Grade VII D students at SMP N 2 Bantul. This is because multiple intelligences theory offers the researcher in particular and teachers in general an opportunity to develop innovative teaching techniques that can be easily implemented in classrooms. Based on the basic concern of MI, no one set of teaching technique (task and activity) works best for all students at all time. Although the technique might not represent each intelligence equally in each meeting, there would always be a time during the period or day when a student has his or her own most highly developed intelligence(s) actively involved in learning.

Below is the elaboration of some language-teaching techniques based on MI theory that can be applied to teach writing in junior high school context. The techniques are adapted from the concepts proposed by Richards and Rogers (2001) and Yaumi (2012).

1) Writing-Teaching Techniques for Verbal-Linguistic Intelligence

The following techniques are collaborative and structured techniques, involving brainstorming, journal writing, and publishing. Before starting writing, teachers and students are involved in a brainstorming activity. It can be about anything such as words for a class poem, ideas for developing a descriptive text about their school, materials and tools needed to do an experiment in learning procedure text, characters and behaviours of a certain folk tale, and so forth.

During brainstorming, all students can create and collect new ideas, solve problem, increase learning motivation, and develop cooperation. There are some general rules for brainstorming: "participants share whatever comes to mind that is relevant, no put-downs or criticisms of any idea are allowed, and every idea counts" (Armstrong, 2009). After brainstorming is done, students then can construct, arrange, and develop their writing based on the ideas mention and organized in the brainstorming.

In developing students' linguistic intelligence through writing activity, teachers can also implement journal writing. A journal is a tool of self-discovery, increasing concentration, a place to gather ideas and reveal emotions, a site to build up writing ability, as well as an arena to grow motivation and self-confidence through words construction and manipulation (Yaumi, 2012). Journal writing is also related to intrapersonal smartness in nature when students work individually and use the journal to reflect upon their life. Overall, Armstrong (2009) states that teachers can involve students in making a personal journal, based on determined topic or free writing. Their journals can be kept entirely private, shared only between teachers and students, or regularly read to the class. They can also incorporate multiple intelligences by adding drawing, photos, dialogues, and other kinds of nonverbal data. And at the end of the process, teachers and students can make a deal whether to or not to publish their writings.

2) Writing-Teaching Techniques for Logical-Mathematical Intelligence

Typically, students with logical-mathematical intelligence are good at numeracy and logical and critical thinking. Specifically, Armstrong (2009) states

that these students can easily classify and categorize things, which is also a high required ability in a brainstorming activity. Besides, they are also helped by their ability in 5W diagram organization (diagrams that answer who, what, when, where, and why questions) and mind-maps. This way of categorization and organization can make the information easier to remember, discuss, and write. In another side, this organization is also spatial in nature in which students can learn best by seeing things being organized in certain categories.

Teaching writing for these students, teachers can spend more focus on teaching grammatical rules, logical organization of texts, and writing conventions.

3) Writing-Teaching Techniques for Spatial-Visual Intelligence

In today's classroom environment, the "sensory-channels" model of presenting information to students through visual and auditory modes is sometimes translated into simply writing on boards; a practice that is linguistic in nature (Armstrong, 2009). Teachers should re-think that spatial intelligence has something to do with pictures (photos, movies, drawings, graphic symbols, etc) and imagination.

In developing students' writing ability based on this intelligence, there are some techniques that can be implemented such as writing based on picture cues; completing and colouring comic scripts or movie scripts; and rewriting a story based on a short movie or video they watched. Pictures and other kinds of visualization can guide students to think what happen next, so that they can sequence their writing better.

In its connection to spelling, students of a junior high school level need more exposure or input to know the name of things, their spelling, and their appearance. The more the senses are utilized, the more the understanding is acquired. So, teachers can show the real object or picture of certain things to help students understand the written form of those things.

4) Writing-Teaching Techniques for Bodily-Kinesthetic Intelligence

The emphasis for this domain is helping students to "learn by doing" (Yaumi, 2012: 105), which points out the physical movements in demonstrating something being learned to get deeper understanding. According to Armstrong (2009) and Yaumi (2012), writing competence related to this intelligence can be developed by means of pantomime. Pantomime is perceived as an important activity in transferring information related to content and application. Aubert (2005) in Yaumi (2012) mentions five functions of pantomime, and one of them is to describe things in forms of intentional, learned, and build movements, which aims to express thought, need, hope, and describing someone or something, as well as to show directions.

Learning by doing is also closely related to the term "practice." In learning a procedure text, students can be involved in a practice or experiment, so that they can directly touch, feel, and do the steps orderly based on teachers' instructions. As students practice the procedure directly, it is easier for them to remember the materials and tools, and to rewrite the steps in the form of a procedure text. Doing things structurally or orderly based on guidance also helps those with logical-mathematical intelligence.

5) Writing-Teaching Techniques for Musical Intelligence

As it is previously stated, the more senses utilized, the more understanding students get. Input can also come in the form of sounds of music. In regard to writing activity, Harmer suggests an idea as the following:

Musical stories – students can write stories on the basis of music they listen to. If the music conveys a strong atmosphere it will often spark the students' creativity and almost 'tell' them what to write. (Harmer, 2004:66)

Besides, based on a certain song they hear, students can be guided to write their life experiences, related to the content of the song. As an example, students listen to Bruno Mars' song, entitled "Count on me", which is a friendship song. Then, they are asked to write about the descriptions of their best friends. In another side, this technique can also be perceived as an interpersonal activity when students have to find and know more about their friends.

6) Writing-Teaching Techniques for Interpersonal Intelligence

In short, to develop students' interpersonal intelligence it is even more enhanced by activities like group work, such as sharing, comparing, relating, interviewing, and cooperating. In writing lessons, students will work better through collaborative writing either in pairs, small groupworks, or with the whole class. According to Harmer (2004), the advantage of having such collaboration is that the other students have more chance to concentrate on the language they produce, think about what is being produced, and evaluate it in a more objective way, involving all ideas of the pair or group members. Besides, having a work together, students can arrange a strategy and work distribution to create a best writing. Some students may focus on the ideas, another student

maybe better at organizing them or writing them down with a good handwriting, and the other will review and edit the mistakes in the final product.

In assessing students' writing, teachers cannot only do teacher-centered evaluation, instead they can hold peer review. However, in order to be successful (especially when peer review is firstly introduced), students will need guidance from their teacher so that they know what to look at when they read and evaluate their classmates' works (Harmer, 2004).

7) Writing-Teaching Techniques for Intrapersonal Intelligence

To teach writing based on intrapersonal intelligence, teachers should collaborate it with the notion of learning autonomy (Yaumi. 2012). Learning autonomy deals with self-directed learning by setting goals and accomplishing individual work in a certain time limit in order to train students to be responsible to themselves.

As it is stated previously, personal journal writing is good for students with high self-individuality as long as they accomplish it on their own to express whatever crosses their mind. Teachers can determine the topic such as unforgettable experience, hobby, family and other topics about self-identification, or rewrite a story in their own words. In particular, it is beneficial in some ways. Firstly, it gives opportunity for students to determine topic based on their interest, so that self-awareness and responsibility develop throughout the process of writing. Secondly, it encourages students to be able to measure their own strengths and weaknesses in accomplishing a personal journal writing. As a

further result, they can reflect on what they have done to rearrange a new writing strategy in another day.

8) Writing-Teaching Techniques for Naturalist Intelligence

Having a classroom inside a school building and far from the nature cuts off students from their most valued source of learning. Armstrong (2009:94) suggests that

There are two primary solutions to this dilemma. First, more learning needs to take place for these kids outsides in natural settings. Second, more of the natural world needs to be brought into the classroom and other areas of the school building...

In line with descriptive and procedure texts being learned by VII graders of junior high school, there are some techniques that can be implemented to develop students' writing skills in these genres. Yaumi (2012) adapts some techniques proposed by Armstrong (2009) such as "Windows for Learning", "Plants as Props", and "Pet-in-the-Classroom." Students can be asked to write a descriptive text about their nearest environment (school) by looking and observing wistfully out the windows to gather as much ideas as possible. As additional benefits, there are many possibilities for developing a creative writing, including weather learning, bird watching, studying seasons' effect on the trees, grass, plants, ground, etc. Sometimes, it is found that students read descriptive texts about someone's lovely pet. The technique of pet-in-the-classroom can directly show them a certain animal, including its appearance, habit and behaviour before they are asked to write about this animal and/or their own pets.

The direct experiment done to develop students' bodily-kinesthetic intelligence can also cover naturalist intelligence if teachers use plants as the main

property. There are several simple experiments that are suitable for junior high school students, which can be practiced in the classroom. Teachers can connect this teaching-learning activity with procedure text writing.

9) Writing-Teaching Techniques for Existential-Spiritual Intelligence

There is a writing-teaching technique that is possible to implement to develop students' existential-spiritual intelligence according to Yaumi (2012). That is responding to certain phenomena, particularly those which are closely related to students' life such as misapplication of technology.

In his book, Yaumi (2012) elaborates the procedure of conducting this technique. First of all, teachers determine an issue according to students' age and cognitive level. Then, teachers give a glance explanation to students in comprehensible language. After that, students either individually or in group read a text about this issue. Thirdly, teachers present further information related to the issue and students pay attention to it, reflect on it and synthesize the information presented by the teacher. Lastly, students reveal the moral value(s) that can be taken from that examined phenomenon in the form of written work. They can add personal responses to this issue.

Overall, the researcher believes that one technique can represent more or less two types of intelligences as long as its application agrees with the principles of the target intelligence(s). As an example in teaching-learning of writing procedure text, at the beginning of the lesson, teachers show a video about a person doing an experiment or practicing a procedure to grab the attention of the spatial-visual learners. And after explaining things related to procedure texts,

teachers guide students to do an experiment using plant as the main prop. Students work in small groups, following teachers' directions. In this activity, some intelligences are covered such as bodily-kinesthetic in which the students learn by doing a real practice. It also involves naturalist intelligence since they use real plant as the media. Besides, logical-mathematical learners are also helped by the sequential and ordered instructions said by their teachers. The last, since students work together in small groups, the students with interpersonal intelligence can learn better as well. At the end, after the experiment is done, students are asked to rewrite what they have done in the form of a procedure text individually. Learners with intrapersonal intelligence will feel more comfortable to work themselves. There are many other combinations of intelligences that can be involved in a certain teaching-learning technique in teaching English writing, particularly in junior high school context.

B. Related Studies

MI concept is not a new thing in social, psychological, and educational fields. Particularly in the field of education, many researchers have reported their identification of students' different intelligences that can be implemented in learning English.

Botelho (2003) conducted a study on multiple intelligences theory in language teaching, particularly, its implementations in textbooks, materials, and teachers' perception. She concludes that among six current English textbooks being analyzed, they were mainly composed of four intelligences: verbal-

linguistic, spatial-visual, intrapersonal, and interpersonal, while the other five intelligences were less common in these textbooks. In addition to this, many schools have changed their curriculum in order to apply MI theory. Educators as well changed their view of intelligence and their teaching styles have also changed. Teachers have sought to find new ways of teaching in order to consider their learners' different needs and their intelligence profiles.

Another study on MI theory was conducted by Hartanti (2007). She tried to implement English Classroom techniques based on MI theory in order to improve students' learning motivation. She stated that there are a lot of teaching techniques that teachers could use when they considered the multiple intelligences theory, so that teachers could make sure that students with other intelligences besides linguistic could take part actively in learning. As the conclusion, she stated that the implementation had successfully built students' motivation in learning English.

Lastly, Hastanti (2009), in her research, concluded that designing English learning materials by keeping in mind and taking into account the eight different intelligences in the material designs could make students much more enthusiastic in learning. Consequently, their learning achievement increased.

C. Conceptual Framework

Overall, this study began from the researcher's as well as the English teacher's thoughtfulness about the low writing abilities of the students of Grade VII D at SMP N 2 Bantul. Based on the observation in the field, the researcher

found some writing problems that occurred in the students' writing processes and products. Generally, the students were not confident enough to dig as many ideas as possible to be developed in their writing. Consequently, the teacher always helped them to determine what topic and what content to write about before the time was up uselessly. Even if they were helped to collect the ideas, they were still confused to organize them in a sequential and logical arrangement to create coherent writings. Another problem in the students writing dealt with their lack ability to create correct sentences based on grammatical rules. In particular, they tended to make mistakes in subject-verb agreements (concord), the use of imperative verbs and noun phrases. The third, the students also had limited knowledge of the kinds and the use of writing conventions to make their writings better. The next, the students also had low vocabulary mastery, which also impacted on word choices and variations that they used in writing. Lastly and commonly, most of the students had low writing habit either inside or outside the classroom. There was a main problem arose from the English teacher, particularly her ignorance about using technology such as the Internet, laptop and LCD as teaching media.

The researcher then chose a certain solution – Multiple Intelligence-based techniques – to help the students solve their writing problems. MI theory was selected with a consideration that a classroom naturally consists of students with different needs, interests, and abilities in certain things. Although the subject being taught was language, the researcher believed that learning a language was more complex than just a linguistic process. Many other abilities were needed to

succeed in learning language. So, based on the theory of Multiple Intelligences, the researcher determined some teaching techniques to make sure that the writing teaching-learning process covered all students with all different smartness. If it already involved these differences, it was expected that students were more interested in participating the writing lessons. As the students learned actively, at the end of the research, they were expected to gain better writing skills.

CHAPTER III

RESEARCH METHODS

A. Type of the Research

The design of this research was action research, which is the closest research type to educational context. According to Burns (2010), action research is a very valuable way for teachers to gain more understanding about themselves, their students, as well as the situation of their classrooms. In doing so, teachers begin with identifying a problematic situation in their own teaching context systematically. Then, they have to find a better solution based on relevant theory or experience or a hypothesis they think of an invention.

Conducting an action research study, researchers have to consider its systematic procedure. The most popular steps in action research are proposed by Kemmis and McTaggart (1988) in Burns (2010). They propose that there are four phases as parts of each cycle in an action research. Those phases are planning, action, observation, and reflection.

Planning as the first step is a forward-looking phase when researchers or teachers identify a problem. Then, they think a potential solution to bring about improvements in a specific area of the research context.

The second phase is called action. At this stage, researchers will implement the chosen solution that has been determined in the planning. The action is carried out over an agreed period of time.

The next is the observation. This phase requires researchers to observe systematically the effects of the actions. AR observation is different from the routine kind of looking that teachers do every day in the classroom. Burns (2010: 57) says that "it is much more self-conscious..." since it is greatly more focused, objective, reflective, documented, and evaluated. Besides, an observation phase is also a data collection phase, where researchers use certain tools to document or collect information about what is happening.

Reflection is done at the end of each research cycle to reflect on, to evaluate, and to describe the effects of the action in order to make sense of what has happened. If in the reflection stage researchers have not achieved a satisfactory or significant improvement, they may decide to do further cycle of AR to get betterment until finally the problem is solved, then the AR comes to its end.

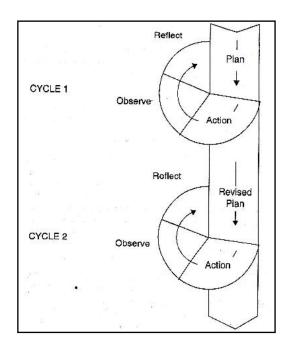


Figure 3: Cyclical AR model based on Kemmis and McTaggart (1988)

B. Research Setting

1. Time

The time needed to conduct this research was two months, including reconnaissance, planning, action, ongoing observation, and reflection that were conducted in two cycles. It was done in the second semester in the academic year of 2012/2013, which started in the third week of March 2013 until the second week of May 2013. The pre-tests of procedure and descriptive texts took two meetings, while the technique implementations took ten meetings. The researcher also administered procedure and descriptive text post-tests two days.

2. Place

The research took place at SMP Negeri 2 Bantul, involving Grade VII D students. This school is located at Jalan Raya Bantul Nomor 2/III Bantul, Yogyakarta. It consists of 15 classes. Each grade has five classes (A, B, C, D, and E) with class A as the bilingual class. This SMP is quite well-equipped and also has quite supporting learning environment. The size of each class is also large, around 6 x 12 m², which give enough space to accommodate the students' learning activities such as groupworking, moving around, class demonstration, and so forth. This is beneficial for those who have higher bodily-kinesthetic intelligence. Besides, each class is equipped with a computer, an LCD, and audio speakers, which in this case can support the learning process of the students who have higher visual-spatial and musical intelligences. The environment outside the classroom as well can support the

action of this research, particularly in providing a contextual teaching and learning (CTL). In this case, the researcher utilized the nature, the school environment and the students' nearest society (classmates) as the learning resources as the real practice of CTL. The followings are the current maps of SMPN 2 Bantul.

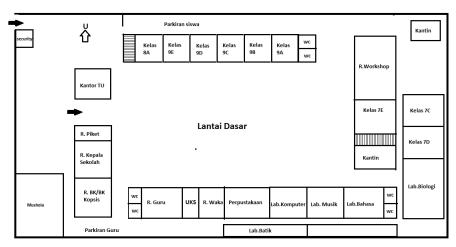


Figure 4. Map of the first floor

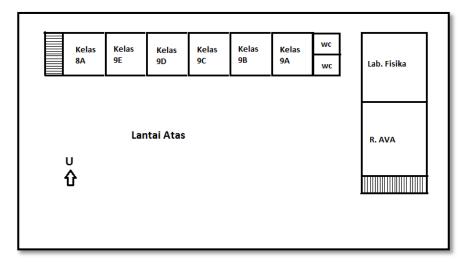


Figure 5: Map of the second floor

3. Participants

The subjects of this research were Grade VII D students of SMPN 2 Bantul. This class consisted of 29 students. There were twelve males and seventeen females. The age of the participants ranged from twelve to thirteen. Four of them took an additional English course outside the school.

C. Data Collection

1. Types of Data

The types of data that were collected were both qualitative and quantitative. The qualitative data used in this study were field notes and interview transcripts. On the other hand, the quantitative data were the result of the questionnaire and the students' writing scores of procedure and descriptive texts in the pre-test, during the actions, and in the post-test.

2. Instruments

There were four types of research instruments that were used, namely questionnaire, observation sheets, interview guidelines, and tests, including pre-tests and post-tests. Firstly, the same questionnaires were distributed to the students as the means to know their intelligence profiles. These were close-ended questionnaires with dichotomous questions, in which the students had to tick off the sentences that described them and ignore those which did not.

Secondly, an observation sheet was used during each teachinglearning process. It was used to gather data on the students' behaviour, responses, interactions, and motivation. Thirdly, the researcher also used interview guidelines. They included lists of questions to be asked both to the teacher and the students, particularly before and after the action.

Lastly, the researcher used writing tests in the form of pre-tests and post-tests of procedure and descriptive texts. All of the tests had the same level of difficulty. Besides, at the end of each lesson, there would be a writing assignment that would be assessed based on the same writing scoring rubric.

3. Techniques of Data Collection

In the reconnaissance stage of the research study, the researcher conducted a survey to know the distribution of the students' intelligences in the classroom. A questionnaire was given to each student to be answered. It consisted of eight areas of intelligence in which each area consisted of eight different statements. The students were asked to tick off each statement that described them. The statements were written in Indonesian language with a consideration that it was done before the implementation. So, the researcher tried to avoid misunderstanding that might happen if they did not understand the statements written in English. Thus, it was supposed that they answered the questionnaire carelessly.

Before the implementation, the researcher also had an individual interview with the English teacher to know the problems of English writing teaching-learning process from the teacher's point of view. She also conducted a group interview with the students to get information from them as well. Both interviews were semi-structured since they not only enabled the

researcher to get basic information but also allowed individuals' diversity and flexibility. All of the interviews were conducted in the Indonesian language and were recorded. Each interview was transcribed as a type of qualitative data.

To know the students' writing skills before the implementation, the researcher administered a writing pre-test of procedure text and that of descriptive text. Their writings were scored and evaluated to know their writing problems.

In the ongoing process of the research, observation was done in each meeting to record the important or valuable moment or events that happened during the teaching and learning process. It could be what the teacher, the researcher, the collaborators, and the students did and/or said. The observations resulted in field notes. At the end of the actions, the researcher also scored the students final writings of procedure and descriptive texts. The assessment was based on a writing scoring rubric.

When the implementation was completed, the researcher administered procedure and descriptive writing post-tests to know how the implementation affected their writing skills. All of their writings were scored based on a writing scoring rubric.

To end the research study, fourteen of the students of Class VIID were invited for a group interview. These students represented different intelligence profiles and were asked about their opinion on the teaching-learning process and the benefit they got from it. The researcher also

interviewed the English teacher to know her overall view on the implementation and its effects on the students' writing skills.

D. Data Analysis Techniques

This research is actually qualitative in nature. However, the data were analyzed both qualitatively and quantitatively. The interview transcripts and the field notes were analyzed qualitatively. The researcher followed the steps adapted from McKernan (1996) in Burns (1999): (i) assembling the data to reread it again, (ii) coding the data to reduce the large amount of data that may be collected to more manageable categories, (iii) comparing the data to see whether themes or patterns are repeated or developed across different data gathering techniques, (iv) building interpretations to make sense of meaning of the data, and (v) reporting the outcomes.

To analyze quantitative data from the questionnaire, the researcher used SPSS 19.0 software to find mode of the intelligence. She ranked the eight intelligences and only took six dominant intelligences to be considered in the actions of the research.

The researcher also assessed the students' writings based on the writing rubric that is firstly consulted with the English teacher. Using SPSS 19.0, she found the tendency of the students' writing scores. She identified the progress of their writing skill development along the actions. In addition, this was also done to analyze the results of their pre-tests and post-tests.

In this case, there were two ways in analyzing the quantitative data; they were mean value and standard deviation. Mean value is the average of the students' writing scores. It was calculated separately between the two types of text by adding up all total scores and dividing them with the number of the students in the classroom. It was the empirical mean for it was gained by involving the overall scores in the classroom.

Another way of analyzing the quantitative data is through standard deviation. Standard deviation aims to identify whether a distribution of the scores is heterogeneous or homogeneous. It is called empirical standard deviation. It was used in this research to measure the variability or in other words to see whether the students' achievement was homogeneous or heterogeneous.

E. Validity of the Data

As Anderson *et al.* (1994) in Burns (1999) state, there are five criteria to fulfil the validity of the qualitative data of a research, namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. However, in this research study, there were only four of them which were used.

1. Democratic validity

It is related to the extent to which the researcher is truly collaborative. This study tried to fulfil this criterion by doing such interviews with the students and having discussion with the English teacher in finding and selecting problems to be solved.

2. Outcome validity

It is related to the notion of action leading to outcomes that are "successful" within the research context. This research was expected to be able to solve more than one problem in teaching-learning process, for example those which were related to the students' writing skills, motivation and involvement, and the lack of use of interesting and sophisticated teaching media.

3. Process validity

It is related to the extent which raises questions about the process of conducting the research. Observing the classroom activities, making field notes during the lessons, interviewing students and the English teacher, and having discussion with the school principal in the scheduled time initiated the process validity of this study.

4. Dialogic validity

It is related to the extent that parallels the process of collaborative enquiry or reflective dialogue with "critical friend" or other participants. Asking the English teacher to act as an observer who observed and reported the students' reaction during the teaching and learning process fulfilled this criterion. Besides, along the actions, the researcher also invited a collaborator from the same field of study and another collaborator with different major to give some opinions and suggestions.

With regard to validity of the quantitative data in this research, the researcher tried to administer writing tests with adequate validity as mentioned in

Cohen, Manion, and Morrison (2000). In this case, she used two types of validity as follows:

1. Content validity

It is achieved by ensuring that the content of the test is relevant to what are taught through. As the learning materials were procedure and descriptive texts, the tests were also about these two text types.

2. Face validity

An efficient test should fulfil face validity in which it aims to test what it is designed to test. The writing tests in this research study were all aimed to measure the students' writing skills. Grounlund (1999: 210) in Brown (2004: 26) states that face validity is the extent to which "students view the assessment fair, relevant, and useful for improving learning."

F. Reliability of the Data

The reliability of the qualitative data was gained by giving genuine data from any type of data being used in this research. To obtain the trustworthiness, the researcher also did triangulation by implementing and comparing different kinds of data both qualitative and quantitative, and different methods to see whether they corroborated on another or not and to gain less data.

Besides using multiple methods such as observation, interview, survey, writing assignments, and writing tests, the researcher also used these following triangulations.

1. Time triangulation

The researcher collected the data not at one point in time but over a period of time to get sense of what factors took part in improving the students' writing skills. She assembled data on her techniques for teaching writing over ten meetings.

2. Space triangulation

The data were gathered across different subgroups of students with different intelligence profiles, to keep the data away from the limitations of studies conducted within one group of students. The researcher chose fourteen students with different types of intelligences as the interviewees.

3. Investigator triangulation

It suggested the researcher to have more than one observer used in the same research setting. Thus, the researcher always invited the English teacher to be the main observer. Besides, there was another observer from the same major, English Education, who was asked to observe the teaching-learning process. The researcher, in addition, often invited a critical friend from different department to give opinion on the actions.

4. Theoretical triangulation

The researcher also tried to fulfill the theoretical triangulation by analyzing the data from more than one perspective of theory.

The issue of reliability of the tests as the quantitative data may be addressed by considering a number of aspects that may contribute to their unreliability. In this case, the researcher considered the inter-rater reliability of the

tests, as adapted from Mousavi (2002) in Brown (2004). In the scoring process, things like human error, subjectivity, and bias may enter and affect the result. Therefore, in assessing the students' writings, the researcher always gave the scores to the English teacher and to some English Education students to be reevaluated, to get the correlation of the scores and to avoid subjectivity.

G. Research Procedure

This action research was conducted in two cycles. A researcher may decide to do further cycle in the action research if the result of the first cycle is considered as insignificant. So, the researcher conducted this study not only in one cycle. The explanation of Cycle 1 is presented as follows.

1. Reconnaissance

At the beginning of the research study, the researcher did the reconnaissance step by interviewing the English teacher, observing the writing teaching-learning process in the classroom, distributing questionnaires to the students, and interviewing the students. She interviewed these parties to know their own point of view about the problems happened in English writing teaching and/or learning. From the classroom observation, she got a clear explanation of how the real process happened, as well as the problems that occurred. After that, the researcher asked all of the students to be the respondents of a survey. They completed multiple intelligences questionnaires. The questionnaires were analyzed to determine the six dominant intelligences that would be used in the action.

These intelligences were bodily-kinesthetic intelligence, naturalist intelligence, visual-spatial intelligence, musical intelligence, logical-mathematical intelligence and interpersonal intelligence. She also administered procedure and descriptive writing pre-tests quite successively in different days. From the students' writings, she found different problems on each text type. In writing procedure text, they had low scores in terms of content, language use, vocabulary, and mechanics. On the other hand, in writing descriptive text, their achievement percentage of content, text organization, language use, and vocabulary were less than 80%.

2. Plan

The researcher conducted a deep discussion with the English teacher about the different writing problems in different text types. She also explained to the teacher about the six common intelligences in the classroom that would be the basic of the actions. From this discussion, they planned to have two meetings to teach procedure text and two meetings as well to teach descriptive text. Thus, she made the course grid of the whole lesson and two lesson plans for two lessons in Cycle 1. She pointed out some teaching techniques based on bodily-kinesthetic intelligence, spatial-visual intelligence, logical-mathematical intelligence, and interpersonal intelligence to teach the procedure text. To teach descriptive texts, she emphasized the use of techniques based on naturalist intelligence, spatial-visual intelligence, and interpersonal intelligence.

3. Action

In this step, the researcher started to implement the multiple intelligence-based techniques in the process of writing teaching and learning. As it was planned, she took two meetings to teach procedure texts and two meetings to teach descriptive texts. This stage resulted in the students' writing final products of procedure and descriptive texts.

4. Observation

As the actions took place, the researcher together with the English teacher and the collaborators routinely did systematic observations. The data gathered in each meeting was analyzed at that day to know the effect of the implementation as soon as possible. The researcher also analyzed the students' writings and compared the results with that of the pre-tests. She paid more attention on the writing aspects that were low before the implementation.

5. Reflection

At this point, the researcher reflected on, evaluated and described the effects of the action of implementing the multiple intelligence teaching techniques in the teaching writing in order to make sense of what had happened. This phase let the researcher, the English teacher, and the collaborator knew whether the first cycle was successful or not. If the result was different from what it was expected, continuing the research to the next cycle was possible to do.

The Steps of Cycle 2:

The researcher continued the study to Cycle 2 to mend the insignificant result in Cycle 1 and also to get a significant result of the multiple intelligences-based techniques implementation.

1. Revised Plan

The researcher and the English teacher reconsidered the results of the observation and reflection in Cycle 1 as a lesson to revise the mistakes of the implementation. After that, they determined the writing lesson to be taught and the better multiple intelligence-based techniques to be implemented in this following cycle. She made two lesson plans to teach procedure and descriptive texts. The teaching techniques used to teach procedure texts were emphasized on bodily-kinethetic intelligence, spatial-visual intelligence, and logical-mathematical intelligence. The teaching techniques implemented to teach descriptive texts involved musical intelligence, logical-mathematical intelligence, and interpersonal intelligence.

2. Action

The researcher then implemented the techniques in the classroom. She took four meetings to teach descriptive texts and two meetings to teach procedure texts. This actions also resulted on the students' writing final products of each text types.

3. Observation

During the second cycle, the researcher, the English teacher and the collaborators did routine observation in each meeting to collect the types of data mentioned earlier, particularly field notes. The data gathered in each meeting was analyzed at that day to know the effect of the implementation as soon as possible to avoid her from forgetting the detail information. She also analyzed the students' writings and compared them with the results of pre-tests and Cycle 1.

4. Reflection

The reflection done in the last step of Cycle 2 was useful to see how effective the implementation of the multiple intelligence-based techniques in improving the students' writing skills. If their writing achievement was better than their results in Cycle 1 and before the implementation, it meant that the research was successful in helping the students to learn writing better based on their own uniqueness. In other words, the researcher felt it would be the time to end the research study.

H. Schedule of the Research

Table 4: The Agreed Period of Time to Conduct the Research

Cyclo	Phase	March				April			May				
Cycle	rnase	1	2	3	4	1	2	3	4	1	2	3	4
1	Plan		1										
	Action		TERM					NN					
	Observation		MID-7					N					
	Reflection		~										
2	Revised Plan												
	Action												
	Observation												
	Reflection												

As the result of the researcher's discussion with the English teacher, the time permission to conduct the research was two months, started from March until the beginning of May since the teacher should prepare her students to face the final examination.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research was aimed to improve Grade VII D students' writing skills at SMP N 2 Bantul by implementing Multiple Intelligence-based techniques. It was carried out according to the steps that have been prepared before. This chapter describes the research processes and results.

A. Identification of the Problems

The researcher identified some problems from the reconnaissance phase.

The following is the transcript of the interview with the English teacher, which showed the problems in the field.

- R: Oh iya, Bu, dari ibu sendiri apa sih kesulitan yang sering Ibu hadapi dalam mengajar writing? (What difficulties do you have in teaching writing?)
- T : Waktunya kurang, Mbak. Apalagi untuk ngoreksinya itu lho. Kan kalau menulis itu nggak cukup dalam sekali pertemuan saja ya. (I have lack of time, especially to assess their writings. We need more than one meeting to teach writing, right?)
- R : *Jenis teks apa yang dirasa sulit oleh siswa*, *Bu?* (What text type does they find it difficult?)
- T: Descriptive *dan* procedure, *Mbak. Kalau cuma* short functional texts *sih mereka lumayan mudah mengikuti*. (**Descriptive and procedure**, Mbak. Short functional texts are quite easy for them to follow).
- R: Terus, aspek writing yang menjadi kesulitan siswa apa, Bu? Kan ada content, organization, language use atau yang lebih erat kaitannya ke grammar, lalu ada vocabulary sama mechanics. (What writing aspects are difficult for them? We know some writing aspects such as content, organization, language use, vocabulary, and mechanics).
- T: Oh njenengan kalau menilai ada aspek-aspeknya semacam itu to? Kalau saya itu ya karena ngoreksinya lima kelas ya Mbak, makanya saya menilainya secara keseluruhan saja. Tapi kalau pakai aspek semacam itu, emm saya rasa grammar, Mbak. (Oh, so you use those aspects to assess writing? I have many writings from five classes to be assessed.

- So, I just give whole assessment. But if we refer to such aspects, I think it's grammar).
- R : Seperti kesalahan penggunaan a/an atau subject-verb agreement begitu bukan, Bu? (Is it related to the use of determiners a/an or subject-verb agreement?)
- T: Iya, Mbak. Itu yang paling sering salah. Atau penggunaan preposisi juga. Dan biasanya anak-anak itu salah mentranslate dari bahasa Indonesia ke Inggris. (Yes, it is. Or the use of prepositions as well. And usually they wrongly translate Indonesian sentences into English).
- R : Untuk vocabnya sendiri, Bu? (What about their vocabulary mastery?)
- T : Kosa kata anak-anak itu masih sangat terbatas ya, Mbak.. Jadi, biasanya pertemuan sebelumnya, saya kasih 25 sampai 30 kata yang kira-kira akan dipakai untuk teks besok. Terus saya suruh hafalkan kata-kata itu. (**They have very limited vocabulary mastery**. So, beforehand, **I give them 25 to 30 words** related to the next material. **Then, I ask them to memorize those words**).
- R: Lalu dalam menulis, apa siswa sudah cukup confident untuk menentukan topik tulisan mereka sendiri, Bu? (Are they confident enough in determining their writing topics?).
- T : Kalau 7A itu sangat jauh beda dengan contohnya, Mbak. Mereka itu kreatif-kreatif sekali. Tapi kalau kelas lain, masih mirip-mirip contohnya itu sering sekali. Cuma diganti kata-kata pokoknya. (Different from the students of Class VII A, the other students still like to copy the model texts. They just change the key words).
- R : Lalu dalam mengajar, terutama writing, media apa yang sering Ibu pakai? (What media do you use, particularly in teaching writing?).
- T : Sebenarnya di kelas itu ada LCD lho, Mbak. Tapi saya masih jarang memakai. Saya itu gaptek we Mbak. Kadang anak-anak itu minta diputarkan video tapi saya juga nggak tahu cara-cara download semacam itu. (**There is an LCD** in every class, yet **I rarely use it**. **I am weak in using technology**, Mbak. Sometimes, they want to watch video but I do not know how to download it).

(Interview 1-20/3/2013)

From the interview, it can be seen that the problems came from both the students and the English teacher. There were some hindrances for the students to write descriptive and procedure texts well such as the issues of grammar, word choice, and content. The English teacher also had problems in teaching writing in terms of limited time and incapacity to use technology as a teaching media.

The researcher also tried to interview some students of Class VII D. From this interview, she found out the following problems in the writing teaching and learning process.

R	:	Nah, gurunya pernah ngajar pake LCD kan? Itu biasanya nayangin apa aja? (The teacher ever used LCD to teach, didn't she? What does usually she show you?).
S 17	:	Pernah. Tapi jarang, Mbak. Pernah itu video tapi jarang, Mbak. Lebih seringnya buat nulis kata-kata yang nanti mau dipake. Diketik. (Yes, but seldom. She played a video but usually she used it to type new words we will deal with).
R	:	Ada gambarnya nggak? Atau cuma wordnya aja? (Any pictures?).
S 2, S 7,	:	Enggak. (No).
S 13, S 21		
R	:	Kalian kalau nulis teks descriptive gitu biasanya kesulitannya dalam hal apa to, Dek? (What is difficult for you in writing
C 12		descriptive texts?).
S 13	:	Nek aku tenses e, Mbak. Kadang ming kurang s po es we disalahke. Opo nek ora yo kurang a opo an opo the. (To me, it is the tenses. Sometimes, I only missed the s or es, and a or an and my sentences were wrong).
R	:	Nyari idenya mau nulis apa gitu susah nggak? (Is it hard to find
		ideas to write?)
S 2, S 7,	:	Susah, Mbak (Yes, it is difficult).
S 13, S		
21		
R	:	Oiya, Dek. Kemarin waktu Mbak ikut masuk ke kelasnya Bu Eni di kelas kalian, itu kan ngajar teks procedure ya. Masih inget kemarin prosedur apa? (Yesterday, Ms.Eni taught procedure texts. Do you remember the topic?).
S 2	•	How to make a cup of tea.
R	:	Kalian enjoy nggak sama topiknya? (Did you enjoy the topic?)
S 21	:	Nek jarene konco-konco sih simple, Mbak. Tapi nek menurutku
~		kegampangen. Nggawe teh we aku iso ket TK, Mbak. (To my friend,
		it was simple. But, to me it was too easy. I could make a cup of tea
		since I was in kindergarten).
R	:	Jadi, maunya kalau procedure itu yang gampang tapi yang belum
		pernah gitu kan? (So, what you want is learning easy procedure
		texts that you never did before. Is it?
S 2, S 21	:	Iya, Mbak. (Yes).

From the interview with the students, it can be concluded that the issues of tense and finding the ideas were their big problems in writing. The idea would then determine their word choices. Besides, they found the topic of the procedure text was too common. Thus, they considered that they did not learn something new.

In the reconnaissance phase, the researcher also conducted a classroom observation when the teaching-learning process was running. This observation revealed a problem as follows.

The oral presentation time was up. The teacher said, "Okay, I will give you 10 minutes to rewrite the procedure of *How to Make a Cup of Tea*. Now, we come to the writing section.

(FN.04-2/4/2013)

This field note indicates that there was something wrong with the writing teaching and learning process. The English teacher started the lesson with an oral presentation and then asked the students to do so. At the end, they were asked to produce written texts without writing exposures and practices before.

To know the students' writing skills before implementing the action, the researcher administered pre-tests of descriptive and procedure texts. Their writings were scored based on a writing scoring rubric and were analyzed as follows.

Scores	Categories	Frequency	Percentage	
91 – 100	Excellent	0	0 %	
81 – 90	Very good	3	10.34 %	
71 – 80	Good	8	27.59 %	
61 - 70	Fair	16	55.17 %	
51 - 60	Poor	2	6.90 %	
41 – 50	Very poor	0	0 %	
Mean		69.66	1	

Table 5: The students' Procedure Writing Scores in the Pre-Test

SD

The KKM (Kriteria Ketuntasan Minimal) of the English subject in SMP 2 Bantul was 79. The table above indicates that 55.17% of the students had fair writing ability. The result showed that among 29 students, only three of them passed the KKM. However, the mean score of the class was 69.66, which was still far from the KKM.

6.86

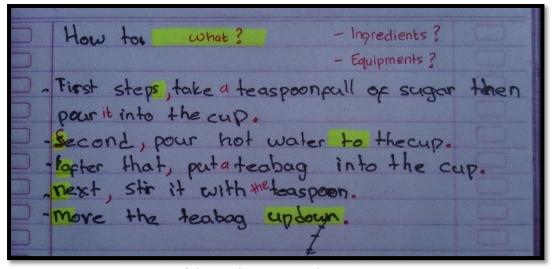


Figure 6: One of the students' procedure text in the pre-test

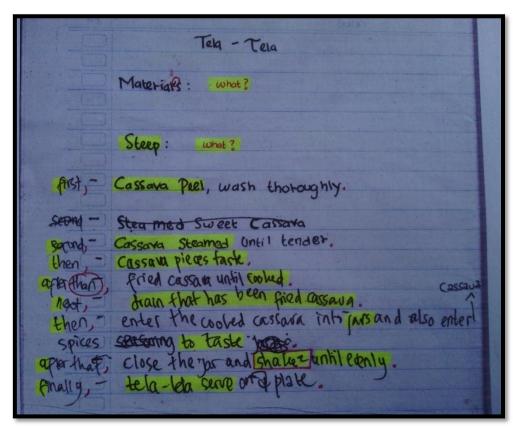


Figure 7: Another student' procedure text in the pre-test

Table 6: The students' Descriptive Writing Scores in the Pre-Test

Scores	Categories	Frequency	Percentage	
91 – 100	Excellent	0	0 %	
81 – 90	Very good 1		3.45 %	
71 – 80	Good	20	68.97 %	
61 – 70	Fair	7	24.14 %	
51 – 60	Poor	1	3.45 %	
41 – 50	Very poor	0	0 %	
Mean		72.59		
SD	5.17			

The students' achievement in the descriptive text writing pre-test showed a quite good result. Among 29 students in Class VII D, twenty of them fitted good

category, yet only four of them had higher scores than the KKM. The empirical mean of this pre-test was 72.59, which still did not pass the KKM.

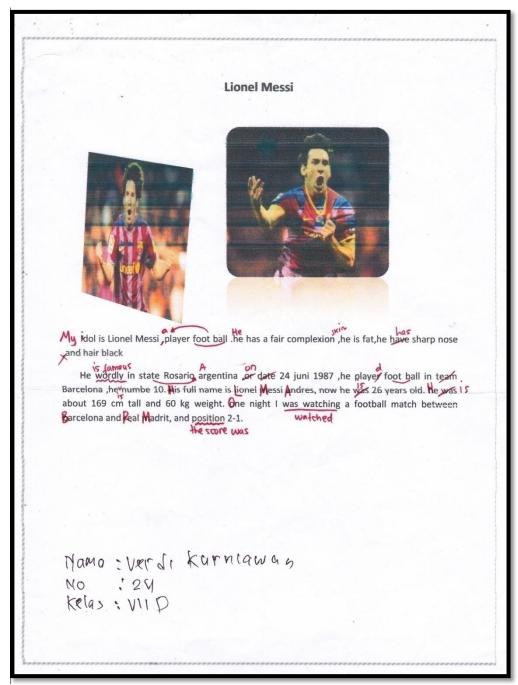


Figure 8: One of the students' descriptive text in the pre-test

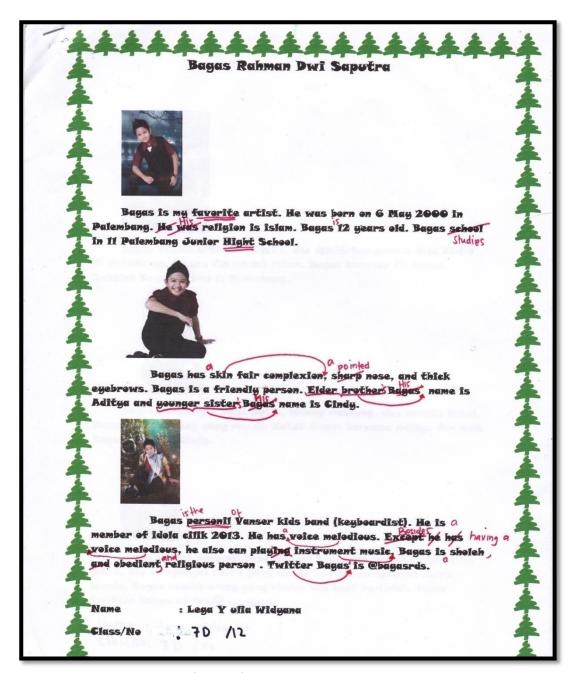


Figure 9: Another student's descriptive text in the pre-test

In the reconnaissance stage, the researcher also distributed Multiple Intelligences questionnaires to the students to know the spread of the eight types of intelligences in the classroom. The following is the result of the survey, which represents the dominant intelligences found in Class VII D.

Table 7: The Survey Result of the Students' Intelligences

	Intelligences								
Student Numbers	Verbal-linguistic	Logical-mathematical	Musical	Bodily-kinesthetic	Visual- spatial	Interpersonal	Intrapersonal	Naturalist	Total Scores
1	2	5	3	5	7	3	3	4	32
2	2	5	3	5	5	4	2	6	32
3	1	2	2	2	2	0	4	2	15
4	2	4	3	3	2	5	3	2	24
5	1	0	3	2	4	1	2	5	18
6	1	0	3	3	2	1	0	3	13
7	1	3	6	5	4	4	3	6	32
8	2	0	1	5	4	2	3	4	21
9	1	2	2	5	2	1	2	2	17
10	4	3	5	6	6	3	4	7	38
11	4	6	5	6	7	4	4	3	39
12	1	3	3	2	3	3	1	3	19
13	1	1	2	2	4	4	2	3	19
14	4	4	4	5	5	3	5	2	32
15	2	5	1	5	5	7	1	3	29
16	4	3	4	2	2	4	1	2	22
17	3	4	4	3	3	3	3	2	25
18	2	1	2	5	6	2	1	5	24
19	2	2	3	3	2	2	3	4	21
20	1	3	2	3	3	0	2	3	17
21	1	4	6	4	4	3	3	4	29
22	2	3	6	5	3	3	5	6	33
23	1	3	2	5	1	1	3	1	17
24	1	5	4	3	3	3	3	4	26
25	3	1	2	4	4	3	3	6	26
26	4	4	3	8	5	4	5	7	40
27	4	3	4	3	4	3	3	6	30
28	3	1	3	1	2	3	3	3	19
29	3	4	4	3	3	3	4	3	27
Total	63	84	95	113	107	82	81	111	736

From the survey result, it was found that the mode was bodily-kinesthetic intelligence, with 113 total points. Overall, this survey indicated that the students had different intelligence profiles. The following is the rank of the dominant intelligences in Class VII D.

- 1. Bodily-kinesthetic intelligence (113 points)
- 2. Naturalist intelligence (111 points)
- 3. Visual-spatial intelligence (107 points)
- 4. Musical intelligence (95 points)
- 5. Logical-mathematical intelligence (84 points)
- 6. Interpersonal intelligence (82 points)
- 7. Intrapersonal intelligence (81 points)
- 8. Verbal-linguistic intelligence (63 points)

From the explanations above, there were several problems in the writing teaching and learning processes that revealed from the results of the reconnaissance phase. The researcher categorized and summarized the problems as follows.

Table 8: The Field Problems

No	Categories	Problems
1	The use of media	 The teacher's inability to utilize the Internet to find interesting and authentic media and teaching materials The infrequently use of the LCD in the classroom to show visual media The teacher's limited time to create her own teaching media

2	The teacher's teaching style	 Giving different skill exposures and exercises for different final skill production Paying too much attention to grammar exercises Only asking the students to memorize the purpose and the generic structure of the texts Using only one exercise book as the main teaching resource
3	The students' motivation	- Easy to get boring with uninteresting topics
4	The students' interaction a. with peers b. with the English teacher	 Disturbing their neighbours Paying less attention to the noisy and sleepy students at the back rows
5	The students' participation	- Rarely volunteering in learning activities
6	The students' writing habits	- Copying the model texts and only changing the key words
7	The students' discipline	 Not bringing their dictionaries, or Bringing their dictionaries but rarely checking them
8	The students' writing skills a. Procedure text b. Descriptive text	 Having difficulties in developing ideas, writing correct grammatical sentences, using effective dictions, and ignoring the punctuations Having problems in collecting and developing ideas, organizing ideas, writing correct grammatical sentences, and using appropriate dictions.

B. The Selection of the Problems Based on the Urgency Level

The problems were weighted based on the immediate implication for the teaching and learning process of writing, the use of media in teaching writing, the students' writing habits, discipline and motivation, and the teacher's teaching style. As the focus of the research is improving the students' writing skills, the problems selected were:

- 1. The students' skill in developing ideas
- The students' skill in organizing ideas into coherent and comprehensible texts (procedure and descriptive texts)
- 3. The students' mastery of grammar
- 4. The students' mastery of vocabulary
- 5. The students' mastery of mechanics

C. Determining the Action to Overcome the Selected Problems

Based on the selected problems to overcome, the researcher and the English teacher agreed to do the following actions to improve the students' skills in writing procedure and descriptive texts.

1. First of all, to grab the students' interest in joining the lesson, the researcher and the English teacher agreed to implement some teaching-learning techniques based on the theory of multiple intelligences. These techniques were chosen to engage all of the students with different smartness and interests to be together learning the same thing in various ways.

- 2. To stimulate the students' ability in collecting ideas, the researcher decided to involve some of the dominant intelligences during the learning process such as naturalist intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, and logical-mathematical intelligence. The researcher believed that they can create interesting texts by utilizing their surroundings as the sources of ideas.
- 3. Then, to improve the students' skill in the text organization, the researcher designed to implement bodily-kinesthetic, visual-spatial, and logical-mathematical intelligences-based teaching techniques. With bodily-kinesthetic intelligence-based techniques, the students got inspiration and overview of how to do something in order after they practiced it. With visual -spatial intelligence-based techniques, they got more real visual exposures. In addition, by implementing their logical-mathematical thinking, they could think about the appropriate arrangement of their ideas.
- 4. The next, to improve the students' mastery of vocabulary, musical and visual -spatial intelligences teaching techniques were used as the means to introduce them to new words. The more the students understood the visualizations and the contexts of the words, the longer they remembered them.
- 5. To develop the students' mastery of grammar, the researcher planned to apply some teaching techniques based on logical-mathematical intelligence such as

thinking logically, remembering formula, and revising sentences or texts. She also used interpersonal intelligence-based teaching techniques, especially peer and pair correction activity.

6. The last, to improve the students' mastery of mechanics, the use of correct mechanics was emphasized during the teaching and learning process of writing and, particularly in the editing and sharing steps of writing.

D. Research Process

1. Report of Cycle 1

a. Planning

For the researcher had to cover two text types during the research, she set the first cycle to be conducted in four meetings, which were two meetings for procedure text and the rest two meetings for descriptive text. During these meetings, the students were expected to be interested in and motivated by the learning activities, to achieve some learning indicators, to focus on the lesson, and to be more disciplined.

1) First Meeting

a) Achieving the learning indicators, namely identifing the imperative verbs in a video of procedure text, determining the imperative verbs among some words, completing pharasal verbs using appropriate imperative verbs based on the pictures, and arranging jumled sentences into a good procedure text

- b) Directing the students' attention by having all of them making traditional toy
- c) Controlling the students' disrupting behaviour
- d) Accustoming them to opening dictionary

2) Second Meeting

- a) Continuing the previous lesson and achieving the learning indicator, namely writing a short functional text in the form of procedure text
- b) Having peer correction before producing their final writings
- c) Accustoming them to opening dictionary

3) Third Meeting

- a) Achieving some learning indicators, namely answering the questions based on the descriptive text, identifying the adjectives in the descriptive text, finding the opposites of some adjectives, writing simple sentences containing adjectives, cooperatively writing simple descriptive sentences based on the whole class brainstorming result.
- b) Accustoming them to opening dictionary
- c) Grabbing the students' interest by having an outdoor activity

4) Fourth Meeting

- a) Continuing the third meeting and achieving some learning indicators, namely writing simple descriptive sentences based on the content of an observation sheet and writing a descriptive text individually based on the observation result around the school
- b) Accustoming them to opening dictionary

b. Action and Observation

1) First Meeting

The first meeting was on Tuesday, 9th April 2013. The researcher, the English teacher and the two collaborators entered the class and prepared the teaching equipments such as laptop, LCD, and speaker. At 7.05, she started the lesson by asking a student to lead the prayer. She, then, introduced herself while the English teacher and the collaborators were sitting at the back row. She checked the students' attendance and she found out that a student was absent.

She led the students to today's topic by questioning whether they had some toys at home. Some of them said yes. She approached three students and asked them deeper. The interaction was captured in the following field notes.

"What kind of toys do you have at home, Mr. Panji?" she asked a student. He said, "Emm...I have *robot-robotan* (robot) and car with remote control." She asked another student. "What kind of toys do you have, emm..sorry, what's your name, Mister?" The student said that his name was Adam and answered the question, "I have...emm...I have..." The researcher tried to give him an idea, "You have what? Barbie?" The other students laughed. "No, I have *pedang-pedangan*", Adam continued. "Okay, pedang in English is sword. Repeat after me, please. Sword." The students repeat the pronunciation.

(FN.06 - 9/4/2013)

After asking, she showed them two different rubic cubes and a game board. She told them that those were examples of modern toys. Most of them seemed familiar with the toys, yet they were surprised, curious, and enthusiastic when the researcher showed a string phone to them as an example of traditional toy. None of them ever tried it before. So, she let some of them tried it with their partners. She also asked a male student to try it with one of the collaborators to

deliver a secret message. Then, she explained that today's material was procedure text How to Make a String Phone.

Right after that, the researcher showed the students a video entitled How to Make a String Phone twice. After watching, she asked whether the students understood it.

"This is very easy, right?" she asked. "Yes," said the students. "Alright. Before we try to make it, let us learn about the materials we are going to use. Please pay attention to these slides."

(FN.06 - 9/4/2013)

She presented some pictures on the slides, pronounced each word, and asked the students to repeat after her. They copied all the words from the slides to their books while the researcher prepared all the real things to make a string phone. Finished copying, the students were let to see the things closer and to touch them. The video, pictures, and real objects were used to build the students' background knowledge of the field.

Then, she explained the use of imperative verbs which were also called bossy verbs. She pointed out that procedure texts were identical with these verbs. In explaining, she always tried to give the nearest examples from the students' surroundings. They also wrote down the researcher's explanations.

To check their understanding, she played the procedure video once more. and this time, she asked the students to find out and write down all the imperative verbs they found in the video. The whole class discussed their finding. Then, they did Task 1 individually. It was about determining imperative verbs among ten words. They were always reminded to check their dictionaries. Finally, after the discussion, it was found that most of them made mistakes in the

words 'shut' and 'first'. They continued to Task 2. In pairs, they tried to match ten pictures with their suitable commands, which used imperative verbs. When the time was up, the researcher guided them to discuss the correct answers together. She also pronounced every command and the students repeated the pronunciations.

The researcher distributed a procedure text to each student. The title was How to Make a String Phone. They read it for a while and she asked them what the text was about, what the purpose was, how many steps it had, and so on, related to the text. It seemed that they understood it well. So, she led them to the next activity, which was circling every capital letter, comma, and full stop in the text. They did it independently then discussed it together with the researcher. She also emphasized the use of these writing elements by repeating what was written in the text.

For the students' real practice on making string phones, the researcher gave two paper cups, two meters of string, and a toothpick to each pair of the students. It seemed that they remembered the related vocabulary well. Besides, they also understood the instructions in the procedure text. It was proved by their success in making the toy. The following field notes reveal the condition.

"Have you taken all the required materials?" she asked. "Yes," they answered. "Now, could you show me your paper cups?" The students raised their paper cups. They did so for every single thing mentioned by the researcher. She randomly asked some students to read the steps aloud and performed it, so that the other friends could see. They did it until the last step written in the text. (FN.06 - 9/4/2013)

They all succeeded in making string phones. Then, they spread out throughout the classroom to try their string phones. After trying, the researcher asked and guided a pair of male students to retell their process of making it in front of the class.

The students, then, did Task 3 in groups. They discussed the correct sentences arrangement based on the order of the pictures. After that, they and the researcher discussed the answers together. Their answers about the first picture were mostly wrong.

The bell rang. Before ending the lesson, the researcher gave homework. She distributed random title of procedure texts to the students and asked them to write the steps at home. The class was ended at 8.20 a.m.



Figure 10: The students try their string phones with their partners

2) Second Meeting

The second meeting was still about procedure text. It was held on Friday, 12th April 2013, from 7.00 a.m. until 7.40 a.m. The researcher, the English teacher, and the two collaborators entered the class at 7.05. A student led the prayer, and then the researcher greeted them all.

The visualization in the previous meeting facilitated the students to understand and remember the related vocabulary well. The following field notes describe the condition.

"Do you remember our last material? What was it about?" she asked. Some of them said how to make a string phone and some others said procedure text. "Alright. What materials do we need to make it? Mr. Eris?" she asked a male student at the corner. "Paper cups and string," he answered quickly.

(FN.07 - 12/4/2013)

After that, she actually wanted to discuss their homework but there was a student who did not do it since he was absent previously. Based on the discussion with the English teacher, she gave that student ten minutes to write a procedure text by selecting one of the titles offered by the researcher. "The other, while waiting for Andhika to finish his work, now check your homework again because later, we are going to discuss it."

After ten minutes, she asked them to exchange their works with friends from other tables. The areas of the discussion were imperative verbs, capital letters, commas, and full stops. They were asked to cross the wrong uses of these aspects without changing them into the correct versions. The students had five minutes to evaluate a friend's work. They opened their dictionaries, asked the researcher and/or the English teacher when they dealt with difficulties and uncertainties. Time was up and they gave the books to the owners.

Peer correction activity was quite effective in some ways. It was useful for the assessor in deepening their understanding by determining whether their friends' writings were correct or false. On the other hand, it also helped the text owners to reflect on their mistakes. The peer correction activity ran as follows.

"Now, try to read your works and reflect on your mistakes," she said while walking around the class. "Miss, why was it crossed?" a student confirmed his. "Oh, sugars. Is sugar countable or uncountable?" she said. The student opened his dictionary and replied, "Oh, uncountable. So it does not use s, right?" She agreed.

"Alright, Class. After knowing your mistakes, now, I want you to rewrite your procedure texts based on your friends' evaluation. But don't be easily confused. If you feel that your friends' evaluation is right, correct the mistakes then. But if you are sure that yours are right, defend yours. You get my point?" she explained the last activity.

(FN.07 - 12/4/2013)

They started to rewrite their procedure texts. They opened their printed or electronic dictionaries, asked the researcher, the English teacher, or the collaborators. The time was quite enough for them until the bell rang. While submitting their works, she asked them once more about the purpose of procedure texts and the use of imperative verbs to conclude the lesson. Then, the class was terminated at 7.45 a.m.

3) Third Meeting

The third meeting was on Saturday, 13th April 2013, at 8.20 to 9.55 a.m. The researcher taught descriptive text. She entered the class with the two collaborators, checked the attendances, greeted the students, and asked about their feeling so far after having two meetings with her. They liked the learning activities.

She led them to the topic of the lesson by playing a guessing game. She utilized the students' surroundings to build their background knowledge of the topic. The following field notes reveal the activity.

"I will mention the characteristics of the thing and you have to guess what it is. Okay?" she explained. "Okay, Miss."

"It is a building. It is located in Bantul," she gave the first clue. "Masjid Agung Manunggal Bantul," a student answered. "No, that's not it. It's quite big and located in Jalan Bantul," she gave another hint. "Bantul Gateway," another student said. "No, no, no. But it's close to Bantul Gateway. It has two floors and there are many people study there," she explained. "Study?" a male student asked. "Yes, study. You know it, Andhika?" she said. "SMP 2 Bantul?" he guessed. "Yes, you're right, Andhika. Excellent! It's SMP 2 Bantul. Your school," she answered. All students laughed since they never presumed so. She, then, asked about their opinions about this school.

(FN.08 - 13/4/2013)

The next, each student was given a descriptive text entitled My Beloved School and was asked to read it. The researcher guided the students to find the meanings of difficult words in the text such as beloved, regency, gateway, environment, and various. After that, in pairs, they tried to do Task 1 in ten minutes. Randomly, she asked some students to answer the questions.

The English teacher came in and directly sat at the back row. The researcher explained the purpose and the characteristics of descriptive texts. It seemed that they already knew about these. However, when she asked deeper related to the text, they were confused in determining the identification and the descriptions of the text. Then, she explained about the parts of a descriptive text by directly referring to the text, namely My Beloved School. After they understood, she explained the use of adjectives in descriptive texts. She gave some examples. Then, to check their comprehension, she asked them to reread the text, to open their dictionaries, and to find as many adjectives as possible in the text. She and the students discussed their findings.

To deepen their understanding about adjectives, she asked them to do

Task 2 in groups of four. It was about finding the opposites of fifteen adjectives

by drawing lines. They did it in ten minutes and vied to write down the answers on the white board. They evaluated the answers and then continued to the next task. Task 3 required them to make five sentences, which contained an adjective in each. To shorten the time, she asked them to straightforwardly write their sentences on the white board to be evaluated together. She felt that the exposures to adjectives were enough. She moved to explain prepositions.

The students said that they have learned about preposition but they were confused when the researcher tested them with a question. Thus, she explained them using a song and body movements.

"Have you learned about prepositions?" she asked. "Yes, Miss." She asked them to answer her question. "If the sentence is there is an apple bla bla bla the table, it is in, on, or above?" Nobody answered. She, then, taught them a preposition song, entitled In, On, Under, By, followed by hand movements. All of them followed her to sing with their hands moved. She repeated her question again, "So, there is an apple bla bla bla the table. What is the preposition?" All of them said, "On." She continued explaining other prepositions.

(FN.08 - 13/4/2013)

On the white board, she drew a table with three columns (things, numbers, and characteristics). She guided them to brainstorm everything they saw in their classroom with its amount and characteristic(s). From the results of the brainstorming activity, she guided them to create simple descriptive sentences, which contained subjects, verbs, and adjectives.

As the last activity, the students were asked to make groups of six and to choose the leader of each group. There were five groups. The researcher gave an envelope to each leader with different instruction. She asked them to read and to explain to their group members. The envelopes contained observation missions in five different rooms or places inside the school such as the mosque, the

teachers' room, the healthy canteen, the library, and the sickbay of SMP 2 Bantul. All groups went outside the classroom and observed different places in twenty minutes. After completing their missions in twenty minutes, most of them came back to the classroom. However, some male students came late and they only got inadequate findings. As the rest of the time was limited, she only asked one group to tell their finding in front of the class. Everybody listened respectfully. Suddenly, the bell rang and the lesson must be terminated. The researcher, the English teacher, and the collaborators left the class at 9.55 a.m.

4) Fourth Meeting

The fourth meeting was planned to continue the lesson in the third meeting. It was Tuesday, 16th April 2013. The researcher and a collaborator entered the class at 6.55 to prepare the LCD and the laptop. At 7 O'clock, she started the lesson by saying a prayer and checking the attendances. Then, she asked whether the students remembered the last material in which they observed different rooms inside their school.

In order to make the student be able to describe rooms, the researcher presented visualization (picture) of a bedroom and used it to explain vocabulary, characteristics of things in the form of adjectives, and the simple present tense. The moment was captured in the following field notes.

"Last week I asked you to observe different rooms in this school. I also did my own observation in a bedroom. This is the bedroom as you can see on the slide," she said while presenting a picture of a purple bedroom. "Woooow," they said with an interested look on their faces.

(FN.09 - 16/4/2013)

She asked them to mention as many things as possible that they saw inside the bedroom. Some of them answered chair, bed, books, window, pictures, and table. After that, she gave them her observation sheets containing a list of things inside the bedroom. They were asked to read and to mention difficult words in it. The new words for them were comfortable, drawer, and curtain. "Everybody, check your dictionary, please," she wanted them to find the meanings.

To check their comprehension, she asked some students to come forward and to point at the things being mentioned by her based on the bedroom observation sheet. "Is there thing that hasn't been mentioned here?" she questioned them. "Pillow," a student said. "Ladder, Miss," another student added.

Next, she checked their understanding about the simple present tense. They said that they have learned it many times. So, she decided not to explain it too much. She just gave some questions related to concord.

She wrote an opening paragraph about the bedroom. She asked the students to copy it on their books. Then, she explained that that was identification paragraph of their descriptive text. After that, she chose some of students to continue the text on the white board. What they had to do was writing simple descriptive sentences based on this observation sheet. She wrote some examples (There is a desk in my bedroom. It is between the bed and the bookshelf. Its color is white.). The students seemed understand. They were able

to continue the paragraph. Finished creating a descriptive text on the white board, the whole class evaluated it together.

"Look! This sentence. There is books, novels, and dictionaries on the desk. Is it right?" she asked. "No," they said. "What's wrong with this sentence?" she continued. "It must be are," they corrected. They continued the evaluation until the last sentence. "So far, any question?" she ensured. "No," they said.

(FN.09 - 16/4/2013)

The next activity was creating texts. The researcher asked the students to create their own descriptive texts by using their observation results to help them in giving ideas about what to write. At first, they complained. However, she promised to help and to guide them. They had thirty minutes to create their texts. Finally, they could handle it although some of them still needed many helps from the researcher and/or other friends, especially about the English of some Indonesian words. Because the time was almost up, she only asked one student to read his work in front of the class. Other students listened to him and sometimes corrected his wrong grammar.

All students submitted their works. Then, the researcher played two short videos after she briefly explained the differences between descriptive texts and report texts as a form of linking to related text stage.

"So, report texts describe things in general, while descriptive texts explain things more specifically. Whose it is, what the name is, and so on. Now, let's watch these videos and try to get the difference. Are you ready?" She played the videos in turn. The first video was Sally, My Cute Cat and the second entitled Cat. "Do you catch the difference, Class?" she asked after that. A female student answered, "Emm...in the first video, the cat is someone's pet. It is named Sally. In the second video, the cat is cat in general, Miss." She replied, "That's it. You're smart, Nana."

(FN.09 - 16/4/2013)

c. Reflection

Cycle 1 resulted in the students' writings of procedure and descriptive texts. The English teacher's and the collaborators' responses and comments were also considered as the results of the action. After the whole action in Cycle 1, the researcher and the English teacher found some improvements in the students' writing skills of procedure text as well as the teaching and learning process. Below is the comparison between the pre-test result and Cycle 1 result of writing procedure texts.

Table 9: The students' Procedure Text Writing Results in the Pre-test

Writing Aspects	Content	Organization	Language Use	Vocabulary	Mechanics	Total
Total Score	577	465	391	496	91	2020
Maximum Score	870	580	580	725	145	
Achievement Percentage	66.32%	80.17%	67.41%	68.41%	62.76%	
Mean	= 2020 / 2	9 = 69.66				
Highest Score = 88						
Lowest Score	= 52					

Table 10: The students' Procedure Text Writing Results in Cycle 1

Writing Aspects	Content	Organization	Language Use	Vocabulary	Mechanics	Total	
Total Score	679	492	443	570	109	2293	
Maximum Score	840	560	560	700	140		
Achievement Percentage	80.83%	87.86%	79.11%	81.43%	77.86%		
Mean	Mean $= 2293 / 28 = 81.89$						
Highest Score = 96							
Lowest Score	= 62						

These tables indicate that in general, the students' writing skills in procedure text have improved, involving the five aspects of writing, namely

content, text organization, language use, vocabulary, and mechanics. The achievement percentage of their writing content improved from 66.32% to 80.83%. The issue of text organization improved from 80.17% to 87.86%. The students' mastery of grammar also increased from 67.41% to 79.11%. The issue of vocabulary mastery increased from 68.41% to 81.43%. Lastly, their mastery of mechanics also improved from 62.76% to 77.86%.

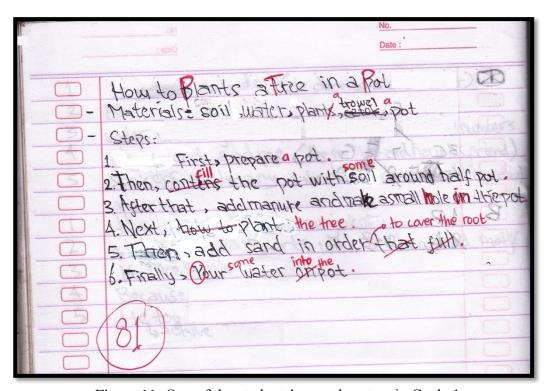


Figure 11: One of the students' procedure text in Cycle 1

In Cycle 1, the researcher also succeeded in attracting the students' attention to the lesson through a real practice of making thing. It can be seen from the following interview with the English teacher and the collaborator.

R : Bagaimana tadi, Ma'am, cara saya mengajar? (What do you think of my way of teaching just now, Ma'am?).

T : Tadi juga terlihat langsung dekat dengan anak-anak. Tobi and the gang itu, emm siapa tu, Eris, Lintang, Norbertus itu woooh biasanya sulit sekali untuk mau memperhatikan. Tapi tadi juga terlihat antusias dan

aktif.... Secara keseluruhan, menurut saya sangat menarik karena anakanak kan mempraktekkan langsung, istilahnya..apa itu..emm learning by doing. Jadi nggak cuma diawang-awang. (You were so easy to build a close rapport with the students. **Tobi and his gang**, Eris, Lintang and Norbertus usually didn't pay attention but they seemed enthusiastic and active in today's lesson... Overall, I think it was interesting because the students directly practiced...emm, something that we call learning by doing, not only imagining).

- R: Okay, Ma'am. *Kalau dari kamu, Rur? Gimana tadi menurutmu?*(Okay, Ma'am. And, Rury, what do you think about today's lesson?).
- C1 : Menarik kok, menarik banget ada prakteknya yang itu juga jarang ada di textbooks. (Interesting because there was a practice which was rarely found in textbooks).

(Interview 4-9/4/2013)

In teaching procedure text in the first cycle, the researcher got a problem with her time management in the classroom, especially on Friday. It was because the meeting was only forty minutes. Thus, the action was quite different from what it has been planned in the lesson plan. It can be found in the following interview between the researcher and the English teacher.

- R : Wah, ternyata waktunya kurang ya, Ma'am. Jadi yang seharusnya bisa dikerjakan di sini malah buat PR. (Wah, I had lack of time, Ma'am. Thus, the task that actually could be done here must be homework).
- T: Iya, saya kalau Jumat juga ngerasanya cuma bentaaaaar banget Mbak.

 Malah kadang tak pake cerita sebentar kok tau-tau kurang 10 menit. (I

 also feel lack of time every Friday. Sometimes, I only talked for a while
 but suddenly I had ten minutes left.)
- R: Lha tadi itu ternyata ada yang belum mengerjakan. Si Andhika itu lho, Ma'am. Kemarin Selasa kan dia nggak masuk. Terus tadi saya tanya, ternyata dia juga nggak nanya temannya ada PR atau nggak. (Andhika did not do the homework because he was absent this Tuesday, Ma'am. He also did not ask his friends about the homework.)

The researcher and the English teacher also indicated improvements in the students' skills in writing descriptive text. With the implementation of teaching techniques based on naturalist and spatial-visual intelligences, the students gained some improvements in their writing skills. Below is the comparison between the result of writing descriptive texts in the pre-test and that in Cycle 1.

Table 11: The students' Descriptive Text Writing Results in the Pre-test

Writing Aspects	Content	Organization	Language Use	Vocabulary	Mechanics	Total
Total Score	669	435	440	439	122	2105
Maximum						
Score	870	580	580	725	145	
Achievement						
Percentage	76.89%	75.86%	75.86%	60.55%	86.21%	
Mean	= 2105 /	29 = 72.58				
Highest Score	= 82					
Lowest Score	= 59					

Table 12: The students' Descriptive Text Writing Results in Cycle 1

Writing Aspects	Content	Organization	Language Use	Vocabulary	Mechanics	Total
Total Score	539	565	492	480	133	2209
Maximum						
Score	870	580	580	725	145	
Achievement						
Percentage	61.95%	97.41%	84.83%	66.21%	91.72%	
Mean	= 2209 /	29 = 76.17				
Highest Score	= 82					
Lowest Score	= 68					

The result of descriptive text writing in Cycle 1 was not as good as that of procedure text. The tables above indicate that the students' writing skills only improved in terms of text organization, language use, vocabulary, and mechanics. The achievement percentage of their skill in text organization improved from

75.86% to 97.41%. Their mastery of grammar increased from 75.86% to 84.83%. Their mastery of vocabulary also improved from 60.55% to 66.21%. Their mastery of writing mechanics also improved from 86.21% to 91.72%. Nevertheless, their ability to develop ideas declined from 76.89% to 61.95%. Overall, the mean improved from 72.58 to 76.17, yet it was still below the KKM.

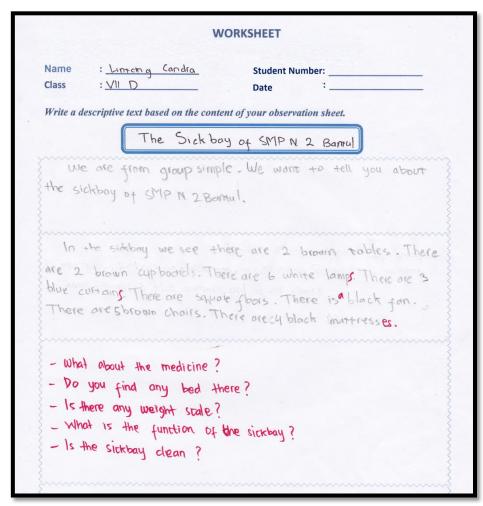


Figure 12: One of the students' descriptive text in Cycle 1

During the teaching-learning process, the researcher also dealt with lack of time management skill. This happened when the students went outside the classroom to observe different places, which took a longer time than what it has been planned. It can be found in the following interview transcript.

- R : Oiya, Ma'am. Tapi tadi menurut saya, kekurangan teknik ini lebih ke waktu, Ma'am. Padahal tadi kan sudah saya batasi sampai 10 menit sebelum bel, tapi karena mereka mencar ke tempat yang beda-beda, dan pendampingnya juga cuma 3 orang, malah ada kelompok yang ngelantur main-main dulu, nggak langsung balik ke kelas. (Ma,am, I think the weakness of this technique deals with time. I gave them quite long time to observe until ten minutes before the bell rang. They had to spread out to different places with only three monitors. Thus, some groups wasted the time outside and did not come back to the class directly.)
- T : Nggak apa-apa, Mbak. Santai aja. Paling tidak tadi ada satu kelompok yang sempat menceritakan hasil temuannya. (It doesn't matter, Mbak. Calm down. At least, there was one group who presented their finding.)

(Interview 6-13/4/2013)

In conclusion, the first cycle of the research was not successful in achieving all of the learning indicators. Regarding the students' writing skills, the researcher presents the results of the actions so far in the following table.

Table 13: The Changes of the Students' Writing Skills before the Action and in Cycle 1

No	Writing	Procedure Text		Descript	tive Text
	Aspects	Pre-condition	Cycle 1	Pre-condition	Cycle 1
1	Content	- Many of the students had no idea about what to write. So, they only copied the model text The students wrote limited and unclear directions to	- They were able to write various titles of procedure text that they never learned or wrote before but some students still wrote inadequate	- The students wrote quite many information. It was just the ideas which were not coherently organized.	- They wrote less information because most of them only enjoyed the observation and did not note down their findings completely.
		be followed.	directions.		

2	Organization	- Some of the students wrote the parts of the text disorderly.	- They were able to write the text with its correct order of parts (purpose, materials, and steps) They wrote the directions in a logical order.	- The students could not organize their ideas into coherent sentences They added the supporting sentences which did not elaborate the main idea of the paragraphs.	- They wrote their texts with correct and clear structure (identification and description) Their supporting ideas also suited the main ideas.
3	Language Use	- The students' foreignising habit resulted in grammatical mistakes and confusing meanings Some of them did not begin the instructions with imperative verbs They tended to miss the determiners, used wrong prepositions, and wrote noun phrases incorrectly.	- Their foreignising habit gradually decreased Most of them already used imperative verbs to begin the instructions or after the time connectors.	- The students often made mistakes in writing sentences with the simple present tense, particularly about subject-verb agreement (concord).	- They gradually reduced their foreignising habit. So, their sentences were able to communicate their messages quite effectively Some of them still missed the s/es after the verbs in sentences with singular subjects.
4	Vocabulary	- The students had very limited word choices.	- They were able to write various topics with a range of word choices.	- The students had limited mastery of adjectives to describe people and things.	- Their knowledge of adjectives to describe people or things had improved.

5		- The students	- Their mastery	- Some of the	- They put full
		did not use	of mechanics	students	stops to
	chanics	capitalization,	had slightly	neglected the	terminate
	an	commas, and	improved	use of	their
	ဗွ	full stops.	although	capitalization	sentences but
	M	- There were	some of them	and full stops.	they ignored
		lots of	still missed		the correct
		misspelling.	the full stops.		capitalization.

In terms of the teaching-learning process, there were also some improvements, as well as decline. They are elaborated as follows.

Table 14: The Changes in the Teaching-Learning Process before the Action and in Cycle 1

	Pre-condition	Cycle 1
-	The T hardly used sophisticated and interesting teaching media.The T and the exercise book were the only sources of learning.	 The R utilized modern and attractive media from different sources. Book, the Internet, videos, Power Point, song, and the students' surroundings were used as the learning sources.
-	Different learning exposures were ended up with different skill production. The students used to create writings, especially procedure texts, in one step.	 Writing exposures were given continuously to make the students be able to produce written texts. The students were accustomed to the suggested process of writing.
-	The T too pointed out the grammatical aspect. The students were easily bored with too common topics. Most of the students were trouble makers and liked to talk to each other during the lesson. The students were rarely volunteering in the lesson.	 The students were introduced to the five aspects of writing. The students learned simple things which were new for them and rarely found in textbooks. The male students were sometimes undisciplined but the other students paid more focus on the lesson. The students self learning-awareness slightly increased by volunteering. They students tried to create their own texts. The students' awareness to bring dictionaries has increased but they still liked to ask the R about the meaning of words rather than consulted their dictionaries.

From the explanations above, it is concluded that the first cycle of the research has not succeeded in solving the problems in the teaching-learning process and the students writing skills. Therefore, the researcher and the English teacher agreed to continue the actions to the second cycle.

2. Report of Cycle 2

a. Planning

As there were some problems affecting the completion of the actions in Cycle 1, the researcher and the English teacher agreed to make some plans to achieve the learning indicators, as well as to improve the teaching-learning process in the second cycle. The main focus in Cycle 2 was improving the students' skills in writing descriptive text, especially in its relation to content and the use of correct grammar. However, the researcher did not neglect the general aim to improve the students' skills in writing procedure text as well. Thus, in cycle 2, the researcher and the English teacher agreed to have six meetings, which was four meetings to explain descriptive text and the rest meetings to explain procedure text. The plans of the actions were as follows.

1) First Meeting

a) Achieving the learning indicators, namely completing the missing lyrics of a song, answering the questions based on a descriptive text, identifying subjects, verbs, and adjectives on the descriptive text, identifying the correctness of subject-verb agreement in sentences, writing the positive, negative, and interrogative patterns of descriptive sentences

- b) Attracting the students' interest and directing their focus through song.
- c) Controlling the students' disruptive behaviour
- d) Accustoming the students to opening dictionary

2) Second Meeting

- a) Continuing the previous lesson and achieving the learning indicators,
 namely completing a descriptive text using correct subject-verb
 agreement, and making simple possessive case sentences
- b) Accustoming the students to opening dictionary

3) Third Meeting

a) Continuing the previous lesson and achieving the learning indicator,
 namely getting descriptive information by interviewing others

4) Fourth Meeting

- a) Continuing the previous lesson and achieving the learning indicator, namely writing a descriptive text based on the interview result
- b) Accustoming the students to opening dictionary

5) Fifth Meeting

- a) Achieving the learning indicators, namely answering questions related to procedure text, using writing mechanics (capital letter, comma, and full stop) effectively, and serving simple and creative dish based on the given materials
- b) Controlling the students' disruptive behaviour

6) Sixth Meeting

a) Continuing the previous lesson and achieving the learning indicator, namely rewriting a procedure text using the students' own words

b. Action and Observation

1) First Meeting

This meeting was the beginning of Cycle 2. It was on Saturday, 28th April 2013. The researcher, the English teacher, and a collaborator entered the classroom at 8.20 a.m. She prepared the LCD, the laptop, and the speakers. She led the prayer, greeted the students, and checked the attendances.

She started the lesson by asking about precious things the students had in their bedrooms. One student said it was her glasses. Another said blanket. Then, the researcher showed some photographs of her and her two close friends. The students came closer to see the photographs. They gave their opinions about her friendship. "Before starting our lesson today, what if we listen to a song about friendship? Do you like it?" she offered. "Yeaaah," they were happy.

The researcer used musical intelligence-based technique. She distributed worksheets, containing a song's lyrics and explained that they had to complete the missing lyrics. They read the lyrics for a while, and then she played the song only once. The title was Count on Me by Bruno Mars. When the song finished, some of the students' works were still incomplete. They said that the beginning of the song was too fast. The researcher and the students discussed it together anyway. After completing the lyrics together, she asked all of them to

stand up, including the English teacher and the collaborator. The whole class sang the song together. Some of them, especially the boys were so enthusiastic but the girls were so shy. Finished singing, they discussed the meaning of difficult words and phrases they found in the song.

Another emphasized technique in this meeting was based on interpersonal intelligence. The researcher checked the students' understanding of others, particularly their best friends. The following field notes reveal the interaction.

"Mr. Dwi. What do you think of friendship?" she asked a student's opinion. "Friendship is everything," he answered. "Why is it everything?" she asked deeper. "Emm... because sometimes we are closer to friends than to our own family," he explained. She asked another student's opinion. "Mr. Ryan. Who is your best friend in this class?" she purposely approached a student who was introverted, according to the English teacher's evaluation. He shook his head. "You don't have a best friend in this class? Are you sure?" she ensured him. "Yes, I'm sure," he answered.

(FN.10 - 28/4/2013)

The next, she distributed descriptive texts, entitled My Best Friend. "Are you familiar with the person in the text?" she asked. "Mbak Retno, hahaha," the students laughed. Retno, the collaborator, used to teach Batik there. So, they were accustomed to her. The researcher asked them to read the text and to find difficult words. According to them, the words faculty, covered, veil, responsible, boarding house, and major were new for them. They discussed the meanings and then moved to Task 1, which was answering five questions related to the text. They did it in pairs and then discussed it together with the researcher.

After that, she reminded them about the purpose of descriptive texts and the simple present tense. However, it was finally found that they did not understand the simple present tense well. The following field note shows the students' acknowledgement.

"From the results of your previous descriptive texts, I found so many mistakes in regard to the use of simple present tense whereas you said that you have learned it for many times. How come?" she asked for their explanation. "Hehehe, I am still confused, Miss," a student admitted and was followed by some others. "Now, please open your PR Intan Pariwara book on page 55," she started to explain simple present tense.

(FN.10 - 28/4/2013)

She gave details the patterns of simple present tense in sentences with 'to be' (is, am, and are) and with verb (verb and verb + s/es). Besides, she also explained positive, negative, and interrogative patterns of simple present tense. While explaining, she gave some examples from their surroundings and their daily activities in order for them to understand and to remember it well.

Up to that point, they said that they understood. She asked them to make groups of four and to find all the subjects, the predicates, and the adjectives on the text by drawing different signs such as squares for subjects, underlines for predicates or verbs, and ovals for adjectives. They did the task cooperatively in five minutes and regularly checked their dictionaries. The researcher drew a table with three columns on the white board. The students competed with each other to write down their findings into their right categorizations of parts of speech. Then, the whole class discussed the answers together and they found several mistakes, especially in verbs.

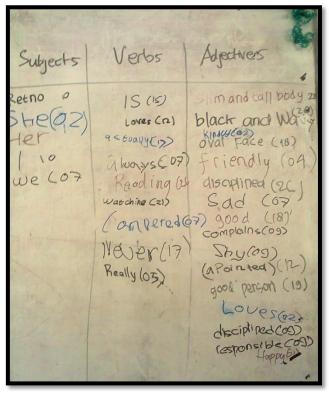


Figure 13: The students' work in categorizing parts of speech

The next activity still dealt with the simple present tense. They worked in pairs to determine the grammar correctness of five sentences. The logical-mathematical-based technique that was used to explain the simple present tense made the students understand it as it is captured in the following field notes.

"Now, try to determine whether the sentences are true or false. For instance, the subject is singular but the verb is not ended with -s or -es," she explained. She walked around the class while the students were doing the task. Finished doing the task, they discuss it together. "Ya, Miss Lega. What is your answer for sentence number one? True or false?" she asked a female student. "False," the student said, "because the subjects are more than one." She responded, "Good! What about the other? What's your answer, Guys?" All students answered the same.

(FN.10 - 28/4/2013)

They continued the discussion up to the last sentence. None of them made mistake in doing this task.

When she was about to continue to Task 4, the bell suddenly rang. She explained the instruction of Task 4 to them and asked them to do it at home as their homework. The lesson was ended at 9.55.

2) Second Meeting

In the second meeting of Cycle 2, the researcher was only accompanied by a collaborator. They entered the class at 7.05 a.m. A student led the prayer, and then the researcher greeted the students, asked their condition, and checked the attendances. As the first activity, they discussed Task 4, which was their homework.

"Who wants to answer number one?" she offered. A student raised her hand and answered, "They are all my beloved friends." The researcher asked the other students' opinion about that answer and their reason of answering the same. The discussion was continued until the last sentence in Task 4. Most of them were wrong in number seven and nine since subjects followed by apostrophe s were very tricky for them. "Miss, number seven has s behind the subject. So it is plural, right?" a student complained.

(FN.11 - 30/4/2013)

The field notes above show that the students' self learning-awareness has improved from the way they volunteered or asked for more explanation. This field note, however, also revealed their grammatical ignorance in which they were tricked by the apostrophes in the sentences.

Then, the researcher explained possessive case, particularly the use of apostrophe s. She gave some examples and asked them to copy the explanations on their own books.

After that, they were given the next task. Task 5 still dealt with the simple present tense. It consisted of five sentences and required the students to

change these sentences into their positive, negative, and interrogative forms. She asked them to work in pairs in ten minutes. After ten minutes passed, she asked some representatives to write down their answers on the white board to be evaluated together. No students made mistakes in doing this task. "So, you understand up to this point, right?" she ensured. "Yes," they answered.

She gave them descriptive texts, entitled My Favourite Teacher. The next activity was about concord. She asked them to do it individually to check their understanding thus far. However, the bell rang before they finished the task. So, it was used as their homework. Finally, the class was ended at 8.20 a.m.

3) Third Meeting

The third meeting was done on Friday, 3rd May 2013, which only took forty minutes from 7.30 to 8.10 a.m. The researcher entered the class and was accompanied by the English teacher and a collaborator. The class was begun with a prayer and a short chit-chat about the collective English test just now.

Then, she involved the students in evaluating their homework (concord in a descriptive text). In this case, she implemented a technique which was a combination of the students' interpersonal and logical-mathematical intelligences. It was described in the following field notes.

"Please exchange your work with another friend's. Quick!" she commanded. She presented Task 6 through the LCD. "Now, I'll call you one by one and please write down one answer in the blank space. Do you understand?" she ensured that they got the point. "Yes, Miss." She continued, "Number one, Annisya. Number two, Nanda. Number three Zidna. Number four, Verdi. Number five, Veni. Come on!" The students wrote their answers on the white board. After that, she called the other ten students randomly to fill the sixth to

(continued)

the fifteenth blank spaces. In assessing the answers, she called the rest of the students to give their opinions about the answers on the white board. "Alright! Let's check your friends' answers. Number one. Tobi, is the answer right?" she asked a male student. "Yes," he confirmed. "Why it uses are?" she asked deeper. "Emm...because the teachers are more than one," he reasoned. The evaluation was continued until the last number. Then, she asked the students to score their friends' works and gave them back to the owners. The whole class gave a big applause to a student with the highest score as an appreciation.

(FN.12 - 3/5/2013)

The next activity was interviewing. The researcher distributed interview guidelines to the students and said that they had to interview one friend only. This activity was aimed to develop their interpersonal intelligence by having a positive talk to each other in an effort to decrease their disruptive habit. Besides, it also helped them in collecting information about their best friends which would be used as the content of their writings.

Before starting the interview, she ensured that they know the way to ask for information. She tested their knowledge of asking for information to someone.

"How to ask about someone's name in English?" she asked. "What is your name," they answered. "Good! And how to ask about someone's address? Verdi?" she asked a male student. That student answered unsurely, "Emm..where is your address." She asked another student next to Verdi, "Panji, is there another way? Can you help Verdi?" The student responded quickly, "Where do you live?" "That's it. Good, Panji. Thank you," she said.

(FN.12 - 3/5/2013)

Then, she wrote down some expressions of asking for information related to the questions on the interview guidelines and had the students practiced these expressions. The expressions were about asking full and nick name, birthday, address, personalities, hobbies, and favourite food and drink. After that, she explained the rules of the game. The interview time was only ten

minutes. She asked them to speak only in English. If later she heard languages other than English, there would be a punishment not only for the speaker but also for all of them.

The class was so noisy since most of them walked around the class and talked actively. The researcher, the English teacher, and the collaborator monitored the activity.

"How is your age?" a student asked his friend. "Eh? What did I hear just now? How is your age?" she teased that student. "Eh, hahaha, how old are you?" he corrected his mistakes after rereading the expression on the white board. She continued the monitoring. "Well, your time is up, Guys. Go back to your seats, please. During the interview, I heard no one spoke Indonesian and Javanese. That's good," she said. "Because Miss Hesti and Ms. Eni were continually staring at us," a student said. "Hahahaha," everyone laughed.

(FN.12 - 3/5/2013)

The researcher asked the English teacher to ask for a male and a female students to read their interview results in front of the class. The boy read his work fluently. Nevertheless, the bell rang when the girl was reading her work. The other students lost their focus and started to be noisy. Then, the class was terminated after the student finished reading.

4) Fourth Meeting

The fourth meeting was on Saturday, 4th April 2013 and this was the last meeting for the second descriptive text lesson. The Researcher, the English teacher, and two collaborators entered the class at 8.20 a.m. but the students were not there. They had a photo call, which took a long time.

The researcher asked a male student to read their interview result yesterday in front of the class. When he was reading, the other students corrected

his grammatical mistakes directly after they heard them. It seemed that their understanding about grammar has improved. Below is how the activity ran.

The students read his work, "Her full name is Verdi Kurniawan." The other students recognized something wrong in Rochmad's sentence. "Her? It's her? Verdi, so why don't you use skirt all this time?" the researcher joked. "Hahaha," the whole class laughed. Rochmad knew his mistake and corrected it, "His full name is Verdi Kurniawan." "Naaaaaah," everyone reacted together. He continued, "His nickname is Verdi." "Naaaaaah," the other reacted again every time he uttered correctly. He continued his sentences with some grammatical corrections from his friends. Everyone gave him applause at the end.

(FN.13 - 4/5/2013)

Thus far during the actions, they have learned about the simple present tense, adjectives, and possessive case. These were the basic items for them to be able to create good descriptive texts. The researcher, then, guided them step by step to create a descriptive text together based on their interview results. She wrote two examples of descriptive sentences on the white board as follows: He was born in January 14, 2000 and He is thirteen years old. Then, she asked seven students to come forward and each of them wrote one simple descriptive sentence based on their own interview results. After they finished writing, the researcher guided the whole students to evaluate those seven sentences in terms of grammar, diction, and punctuation. Most of them missed the full stops at the end of their sentences. However, there was no significant problem with their grammar.

"Look at this sentence. He has hobby football. Is it correct? Eris, what do you think about this sentence?" she asked the students' opinion. Eris said, "It must be his hobby is playing football." She asked Eris to come forward and write down the correct one. "Up to this point, any questions, Guys?" she tried to ensure that everyone understood. Nobody asked.

(FN.13 - 4/5/2013)

That student that was asked was one of the trouble makers in the class. Before the actions, he rarely paid attention to the lesson. However, the field notes above disclose that his disruptive behavior was decreased; he paid more attention to the lesson, so that he could answer the question.

After that, she asked the students to create their own descriptive texts about their best friends based on their interview yesterday. At first, they complained but they tried after she limited the text to five paragraphs only. She wrote the outline of the text on the white board. The first paragraph was about the general description (identification). The second paragraph was about the physical appearance. The next paragraph was about the personalities. Paragraph four was about the hobby and favourite dish. And the last was a conclusion paragraph. In thirty minutes, they tried to write their texts. However, that was not enough. So, the English teacher gave them another ten minutes.

Actually, the researcher planned to conduct pair corrections but the time was not enough. Consequently, she only asked three students to read their texts in front of the class. The rest was asked to listen carefully and write down the mistakes made by the three students. This technique was interpersonal and logical-mathematical-based techniques in nature. Below is how the activity ran.

Finished listening to the three students, she asked a male student at the corner. "Lintang, what mistakes did you hear from Vidya's text?" He said, "Emm... Vidya said she is lives in. It should be she lives in." She confirmed his answer to Vidya. "Vidya, is it right that you said as what Lintang told us?" Vidya admitted her mistake.

After discussing Vidya's whole text, they moved to Rochmad's text. "Wilda, did you find mistakes in Rochmad's text?" The student answered unsurely, "I am afraid if I was mishearing, Miss." "It's okay. Just say it," she (continued)

persuaded her. "I heard that Rochmad said Verdi's favourite food is middle," said the student. "Okay, I heard so. Hahaha. Let's ask Rochmad," the researcher agreed. Rochmad only laughed and nodded his head.

(FN.13 - 4/5/2013)

Suddenly, the bell rang while they had not discussed the third text. The researcher decided to ask them to submit their works. She concluded the lesson together with the students. Finally, the class was ended at 10 O'clock.

5) Fifth Meeting

The fifth meeting of Cycle 2 was on Tuesday, 7th May 2013. The researcher planned to teach procedure text in this and the next meeting. She, the English teacher, and a collaborator entered the class at 7 O'clock. She prepared the laptop and the LCD. A student led the prayer. After greeting everyone and checking the attendances, she returned the students' descriptive texts about their best friends and gave presents to three best writers (Yunda, Riza, and Panji). This was to appreciate them, as well as to motivate the other.

She started the new lesson by having a guessing game. It was applied to grab the students' attention to the lesson, to increase their confidence, and to build their knowledge of the topic. The following field notes capture the conversation.

"Guys, I have something inside this box. Can you guess?" she said. "Guess it. Speak in English, please." A student tried to answer, "Is it a food?" "Yes, it's a kind of food. This early morning you still think about food. Oh my God!" She was kidding. Everybody laughed. "Is it chocolate?" another student asked. "No it isn't," she replied. "What colour?" a student asked. "Emm.. colourful. More than one colour," she said. "Candy?" a different student tried to answer. "No, it is not candy," she said. "Is it sweet?" another student guessed. "Yes," she nodded her head. "Does it shake slightly?" a student at the front row (continued)

guessed. "Yes," she nodded again. "Oh, I know. Jelly?" that student continued. "Excellent! There are some jelly inside this box. You want to try? Come on, Panji, try it!" That male student and two other students came forward to eat the jelly without knowing what they were supposed to do next. After they ate, the researcher asked them to tell to the other students about the jelly's taste, texture, and colours that they just ate. "Waaah, if I knew I wouldn't eat it," one of the students complained. The other laughed at him. The three students tried tell to the other although they were not fluent enough.

(FN.14 - 7/5/2013)

The researcher asked the students whether they knew how to make jelly. Some said yes while the other said no. Then, she gave them procedure texts, namely How to Make Jelly. She asked them to read the text and to find the meanings of some difficult words. After that, they answered five questions following the text and discussed the answers together.

Because they said that they have learned about punctuations, the researcher did not explain a lot about capitalization, comma, and full stop. She wanted them to find out all the capital letters, commas, and full stops in the text (How to Make Jelly) individually in five minutes. The researcher let them utilized their knowledge so far about punctuations. After that, she guided the students to discuss their findings and gave them explanation about the use of those punctuations, especially in procedure texts.

She ensured that they understood about the materials so far, and then she gave them the next task (Task 2). She explained what they should do. There were many mistakes in the text, related to the uses of capital letter, commas, and full stops and they had to revise these mistakes. They revised the text independently in ten minutes. She monitored them by walking around the class. After that, she asked some students to come forward, with one student wrote one

sentence on the white board. The whole class evaluated the revision together without her authority at all. They involved themselves in a very active discussion. From the result, it seemed that they understood these punctuations well.

After that, she asked them to go outside and wash their hands without telling the next activity. The students were curious. When they came in, they were surprised to see some bread, sliced cheese, and a cookie cutter on some tables. She presented some pictures of ingredients and utensils to make simple food. She pronounced them and the students repeated after her. These real materials were useful for them to increase their mastery of vocabulary.

Next, she employed a bodily-kinesthetic intelligence-based technique as a concept of "learning by doing". In learning this procedure text, she had the students practiced making a simple food through some logical steps. Below are the field notes of the activity.

"Now, make groups of four. Quick, quick! On seven tables, there are some materials such as two slices of bread, a single cheese, and a cookie cutter. With your group, up to you, what you are going to make with all those things," she let them to think. "I give you five minutes to make something with those things. Ready?" she said. "Yes." They started working in groups. The researcher, the English teacher, and the collaborator walked around the class to only monitor their works. All of them made sandwiches with the same main sharp but with creative toppings. "Wow, Ma'am. It's more than I imagined. I thought they will only cut the bread and the cheese with the cookie cutter and stuck them," she whispered to the English teacher. The English teacher was also surprised with their creativity.

(FN.14 - 7/5/2013)

Five minutes passed. She asked all groups to put their food on the teacher's table in front of the class. She let the English teacher and her collaborator to choose the best sandwich with the best garnish. The best group

was given a big applause. She gave back all the sandwiches to their makers and the students shared them with their group members.

Afterward, she commanded them to prepare their books and pens. On the white board, she wrote some words related to the text she was going to read. She asked them to copy these words on their books. After that, she explained the next activity (dictogloss), which was suited JCOT stage of writing, as follows.

"I will read you a text, entitled How to Make a Cutter Sandwich aloud. You will hear these words, too, in the text. Listen! This is the rule. I will read the text three times. And you have to write down the key words that you hear from the text. At the end, I will ask you to rewrite the text with your own words. Do you understand?" she ensured their understanding of her instruction. "Yes, Miss," they answered. "Are you ready for the first chance?" she asked. She read the text aloud. "Alright! That's the first chance. How many key words did you get?" she asked. "Yaaah, only a few words, Miss," they replied.

(FN.14 - 7/5/2013)

She read the text again very low speed. While she was reading, the bell rang. However, she tried to finish the second reading and planned to continue the third one in the next meeting. She closed the lesson by saying goodbye and left the class at 8.25 a.m.

6) Sixth Meeting

This was the last meeting of Cycle 2, as well as the last meeting for technique implementations. On Friday, 10th May, 2013, the researcher, the English teacher, and a collaborator entered the class at 7.30 a.m. after the students had their UBM (Ulangan Umum Bersama) which was routinely held every Friday. After leading the prayer, checking the attendances, and greeting

the students, she asked them about their English UBM as a chit-chat before continuing the lesson.

She continued the dictogloss activity. Actually, the students' chance was left once more. Nevertheless, it ran quite differently from what it has been planned. It was because the students only got a few key words from the previous chances. The event was captured in the following field notes.

"If I'm not mistaken, this is the last chance for you to listen to my reading," she said. "Yaaah, add one more time, Miss," they asked her. She agreed to read it twice again. While she was reading, the students listened to her carefully and tried to get the key words. "Well. It's already twice. Now, it's your time to rewrite the text with your own words."

(FN.15 - 10/5/2013)

She gave them twenty five minutes to do it. Most of them seemed very active opening their dictionaries or asking their friends. In exactly twenty five minutes, she asked two students to read their texts aloud. The other students listened to them and gave applause.

The bell rang at 8.10 a.m., yet the researcher made use of five more minutes to show them two books. It was to link their knowledge to related text. At that time, they gradually lost their focus and became so noisy.

"Attention, Please. Look! There are two books here. These are the other types of procedure text. What is the purpose of a procedure text?" she asked. "To tell people how to make something," some of them answered. "That's it. And these books have that purpose. They tell people the steps to do or to operate something. This blue book is called manual, the procedure to operate a keyboard, the musical instrument. When you buy an electronic device, you find the operational guidance, right?" she explained. "And this one, there are some food pictures, this is another type of procedure text that we call recipe. Repeat after me, recipe," she said. "Recipe," they repeated.

(FN.15 - 10/5/2013)

The class was ended at 8.15 a.m after the students submitted their works.

c. Reflection

At the end of the second cycle, the research members (the researcher, the English teacher, and the collaborators) conducted a discussion to make some reflections and to fulfil the democratic validity and dialogic validity. They found signals of improvements on both the students' skills in writing procedure and descriptive texts, as well as the teaching and learning process. The researcher compared the students' writing achievement of procedure text in Cycle 1 with that in Cycle 2. The following is the result of the students' procedure writing in Cycle 2.

Table 15: The students' Procedure Text Writing Results in Cycle 2

Writing Aspects	Content	Organization	Language Use	Vocabulary	Mechanics	Total	
Total Score	658	467	442	492	113	2172	
Maximum Score	780	520	520	650	130		
Achievement Percentage	84.36%	89.81%	85%	75.69%	86.92%		
Mean	= 2171/26 = 83.54						
Highest Score = 96							
Lowest Score	= 76						

From table 14, the mean score in Cycle 2 is noticeably higher than that in Cycle 1, namely 83.54 compared to 81.89. The difference between the two is 1.65. It was indicated that generally, the students' skills in writing procedure text have improved, involving the five aspects of writing. Related to the content, the achievement percentage increased from 80.83% to 84.36%. In term of text organization, this skill also improved from 87.8% to 89.81%. With regard to the students' mastery of grammar, they also made improvement from 79.11% to 85%

of achievement. Their mastery of vocabulary, unfortunately, decreased from 81.43% to 75.69%. As it was explained, the researcher used a dictogloss activity to teach procedure text in the second cycle. The students wrote down the key words and finally were asked to rewrite the text with their own words. However, the results showed that most of them used exactly the same words as what the model text had. Finally, the aspect of writing mechanics grew from 77.86% to 86.92%.

Overall, the students' skills in writing procedure texts in Cycle 2 increased, involving four writing aspects, namely content, text organization, grammar, and mechanics. The following procedure texts are the examples of the students' writings in Cycle 2.

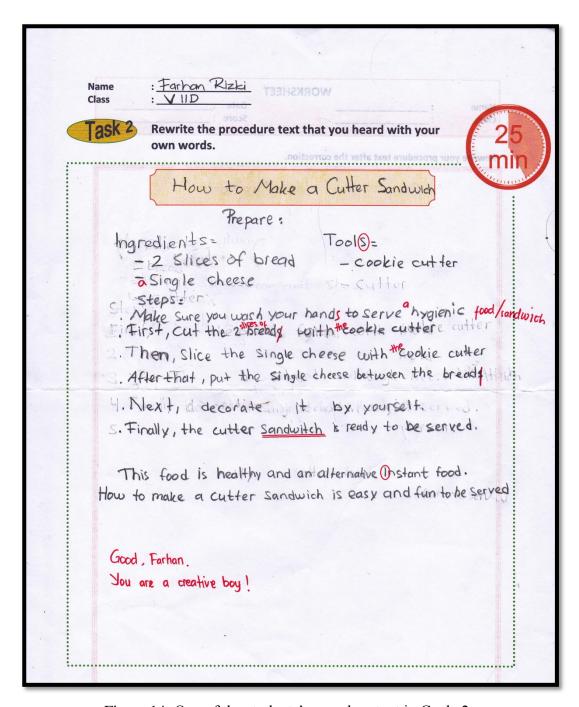


Figure 14: One of the students' procedure text in Cycle 2

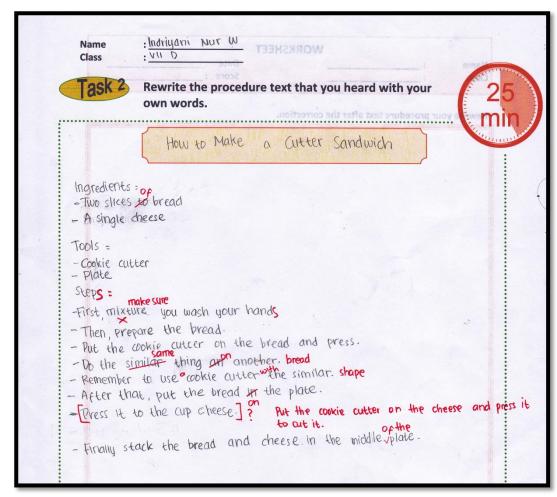


Figure 15: Another student's procedure text in Cycle 2

The students also gave positive responses to the teaching and learning activities in the second cycle. Here are the interview transcripts.

R : Sejauh ini sudah ngerti belum sama penjelasan dari mbak? Eh, jangan ngerti dulu nding. Seneng nggak dengan cara-cara belajar seperti itu? (So far, did you understand my explanations? Oh, let's talk about it later. **Did you enjoy our ways of learning**?)

S2, S9,: Seneng, Miss. (We enjoyed, Miss.)

S18, S20,

S26,S29

R : Senengnya kenapa? Bedanya apa sama cara Ms. Eni ngajar dulu? (What made you enjoyed? What's the difference from Ms.Eni's ways of teaching?)

S10 : Emm..senengnya itu kalau praktek bikin-bikin gitu, Mbak. Tapi bikinnya

itu yang nggak ada di buku. Kalau sama Ma'am Eni dulu juga pernah bikin teh, tapi kita prakteknya cuma pura-pura. (It's interesting when we practiced making something that wasn't found in our books. With Ms.Eni, we only pretended to make a cup of tea.)

(Interview 12-8/5/2013)

R : Oke, sekarang gini. Waktu Miss ngajar procedure kemarin kan Miss nayangin gambar-gambar bendanya, nayangin video, terus kita juga praktek langsung pakai benda-benda yang nyata tuh. Dengan begitu kalian merasa terbantu nggak saat nanti harus menulis teks procedure sendiri. (When I was teaching, I showed you pictures of things, videos, and then we practiced making things with real objects. Did they help you in writing your procedure texts?)

S2, S9,: Terbantu, Miss. (They helped, Miss.)

S10, S18,

S20, S26,

S29

- S26 : Ya kebantunya soalnya nggak cuma kata thok, Miss, tapi juga pake gambar. Jadi tambah tau kalau kata init uh bendanya yang kaya gini.
 (Because they were not only words but also supported by pictures. So, we understood the real shapes of the words.)
- S18 : Kalo saya terbantunya karena jadi tau kalau mau nulis itu disebutin bahan-bahannya dulu. (They helped because before writing, the materials were mentioned first.)
- S2 : Kalau saya terbantunya karena dapat inspirasi.(I was helped as I got inspiration)
- R : *Inspirasi yang seperti apa?* (What kind of inspiration?)
- S2 : Inspirasi..emm...langkah-langkahnya. Sama kaya ini tadi (menunjuk S18). Jadi tau awalnya nulis judulnya. Habis itu harus nyebutin alat sama bahan. Baru cara-caranya. (About the directions. Same as S18. I finally know that the beginning was started by a title, followed by the tools and ingredients, and finally the steps.)

(Interview 12–8/5/2013)

The interview transcripts above explain that the learning activities helped the students to improve their skills in writing procedure texts. The presented

pictures of words, as well as the videos made them understand the visualization of the words, which would be used in their texts. Besides, the real practice of making things gave them some inspiration, related to the logical steps in doing something, which was the identical characteristic of this text.

In comparison to the results in Cycle 1, the implementation of Multiple Intelligence-based teaching techniques in the process of teaching and learning descriptive text in Cycle 2 resulted in some improvements in terms of content, language use, and vocabulary. On the other hand, the students' skills in organizing ideas and using correct mechanics declined. Below is their descriptive writing achievement in Cycle 2.

Table 16: The students' Descriptive Text Writing Results in Cycle 2

Writing Aspects	Content	Organization	Language Use	Vocabulary	Mechanics	Total	
Total Score	694	528	499	534	104	2359	
Maximum Score	840	560	560	700	140		
Achievement Percentage	82.62%	94.29%	89.11%	76.29%	74.21%		
Mean	Mean $= 2359/29 = 84.38$						
Highest Score = 90							
Lowest Score	= 80						

The table shows that mean score in Cycle 2 is higher than that in Cycle 1, namely 84.38 compared to 76.17. Here is the elaboration.

In regard to writing content, the students made some percentage of improvement from 61.95% in Cycle 1 to 82.62% in Cycle 2. The following interview transcripts are the students' and the English teacher's responses.

R : Dengan mewawancarai teman kalian kemarin, terus kalian Mbak bekali dengan lembar isian untuk wawancara, kalian terbantu nggak waktu nanti mau nulis. Maksudnya terbantu nggak nanti isi tulisannya itu bakal apa aja? (When you interview your friends and I provided you with interview worksheet, did it help you with the content of your text?)

S2, S9, : Terbantu, Mbak. (Yes, Miss.)

S10, S18,

S20, S26,

S29

R : *Iya, Ryan, mau nambahin?* (Ryan, do you want to add?)

S9 : Terbantu soalnya kan ada apa saja yang mau ditanyakan. Terus nanti jawaban dari temennya yang ditanyai itu terus dimasukkan ke tulisan gitu, Miss. (It helped because there was some information to ask. Then, we put our friends' answers in the texts.)

(Interview 12–8/5/2013)

R : Saya minta tanggapan sama feedbacknya ya Ma'am tentang pembelajaran tadi. (Ma'am, could you give me some feedback about today's lesson?)

T : Siswa diperbolehkan melihat contoh teks, tadi waktu mereka mau mengcreate teks mereka sendiri, tapi tetap diminta untuk kreatif. Menuangkan apa yang ada dipikiran mereka yang pasti itu lebih banyak dari apa saja yang tadi diwajibkan isinya. (The students were allowed to see the model text but they were asked to be creative in writing all they had in mind, which were certainly more than the required content.)

(Interview 10-4/5/2013)

The students' skill in organizing ideas, unfortunately, decreased a little (3.12%) from 97.41% to 94.29% in Cycle 2. This happened particularly to those who wrote inappropriate supporting sentences for different main ideas. In terms of language use, the students' ability in writing correct grammatical sentences improved from 84.83% of achievement in Cycle 1 to 89.11% of that in Cycle 2. The students' mastery of vocabulary also increased from 66.21% to 76.29% in the

second cycle. Lastly, in regard to mechanics, there was a decreasing number of achievement by 17.51%. Mostly, it was related to their misspelling. There were some reasons for it as it is explained in the following interview transcript.

R : Yang dari koreksian yang mbak kembalikan ke kalian itu lho. Yang masih banyak salahnya apa? (What kind of mistakes did you found from your writings that have been evaluated?)

S21 : Spelling, Miss.

\$13 : Aku yo iyo. (**Me, too**.)

P : Yang lain? (The other?)

S1 : Aku juga spelling, Miss. (**My spelling, too**.)

P: Kok bisa ya? Jangan-jangan kalian yang masih males buka kamus ya? Apa taunya emang begitu? (How come? Was it because you had no desire to open dictionary or you knew that as the correct spelling?)

S1 : Hehehehe, males buka kamus, Miss.(Lazy to open dictionary.)

S11 : Kalau saya buru-buru, Kak. (I was writing in hurry.)

P : *Kalau yang cowok, kenapa kok bisa sering salah di* spelling? (The boys, how about you?)

S21 : Nggak bawa kamus, Miss. Hahahahaha. (I didn't bring dictionary, Miss.)

(Interview 13-8/5/2013)

The interview above explains that most of the students made mistakes in word spelling. Their misspelling was caused by their low intention to check their dictionaries. Some of them even did not bring their dictionaries. One of the students said that her misspelling was because she wrote in hurry. However, due to the limited time of the research, this was not considered as a big matter as the following interview with the English teacher reveals.

Tapi ini kan waktunya sudah mepet. Jadi bagaimana, Bu? (Their mastery of mechanic decreased up to 17.51%. But my research time is almost up. How do we solve it, Ma'am?)

T : I think it's not a big deal. At least the actions were already successful in increasing the mean score. Moreover, I see that none of their scores was under the KKM.

(Interview 14-14/5/2013)

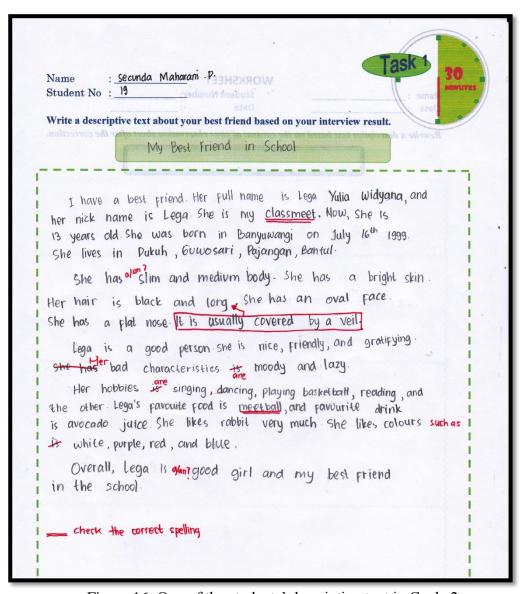


Figure 16: One of the students' descriptive text in Cycle 2

After the actions of Cycle 2, it can be concluded that Cycle 2 was successful in achieving most of the learning indicators, as well as in improving the students' writing skills. The table below is the summary and the comparison of the action results in Cycle 1 and in Cycle 2.

Table 17: The Changes of the Students' Writing Skills in Cycle 1 and 2

No	Writing	Procedu	ıre Text	Descripti	ve Text
	Aspects	Cycle 1	Cycle 2	Cycle 1	Cycle 2
1	Content	- They were able to write various titles of procedure text that they never learned or wrote before but some students still wrote inadequate directions.	- There was an improvement in the actual number of the sentences that the students wrote and the comprehensibility of the directions	- They wrote less information because most of them only enjoyed the observation and did not note down their findings completely.	- They used the interview results effectively to get many ideas to write. Moreover, all of them truly create their texts - individually and creatively Their texts contained identification, descriptions, and conclusion paragraphs.
2	Organization	- They were able to write the text with its correct order of parts (purpose, materials, and steps) They wrote the directions in a logical order.	- Their texts already contained the minimum parts of procedure texts such as purpose of the text, materials, and clear and well-sequenced steps.	- They wrote their texts with correct and clear structure (identification and description) Their supporting ideas also suited the main ideas.	- Their skill decreased (3.12%) related to their inappropriate supporting sentences for different main ideas.

3		- Their	- Most of them	- They gradually	- They were
		foreignising	were now	reduced their	able to write
		habit	able to write	foreignising	descriptive
		gradually	suitable	habit. So, their	sentences
		decreased.	imperative	sentences were	with correct
		- Most of them already used	verbs, and correct noun	able to communicate	subject-verb
	Language Use	imperative	phrases and	their messages	agreement Besides, most
	gua ^J se	verbs to begin	prepositions.	quite	of them used
	ang L	the	prepositions.	effectively.	correct
	Т	instructions or		- Some of them	pronouns and
		after the time		still missed the	adjectives in
		connectors.		s/es after the	their texts
				verbs in	
				sentences with	
				singular	
4		- They were	- It decreased	subjects Their	- They were
		able to write	5.74% as the	knowledge of	finally able to
	>	various topics	students	adjectives to	use
	llar	with a range	wrote their	describe people	appropriate
	apn	of word	texts with the	or things has	and varied
	Vocabulary	choices.	same words	improved.	word choices
	>		as the key		to express
			words in the		their ideas
5		Their manatage	model text.	Thorres to 11	creatively.
3		- Their mastery of mechanics	- They were able to write	- They put full stops to	- Their mastery of mechanics
		had slightly	procedure	terminate their	declined
	Ø	improved	texts with	sentences but	17.51% as the
	Mechanics	although	correct word	they ignored the	result of their
	cha	some of them	spelling,	correct	misspelling.
	Meα	still missed	capitalization	capitalization.	
	~	the full stops.	s, and correct		
			use of		
			commas and		
			full stops		

In terms of the teaching-learning process in Cycle 2, there were also some improvements, which were better than that in Cycle 1. These are summarized as follows.

Table 18: The Changes in the Teaching-Learning Process in Cycle 1 and 2

1 (ible 18. The Changes in the Teaching-	L	arming rrocess in Cycle r and 2
	Cycle 1		Cycle 2
-	Book, the Internet, videos, Power	-	The types of the previous media were
	Point, song, and the students'		the same and were added by more
	surroundings were used as the		interesting activities.
	learning sources.		
-	The students were introduced to the	-	The students were introduced to the
	five aspects of writing.		five aspects of writing with deeper
	-		emphasises.
-	The male students were sometimes	-	All of the students paid attention to
	undisciplined but the other students		the lesson and there were no student
	paid more focus on the lesson.		disturbing others or talking to each
			other during the lesson.
_	The students self learning-awareness	_	Their self learning-awareness
	slightly increased by volunteering.		increased, including the students with
			disruptive behaviour.
_	They students tried to create their	_	They students tried to create their
	own texts.		own texts with mostly different and
			various contents.
_	The students' awareness to bring	_	At least there was one dictionary in
	dictionaries has increased but they		each table. They were also active in
	still liked to ask the R about the		consulting their dictionaries rather
	meaning of words rather than		than too often asking the researcher.
	consulted their dictionaries.		than too often asking the researcher.
	consumed their dictionalies.		

The elaboration above reveals that the results of Cycle 2 were better than that of Cycle 1 in terms of the students' writing skills and the teaching and learning process. As a result, the researcher and the English teacher agreed to end the actions of the research and to conduct procedure and descriptive writing post-tests.

E. Research Findings

At the beginning of the research, the researcher administered procedure and descriptive writing pre-tests to know the students' current writing skills before the action. During the actions which were conducted in two cycles, the researcher collected the quantitative data in the form of the students' writing scores, which were the results of the writing assignments. To know the effects of the actions, at the end of the techniques implementation, the researcher administered procedure and descriptive text writing post-tests as well. These were to see the actual improvement on the students' writing skills after experiencing the learning activities.

From the result of the procedure text writing post-test, she indicated continuing progress, compared to the results of the pre-test, Cycle 1, and Cycle 2 as presented in the following table.

Table 19: The Mean Scores and the SDs of the Students' Procedure Texts

	Pre-test	Cycle 1	Cycle 2	Post-test
Mean	69.66	81.89	83.54	87.31
SD	6.86	7.98	4.33	5.53

Starting from the result of the pre-test at the beginning of the research, it was found that the mean of the students' procedure text writing scores was the lowest. Compared to the mean in the post-test, namely 87.31, it was 17.75 points higher than that in the pre-test.

Moreover, it was found that the standard deviation of the students' procedure writing scores in the pre-test was 6.86, while those of their scores in Cycle 1 and Cycle 2 were 7.98 and 4.33. The standard deviation score in the post-test was 5.53. Hence, from these standard deviations, it can be concluded that their results in procedure writing in Cycle 2 is the most homogeneous one, as compared to those of the scores in the other phases.

Meanwhile, the researcher also monitored the changes in the students' writing ability, involving the five writing aspects, namely content, text organization, language use, vocabulary, and mechanics, from the pre-test until the post-test. The mean scores for each writing aspect are presented in the following table.

Table 20: The Mean Scores for Five Aspects of Procedure Text Writing

	Content	Organization	Language	Vocabulary	Mechanics
			Use		
Pre-Test	19.90	16.03	13.48	17.10	3.14
Cycle 1	24.25	17.57	15.82	20.36	3.89
Cycle 2	25.31	17.96	17.00	18.92	4.35
Post-Test	27.10	18.69	17.55	19.52	4.45

The first factor is related to the content of the writings such as the fluffiness of the parts of procedure text (purpose, materials, and steps), the clarity of the directions, and the actual number of the sentences that the students wrote. In comparison to their content achievement in the pre-test, their results in the post-test showed a higher mean, namely 27.10 compared to 19.90. Most of them wrote the parts orderly.

Regarding the organization of the text, in the post-test, the majority of the students have used the complete text organization. Besides, they also wrote the directions of doing something orderly with quite detail sequences. The effective use of time connectors was also found in most of their writings. This is presented by the mean score for this aspect in the post-test, namely 18.69.

In terms of grammar, most of the students have used effective and appropriate imperative verbs in their sentences. Besides, they were able to write correct noun phrases. Some of them, however, sometimes missed the determiners such as *the* and *a* or *an*. The mean score for grammar in the post-test was 17.55, which was 4.07 points higher than that in the pre-test.

In regard to the students' mastery of vocabulary, the improvement is represented by the mean score 19.52 in the post-test. The inappropriate word choices were reduced and the students dared to use new words in their writings.

Related to the use of writing mechanics, most of the students have used capital letter at the beginning of every sentence. Besides, they also knew when to put commas and full stops in their sentences. However, some of them still had misspelling due to carelessness, less desire to open dictionary, and ignorance of the correct spelling. The mean score for the mechanics in the post-test was 4.45, which was still better than that in the pre-test. In conclusion, their skills in writing procedure texts in the post-test were analyzed and categorized as follows.

Table 21: The Students' Procedure Writing Scores in the Post-Test

Scores	Categories	Frequency	Percentage		
91 – 100	Excellent	8	27.59 %		
81 – 90	Very good	18	62.07 %		
71 – 80	Good	2	6.90 %		
61 – 70	Fair	1	3.45 %		
51 – 60	Poor	0	0 %		
41 – 50	Very poor	0	0 %		
Mean		87.31			
SD	5.53				

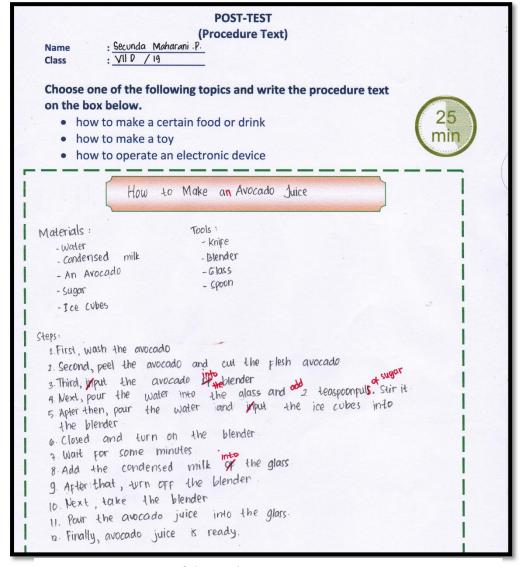


Figure 17: One of the students' procedure text in the post-test

A continual monitoring was also done in the students' skills in writing descriptive texts from the pre-test, Cycle 1, Cycle 2, until the post-test. The table below shows the mean scores and the standard deviations of their writings, which gradually developed.

Table 22: The Mean Scores and the SDs of the Students' Descriptive Texts

	Pre-test	Cycle 1	Cycle 2	Post-test	
Mean	72.59	76.17	84.38	87.34	
SD	5.17	4.83	2.86	3.18	

The means noticeably increased. Before the techniques implementation, the mean score was 72.59. In the first cycle, it grew 3.58 points, becoming 76.17. In Cycle 2, it increased again to 84.25. Lastly, in the post-test, the mean was 87.32, with the highest score was 93 and the lowest score was 80. It meant that all of the students already passed the KKM of English lesson, namely 79.

In addition, it was found that the standard deviation of the students' descriptive writing scores in the pre-test was 5.17. The SD scores in Cycle 1 and Cycle 2 were 4.83 and 2.86. The standard deviation score in the post-test was 3.18. Thus, it can be concluded that their results in descriptive writing in Cycle 2 is the most homogeneous one, as compared to those of the scores in the pre-test, Cycle 1, and in the post-test.

The researcher monitored the changes of each writing aspect in the students' descriptive texts in all phases of the research. The mean scores are presented in the following table and the factors affecting the scores are discussed subsequently.

Table 23: The Mean Scores for Five Aspects of Descriptive Text Writing

	Content	Organization	Language	Vocabulary	Mechanics
			Use		
Pre-Test	23.07	15.00	15.17	15.14	3.86
Cycle 1	18.59	19.48	16.97	16.55	4.59
Cycle 2	23.93	18.21	17.21	18.41	3.59
Post-Test	26.07	18.38	17.03	18.41	4.41

Firstly, in terms of content, the students' writing contents decreased from 23.07 in the pre-test to 18.59 in Cycle 1. However, they could handle and increased it in Cycle 2 and in the post-test. Each of the text contained an identification paragraph, description paragraphs, and a conclusion paragraph with elaborated ideas. Besides, the number of the sentences in their writing was also increased. Their final achievement is represented by the mean score for the content, namely 26.07 in the post-test.

Secondly, the writings have shown the complete use of text organization by the majority of the students. They put the identification, the descriptions, and the conclusion orderly. Besides, most of the supporting sentences also suited the main idea of the paragraphs. Thus, the main score for the text organization skill in the post was higher than that in the pre-test, namely 18.38 compared to 15.00.

Thirdly, the students' ability in writing correct grammatical sentences also increased in every phase of the research. In the pre-test, the mean score was 15.17, yet in the post-test, it increased into 17.03. Most of them wrote sentences with correct subject-verb agreements. Besides, their writings were able to communicate their messages effectively.

Fourthly, the mean score for the students' vocabulary mastery in the posttest is represented by the mean score 18.41. The inappropriate vocabulary use was reduced.

Lastly, regarding the use of mechanics, the mean score for mechanics in the post-test was higher than that in the pre-test. It was 4.41 compared to 3.86. Despite this improvement, some of the students' writings still contained some misspelling.

Overall, their skills in writing descriptive texts in the post-test were analyzed and categorized as follows.

Table 24: The students' Descriptive Writing Scores in the Post-Test

Scores	Categories	Frequency	Percentage			
91 – 100	Excellent	4	13.79 %			
81 – 90	Very good	24	82.76 %			
71 – 80	Good	1	3.45 %			
61 – 70	Fair	0	0 %			
51 – 60	Poor	0	0 %			
41 – 50	Very poor	0	0 %			
Mean		87.34				
SD	3.18					

At the end, 13.79% of the students fitted excellent category. Most of them, with 82.76% fitted very good category and the rest, with 3.45% fitted good category with. Thus, all of them already passed the KKM, with the minimum score 80.

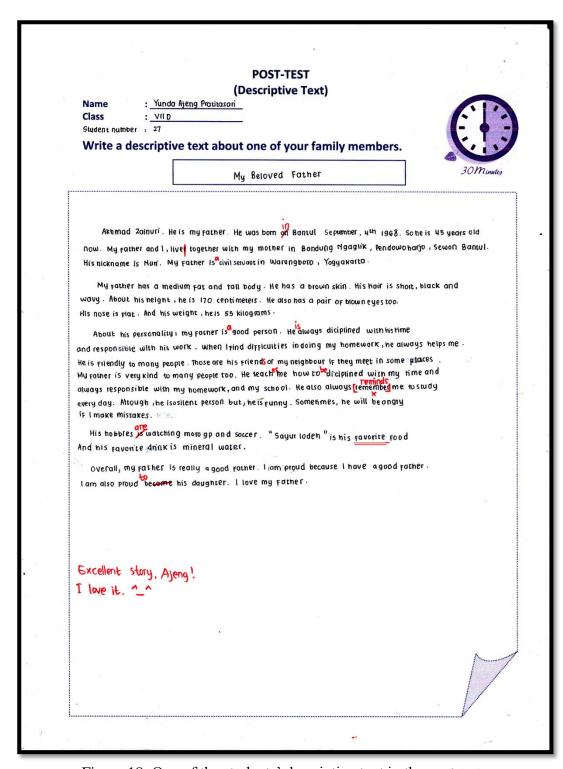


Figure 18: One of the students' descriptive text in the post-test

F. Discussion

The classroom observation, the interviews, and the students' scores showed that the teaching techniques based on the theory of Multiple Intelligences were effective to teach writing to the students. This effectiveness was mostly connected to the writing teaching and learning process, as well as the students' writing skills, involving the five writing aspects (content, organization, language use, vocabulary, and mechanics). These achievements are subsequently singled out as follows.

Firstly, the research has revealed the strengths and weaknesses of using MI-based techniques to teach writing, the problems during the teaching-learning processes, and the students' responses to the learning activities. From the research findings, MI-based techniques were effective in facilitating the students with various learning resources which could seize the students' interest in learning. Furthermore, these were also useful to improve their learning motivation, self learning-awareness and positive attitudes toward the lesson. Once these factors were gained, the students' writing achievements improved gradually. Bas and Beyhan (2010) in their study prove that the MI approach activities are more effective in the positive development of the students' attitudes. At the end of their research, it is said that the students who are educated by MI-based learning method are more successful and have a higher motivation level than the students who are educated by the traditional instructional methods. Another study by Gangi (2011) also shows that when the students are given a choice of activities to complete, they tend to pick those activities in which they will use their strongest

intelligence area. Therefore, they are more motivated to complete their work and ultimately, increases their achievement and success. In terms of the learning sources, Christison (1999) states that MI theory will be very useful if teachers understand and implement it. Teachers then become curriculum developers, lesson designers, activity finders or invertors, and critical conductors of a rich array of multisensory activities within the realistic constraints of time, space, and resources of the classroom. In this research, the researcher was able to provide the students with various learning resources, not only from the textbook that the English teacher and the students usually used.

Secondly, regarding the process of writing, the students were introduced to the suggested steps of writing, namely pre-writing, drafting, sharing, revising, editing, (publishing), and assessing. Before the actions were implemented, the students create a piece of writing in one step, particularly in writing procedure texts. Besides, they tended to copy the model texts or their friends' works. In this research, the researcher pointed out that she assessed the students' writings not only based on the length and quality, but also the originality of their writings. Seow in Richards and Renandya (2002) emphasizes that process writing in the classroom may be construed as a program of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point. Moreover, Peha (2002: 29) believes that writing process is extremely helpful because it solves some very basic, but all too common problems such as "Students don't know how to get started. ... Students don't write because they are afraid of making errors. ... Low productivity, students

don't write very much. ... No effort in revision; no ability to rethink earlier drafts. ... Sloppy work; no attention to detail in final drafts." As a result, the writing process implemented in this research gradually changed the students' negative writing habit, which was copying the model texts or their friends' works.

Thirdly, the implementation of the Multiple Intelligence-based techniques in this research have improved the students' writing skills in terms of content, organization, language use, vocabulary, and mechanics. These are shown in the results of their writings in most of the assignments and all of the post-test. The effectiveness of the techniques in regard to the writing aspects is singled out as follows.

1. Content

The writing-teaching techniques based bodily-kinesthetic, on interpersonal, and logical-mathematical intelligences effectively facilitated the students in collecting the ideas to write. Through bodily kinesthetic learning activities, they experienced learning by performing things. Particularly in learning procedure texts, these muscular activities gave them an inspiration that a procedure text contains a purpose, materials, and instructions. They gradually understood these parts from the practices, in which they thought 'What they are going to do?', 'What do they need?', and 'How do they perform it orderly?' Armstrong (2003: 32) states that "... the greater part of bodily-kinesthetic focus on text should be helping students explore, understand, and express the text's meaning in physical ways." After students clearly understand the content of the text through not only reading but also practicing, this will give a high influence to the content of their writings.

The use of interpersonal intelligence-based techniques through interviewing activity also has significantly improved the quality and the quantity of their writing contents. Their nearest society, which was their classmates, gave them many ideas about what to write. A study by Ozdemir (2006) in Bas and Beyhan (2010) observes that both teacher and peers can provide support, encouragement, and models. So, the social interaction itself is designed to facilitate learning.

Furthermore, the application of brainstorming activity, as a part of logical-mathematical intelligence-based techniques, assisted the students to critically collect ideas together with their classmates. The ideas they found were then used as to create a text collectively.

2. Organization

The students' skill in the text organization has increased as the effect of bodily-kinesthetic, logical-mathematical, and visual-spatial intelligences-based learning activities. As it is told in the action and observation, the combination of logical thinking and direct practice could help the students to perform something based on its logical steps, rather than simply imagining the process.

The logical-mathematical intelligence-based technique itself could significantly help them to organize their ideas, one after another, according to their sequential arrangements. Thus, it could be seen from their writings that their

supporting sentences really elaborated the main idea of their paragraphs. Armstrong (2003) points out that good writers have sorts of guidelines in their mind. Based on these guidelines, they are able to select the appropriate form of their texts, the audience, and then go about creating a format and sequence that delivers their message(s) in the best possible way.

In a previous study, Campbell and Campbell (1999) also have a success story in using visual imagery to help the students organize their thought in writing. They prove that the learning activity of watching closed-captioned television shows of videos programs allowed the students to see the actions sequentially, hear the words as a vocabulary exposure, and, at the same time, read the text of the dialogue on the bottom of the screen. In this research, the presentation of the text types in the form of videos helped the students understand the sequence of the texts visually.

3. Language Use

The research showed that the use of logical-mathematical intelligence-based techniques in the modeling and deconstructing the texts eased the students' way in dealing a lot with the grammatical features of the texts. As a result, their mastery of language use improved significantly, as shown in the results of the post-tests, compared to that of the pre-tests. Based on Bloom's taxonomy in Armstrong (2009), it was surprising that these techniques not only helped them to deal with the grammatical aspect until the knowledge level, but it also helped

them to comprehend the patterns, applying the patterns in their sentences, and analyzing the grammatical mistakes in their friends' writings.

4. Vocabulary

Before the research, they students used to be asked to hear and memorize lots of words without knowing the exact meaning of some words, their shapes, and their use in certain contexts. Memorization is actually verbal-linguistic ability in nature. From the survey result, it was found that their verbal-linguistic intelligence was in the lowest rank among the seven other intelligences. It was no wonder that they easily forgot these words.

The more the senses are utilized, the more the understanding is acquired. This principle was proved in this research. The use of visual aids (videos, pictures, and real objects) and audio material (songs) was effective as vocabulary stimuli for the students. That was why they not only knew the words in a glance, but also comprehended them deeper and memorized them longer.

5. Mechanics

In terms of the students' mastery of mechanics, the certain MI-based techniques employed in this research also succeeded in helping the students to write their texts with more attention to the effective use of capitalization, punctuations, and word spelling. These aspects were emphasized during the sharing and the editing steps of writing, which implemented interpersonal intelligence-based techniques (pair and peer corrections). In Peha's (2002) study,

he lets the students edit their own writing only for the things they know how to edit. When it comes to things they do not understand, he asks them to ask their classmates to help them. Then, they study the corrections that they get from their classmates. Finally, their final drafts are much better after their classmates' editing in terms of spelling, capitals, periods, and commas

In conclusion, the implementation of Multiple Intelligence-based techniques in teaching writing was effective to improve the quality of the teaching and learning process of writing itself and to change the students' negative writing habit in producing a piece of writing into the more positive one. The most importantly, the implementation was also significant in improving their writing skills in terms of content, organization, language use, vocabulary, and mechanics.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The conclusions of this research study are drawn based on the formulation of the problem and the objective of the study. Overall, this study has investigated how the Multiple Intelligence-based techniques could be implemented to improve the students' writing skills. In this subchapter, the researcher presents the answer to the question in three areas, namely content, process, and product.

Firstly, to be able to conduct the teaching-learning process of writing in the classroom effectively, the content of the materials taught in the classroom must be well-selected to generate the syllabus and well-organized to create the lesson plans. To make it, the researcher conducted interviews and a classroom observation to find the problems in the teaching and learning process of writing and the students' current writing skills. After that, she did a survey based on the theory of MI to find the six dominant intelligences in the classroom. It was found that their dominant intelligences were bodily-kinesthetic, naturalist, visual-spatial, musical, logical-mathematical, and interpersonal. These intelligences would then be the groundwork for the content, which determined what techniques to be implemented to deliver the materials.

Secondly, the process of the actions was based on the content that has been planned. This process has answered the research question for it emphasized the way MI-based techniques, involving various activities and tasks, were

implemented in teaching descriptive and procedure writings. Most of the teaching techniques have never been applied by the English teacher. In this research, the students experienced learning through new, interesting, and motivating ways based on their intelligences. They were let to do experiments and walk around the class and outside the class to find information to create their texts. Besides, they received learning stimuli from different sources based on their smartness domains, not only from their only textbook. These tasks and activities were effective in grabbing their interest, improving their motivation and self-learning awareness, and developing their positive attitudes toward the lesson. Additionally, the writing process introduced in the teaching and learning process could change their negative writing habit into the more positive one. Since the tasks and activities were based on their dominant intelligences, they were more motivated to complete their works, and ultimately improved their writing achievements.

Thirdly, the improvement in the students' motivation, self-learning awareness, attitude toward the lesson, and writing habit brought about betterment of their writing skills, in terms of content, organization, language use, vocabulary, and mechanics. It can be seen from the results of their post-tests. Compared to the mean scores of the five writing aspects in the pre-tests, the mean scores of these in the post-tests were higher. From their procedure texts in the post-test, there were improvements in the mean scores for the content with 7.20 points, the text organization with 2.66 points, the language use with 4.07 points, the vocabulary with 2.42 points, and the mechanics with 1.31 points. The mean score improvements also happened in the students' descriptive texts in the post-test, as

follows: the content with 3.00 points, the organization with 3.38 points, the language use with 1.86 points, the vocabulary with 3.27 points, and lastly the mechanics with 0.55 points. So, the techniques used in teaching writing could improve the quality of the students' writing products.

Overall, it has been proved that the implementation of MI-based techniques to teach writing facilitated the students to learn writing at ease and more interestingly based on their different smartness. In addition, the techniques also developed their awareness that they must not be anxious to learn writing in particular and English in general if their verbal-linguistic intelligence was low. These all finally improved their writing skills significantly.

B. Implications

- 1. From the findings of this research study, it can be implied that writing teaching techniques based on the theory of Multiple Intelligences can be valued for the teacher to be applied in the classroom, in order to improve the students' writing skills in general. Thus, the acknowledgment of the students' intelligence profiles is crucial for the teacher to do at the beginning of the teaching-learning period.
- 2. Multiple Intelligence-based teaching techniques can be the alternative ones, which are interesting for the students to experience in the classroom. These can be implemented in different levels of education in order to increase the students' enthusiasm in writing in general and in learning in particular. Although the techniques might not represent each intelligence

equally in each meeting, there would be a time during the period when a student has his or her most highly developed intelligence actively involved in learning.

C. Suggestions

1. To the English teacher

It is better for the teacher to value that the students are different in terms of intelligences and as a teacher, she has to know and appreciate the students' different talents. Besides, if the teacher accepts that different intelligences predominate in different students, it suggests that the same learning task may not be appropriate for all of the students.

2. To the students

It is better for the students to know their intelligence profiles. Thus, they will be more confident in learning if they can utilize their different smartness to find the easier ways for them to learn.

3. To other researchers

It is recommended that other researchers should conduct some research studies on the implementation of Multiple Intelligence-based techniques and its relation to students' writing ability in other levels of education.

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COURSE GRID FOR TEACHING-LEARNING OF WRITING for Grade VII of SMP Negeri 2 Bantul in the Academic Year of 2012/2013

Cycle	Standard of Competence	Basic Competence	Text Type	Involved Intelligences	Language Focus	Materials	Input Text	Activities	Indicators	Time Allocations
	12. Expressing meanings through very simple functional written texts and short essays in the form of descriptive and procedure texts to interact with the surroundings.	12.2 Expressing meanings and rhetorical steps in very simple short essays in written work accurately, fluently, and appropriately to interact with the surroundings in the form of descriptive and procedure texts.	Procedure	Bodily-Kinesthetic Visual-Spatial Logical-Mathematical Interpersonal	Generic structure of a procedure text Imperative verbs Signal words • Signal words	 Generic Structure: Purpose Materials Steps Related nouns (Paper cups, can, string, pin, wooden sticks) Imperative verbs Tie a Knot Punch a hole Poke the string through the hole Peel the apple Break the egg Slice the onion Plug in the headset jacks Blend the strawberries Grind the chillies Measure the length Signal verbs First Second Third Then After that Before that Finally Procedure text How to Make a String Phone Want to send a private message to a friend? I will show you how to make a string phone. 	• Written procedure texts • Video	BKOF: - Students try a string phone. - Students watch a video - Students get vocabulary exposure to the topic MDOT: - Teacher explains a procedure text and the use of imperative verbs. - Students do exercises on imperative verbs. - Students make string phones based on the text they read. JCOT: - Students retell the way they make it using their own words. - Students arrange jumbled sentences into a good and coherence procedure text. ICOT: - Students write a procedure text based on	1. identifying the imperative verbs on the text 2. using imperative verbs in writing 3. arranging jumled sentences into a good procedure text 4. writing a short functional text in the form of a procedure text	3 x 40 minutes (2 meetings)

	.
Materials needed: different	given
- 2 paper cups titles.	
- String 2.5 meters in - Students	
length evaluate	
- Small wooden sticks friends'	vorks
- Pin / sharp thing to and rew	te
make holes their tex	3
heard or	the
Steps: evaluation	n.
1. Take two paper LRT:	
cups and poke a	
small hole at the explains	other
bottom of each types of	
cup. The hole procedu	texts
should be big for diffe	
enough to fit the specific	Siit
string through. specific	for
the string through manuals	ina
one of the cups recipes	
and tie a knot in a	
wooden stick	
inside the cup.	
3. Make the string as	
long as how far	
away you will be	
from the other	
person.	
4. Poke the other	
end of the string	
through the hole	
in the other cup	
and tie a knot in a	
wooden stick.	
5. Now that you have	
a cup on each end	
of the string, it is	
ready to try.	
	1
Descriptive • Naturalist • Generic • Generic Structure: Descriptive BKOF:	1. answering the 4 x 40 minutes
• Visual-Spatial structure of a - <u>Identification:</u> texts - <u>Students</u>	
• Interpersonal descriptive Identifies their opi	
text participant or about SI	
• Adjectives thing to be Bantul.	adjectives in a
• Simple described Students	
present tense - Description: description	
• Preposition - Description. about SI	IP 2 opposites of the

Describes parts, Bantul. adjectives used	
qualities, - The whole class in a descriptive	
characteristics, discuss the text.	
etc. difficult words 4. writing simple	
• Adjectives: found in the sentences	
- Traditional text. containing	
- Students adjectives.	
- SICK questions descriptive	
related to the sentencesbased	
- Fat text. on the	
- Loud MDOT: observation	
• Simple Present - Teacher sheet	
Tense explains the 6. writing a	
S + V1 definition, descriptive text	
S + V1s/es social purpose, individually	
generic based on the	
• Preposition structure and observation	
- In language result aroung	
- III - On features of the school.	
touts (the use of	
- Above	
- Orider - Students have	
- Between some exercises	
- Among on adjectives	
- Next to - Teacher	
- In front of explains	
- Behind prepositions.	
• Descriptive Text - Students	
My Beloved brainstorm	
School , , , , .	
1 study in Sivil 14 2	
Dalitui, Tilis School is	
one of best jumor mgn	
SCHOOLS III DAILUI	
regency. It is located in groups of six observe	
iviy school is quite	
big. It has to stories. in their school.	
The environment is Students go	
I can do various back to the	
things during the break class and tell	
times. In the large what they	
library, found during	
their	
observation.	
161	
101	

								JCOT:		
								- Based on an		
								observation		
								sheet, teacher		
								guides students		
								to		
								write/continue a		
								descriptive text.		
								- The whole class		
								evaluates it.		
								ICOT:		
								- Students,		
								individually,		
								construct a		
								descriptive text		
								based on the		
								content of their		
								observation		
								sheet.		
								LRT:		
								- Teacher briefly		
								explains		
								descriptive and		
								report texts.		
								- Students watch		
								videos about a		
								cat as a pet and		
								cat in general.		
2	12. Expressing	12.2 Expressing	Descriptive	Musical	Generic	Generic Structure:	Descriptive	BKOF:	1. completing the	7 x 40 minutes
2	meanings through	meanings and	Descriptive				•	- The whole class	missing lyrics	(4 meetings)
				• Logical-	structure of a	- <u>Identification:</u>	texts		• •	(4 meetings)
	very simple	rhetorical steps		Mathematical	descriptive	Identifies		sees a photo of	of a song.	
	functional written	in very simple		 Interpersonal 	text	participant or		friendship.	2. answering the	
	texts and short	short essays in			 Subject, verb, 	thing to be		- The class sings	questions based	
	essays in the form of	written work			adjectives	described.		a song about	on a descriptive	
	descriptive and	accurately,			 Simple 	- <u>Description:</u>		friendship and	text.	
	procedure texts to	fluently, and			present tense	Describes parts,		discuss the its	3. identifying	
	interact with the	appropriately to			(subject-verb	-		whole meaning.	subjects, verbs,	
	surroundings.	interact with the			agreement)	qualities,		- Students tell	and adjectives	
		surroundings in			• Possessive	characteristics,		who their best	on the	
		the form of			case	etc.		friends are.	descriptive text.	
		descriptive and			casc	 Simple present 		- Students read a	4. identifying the	
		procedure texts.				tense:		descriptive text	correctness of	
		procedure texts.				- S (I, You, We,		about best	subject-verb	
						They) + V1		friend and	agreement in	
						- S (He, She, It) + V		discuss difficult	sentences.	
						s/es				
						- S (I, You, We,		words found on		
						- 5 (1, 1 ou, we,		the text.	positive,	

 _	 _	_	
		They) + do not+	- Students negative, and
		V1	answer interrogative
		- S (He, She, It) +	questions patterns of
		does not + V1	related to the descriptive
		- Do + S (I, You,	text. sentences.
		We, They) + V1?	MDOT: 6. completing a
		- Does + S (He, She,	- Teacher descriptive text
		It) + V1?	explains the use using correct
			of simple subject-verb
		`	present tense in agreement.
		My	a descriptive 7. making simple
		Your	text. possessive case
			- Teacher sentences.
		Our	explains 8. getting
		Their >+ noun	subject, verb, descriptive
		1	and adjectives. information by
		His	- Students have interviewing
		Her	some exercises others.
			on simple 9. writing a
		Its)	present tense descriptive text
			(subject-verb based on the
			agreement). interview
		Possessive case:	- Teacher result.
		With apostrophe "s"	explains
		Singular Noun	possessive case.
		e.g.: Febi's uncle	- Students
		• Plural Noun	interview a best
		e.g.: The children's toys	friend in the
			classroom
		Words end with	based on a
		<u>letter 's'</u>	given interview
		e.g.: Babies' hands	guideline.
			JCOT:
			- Some students
			write simple
			descriptive
			sentences based
			on the result of
			their interview.
			- The whole class
			evaluates the
			sentences.
			ICOT:
			- Students,
			individually,
			white a
			descriptive text
			descriptive text

	Proced	• Bodily- Kinesthetic • Visual-Spatial • Logical- Mathematical • Interpersonal	Generic structure of a procedure text Signal words	• Generic Structure: - Purpose - Materials - Steps • Signal words: - First - Second - Third - Then - After that - Before that - Finally	Procedure texts	about best friend based on their own interview result. LRT: - Students in pairs are given an assignment to look for a descriptive text and a report text and stick them on an A3 size paper. BKOF: - Some students try some jellies and then tell about the taste, color, shape to the other students Students read a procedure text, find the meaning of difficult words in it, and answers the questions. MDOT: - Students reread	1. answering questions related to procedure text. 2. using capital letter, comma, and full stop effectively 3. serving simple and creative dish based on the given materials. 4. rewriting a procedure text using own words.	3 x 40 minutes (2 meetings)
						answers the questions. MDOT:	procedure text using own	

				individually,
				revise a false
				procedure text
				using correct
				capitalization,
				comma, and
				full stop.
				- Students
				practice to
				make sandwich.
				JCOT:
				- Teacher uses a
				dictogloss
				activity. She
				reads a
				procedure text
				entitled "How
				to Make a
				Cutter
				Sandwich"
				aloud and asks
				the students to
				take some
				notes.
				ICOT:
				- Students,
				individually,
				rewrite the
				procedure text
				using their own
				words.
				<u>LRT:</u>
				- Teacher shows
				a manual
				textbook and a
				recipe textbook.

LESSON PLAN

ENGLISH LESSON FOR CLASS VII IN THE EVEN SEMESTER SKILL: WRITING PROCEDURE TEXT

INTELLIGENCE-BASED:



Hesti Wijaya NIM: 09202241021

DINAS PENDIDIKAN DASAR SMP NEGERI 2 BANTUL 2012/2013

LESSON PLAN (RPP)

School : SMP N 2 Bantul

Lesson : English Class/Semester : VII / 2

Text Type : Procedure Text

Time Allocation : 3 x 40 minutes (2 meetings)

STANDARD OF COMPETENCE:

Writing

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

BASIC COMPETENCE:

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

LEARNING OBJECTIVE:

1. Be able to write procedure texts with correct and appropriate rethorical steps and text stucture

CHARACTERS: 1. Cooperation

2. Confidence3. Diligence

INDICATORS:

At the end of the lesson, students will be able to:

- 1. identify the imperative verbs on the text
- 2. use imperative verbs in writing
- 3. arrange jumled sentences into a good procedure text
- 4. write a short functional text in the form of procedure text

1. Learning Materials

a. Procedure Texts

How to Make a String Phone

Want to send a private message to a friend? I will show you how to make a string phone.

Materials needed:

- 2 paper cups
- String 2.5 meter in length
- Small wooden stick
- Pin / sharp thing to make holes



Steps:

- 1. Take two paper cups and poke a small hole at the bottom of each cup. The hole should be big enough to fit the string through.
- 2. Poke the end of the string through one of the cups and tie a knot in a wooden stick inside the cup.
- 3. Make the string as long as how far away you will be from the other person.
- 4. Poke the other end of the string through the hole in the other cup and tie a knot in a wooden stick.
- 5. Now that you have a cup on each end of the string, it is ready to try.

Hold the cup up to your mouth and talk a little loud into it. Have your friend hold the other cup up to their ear. It is important that you keep the string tight between the cups and that nothing is touching the string. Now your friend should be able to hear your message through the cup.

Adapted from: http://www.youtube.com/watch?v=oN-78ZYgQNw

How to Make a Pencil Case



Make your own attractive pencil case for free! Simply find a small, old box that would fit your stationery in and decorate it beautifully. It'll be unique to you and your style!!

Tools: A box, wrapping paper, plain paper, scissor, glue, markers

Steps:

- 1. Choose what size you'd like your pencil case. If you want longer items, such as a ruler, placed in your pencil case, you'll need a longer pencil case.
- 2. Find a bag or box that meets your choice of size. It doesn't have to be nice-looking, just sturdy and free of food crumbs.
- 3. Decorate the container by wrap it in wrapping paper.
- 4. If you want, you can add some pictures on it using some markers.
- 5. Line the box with plain paper, if you don't like the inside colour.
- 6. Your unique pencil case is ready to use.

Taken from: Practice Your English Competence, 2009

How to Make a Cup of Coffee

By: Hesti Wijaya

You will need a spoonful of sugar, a teaspoon of coffee, and some water.

- a. First, boil some water in the kettle.
- b. Then, put a teaspoon of coffee into a cup.
- c. Add a spoonful of sugar.
- d. Fill in the cup with boiling water.
- e. Finally, stir the mixture for a few moment and the coffee is ready to be served.

How to Write SMS

By: Joko Tri Hairunizam

To write SMS or message is very simple by following these directions. You will need a Hand Phone

- 1. Go to menu.
- 2. Choose SMS application.
- 3. Choose "write new message".
- 4. Enter the number that you will send the SMS to.
- 5. Write the text.
- 6. Choose "send".
- 7. And the message will be sent.

b. Related Nouns







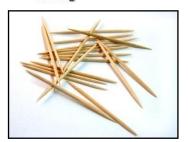
Paper cups



Can



String

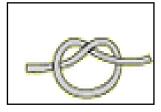


Pin

Wooden stick

Toothpicks

Giving Instruction Using Imperative Verbs



a) tie a Knot



b) punch a hole



c) poke the string through the hole



d) peel the apple



e) break the egg





f) slice the onion g)plug in the headset jacks





h) blend the strawberries i) grind the chilies

j) measure the length

2. **Teaching-Learning Method:** GBA (Genre-Based Approach)

3. Activities

Opening Activities: (5 minutes)

- The teacher greets the students.
- One of the students leads the prayer.
- The teacher checks the students' presence.

A. BKOF (Building the Context of the Field) \rightarrow (15 minutes)

- The teacher shows some real modern and traditional toys to the students.
- The teacher asks about the students' experiences playing those toys.
- The teacher asks some students to try playing the traditional toy (*string phone*).
- The teacher asks the students whether they want to make the toy.
- The students watch a video about "How to Make a String Phone."
- The teacher introduces the related vocabulary by showing the real objects / materials needed to make a string phone and lets the students touch them.

B. MDOT (Modeling and Deconstructing the Text) \rightarrow (40 minutes)

- The teacher explains the use of imperative verbs in procedure text.
- Based on the video, the students try to find the imperative verbs in it.

- The students, individually, do task 1 (determining the imperative verbs).
- The students, guided by the teacher, discuss the correct answers.
- The students in pairs do task 2 (completing the sentences using the correct imperative verbs based on the pictures).
- The students, guided by the teacher, discuss the correct answers.
- The students, individually, read a text entitles "How to Make a String Phone."
- The teacher re-explaines the communicative purpose and the parts of a procedure text
- The teacher explains the use of capital letters, comma, and full stop in procedure texts
- The students in pairs practice to make a string phone by following the steps on the text they have read just now.
- After the students finish making the string phone, the teacher asks them to try it with their partners.

C. JCOT (Joint Construction of the Text) \rightarrow (20 minutes)

- The teacher asks some pairs to retell the way they made the string phone in front of the class.
- The other pairs give comments to their friends' presentation.
- The students in groups of four do task 3 (arranging jumled sentences into a good and coherence procedure text.
- The students, guided by the teacher, discuss the correct sentence arrangement.

D. ICOT (Independent Construction of the Text) \rightarrow (30 minutes)

- Each student is given a random title and asked to develop it into a procedure text (**Homework**).
- Each student exchanges their work with another student and they all look for mistakes in their friends' writing. Each student is given five minutes to find the mistakes. After that, he/she gives it to another friend to be evaluated again in five minutes.
- The teacher asks some students to tell the mistakes they find in their friends' writing.
- The students get back their own writing and revise it based on their friends' evaluation.

E. LRT (Linking to Related Text) \rightarrow (5 minutes)

• The teacher explains other types of procedure texts for different specific purposes, for examples, manuals and recipes.

Closing Activities: (5 minutes)

- The teacher asks things that the students have not understood.
- The teacher together with the students summarizes the lesson.
- The teacher gives feedback related to the students' learning efforts and writings.
- The teacher informs the plan of the next lesson.

4. Assessment

Competence Achievement Indicators	Assessment Techniques	The Forms of the Instrument	Instruments
1. Determining the imperative verbs	Writing Test	Short essay	1. Look at the words below- circle the words that could be used as imperative verbs.
2. Completing procedural sentences using appropriate imperative verbs	Writing Test	Short essay	2. Fill in the blanks with correct imperative verbs based on the pictures.
3. Arranging jumbled sentences into a good and coherence procedure text	Writing Test	Short essay	3. Arrange these jumbled sentences into a good procedure text of how to make a pencil case based on the pictures.
4. Writing a procedure text	Writing Test	Short essay	4. Write a procedure text based on the given situation.

The Assessment

→ MDOT (Task 1 & Task 2)

Items = 10

Score for each correct answer = 1

Maximum achievement score = 10

Final score = achievement score x 10

→ JCOT (Task 3)

Items = 5

Score for each correct answer = 2

Maximum achievement score = 10

Final score = achievement score x 10

→ ICOT (Task 4)

Aspect of Writing	Level	Score	Criteria
Content (Logical development)	Excellent to very good	24-30	 Relevant to assigned topic and give detail information Matches the social purpose of the text.
	Good to average	16-23	 Mostly relevant to topic but lacks of detail information Matches the social purpose of the text but lacks of detail.
	Fair to poor	8-15	 Inadequate development of topic Almost matches the social purpose of the text
	Very poor	1-7	 Not related to the topic Does not match the social purpose of the text

Organization	Excellent to very	16-20	Well organized (the text's structure)	
(Introduction,	good	10 20	wen organized (the text's structure)	
body,	Good to average	11-15	• Loosely organized of the text but main	
conclusion)	l comment and an army		ideas stand out	
,	Fair to poor	6-10	Confusing ideas or disconnected	
	Very poor	1-5	No organization	
Vocabulary	Excellent to very	16-20	Uses effective words	
v ocabular y	good	10-20	Word form mastery	
	Good to average	11-15	Occasional errors or word form, choice, or	
	Good to average	11-13	usage but meaning not obscured	
	Fair to poor	6-10	• Frequent errors of word form, choice, or	
			usage	
			Meaning obscured	
	Very poor	1-5	Little knowledge of English vocabulary and	
			word form, choice, or usage	
Language	Excellent to very	19-25	• Few errors of agreement, tense, word order,	
use	good		articles, pronoun, preposition	
	Good to average	13-18	• Several errors of agreement, tense, word	
			order, articles, pronoun, preposition	
			Meaning seldom obscured	
	Fair to poor	7-12	Frequent errors of agreement, tense, word	
	_		order, articles, pronoun, preposition	
			Meaning obscured	
	Very poor	1-6	Dominated by errors	
			• Does not communicate or not enough to	
			evaluate	
Mechanics	Excellent to very	5	Demonstrates mastery of convention	
	good		• Few errors of spelling, punctuation,	
			capitalization, and paragraphing	
	Good to average	4	• Occasional errors of spelling, punctuation,	
			capitalization, and paragraphing	
	Fair to poor	3	• Quite many errors of spelling, punctuation,	
			capitalization, and paragraphing	
			Poor handwriting	
	Very poor	2	No mastery of convention	
			 Dominated by errors of spelling, 	
			punctuation, capitalization, and	
			paragraphing	
			Illegible handwriting	

Rubrik penilaian ketercapaian karakter

No	Indikator Karakter	Nilai Kualitatif	Keterangan
1.	Percaya diri (Confidence)		
	a. Berani maju ke depan kelas untuk menjawab pertanyaan dengan sukarela.	MK	Membudaya Konsisten
	b. Sesekali maju ke depan kelas untuk menjawab	MB	Mulai

	pertanyaan.		Berkembang
	c. Berani maju ke depan kelas untuk menjawab	MT	Mulai Terlihat
	pertanyaan apabila diperintah oleh guru.		
	d. Tidak pernah berpartisipasi dalam menjawab	BT	Belum Terlihat
	pertanyaan.		
2.	Kerja sama (Cooperation)		
	a. Terlibat aktif dan kompak dalam kegiatan diskusi dan	MK	Membudaya
	menghargai pendapat anggota kelompok		Konsisten
	b. Beberapa kali aktif dan kompak dalam kegiatan	MB	Mulai
	diskusi dan menghargai pendapat anggota kelompok		Berkembang
	c. Sesekali mengungkapkan pendapat dalam kegiatan	MT	Mulai Terlihat
	diskusi namun kurang menerima pendapat yang		
	diungkapkan anggota lain		
	d. Bertindak pasif dalam kegiatan diskusi dan tidak	BT	Belum Terlihat
	menghargai pendapat anggota kelompok		
3	Ketekunan (Diligence)		
	a. Selalu mengikuti kegiatan di kelas dengan penuh	MK	Membudaya
	perhatian dan kesungguhan.		Konsisten
	b. Beberapa kali tampak mengikuti kegiatan di kelas	MB	Mulai
	dengan penuh perhatian dan kesungguhan.		Berkembang
	c. Jarang mengikuti kegiatan di kelas dengan penuh	MT	Mulai Terlihat
	perhatian dan kesungguhan.		
	d. Tidak mampu mengikuti kegiatan di kelas dengan	BT	Belum Terlihat
	penuh perhatian dan kesungguhan.		

5. Learning Resources:

a) Book:

Zaida, Nur. 2009. Practice Your English Competence. Jakarta: Erlangga. Halaman 65-71.

b) Websites:

http://semuaituuntukkita.blogspot.com/2010/11/sixthwe-will-learn-about-procedure.html http://www.youtube.com/watch?v=oN-78ZYgQNw

b) Media:

Video

Relevant pictures

Real objects/materials

Acknowledging; Bantul, 9 April 2013 Researcher

English Teacher

C. Mari Eni W., S.Pd Hesti Wijaya

NIP: 196609241989032006 NIM: 09202241021

WORKSHEET

Name	:	Date	•
Class	•	Score	•

Imperative Verbs

Imperative verbs are also known as 'bossy verbs'- they tell people what to do! e.g. **close** the door; **empty** the bin; **eat** your dinner!

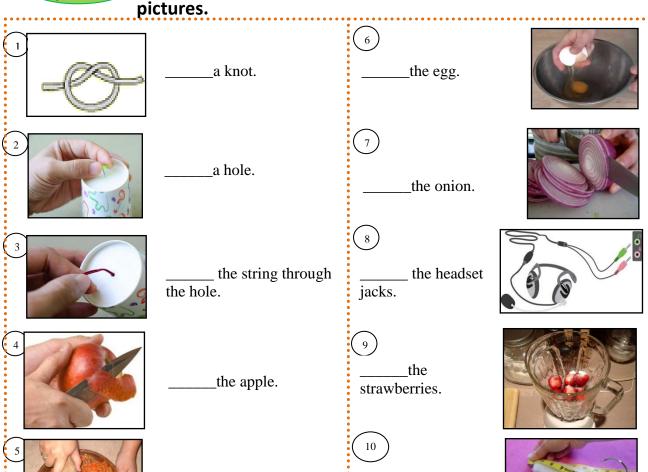
Task 1

Look at the words below- circle the words that could be used as imperative verbs.

Shut Chair Fold Open Night

Sad Mix Dry First Heat

Fill in the blanks with correct imperative verbs based on the pictures.



Measure	Slice	Punch	Peel	Break
Plug in	Tie	Grind	Poke	Blend

_the length.

the chili.



Class

Group member: (1)	Date :
(2)	
(3)	Score :
(4)	

Arrange these jumbled sentences into a good procedure text of how to make a pencil case based on the pictures.

How to Make a Pencil Case







2





4 5

- ___ Line the box with plain paper, if you don't like the inside color.
- ____ Decorate the container by wrap it in wrapping paper. If you want, you can add some pictures on it using some markers.
- ____ Find a bag or box that meets your choice of size. It doesn't have to be nice-looking, just sturdy and free of food crumbs.
- ____ Your unique pencil case is ready to use
- ___ Choose what size you'd like your pencil case. If you want longer items, such as a ruler, placed in your pencil case, you'll need a longer pencil case.



Write a procedure text based on the given situation that you get.

How to record your voice using a mobile phone	How to make an omelette
How to send an SMS	How to make a cup of coffee
How to make a glass of lemon tea	How to make milkshake
How to take a picture using a mobile phone	How to send a file to a flashdisk
How to make fried onion	Have to make instant noodle
How to use an electronic dictionary	How to make a glass of milk
How to set alarm in your handphone	How to cook rice
How to make lemon juice	How to plant a tree in a pot
How to boil water	How to make orange juice
How to do laundry	How to use a correction pen

LESSON PLAN ENGLISH LESSON FOR CLASS VII IN THE EVEN SEMESTER SKILL: WRITING DESCRIPTIVE TEXT

INTELLIGENCE-BASED:



Hesti Wijaya NIM: 09202241021

DINAS PENDIDIKAN DASAR SMP NEGERI 2 BANTUL 2012/2013

LESSON PLAN (RPP)

School : SMP N 2 Bantul

Lesson : English Class/Semester : VII / 2

Text Type : Descriptive Text

Time Allocation : 4 x 40 minutes (2 meetings)

STANDARD OF COMPETENCE:

Writing

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

BASIC COMPETENCE:

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

LEARNING OBJECTIVE:

1. Be able to write descriptive texts with correct and appropriate rethorical steps and text stucture

CHARACTER: 1. Cooperation

2. Confidence

3. Responsibility

4. Diligence

INDICATORS:

At the end of the lesson, students will be able to:

- 1. Answer the questions based on the text.
- 2. Identify the adjectives in a descriptive text.
- 3. Find the opposites of the adjectives used in a descriptive text.
- 4. Write simple sentences containing adjectives.
- 5. Write simple descriptive sentences based on the observation sheet.
- 6. Write a descriptive text individually based on the observation result aroung the school.

1. Learning Material

a. Descriptive Text

My Beloved School

I study in SMP N 2 Bantul. This school is one of best junior high schools in Bantul regency. It is located in Bantul street number 2/III, next to the gateway of Bantul. In this school, I learn and explore many new things.

My school is quite big. It has to stories. The environment is clean and nice. There is a schoolyard in the center of the building. We can do a routine flag ceremony or sport there. There are two parking lots in this school. One is for the students and another one is for the teachers. Besides, there is also a beautiful mosque. Its color is green. Totally, there are 15 classes in this school. Besides, it also has two science laboratories. There are one computer laboratory, one language laboratory, and one music room. This school also has Karawitan laboratory to learn Javanese traditional music.

I can do various things during the break times. In the large library, I usually read or borrow some interesting books. There are also two canteens. Sometimes I go there to buy some cheap, delicious, and healthy snacks. If I feel sick or tired, I will take a rest in the sickbay.

Created by: Hesti Wijaya

My Sweet Bedroom

My bedroom is not too large and not too small. It is just an ordinary bedroom. I make it more stylish as I want.

The color of the wall is purple. There are two drawings on the wall. There is a desk that is incorporated with a bed and a bookshelf. The desk is in the middle. Its color is white. On the desk, there is a white table lamp and several books, novels, and dictionaries. There is also a purple chair. It is modern and made of plastic.

There is a small but comfortable bed in my room. It is quite high above a cupboard. I can reach it with a stair. The cupboard is under the bed. It is made of wood. The bookshelf is on the right of the desk. The color is purple and white. There are some drawers in its lower part. On the floor, you can see a small purple carpet. There is a window in front of the desk. It makes my room brighter and cooler. It is covered with a bamboo curtain.

Created by: Hesti Wijaya

b. The Generic Structure of Descriptive Text



The generic structure of a descriptive text consists of:

- Identification: identifies participant or thing to be described.
- Description: describes parts, qualities, characteristics, etc.

The language features of a descriptive text:

- It uses the simple present tense.
- There are adjectives that describe the thing.

c. Vocabulary:

Nouns	Adjectives		
 sickbay schoolyard mosque parking lot library teachers' room 	 beloved big clean nice new large cheep beautiful 	 traditional interesting sick tall fat loud bright etc. 	

d. Prepositions:

in

on

• at

• above

under

• between

• among

• next to

• in front of

behind

e. Observation Sheet



Name of the room: Bedroom

No	Thing	Number	Characteristic
1	wall		purpletwo drawings on it (a bunny & mickey mouse)
2	desk	1	between and incorporated with bed and bookshelf .white
3	table lamp	1	 on the table white very bright
4	books, novels, and dictionaries	several	 on the desk, in the left side new novels
5	chair	1	purplemodernmade of plastic
6	bed	1	 so high, above the cupboard small comfortable
7	cupboard	1	brownunder the bed
8	bookshelf	1	 white and purple some drawers in its lower part.
9	carpet	1	small but cleanpurple
10	window	1	right in front of the desk.covered by a bamboo curtain.

2. Teaching-Learning Method: GBA (Genre-Based Approach)

3. Activities

Opening Activities: (5 minutes)

- The teacher greets the students, leads the prayer, and checks the students' presence.
- The teacher asks whether the students still remember about the last material

A. BKOF (Building the Context of the Field) \rightarrow (25 minutes)

- The teacher gives some clues about a building in Bantul regency and asks the students to guess what building it is.
- The teacher then presents the picture of that building in powerpoint media. It is the building of SMP N 2 Bantul.
- The teacher asks about the students' opinions about their school.
- The teacher asks the students to mention what they can find in their school.
- The students in pairs read a descriptive text about their school, SMP N 2 Bantul.
- The students guided by the teacher find the meaning of the difficult words they find in the text.
- The teacher guides the students to pronounce those words correctly.
- The students, in pairs, do task 1 (answering the questions related to the text).
- The teacher and the students discuss the answers to the questions.

B. MDOT (Modeling and Deconstructing the Text) \rightarrow (55 minutes)

- The teacher explains the definition, the social purpose, the generic structure and language features of descriptive texts (particularly the use of adjectives).
- The students, guided by the teacher, find the adjectives in the descriptive text.
- The students, in groups of four, do task 2 (finding the opposites of some adjectives).
- The students write their answers on the white board and then discuss the correct answers
- The students with their group do task 3 (writing simple descriptive senteces using five of the adjectives mentioned in task 2).
- The students write their sentences on the white board and let the other students to evaluate their answers.
- The teacher explaines about prepositions.
- The students, guided by the teacher, do a brainstorming to describe about their classroom orally.
- The teacher asks the students to make groups of six and asks the leader of each group to choose an envelope in random.
- Based on the instruction inside each envelope, the groups go outside the classroom
 and observe different rooms inside their school such as library, teachers' room,
 healthy canteen, sickbay, and mosque. The groups have to fill their observation sheet
 based on what the find in the room.
- The students go back to the class and each group tell to the other group about what they found during their observation.

C. JCOT (Joint Construction of the Text) \rightarrow (30 minutes)

- Using the Powerpoint, the teacher presents a picture of a bedroom and asks the students to mentions anything they see in the picture as well as their characteristics.
- The teacher distributes an observation sheet based on the picture and asks the students to learn about it. To check the students' understanding, the teacher asks some students to point at certain things on the picture of the bedroom.

- The teacher writes the opening descriptive paragraph about the bedroom on the white board and the students in turn continue the paragraph based on the things mentioned in the observation sheet.
- The students, guided by the teacher, evaluate the text made by the class.

D. ICOT (Independent Construction of the Text) \rightarrow (35 minutes)

- The students, individually, construct a descriptive text based on the content of their observation sheet in certain rooms inside the school.
- The teacher asks for some volunteers to read their texts aloud and asks the other students to give comments on the texts.

E. LRT (Linking to Related Text) \rightarrow (7 minutes)

- The teacher introduces the students to another type of text called "Report" and explains a brief its differences with descriptive text.
- The teacher shows a video entitled "Sally, My Cute Cat" and another video entitled "Cat" (in general).
- The students mention the differences that they see from the videos.

Closing Activities: (3 minutes)

- The teacher asks things that the students have not understood.
- The teacher together with the students summarizes the lesson.
- The teacher gives feedback toward the students' learning efforts and writings.
- The teacher informs the plan of the next lesson.

4. Assessment

Competence Achievement Indicators	Assessment Techniques	The Forms of the Instrument	Instruments
Answering questions based on text	Writing test	Short essay	1. Answer the following questions based on the text above.
2. Finding the opposites of some adjectives	Writing test	Find and match	2. Find the opposite adjectives of the words below by drawing lines
3. Writing simple descriptive sentences containing adjectives	Writing test	Short essay	3. Choose five adjectives in the green squares above and write sentences using those adjectives.
4. Writing a descriptive text	Writing test	Short essay	4. Write a descriptive text based on the content of your observation sheet.

The Assessment

→ BKOF (Task 1)

Items = 5

Score for each correct answer = 2

Maximum achievement score = 10

Final score = achievement score x 10

→ MDOT (Task 2 & Task 3)

Task 2

Items = 15

Score for each correct answer = 2

Maximum achievement score x 15 = 30

Final score = $\frac{\text{Achievement score}}{3}$ x 10

Task 3

Items = 5

Score for each correct answer = 2

Maximum achievement score = 10

Final score = achievement score x 10

→ ICOT (Task 4)

Aspect of Writing	Level	Score	Criteria
Content	Excellent to very	24-30	• Relevant to assigned topic and give detail
(Logical	good		information
development)			• Matches the social purpose of the text.
	Good to average	16-23	• Mostly relevant to topic but lacks of detail information
			• Matches the social purpose of the text but lacks of detail.
	Fair to poor	8-15	Inadequate development of topic
	-		• Almost matches the social purpose of the text
	Very poor	1-7	Not related to the topic
			• Does not match the social purpose of the text
Organization	Excellent to very	16-20	Well organized (the text's structure)
(Introduction,	good		- '
body, conclusion)	Good to average	11-15	• Loosely organized of the text but main ideas stand out
	Fair to poor	6-10	Confusing ideas or disconnected
	Very poor	1-5	No organization
Vocabulary	Excellent to very	16-20	Uses effective words
	good		Word form mastery
	Good to average	11-15	Occasional errors or word form, choice, or usage but meaning not obscured
	Fair to poor	6-10	• Frequent errors of word form, choice, or
	Tun to poor	0 10	usage
			Meaning obscured
	Very poor	1-5	Little knowledge of English vocabulary and word form, choice, or usage

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

Rubrik penilaian ketercapaian karakter

No	Indikator Karakter	Nilai	Keterangan
		Kualitatif	
1.	Percaya diri (Confidence)		
	a. Berani maju ke depan kelas untuk menjawab	MK	Membudaya
	pertanyaan dengan sukarela.		Konsisten
	b. Sesekali maju ke depan kelas untuk menjawab	MB	Mulai
	pertanyaan.		Berkembang
	c. Berani maju ke depan kelas untuk menjawab	MT	Mulai Terlihat
	pertanyaan apabila diperintah oleh guru.		
	d. Tidak pernah berpartisipasi dalam menjawab	BT	Belum Terlihat
	pertanyaan.		
2.	Kerja sama (Cooperation)		
	a. Terlibat aktif dan kompak dalam kegiatan diskusi dan	MK	Membudaya
	menghargai pendapat anggota kelompok		Konsisten
	b. Beberapa kali aktif dan kompak dalam kegiatan	MB	Mulai
	diskusi dan menghargai pendapat anggota kelompok		Berkembang
	c. Sesekali mengungkapkan pendapat dalam kegiatan	MT	Mulai Terlihat
	diskusi namun kurang menerima pendapat yang		
	diungkapkan anggota lain		
	d. Bertindak pasif dalam kegiatan diskusi dan tidak	BT	Belum Terlihat
	menghargai pendapat anggota kelompok		
3	Bertanggung Jawab (Responsibility)		

	a.	Saat keluar dari kelas untuk observasi, siswa	MK	Membudaya
		mengemban amanah dengan sangat baik dan tepat		Konsisten
		waktu.		
	b.	Saat keluar dari kelas untuk observasi, siswa	MB	Mulai
		mengemban amanah dengan baik dan namun kurang		Berkembang
		tepat waktu.		
	c.	Saat keluar dari kelas untuk observasi, siswa kurang	MT	Mulai Terlihat
		mengemban dengan baik dan terlalu membuang-		
		buang waktu.		
	d.	Siswa tidak melaksanakan observasi yang telah	BT	Belum Terlihat
		ditugaskan oleh guru.		
4	Ke	tekunan (Diligence)		
	a.	Selalu mengikuti kegiatan di kelas dengan penuh	MK	Membudaya
		perhatian dan kesungguhan.		Konsisten
	b.	Beberapa kali tampak mengikuti kegiatan di kelas	MB	Mulai
		dengan penuh perhatian dan kesungguhan.		Berkembang
	c.	Jarang mengikuti kegiatan di kelas dengan penuh	MT	Mulai Terlihat
		perhatian dan kesungguhan.		
	d.	Tidak mampu mengikuti kegiatan di kelas dengan	BT	Belum Terlihat
		penuh perhatian dan kesungguhan.		

5. Learning Sources

a) Book:

Zaida, Nur. 2009. Practice Your English Competence. Jakarta: Erlangga. Halaman 52.

b) Websites:

http://mahromulcapyong.wordpress.com/2012/09/15/descriptive-text-my-bedroom/, taken on Sunday, 14 April 2013.

http://deniaibara.blogspot.com/2012/10/descriptive-text.html, taken on Sunday, 14 April 2013.

http://ananda-bekasi.sch.id/index.php?option=com_content&view=featured&Itemid=464b)

c) Media:

Foto SMPN 2 Bantul

Powerpoint

Acknowledging, English Teacher Bantul, 13 April 2013 Researcher

C. Mari Eni W., S.Pd Hesti Wijaya NIP: 196609241989032006 NIM: 09202241021

WORKSHEET

Names	:	Date	:
Class	<u> </u>	Score	:

In pairs, read the following text.

My Beloved School

I study in SMP N 2 Bantul. This school is one of best junior high schools in Bantul regency. It is located in Bantul street number 2/III, next to the gateway of Bantul. In this school, I learn and explore many new things.

My school is quite big. It has to stories. The environment is clean and nice. There is a schoolyard in the center of the building. We can do a routine flag ceremony or sport there. There are two parking lots in this school. One is for the students and another one is for the teachers. Besides, there is also a beautiful mosque. Its color is green. Totally, there are 15 classes in this school. Besides, it also has two science laboratories. There are one computer laboratory, one language laboratory, and one music room. This school also has Karawitan laboratory to learn Javanese traditional music.

I can do various things during the break times. In the large library, I usually read or borrow some interesting books. There are also two canteens. Sometimes I go there to buy some cheap, delicious, and healthy snacks. If I feel sick or tired, I will take a rest in the sickbay.

Created by: Hesti Wijaya

New vocabulary of the day:



Task 1

Answer the following questions based on the text above.

- 1. What is the writer's opinion about the school?
- 2. How many floors does the school have?
- 3. Is the school small?
- 4. What does the writer do in the library?
- 5. The word **its** in line nine refers to ...

Task 2	2000
WOJE	STRVISS

	1
Ciroun	members:

- 1. _____
- 2. _____
- 4. _____

In group of four, find the opposite adjectives of the words below by drawing lines.

- 1. TALL
- 2. **BIG**
- 3. **SAD**
- 4. SIMILAR
- 5. **FAT**
- 6. FREE
- 7. **INSIDE**
- 8. WARM
- 9. **EXPENSIVE**
- 10. **LOUD**
- 11. **HEALTHY**
- 12. CLEAN
- 13. **OLD**
- 14. **DRY**
- 15. **BRIGHT**

WET

CHEAP

DIRTY

DARK

COOL

OUTSIDE

SMALL

SHORT

DIFFERENT

QUIET

SICK

HAPPY

THIN

YOUNG

BUSY



Choose five adjectives from the green squares above and write five sentences using those adjectives.

1. ______

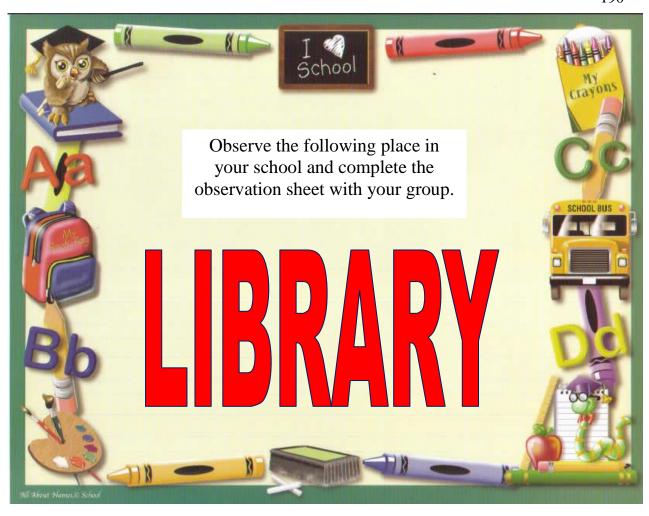
2. _____

3. _____

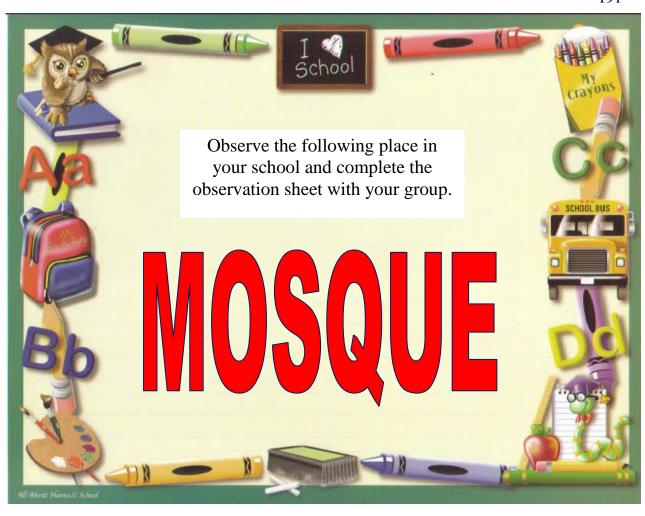
4. _____

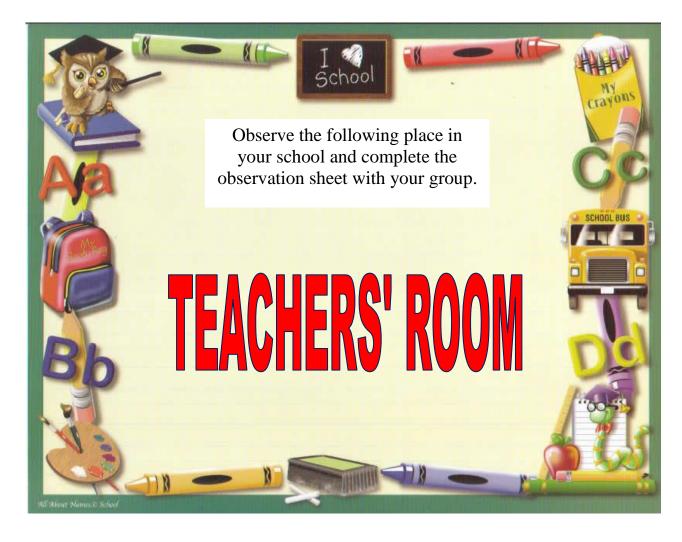
5. _____

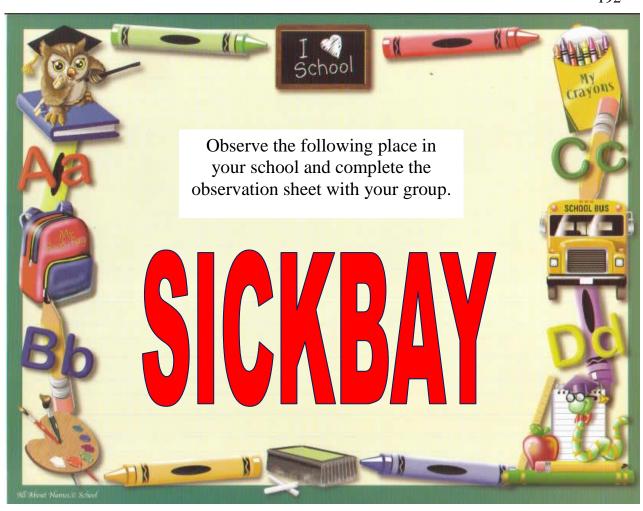












Fill this observation sheet based on the condition of the place. Name of room/place : ______ Group members : ______

No	Thing	Number	Characteristic



	WORKSHEE	I
Name :	Student Number:	
Class :	Date	:
Waite a description tout be		haamatian ahaat
write a aescriptive text ba	ased on the content of your o	oservation sneet.

Score:

LESSON PLAN ENGLISH LESSON FOR CLASS VII IN THE EVEN SEMESTER SKILL: WRITING DESCRIPTIVE TEXT

INTELLIGENCE-BASED:



Hesti Wijaya NIM: 09202241021

DINAS PENDIDIKAN DASAR SMP NEGERI 2 BANTUL 2012/2013

LESSON PLAN (RPP)

School : SMP N 2 Bantul

Lesson : English Class/Semester : VII / 2

Text Type : Descriptive Text

Time Allocation : 7 x 40 minutes (4 meetings)

STANDARD OF COMPETENCE:

Writing

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

BASIC COMPETENCE:

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

LEARNING OBJECTIVE:

1. Be able to write descriptive texts with correct and appropriate rethorical steps and text structure

CHARACTERS: 1. Cooperation

2. Responsibility3. Carefulness

4. Respect

INDICATORS:

At the end of the lesson, students will be able to:

- 1. complete the missing lyrics of a song.
- 2. answer the questions based on a descriptive text.
- 3. identify subjects, verbs, and adjectives on the descriptive text.
- 4. identify the correctness of subject-verb agreement in sentences.
- 5. Write the positive, negative, and interrogative patterns of descriptive sentences.
- 6. complete a descriptive text using correct subject-verb agreement.
- 7. make simple possessive case sentences.
- 8. get descriptive information by interviewing others.
- 9. write a descriptive text based on the interview result.

1. Learning Materials Descriptive Texts



My Best Friend

Retno is one of my best friends. Her full name is Retno Astuti. She is not my classmate but we study in the same faculty. Now, she is 22 years old. She was born in Bandung, March 4th, 1991. She lives in Kirobayan village, Kretek.

Retno has a slim and tall body. She has an oval face. Her hair is black and wavy. It is usually covered by a veil. She has a pointed nose and dark skin. She also has a pair of black eyes.

She is a good person. She is always responsible with her job and she always tries to be disciplined with her time. She is friendly. I personally think that she is the most patient friend I have. She never complains about her condition. Although she is a shy girl, she tries to be active in some campus organizations.

Her hobby is reading motivation novels. She also likes watching movies. Sometimes we watch movies together in her boarding house. She likes cat very much. She always takes care of her cat kindly. She also loves Batik as her major in the university. She said that she wants to be a Batik teacher someday.

Overall, Retno is really a good girl. We know that we can count on each other in our sad and happy time.

Created by: Hesti Wijaya



My Favourite Teacher

There are about forty teachers in my school. Most of them are kind and helpful. But my favourite one is Mr. Henry, my English teacher.

Mr. Henry is tall and slim enough. He is about thirty years old. Mr. Henry is always neatly dresses. To school he always carries a briefcase. He uses it to keep his books and other things.

I always look forward to Mr. Henry's class because it is never boring. His jokes make his lessons interesting and lively. He always advises us to read more story books to improve our English. He also encourages us to do exercises during the

weekend, like jogging and swimming.

Although Mr. Henry is usually humorous, he can be very strict at times. He likes to give a punishment to the errant students. He asks them to write a letter of confessions.

Mr. Henry is also a caring person. Once I fell off my bike and had a deep cut on my knee. He washed my wound and put medicine on it. I was touched by his kindness.

I am lucky to have a teacher like Mr. Henry. He is friendly, dedicated, and experienced in his work.

Taken from: Let's Talk, p.154

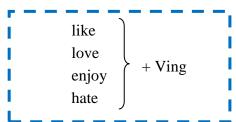


Vocabulary:

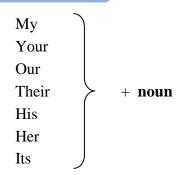
- one of ...
- full name
- nick name
- faculty
- village

- slim
- tall
- wavy
- veil
- responsible

- patient
- shy
- boarding house



Grammar Pit Stop



With apostrophe "s"

- Singular Noun e.g.: The teacher's pen Febi's uncle My friend's house
- Plural Noun e.g.: The children's toys The cats' feathers The girls' school

Words end with letter 's' e.g.: Anis' company Eris' car

Simple Present Tense

Summary

The patterns of the simple present tense

1. With 'to be' (am, is, are)

b. Negative: am not a student. S + be + not + Mount Semeru is not complement high. They are not in the library. C. Interrogative: Am a student? Be + S + Is Mount Semeru high? complement? Are they in the library?

With verb

a. Positive/Affirmative

Subject	Verb (-s/-es)	
I/YouWe/They Erwin and Roni She/Roni/The girl The class	need practice attends begins	colored paper, scissors and glue. baseball on Fridays. an English course every Tuesday. at 7 a.m.

b. Negative

Subject	Do/Does + Not	Verb	expellor as , usual
I/You/We/They	do not	need	colored paper, scissors and glue. baseball on Fridays. an English course every Tuesday. at 7 a.m.
Erwin and Roni	do not	practice	
She/Roni/The girl	does not	attend	
The class	does not	begin	

c. Interrogative

Do/Does	Subject	Verb	
Do	I/you/we/they	need	colored paper, scissors and glue? baseball on Fridays? an English course every Tuesday? at 7 a.m.?
Do	Erwin and Roni	practice	
Does	she/Roni/the girl	attend	
Does	the class	begin	

2. Teaching-Learning Method: GBA (Genre-Based Approach)

3. Activities

Opening Activities: (5 minutes)

- The teacher greets the students.
- One of the students leads the prayer.
- The teacher checks the students' presence.
- The teacher asks whether the students still remember about the last material

A. BKOF (Building the Context of the Field) \rightarrow (40 minutes)

- The teacher shows a collection of photograph about her and her best friends.
- The teacher lets the students see it closely and asks their opinion about it.
- The students, individually, listen to a song, entitled "Count on Me by Bruno Mars" and write the missed lyrics.
- The teacher and the students discuss the correct answer.
- The teacher asks the students about who their best friends are and the meaning of friends in their life.
- The students read a descriptive text individually.
- The whole class has a discussion about difficult words found on the text.
- The students, in pairs, do task 1 (answering the questions based on the text).
- The whole class discusses the correct answers.

B. MDOT (Modelling and Deconstructing the Text) \rightarrow (120 minutes)

- The teacher explains the definition, the social purpose, the generic structure and language features of descriptive texts (particularly the use of simple present tense).
- The students, in groups of four, open their dictionaries to do task 2 (analyzing and identifying the subjects, verbs, and adjectives on the text). The students have to draw the following signs

for subjects		
 for verbs, and		
for adjectives		

- The students, in pairs, do task 3 (determining the correctness of subject-verb agreement)
- The teacher and the students discuss the correct answers.
- The students, in pairs, do task 4 (filling in the blanks with the correct verbs)
- The teacher and the students discuss the correct answers.
- The students, in pairs, do task 4 (writing the positive, negative, and interrogative patterns of descriptive sentences).
- The teacher and the students discuss the correct answers.
- The teacher explains about possessive case.
- The students, individually, do task 6 (filling in the blanks of a descriptive text with the correct verbs).

- The students write their answers on the white board and have a whole discussion on it.
- The teacher explains about the next activity (interviewing a best friend in the classroom) and the rules.
- The teacher trains the students about how to ask certain information in English.
- Each student interviews one of his/her best friends in the class based on the interview guide.

C. JCOT (Joint Construction of the Text) \rightarrow (30 minutes)

- The teacher asks some students to tell to the others about his/her interview result.
- The teacher asks the students in turn to write some sentences on the white board based on their interview results by implementing what they already know about subject-verb agreement, adjective, and possessive case.
- The teacher and the students evaluate the students' writing on the white board.

D. ICOT (Independent Construction of the Text) \rightarrow (70 minutes)

- The students, individually, white a descriptive text about best friend based on their own interview result.
- In the corridor in front of the class, the students paste their writing on the wall and have a marathon evaluate. Each student is given three minutes to evaluate a friend's writing by giving red marks on the wrong parts.
- After their writings are evaluated, the students revise their own writing.

E. LRT (Linking to Related Text) \rightarrow (10 minutes)

- The teacher introduces to the students another type of text called "Report" and explains a brief its differences with descriptive text.
- The teacher gives an assignment to the students to look for a descriptive text and a report text and stick them on an A3 size paper.

Closing Activities: (5 minutes)

- The teacher asks things that the students have not understood.
- The teacher together with the students summarizes the lesson.
- The teacher gives feedback toward the students' learning efforts and writings.
- The teacher informs the plan of the next lesson.

4. Assessment

Competence	Assessment	The Forms of	_	
Achievement Indicators	Techniques	the Instrument	Instruments	
Completing a song lyrics	Writing test	Short essay	1. Fill in the blanks based on what you heard from the song.	
2. Answering the questions based on a text	Writing test	Short essay	2. Answer the following questions based on the text above.	
3. Analysing a descriptive text to find the subjects, verbs, and adjectives	Writing test	Performance test	3. In group of four, reread the text and analyze it. Find all the subjects, verbs, and adjectives in the text by putting signs for subjects for verbs for adjectives	
4. Determining the correctness of sentences	Writing test	Short essay	4. Decide whether these sentences are true or false by writing T/F next to each sentence.	
5. Completing descriptive sentences with correct verbs	Writing test	Short essay	5. Fill in the blanks with the correct words in the brackets.	
6. Writing the positive, negative, and interrogative patterns of descriptive sentences	Writing test	Short essay	6. Rewrite the following sentences in their positive, negative and/or interrogative patterns.	
7. Writing a descriptive text	Writing test	Short essay	7. Write a descriptive text about your best friend based on your interview result.	

The Assessment

→ BKOF (Task 1)

Items = 5

Score for each correct answer = 2

Maximum achievement score = 10

Final score = achievement score x 10

→ MDOT (Task 2, Task 3, Task 4, Task 5, Task 6)

Task 2

Items = 15

Score for each correct answer = 2

Maximum achievement score x 15 = 30

Final score = $\frac{\text{Achievement score}}{3}$ x 10

Task 3

Items = 5

Score for each correct answer = 2

Maximum achievement score = 10

Final score = achievement score x 10

Task 4

Items = 10

Score for each correct answer = 1

Maximum achievement score = 10

Final score = achievement score x 10

Task 5

Items = 4

Score for each correct answer = 25

Maximum achievement score = 100

Task 6

Items = 15

Score for each correct answer = 1

Maximum achievement score = 15

Final score = $\frac{\text{Achievement score x 2}}{3}$ x 10

→ ICOT (Task 8)

Aspect of Writing	Level	Score	Criteria	
Content	Excellent to very	24-30	• Relevant to assigned topic and give detail	
(Logical	good		information	
development)			 Matches the social purpose of the text. 	
	Good to average	16-23	Mostly relevant to topic but lacks of detail information	
			• Matches the social purpose of the text but lacks of detail.	
	Fair to poor	8-15	Inadequate development of topic	
			• Almost matches the social purpose of the text	
	Very poor	1-7	Not related to the topic	
			• Does not match the social purpose of the text	
Organization	Excellent to very	16-20	Well organized (the text's structure)	
(Introduction,	good			

body, conclusion)	Good to average	11-15	• Loosely organized of the text but main ideas stand out		
,	Fair to poor	6-10	Confusing ideas or disconnected		
	Very poor	1-5	No organization		
Vocabulary	Excellent to very good	16-20	 Uses effective words Word form mastery		
	Good to average	11-15	Occasional errors or word form, choice, or usage but meaning not obscured		
	Fair to poor	6-10	 Frequent errors of word form, choice, or usage Meaning obscured 		
	Very poor	1-5	Little knowledge of English vocabulary and word form, choice, or usage		
Language use	Excellent to very good	19-25	Few errors of agreement, tense, word order, articles, pronoun, preposition		
	Good to average	13-18	 Several errors of agreement, tense, word order, articles, pronoun, preposition Meaning seldom obscured 		
	Fair to poor	7-12	 Frequent errors of agreement, tense, word order, articles, pronoun, preposition Meaning obscured 		
	Very poor	1-6	 Dominated by errors Does not communicate or not enough to evaluate 		
Mechanics	Excellent to very good	5	 Demonstrates mastery of convention Few errors of spelling, punctuation, capitalization, and paragraphing 		
	Good to average	4	 Occasional errors of spelling, punctuation, capitalization, and paragraphing 		
	Fair to poor	3	 Quite many errors of spelling, punctuation, capitalization, and paragraphing Poor handwriting 		
	Very poor	2	 No mastery of convention Dominated by errors of spelling, punctuation, capitalization, and paragraphing Illegible handwriting 		

Rubrik penilaian ketercapaian karakter

No	Indikator Karakter	Nilai Kualitatif	Keterangan
1.	Kerja sama (Cooperation)		
	a. Terlibat aktif dan kompak dalam kegiatan diskusi dan menghargai pendapat anggota kelompok	MK	Membudaya Konsisten
	b. Beberapa kali aktif dan kompak dalam kegiatan diskusi dan menghargai pendapat anggota kelompok	MB	Mulai Berkembang
	c. Sesekali mengungkapkan pendapat dalam kegiatan diskusi namun kurang menerima pendapat yang diungkapkan anggota lain	MT	Mulai Terlihat
	d. Bertindak pasif dalam kegiatan diskusi dan tidak menghargai pendapat anggota kelompok	ВТ	Belum Terlihat
2	Bertanggung Jawab (<i>Responsibility</i>)		
	 Saat keluar dari kelas untuk observasi, siswa mengemban amanah dengan sangat baik dan tepat waktu. 	MK	Membudaya Konsisten
	 Saat keluar dari kelas untuk observasi, siswa mengemban amanah dengan baik dan namun kurang tepat waktu. 	MB	Mulai Berkembang
	c. Saat keluar dari kelas untuk observasi, siswa kurang mengemban dengan baik dan terlalu membuangbuang waktu.	MT	Mulai Terlihat
	d. Siswa tidak melaksanakan observasi yang telah ditugaskan oleh guru.	BT	Belum Terlihat
3	Ketelitian (Carefulness)		
	a. Selalu mencermati penjelasan guru dengan seksama dan mengerjakan tugas dengan penuh kejelian.	MK	Membudaya Konsisten
	b. Terkadang mencermati pernjelasan guru dan mengerjakan tugas dengan kejelian.	MB	Mulai Berkembang
	c. Kurang memperhatikan penjelasan guru namun mau mengerjakan tugas yang diberikan guru.	MT	Mulai Terlihat
	d. Tidak memperhatikan penjelasan guru dan tidak mampu mengerjakan tugas dengan baik.	BT	Belum Terlihat
4.	Rasa hormat dan perhatian (Respect)		
	a. Selalu bertanya dengan santun dan mendengarkan dengan seksama terhadap teman yang dimintai informasi.	MK	Membudaya Konsisten
	b. Mulai bertanya dengan santun dan mendengarkan dengan seksama terhadap teman yang dimintai informasi	MB	Mulai Berkembang
	c. Bertanya dengan kurang memperhatikan tata krama dan cenderung meminta pengulangan jawaban terhadap teman yang dimintai informasi	MT	Mulai Terlihat
	d. Meminta teman yang diwawancarai untuk membaca dan mengisi sendiri informasi yang akan ditanyakan kepadanya	ВТ	Belum Terlihat

Learning Resources

a) Books:

PR. Intan Pariwara. Halaman 31-32.

Siswanto, J., Arini, Y.D., & Dewanto, W. 2005. *Let's Talk*. Bandung: Pakar Raya. Hlm 154. Mukarto. 2004. *English on Sky*. Jakarta: Erlangga. Hlm 113.

Novia, W. 2008. Modern English Grammar. Jakarta: Wacana Intelektual. Hlm. 38-42

b) Website:

http://ayufatma-cayoo.blogspot.com/2010/11/my-descriptive-text.html

c) Media:

Photograph Powerpoint

Song & speakers

Acknowledging, English Teacher Bantul, 28 April 2012 Researcher

C. Mari Eni W., S.Pd NIP: 196609241989032006 Hesti Wijaya

NIM: 09202241021

Count on Me by Bruno Mars)

/	
	Oh uh-huh
	If you ever find stuck in the middle of the sea
	I'll sail the world to find you If you ever find yourself lost in the dark and you can't see
	I'll be the to guide you
	The die to guide you
	Find out what we're made of
	When we are called to help our friends in need
	You can count on me like,,
	I'll be there
	And I know when I it
	I can count on you like,
	You'll be there 'Cause that's what friends are supposed to do, oh yeah
	Ooooooh, oooohhh yeah, yeah
	Oooooon, oooonnii yean, yean
	If you're tossin' and you're turnin'
	And you just can't fall asleep
	I'll sing a song you
	And if you ever forget how much you really mean to me
	Every day I will you
	Oooh
	Find out what we're made of
	When we are called to help our friends in need
	T
	You can count on me like 1, 2, 3
	I'll be there
	And I know when I need it
	I can count on you like 4, 3, 2
	You'll be there 'Cause that's what friends are supposed to do, oh yeah
	Ooooooh, oooohhh yeah, yeah
	ooooon, oooonin yeur, yeur
	You'll always have my when you cry
	I'll never let go, never say
	You know
	Y 100
	You can count on me like 1, 2, 3
	I'll be there And I know when I need it
	I can count on you like 4, 3, 2
	You'll be there
	'Cause that's what friends are supposed to do, oh yeah
	Ooooooh, oooohhh
	You can count on 'cause I can count on /

WORKSHEET

In group of four, read the following text.



My Best Friend

Retno is one of my best friends. Her full name is Retno Astuti. She is not my classmate but we study in the same faculty. Now, she is 22 years old. She was born in Bandung, March 4th, 1991. She lives in Kirobayan village, Kretek.

Retno has a slim and tall body. She has an oval face. Her hair is black and wavy. It is usually covered by a veil. She has a pointed nose and dark skin. She also has a pair of black eyes.

She is a good person. She is always responsible with her job and she always tries to be disciplined with her time. She is friendly. I personally think that she is the most patient friend I have. She never complains about her condition. Although she is a shy girl, she tries to be active in some campus organizations.

Her hobby is reading motivation novels. She also likes watching movies. Sometimes we watch movies together in her boarding house. She likes cat very much. She always takes care of her cat kindly. She also loves Batik as her major in the university. She said that she wants to be a Batik teacher someday.

Overall, Retno is really a good girl. We know that we can count on each other in our sad and happy time.

Created by: Hesti Wijaya

New vocabulary of the day:



Answer the following questions based on the text above.

- 1. Is Retno the writer's classmate?
- 2. What does the writer say about Retno's body?
- 3. How is Retno's personality?
- 4. Is Retno a confident person?
- 5. What do Retno and the writer usually do together?



	f four, reread the text by putting signs	t and analyze it. Find all the subjects, verbs, and adjec	tives			
	for subjects					
	for verbs					
	for adjectives					
7.0.7						
Task 3		WORKSHEET				
Names	:	Date :	_			
Class	:	Score :	_			
In pairs, de	ecide whether these s	entences are true or false by writing T/F next to each				
sentence.	beide wilesiel these st	ontoineds are true or raise by writing 1/1 mont to each				
	Jack, and Titan always	s gets up early in the morning.				
•	teacher give you a ho					
_	ii loves her students ve					
		ave not enough money to buy it.				
lask 4						
Fill in the b	blanks with the corre	ect words in the brackets.				
	ll (is/am/are) m					
·		m/are) not located in Sleman regency.				
		ch the football match with you?				
4. Denny (do not/does not) use his uniform today.						
5. My teachers always (come/comes) before 7 a.m.						
-						
		have) a cosy atmosphere.				
	10 (Is/Am/Are/Do/Does) the English lesson interesting?					



Rewrite the following sentences in their positive, negative and/or interrogative patterns.

- 1. (+) The restaurant is far from here.
- 2. (+) Kids are afraid to stay alone at night.
- 3. () Zaky and Zydan do not want to buy unhealthy food at school.
- 4. (?) Does Johnny always take his breakfast?

Task 6

Individually, correct the words in the brackets using the correct version of simple present tense.



My Favourite Teacher

There [1]_(is) about forty teachers in my school. Most of them [2]_ (am) kind and helpful. But my favourite one [3]_ (are) Mr. Henry, my English teacher.

Mr. Henry [4]__ (are) tall and slim enough. He[5] __ (are) about thirty years old. Mr. Henry is always neatly dresses. To school he always [6]___ (carry) a briefcase. He [7]__ (use) it to keep

his books and other things.

	I alv	vays [8]	(loo	oks) fo	orward	to M	Ir. Henry	y's c	class be	cause	it [9]_	_(are)) never
boring.	His	jokes	[10]	(1	nake)	his	lessons	inte	resting	and	lively.	Не	always
[11]		(advise)	us to	read	more	stor	y books	to	improv	e our	Engli	sh. H	le also
[12]		(enco	urage) u	s to do	exerci	ses du	iring the	week	kend, lik	e jogg	ing and	swimi	ming.

Although Mr. Henry [13]___(am) usually humorous, he can be very strict at times. He ____(like) to give a punishment to the errant students. He [14]____(ask) them to write a letter of confessions.

Mr. Henry is also a caring person. Once I fell off my bike and had a deep cut on my knee. He washed my wound and put medicine on it. I was touched by his kindness.

I [15]___ (are) lucky to have a teacher like Mr. Henry. He is friendly, dedicated, and experienced in his work.

Taken from: Let's Talk, p.154



Interview one of your best friends in this class and write down all the information you get about her/him.

- First, decide the person that you will interview as your best friend.
- Go, find that person and ask him/her about this following information.

His / her full name	
His / her nick name	
Age	
Born	place, date
Address	
Body	Tall / medium / short body
	Bright / dark skin
	What about his/ her nose?
	What about his / her hair?
Personality	Good characteristics Bad characteristics Bad characteristics
Hobbies	
Favourite food and drink	



Interviewer



Name	:	
Student No.		

Write a descriptive text about your best friend based on your interview result.



LESSON PLAN

ENGLISH LESSON FOR CLASS VII IN THE EVEN SEMESTER SKILL: WRITING PROCEDURE TEXT

INTELLIGENCE-BASED:



Hesti Wijaya NIM: 09202241021

DINAS PENDIDIKAN DASAR SMP NEGERI 2 BANTUL 2012/2013

LESSON PLAN (RPP)

School : SMP N 2 Bantul

Lesson : English Class/Semester : VII / 2

Text Type : Procedure Text

Time Allocation : 3 x 40 minutes (2 meetings)

STANDARD OF COMPETENCE:

Writing

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

BASIC COMPETENCE:

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

LEARNING OBJECTIVES:

1. Be able to write procedure texts with correct and appropriate rethorical steps and text stucture

CHARACTERS: 1. Cooperation

2. Creativity

3. Carefulness

INDICATORS:

At the end of the lesson, students will be able to:

- 1. answer questions related to procedure text.
- 2. use capital letter, comma, and full stop effectively.
- 3. serve simple and creative dish based on the given materials.
- 4. rewrite a procedure text using own words.

1. Learning Materials

a. Procedure Texts



How to Make Jelly

Making jelly is very simple by following these directions. You will need one packet of jelly crystals, a 500 ml jug, 250 ml of boiling water,

200 ml of cold water, and a bowl.

- First, empty contents of a packet of jelly crystals into the jug.
- Next, add boiling water.
- After that, stir well until crystals dissolve.
- Fourth, add the cold water and stir.
- Then, pour mixture into a bowl.
- Finally, refrigerate until firm.

Created by: Hesti Wijaya

How to Make Mixed Ice (Es Campur)

(1 serving)

Ingredients:

½ of avocado

3 tbs. of condensed milk

1 can of coconut water and coconut shavings

some ice cubes

How to make it:

- 1. Cut the avocado into small pieces.
- 2. Put ice cubes into the glass.
- 3. Fill ½ of the glass with some coconut water and coconut shavings.
- 4. Add the sliced avocado.
- 5. Add the condensed milk on the top of avocado.
- 6. Finally, mixed ice is ready to be served.

Created by: Hesti Wijaya & Brigita Amelia P

How to Make a Cutter Sandwich



It is not always easy to get children to eat what you put in front of them. Making food fun can make children interested and finally they eat well. However, we have to always give them healthy food like sandwich. Cutting sandwiches into fun shapes can be an alternative for their meal.

To make it, you will need some ingredients. Those are: two slices of bread and a single cheese. The tools that you need

are a cookie cutter and a plate.

The steps to make it are very simple. First, make sure you wash your hands to keep the meal hygienic. Then, prepare the bread. Put the cookie cutter on the bread and press it to cut it. Do the similar thing on another slice of bread. Remember to use a cookie cutter with similar shape. After that, put the same cookie cutter on the single cheese. Press it to cut the cheese. Now, you have two slices of bread and a slice of single cheese with similar shapes. Finally, stack them with the cheese in the middle, and the cutter sandwich is ready to serve.

Adapted from: http://www.ehow.com/how_5613003_make-cutter-sandwich.html

b. Related Nouns



Jelly /'dzel.i/



Cookie cutters /ˈkʊk.iˌkʌt.ə ^r/



Cheddar-cheese /'tsed.ə f tsi:z/







two slices of bread



Sandwich /'sænd.wid3/

2. Teaching-Learning Method: GBA (Genre-Based Approach)

3. Activities

Opening Activities: (5 minutes)

- The teacher greets the students, leads the prayer, and checks the students' presence.
- The teacher returns the students' previous works and gives rewards for the best writings.

A. BKOF (Building the Context of the Field) \rightarrow (20 minutes)

- The teacher and the students play a guessing game to guess what kind of thing is inside the box. It is a jelly.
- The teacher asks some students to try it.
- The students tell to their friends about the color, the shape, and the taste of the jelly.
- The students, in pairs, do task 1 (reading a procedure text and answering the questions).
- The teacher guides the students to look for the meaning of the difficult words on the text and how to pronounce them.

B. MDOT (Modeling and Deconstructing the Text) \rightarrow (40 minutes)

- The teacher reminds the students about imperative verbs.
- The students look back at the procedure text and find the use of capital letters, commas, and full stops.
- The teacher explaines the use of capital letter, comma, and full stop in procedure texts.
- The students, individually, do task 2 (revising a false procedure text using correct capitalization, comma, and full stop).
- Two students write their answer on the white board and let the other students evaluate and give comments.
- The teacher shows pictures of some materials to the students related to the next activity.
- The teacher gives the real materials (two slices of bread, a sliced cheese, and a cookie cutter) to the students. The students, in group of four, are asked to think of what they should do with those materials.
- The teacher chooses the best served dish and asks the students to tell to the other students about the steps to make it.

C. JCOT (Joint Construction of the Text) \rightarrow (15 minutes)

- The teacher writes some key words on the white board related a procedure text and asks each student to copy them on book.
- The teacher uses a dictogloss activity. She reads a procedure text entitled "How to Make a Cutter Sandwich" aloud (3 times) and asks the students to take some notes.

D. ICOT (Independent Construction of the Text) \rightarrow (30 minutes)

- The students, individually, rewrite the procedure text using their own words.
- Some students read their text aloud in front of the class.

E. LRT (Linking to Related Text) \rightarrow (5 minutes)

• The teacher shows some manual books and recipe books as references for the students about other types of procedure texts.

Closing Activities: (5 minutes)

- The teacher asks things that the students have not understood.
- The teacher together with the students summarizes the lesson.
- The teacher gives feedback toward the students' learning efforts and writings.

4. Assessment

Competence Achievement Indicators	Assessment Techniques	The Forms of the Instrument	Instruments
Answering questions based on a procedure text.	Reading Test	Short essay	1. Read the text and answer the following questions.
2. Using effective capitalization, comma, and full stop.	Writing Test	Short essay	2.Revise the procedure text below using effective capitalization, commas, and full stops.
3. Rewriting a procedure text	Writing Test	Short essay	3. Rewrite the procedure text based on what you heard with your own words.

The Assessment

→ BKOF (Task 1)

Items = 5

Score for each correct answer = 2

Maximum achievement score = 10

Final score = achievement score x 10

→ MDOT (Task 2)

Items = 20

Score for each correct answer = 1

Maximum achievement score = 20

→ ICOT (Task 3)

Aspect of Writing	Level	Score	Criteria
Content (Logical development)	Excellent to very good	24-30	 Relevant to assigned topic and give detail information Matches the social purpose of the text.
	Good to average	16-23	 Mostly relevant to topic but lacks of detail information Matches the social purpose of the text but lacks of detail.
	Fair to poor	8-15	 Inadequate development of topic Almost matches the social purpose of the text
	Very poor	1-7	 Not related to the topic Does not match the social purpose of the text
Organization (Introduction,	Excellent to very good	16-20	Well organized (the text's structure)
body, conclusion)	Good to average	11-15	• Loosely organized of the text but main ideas stand out
	Fair to poor	6-10	Confusing ideas or disconnected
	Very poor	1-5	No organization
Vocabulary	Excellent to very good	16-20	 Uses effective words Word form mastery
	Good to average	11-15	Occasional errors or word form, choice, or usage but meaning not obscured
	Fair to poor	6-10	 Frequent errors of word form, choice, or usage Meaning obscured
	Very poor	1-5	Little knowledge of English vocabulary and word form, choice, or usage
Language use	Excellent to very good		
	Good to average	13-18	 Several errors of agreement, tense, word order, articles, pronoun, preposition Meaning seldom obscured
	Fair to poor	7-12	 Frequent errors of agreement, tense, word order, articles, pronoun, preposition Meaning obscured
	Very poor	1-6	 Dominated by errors Does not communicate or not enough to evaluate
Mechanics	Excellent to very good	5	 Demonstrates mastery of convention Few errors of spelling, punctuation, capitalization, and paragraphing
	Good to average	4	Occasional errors of spelling, punctuation, capitalization, and paragraphing

Fair to poor	3	 Quite many errors of spelling, punctuation, capitalization, and paragraphing Poor handwriting
Very poor	2	 No mastery of convention Dominated by errors of spelling, punctuation, capitalization, and paragraphing Illegible handwriting

Rubrik penilaian ketercapaian karakter

Indikator Karakter	Nilai	Keterangan
	Kualitatif	
a. Terlibat aktif dan kompak dalam kegiatan diskusi dan	MK	Membudaya
menghargai pendapat anggota kelompok		Konsisten
b. Beberapa kali aktif dan kompak dalam kegiatan	MB	Mulai
diskusi dan menghargai pendapat anggota kelompok		Berkembang
c. Sesekali mengungkapkan pendapat dalam kegiatan	MT	Mulai Terlihat
diskusi namun kurang menerima pendapat yang		
diungkapkan anggota lain		
d. Bertindak pasif dalam kegiatan diskusi dan tidak	BT	Belum Terlihat
menghargai pendapat anggota kelompok		
Kreatif (Creativity)		
a. Hasil tulisan tidak terpaku dengan model teks dan	MK	Membudaya
mampu mengembangkan dengan kata-kata dan		Konsisten
format penulisan sendiri.		
b. Hasil tulisan sedikit terpaku dengan model teks	MB	Mulai
namun mampu menuliskan ulang format penulisan		Berkembang
sendiri.		
c. Hasil tulisan masih terpaku dengan model teks dan	MT	Mulai Terlihat
kurang mampu mengembangkan dengan kata-kata		
dan format penulisan sendiri.		
d. Hasil tulisan masih sangat menyerupai model teks.	BT	Belum Terlihat
Ketelitian		
a. Selalu mencermati penjelasan guru dengan seksama	MK	Membudaya
dan mengerjakan tugas dengan penuh kejelian.		Konsisten
b. Terkadang mencermati pernjelasan guru dan	MB	Mulai
mengerjakan tugas dengan kejelian.		Berkembang
c. Kurang memperhatikan penjelasan guru namun mau	MT	Mulai Terlihat
mengerjakan tugas yang diberikan guru.		
d. Tidak memperhatikan penjelasan guru dan tidak	BT	Belum Terlihat
mampu mengerjakan tugas dengan baik.		
	 Kerja sama (<i>Cooperative</i>) a. Terlibat aktif dan kompak dalam kegiatan diskusi dan menghargai pendapat anggota kelompok b. Beberapa kali aktif dan kompak dalam kegiatan diskusi dan menghargai pendapat anggota kelompok c. Sesekali mengungkapkan pendapat dalam kegiatan diskusi namun kurang menerima pendapat yang diungkapkan anggota lain d. Bertindak pasif dalam kegiatan diskusi dan tidak menghargai pendapat anggota kelompok Kreatif (<i>Creativity</i>) a. Hasil tulisan tidak terpaku dengan model teks dan mampu mengembangkan dengan kata-kata dan format penulisan sendiri. b. Hasil tulisan sedikit terpaku dengan model teks namun mampu menuliskan ulang format penulisan sendiri. c. Hasil tulisan masih terpaku dengan model teks dan kurang mampu mengembangkan dengan kata-kata dan format penulisan sendiri. d. Hasil tulisan masih sangat menyerupai model teks. Ketelitian a. Selalu mencermati penjelasan guru dengan seksama dan mengerjakan tugas dengan penuh kejelian. b. Terkadang mencermati pernjelasan guru dan mengerjakan tugas dengan kejelian. c. Kurang memperhatikan penjelasan guru namun mau mengerjakan tugas yang diberikan guru. d. Tidak memperhatikan penjelasan guru dan tidak 	Kerja sama (Cooperative) a. Terlibat aktif dan kompak dalam kegiatan diskusi dan menghargai pendapat anggota kelompok b. Beberapa kali aktif dan kompak dalam kegiatan diskusi dan menghargai pendapat anggota kelompok c. Sesekali mengungkapkan pendapat dalam kegiatan diskusi namun kurang menerima pendapat yang diungkapkan anggota lain d. Bertindak pasif dalam kegiatan diskusi dan tidak menghargai pendapat anggota kelompok Kreatif (Creativity) a. Hasil tulisan tidak terpaku dengan model teks dan mampu mengembangkan dengan kata-kata dan format penulisan sendiri. b. Hasil tulisan sedikit terpaku dengan model teks namun mampu menuliskan ulang format penulisan sendiri. c. Hasil tulisan masih terpaku dengan model teks dan kurang mampu mengembangkan dengan kata-kata dan format penulisan sendiri. d. Hasil tulisan masih terpaku dengan model teks dan kurang mampu mengembangkan dengan kata-kata dan format penulisan sendiri. d. Hasil tulisan masih terpaku dengan model teks dan kurang mampu mengembangkan dengan kata-kata dan format penulisan sendiri. d. Hasil tulisan masih sangat menyerupai model teks. BT Ketelitian a. Selalu mencermati penjelasan guru dengan seksama dan mengerjakan tugas dengan penuh kejelian. b. Terkadang mencermati pernjelasan guru dan mengerjakan tugas dengan kejelian. c. Kurang memperhatikan penjelasan guru namun mau mengerjakan tugas yang diberikan guru. d. Tidak memperhatikan penjelasan guru dan tidak BT

5. Learning Sources

a) Websites:

http://www.ehow.com/how_5613003_make-cutter-sandwich.html http://ibnup-belajarbahasainggris.blogspot.com/2011/09/procedure-text-3.html

b) Media:

Gambar-gambar yang relevan Objek riil (roti, keju, pencetak kue)

Acknowledging, English Teacher Bantul, 7 Mei 2013 Researcher

C. Mari Eni W., S.Pd NIP: 196609241989032006 Hesti Wijaya NIM: 09202241021

WORKSHEET

Names	:	Date	·
		Score	•



Read the texts carefully and answer the questions.



How to Make Jelly

Making jelly is very simple by following these directions. You will need one packet of jelly crystals, a 500 ml jug, 250 ml of boiling water,

200 ml of cold water, and a bowl.

- First, empty contents of a packet of jelly crystals into the jug.
- Next, add boiling water.
- After that, stir it well until crystals dissolve.
- Fourth, add the cold water and stir.
- Then, pour mixture into a bowl.
- Finally, refrigerate until firm.

Created by: Hesti Wijaya

- 1. What is the best title for the text?
- 2. What are the ingredients needed to make it?
- 3. How many steps should you follow to make it?
- 4. How much cold water is needed to make two servings?
- 5. The word **it** in line 7 refers to ...

Name	·	Date :
Number	:	Score :
Task 2	Revise t	he procedure text below using effective capitalization
100	comma	, and full stops.

how to make mixed ice (es campur) (1 serving)

ingredients:

½ of avocado

3 tbs. of condensed milk

1 can of coconut water and coconut shavings some ice cubes

How to make it:

- 1. cut the avocado into small pieces
- 2. put ice cubes into the glass
- 3. fill ½ of the glass with some coconut water and coconut shavings
- 4. add the sliced avocado
- 5. add the condensed milk on the top of avocado
- 6. finally mixed ice is ready to be served

Created by: Hesti Wijaya & Brigita Amelia P

Name Number	: Date : : Score :	
Task 3	own words.	your
		25 min
		The same of the sa

SCHEDULE OF THE RESEARCH

Activity	Day, date	Time
Pre-test Procedure Text	Friday, 5 April 2013	07.00 - 07.30
Pre-test Descriptive Text	Saturday, 6 April 2013	08.20 - 09.00

Cycle	Text type	Meeting	Day, date	Time
	Procedure	1	Tuesday, 9 April 2013	07.00 – 08.20
		2	Friday, 12 April 2013	07.00 – 07.40
Cycle 1	Descriptive	1	Saturday, 13 April 2013	08.20 - 09.00
				09.15 – 09.55
		2	Tuesday, 16 April 2013	07.00 – 08.20
	Descriptive	1	Saturday, 28 April 2013	08.20 - 09.00
				09.15 – 09.55
		2	Tuesday, 30April 2013	07.00 – 08.20
Cycle 2		3	Friday, 3 May 2013	07.30 - 08.10
		4	Saturday, 4 May 2013	08.20 - 09.00
				09.15 – 09.55
	Procedure	1	Tuesday, 7 May 2013	07.00 - 08.20
		2	Friday, 10 May 2013	07.30 - 08.10

Activity	Day, date	Time
Post-test Procedure Text	Friday, 10 May 2013	07.30 - 07.55
Post-test Descriptive Text	Saturday, 11 May 2013	08.20 - 08.50

CATATAN OBSERVER

Jam Tempat	: : Ruan : <i>Teac</i> : P GBI K	, Mei 2013 WIB ng kelas 7D thing Writing Procedure / Descriptive Te (Peneliti) (Guru Bahasa Inggris) (Kolaborator)	ext*
	S	(Siswa)	
			Observer

FIELD NOTE

No : FN.01

Hari, tanggal : Selasa, 19 Maret 2013 Jam : 08.00 – 08.10 WIB : Ruang Kepala Sekolah : Meminta Ijin Penelitian : P (Peneliti) Tempat Kegiatan

Responden

KS (Kepala Sekolah)

No	Deskripsi Kegiatan
1	P datang ke sekolah pukul 07.40 WIB, bersalaman dengan guru-guru lain yang
	ditemui, kemudian mengetuk pintu ruang kepala sekolah.
2	KS mempersilakan masuk.
3	KS menanyakan maksud kedatangan P.
4	P menyatakan keinginan untuk melakukan penelitian di kelas 7D.
5	KS mengijinkan dan meminta agar menghubungi guru yang bersangkutan untuk
	berkomunikasi lebih lanjut.
6	P menyerahkan surat ijin penelitian kepada KS.
7	KS menerima surat ijin penelitian dan membacanya.
8	KS mengharapkan agar P melakukan penelitian sebaik-baiknya dan di akhir
	penelitian, KS meminta agar P memberikan arsip hasil penelitian untuk sekolah agar
	KS dapat memantau sejauh mana perkembangan siswa.
9	P menyanggupi dan berterima kasih atas ijin yang diberikan oleh KS.
10	Pukul 08.10 WIB, P mohon pamit dari ruang KS.

Hari, tanggal : Selasa, 19 Maret 2013 Jam : 08.25 – 08.40 WIB

Tempat : Kantor Guru SMP N 2 Bantul Kegiatan : Bertemu Guru Bahasa Inggris

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

No	Deskripsi Kegiatan
1	Setelah mendapat ijin dari kepala sekolah, P menunggu GBI selesai mengawasi Tes
	Pendalaman Materi (TPM) kelas IX.
2	Pukul 08.20 WIB, GBI selesai mengawasi TPM dan kembali ke ruang guru.
3	P menghampiri GBI, memperkenalkan diri, dan menyampaikan maksud
	kedatangannya yaitu untuk penelitian di kelas VII.
4	Guru memberikan pilihan utnuk penelitian sebelum Ujian Nasional (UN) atau setelah
	UN.
5	P memilih penelitian sebelum UN lalu menanyakan kelas apa yang diperbolehkan
	untuk di teliti.
6	GBI menawarkan semua kelas 7 A, B, C, D, dan E agar kelas lain tidak merasa iri
	karena selama ini hanya kelas 7A yang selalu dipakai untuk penelitian.
7	P menyatakan ketidaksanggupan jika harus mengampu lima kelas dikarenakan
	terdapat jadwal yang bertabrakan dengan kegiatan kuliah dan praktikum konsentrasi
	di kampus.
8	GBI menawarkan kelas 7D dan bertanya berapa lama waktu yang diperlukan untuk
	penelitian.
9	P meminta kurang lebih empat minggu intensif (tiga kali pertemuan setiap
	minggunya).
10	GBI menyetujui dan memberikan ijin. GBI pamit terlebih dahulu karena harus ke
	bank dan meminta P menemuinya keesokan hari pukul 09.00 WIB untuk interview
	lebih lanjut.
11	P berterima kasih dan mohon pamit pukul 08.40 WIB.

Hari, tanggal : Rabu, 20 Maret 2013 Jam : 09.35 – 10.00 WIB

Tempat : Ruang Guru

Kegiatan : Meminta ijin observasi kelas dan survey

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

No	Deskripsi Kegiatan
1	Setelah selesai mewawancarai GBI tentang proses belajar mengaraj, P meminta ijin
	untuk observasi di saat GBI mengajar di kelas 7D.
2	GBI mengatakan bahwa besok Kamis hingga Rabu minggu depan siswa kelas 7 dan 8
	libur. GBI menawarkan hari Jumat, 29 Maret 2013.
3	P memberitahu GBI bahwa pada tanggal itu ada hari libur nasional.
4	P menawarkan hari observasi Sabtu, 30 Maret 2013.
5	GBI mengatakan bahwa hari itu tidak ada KBM karena akan diadakan try out untuk
	siswa kelas 7 dan 8.
6	GBI menawarkan untuk langsung implementasi tanpa harus observasi terlebih dahulu.
7	P meminta agar tetap diberikan waktu untuk observasi dan survey sebelum
	implementasi.
8	GBI melihat jadwal pelajaran dan menawarkan observasi dan surveypada hari Selasa,
	2 April 2013 di kelas 7D pada jam pelajaran pertama dan kedua.
9	P setuju dan berterima kasih.
10	P meninggalkan sekolah pukul 10.17 WIB.

Hari, tanggal : Selasa, 2 April 2013 Jam : 07.00 – 08.20 WIB Tempat : Ruang kelas 7D

Kegiatan : Observasi kelas dan survey inteligensi siswa

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

K (Kolaborator)S (Siswa-siswa)

Pukul 07.00 siswa kelas sudah masuk ke lab. bahasa dan duduk menyesuaikan nomor absen mereka dengan nomor meja. Pukul 07.05 guru datang bersama dengan peneliti dan kolaborator. Guru bertanya, "How are you today?"

"I'm fine, and you?", siswa menjawab. "Kok lemes banget sih? How are you today?" guru bertanya ulang. "I'm fine, and you?" jawab siswa lebih bersemangat. Guru menjawab, "I'm really okay, I'm fine, and I'm very happy today." Guru melanjutkan dengan meminta seorang siswa maju untuk memimpin doa.

"Okay, long time no see, lama nggak ketemu ya. Long time no see itu artinya lama nggak ketemu. Kemarin setelah dipake libur buat latihan ujian kakak-kakak kalian ya. So, who is absent today?" tanya guru.

"Lega sama Lintang, Ma'am," dua siswa menjawab. "Acara keluarga katanya."

"Nah di belakang itu ada *Miss Hesti and Miss Retno. Miss* yak arena mereka masih *single*, kalau saya *Mrs* karena sudah berkeluarga" guru menjelaskan. Kemudian, guru meminta maaf kepada siswa karena tidak bisa menggunakan *speaker* dan LCD karena masih rusak dan perbaikannya memakan waktu lama.

"LCD di kelas bisa kok, Ma'am" kata salah seorang siswa. Akhirnya, pelajaran dipindah ke ruang kelas 7D.

"Okay, now please open your PR book, unit two about procedure" perintah guru. Buku PR adalah sejenis buku LKS. "Have you got it? I'd like to ask you. Yunda, what do you like to drink?" Yunda tidak menjawab. Guru pun perlu membimbing siswa tersebut. "Do you like drinking coffee, tea, or..?. Yunda berkata, "tea." "How about you, Tobi?"

"Juice," kata seorang siswa yang bernama Tobi. "What juice? Jackfruit? Apa artinya jackfruit?" guru bertanya pada seluruh murid. Hanya seorang siswa paling depan yang menjawab. Guru bertanya lagi, "What about guava? Or wine?" Seluruh siswa tertawa.

"Today, I'd like to show you how to make a cup of tea. Before we go to make a cup of tea, there are some words." Guru kemudian menyalakan LCD dan mengetik beberapa kata di laptop agar bisa dilihat oleh siswa melalui layar LCD. Kata-kata yang diketik adalah: prepare, stir, put into, pour, a cup, a teaspoon, sugar, tea bag, hot water, dan teaspoonful. Setiap selesai mengetik satu kata, guru membimbing siswa untuk mengucapkan kata-kata tersebut dengan pelafalan yang benar. Setelah selesai menulis, guru menegaskan kepada siswa bahwa kata-kata tersebut akan dipergunakan dalam membuat secangkir teh.

Guru mengeluarkan beberapa peralatan (*real obejcts*) untuk membuat secangkir teh, seperti sebuah cangkir, toples berisi gula pasir, sendok teh, teh celup, dan termos berisi air panas. Sambil mengluarkan satu persatu alat dan bahan, guru bertanya, "*What is this?*" Saat mengeluarkan sendok, guru bertanya, "*What is this?*" Siswa sebagian besar menjawab, "*Spoon*". Guru membenarkan bahwa itu *teaspoon*. "Kalau sendok makan bahasa Inggrisnya apa?". Tidak ada siswa yang menjawab. "*Tablespoon*," kata guru. Salah seorang siswa berkata, "Sendok meja" dan siswa lain tertawa.

"Look how to make it," kata guru meminta siswa memperhatikan. Pertama-tama, guru menyendok gula dan bertanya pada seorang siswa, "Tobi, what am I doing?" Siswa tampak

agak bingung kemudian menjawab, "put the sugar". Siswa lain tertawa karena siswa tadi mengucapakan kata put dengan pelafalan yang salah (pʌt). Guru kemudian menjelaskan prosedurnya secara lengkap, "Look! Take a teaspoonful of sugar and put it into the cup. Pour the hot water. Put the tea bag. Stir it until it is mix. Move the tea bag up and down, up and down. It is ready to drink." Setelah selesai menjelaskan, guru memberitahu siswa, "This is the spoken text. What is spoken text?" Sebagian siswa menjawab, "Diucapkan."

"Kira-kira perlu diulang nggak?" tanya guru. "Iya." Semua siswa menjawab. Guru pun mengulangi prosedur *how to make a cup of tea* dengan penuturan seperti yang iya lakukan sebelumnya.

"Now make groups of four, masing-masing kelompok mencoba dengan memperagakan satu-satu ya. Bahannya etok-etok wae," perintah guru. Guru membiarkan siswa untuk membentuk kelompok mereka sendiri walaupun ia lebih menyarankan agar siswa tinggal balik badan dan bekerja dengan siswa di belakangnya. Namun siswa cenderung membeda-bedakan teman, terutama pada siswa perempuan. Mereka tampak kerepotan berpindah dari baris paling kanan ke baris paling kiri maupun sebaliknya untuk bergabung dengan teman akrab mereka. Berbeda dengan siswa laki-laki yang dengan cepat membentuk kelompok cukup dengan siswa di depan atau di belakang mereka. "Hurry up, hurry up," kata guru.

"Oiya, bahasa Inggrisnya selamat mencoba, ada yang tahu?" guru bertanya pada siswa selagi siswa membentuk kelompok. Namun tidak ada siswa yang tahu. "Kalau bahasa Inggris itu ka nada *happy birthday, happy* di situ artinya apa?" Semua siswa menjawab, "selamat."

"Yak, jadi *happy* itu nggak hanya berarti senang atau bahagia ya, bisa juga artinya selamat. Jadi kalau selamat ulang tahun itu *happy birthday*, kalau selamat mencoba berarti?" guru mencoba memberi petunjuk. "*Happy trying*," jawab para siswa.

Siswa tampak telah membentuk grup mereka masing-masing. "Well, do you know what you should do?" guru memastikan, namun hanya satu siswa yang menjawab, "How to make a cup of tea."

"Oke, sekarang masing-masing kelompok diskusi dulu 5 menit sebelum nanti praktek di kelompok masing-masing. Prakteknya gentian ya, terus yang praktek nanti serempak di semua kelompok. Well, please discuss it. Sambil ditulis, dirancang-rancang dulu. Nanti pas praktek, kalau temennya salah, yang lain mbenerin ya." Guru melanjutkan dengan berkeliling kelas, memantau dan membimbing diskusi siswa. Ketika guru sedang memantau kelompok di sebelah selatan, sebuah kelompok siswa laki-laki di bagian utara malah berbicara tentang club sepak bola Manchester United yang kalah.

Di tengah-tengah proses diskusi, guru baru menuliskan *connector words* di papan tulis. "Nanti pas praktek pake ini ya, *connector words*. Ada *first, second, next, after that, finally*. Biar nggak bosen." Guru menegaskan, "*Three minutes left*." Guru pun kembali berkeliling memantau jalannya diskusi siswa dan membantu siswa yang tampak kesulitan. Saat guru berada si satu sisi, siswa di sisi lain cenderung ramai dan topik pembicaraannya keluar dari bahan diskusi.

Di sebuah kelompok, guru berkata, "Nah nanti kan kalian bisa bilang *the materials are...* apa gitu disebutin." Di waktu diskusi yang tersisa, guru terus menerus mengingatkan pengucapan kata *sugar*. "Ingat ya, kaya di iklan dulu itu lho, ka nada yang *sugar, oh honey honey*."

Kemudian guru berkata, "*Okay, time is up*, nanti saya hitung satu sampai sepuluh, nggak boleh bawa catatannya. Biar temennya yang bawa catatan kalian, terus pas salah nanti biar temennya yang ngingetin. Oke? Gitu ya. Jadi *speaking listening*. Siap? Saya mulai hitung lho dari sepuluh."

Pada hitungan terakhir, seorang siswa yang duduk di depan peneliti berkata, "Ayo gek cepet, gek cepet." Perwakilan pertama kelompok tersebut mulai berbicara, "I will tell you how to make a cup of tea. The materials is" Siswa lain membenarkan, "Are." Perwakilan pertama melanjutkan dengan didominasi kesalahan pada grammar, "The materials are tea bag, cup, hot water. First, put sugar in the glass. And nganu, opo kui, emmm stir water until nganu." "Mix," kata temannya. Sementara hampir semua kelompok lain sudah berganti dengan kandidat kedua, kelompok ini masih pada kandidat pertama.

Guru memperingatkan,"Ayo next, next, next."

Ada beberapa siswa dari kelompok lain yang tampak sangat lancar, namun masih ada juga beberapa yang terbata-bata. Siswa juga tampak kreatif dengan memanfaatkan bendabenda di meja mereka untuk membantu peragaan. Misalnya pena sebagai sendok, tempat pensil sebagai cangkir, dan tempat air minum sebagai termos berisi air panas.

Di kelompok lain, seorang siswa laki-laki mendapat giliran memperagakan. Pelafalan kata-katanya masih bermasalah walaupun itu kata-kata yang sangat sederhana seperti *put, into, pour,* dan *take*. Siswa tersebut menjelaskan prosedur, "*First, the sugar* ngene *into cup.* Terus *hot water*. Terus *stir it*. Terus *up down up down*. Terus *good trying*."

Waktu untuk praktek dalam kelompok telah selesai. Di depan kelas guru berkata, "Oke, nanti saya kasih waktu 10 menit untuk menuliskan ulang prosedure *how to make a cup of tea*. Kita sekarang di *writing section*. Ditulis yang bagus sesuai urutannya ya, materialnya apa, tahap bikinnya gimana. Baru nanti tiap-tiap kelompok maju ke depan membacakan hasilnya. Ada yang *opening*, ada yang baca, ada yang memperagakan, yang terakhir *closing*. Sepuluh menit, mulai dari sekarang."

Tiga belas menit kemudian kelompok yang pertama ditunjuk oleh guru maju membacakan hasil diskusi mereka. "*Time is up. So, please Yunda's group. Give applause for them.*" Semua bertepuk tangan.

Siswa pertama membuka presentasi, "Good morning, Ma'am. Good morning, Miss. Good morning, Friends." Siswa tersebut memperkenalkan nama grup dan anggota grupnya. "We will tell you how to make a cup of tea." Siswa kedua bersiap membacakan hasil diskusi dan siswa ketiga memperagakan dengan alat-alat yang diletakkan guru di meja guru. "First, prepare a sugar, tea bag, and hot water. The tools are a teaspoon and a cup." Siswa tersebut tampak cukup lancar dalam presentasinya dan tulisan mereka hanya terdapat sedikit kesalahan pada bentul plural dan singular nouns. Siswa terakhir menutup presentasi, "Thank you for your attention. Happy trying and goodbye."

Guru, siswa lain, dan peneliti serta kolaborator memberikan tepuk tangan. Guru menunjuk kelompok kedua, "Next group, Andhika's group, please."

Siswa pertama dari grup kedua membuka presentasi dengan sapaan. "Good morning, Ma'am, Miss. Good morning friends. Let me tell you about my group. We are from group Subur. We will tell you about how to make a cup of tea." Siswa lain membacakan hasil diskusi kelompoknya, Kelompok ini juga membuat beberapa kesalahan pada plural dan singular nouns, misalnya a water.

Karena jam pelajaran sudah habis, guru meminta siswa mengumpulkan tulisan mereka untuk dikoreksi. "Karena ini waktunya sudah habis, dua kelompok yang lain dilanjutkan pertemuan berikutnya ya. Tapi sekarang bukunya yang ada catatannya tadi dikumpulkan. Mau ibu koreksi dulu." Guru menutup pelajaran dengan salam.

Hari, tanggal : Senin, 8 April 2013 Jam : 09.00 – 09.12 WIB

Tempat : Ruang Guru

Kegiatan : Konsultasi Rencana Penelitian (Course Grid & Lesson Plans)

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

No	Deskripsi Kegiatan
1	P menghubungi GBI untuk berkonsultasi hari ini.
2	GBI meminta P untuk berkonsultasi pada jam istirahat pertama.
3	Pukul 08.40 WIB P tiba di sekolah dan mencari GBI di ruang guru.
4	GBI belum bisa karena ternyata jam istirahat diundur setelah jam keempat.
5	P menunggu GBI selesai mengajar.
6	Pukul 09.40 WIB P berkonsultasi pada GBI di ruang guru.
7	P menjelaskan landasan teori dari penelitian serta keseluruhan rencana implementasi
	selama penelitian (pertemuan pertama sampai ke sembilan).
8	P menunjukkan <i>course grid</i> penelitian writing dan RPP.
9	GBI menanggapi rencana penelitian P dengan baik.
10	GBI meminta P benar-benar mempersiapkan diri untuk pengajaran di kelas besok.
11	GBI kembali mengajar.
12	P meninggalkan sekolah pukul 09.12 WIB.

No : FN.06

Hari, tanggal : Selasa, 9 April 2013 Jam : 07.00 – 08.20 WIB Tempat : Ruang kelas 7D

Kegiatan : Latihan teks *procedure* (pertemuan 1 – Cylce I)

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

K 1 (Kolaborator 1) K 2 (Kolaborator 2) S (Siswa-siswa)

P, K1, dan K2 memasuki ruang kelas VII D pukul 06.55. K1, dan K2 langsung duduk di kursi belakang untuk mengamati. P menyiapkan laptop, LCD, dan speaker. GBI menyusul pada pukul 07.05. P menyapa para siswa dan meminta perwakilan siswa meminpin doa. Kemudian, P memperkenalkan dirinya, K1, dan K2.

Setelah mengecek presensi siswa, P bertanya, "Guys, do you have some toys at home?" Sebagian siswa mengatakan, "Yes, Miss." "What kind of toys do you have at home, Mister..emm?" siswa yang dimaksud menjawab, "Panji." "Alright, Mr.Panji, what kind of toy do you have?" Siswa itu berkata, "Emm..I have robot-robotan and car with remote control." P melanjutkan bertanya pada siswa lain, "What kind of toys do you have, emm..sorry, what's your name, Mister?" Siswa yang dimaksud bernama Adam dan ia menjawab, "I have...emm..I have..." P mencoba memberikan ide, "You have what? Barbie?" Siswa lain tertawa. "No, I have pedang-pedangan", lanjut Adam. "Okay, pedang in English is sword. Repeat after me, please. Sword." Seluruh siswa mengucapkan, "Sword."

P mengeluarkan dua buah rubik dan sebuah *gameboard* dan menjelaskan bahwa itu adalah contoh-contoh mainan modern. Seorang siswa berkata, "Weh, rubik. Aku juga punya itu, *Miss.*" Kemudian P mengeluarkan sebuah *string phone* dan bertanya apakah para siswa sudah pernah membuat dan memainkan mainan tradisional seperti *string phone* tersebut. Para siswa tampak kagum saat P meminta seorang siswa mencoba *string phone* dengan K1. P mengatakan, "Alright, Guys. Do you want to learn how to make it? It will be fun." Siswa menjawab, "Yes.""So, today we're going to learn about procedure text, how to make a string phone, "lanjut P.

"Hi, Class," kata P untuk meminta perhatian siswa.

"Hello," jawab siswa.

"Let's watch this video first!" P memutarkan sebuah video melalui LCD. Setelah video ditayangkan dua kali, P bertanya, "That was very easy, right?" Siswa menganggap hal itu mudah. P melanjutkan, "Before we make it, let's learn about the materials that will be needed. Look at the slides, please." P mengucapkan kata-kata dari gambar-gambar yang tampak di slides dan meminta siswa untuk menulis dan menirukan pelafalannya. Setelah itu, P mengeluarkan benda-benda riil dan mengijinkan para siswa untuk melihat lebih dekat ataupun menyentuh benda-benda tersebut.

"Class, do you know what is meant by imperative verbs?" tanya P. "No," jawab seluruh siswa. P kemudian menjelaskan tentang penggunaan imperative verbs sebagai ciri dari teks procedure. Siswa mencatat penjelasan dan contoh-contoh kalimat yang ditulis P di papan tulis. "Imperative verbs itu gunanya untuk memerintah, jadi sering disebut bossy verbs. They don't need subjects in front of the verbs. Misalnya, Tobi sees Zidna is crying. And then Tobi says to Zidna. Zidna, dry your tears, please. Jadi dry itu kalimat perintahnya," kata P. "Ciyeee...Tobi ro Zidna to saiki," kata seorang siswa. Siswa lain tertawa, "Ciyeee...hahahaha."

Setelah siswa dirasa paham, P menayangkan ulang video *How to Make a String Phone* dan meminta siswa menemukan penggunaan *imperative verbs* di dalamnya. Setelah kegiatan itu, siswa kemudian mengerjakan Task 1 yang diberikan P secara individu. Task 1 adalah menentukan kata-kata yang bisa digunakan sebagai *imperative verbs*. "*Please open and check the words in your dictionary if you're not sure*," tegas P. Saat siswa sudah selesai, P meminta beberapa sukarelawan dari siswa untuk membacakan jawaban. Rata-rata siswa salah pada kata *shut* dan *first*. Setelah itu, secara berpasangan, siswa mengerjakan Task 2 (menentukan *imperative verbs* sesuai gambar). "*Check your dictionary*." Semua siswa tampak aktif dalam diskusi. P menunjuk beberapa siswa untuk menuliskan jawaban mereka di papan tulis dan mendikusikannya dengan seluruh siswa. Rata-rata siswa menjawab salah pada kalimat *tie a knot, punch a hole, poke the string through the hole,* dan *plug in the headset jacks*. P kemudian menjelaskan arti dari kata-kata di Task 2 dan meminta siswa menirukan pelafalannya.

P membagikan teks *procedure How to Make a String Phone* dan siswa membacanya. P dan siswa bertanya jawab mengenai isi dan tujuan teks *procedure* tersebut. Siswa tampaknya sudah sangat paham dengan tujuan komunikatif dari teks *procedure*. Kemudian P meminta siswa melingkari setiap huruf capital, koma, dan titik dalam teks. P dan siswa bersama-sama mendiskusikan kapan *capital letter*, *comma*, dan *full stop* digunakan khususnya dalam menulis teks *procedure*.

P membagikan dua buah *paper cups, string,* dan *tootptick* pada setiap pasang siswa, "Well, now we'll try to make what the text tells us to do. Could you show me your paper cups?" Siswa mengangkat gelas kertas mereka. Begitu juga saat P menanyakan benang dan tusuk gigi. P meminta beberapa siswa secara bergiliran untuk membaca satu tahap/perintah dalam teks dan mencontohkan tindakan pada siswa lain. Begitu seterusnya sampai akhrinya string phones mereka jadi. P memberikan kesempatan bagi siswa untuk mencoba karya

mereka. Siswa tampak berpencar-pencar dari tempat duduk mereka untuk mencoba *string phone*. P menunjuk dua pasang siswa untuk menceritakan kembali proses mereka membuat *string phone*. "Come on, Farhan and Dwi. Tell it to your friend how you made your string phone," kata P. "Aaah, malu, Miss. Nanti kalau salah?" kata Farhan. "Nggak apa-apa salah paham. Kamu salah asal temen-temenmu paham," kata P. "Hahahahaha," para siswa tertawa. Setelah dipaksa dan dibimbing oleh P, kedua siswa tersebut berani bercerita walaupun dengan kalimat yang terbata-bata.

"Okay, now please make groups of four and I'll give you another tasks," perintah P. Siswa tampak sangat pilih-pilih dalam membentuk kelompok. Namun setelah kelompok terbentuk sesuai pilihan mereka, mereka tampak aktif berdiskusi. Siswa mengerjakan Task 3 dan P selalu mengingatkan siswa untuk membuka kamus. Setelah waktu yang ditentukan habis, "Well, now picture number 1. Kelompoknya Miss Yunda, what is your answer for picture number 1?" tanya P. "Four," jawab Yunda. "Other groups, do you have the same answer?" P bertanya pada kelompok lain dan ternyata jawaban mereka sama. Dalam Task 3, mayoritas siswa salah pada gambar pertama. P menjelaskan dengan meminta siswa meninjau ulang gambar pertama dan akhirnya mereka menyadari bahwa gambar pertama lebih cocok untuk kalimat kelima, bukan keempat.

Setelah semua gambar dibahas, P bertanya, "So far, any questions?". Tidak ada pertanyaan. "Do you understand all that I explained to you today?" tegas P. "Yes," kata para siswa. "So, because the time is almost up, I'll give you a homework to write. Each student plase tak one roll. Inside each roll, there is different title. What I want you to do is writing its procedure text. Understand?"

"Yes."

"You may look at a book or internet as your reference. But write it with your own words and be creative. Avoid plagiarism. Can you?"

"Yes, Miss."

Bell berbunyi dan P mengakhiri pelajaran dengan mengucap salam.

No : FN.07

Hari, tanggal : Jumat, 12 April 2013 Jam : 07.00 – 07.40 WIB Tempat : Ruang kelas 7D

Kegiatan : Latihan teks *procedure* (pertemuan 2 – Cylce I)

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

K 1 (Kolaborator 1) K 2 (Kolaborator 2) S (Siswa-siswa)

P, GBI, K1 dan K2 memasuki kelas pukul 07.05. Salah seorang siswa memimpin doa. P menyapa siswa, GBI, K1, dan K2, kemudia mengecek presensi siswa.

"Do you still remember our last material? What is it about?" tanya P. Sebagian siswa menjawab how to make a string phone dan sebagian lagi menjawab procedure text. "Alright, what materials do we need to make a string phone? Mr. Eris?" P menunjuk seorang siswa. Eris menjawab, "Paper cups and string." "Good, Eris!" kata P.

"Well, Class. Do you have homework?" Siswa mengatakan mereka diberi PR. Salah seorang siswa mengacungkan jari, "Miss, kemarin saya nggak berangkat." P memberikan tiga pilihan judul teks procedure untuk ditulis dan siswa tersebut memilih How to Use Correction

Pen yang harus diselesaikan dalam 10 menit. "The other, while waiting for Andhika to finish his work, now check your homework again karena nanti akan kita cocokkan."

Setelah 10 menit, P meminta setiap siswa menukarkan PR mereka dengan siswa di meja sebelah. "Now, what you have to do is checking your friends' work. Kemarin kita sudah belajar imperative verbs kan?". "Sudah, Miss." P melanjutkan penjelasannya, "So, if you feel that the imperative verbs are not appropriate, you can cross them with red pen or apalah selain hitam. Kalau penggunaak capital letter, comma, and full stopnya juga salah, disilang ya. Do you understand?"

"Miss, dibenerin nggak jawaban yang salah?"

"No, dicoret aja. Nanti biar dibenerin sendiri sama yang punya. Are you ready? I'll count now. Your time is only five minutes. Three..two..one, and go!" Siswa tampak cekatan membuka-buka kamus mereka. Ada juga yang meminta bantuan P, GBI, dan K1 saat menemui kesulitan atau ketidakyakinan. "One minute left," P memberi peringatan. Waktu habis dan siswa mengembalikan buku pada pemiliknya.

"Now, try to read it and reflect on your mistakes. Do you know your mistakes?" P bertanya sambil berkeliling mengamati pekerjaan siswa. "Emm...ada yang tau ada yang enggak, Miss. Ini kenapa dicoret ya, Miss?" tanya seorang siswa. "Oh, sugars. Sugar itu countable or uncountable? Check your dictionary." Siswa membuka kamus, "Weh, iya. Uncontable. Berarti nggak pake s ya, Miss?" P mengangguk, "Nah itu tau." "Hehehe, lupa, Miss," jawab siswa tersebut.

"Alrihgt. Hello, Class," sapa P untuk meminta perhatian siswa. "Hi," jawab para siswa. "After knowing your mistakes, now I want you to rewrite your texts based on your friends' evaluation. Tapi jangan terkecoh lho ya. Kalau memang koreksian teman kalian benar, ya diperbaiki kesalahannya. Tapi kalau kalian ngerasa punya kalian yang benar, ya dipertahankan. I'll give you time to rewrite until the bell rings and submit it. Get it?" P memastikan. "Yes, Miss."

Dalam waktu yang tersisa, siswa mulai membenahi dan menulis ulang teks *procedure* mereka. Mereka membuka kamus, kamus elektronik, dan terkadang juga meminta bantuan pada P, GBI, maupun K1. Setelah bel berbunyi, siswa mengumpulkan pekerjaan mereka. P bertanya ulang tentang tujuan *procedure text* dan apa itu *imperative verbs* untuk menyimpulkan pelajaran. Kelas diakhiri pukul 07.45.

No : FN.08

Hari, tanggal : Sabtu, 13 April 2013 Jam : 08.20 – 09.55 WIB Tempat : Ruang kelas 7D

Kegiatan : Latihan teks *descriptive* (pertemuan 1 – Cylce I)

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)
K 1 (Kolaborator 1)
K 2 (Kolaborator 2)
S (Siswa-siswa)

P, K1, dan K2 memasuki kelas pukul 08.20. GBI akan menyusul seletah urusan beliau selesai. P menyapa siswa dan mengecek presensi siswa. "How are you today?" tanya P. "I'm fine. And you?" "I feel very today. By the way, so far after two meetings with me, do you like our learning activities?" P meminta pendapat siswa. "Yes, Miss."

"Sebelum kita mulai pelajaran, main tebak-tebakan yuk. I'll mention the characteristics of the thing and you have to guess what it is. Okay?"

"Oke, Miss." "It is a building. It is located in Bantul," P member petunjuk pertama. "Masjid Agung Manunggal Bantul," jawab seorang siswa. "No, that's not it. It is quite big and located in Jalan Bantul." "Gapura Bantul?" siswa lain mencoba menebak. "No, no, no. But it is close to Gapura Bantul. It has two floors and there are many people study there." "Study?" seorang siswa mengkonfirmasi. "Yes, study. Do you know, Andhika?" tanya P. "SMP 2 Bantul?" kata siswa tersebut.

"Yak, you're right, Andhika. Excellent! It is SMP 2 Bantul. Your school." P member tahu jawabannya. "Wah, hahahahaha..." siswa tidak mengira. Selanjutnya P bertanya pada beberapa siswa tentang pendapat mereka mengenai sekolah mereka. Semua siswa mengatakan senang bisa sekolah di SMP ini. P meminta siswa untuk menyebutkan apapun yang mereka temukan dan mereka pernah lakukan selama mereka sekolah di sini.

P membagikan *descriptive text* berjudul *My Beloved School* dan meminta siswa membaca dalam 5 menit. Setelah itu P dan siswa mendiskusikan kata-kata sulit yang ditemui siswa dalam teks, misalnya *beloved*, *regency*, *gateway*, *environment*, dan *various*. P meminta siswa untuk membuka kamus dan berlomba menemukan artinya.

"Okay, if you don't have any more questions, try to answer the questions in Task1. Do it in pairs in five minutes." Siswa akhirnya mengejakan Task 1 selama 10 menit. Selanjutnya P meminta beberapa siswa untuk menjawab secara bergantian.

GBI datang dan langsung mengamati dari belakang. P mulai menjelaskan tentang fungsi dan karakteristik dari teks *descriptive*. Siswa sudah tampak hafal mengenai itu dan bagian-bagian teks (*Identification and descriptions*). Namun, ketika ditanya lebih lanjut, mereka tampak bingung. "Now, look at the text again. Which one is the indentification?" Tidak ada jawaban. "Which one is the description?" Juga tidak ada jawaban. P kemudian menjelaskan bagian-bagian teks dengan memberikan penjelasan dan referensi langsung ke teks yang sedang dibaca siswa. Setelah siswa paham, P menjelaskan tentang penggunaan kata sifat (adjectives) dalam descriptive text. "What is the meaning of adjective?" tanya P. "Kata sifat." P bertanya lagi, "Kalau adverb?" "Kata keterangan," jawab siswa. "Ya, adjectives itu bisa sifat misalnya humoris, keadaan misalnya the clock is broken, bisa juga warna atau rasa." Setelah itu P meminta siswa membaca descriptive text My Beloved School sekali lagi sambil membuka kamus untuk menemukan sebanyak mungkin kata sifat di dalam teks. P dan siswa membahasnya bersama-sama.

Setelah memastikan tidak ada pertanyaan dari siswa, P meminta siswa membentuk grup yang masing-masing terdiri dari 4 orang. "Now look at Task 2. Read the instruction, first. Do you know what to do, Class?" Semua siswa menjawab, "Yes." "Miss Nanda, what you should do?" P memastikan siswa mengerti. "Mencari lawan kata, Miss," jawab siswa tersebut. Siswa mengerjakan Task 2 dalam 10 menit kemudian berlomba menuliskan jawaban mereka di papan tulis.

Setelah itu, P menjelaskan cara mengerjakan *Task 3* dengan memberikan satu contoh kalimat. Untuk mempersingkat waktu, P meminta siswa secara spontan untuk menuliskan kalimat mereka di papan tulis yang kemudian dikoreksi bersama-sama.

"Hmm, by the way, have you learned about prepositions?" tanya P sambil menuliskan beberapa prepositions. "Yes, Miss." "Kalau kalimat there is an apple bla bla bla table, itu in, on, atau above?" Tidak ada siswa yang menjawab. P kemudian mengajarkan sebuah lagu prepositions "In, On, Under, By" yang disertai gerakan kepalan tangan. Siswa menirukan. "So, there is an apple bla bla bla table. What is the preposition?" tanya P sekali lagi. "On," siswa menjawab. "Alhamdulillah yaa Allah. Miss Hesti perlu sujud syukur ini," kata P. "Hahahaha," semua tertawa. "So far, any question?"

Tidak ada pertanyaan. P membuat tabel di papan tulis dengan kolom *things, numbers,* dan *characteristics*. P membimbing siswa untuk melakukan *brainstorming* dengan menyebutkan benda-benda yang ada di kelas mereka (VII D) beserta jumlah dan karakteristiknya. Dari hasil *brainstorming* tersebut, P membimbing siswa untuk bersama-sama membuat kalimat-kalimat *descriptive* sederhana.

Sebagai kegiatan terakhir, siswa diminta membentuk kelompok yang terdiri dari 6 orang dan meminta ketua kelompok untuk maju. P membagikan 5 amplop secara acak pada masing-masing ketua kelompok untuk dibaca di dalam hati. P menjelaskan aturan permainan kepada ketua kelompok. Masing-masing ketua kelompok kembali ke kelompok mereka untuk menjelaskan aturan permainan pada anggotanya. "Hello, Class. Are you ready for the mission?" tanya P. "Yes, Miss." Masing-masing kelompok kemudian keluar dari kelas dan menuju ruangan yang berbeda-beda untuk mengadakan observasi. P, GBI, K1, dan K2 berbagi tugas mengawasi dan membimbing siswa. Setelah 20 menit berlalu, seluruh kelompok kembali ke kelas.

"The captains of each group, have you finished the mission?"

"Yes, Miss."

"Excellent! Now I want Febi's group to tell to the others about the result of your observation." Kelompok Febi membacakan hasil observasi di depan kelas.

Jam pelajaran habis. "Alright, because the time is up, I think that's all for today. Are you happy with that, Class?"

"Happy, Miss."

P, GBI, K1, dan K2 meninggalkan kelas pukul 09.55.

No : FN.09

Hari, tanggal : Selasa, 16 April 2013 Jam : 07.00 – 08.20 WIB Tempat : Ruang kelas 7D

Kegiatan : Latihan teks *descriptive* (pertemuan 2 – Cylce I)

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

K 1 (Kolaborator 1)K 2 (Kolaborator 2)S (Siswa-siswa)

P dan K1 memasuki kelas pukul 06.55 dan menyiapkan media seperti LDC dan laptop. Pukul 07.00, P memulai pelajaran dengan memimpin doa, dan mengecek presensi siswa. "How's your weekend, Class? What did you do last weekend? Jordi?" P menunjuk salah satu siswa yang tampak mengantuk. "Emm, I go to church with my family and we eat bebek goreng together," jawab siswa tersebut. "Wow! That's awesome. Even I find it difficult to eat together with my big family because we're all busy," P memberi respon.

"Alright. Do you remember what we did last week, Class? Farhan?"

"Observasi, Miss."

"What room did you observe?"

"Teachers' room."

"Ya, last week I asked you to observe different rooms in this school. I also did my own observation tapi observasi kamar tidur. This is the bedroom as you can see on the slide," P menjelaskan gambar.

"Wooooow," semua siswa terkesan. "Itu kamarnya Miss Hesti?" tanya seorang siswa.

"Bukan," jawab P.

"Huuuuuu...kirain. Hahahaha."

P meminta siswa untuk menyebutkan benda-benda apa saja yang tampak di dalam gambar kamar tersebut. Beberapa siswa menjawab *chair, bed, books, window, pictures,* dan *table.* Kemudian P membagikan lembar observasi yang berisi *list* benda-benda dalam gambar tersebut. P meminta siswa membaca dan menyebutkan kata-kata sulit yang mereka temukan dalam teks. Kata yang baru bagi siswa adalah *comfortable, drawer,* dan *curtain.* "Everybody check your dictionary, please," perintah P. Siswa tampak membuka kamus. "Miss Tri, what is the mearning of comfortable?"

"Emm..bentar, *Miss*. Menyenangkan," kata siswa tersebut. "Oke menyenangkan. Ada pendapat lain? Yak, *Miss Ami?*"

"Nyaman."

"That's it. Nyaman."

P menunjuk siswa secara acak untuk maju dan menunjuk benda yang disebutkan oleh P berdasarkan lembar observasi. Setelah semua benda disebutkan, P bertanya, "Is there any thing that has not been mentioned here?"

"Pillow, Miss," kata seorang siswa.

"Ladder," kata siswa lain.

"Sebelum kita lanjut, *Miss* mau tanya nih. *Have you learned about simple present tense*," tanya P. "Yes," jawab siswa. "*How many times*," P melanjutkan. "*Many many, Miss*," kata seorang siswa.

"Hahaha, good, Lintang. Berarti sudah paham dong ya?"

"Emm..Insyaallah."

"Yang lain mudeng?"

"Insyaallah juga, Miss," jawab sebagian besar siswa.

"Kalau they itu pakenya is, am, atau are?" P menguji pemahaman siswa. "Are." P juga membuat beberapa pertanyaan terkait simple present tense. "So, I will write an opening paragraph here, the identification paragraph about the bedroom. Everybody, copy it on your book." Begitu selesai menulis, P menjelaskan, "This is the identification paragraph of our descriptive text. Now, I will choose some of you to continue this text. Yang harus kalian lakukan adalah menulis simple sentences based on this observation sheet. Let me give you an example." P memberikan contoh kalimat yaitu there is a desk in my bedroom. It is between the bed and the bookshelf. Its color is white. Siswa tampak sudah mengerti dan mulai melanjutkan kalimat yang ditulis P. Setelah siswa selesai menulis, P dan siswa bersama-sama mengevaluasi tulisan para siswa di papan tulis.

"Look! This sentence. There is books, novels, and dictionaries on the desk. Is it right?" "No."

"What's wrong with this sentence?"

"Harusnya *are*," jawab para siswa. P dan siswa melanjutkan evaluasi sampai kalimat terakhir. "So far, any questions?" P memastikan pemahaman siswa. "No."

"You bring your observation sheet, right? Itu lho yang kita observasi minggu lalu."

"Bawa, Miss."

"Alright. Because you said you already understand, now I'd like you to write a descriptive text based on the result of your observation sheets last week," jelas P.

"Waaah," siswa mengeluh.

"Kok wah? Kan katanya udah pada ngerti. Ayok pelan-pelan. Nanti *Miss* bantu." P memberi waktu 30 menit untuk siswa menulis. Namun, selama proses menulis, banyak siswa yang masih bertanya tentang penggunaan *to be (is, am, are)*. Beberapa kali P memberi peringatan waktu yang tersisa. Setelah selesai, P meminta salah seorang siswa untuk membacakan teksnya sesuai dengan tanggal pada hari itu (siswa nomor 16).

"Eyaaaa...Jordiii. Kono kono maju," kata teman sebelah Jordi. Jordi kemudian maju dan membacakan teksnya yang berjudul *The Sickbay of SMP 2 Bantul*. Siswa lain mendengarkan dan terkadang langsung membenarkan grammar yang salah.

P meminta seluruh siswa untuk mengumpulkan pekerjaan mereka. P akan memutarkan dua buah video pendek. Sebelumnya P menjelaskan sekilas tentang perbedaan teks *report* dengan teks *descriptive*. "Jadi, kalau *report* itu dia menjelaskan benda secara umum atau general. Kalau *descriptive*, kebalikannya. Dia menjelaskan sesuatu yang lebih spesifik. Itu milik siapa, namanya siapa, dan lain-lain. *Now let's watch there videos and try to get the difference.*"

P memutarkan video secara berurutan. Video pertama berjudul *Sally, My Cute Cat* dan video kedua berjudul *Cat.* "Do you catch the difference, Class?" tanya P setelah video ditayangkan. "Nana, what is the difference?"

"Emm, kalau yang pertama tadi kucingnya yang peliharaannya orang. Terus dikasih nama Sally. Kalau yang kedua itu kucing...emm..ya kucing secara umum, *Miss*," jawab siswa tersebut. "*That's it. You're smart, Nana*."

P dan siswa bersama-sama menyimpulkan pelajaran hari ini dan sebelumnya terkait *descriptive text* dan pelajaran diakhiri pukul 08.20.

No : FN.10

Hari, tanggal : Sabtu, 28 April 2013 Jam : 08.20 – 09.55 WIB Tempat : Ruang kelas 7D

Kegiatan : Latihan teks *descriptive* (pertemuan 1 – Cylce II)

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris) K 2 (Kolaborator 2) S (Siswa-siswa)

P, GBI, dan K2 memasuki kelas pukul 08.20 dan segera menyiapkan LCD, laptop, dan speaker. P menyapa siswa, menanyakan kabar siswa, dan mengecek kehadiran siswa.

"Hi, Guys. I want to ask you. Do you have a precious thing in your bedroom? Sesuatu yang kalian anggap berharga. Ada?" tanya P. "Yes," jawab beberapa siswa. "Miss Annisya, what is your precious thing?" P bertanya pada seorang siswa. "Glasses," kata siswa tersebut. "Okay, and Mr. Adam. What's your precious thing?" Siswa yang dimaksud menjawab, "Emm..blanket."

"Alright. One of the things that I love is this (P memperlihatkan sebuah pigura dengan beberapa foto dirinya dan dua sahabatnya). Come closer to see it." P menanyakan pendapat siswa tentang persahabatan P dan siswa memberikan opini mereka. "This is Miss Cha and this one is Miss Ririh. They're all my classmates in the university and we're always together," P memberikan deskripsi singkat. "Before starting our lesson today, what if we listen to a song about friendship. Do you like it?" kata P. "Yeeeeah.." siswa tampak senang.

P membagikan lirik lagu yang dihilangkan sebagian liriknya. P menjelaskan bahwa siswa harus mengisi lirik yang hilang sesuai dengan lagu yang mereka dengar. Setelah siswa

dirasa siap, P mulai memutar lagu melalui laptop dan speaker. "I'll play the song only once. So, listen carefully. Are you ready, Guys?" kata P. "Yes." Lagu selesai diputar namun masih ada beberapa siswa yang belum lengkap mengisi lirik lagu. Mereka mengatakan bahwa bagian awal lagu terlalu cepat.

"Well. Now, let's discuss it together. Miss Riza, what is the answer for number one?" tanya P. "Belum, Miss." P melemparkan pertanyaan pada siswa lain. "Any volunteer?" Seorang siswa menjawab, "Me..me..me, Miss." P merespon, "Yes, Mr. Rian. What's your answer?" Siswa tersebut menjawab yourself, yang merupakan jawaban yang benar. P dan siswa bersama-sama melanjutkan pembahasan. "That's all the answers. Now, Everybody, stand up, please. Ayo Mbak Retno sama Ms. Eni juga boleh kalau mau ikut berdiri. We're going to sing this song together." P menyiapkan lagu, "Are you ready to rock this class?" Semua siswa terutama siswa laki-laki tampak semangat. P, seluruh siswa, GBI, dan K2 bernyanyi bersama mengikuti lagu yang diputar. P juga berkeliling kelas untuk membimbing siswa yang tampak malu-malu.

Setelah itu, siswa dipersilakan duduk. P menjelaskan arti dari beberapa kata dan frasa dalam lagu dan meminta siswa untuk mencatatnya. P kemudian bertanya arti persahabatan menurut para siswa.

"Mr. Dwi. What do you think of friendship?"

Siswa yang dimaksud menjawab, "Segalanya."

"Why friendship is everything?" P menggali jawaban siswa.

"Karena...emm...kadang kita itu lebih dekat dengan teman daripada saudara kita sendiri," jawab siswa tadi. P juga menanyakan arti persahabatan pada beberapa siswa lain. "Mr. Ryan. Who is your best friend in this class?" P bertanya pada seorang siswa yang dianggap penyendiri oleh siswa lainnya. Siswa tersebut menggelengkan kepala. "You don't have a best friend in this class? Are you sure?" P bertanya lagi. "Yes. I'm sure."

P kemudian membagikan *descriptive text* berjudul *My Best Friend*. "Are you familiar with the person in the text?" tanya P. "Mbak Retnooo...hahahaha," jawab seluruh siswa. Retno adalah mahasiswa KKN yang pernah mengajar batik di kelas tersebut selama 4 bulan. Siswa merasa sudah sangat familiar dengan mahasiswa tersebut. P meminta siswa untuk membaca teks tersebut dan mencari arti dari kata-kata sulit yang mereka temukan dalam teks. P dan siswa bersama-sama membahas kosakata sulit dalam teks, seperti faculty, covered, veil, responsible, boarding house, dan major. P memberi waktu lima menit untuk siswa secara berpasangan menjawab lima pertanyaan terkait teks. Kemudian P dan siswa bersama-sama membahas jawabannya.

"Do you still remember the purpose of descriptive texts?" tanya P. Sebagian besar siswa masih ingat tujuan dan bagian-bagian descriptive text. P juga mengatakan bahwa jenis tense yang digunakan dalam descriptive text adalah simple present tense. "Dari hasil tulisan descriptive text kalian yang pertama, yang tentang ruangan di sekolah, Miss menemukan baaaanyak sekali kesalahan di penggunaan simple present tense. Padahal katanya sudah belajar sering sekali, kan?"

"Hehehe masih bingung, Mbak," kata seorang siswa. Siswa lain juga ikut mengatakan hal yang sama. P kemudian menjelaskan penggunaan simple present tense. "Now, please open your book, ini buku PR Intan Pariwara, on page 55. P menjelaskan tentang the patterns of the simple present tense with 'to be' (is, am, are) and with verb (verb & verb + s/es), termasuk juga bentuk kalimat positif, negative, dan kalimat tanyanya. Setiap kali memberikan contoh penggunaannya dalam kalimat, P selalu berusaha membuat kalimat dari lingkungan terdekat siswa agar lebih mengena dan mudah dipahami.

"Up to this point, do you understand?" P memastikan siswa benar-benar paham.

"Yes.

"Beneran lho ini? Coba sekarang bikin kelompok empat orang," perintah P. Siswa dengan cepat membentuk kelompok dengan meja depan atau belakang mereka. "Kemarin kan kita sudah belajar *adjective* juga to. Terus sekarang kita belajar *simple present tense. Now, I want you to find all the subjects, the predicates* atau *verbs*nya, *and the adjectives in this text.*" P meminta siswa untuk membedakan tanda, yaitu persegi panjang untuk *subject*, garis bawah untuk *verb*, dan oval untuk *adjective*. Siswa mencari dalam waktu lima menit bersama kelompok mereka. P mengingatkan untuk mengecek kamus apabila siswa tidak yakin.

P membuat sebuah tabel di papan tulis dan meminta siswa berlomba-lomba untuk menuliskan *subjects*, *verbs* dan *adjectives* yang mereka temukan dalam teks. P dan siswa bersama-sama membahas. P masih menemukan beberapa kesalahan yang ditulis siswa, terutama pada *verbs*.

P membagikan lembar kerja selanjutnya pada masing-masing siswa. "Now look at this task. How many sentences are there?"

"Five," jawab para siswa.

"Alright. Read the instruction, first." P kemudian mengecek pemahaman siswa dengan meanyakan pada seorang siswa tentang apa yang harus ia lakukan. "Jadi sudah paham ya apa yang harus dilakukan. Now, in pairs, try to determine whether the sentesnces are true or false. Misalnya, ini subjeknya tunggal kok verbnya nggak pake s/es." P berkeliling memantau siswa dalam berdiskusi. Setelah itu, P meminta beberapa perwakilan siswa untuk menjawab. "Yak, Miss Lega, what is your answer for sentence number one? True or false?"

"False," jawab siswa tersebut.

"Why is it false?" P menggali pemahaman siswa.

"Because subjeknya more than one."

"Good! What about the other?" P menanyakan pendapat siswa yang lain. Jawaban mereka juga sama. "Subjeknya siapa to dek ini di kalimat pertama?" tanya P pada seluruh siswa. "Ricky, Jack, and Titan," jawab seluruh siswa. Pembahasan dilanjutkan hingga kalimat terakhir. Semua siswa menjawab kelima kalimat dengan benar.

P kemudian membagikan lembar kerja selanjutnya (*Task 4*) pada masing-masing siswa. Saat baru menjelaskan apa yang harus dilakukan siswa, bel berbunyi. "Ya sudah. Ini untuk PR saja. Jangan lupa besok dicocokkan ya." P mengakhiri pelajaran dengan salam.

No : FN.11

Hari, tanggal : Selasa, 30 April 2013 Jam : 07.00 – 08.20 WIB Tempat : Ruang kelas 7D

Kegiatan : Latihan teks *descriptive* (pertemuan 2 – Cylce II)

Responden : P (Peneliti)

K 1 (Kolaborator 1) S (Siswa-siswa)

P dan K1 memasuki kelas pukul 07.05. Seorang siswa memimpin doa. P menyapa siswa, menanyakan kabar siswa, dan mengecek kehadiran siswa. P menanyakan materi teakhir yang dipelajari siswa.

"Do you have homework?" tanya P. "Yes, Miss." Para siswa mengeluarkan lembar kerja yang diberikan P pada pertemuan sebelumnya. "Ada yang baru mengerjakan tadi pagi di kelas?" Siswa tertawa mendengar pertanyaan P.

"Ada yang mau menjawab soal yang pertama?" P menawarkan, "Yukm dibaca dulu soalnya ya." Seorang siswa mengacungkan jadi dan memjawab, "They all are my beloved

friends." P menanyakan pendapat peserta lain atas jawaban tersebut dan alasan mereka memilih are. Pembahasan dilanjutkan sampai ke nomor terakhir. "Yak, ada yang salah lebih dari lima?" tanya P. Tidak ada siswa yang mengacungkan jari. "Okay, salah lima ada?" Tidak ada juga. Kebanyakan siswa salah pada nomor tujuh dan Sembilan karena mereka terkecoh dengan adanya apostrophe S. "Miss, ini (nomor tujuh) kan ada s-nya. Berarti jamak kan?" kata seorang siswa. P kemudian menjelaskan tentang possessive case, terutama penggunaan apostrophe S. P menuliskan contoh-contoh penggunaannya dalam kalimat dan meminta siswa menulisnya di buku masing-masing.

P meminta dua orang siswa yang duduk di depan untuk membagikan lembar kerja berikutnya pada masing-masing siswa. "Well. Last meeting, we already discussed simple present tense, baik itu bentuk positive, negative, and interrogative. So now, what you have to do is change these sentences into their positive, negative, or interrogative versions. Get it?" tanya P pada siswa. "Berarti kalau kalimatnya di sini negative, terus tinggal diubah jadi positif sama interrogativenya, Miss," tanya seorang siswa. "Iya. Jadi kalian tinggal manut itu disitu kalimat yang sudah ada, bentuknya apa. Terus tinggal diubah," jelas P. P meminta siswa mengerjakan Task 5 tersebut secara berpasangan dalam waktu sepuluh menit. P dan K1 berkeliling memantau diskusi siswa.

Setelah waktu habis, P meminta beberapa perwakilan siswa untuk menuliskan jawaban mereka di papan tulis. P, siswa, dan K1 bersama-sama membahas jawaban siswa di papan tulis. "Alright, from these four sentences, how many mistakes did you make?" tanya P. "Betul semua," kata seluruh siswa.

"Berarti sudah bener-bener mudeng ya sampai sini?" P meminta mengkonfirmasi.

"Sudah," jawab siswa.

P membagikan sebuah *descriptive text* berjudul *My Favourite Teacher*. "This is a descriptive text. Judulnya *My Favourite Teacher*. Who is your favourite teacher in this school?" tanya P. Jawaban siswa bermacam-macam.

"Untuk lebih meyakinkan lagi, sekarang Mbak mau kalian mengerjakan task ini sendiri-sendiri. Tau kan ini musti diapakan? Febi, ini disuruh diapakan teksnya?" tanya P pada seorang siswa.

"Emm...disuruh menentukan verbnya yang betul," jawab siswa tersebut.

"Yaaa, intinya seperti itu. *It's all about simple present tense*. Jadi nanti kalian perhatikan subjek kalimatnya, lalu ubah kata kerja dalam kurung itu sesuai subjeknya. *So, can you do it in ten minutes?*"

"Yes."

P dibantu oleh K1 berkeliling memantau dan membantu kesulitan siswa dalam mengerjakan. Siswa tampak membuka-buka kamus mereka. Ada juga yang bertanya pada teman sebangku mereka. Setelah sepuluh menit, P bertanya, "*Have you finished?*"

"Not vet."

Bel berbunyi dan P memutuskan untuk menjadikan *Task 6* sebagai PR. P menutup pelajaran dan meninggalkan kelas.

Hari, tanggal : Jumat, 3 May 2013 Jam : 07.30 – 08.10 WIB Tempat : Ruang kelas 7D

Kegiatan : Latihan teks *descriptive* (pertemuan 3 – Cylce II)

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

K 1 (Kolaborator 1) S (Siswa-siswa)

P, GBI, dan K1 memasuki kelas pukul 07.30 setelah pada siswa selesai UBM. P meminta seorang siswa untuk memimpin doa. P menanyakan kabar siswa, UBM yang baru saja dijalani siswa, dan mengecek kehadiran siswa. "If I'm not mistaken, I gave you a homework, right?" tanya P.

"Yes," jawab para siswa. P kemudian meminta siswa untuk mengeluarkan PR mereka dan membahasnya. "Please, exchange your work with the students in front of you or behind you. Quick, come on!"

P menayangkan *Task 6* melalui LCD. "Sekarang *Miss* panggil acak satu-satu, terus ditulis jawabannya di papan tulis ya, itu dibagian pas blank yang kelihatan dari LCD. Emm...number one...come on, Annisya. And number two Nanda, number three Zinda, number four Verdi, number five Veni. Yuk, maju." Siswa-siswa yang dipanggil menuliskan jawaban mereka di papan tulis. P kemudian memanggil sepuluh siswa lainnya lagi secara acak untuk menuliskan jawaban nomor enam sampai dengan lima belas.

Untuk membahasnya, P memanggil empat belas siswa yang belum dipanggil untuk memberikan pendapat mereka atas jawaban temannya.

"Alright. Let's evaluate it. Number one, Tobi, is the answer right?" tanya P.

Tobi menjawab, "Yes."

P bertanya lebih lanjut, "Kenapa kok pakenya *are?*"

"Emm..karena itu *teachers*nya lebih dari satu."

P dan siswa bersama-sama melanjutkan pembahasan sampai ke pertanyaan kelima belas. Selanjutnya P meminta siswa memberikan skor pada pekerjaan yang dikoreksi siswa dan mengembalikannya pada pemiliknya. P menanyakan nilai-nilai yang diperoleh beberapa siswa. P dan siswa memberi tepuk tangan bagi siswa dengan nilai tertinggi.

Selanjutnya, P membagikan lembar *interview guide* pada masing-masing siswa. "Have you got the paper, all of you?"

"Yes."

"Jadi, sekarang tugas kalian adalah mewawancarai teman kalian, *your best friend*. Ingat! *Only one person*. Tentukan dulu siapa yang mau kalian interview. *Understand*?"

"Miss, lha nanti kalau yang nginterview lebih dari satu orang gimana?" tanya seorang siswa.

"It doesn't matter. Mungkin saja dia fansnya banyak," jelas P.

P kemudian menanyakan pemahaman siswa. "How to ask someone's name in English?"

"What is your name," jawab seluruh siswa.

"Good. Emm..and how to ask about someone's address? Verdi?" tanya P.

Siswa yang dimaksud menjawab, "Emm..iku..emm..where is your address?" dengan agak lama.

"Ada cara lain? Panji, bisa bantu Verdi?" P mengalihkan pertanyaan pada teman sebangku Verdi.

"Where do you live?" jawab Panji.

"That's it," kata P. P menuliskan beberapa expressions to ask for information terkait hal-hal yang akan ditanyakan dalam interview. P kemudian menjelaskan aturan kegiatan, "Okay, your interview time is only ten minutes. Try to find you friend and speak in English. If I hear languages other than English, there will be a punishment for all of you. Remember, the punishment is for all of you."

"Yaaah, mosok keno kabeh," keluh seorang siswa.

"Because Spongebob said, one for all and all for one. Jadi, satu salah, semua kena akibatnya. Hehehe..." jelas P. "So, are you ready, Guys?"

"Ready, Miss."

P memulai aktivitas wawancara dan berkeliling memantau percakapan siswa. Siswa tampak aktif mencari teman yang mereka anggap teman terbaik mereka walaupun mereka tidak duduk sebanggu.

"How is your age?" tanya seorang siswa pada temannya.

"Eeeh...how is your age?" tanya P pada siswa tersebut.

"Eh, salah. *How old are you?*" ulang siswa tersebut sambil melihat *expression* yang telah ditulis P di papan tulis.

P kembali melanjutkan observasi, dibantu oleh GBI dan K1. Dari hasil observasi, tampaknya tidak ada siswa yang menggunakan bahasa selain bahasa Inggris dalam menginterview temannya. "Well, your time is up, Guys. Go back to your seat, please. Tampaknya nggak ada yang pakai bahasa Indonesia apalagi bahasa Jawa tadi. Bagus..bagus," kata P.

"Lhaaaa...diliatin mbaknya sama Ma'am Eni kok," kata seorang siswa. "Hahahahaha..." semua tertawa.

P kemudian meminta GBI untuk menunjuk seorang siswa perempuan dan seorang siswa laki-laki untuk membacakan hasil interviewnya. Siswa yang ditunjuk, berdiri dan membacakan hasil interview mereka. Karena jam pelajaran hampir berakhir, banyak siswa yang mulai tidak memperhatikan. P dan siswa memberi tepuk tangan bagi siswa yang membacakan hasil interview mereka.

"Alright, because the time is up, let's end our meeting today. Are you happy with today's activityes?"

"Yes."

"Give a big applause for all of us then," perintah P. Semua bertepuk tangan. "Jangan lupa besok hasil interviewnya dibawa ya." P, GBI, dan K1 mengakhiri pelajaran pukul 08.15.

No : FN.13

Hari, tanggal : Sabtu, 4 May 2013 Jam : 08.40 – 09.55 WIB Tempat : Ruang kelas 7D

Kegiatan : Latihan teks *descriptive* (pertemuan 4 – Cylce II)

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

K 1 (Kolaborator 1) K 2 (Kolaborator 2) S (Siswa-siswa)

P, GBI, K1, dan K2 baru memulai pelajaran pada pukul 08.40 yang seharusnya dimulai pukul 08.20 karena siswa harus mengikuti pas foto bergiliran. Setelah seluruh siswa kembali ke kelas, P membuka pelajaran dengan salam dan mengecek presensi siswa.

"Do you bring your interview results, Guys?" tanya P.

"Yes."

"Sekarang tanggal 4 ya?" tanya P.

"Horotoyoh wee, Nis..." kata seorang siswa.

"Emm..kalau sekarang tanggal 4, *Miss* mau nomer lima, yuk ceritakan hasil interviewnya kemarin. Siapa nomer lima?" lanjut P.

"Hahahaha..." semua tertawa.

"Rochmad, Mbak, nomor lima," kata para siswa.

"Mbak e ki senengane ngedeg-deg i we," kata Annisya.

Siswa dengan nomor presensi lima maju ke depan kelas dan membacakan hasil interviewnya.

"Her full name is Verdi Kurniawan," siswa tersebut mulai membaca.

"Her? It's her? Verdi, jadi selama ini kenapa kamu nggak pake jilbab?" tanya P pada Verdi.

"Hahahaha...," semua tertawa.

Rochmad menyadari kesalahannya dan mengulangi kalimatnya. "His full name is Verdi Kurniawan."

"Naaaaaaaah, rak ngono," kata seluruh siswa.

Rochmad melanjutkan, "His nickname is Verdi."

"Naaaaaaaah, rak ngono," kata seluruh siswa lagi. "Hahahaha."

Rochmad melanjutkan kalimatnya dengan beberapa koreksi *grammar* dari siswa lainnya. Setelah selesai, semua memberi tepuk tangan untuk Rochmad.

"Oke, kemarin kan kita sudah belajar tentang *simple present tense*, *adjectives*, sama *possessive case*. Now, I'll try to write some sentences, or maybe two, to give you examples based on your interview result." P kemudian menulis dua kalimat di papan tulis, yaitu He was born on February 14, 2000 dan He is thirteen years old. Setelah itu, P meminta tujuh siswa untuk menuliskan masing-masing satu kalimat deskriptif berdasarkan isi dari hasil interview mereka.

P mengajak siswa untuk bersama-sama mengoreksi tulisan teman mereka, terutama dari segi *grammar*, *diction* (pemilihan kata) dan *punctuation*. Kebanyakan siswa lupa mencantumkan titik di akhir kalimat mereka. Dari segi *grammar* tampak tidak ada masalah yang signifikan. "Look at this sentence. He has hobby football. Is it correct?" tanya P pada seluruh siswa. Siswa tampak malu-malu menjawab. "Come on. Eris, what do you think? Is it correct?"

"Emm..harusnya his hobby is playing football," jawab siswa yang dimaksud.

"Oke, coba sini betulkan kalimat ini," P meminta siswa tersebut untuk maju dan menuliskan kalimat yang benar. "Alright, thank you, Eris. Have a seat. Yang lain, jadi ini lebih tepat ya kalimatnya," kata P sambil menunjuk kalimat yang baru saja dibenarkan siswa. "Sampai disini, ada pertanyaan?" Tidak ada siswa yang bertanya.

Selanjutnya, P meminta masing-masing siswa untuk menulis sebuah *descriptive text* tentang teman terbaik mereka berdasarkan hasil wawancara mereka kemarin. Siswa tampak mengeluh. "I just want to to write emm..about five paragraphs. Here, look!" P menulis rancangan paragraph di papan tulis. "The first paragraph, write about the general description. Atau yang kalian sebut itu dentification. The second paragraph, write about the physical appearance, ini di sini yang tentang their body. Paragraf ketiga, about their personalities. Paragraph four is about their hobby and favourite dish. And the last is paragraph kesimpulan, menurut kalian si dia itu secara umum bagaimana kok kalian bisa menganggap dia itu teman yang terbaik."

"Oooh," kata para siswa.

"Jadi, bisa to?" tanya P. "Nanti Miss bantu."

"Bisa, Miss."

Siswa mulai menulis setelah P memberikan waktu selama tiga puluh menit. Mereka tampak membuka-buka kamus untuk mencari kata-kata yang tepat. Ada juga yang memanggil P maupun K1 jika mereka tidak tahu. Setelah tiga puluh menit berlalu, tampaknya masih banyak siswa yang belum selesai. GBI pun meminta P untuk memberikan tambahan waktu sepuluh menit. P setuju.

Karena waktu untuk mengadakan *peer correction* tidak cukup, pada akhirnya, P hanya meminta tiga orang siswa untuk maju dan membacakan teks mereka di depan kelas. "Sebelum nanti yang disuruh maju membacakan teks mereka, yang nggak maju siapkan buku sama pulpen kalian ya. Nanti kalian catat kesalahan yang dibuat teman kalian itu apa. Nanti mbak tanyakan lho. Siap semua?" Setelah P memastikan semua siswa siap, P meminta ketiga siswa lain untuk membacakan teks mereka secara bergantian.

"Well, now, Lintang, kesalahan apa tadi yang kamu dengar dari teksnya Vidya?" tanya P.

"Emm..bentar..itu, she is lives in, harusnya cuma she lives in," jawab siswa tersebut.

"Vidya, benar kamu menulis seperti yang dibilang Lintang?"

Vidya menjawab, "Iya, Miss."

P melanjutkan bahasan pada teks dari siswa pertama (Vidya). Setelah itu, P dan siswa membahas teks dari siswa kedua (Rochmad). "Wilda, kesalahan apa yang kamu dengar dari teksnya Rochmad?"

"Emm..tadi saya salah dengar nggak ya, Miss? Takutnya salah dengar."

"Nggak papa. Bilang aja. Ayok," bujuk P.

"Tadi Rochmad bilangnya *Verdi's favourite food is middle*. Kan harusnya *noodle*," kata siswa tersebut.

"Okay, tadi Miss juga dengernya begitu. Bener nggak kamu nulis middle, Rochmad?" tanya P.

"Hehehe...iva, Miss."

Bell berbunyi tetapi teks dari siswa ketiga belum sempat dibahas. P akhirnya meminta seluruh siswa mengumpulkan pekerjaan mereka. P dan siswa bersama-sama mengulas pelajaran hari ini. "So, what did we learn today?"

"Descriptive text."

"Waduh itu gurunya sudah datang. Yasudah, untuk hari ini cukup sekian. Nanti ini pekerjaan kalian *Miss* koreksi dulu. *Wassalamu'alaikum warohmatullahi wabarokatuh and see you, Guys.*" P, GBI, dan K1 meninggalkan kelas pada pukul 10.00.

No : FN.14

Hari, tanggal : Selasa, 7 May 2013 Jam : 07.00 – 08.20 WIB Tempat : Ruang kelas 7D

Kegiatan : Latihan teks *procedure* (pertemuan 1 – Cylce II)

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris) K 1 (Kolaborator 1) S (Siswa-siswa)

P, GBI, dan K1 masuk kelas pukul 07.00 dan segera menyiapkan laptop dan LCD. Salah seorang siswa memimpin doa. P menyapa siswa, GBI, dan K1, lalu mengecek kehadiran siswa. P membagikan tugas siswa sebelumnya (*descriptive text about best friend*) dan memberikan hadiah bagi tiga siswa dengan nilai terbaik (Yunda, Riza dan Panji).

"Eh, *Miss* punya sesuatu lho di dalam box ini. *Can you guess?*" P memulai pelajaran dengan permainan tebak-tebakan. "*Guess it. Speak in English, please.*"

"Is it a food?" seorang siswa mencoba menjawab.

"Yes, it is food," jawab P. "Wah, pagi-pagi pikirannya masih makanan ya kalian ini."

"Is it chocolate?" siswa lain menebak.

"No, it isn't."

"What colour?" tanya siswa lain.

"Emm.. colourful. More than one colour," P memberi petunjuk lain.

"Permen?" tebak siswa lain.

"No. Not candy."

"Is it sweet?" siswa yang lain lagi menebak.

"Yes."

"Kenyel-kenyel nggak, Miss?"

"Yes, it is soft and kenyel-kenyel," jawab P.

"Oh, ngerti aku. Jelly," siswa tersebut melanjutkan tebakannya.

"Excellent! There are some jelly inside this box. You want to try? Yuk, Panji yang tadi nebaknya bener. Sini nyobain."

Panji dan dua orang siswa lainnya maju dan mencoba jelly yang dibawa P. Tanpa diduga oleh para siswa yang maju, P meminta mereka untuk menceritakan kepada siswa lain bagaimana rasa, tekstur, dan warna dari jelly yang mereka makan. "*Come on! Tell you friends about the taste, the colour, and the texture of the jelly,*" perintah P. "Weeeh. Piye kui. Ngertio mau aku ra maju," kata seorang siswa. "Hahaha, hari gini nggak ada yang gratis kok," P menimbali. Ketiga siswa tersebut mencerikan semampu mereka walau dengan kosakata yang masih kurang tepat. Siswa kembali ke tempat duduk.

"Alright. Do you know how to make jelly, Class?" tanya P. Sebagian siswa menjawab yes dan sebagian lainnya menjawab no. Kemudian P membagikan teks prosedur berjudul How to Make Jelly. P meminta siswa membaca teks tersebut, mencari arti dari kata-kata sulit yang ditemui dalam teks, dan kemudian menjawab lima pertanyaan terkait teks tersebut.

"Kalian sudah pernah belajar tentang penggunaan huruf kapita, koma, sama titik belum dek?" P memulai pembahasan tanda baca (punctuations). "Sudaaah," seluruh siswa menjawab. "Masih lupa apa sudah ingat?" lanjut P. "Hahahaha..." semua tertawa. "Oke, masih ingat ya. Sekarang please try to find out all the capital letters, commas, and full stops in this text (How to Make Jelly). Can you do it less than five minutes?" perintah P. "Yes,

Miss." Siswa mulai mengerjakan secara mandiri. P dan siswa kemudian membahas penggunaan capital letters, commas, dan full stops terutama dalam menulis procedure texts. "Up to this point, any question?" P memastikan siswa paham.

P membagikan lembar kerja *Task 2* kepada setiap siswa dan menjelaskan apa yang harus dilakukan siswa selanjutnya. "There are many mistakes in this text related to the use of capital letter, comma, and full stop. What I want you to do is to revise this text. Get it?"

"Yes, Miss." Siswa mengerjakan secara individu dalam waktu 10 menit. P berkeliling memantau siswa. Setelah itu, P meminta beberapa sukarelawan dari siswa untuk menuliskan masing-masing satu kalimat yang telah dibenarkan di papan tulis. P dan siswa mengoreksi tulisan siswa bersama-sama. Dari hasil tulisan siswa, tampaknya mereka sudah sangat paham dengan penggunaan huruf capital, koma, dan titik dalam menulis teks *procedure*.

"Well. Now, Everybody,go outside and wash your hands," P memerintahkan siswa tanpa memberi tahu apa yang akan mereka lakukan setelah itu. "Mau ngapain, Miss," tanya seorang siswa. P menjawab,"You will know soon, Wilda. Just wash your hands first."

Siswa kembali ke dalam kelas dan melihat ada roti, keju lembaran, dan pemotong kue di beberapa meja. P menayangkan gambar-gambar beberapa bahan dan alat untuk membuat makanan sederhana. P melafalkan kata-kata tersebut dan meminta siswa menirukan. Selanjutnya, P menjelaskan, "Now, make groups of four. Qiuck, quick! On seven tables, there are some materials such as two slices of bread, a single cheese, and a cookie cutter. With your group, up to you, terserah itu bahan-bahan mau kalian apakan. Ayok, berpikir! Miss kasih waktu lima menit. Ready?"

"Ready," jawab siswa dan siswa mulai bekerja dalam kelompok mereka masingmasing. P, GBI, K1 berkeliling memantau kerja kelompok siswa. Para siswa tampak sangat kreatif membuat sandwich dengan hiasan keju. Setelah waktu habis, P meminta setiap kelompok untuk membawa sajian mereka ke meja guru di depan kelas. P meminta GBI dan K1 untuk memilih sajian dengan presentasi terbaik. Grup pemenang diberi tepuk tangan dan sajian sandwich dikembalikan pada masing-masing kelompok. Siswa saling berbagi sandwich.

"Sudah? Puas makan-makannya?" tanya P.

"Kurang, Miss. Hahahaha," kata para siswa.

"Yan anti di rumah bikin sendiri. Sudah tahu to caranya? Sekarang siapin buku tulisnya masing-masing sama pulpen. P menuliskan beberapa kata di papan tulis terkait teks yang akan ia bacakan. P meminta siswa untuk menulis kata-kata tersebut di buku mereka. Setelah itu, P menjelaskan aktivitas selanjutnya. "I will read the text about How to Make a Cutter Sandwich aloud. You will hear these words, too. Gini peraturannya, I will read the text three times. And you have to write down the key words that you hear from the text. Karena nanti mbak akan minta kalian menulis ulang teks ini dengan bahasa kalian sendiri. Is it understood?" P meyakinkan siswa mengerti.

"Yes, Miss."

"Are you ready for the first chance?" P memulai membacakan teks dengan keras. "Alright. That's the first chance. How many key words did you get?"

"Yaaah, baru sedikit, Miss," jawab sebagian besar siswa. P kemudian membacakan teks untuk yang kedua kalinya dengan kecepatan yang agak dikurangi. Di tengah-tengah proses membaca, bel berbunyi. P dan siswa akan melanjutkan *listening* yang ketiga pada pertemuan berikutnya. P menutup pelajaran pukul 08.25.

No : FN.15

Hari, tanggal : Jumat, 10 May 2013 Jam : 07.30 – 08.10 WIB Tempat : Ruang kelas 7D

Kegiatan : Latihan teks *procedure* (pertemuan 2 – Cylce II)

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

K 2 (Kolaborator 2) S (Siswa-siswa)

P dan K2 memasuki kelas pukul 07.30 namun kelas masih kosong. Pukul 07.35 siswa mulai berdatangan setelah mengikuti UBM (Ulangan Bersama Mingguan). P meminpin doa, mengecek presensi siswa dan menyapa siswa. "How was the UBM, Class? Bahasa Inggris kan?" tanya P. Para siswa mengutarakan keluh kesah mereka. "Susah, Miss. Waktunya kuranag gek banyak soal yang salah ketik," jawab seorang siswa. "Miss, tadi juga ada yang soalnya kurang, terus nunggu dicopykan dulu. Saya aja kurang lima soal malah waktunya udah habis," siswa lain menambahkan. P menanggapi komentar-komentar siswa.

"Kemarin terakhir sampai apa? Masih ingat?" P memulai pelajaran. "Didikte, *Miss*," jawab seorang siswa. "Hmm, kemarin baru dua kali ya? Berarti sekarang kesempatan terakhir dong?" kata P. "Yaaaah, ditambah lagi dong, Mbak. Dua kali. Gimana?" seorang siswa meminta tambahan pembacaan.

"Alright, then. I will read it twice. But sit quietly and listen well, can you?" P setuju. P membacakan teks procedure How to Make a Cutter Sandwich dua kali dan masing-masing siswa menulis kata-kata kunci yang mereka dengar.

"Sudah dua kali lho ya. *Now, it's your time to rewrite the text with your own words.*" P memberikan waktu 25 menit untuk siswa menuliskan ulang teks *procedure* tersebut dengan kata-kata mereka sendiri. Sebagian besar siswa tampak aktif membuka-buka kamus. Ada pula yang bertanya pada P. Tepat 25 menit, P meminta dua orang siswa untuk membacakan tulisan mereka. Siswa lain mendengarkan dan kemudian memberi tepuk tangan.

Bel berbunyi pukul 08.10. P menyempatkan untuk memperlihatkan dua buah buku. "Attention, please. Look! There are two books here. Buku-buku ini juga bentuk lain dari teks prosedure. Apa tujuan procedure text kemarin?" tanya P. "To tell people how to do something," jawab seorang siswa.

"Nah, itu. Untuk ngasih tahu tahapan-tahapan membuat sesuatu atau mengoperasikan suatu alat. Ini, buku yang biru, namanya *manual*. Prosedur untuk mengoperasikan piano. Kalian kalau beli alat-alat elektronik ada buku petunjuknya, lan?"

"Ada."

"Naah, itu bentuk teks *procedure* juga yang namanya *manual*. Kalau yang buku satunya ini, yang gambar makanan, juga bentuk teks *procedure* yang dikenal dengan *recipe* atau resep. *Repeat after me, please. Recipe,*" P melafalkan.

"Recipe," seluruh siswa menirukan pelafalan P.

P menutup pelajaran pada pukul 08.15 dengan mengucap salam.

BLUEPRINT OF INTERVIEW GUIDE (Before Implementation)

Nomor : Interview 1 Hari, tanggal: Rabu, 20 Maret 2013 Jam : 09.00 – 09.35 WIB Responden : P (Peneliti) GBI (Guru Bahasa Inggris) A. The Teacher Menurut kurikulum yang berlaku, jenis teks apa saja yang harus dikuasai siswa? Dan sejauh ini, jenis teks apa saja yang sudah Ibu ajarkan pada siswa? Bagaimana teknik mengajarkan writing untuk teks-teks tersebut? Aktivitas pembelajaran seperti apa yang biasa diimplementasikan? Kendala apa yang sering Ibu hadapi dalam mengajarkan writing? **B.** The Students Jenis teks-teks apa yang dirasa sulit oleh siswa dalam writing?

2. Aspek writing apakah yang menjadi kendala bagi siswa dalam writing?
Apakah: content, text organization, language use, vocabulary, atau mechanics

3.	Apakah siswa cukup percaya diri untuk menentukan topik tulisan mereka sendiri atau mereka masih sering menulis serupa dengan contoh teks yang diberikan?
4.	Bagaimana motivasi siswa dalam writing?
5.	Apakah Ibu merasakan bahwa siswa-siswa tersebut memiliki kelebihan yang berbedabeda pada bidang-bidang tertentu?
6.	Apakah Ibu pernah menyesuaikan teknik mengajar dengan minat siswa, terutama
	dalam kaitannya dengan mengajar writing?
C.	The Media
1.	Buku penunjang apa sajakah yang Ibu anjurkan kepada siswa dan yang Ibu gunakan untuk acuan mengajar?
2.	Media apa yang sering Ibu gunakan dalam proses pembelajaran, terutama writing?

BLUEPRINT OF INTERVIEW GUIDE (Before Implementation)

Nomor : Interview ...

Hari, tanggal : Rabu, 20 Maret 2013 Jam : 09.00 WIB & 11.30 WIB

Tempat : Perpustakaan Responden : P (Peneliti)

Siswa

- 1. Nama lengkapnya siapa?
- 2. Suka menulis tidak? Biasanya menulis apa?
- 3. Suka menulis dalam bahasa Inggris?
- 4. Sulit tidak menulis dalam bahasa Inggris?
- 5. Kalau disuruh menulis *descriptive* atau *procedure text*, menurut kamu lebih susah mana?
- 6. Aspek apa yang dirasa susah? Apa yang mau ditulis, cara menyusunnya, vocabulary, grammar, atau masalah tanda baca.
- 7. Kalau belajar menulis teks *descriptive* dan *procedure* itu biasanya cara yang diajarkan guru seperti apa?
- 8. Sebelumnya pernah tidak sebelum menulis teks *procedure* itu praktek membuatnya dengan bahan-bahan / alat-alat riil?
- 9. Sebelumnya, pernah tidak belajar *English* writing dengan nonton video, mendengarkan lagu, atau jalan-jalan observasi keliling lingkungan sekolah?

BLUEPRINT OF INTERVIEW GUIDE (After Implementation)

Nomor : Interview 14

Hari, tanggal : Rabu, 15 Mei 2013

Jam : 08.20 WIB
Tempat : Ruang guru
Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

A	A. The Teacher
1.	Secara garis besar, bagaimana tanggapan Ibu atas pelaksanaan penelitian ini? Apa kekurangan dan kelebihannya?
	Rekurangan dan kercomannya:
2	
2.	Dari hasil survey dulu, jenis-jenis kecerdasan dominan yang ditunjukkan siswa adalah <i>naturalist, bodily-kinesthetic, visual, musical,</i> dan <i>logical-mathematical</i>
	intelligences. Menurut ibu, apakah teknik mengajar yang saya gunakan sudah mencakup semua itu?
	mencakup semua nu:
3.	Apakah teknik pengajaran berdasarkan tipe-tipe kecerdasan siswa tersebut membantu siswa dalam mengkonstruksi alur pikir siswa saat menulis?
4.	Dari hasil tulisan siswa (nilai), apakah ibu melihat ada peningkatan yang signifikan?
5.	Pada aspek menulis apa yang perubahannya sangat terlihat?

BLUEPRINT OF INTERVIEW GUIDE (After Implementation)

Nomor : Interview 12

Hari, tanggal: Rabu, 8 Mei 2013

Jam : 09.00 WIB & 11.30 WIB Tempat : Mushola SMPN 2 Bantul

Responden : P (Peneliti)

Siswa

- 1. Namanya siapa?
- 2. Selama mbak penelitian, kamu ingat tidak mbak mengajar teks apa saja?
- 3. Dari penjelasan-penjelasan itu, sejauh ini makin mengerti tidak tentang teks *procedure* dan *descriptive*?
- 4. Yang belum/kurang mengerti bagian apa? Kenapa?

Procedure:

Descriptive:

- 5. Waktu ngajar teks *procedure* mbak nayangin gambar-gambar, video, dan kita praktek langsung pakai benda-benda nyata, kan? Dengan begitu, kalian terbantu tidak untuk mengkonstuksi jalan pikiran kalian?
- 6. Waktu kita belajar menulis teks *descriptive* dulu, pertama kan tentang lingkungan sekolah, lingkungan terdekat kalian. Mbak kasih tugas untuk menulis tentang beberapa ruangan di sekolah kan? Kira-kira kalau menulis begitu, lebih terbantu dengan awang2 cuma membayangkan & mengingat2 ruangannya atau lebih mudah dengan observasi & melihat ruangannya langsung?
- 7. Waktu menulis teks *descriptive* tentang teman terbaik kalian. Itu awalnya kita mendengarkan lagu tentang persahabatan. Kalian suka tidak dengan kegiatan itu? Suka tidak belajar kosakata baru lewat lagu?
- 8. Dengan observasi langsung dan mewawancarai orang yang bersangkutan dan diberikan lembar isian hasil observasi/wawancara, kalian terbantu tidak dalam kaitannya dengan ide apa yang akan kalian tuliskan dalam teks *descriptive* kalian?

INTERVIEW TRANSCRIPTS

Nomor : Interview 1

Hari, tanggal : Rabu, 20 Maret 2013 Jam : 09.00 – 09.35 WIB Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

Topik : Interview sebelum pelaksanaan penelitian

P : Menurut kurikulum yang digunakan oleh SMP ini sekarang, jenis teks apa yang harus dikuasai siswa kelas VII, Bu? Dan sejauh ini teks apa saja yang sudah Ibu ajarkan kepada siswa?

GBI : Untuk yang semester pertama, mereka masih belajar *short functional texts*, Mbak. Seperti *announcement*, *advertisement*, *short message*. Tapi kalau untuk semester dua, mereka mulai belajar *descriptive* dan *procedure*. Nah, saya sudah mengajarkan keduanya, tapi lebih banyak ke *descriptive*. *Procedure* baru sedikit.

P : Lalu teknik mengejar *writing* seperti apa yang sering Ibu aplikasikan, terutama saat mengajarkan *descriptive text* dan *procedure*?

GBI : Awalnya saya memberi contoh teks ke siswa dan saya perkenalkan misalnya teks deskriptif, ini tentang orang, apa tentang barang, atau tentang hewan. Kemudian kita bahas bersama-sama mulai dari tampilan fisiknya, sifatnya. Setelah itu kita bahas per kalimat dan genrenya (struktur). Habis itu saya akan menyuruh satu anak maju ke depan, dan anak-anak yang lain mendeskripsikan anak yang maju tadi dengan cara menulis di papan tulis, Mbak. Misalnya his hair is curly, atau he is short. Biasaanya waktunya nggak cukup mbak dalam satu pertemuan. Kalo sudah kegiatan itu, kadang saya memberi potongan kertas kecil-kecil yang berisi kalimat-kalimat supaya nanti disusun siswa.

P : Oh, seperti arranging jumbled sentences into good paragraph gitu ya, Bu?

GBI: Iya, Mbak. Seperti itu.

P : Itu dikerjakan secara berkelompok, *pairs*, atau individu, Bu?

GBI : Bisaanya *in group* empat orang. Soalnya siswa masih sering kesulitan. Kalau kelas 7A itu mereka cepet sekali. Sangat cepet. Tapi kelas 7 yang lain ada yang masih sangat lambat.

P : Oh, begitu ya, Bu. Lalu Bu, apa setiap kelompok kalimat-kalimatnya sama atau berbeda?

GBI : Sama mbak.

P : Untuk teknik permainannya sendiri bagaimana, Bu?

GBI : Bisaanya dalam waktu yang saya batasi, siswa-siswa harus menyusun kata-kata itu di meja. Itu mereka sangat suka, Mbak. Kadang kelasnya jadi ribut. *We ora ngono, ketok e iki sikek deh* (bukan begitu, sepertinya ini dulu deh). Wuuuh rame banget Mbak kelasnya. Nah nanti kalau waktunya sudah habis, saya bilang *time is up, raise your hands*. Lalu kita bahas bersama-sama.

P : Seru ya, Bu. Kemudian tahap-tahapnya sampai akhirnya siswa bisa menulis teks mereka sendiri seperti apa, Bu?

GBI : Anak-anak, terutama yang selain kelas 7A, kalau disuruh writing sendiri itu

masih sangat kesulitan, Mbak. Jadi saya menyuruh mereka menulis *in pairs*. Nanti saya kasih mereka judul untuk ditulis.

P : Judulnya beda-beda atau sama, Bu?

GBI : Beda-beda, Mbak.

P : Untuk teks *procedure* juga seperti itu Bu ngajarnya?

GBI : Kalau *procedure* saya baru fokuskan ke *speaking*, Mbak. Walaupun sebelum mereka ngomong, saya wajibkan untuk menulisnya dulu terus dihafalkan.

P : Oh iya, Bu, dari ibu sendiri apa sih kesulitan yang sering Ibu hadapi dalam mengajar writing?

GBI : Waktunya kurang, Mbak. Apalagi untuk ngoreksinya itu lho. Kan kalau menulis itu nggak cukup dalam sekali pertemuan saja ya.

P : Jenis teks apa yang dirasa sulit oleh siswa, Bu?

GBI : Descriptive dan procedure, Mbak. Kalau cuma short functional texts sih mereka lumayan mudah mengikuti.

P : Hmm, *descriptive* dan *procedure* ya. Terus, aspek *writing* yang menjadi kesulitan siswa apa, Bu? Kan ada *content, organization, language use* atau yang lebih erat kaitannya ke *grammar*, lalu ada *vocabulary* sama *mechanics*.

GBI : Oh njenengan kalau menilai ada aspek-aspeknya semacam itu to? Kalau saya itu ya karena ngoreksinya lima kelas ya Mbak, makanya saya menilainya secara keseluruhan saja. Tapi kalau pakai aspek semacam itu, emm saya rasa g*rammar*, Mbak.

P : Seperti kesalahan penggunaan a/an atau *subject-verb agreement* begitu bukan, Bu?

GBI : Iya, Mbak. Itu yang paling sering salah. Atau penggunaan preposisi juga. Dan biasanya anak-anak itu salah mentranslate dari bahasa Indonesia ke Inggris. Untuk vocabnya sendiri, Bu?

P : Kosa kata anak-anak itu masih sangat terbatas ya, Mbak. Apalagi kelas 7C,D,E.

GBI : Jadi, biasanya pertemuan sebelumnya, saya kasih 25 sampai 30 kata yang kirakira akan dipakai untuk teks besok. Terus saya suruh hafalkan kata-kata itu. Nah, pertemuan berikutnya, di awal pelajaran, saya kasih *pretest* tentang kata-kata yang kemarin sudah dihafalkan. Kadang dari Inggris ke Indonesia, kadang dari Indonesia ke Inggris saya suruh artikan.

P : Lalu dalam menulis, apa siswa sudah cukup *confident* untuk menentukan topik tulisan mereka sendiri, Bu? Atau mereka masih sering menulis mirip-mirip dengan contoh yang Ibu kasih?

GBI : Kalau 7A itu sangat jauh beda dengan contohnya, Mbak. Mereka itu kreatif-kreatif sekali. Sampai-sampai saya itu harus selalu *update* hal-hal terbaru biar nggak terlalu ketinggalan dari mereka. Tapi kalau kelas lain, masih mirip-mirip contohnya itu sering sekali. Cuma diganti kata-kata pokoknya.

P : Hehehe, iya, Bu. Dulu waktu saya PPL di kelas IXA juga seperti itu. Misalnya teks contohnya itu *I Like Playing Chess*, nanti Cuma diganti jadi *I Like Playing*

GBI Football.

P : Lha ya seperti itu. Kadang anak-anak itu terlalu takut untuk tidak berkreasi.

: Motivasi siswa untuk menulis seperti apa, Bu? Apa tinggi, biasa saja, atau seperti GBI apa?

: Semuanya tinggi, Cuma mungkin kemampuannya saja yang rendah, Mbak. Kadang juga karena sarananya yang kurang. Saya itu selalu menyuruh anak-anak untuk membawa kamus, Mbak. Setipis apa pun yang penting bawa. Nggak usah yang bagus-bagus. Tapi kok ya masih adaaa saja yang nggak bawa. Begitu ketemu kata-kata yang nggak tahu artinya, nggak bawa kamus apalagi nggak punya Alfalink, mau pinjam, malu. Nah yang seperti itu yang menghambat,

P Mbak.

P

P

GBI

: Wah, padahal kalau kelas lain ada pelajaran bahasa Inggris di hari yang sama kan GBI juga bisa pinjam ya, Bu.

: Lha ya itu, Mbak. Kadang juga saya suruh begitu, tapi pinjamnya sebelum pelajaran saya dimulai biar tidak mengganggu. Tapi kok ya masih sering lupa.

: Bu, buku referensi mengajar yang Ibu pakai apa saja ya selain yang ibu anjurkan

GBI ke siswa?

: Kalau yang siswa pakai itu ada semacam LKS seperti ini, Mbak. Namanya PR dari Intan Pariwara. Soalnya ini banyak soal-soalnya daripada siswa harus beli terlalu banyak buku malah tidak dibaca kan saying, Mbak. Jadi saya anjurkan ini.

P Selain itu juga mereka pakai *Let's Talk* dan Erlangga ini.

GBI : Oh, itu buku yang isinya soal-soal semua kan, Bu?

: Iya, Mbak. Nah kalau yang saya pakai selain itu ada *Flying Star*, *English Way*, *The Bridge English Competence*, dan *Contextual English*. Karena begini, Mbak, kita memang harus mengajarkan hal yang baru, tapi kan kadang ada juga hal-hal penting yang di buku keluaran terbaru itu tidak ada. Jadi saya bias merujuk lagi ke buku yang lama.

: Untuk saling melengkapi kekurangan dari buku lain begitu ya, Bu. Lalu dalam mengajar, terutama *writing*, media apa yang sering Ibu pakai?

: Sebenarnya di kelas itu ada LCD lho, Mbak. Tapi kan yang kelas 7B,C,D,E itu masih baru, saya masih jarang memakai. Saya itu gaptek we Mbak. Kadang anakanak itu minta diputarkan video tapi saya juga nggak tahu cara-cara download semacam itu. Lebih seringnya anak-anak saya ajak untuk listening ke lab bahasa tapi di sana semua *headphone* sudah rusak semua. Jadinya saya hanya memakai *speaker* yang ada di tembok itu.

Nomor	: Interview 2				
Hari, tangga	al: Sabtu, 23 Maret 2013				
Jam : 11.05 – 11.20 WIB					
Responden	: P (Peneliti)				
	S 2 (Siswa 2)				
	S 7 (Siswa 7)				
	S 13 (Siswa 13)				
m :1	S 21 (Siswa 21)				
Topik P	: Interview sebelum pelaksanaan penelitian (kesulitan dan minat siswa)				
P	: Dek, maaf ya sebelumnya Mbak nganggu kalian pas jam istirahat begini. Mbak mau tanya-tanya sedikit.				
S 21	: Ah, nggak apa-apa, Mbak. Ini malah dikasih jajanan.				
S 13	: Padahal biasanya kita jarang jajan lho, Mbak.				
P	: Ya udah, disambi maem nggak apa-apa kok. Kita santai aja. Gini, Dek,				
	kalian sudah pada pernah diajarin <i>writing</i> kan sama Bu Eni? Udah pernah				
	menulis apa aja?				
S 2	: Hmm, pernah itu nulis pesan pendek sama <i>descriptive</i> , Mbak. Ho'oh to Bi?				
S 21	: Ho'oh kui.				
P	: Kalau nulis <i>short message</i> sama <i>descriptive</i> biasanya temanya tentang apa?				
S 7	: Short message macem-macem, Mbak. Kadang tentang ngasih selamat ke				
	teman, atau ngasih kabar ke teman atau keluarga. Kayak itu lho mbak, misal				
	congratulation for your graduation.				
P	: Congratulation on mungkin maksudnya.				
S 7	: Hah, yo ngono kui lah Mbak maksudku. Hahahaha.				
P	: Nah terus kalau yang <i>descriptive</i> teks sudah pernahnya nulis tentang apa?				
S 2, S 7 P	: Tentang teman, Mbak.				
r	: Tentang temannya yang gimana? Apa penampilan fisiknya, apa sifatnya, atau apanya?				
S 13	: Lebih ke fisiknya, Mbak. Misale <i>Andhika is black</i> .				
P	: Weeeh, ampun ngoten niku lho sama temennya. Oke, itu kan tentang				
	temanya. Kalau tema lain ada nggak? Misal kalian dikasih tema beda-beda				
	atau semua sama tentang teman gitu?				
S 21	: Sama yo kae koyone?				
S 7	: Sama, Mbak.				
P	: Untuk cara mengajarnya Bu Eni sendiri bagaimana?				
S 13	: Cara ngajar yang gimana, Mbak, maksudnya?				
P	: Yaa, kadang kan ada guru yang ngasih contoh teks dulu. Terus muridnya				
	suruh baca. Habis itu dijelasin bagian-bagian teksnya. Baru muridnya				
g 2	disuruh nulis teks sendiri.				
S 2	: Iya, kaya gitu, Mbak. Tapi dulu sebelum nulis pernah latihan nyusun kalimat				
S 21	yang njempalik-njempalik itu mbak. : Acak.				
S 21 P	: Acak. : Oh, gitu ya. Baru habis itu latihan nulis. Gitu ya? Nah, gurunya pernah				
1	ngajar pake LCD kan? Itu biasanya nayangin apa aja?				
S 17	: Pernah. Tapi jarang, Mbak. Pernah itu video tapi jarang , Mbak. Lebih				
	seringnya buat nulis kata-kata yang nanti mau dipake. Diketik.				
P	: Ada gambarnya nggak? Atau cuma <i>word</i> nya aja?				
S 2, S 7, S	: Enggak.				
13, S 21					

P	:	Kalian kalau nulis teks descriptive gitu biasanya kesulitannya dalam hal							
G 10		apa to, Dek?							
S 13	:	Nek aku <i>tenses</i> e, Mbak. Kadang ming kurang <i>s</i> po <i>es</i> we disalahke. Opo nek							
G 2		ora yo kurang <i>a</i> opo <i>an</i> opo <i>the</i> .							
S 2	:	Sama, Mbak.							
P	:	Nyari idenya mau nulis apa gitu susah nggak?							
S 2, S 7, S	:	Susah, Mbak							
13, S 21									
P	:	Naah, ini Mbak minta kalian jujur ya. Dulu waktu Mbak PPL kan ngajar di kelas IX, kakak-kakak kelas kalian. Itu waktu disuruh nulis, ada yang							
		masih mirip-mirip sama contoh-contoh teks yang Mbak kasih. Kalau							
		kalian begitu juga nggak?							
S 21	:	Nek saya tergantung sikon, Mbak. Lha wektune ki seringe mepet, Mbak.							
		Dadine aku bingung waktu sesingkat iku aku ameh nulis opo, Mbak. Terus							
		lehku nggawe yo mirip contone. Lha bingung.							
S 2	:	Kalau saya miripnya dikit, Mbak.							
S 7	:	Mirip, Mbak. Lha waktunya yo sedikit. Terus dicocokke opo nek ora yo							
		dikumpulke.							
P	:	Oke, jadi itu karena waktunya yang menurut kalian kurang ya. Jadi nggak							
		bisa terlalu lama mikirnya, gitu. Sekarang, kalian pernah belajar di luar							
		kelas nggak?							
S 21	:	Paling-paling di lab, Mbak.							
P	:	Muter-muter di lingkungan sekolah belum pernah?							
S 2, S 7,	:	Belum, Mbak.							
S 21									
P	:	Enggak. Gini lho. Kemarin kan mbak ngasih kalian angket kan. Nah setelah mbak analisis, hampir sebagian besar dari kalian itu suka belajar tentang							
C 21		alam, tentang lingkungan sekitar. Beneran nggak itu?							
S 21	: Bener, Mbak. Kayanya asik kalau keluar kelas. Sumpek, Mbak. Gerah								
		banget kelase. Ndepis meneh neng mburi dewe, peteng, koyo terisolir seko							
P		dunia. Hahaha, lebay yo mbak aku?							
P	:	Lebay banget. Hehe. Jadi pengen nggak kalo besok sekali-sekali keluar dari							
S 2, S 13		kelas gitu, liat-liat lingkungan sekolahku tu kaya apa sih. Gitu mau?							
· ·	:	Mau lah, Mbak.							
S 13	•	Nek koyo ngono kui asik lho, Mbak. Soale kadang anak 7D kui koyo dianaktirikan ngono lho. Mbak. Ora koyo kelas 7A. Ono ono kelas 7A sing							
		dianaktirikan ngono lho, Mbak. Ora koyo kelas 7A. Opo-opo kelas 7A sing apik. Dilit-dilit dibanding-bandingke karo 7A, B,C,E. Kadang ki koyo							
		ngroso anak buangan, Mbak.							
S 2		Kok kowe malah curhat we?							
S 2 S 13		Lha tenan kok.							
P P		Iya, Mbak ngerti kok. Tapi kalian pasti masih punya mimpi suatu saat bisa							
	•	sukses kan? Nggak pengen kalah dari kelas 7A kan?							
S 13, S 21	:	Ya iya lah, Mbak e ki.							
P	:	Oiya, Dek. Kemarin waktu Mbak ikut masuk ke kelasnya Bu Eni di kelas							
		kalian, itu kan ngajar teks <i>procedure</i> ya. Masih inget kemarin prosedur apa?							
		Apa hayo?							
S 2	:	How to make a cup of tea.							
P	:	Suka nggak sama topiknya? Emm maksud Mbak, kalian <i>enjoy</i> nggak sama							
		topiknya?							
S 21	:	Nek jarene konco-konco sih simple, Mbak. Tapi nek menurutku							

		kegampangen. Nggawe teh we aku iso ket TK, Mbak.			
P	:	Lha kamu maunya yang seperti apa?			
S 21 : Yo nggawe opo kek, Mbak. Sing ora nggawe teh, susu, kopi, end					
		karo ming diInggriske.			
P	:	Yang lain, pendapatnya gimana?			
S 2	:	Biasa aja, Mbak.			
S 7	:	Iya, Mbak. Kadang topiknya itu yang kita udah biasa banget. Pengennya			
		tu yang misale bikin mainan atau bikin kerajinan kaya Mbak Batik itu			
		lho, Mbak. Siapa itu, emm, Mbak Retno. Kan kalo kaya gitu bisa dibawa			
		pulang, Mbak. Buat pajangan.			
		(Tiba-tiba bel berbunyi)			
P	:	Waduh, wis bel. Jadi, maunya kalau procedure itu yang gampang tapi yang			
belum pernah gitu kan? Yang belum keseringan maksud Mba					
		maunya?			
S 2, S 21	:	Iya, Mbak.			
S 21	:	Jadinya tu kan lebih semangat. Belum pernah bikin jadinya pengen tau.			
		Nggak bosen le ngikuti pelajaran.			
P	:	Oke kalau begitu. Yasudah, silakan balik ke kelasnya. Makasih ya atas			
		waktunya.			
S 2, S 7,	:	Iya, Mbak. Sama-sama.			
S 13, S 21		-			

Nomor : Interview 3 Hari, tanggal: Senin, 25 Maret 2013 : 10.10 – 10.20 WIB Jam Responden : P (Peneliti) GBI (Guru Bahasa Inggris) **Topik** : Rencana Pre-tests P Bu, dari hasil interview minggu kemarin dengan Bu Eni dan beberapa adekadek dari kelas 7D, sesuai dengan kehendak Bu Eni juga, jadi untuk penelitian writing ini akan saya fokuskan pada teks descriptive dan procedure. **GBI** : Oh iya Mbak. Monggo aja. Saya juga merasa terbantu kok. Kan kalau di silabus itu writing pasti diakhir-akhir Mbak. Jadi kalau Mbak Hesti mau penelitian writing kan malah sangat membantu daripada kalau listening yang harusnya dari awal-awal dulu. Hehehe, iya Bu. Sama, ini, Bu. Karena judulnya itu ka nada kata-kata P improving, Bu. Jadi saya perlu tahu kemampuan awal adek-adek itu seperti apa sebelum saya mengimplementasikan penelitian saya. Jadi minggu depan saya rencananya mau ngadain pre-tests untuk teks descriptive sama procedure. Bagaimana menurut Ibu? **GBI** : Oh iya, iya. Monggo aja Mbak. Kalau hari Jumat dan Sabtu aja gimana? Biar Selasanya tak pake nyelesaikan materi kemarin. Baik, Bu. Ini lembar untuk Pre-testnya. Menurut Ibu bagaimana? **GBI** Saya tak nderek Mbak Hesti saja lah. Sudah sesuai kok Mbak sama yang pernah dipelajari anak-anak. Jadi, tinggal besok dilaksanakan saja.

Nomor : Interview 4

Hari, tanggal : Selasa, 9 April 2013 Jam : 08.30 – 08.45 WIB Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

K (Kolaborator)

Topik : Feedback Pertemuan Pertama (Procedure – Cycle I – Meeting 1)

P : Bagaimana tadi, Ma'am, cara saya mengajar? Kira-kira mudah ditangkap

adek-adek atau malah terlalu cepat ya, Ma'am?

GBI : Bagus sekali, Mbak Hesti. Saya awalnya ngira kalau Mbak Hesti itu pemalu

lho. Ternyata tadi begitu masuk kelas, kelihatan sekali langsung bisa menguasai kelas dan apalagi kayaknya punya *sense of humor* tinggi ya. Anak-anak pada ketawa sama tadi..apa itu..celotehan-celotehan Mbak Hesti.

P : Oh, iya kah, Ma'am? Hahahaha.

GBI : Tadi juga terlihat langsung dekat dengan anak-anak. Tobi and the gang itu,

emm siapa tu, Eris, Lintang, Norbertus itu woooh biasanya sulit sekali untuk mau memperhatikan. Tapi tadi juga terlihat antusias dan aktif. Ada lagi tadi si Rian. Yang tadi Mbak Hesti ajak ngobrol itu. Naah, itu kan anakknya pendiam banget, penyendiri Mbak. Nggak mau bergaul dan nggak mau nerima pendapat temannya yang lain. Memang pintar sih si Rian itu. Tapi ya itu, Mbak. Penyendiri. Tapi sedikit masukan dari saya, tadi waktu sebelum praktek itu, sebaiknya Mbak Hesti ngasih materialnya dibagikan ke mejameja mereka saja biar mereka nggak grudug-grudug ngemruyuk di depan tama indi kasaikan meinan alat alatawa. Suasana kalas indi kurang kandusi f

terus jadi keasikan mainan alat-alatnya. Suasana kelas jadi kurang kondusif.

P : Oh iya itu, Ma'am, Sebelumnya juga saya minta tolong Mbak Rury bua

Oh iya itu, Ma'am. Sebelumnya juga saya minta tolong Mbak Rury buat bantuin bagikan ke meja adek-adek. Eh, malah saya minta mereka yang

maju. Terus terang tadi saya agak blank, Ma'am.

GBI : Nggak papa, Mbak. Namanya juga baru pertama kok. Wajar kalau sedikit

grogi. Tapi tadi nggak kelihatan grogi sama sekali kok. Secara keseluruhan, menurut saya sangat menarik karena anak-anak kan mempraktekkan langsung, istilahnya..apa itu..emm *learning by doing*. Jadi nggak cuma

diawang-awang.

P : Okay, Ma'am. Kalau dari kamu, Rur? Gimana tadi menurutmu?

K : Menarik kok, menarik banget ada prakteknya yang itu juga jarang ada di

tekxtbook.

Nomor : Interview 5

Hari, tanggal : Jumat, 12 April 2013 Jam : 07.45 – 08.00 WIB Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

K (Kolaborator)

Topik : Feedback Pertemuan Kedua (Procedure – Cycle I – Meeting 2)

P : Wah, ternyata waktunya kurang ya, Ma'am. Jadi yang seharusnya bisa

dikerjakan di sini malah buat PR.

GBI : Iya, saya kalau Jumat juga ngerasanya cuma bentaaaaar banget Mbak. Malah

kadang tak pake cerita sebentar kok tau-tau kurang 10 menit.

P Lha tadi itu ternyata ada yang belum mengerjakan. Si Andhika itu lho, Ma'am. Kemarin Selasa kan dia nggak masuk. Terus tadi saya tanya, ternyata dia juga nggak nanya temannya ada PR atau nggak. **GBI** Oh, hahaha. Saya malah lupa, Mbak, kalau kemarin Andhika nggak masuk. Gini, Mbak. Tadi saya juga setuju waktu anak-anak itu saling mengoreksi pekerjaan temannya dengan melihat koreksian waktu si Verdi sama Riza menulis teks mereka di papan tulis, terus dikoreksi bareng-bareng. Tapi tadi alangkah lebih baiknya kalau ngoreksinya nunggu si Verdi juga selesai biar dia juga bisa melihat kesalahan teksnya Riza. Tapi mungkin Mbak Hesti berusaha mengejar waktu ya tadi karena sudah dipakai ngasih waktu tambahan buat si nganu, siapa itu? P Andhika, Ma'am. **GBI** Nah, itu, Andhika. Karena tadi ngasih waktu 10 menit ke dia, jadi waktu itu yang seharusnya untuk kegiatan lain malah nggak jadi. Tapi untuk keseluruhan, saya senang dengan tadi koreksi marathon yang anak-anak dikasih waktu tertentu untuk ngoreksi lalu oper lagi ke teman lain. Kan tingkat pengetahuan mereka beda-beda. Ada yang menemukan banyak kesalahan, ada juga yang nggak mudeng mana yang salah. Jadi lebih objektif saja gitu, Mbak. P Iya, Ma'am. Mencari kesalahan tulisan orang lain kan kayaknya jauh lebih mudah daripada mencari kesalahan tulisan sendiri. **GBI** Lha ya itu, Mbak. Kalau tulisan kita sendiri kan, kita ngerasanya ini sudah yang paling bagus, paling benar. Tapi ternyata dikoreksi orang lain kok ya masih banyak salahnya. P : Kalau pendapatmu gimana, Rur, tentang pembelajaran tadi? K Emm, aku juga setuju sama Bu Eni. Tadi lebih baik nunggu Verdi selesai nulis di papan, terus turun, terus dia bisa lihat koreksiannya. Tapi overall aktivitas penilaiannya sudah mencoba untuk seobjektif mungkin kok. Kalau siswa ngoreksi punya temen e kan kita tu kayak...gimana ya..kayak mereka tu juga dites pemahamannya gitu lho.

Nomor : Interview 6 : Sabtu, 13 April 2013 Hari, tanggal Jam : 10.00 – 10.15 WIB Responden : P (Peneliti) GBI (Guru Bahasa Inggris) K 1 (Kolaborator 1) K 2 (Kolaborator 2) : Feedback Pertemuan Ketiga (Descriptive – Cycle I – Meeting 1) **Topik GBI** Aduuuh, maaf banget ya, Mbak Hesti. Saya tadi nggak bisa ngikutin penuh. Lha ditimbali pak Wi. Saya kan bendahara koperasi juga. Tadi habis ketemu pak Wi, terus ada guru yang mau pinjem uang mendadak. Ya saya terus ke ATM. Padahal tadi sepertinya asik gitu anak-anak keluar kelas, jalan-jalan mengamati ruangan, kantin, perpus. P Hehehe,, mboten nopo-nopo, Bu. Tadi sudah ada Mbak Retno sama Mbak Rury juga. Tapi tadi sekilas Ibu melihat di akhir dan dari lesson plannya

bagaimana, Ma'am?

GBI	:	Yaabagus Mbak. Seperti yang tadi saya katakana. Saya itu nggak pernah we
		ngajak mereka keluar kelas selain ke lab. Ketoke tadi anak-anak itu ya
		seneng gitu keluar kelas. Apalagi tadi sebelum observasi, ketuanya maju
		dikasih iket kepala merah putih. Jadi kayak pendekar-pendekar. Kan mereka
		jadi ada kebanggaan tersendiri yang nanti imbasnya ke bagaimana dia
		, , ,
D		membawa atau memimpin kelompoknya dalam observasi.
P	:	Wah, kebetulah itu ada pita bendera di rumah, Ma'am. Saya pakai aja gitu
CDI		biar sedikit kaya jendral-jendral cilik. Hehehe.
GBI	:	Hahahahatapi lucu, Mbak. Mereka masih imut-imut kalau buat mainan. Itu
_		observasinya nanti kaitannya dengan menulis bagaimana, Mbak?
P	:	Begini, Ma'am. Tadi kan sebelum mereka mengamati di luar kelas, saya
		membekali mereka dengan 1 lembar kertas observasi untuk diisi apa saja
		yang mereka lihat di ruangemmmosque misalnya. Ada benda apa saja,
		berapa jumlahnya, bagaimana ciri-cirinya. Bisa warna, bentuk, <i>made of</i> apa.
		Nah, setelah lembar observasi itu terisi, mereka akan nulis teks deskriptif
		berdasarkan hasil observasi itu, Ma'am.
GBI	:	Oooh, ya ya ya. Jadi mereka melihat, mengamati secara langsung gitu ya?
		Lagi-lagi nggak cuma diingat-ingat atau diawang. Ya ya ya. Bagus, Mbak.
K 1	:	Mungkin maksudnya biar siswa-siswa itu terbantu untuk isi teksnya, Bu.
P	:	Iya, Ma'am. Soalnya dari hasil wawancara dulu kan kata mereka, mereka itu
		kalau disuruh nulis teks deskriptif seringnya nggak tahu apa yang harus
		ditulis. Ujung-ujungnya nulis mirip teks cuma diganti kata-kata kuncinya.
GBI	:	Hmm, oke.
P	:	Retno, gimana tanggapanmu tentang kegiatan pembelajaran tadi?
K 2	:	Waduh. Aku nggak ngerti e. tapiii, ya walaupun aku bukan dari pendidikan
		bahasa Inggris, menurutku teknik mengajarnya sangat menyenangkan dan
		nggak membosankan. Mulai dari pertamanya tebak-tebakan gambar apa.
		Tadi siswa-siswa kan mikirnya sampai ke bangunan-bangunan yang terkenal
		di Bantul tapi ternyata jawabannya sekolah mereka sendiri. Dan kamu itu
		pasti kegiatannya ada aja yang baru dan nggak disangka-sangka.
P	:	Hahaha, bisa aja.
GBI	:	Iya lho, Mbak. Saya malah jadi belajar. Kemarin itu, materinya Mbak Hesti
		yang <i>How to Make a String Phone</i> juga tak praktekkan di kelas-kelas lain
		dan mereka tertarik. Ini besok saya minta materi-materinya ya, Mbak, untuk
		saya ajarkan juga di kelas VII yang lain.
P	•	Oh, boleh, boleh, Ma'am. Nanti saya copykan. Oiya, Ma'am. Tapi tadi
		menurut saya, kekurangan teknik ini lebih ke waktu, Ma'am. Padahal tadi
		kan sudah saya batasi sampai 10 menit sebelum bel, tapi karena mereka
		mencar ke tempat yang beda-beda, dan pendampingnya juga cuma 3 orang,
		malah ada kelompok yang ngelantur main-main dulu, nggak langsung balik
		ke kelas.
GBI		Nggak apa-apa, Mbak. Santai aja. Paling tidak tadi ada satu kelompok yang
ODI	•	
		sempat menceritakan hasil temuannya.

Nomor : Interview 7

Hari, tanggal : Selasa, 16 April 2013 Jam : 09.15 – 09.25 WIB Responden : P (Peneliti)

. 1 (1 chenti)

GBI (Guru Bahasa Inggris)

K (Kolaborator)

Topik : Feedback Pertemuan Keempat (Descriptive – Cycle I – Meeting 2)

P : Excuse me, Ma'am.

GBI : Oh, Mbak Hesti. Masuk sini, Mbak.

P : Begini, Ma'am. Tadi karena Ma'am nggak bisa full ikut di kelas, saya mau

minta pendapat atau mungkin feedback dari Bu Eni tentang RPP saya untuk

pertemuan ke dua ini.

GBI : Iya e, Mbak. Saya itu kalau Selasa biasanya ninggali tugas ke anak-anak

karena tiap Selasa pagi itu jadwal saya kontrol ke rumah sakit.

P : Owh, iya, iya, Ma'am. Ndak apa-apa. Tadi juga kebetulan sama Mbak Retno

kok, jadi nggak sendirian.

GBI : Mbak Retno nggak penelitian?

K : Besok Kamis, Bu.

P

P

GBI : Oh. Tadi saya sempat melihat yang pas awal menampilkan foto kamar ungu

itu. Terus anak-anak disuruh maju menunjukkan letak benda yang disebut Mbak Hesti. Bagus juga untuk mengetahui pemahaman siswa tentang bentuk nyata suatu kata atau benda itu kayak apa toh. Terus tadi saya lihat sedikit yang waktu mereka melanjutkan paragraph tapi mereka tensesnya masih

salah-salah ya kayaknya, Mbak? Soalnya saya nggak ngikuti penuh e. Iya, Ma'am. Untuk tensesnya mereka masih ada yang salah-salah terutama

is, are, verb pake s/es atau tidak itu masih salah.

GBI : Lhaaa itu, Mbak. Padahal sudah sering lho saya suruh mencatat simple

present tense di buku anak-anak tu. Tapi kok ya selaluuuuu aja salah. Tiap ditanya bilangnya sudah dong. Tapi waktu diterapkan, salah. Diingatkan lagi,

salah lagi.

P : Hehehe, masih muda tapi kok sudah pada pelupa ya, Ma'am. Nah, dulu

waktu wawancara sama Bu Eni sama adek-adek juga, kan simple present tense itu selaluuuu dibahas. Makanya saya pikir juga mereka sudah ngerti tentang to be (is, am, are), Ma'am. Jadi yang saya tekankan sekarang lebih

ke kata sifat sama preposisi.

GBI : Lha ya nggak papa, Mbak. Saya malah belum menjelaskan tentang *adjective* soalnya. Paling-paling baru *adjective* yang kaitannya sama fisik seseorang.

Sama tadi menjelaskan *preposition* pake lagu plus gerakan, aduuuuuh

menarik sekali itu. Besok bisa saya ajarkan ke kelas lain, Mbak.

: Yang in, on, under, by ... tadi itu ya, Ma'am. Tapi saya merasanya kok materi simple present tense masih perlu ditekankan ya, Ma'am. Atau

mungkin ini nanti habis saya koreksi hasil tulisan adek-adek, saya timbangtimbang lagi, Ma'am. Kalau memang perlu diulangkan lagi, berarti besok

saya tambahkan di RPP. Bagaimana, Ma'am?

GBI : Iya sih, Mbak. Soale *descriptive text* itu kan penekanannya di situ juga. Itu juga *tenses* paling dasar yang mesti dikuasai kalau belajar Inggris. Yaaa,

nanti lihat bagaimana hasilnya dulu, Mbak. Kalau memang Mbak Hesti

merasa perlu diterangkan lagi ya nggak papa.

P : Oke, Ma'am. Makasih ya, Ma'am. Sekalian besok saya mau menyerahkan

daftar nilai untuk Cycle I ini.

GBI : Oke. Oiya, Mbak. Besok Sabtu itu ngajar nggak rencananya?

P : Iya, Ma'am.

GBI : Saya itu besok Sabtu kan wisuda anak saya, jadi maaf sebelumnya kalau

besok saya nggak bisa datang.

P : Iya, Ma'am. Nggak apa-apa kok. Waah, congratulation, Ma'am, on your

daughter's graduation. Doakan saya cepet nyusul tahun ini ya, Ma'am

GBI : Ooooh, pasti, Mbak. Pasti. Asal juga dibarengi usaha sungguh-sungguh. Ya

sudah, saya balik ke kantor dulu ya, Mbak.

P : Iya, Ma'am. Makasih ya, Ma'am.

GBI : Alright.

Nomor : Interview 8

Hari, tanggal : Sabtu, 28 April 2013 Jam : 08.30 – 08.45 WIB Responden : P (Peneliti)

K (Kolaborator)

Topik : Feedback Pertemuan Kelima (Descriptive – Cycle II – Meeting 1)

P : Gimana tadi, Ret? Caraku bawa kelasnya asik nggak?

K : Asik banget, Hes. Apalagi pake lagunya Bruno Mars yang lagi baru-barunya.

Tapi mungkin lirike pas awal-awal tadi agak kecepetan.

P : Hmm, iya sih. Tapi kan tadi diulang dua kali. Hehehe. Menurutmu terlalu

susah nggak buat anak seumuran mereka untuk nangkep materiku?

K : Enggak. Kesannya kamu tu memanjakan mereka banget hari ini. Dijelasin

tahap per tahap, terus nanya, "Sampai sini, mudeng belum, Dek?" bar iku digawekke contoh kalimat seko lingkungan terdekat mereka. Menurutku

mereka mudeng banget deh.

P : Iyo ki. Mereka tu perlu ditekankan habis-habisan kayake masalah *simple*

present tense tapi caranya harus beda dari yang biasanya dipake Bu Eni. Mereka langsung tak suruh spontanitas bikin kalimat-kalimat dari

lingkungan sekitar mereka. Kan labih ngena, lebih tahan lama diingatan.

: Hooo, iyo juga sih yo. Daripada ngapalke rumus. Tapi aku tadi kaget banget

lho, Hes, pas tau teksnya tentang diriku. Hahaha.

P : Hehehe, mereka kan juga kenal deket sama kamu secara kamu ngajar di sini

juga lumayan lama. Makanya aku pengen mereka bisa mendeskripsikan orang yang deket dengan mereka dulu. Mereka yo udah pernah sebenere belajar teks deskriptif tentang teman tapi lagi sebatas deskripsi fisik.

Sekarang tak tingkatin dikit ke physical appearance, personality, sama

hobbies.

K

Nomor : Interview 9

Hari, tanggal : Jumat, 3 Mei 2013 Jam : 08.20 – 08.35 WIB Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

Topik : Feedback Pertemuan Ketujuh (Descriptive – Cycle II – Meeting 3)

GBI : Hari ini kayaknya kemampuan time management njenengan makin

meningkat, Mbak.

P : Hehehe, iya. Makasih, Ma'am. Semoga sampai besok bisa meningkat lagi

Ma'am. Ngomong-ngomong, bagaimana tadi proses pembelajarannya,

Ma'am?

GBI : Tadi awalnya mencocokkan PR ya. Bagus. Sudah bagus. Kadang ka nada

guru yang lupa kemarin ngasih PR terus nggak dibahas, jadi anak-anak cenderung menyepelekan PR berikutnya. Tapi kalau ini tadi, bagus sekali. Dicocokkan bareng-bareng terus anak-anak ditanya dari yang dapat salah sepuluh, sembilan, dan seterusnya sampai tadi yang bener semua si Andhika diberi *reward* walaupun hanya sekedar tepuk tangan tapi itu membuat yang lain lebih semangat. Ooh besok lagi aku harus bisa kayak dia. Lagian kalau seperti itu, anak-anak itu jujur kok, Mbak. Salah tujuh ya mereka jujur salah

tujuh.

P : (mengangguk)

GBI : Tadi, kaitannya sama interview, apa...wawancara teman karib begitu, itu

juga sudah cukup bagus. Skillnya *integrated* gitu, Mbak. Kan jadi ada *speaking* juga. Apalagi anak-anak diminta untuk berbicara dalam bahasa Inggris. Yang ketahuan pake bahasa Indonesia atau malah Jawa dikasih sanksi. Cuma tadi untuk yang terakhir, kayaknya lebih baik kalau siswa yang membacakan hasil interviewnya itu disuruh maju ke depan. Tadi kan

hanya berdiri di tempatnya, jadi yang lain kurang memperhatikan.

P : Oh, iya, iya, Ma'am. Jadi di suruh membacakan hasil wawancaranya di

depan kelas ya, Ma'am?

GBI : Iya, Mbak.

Nomor : Interview 10

Hari, tanggal : Sabtu, 4 Mei 2013 Jam : 10.05 – 10.20 WIB Responden : P (Peneliti)

GBI (Guru Bahasa Inggris)

K (Kolaborator)

Topik : Feedback Pertemuan Kedelapan (Descriptive – Cycle II – Meeting 4)

P : Wah, lega saya, Ma'am. Akhirnya deskriptifnya sudah selesai.

GBI : Lhoh, tapi penelitiannya belum selesai to, Mbak?

P : Belum, Ma'am. Maksud saya kan ngajarnya procedure dua, descriptive dua.

Masih kurang *procedure* satu kali lagi, Ma'am.

GBI : Oooh rak ngono. Pikir saya kok sudah selesai.

P : Saya minta tanggapan sama feedbacknya ya Ma'am tentang pembelajaran

tadi.

GBI	: Hmm, ini tak bacakan ya, Mbak. Tadi sudah bagus, guru bersama-sama siswa membahas kebenaran kalimat yang ditulis siswa di <i>white board</i> . Cukup jelas dan siswa memperhatikan dengan seksama, dan aktif. Mereka ngomentari, "Itu, <i>Miss</i> , itu harusnya begini" Guru juga selalu meminta siswa untuk mengecek kebenaran baik arti atau pengucapan sebuah kata di kamus. Tadi juga Mbak Hesti bilang berani itu bagus, tapi kalau nggak
	yakin, cek <i>spelling</i> nya di kamus.
P	: Iya, itu, Ma'am. Soalnya yang hasilnya <i>procedure</i> Cycle I kemarin kebanyakan juga <i>spelling</i> nya masih pada salah.
GBI	: Hmm, yaaa ya. Lalu, tadi guru juga membimbing siswa dalam menulis teks mereka secara individual, jalaaaan gitu keliling kelas, terus pada berani tanya, " <i>Miss</i> , kalau begini bener enggak?" Akhirnya siswa yang tadinya wegah-wegahan nulis akhirnya dengan senang hati mau mengerjakan tugas.
P	: Iya, Ma'am. Tapi tadi agak capek juga dipanggil kesana-kesini. Tapi <i>overall</i> saya menikmati kok, Ma'am. Artinya kan malah mereka berani bertanya daripada diem aja tapi aslinya nggak mudeng.
GBI	: Hahahah, tapi masih muda kok. Masih ada staminanya, saya itu lha mbok wes kesel ket mau-mau, Mbak. Ini terakhir, siswa diperbolehkan melihat contoh teks, tadi waktu mereka mau meng <i>create</i> teks mereka sendiri, tapi tetap diminta untuk kreatif. Menuangkan apa yang ada dipikiran mereka yang pasti itu lebih banyak dari apa saja yang tadi diwajibkan isinya.

Nomor : Interview 11 Hari, tanggal : Selasa, 7 Mei 2013 Jam : 08.40 – 09.10 WIB : P Responden (Peneliti) GBI (Guru Bahasa Inggris) K (Kolaborator) **Topik** : Feedback Pertemuan Kesembilan (Procedure – Cycle II – Meeting 1) GBI Well done, Mbak Hesti! Congratulation! Dari sekian penampilannya, saya rasa ini yang tebaik. Yang lain juga baik, tapi ini yang paling wah lah pokoknya. Hehehe, Bu Eni bisa aja. Jadi malu saya, Bu. Saya tadi juga mengamati, P adek-adek lebih kelihatan kebersamaannya. Apalagi tadi pas singing Happy Birthday buat Marisa terus makan sandwich mereka bareng-bareng. **GBI** Lha ya itu, Mbak. Mereka lebih kelihatan antusias waktu bikin makanan yang sebenernya simple tapi belum pernah mereka buat sebelumnya. Tadi pembukaannya juga bagus memberikan reward untuk siswa yang kemarin teks descriptiveinya paling bagus. Tiga orang ya? P Iya, Ma'am. Yunda Ajeng, Riza, sama Panji. **GBI** Ya, walaupun harganya nggak seberapa tapi paling enggak itu memotivasi siswa yang lain to. P Iya ya, Ma'am. **GBI** Yang saya sangat setuju itu teacher always reminds the students to open and open and open dictionary if they find difficult words. Bener sekali itu, Mbak. Saya itu juga kadang sampe capek le ngelingke. Suruh bawa kamus aja

susahnyaaa minta ampun. Terus, teacher is very very creative, brings real things kayak tadi jelly terus beberapa anak santai aja gitu disuruh makan.

		Tau-tau kok sebagai timbale baliknya mereka disuruh tell to the others about
		the taste, the color, and the shape. Pinter juga Mbak Hesti ini ngerjain mereka-mereka. Hahaha
P	:	Hehehehe, tadi memang saya terus bilang ke mereka yang makan itu,
	-	Ma'am. Nggak ada yang gratis jaman sekarang. Hehehe
GBI	:	Jadi berani melakukan juga harus berani bertanggung jawab ya. Tadi juga yang saya sangat setuju, waktu anak-anak mendadak disuruh keluar kelas cuci tangan tapi nggak dikasih tau mau ngapain habis itu. Kan mereka mikir, "Arep ngopo yo iki?". Itu juga mengajarkan kebersihan sebelum membuat makanan. Habis itu mereka masuk, kaget sudah ada roti tawar, <i>cheese</i> samanganu opo kui, Mbak? <i>Cookie cutter?</i>
P	:	Iya, Bu. Cookie cutter.
GBI	:	Nah itu kan tadi Mbak Hesti ngasih bahan-bahan yang sama ke masing-masing kelompok, tapi memasrahkan ke mereka sepenuhnya, <i>mbuh sakarepmu bahan-bahan kui arep tok kapakke</i> . Itu juga memancing imajinasi dan kreasi anak-anak.
P	:	Iya sih, Ma'am. Awalnya itu saya ngira kalau mereka cuma bakal nyetak <i>bread</i> nya sama <i>cheese</i> terus ditumpuk. Udah, gitu aja. Tapi ternyata mereka kreatif banget, ada yang dikasih mata, hidung, mulut. Ada yang sisa keju sama rotinya dibikin selimut. Wah, macem-macem, Ma'am.
GBI	:	Hahaha, kreatif ya. Memang kok, Mbak. Ini secara keseluruhan bagus banget hari ini, cuma sedikit masukan. Tadi kan waktu menayangkan gambar alat dan bahan pake powerpoint, itu sebaiknya tulisan di papan tulis yang kira-kira tadi sudah bisa dihapus, dihapus saja biar tayangan dari powerpoint lebih jelas dibaca. Itu saja.
P	:	Oh, iya, Ma'am. Maaf tadi lupa. Hehehe.
GBI	:	Once again, congratulation on your god job today!
P	:	Thanks a lot, Ma'am. It's also because of your guidance.
GBI	:	Besok Jumat saya ijin nggak ikut ngawasi ya, Mbak. Saya masih ada tanggungan ngoreksi UBM bahasa Inggris kemarin. Lha Bu Isti tu diklat, Bu Maryani nunggu anaknya di rumah sakit.
Р	:	Iya, Ma'am. Nggak apa-apa kok. Besok itu tinggal melanjutkan yang dictogloss tadi.

Nomor : Interview 12

Hari, tanggal : Rabu, 8 Mei 2013 Jam : 09.00 – 09.15 WIB Responden : P (Peneliti)

S2, S9, S10, S18, S 20, S26, S29

Topik : Interview setelah implementasi (I)

P : Ini namanya siapa aja ya, Dek? Andhika, Eris, Ryan, teruuus Dek Wilda,

Riza...emmm kamu Zidna atau Zidni, Dek?

S 29 : Zidni, Miss.

P : Oooh, ya ya ya. Zidni. Ini Dek Indri to?

S10 : He'eh.

P : Gini, kemarin kan Miss Hesti udah ngasih undangan interview ya. Sekarang

Miss mau tanya-tanya tentang pengajaran Miss selama ini. Santai aja, nggak ada pengaruhnya kok sama nilai kalian. Masih ingat, kemarin-kemarin Miss

ngajar teks apa aja?

S2, S9, : Procedure sama descriptive, Miss.

S10, S18

P : Yak. *That's right*. Ada yang masih inget dulu *procedure* yang pertama kita

bikin apa, procedure kedua kita ngapain, terus descripitive kemarin kita nulis

tentang apa aja. Ada yang ingat? Eris, ingat?

S 20 : Yang pertama itu procedure how to make string phone, yang

terakhiiiir...eemm bikin sandwich.

Alright. The other, Miss Wilda, what did we do when we learned about

descriptive text? The first time, waktu sama Miss.

: Emmm, yang observasi-observasi itu kan? (bertanya pada S18)

S18 : He'eh.

S26 : Observasi, Miss. Saya observasi musholla. Ini, sama Riza sama Indri juga.

P : Okay. And then, you, Andhika and Ryan, what room did you observe?

S2, S9 : Teachers' room, Miss.

P : Sejauh ini sudah ngerti belum sama penjelasan dari mbak? Eh, jangan ngerti

dulu nding. Seneng nggak dengan cara-cara belajar seperti itu?

S2, S9, : Seneng, *Miss*.

S18, S20,

S26,S29

P : Senengnya kenapa? Bedanya apa sama cara Ms. Eni ngajar dulu? Yuk, dari

sebelah kanan. Dek Indri dulu, terus ke kiri. Dek Indri, come on.

S10 : Emm..senengnya itu kalau praktek bikin-bikin gitu, Mbak. Tapi bikinnya itu

yang nggak ada di buku. Kalau sama Ma'am Eni dulu juga pernah bikin teh,

tapi kita prakteknya cuma pura-pura.

P : Hmmm, gitu ya. Oke. Now, Miss Zidni.

S29 : Sama, Miss.

E : Lhoh, kok sama. Yaudah deh, sekarang yang cowok-cowok niiih. Kalau pas

belajar descriptive dulu, senengnya kenapa?

S2 : Senengnya ya waktu jalan-jalan liat-liat kantor guru, Miss. Jadi saya lihat

langsung ada apa aja, ho'oh to Yan? (bertanya pada S9)

S9 : Sama itu, *Miss*, asik menurut saya belajar tapi sekali-kali keluar kelas.

Segerrr.

P : Seger lah, wong Ryan kan observasinya di ruang guru tapi mampir kantin

beli es klamud too? Mbak lihat lhoo.

All : Hahahahaha.

P : Oke, sekarang gini. Waktu Miss ngajar procedure kemarin kan Miss

nayangin gambar-gambar bendanya, nayangin video, terus kita juga praktek langsung pakai benda-benda yang nyata tuh. Dengan begitu kalian merasa

terbantu nggak saat nanti harus menulis teks procedure sendiri.

S2, S9, : Terbantu, Miss.

S10, S18, S20,

S26,S29

P : Terbantunya gimana? Yuk, semuanya sekarang jawab satu-satu. Jangan

idem. Dari sini yuk (menunjuk S26).

S26 : Waduh, aku meneh. Ya kebantunya soalnya nggak cuma kata thok, *Miss*,

tapi juga pake gambar. Jadi tambah tau kalau kata init uh bendanya yang

kaya gini.

P : Hmmm, contohnya waktu kita membedakan plastic cups sama paper cups,

cheddar cheese sama yang single, terus a slice of bread sama two slices of

bread. Gitu maksudnya?

S26 : Iya, gitu.

P : Sekarang, Dek Riza. Yuk. Terbantunya karena apa?

S18 : Kalo saya terbantunya karena jadi tau kalau mau nulis itu disebutin bahan-

bahannya dulu.

P : Oh, ya ya. Karena kita belajar kosa katanya dulu baru prakteknya ya?

Alright. Next, Please!

S 2 : Kalau saya terbantunya karena dapat inspirasi.

P : Inspirasi yang seperti apa?

S2 : Inspirasi..emm...langkah-langkahnya. Sama kaya ini tadi (menunjuk S18).

Jadi tau awalnya nulis judulnya. Habis itu harus nyebutin alat sama bahan.

Baru cara-caranya.

P : Siiip. Yuk, Eris.

S20 : Saya terbantunya karena dipraktekin langsung, Mbak. Sama..itu..

P : Apa?

S20 : Eh nggak jadi, Mbak. Hehehe

P : Weelah. Yaudah, sekarang Ryan yuk Yan. S9 : Aku sama kaya Andhika sama Eris, Mbak.

P : Hmm. Yang lain?

S10, S29 : Emmm..apa ya, *Miss*? Lha sudah disebutin semua.

P : Oke deh. Berarti intinya terbantu ya untuk masalah kosakata, bagian teksnya

sama tahap-tahap menulisnya. Emm, sekarang ini nih. Waktu kita menulis descriptive text tentang beberapa ruangan di sekolah ini. Kalian kan

berkelompok mengamati langsung ruangan yang beda-beda ya?

S2, S9, : Iya.

S10, S18,

S20, S26,S29

P : Nah, pada saat akhirnya harus menulis tentang ruangan itu, kalian lebih

terbantu dengan mengingat-ingat bentuk dan isi ruangan itu atau lebih

terbantu dengan observasi dan melihat langsung ruangannya?

S2, S9, : Terbantu dengan melihat langsung.

S10, S18,

S20,

S26,S29

P : Good! Sekarang untuk yang descriptive kedua yang tentang best friend. Itu

kan awalnya kita listened to a song, kan? Masih ingat apa judul lagunya?

S2, S9, : Count on meeeeeee.

S10, S18,

S20, S26,S29

P : Hahahaha. Kalian suka nggak belajar dengan lagu? Ya kemarin belajar

kosakatanya, belajar memaknai lagu itu, belajar apa..belajar mengartikan

sebuah persahabatan lewat lagu. Seneng nggak?

S2, S9, : Seneng, Miss.

S10, S18,

S20, S26,S29

P : Waduh, udah bell. Satu lagi, satu lagi.

S2 : Nggak apa-apa, Mbak. Habis ini Pak Darmaji kok.

: Nggak, nggak. Satu lagi aja tapi cepet kok. Gini, dengan observasi langsung dan mewawancarai teman kalian kemarin, terus kalian Mbak bekali dengan lembar isian untuk observasi dan wawancara, kalian terbantu nggak waktu nanti mau nulis. Maksudnya terbantu nggak nanti isi tulisannya itu bakal apa

aja?

S2, S9, : Terbantu, Mbak.

S10, S18,

S20, S26,S29

S9 : Emm...

P : Iya, Ryan, mau nambahin?

S9 : Terbantu soalnya kan ada apa saja yang mau ditanyakan. Terus nanti

jawaban dari temennya yang ditanyai it uterus dimasukkan ke tulisan gitu,

Miss.

Nomor : Interview 13

Hari, tanggal: Rabu, 8 Mei 2013 : 11.20 - 11.30 WIB Jam : P Responden (Peneliti)

S1, S7, S11, S13, S21, S22, S27

Topik : Interview setelah implementasi (II)

Р Alright, Guys. Kemarin kan Miss Hesti udah ngasih undangan interview

untuk yang istirahat kedua juga ya. Sekarang Miss mau tanya-tanya tentang pengajaran Miss selama ini. Nggak ada pengaruhnya kok sama nilai kalian.

Masih ingat, kemarin-kemarin *Miss* ngajar teks apa aja?

: Procedure sama descriptive, Miss. S1, S7,

S11, S13, S21, S22, S27

P He'eh. Kemarin kan kita *procedure*nya bikini *string phone* dan *sandwich* ya?

S1, S7, : Iya, Miss.

S11, S13, S21, S22, S27

P : Terus yang *descriptive* kita nulis tentang apa? Tobi, inget? : Saya tentang UKS, Miss. Eh, sickbay nding, sickbay. S21

: Thata's right. But the other observed different rooms, right? Who observed

the healthy canteen?

: (Mengacungkan tangan). S22

: Miss Tri. Oke, kalian senang atau enjoy nggak sih dengan cara-cara belajar

seperti itu? Senengnya kenapa? Kalau nggak seneng, nggak senengnya kenapa? Bedanya apa sama cara Ms. Eni ngajar dulu? Yuk, dari sebelah

kanan.

S1 Seneng, Miss. Soalnya selalu ada yang baru dan nggak ngebosenin.

S22 Seneng, soalnyaa..emm..kita bikin-bikin pake praktek langsung. Sama, sama

Ami juga. Ada yang baru terus.

P : Oke. Next, Please! Miss, Nana ya?

S11 : Kalau aku lebih seneng sama kak Hesti. Soalnya jadi paham. Emm. telaten

kak jelasin pelan-pelan.

Kalau saya sukanya waktu bikin string phone sama bikin sandwich. Soalnya S27

terus jadi kreatif. Terus dibolehin bikin suka-suka kita. Itu, Miss.

S21 : Seneng soalnya nggak ngebosenin.

S7, S13 : Sama aja lah, Miss. Hehehe.

Jadi, seneng ya belajar dengan cara-cara seperti itu. Tapi kira-kira materi

yang mbak jelasin itu masuk semua nggak tentang procedure and

descriptive? Jangan-jangan cuma seneng tapi materinya nggak nyantol.

S1, S7, Masuk kok, Miss.

S11, S13, S21, S22, S27

P Tapi kira-kira yang masih susah apa?

S21 : Emm..apa ya..

Yang dari koreksian yang mbak kembalikan ke kalian itu lho. Yang masih

banyak salahnya apa?

S21 : Ooh, itu. *Spelling, Miss*.

S13 : Aku yo iyo. P : Yang lain?

S1 : Aku juga *spelling*, *Miss*.

P : Kok bisa ya? Jangan-jangan kalian yang masih males buka kamus ya? Apa

taunya emang begitu?

S1 : Hehehehe, males buka kamus, *Miss*.

S11 : Kalau saya buru-buru, Kak.

P : Buru-buru, kayak mau nyegat bis aja. Kalau yang cowok, kenapa kok bisa

sering salah di *spelling*?

S21 : Nggak bawa kamus, *Miss*. Hahahahaha.

P : Lain kali bawa ya. Jangan males buka kamus. Sering to kalau soal-soal ujian

itu, ada soal yang tentang sinonim gitu? Kalau punya banyak perbendaharaan

kata kan bisa terbantu.

S21 : Oke, *Miss*.

P : Waduh kok udah mau masuk ya. Yaudah tak cepetin, Dek. Emm..gini

kemarin waktu bikin teks *descriptive* tentang ruangan-ruangan di sekolahan, kira-kira kalau menulis begitu lebih terbantu dengan awing-awang mengingat-ingat isi ruangannya atau dengan observasi langsung ruangannya?

S1, S7, : Observasi langsung.

S11, S13, S21, S22,

S27

P : Kenapa?

S27 : Yaa jadi lebih tau aja, *Miss*. Nanti kalau ada yang kelewatan gimana?

S11 : Sama nanti jadi tau yang mau ditulis kalau saya, *Miss*.

P : Kalau descriptive text about best friends kemarin kan kita dengerin lagu

Count on me dulu. Nah, kalian suka nggak dengan kegiatan pembelajaran seperti itu? Belajar kosakata lewat lagu, belajar memaknai sebuah lagu. Ayo

gentian cowoknya ngomong.

S7 : Seneng, *Miss*. Apik lagune tapi awale kecepeten, Mbak.

P : Tapi kan itu listeningnya diulang dua kali. Yang kedua masih nggak nangkep

po?

S7 : Nangkep siiih. Hehehe.

P : Lhaaa gene. Kemarin kosakata baru yang kamu dapat dari lagu itu apa aja,

Lintang? Tobi?

Emmm, count on me, terus fall asleep, stuck. Uis, Miss.

Yo, Lintang.

S21 : Made of sama shoulder.

P : Good. Very good. Terus dengan observasi langsung dan mewawancarai

teman baik kalian, kalian terbantu nggak dalam kaitannya dengan idea pa

yang mau kalian tuliskan dalam teks deskriptif kalian?

S1, S7, : Kebantu, *Miss*.

S11, S13, S21, S22, S27 Nomor : Interview 14

Hari, tanggal: Rabu, 15 Mei 2013 : 08.20 - selesai WIB Jam : P Responden (Peneliti)

> GBI (Guru Bahasa Inggris)

: Interview setelah implementasi **Topik**

Ma,am, secara garis besar, gimana tanggapan Bu Eni tentang pelaksanaan

riset saya ini?

GBI Wah, ini baru wow, Mbak. Hahahaha. Saya pribadi sih mengatakan kalau ini

sangat berhasil, Mbak. Anak-anak belajarnya sangat enjoy tapi tetep

materinya masuk dan *skill* mereka juga ternyata rata-rata meningkat.

P Hahaha, we o we. Tapi ada kekurangannya nggak, Ma'am, menurut Ma'am?

GBI Kekurangan dalam hal?

Yaaa, mungkin dari segi materinya, atau teknik mengajarnya, atau dari

pembawaan saya sendiri gitu, Ma'am?

Ya pastinya semua hal itu ada kelebihan dan kekurangannya, Mbak. Menurut **GBI**

saya mungkin kelemahannya di *time management*. Tapi itu masih sangat lumrah kok, Mbak. Mengajar writing kan itu memang perlu waktu lebih. Apa ya... corodene ki membimbingnya lebih lama daripada sekedar

listening.

P Emm, iya sih, Ma'am. Jadi kadang yang harusnya nggak buat PR akhirnya

buat PR.

GBI Nah itu, Mbak. Tapi nggak papa. Saya juga sering kok nggak kekejar. Guru

kan juga kadang butuh spontanitas. Walaupun RPPnya bilang begini, tapi kalau mendadak ngerasa wah aku perlu menyampaikan ini nih, kan ya nggak

apa-apa. Toh waktu yang kurang nggak pernah lebih dari sepuluh menit kok.

Okay, Ma'am. Emm...Ma'am, kemarin kan saya sudah menyerahkan nilai writing adek-adek VII D dari pertemuan pertama sampai terakhir sama hasil post-testsnya juga. Nah, itu menurut Ma'am terlihat nggak perbedaannya?

Emm maksud saya peningkatannya. Apa signifikan atau nggak gitu, Ma'am.

Sik sik siiik. Tak lihat e lagi. Iki yo, Mbak? (sambil menunjukkan laporan

nilai writing siswa VII D)

Iya, Ma'am. Yang itu.

P

GBI

GBI Lhaaa gini lho mbak yang tak harapkan ki. Detail penilaiane. Dari aspek-

aspeknya writing berapa ni, lima ya? Terus tiap anak juga detail, terus dijumlah tiap aspeknya, persentasi pencapaian tiap aspek. Kan kepenak, Mbak, le ndelok ki. Dulu ki yo do penelitian di sini tapi RPPnya sama laporan penilaiane ki ambur adul kae lho, Mbak. Malah ada yang nggak nyerahin laporan penilaian sampe sudah selesai terus mak mradat ora

pamitan.

P Wah, iya to, Ma'am? Parah juga ya. Terus gimana, Ma'am ini hasilnya?

GBI Kelihatan banget ya mbak peningkatan tiap aspek dari Cycle I, terus kedua,

terakhir post-test. Yang descriptive ini juga. Yang di merah-merah ini apa,

Mbak? Aspek yang pencapaiannya paling rendah gitu?

Iya, Ma'am. Contohnya di situ kan procedure text waktu Cycle I itu yang P

paling rendah vocabulary 79.11% sama mechanics 77.86%. Di Cycle kedua vocabnya meningkat jadi 85%, mechanicsnya 86.92%.

Oooh yaaa. Sudah sangat kelihatan bedanya kok, Mbak. Jadi bisa dibilang **GBI**

berhasil kalau menurut saya. Tapi besok coba konsultasi lagi sama dosennya,

mungkin kan beliau juga punya sudut pandang sendiri.

P : Iya, Ma'am. Tapi untuk writing mechanics di descriptive yang Cycle 2, pencapaiannya turun sampai 17.51%. Tapi ini kan waktunya sudah mepet.

Jadi bagaimana, Bu?

GBI : I think it's not a big deal. At least the actions were already successful in increasing the mean score. Moreover, I see that none of their scores was

under the KKM.

P : Terus, ini, Ma'am. Dari hasil survey waktu awal dulu kan jenis-jenis kecerdasan dominan yang ditunjukkan siswa itu *bodily-kinesthetic*, *naturalist*, *visual-spatial*, *musical*, sama *interpersonal*, *Ma'am*. Menurut

njenengan, teknik-teknik saya dalam mengajar selama ini sudah mencakup

itu semua belum, Ma'am?

GBI : Naturalist itu yang belajar dari alam, lingkungan sekitar gitu kan, Mbak?

: Iya, Ma'am.

GBI : Sudah kok, Mbak. Saya terus terang juga jadi belajar. Yaaa sebenernya tiap

guru juga pasti tahu kalau minat anak itu beda-beda. Anak kalau sukanya music, dipaksa belajar matematika juga belum tentu suka to mbak. Tapi mungkin kami-kami ini belum tahu tentang ulasan teorinya lebih dalam gitu, Mbak. Nek saya piker, *teching techniques* njenengan sudah mencakup kecerdasan dan minat mereka kok. Dari bagaimana mereka belajar *procedure* dengan praktek langsung bikin sesuatu. Terus mereka muter-muter sekolah mengobservasi lingkungan sekitar mereka. Dulu juga nyanyi *Count on me*, belajar arti seorang sahabat dari lagu. Teruuus, belajar dengan melihat video,

benda-bendanya lihat langsung. Sudah kok, Mbak.

: Dari teknik-teknik mengajar berdasarkan tipe-tipe kecerdasan siswa gitu, kira-kira membantu mereka untuk mengkonstruksi alur pikir mereka tidak,

Ma'am, untuk nanti kaitannya dengan proses mereka menulis teks?

: Ooh, ya membantu sekali. Dengan gitu kan memacu anak-anak untuk berani menulis, walaupun mereka mungkin tahu kemampuan mereka beda-beda, tapi mereka itu...emm..apa..istilahnya jago di bidang ini.. jago di visualnya..ato bakhan jago di praktek langsung. Tapi mereka nantinya nggak takut untuk mencoba menulis, walaupun masih salah tapi keberanian itu yang paling penting. Kemarin misale waktu praktek bikin *sandwich* sama *string phone* itu kan mereka butuh tanya jawab dulu, butuh mikir dulu...iki bahan-bahane kudu dikapakke..tentunya dengan kreativitas mereka. Setelah itu baru mereka menceritakan kembali atau dituangkan dalam tulisan.

Membantu sekali, Mbak.

: Hmm, oke, Ma'am. Emm..tadi berarti peningkatannya rata-rata kelihatan ya, Ma'am? Yang peningkatannya paling kelihatan, menurut Ma'am ada di

aspek apa?

: Hmmm, siiik. Kalau dari ini..apa..teks *procedure* dan *descriptive* sih yang bisa saya lihat lebih ke *content*.. teruuus..*organization*, *vocabulary*, *language use*. Mungkin karena mereka melihat atau mengobservasi langsung ruangruangnya dulu, atau pas wawancara *their best friends* dulu itu kan jadi tahu apa yang mereka temukan dan itu nanti yang bakal jadi isi tulisan mereka.

Jadi mereka nggak bingung lagi ini *content*nya mau apa.

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QUESTIONNAIRE

Berilah tanda centang ($\sqrt{\ }$) pada setiap pernyataan yang mendeskripsikan diri Anda.

AREA 1	Saya senang membaca buku, majalah, surat kabar, atau komik setiap hari.
	Saya menguasai banyak kosa kata bahasa Indonesia maupun asing.
	Saya mudah mempelajari bahasa-bahasa asing.
	Saya suka bermain word games seperti TTS, scrabble, atau word puzzle.
	Saya suka menulis (cerpen, puisi, novel, artikel, dll).
	Saya memiliki daya ingat yang bagus.
	Saya menulis apapun yang saya pikiran pada catatan kecil saya.
AREA 2	Saya sangat suka pelajaran Matematika dan hitungan lainnya.
	Saya suka permainan angka dan logika.
	Saya mampu menyelesaikan soal hitungan hanya dengan membayangkannya di
	kepala Saya salalu mamikirkan sahuah stratagi sahalum manyalasaikan sahuah
	Saya selalu memikirkan sebuah strategi sebelum menyelesaikan sebuah pekerjaan
	Kadang saya bermasalah dengan orang lain karena pendapat saya.
	Saya menyukai percobaan-percobaan ilmiah
	Saya suka memecahkan misteri ataupun menonton film detektif
AREA 3	Musik memiliki arti yang sangat penting dalam keseharian saya.
	Saya menyukai berbagai jenis musik.
	Saya mampu memainkan alat-alat musik dengan mahir.
	Saya suka menyanyi.
	Kadang saya mengetuk-ngetukkan tangan atau kaki untuk menciptakan bunyi.
	Saya mudah mengingat nada dalam lagu-lagu.
	Saya lebih mudah belajar jika sambil mendengarkan musik.
AREA 4	Saya suka menari modern dan/atau tradisional.
	Saya tidak betah duduk tenang berlama-lama dan lebih suka bergerak.
	Saya menyukai berbagai jenis olahraga.
	Saya menyukai kegiatan fisik yang memacu adrenalin.
	Saya lebih mudah memahami pelajaran dengan praktik langsung, bukan teori.
	Saya sering membuat karya (benda) dengan tangan saya.
	Saya cenderung bergerak atau berjalan-jalan saat berpikir atau mencari inspirasi.
1	of beigo
unguistic	Mal/a
	Spatiar Spatiar
	Musica, Haluralis,
	OSA OSA TARE
2.3	

AREA 5	 Saya mudah menghafalkan jalan.
/IIIZ/13	 Saya suka menggambar ataupun melukis.
	 Saya lebih mudah belajar jika saya melihat gambar, objek nyata atau video.
	 Saya suka bermain <i>video games</i> .
	 Saya suka memperhatikan benda-benda di sekitar saya (bentuk, warna, ukuran, dll).
	 Saya suka memadukan warna-warna.
	 Saya suka berkhayal / berimajinasi.
AREA 6	 Saya suka kerja kelompok karena tidak nyaman bekerja sendiri.
	 Saya sering menjadi pemimpin dalam sebuah kegiatan.
	 Teman-teman sering meminta pendapat atau solusi pada saya atas masalah mereka.
	 Saya tidak canggung memulai komunikasi dengan orang baru.
	 Saya sering dikatakan cerewet.
	 Saya selalu aktif berpendapat dalam kelas, diskusi kelompok, maupun organisasi.
	 Saya sering menghabiskan waktu bersama teman-teman daripada menyendiri.
AREA 7	 Saya lebih suka menyendiri daripada beramai-ramai.
	 Ketika ada masalah, saya menyelesaikannya sendiri.
	 Saya susah berkonsentrasi jika belajar secara berkelompok.
	 Saya sangat memahami apa kelebihan dan kekurangan diri saya.
	 Saya selalu memikirkan tujuan hidup dan cita-cita saya di masa depan.
	 Saya sering mencurahkan isi hati saya dalam diary.
	 Saya mampu mengendalikan amarah dan perasaan saya dengan baik.
	 Saya lebih suka berada di alam terbuka.
AREA 8	 Saya senang memelihara hewan.
	 Saya tahu banyak nama / spesies hewan dan tumbuhan.
	 Saya suka berkebun.
	 Saya menyukai pelajaran tentang bumi dan alam semesta.
	 Saya sangat mencintai lingkungan.
	Tempat liburan yang paling saya senangi adalah kebun binatang, taman kota, pantai, dan akuarium raksasa.
	 uan akuanum laksasa.

Thank You



Name:

Student Number:

"Everyone is TALENTED and SMART"

PRE-TEST (Procedure Text)

Name	:
Class	:

Write a procedure text about how to make:



fooddrink,toy	or		30 MINUTES

PRE-TEST	
(Descriptive Text)	
:	
:	30mi

Name

Class :	30Minutes
Write a descriptive text about your idol.	

POST-TEST (Procedure Text)

Name	:
Class	:

Choose one of the following topics and write the procedure text on the box below.

- how to make a certain food or drink
- how to make a toy
- how to operate an electronic device



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		7						7		11
										- 1
										- 1
										- 1
•										
										10
										- 1
:										
•										
										- 1
:										
										1
										- 1
•										
										1

POST-TEST (Descriptive Text)

vrite a descrij	otive text abou	ut one of you	r family mem	bers.	30m

THE STUDENTS' SCORES

The Pre-Test Scores of Procedure Text Writing

			Ası	pects of Writin	ng		Total
No	Name	Content	Organization	Vocabulary	Language Use	Mechanics	Score
1	Ami Kani Sari	17	16	13	13	4	63
2	Andhika Rachmad B	19	18	17	20	2	76
3	Anindhya Putri K	20	16	13	15	4	68
4	Annisya Dwi A.	20	16	13	15	3	67
5	Dwi Nur Rochmad	16	18	17	20	3	74
6	Dwi Prasetyo	21	14	15	18	3	71
7	Farhan Rizki	18	15	15	18	2	68
8	Febi M	16	15	7	10	4	52
9	H.Ryan Setyo.N	19	13	15	18	2	67
10	Indriyani Nur W	20	15	12	18	3	68
11	Khasanah Nur Fauzi	19	16	11	16	4	66
12	Lega Yulia Widyana	20	15	13	17	4	69
13	Lintang Candra N	18	16	14	16	3	67
14	Marisa Adnasari A	20	16	14	18	2	70
15	M.Adam Prabasunu	20	16	10	15	2	63
16	N.H. Jorditama	20	17	13	18	2	70
17	Panji Kusuma	20	16	15	19	3	73
18	Riza Anggita W.	20	16	13	15	3	67
19	Secunda Maharani	26	16	10	16	4	72
20	S.Eris Nurdiyatma	23	18	15	23	2	81
21	Tobia Handi R	23	15	13	28	2	81
22	Tri Winarni	20	18	15	13	2	68
23	Veninovita	18	16	9	15	4	62
24	Verdi Kurniawan	18	13	13	13	3	60
25	Veidya Eka Dwi A.A	20	16	13	17	4	70
26	Wilda Monicha M	20	16	15	18	3	72
27	Yunda Ajeng P	26	19	18	20	5	88
28	Zidna Rizki Astuti	20	16	15	16	5	72
29	Zidni Rizki Utami	20	18	15	18	4	75
	Total Score	577	465	391	496	91	2020
	Maximum Score	870	580	580	725	145	
Ach	nievement Percentage	66.32%	80.17%	67.41%	68.41%	62.76%	

Average score = $2020 / 29 = 69.66$
Highest score = 88
Lowest score = 52

Raters: C. Mari Eni W., S.Pd Ruryana Pamula N.W

The Pre-Test Scores of Descriptive Text Writing

		Aspects of Writing					
					Language		Total Score
No	Name	Content	Organization	Vocabulary	Use	Mechanics	
1	Ami Kani Sari	20	16	15	15	5	71
2	Andhika Rachmad B	26	16	16	18	4	80
3	Anindhya Putri K	25	15	12	16	5	73
4	Annisya Dwi A.	26	16	16	17	5	80
5	Dwi Nur Rochmad	15	15	15	16	4	65
6	Dwi Prasetyo	23	16	15	15	5	74
7	Farhan Rizki	25	16	17	17	3	78
8	Febi M	19	14	14	13	5	65
9	H.Ryan Setyo.N	25	17	16	17	4	79
10	Indriyani Nur W	24	15	14	16	4	73
11	Khasanah Nur Fauzi	23	15	15	14	5	72
12	Lega Yulia Widyana	24	17	15	14	4	74
13	Lintang Candra N	22	14	14	14	3	67
14	Marisa Adnasari A	24	14	16	16	4	74
15	M.Adam Prabasunu	23	15	14	15	5	72
16	N.H. Jorditama	20	15	15	15	4	69
17	Panji Kusuma	24	17	16	17	4	78
18	Riza Anggita W.	23	15	15	17	5	75
19	Secunda Maharani	20	14	17	14	5	70
20	S.Eris Nurdiyatma	25	16	17	18	2	78
21	Tobia Handi R	23	14	16	16	3	72
22	Tri Winarni	25	10	15	6	3	59
23	Veninovita	24	13	15	10	5	67
24	Verdi Kurniawan	21	13	15	15	4	68
25	Veidya Eka Dwi A.A	23	15	15	15	4	72
26	Wilda Monicha M	23	15	15	15	4	72
27	Yunda Ajeng P	26	18	16	17	5	82
28	Zidna Rizki Astuti	24	15	15	16	4	74
29	Zidni Rizki Utami	24	14	14	15	5	72
	Total Score	669	435	440	439	122	2105
	Maximum Score	870	580	580	725	145	
Ac	hievement Percentage	76.89%	75.86%	75.86%	60.55%	86.21%	

Average score = 2105 / 29 = 72.58
Highest score = 82
Lowest score = 59

Raters: C. Mari Eni W., S.Pd Ruryana Pamula N.W

The Scores of Procedure Text Writing in Cycle ${\bf 1}$

			Ası	pects of Writin	ng		Total
					Language		Score
No	Name	Content	Organization	Vocabulary	Use	Mechanics	
1	Ami Kani Sari						
2	Andhika Rachmad B	18	15	18	22	4	77
3	Anindhya Putri K	24	19	15	19	5	82
4	Annisya Dwi A.	24	16	16	19	4	79
5	Dwi Nur Rochmad	25	18	15	18	5	81
6	Dwi Prasetyo	29	20	17	23	5	94
7	Farhan Rizki	15	15	15	22	4	71
8	Febi M	18	16	9	15	4	62
9	H.Ryan Setyo.N	23	16	18	22	3	82
10	Indriyani Nur W	19	16	16	23	5	79
11	Khasanah Nur Fauzi	27	18	18	22	4	89
12	Lega Yulia Widyana	19	15	17	17	4	72
13	Lintang Candra N	24	18	15	18	4	79
14	Marisa Adnasari A	24	18	16	23	2	83
15	M.Adam Prabasunu	28	18	12	18	4	80
16	N.H. Jorditama	24	17	14	24	2	81
17	Panji Kusuma	25	16	16	19	3	79
18	Riza Anggita W.	29	20	20	23	4	96
19	Secunda Maharani	26	18	15	18	4	81
20	S.Eris Nurdiyatma	29	20	18	24	4	95
21	Tobia Handi R	28	20	20	23	3	94
22	Tri Winarni	25	18	17	16	4	80
23	Veninovita	24	19	10	20	4	77
24	Verdi Kurniawan	27	18	13	15	2	75
25	Veidya Eka Dwi A.A	25	17	15	21	5	83
26	Wilda Monicha M	29	18	19	23	4	93
27	Yunda Ajeng P	27	20	20	21	4	92
28	Zidna Rizki Astuti	24	16	14	19	4	77
29	Zidni Rizki Utami	20	17	15	23	5	80
	Total Score	679	492	443	570	109	2293
	Maximum Score	840	560	560	700	140	
Acl	hievement Percentage	80.83%	87.86%	79.11%	81.43%	77.86%	

Average Score = 2293/28 = 81.89	
Highest Score = 96	
Lowest Score = 62	

Rater: C. Mari Eni W., S.Pd

The Scores of Descriptive Text Writing in Cycle ${\bf 1}$

			Ası	pects of Writin	ng		T-4-1
					Language		Total Score
No	Name	Content	Organization	Vocabulary	Use	Mechanics	
1	Ami Kani Sari	22	18	18	19	5	82
2	Andhika Rachmad B	18	28	16	15	3	80
3	Anindhya Putri K	20	18	18	17	5	78
4	Annisya Dwi A.	19	19	18	14	5	75
5	Dwi Nur Rochmad	18	28	16	15	3	80
6	Dwi Prasetyo	15	14	15	19	5	68
7	Farhan Rizki	18	28	16	15	3	80
8	Febi M	20	18	18	17	5	78
9	H.Ryan Setyo.N	18	28	16	15	3	80
10	Indriyani Nur W	19	19	18	14	5	75
11	Khasanah Nur Fauzi	22	18	18	19	5	82
12	Lega Yulia Widyana	22	18	18	19	5	82
13	Lintang Candra N	15	14	15	19	5	68
14	Marisa Adnasari A	22	18	18	19	5	82
15	M.Adam Prabasunu	18	28	16	15	3	80
16	N.H. Jorditama	15	14	15	19	5	68
17	Panji Kusuma	18	28	16	15	3	80
18	Riza Anggita W.	19	19	18	14	5	75
19	Secunda Maharani	19	19	18	14	5	75
20	S.Eris Nurdiyatma	15	14	15	19	5	68
21	Tobia Handi R	15	14	15	19	5	68
22	Tri Winarni	20	18	18	17	5	78
23	Veninovita	20	18	18	17	5	78
24	Verdi Kurniawan	15	14	15	19	5	68
25	Veidya Eka Dwi A.A	20	18	18	17	5	78
26	Wilda Monicha M	19	19	18	14	5	75
27	Yunda Ajeng P	19	19	18	14	5	75
28	Zidna Rizki Astuti	20	18	18	17	5	78
29	Zidni Rizki Utami	19	19	18	14	5	75
	Total Score	539	565	492	480	133	2209
	Maximum Score	870	580	580	725	145	
Ac	hievement Percentage	61.95%	97.41%	84.83%	66.21%	91.72%	

Average Score = 2209/29 = 76.17
Highest Score = 82
Lowest Score = 68

he Scores of Procedure Text Writing in Cycle 2

			As	pects of Writi	ng		Total
					Language		Score
No	Name	Content	Organization	Vocabulary	Use	Mechanics	
1	Ami Kani Sari	24	18	18	17	3	80
2	Andhika Rachmad B	24	18	17	23	4	86
3	Anindhya Putri K	25	18	17	17	4	81
4	Annisya Dwi A.						0
5	Dwi Nur Rochmad	25	19	17	17	5	83
6	Dwi Prasetyo	26	19	19	16	5	85
7	Farhan Rizki	28	19	20	21	5	93
8	Febi M	24	18	16	18	3	79
9	H.Ryan Setyo.N	26	18	18	20	4	86
10	Indriyani Nur W	25	18	16	18	5	82
11	Khasanah Nur Fauzi	25	18	18	19	4	84
12	Lega Yulia Widyana	26	19	18	18	3	84
13	Lintang Candra N	24	18	16	19	5	82
14	Marisa Adnasari A	22	15	16	18	5	76
15	M.Adam Prabasunu	25	18	16	20	4	83
16	N.H. Jorditama						0
17	Panji Kusuma	26	18	19	23	3	89
18	Riza Anggita W.	26	19	18	20	5	88
19	Secunda Maharani	25	16	16	17	5	79
20	S.Eris Nurdiyatma	25	17	15	23	3	83
21	Tobia Handi R	24	18	16	19	4	81
22	Tri Winarni	25	18	16	19	5	83
23	Veninovita	25	18	17	19	5	84
24	Verdi Kurniawan	25	18	16	18	5	82
25	Veidya Eka Dwi A.A						0
26	Wilda Monicha M	25	18	16	18	4	81
27	Yunda Ajeng P	28	20	20	23	5	96
28	Zidna Rizki Astuti	27	17	15	15	5	79
29	Zidni Rizki Utami	28	17	16	17	5	83
	Total Score	658	467	442	492	113	2172
	Maximum Score	780	520	520	650	130	
Ac	hievement Percentage	84.36%	89.81%	85.00%	75.69%	86.92%	

Average Score = 2172/26 = 83.54
Highest Score = 96
Lowest Score = 76

The Scores of Descriptive Text Writing in Cycle ${\bf 2}$

			As	pects of Writin	ng		
					Language		Total
No	Name	Content	Organization	Vocabulary	Use	Mechanics	Score
1	Ami Kani Sari	26	18	17	20	2	83
2	Andhika Rachmad B	25	19	16	22	3	85
3	Anindhya Putri K	25	19	16	21	5	86
4	Annisya Dwi A.	27	19	18	18	5	87
5	Dwi Nur Rochmad	26	19	17	18	5	85
6	Dwi Prasetyo	27	19	19	18	5	88
7	Farhan Rizki	26	19	18	17	2	82
8	Febi M	23	18	16	18	5	80
9	H.Ryan Setyo.N	25	19	18	19	5	86
10	Indriyani Nur W	27	19	17	17	5	85
11	Khasanah Nur Fauzi	23	19	17	18	3	80
12	Lega Yulia Widyana	24	19	18	18	4	83
13	Lintang Candra N	21	19	19	23	4	86
14	Marisa Adnasari A	22	19	18	18	5	82
15	M.Adam Prabasunu	24	19	18	23	4	88
16	N.H. Jorditama	25	17	19	17	4	82
17	Panji Kusuma	28	19	19	18	5	89
18	Riza Anggita W.	28	19	19	20	4	90
19	Secunda Maharani	25	19	19	18	3	84
20	S.Eris Nurdiyatma	26	19	18	17	2	82
21	Tobia Handi R	25	19	17	19	3	83
22	Tri Winarni	24	19	18	18	3	82
23	Veninovita	20	19	18	22	5	84
24	Verdi Kurniawan	23	19	17	21	3	83
25	Veidya Eka Dwi A.A	24	19	18	18	1	80
26	Wilda Monicha M	26	19	18	16	3	82
27	Yunda Ajeng P	27	19	19	21	4	90
28	Zidna Rizki Astuti	24	19	18	18	5	84
29	Zidni Rizki Utami	25	19	19	21	2	86
	Total Score	694	528	499	534	104	2359
	Maximum Score	840	560	560	700	140	
Acl	hievement Percentage	82.62%	94.29%	89.11%	76.29%	74.21%	

Average score = 2359/29 = 84.38
Highest score = 90
Lowest score = 80

Rater: C. Mari Eni W., S.Pd

The Post-Test Scores of Procedure Text Writing

		Aspects of Writing							
					Language		Total		
No	Name	Content	Organization	Vocabulary	Use	Mechanics	Score		
1	Ami Kani Sari	27	19	18	18	4	86		
2	Andhika Rachmad B	28	19	18	22	4	91		
3	Anindhya Putri K	29	19	19	19	5	91		
4	Annisya Dwi A.	29	19	19	19	4	90		
5	Dwi Nur Rochmad	26	19	17	17	3	82		
6	Dwi Prasetyo	29	19	18	23	5	94		
7	Farhan Rizki	28	16	19	21	3	87		
8	Febi M	20	15	10	17	5	67		
9	H.Ryan Setyo.N	28	19	18	20	4	89		
10	Indriyani Nur W	27	19	17	22	5	90		
11	Khasanah Nur Fauzi	28	19	19	22	5	93		
12	Lega Yulia Widyana	29	20	20	20	4	93		
13	Lintang Candra N	23	18	17	17	5	80		
14	Marisa Adnasari A	25	19	15	18	4	81		
15	M.Adam Prabasunu	28	19	16	17	5	85		
16	N.H. Jorditama	27	18	17	16	5	83		
17	Panji Kusuma	26	19	15	22	5	87		
18	Riza Anggita W.	27	19	18	19	4	87		
19	Secunda Maharani	30	19	19	21	5	94		
20	S.Eris Nurdiyatma	25	18	17	21	3	84		
21	Tobia Handi R	28	19	18	19	4	88		
22	Tri Winarni	27	19	17	18	5	86		
23	Veninovita	28	19	18	22	4	91		
24	Verdi Kurniawan	27	19	18	19	4	87		
25	Veidya Eka Dwi A.A	27	19	19	20	5	90		
26	Wilda Monicha M	26	19	17	19	5	86		
27	Yunda Ajeng P	28	19	20	23	5	95		
28	Zidna Rizki Astuti	28	19	18	19	5	89		
29	Zidni Rizki Utami	28	19	18	16	5	86		
	Total Score	786	542	509	566	129	2532		
	Maximum Score 870 580 580 725 145				145				
Achievement Percentage 90.34% 93.44% 87.76% 78.01% 88.97%					88.97%				

Average score = $2532 / 29 = 87.31$
Highest score = 95
Lowest score = 67

Raters: C. Mari Eni W., S.Pd Brigita Amelia Putri

The Post-Test Scores of Descriptive Text Writing

		Aspects of Writing							
					Language		Total Score		
No	Name	Content	Organization	Vocabulary	Use	Mechanics			
1	Ami Kani Sari	27	19	18	21	4	89		
2	Andhika Rachmad B	26	19	17	21	5	88		
3	Anindhya Putri K	27	19	18	18	5	87		
4	Annisya Dwi A.	29	19	19	15	5	87		
5	Dwi Nur Rochmad	26	19	16	19	3	83		
6	Dwi Prasetyo	26	18	17	20	5	86		
7	Farhan Rizki	27	19	17	22	5	90		
8	Febi M	26	18	17	17	5	83		
9	H.Ryan Setyo.N	27	19	18	19	5	88		
10	Indriyani Nur W	27	18	19	21	4	89		
11	Khasanah Nur Fauzi	26	19	18	18	5	86		
12	Lega Yulia Widyana	28	19	17	18	5	87		
13	Lintang Candra N	27	19	18	20	4	88		
14	Marisa Adnasari A	27	19	17	18	3	84		
15	M.Adam Prabasunu	26	18	16	19	5	84		
16	N.H. Jorditama	28	19	18	19	5	89		
17	Panji Kusuma	28	19	18	21	4	90		
18	Riza Anggita W.	29	20	19	20	5	93		
19	Secunda Maharani	29	20	20	18	5	92		
20	S.Eris Nurdiyatma	26	19	17	17	4	83		
21	Tobia Handi R	28	20	18	17	4	87		
22	Tri Winarni	28	19	18	18	5	88		
23	Veninovita	26	19	17	22	5	89		
24	Verdi Kurniawan	23	19	16	22	3	83		
25	Veidya Eka Dwi A.A	27	19	18	22	5	91		
26	Wilda Monicha M	27	18	17	21	5	88		
27	Yunda Ajeng P	29	20	19	20	5	93		
28	Zidna Rizki Astuti	25	19	16	15	5	80		
29	Zidni Rizki Utami	28	20	18	17	5	88		
	Total Score	783	551	511	555	133	2533		
	Maximum Score	870	580	580	725	145			
Ac	hievement Percentage	90.00%	95.00%	95.00%	76.55%	91.72%			

Average score = 2533 / 29 = 8734
Highest score = 93
Lowest score = 80

Raters: C. Mari Eni W., S.Pd Siti Khotimah Nur Widayati

THE ATTENDANCE LIST

(Pre-tests and post-tests)

		Pre-	-Test	Post-Test			
No	Name	Procedure Text	Descriptive Text	Procedure Text	Descriptive Text		
1	Ami Kani Sari	$\sqrt{}$					
2	Andhika Rachmad B		V	V	V		
3	Anindhya Putri K		V	V			
4	Annisya Dwi A.		V	V			
5	Dwi Nur Rochmad	$\sqrt{}$	V	V			
6	Dwi Prasetyo	V	√	V			
7	Farhan Rizki	$\sqrt{}$	V	V			
8	Febi M	V	√	V			
9	H.Ryan Setyo.N	$\sqrt{}$		$\sqrt{}$			
10	Indriyani Nur W	V	√	V			
11	Khasanah Nur Fauzi	$\sqrt{}$		$\sqrt{}$			
12	Lega Yulia Widyana	$\sqrt{}$		$\sqrt{}$	V		
13	Lintang Candra N	V	√	V			
14	Marisa Adnasari A	$\sqrt{}$		$\sqrt{}$			
15	M.Adam Prabasunu	$\sqrt{}$	V	V	V		
16	N.H. Jorditama	V	√	V	V		
17	Panji Kusuma	$\sqrt{}$		$\sqrt{}$			
18	Riza Anggita W.	V	√	V			
19	Secunda Maharani	V	V	V	V		
20	S.Eris Nurdiyatma	V	√	V			
21	Tobia Handi R	V	√	V			
22	Tri Winarni	$\sqrt{}$	V	V			
23	Veninovita	$\sqrt{}$	V	V			
24	Verdi Kurniawan	$\sqrt{}$		$\sqrt{}$			
25	Veidya Eka Dwi A.A	V	√	V			
26	Wilda Monicha M	V	√	V			
27	Yunda Ajeng P	V	√	V			
28	Zidna Rizki Astuti	V	√	V	V		
29	Zidni Rizki Utami	V	√	V	V		

THE ATTENDANCE LIST

(During the implementation)

	Name	Cycle I				Cycle II					
No		Procedure		Descriptive		Descriptive			Procedure		
		9/4	12/4	13/4	16/4	28/4	30/4	3/5	4/5	7/5	10/5
1	Ami Kani Sari		S							S	$\sqrt{}$
2	Andhika Rachmad B	I	V	V	V	V					V
3	Anindhya Putri K			$\sqrt{}$	$\sqrt{}$						
4	Annisya Dwi A.			V		V					V
5	Dwi Nur Rochmad		V	V	V	V					V
6	Dwi Prasetyo		V	V	V	V					V
7	Farhan Rizki			V							V
8	Febi M			V							V
9	H.Ryan Setyo.N			V			I				V
10	Indriyani Nur W		V	1	√	V	$\sqrt{}$			$\sqrt{}$	1
11	Khasanah Nur Fauzi	$\sqrt{}$	V	$\sqrt{}$	V	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	V
12	Lega Yulia Widyana		V	1	√	V	$\sqrt{}$			$\sqrt{}$	1
13	Lintang Candra N		$\sqrt{}$	$\sqrt{}$	√	V	$\sqrt{}$			$\sqrt{}$	V
14	Marisa Adnasari A		V	1	√	V	$\sqrt{}$			$\sqrt{}$	1
15	M.Adam Prabasunu			V		V					V
16	N.H. Jorditama			V		V					V
17	Panji Kusuma			V							V
18	Riza Anggita W.		V	V	V	V	V		V		V
19	Secunda Maharani			V							V
20	S.Eris Nurdiyatma		V	V	V	V	V		V		V
21	Tobia Handi R		V	V	V	V					V
22	Tri Winarni			V		V					V
23	Veninovita		V		√	V	$\sqrt{}$			$\sqrt{}$	V
24	Verdi Kurniawan		V	1	√	V	$\sqrt{}$			$\sqrt{}$	1
25	Veidya Eka Dwi A.A	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	V
26	Wilda Monicha M		V	$\sqrt{}$	V	V	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	V
27	Yunda Ajeng P	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	V
28	Zidna Rizki Astuti		V	$\sqrt{}$	V	V	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	V
29	Zidni Rizki Utami	$\sqrt{}$	V	$\sqrt{}$	$\sqrt{}$	V	$\sqrt{}$			$\sqrt{}$	V
_											_

PHOTOGRAPHS

CYCLE I

Learning Procedure Text



There are some real things to stimulate the students.



The students watch a video about how to make a string phone.



A student tries a string phone with a partner.



The students practice making a string phone in pairs.



A student checks his dictionary to do a task of imperative verbs.



All students write procedure texts.

Learning Descriptive Text



The students see a picture of their school and give opinions about it.



The students in groups do a task of adjectives.



The students show enthusiasm in writing their answers.



The captain of each team is given an observation mission.



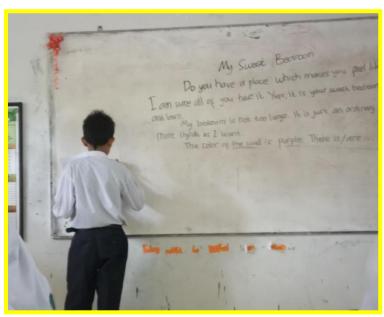
The Library Team do their observation.



The Sickbay Team do their observation.



The Mosque Team do their observation.



The students in turn continue a descriptive text.

CYCLE II

Learning Procedure Text



The students make a cutter sandwich in groups.



The researcher reads a procedure text aloud and the students take notes.



The students rewrite a procedure text with their own words.

Learning Descriptive Text



All students listen to the played song carefully.



The students classify subjects, verbs, and adjectives.



The students interview their best friends.



The students individually create their descriptive texts.



The students use their interview results to create their descriptive texts.



The English teacher monitors the students.

PERMIT LETTERS