

**IMPROVING THE WRITING LEARNING PROCESS BY USING TIERED
TASKS OF THE EIGHTH GRADE STUDENTS AT SMP N 1 NGEMPLAK
IN THE ACADEMIC YEAR
OF 2012/2013**

A Thesis

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



**By:
Kurnia Ariyanti Solichah
08202241069**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2013**

**IMPROVING THE WRITING LEARNING PROCESS BY USING TIERED
TASKS OF THE EIGHTH GRADE STUDENTS AT SMP N 1 NGEMPLAK
IN THE ACADEMIC YEAR
OF 2012/2013**

A Thesis

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



**By:
Kurnia Ariyanti Solichah
08202241069**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2013**

APPROVAL SHEET

**IMPROVING THE WRITING LEARNING PROCESS BY USING TIERED
TASKS OF THE EIGHTH GRADE STUDENTS AT SMP N 1 NGEMPLAK
IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis



First Consultant,

**Dr. Margana, M.Hum., M.A.
NIP 19680407 199412 1 001**

Second Consultant,

**Siwi Karmadi K., S.Pd., M.Hum.
NIP 19760305 200501 2 001**


RATIFICATION SHEET

IMPROVING THE WRITING LEARNING PROCESS BY USING TIERED TASKS OF THE EIGHTH GRADE STUDENTS AT SMP N 1 NGEMPLAK IN THE ACADEMIC YEAR OF 2012/2013

A Thesis
By
Kurnia Ariyanti Solichah
08202241069

Accepted by the board of thesis examiners of Faculty of Languages and Arts, State University of Yogyakarta on July, 19th, 2013 and declared to have fulfilled the requirements to acquire the *Sarjana Pendidikan* Degree in English Language Education

Board of Examiners

Position	Name	Signature
Chairperson	: Drs. Samsul Maarif, M.A.	
Secretary	: Siwi Karmadi K., S.Pd., M.Hum.	
First Examiner	: Drs. Suharso, M.Pd.	
Second Examiner	: Dr. Margana, M.Hum., M.A.	

Yogyakarta, July, 19th 2013
Faculty of Languages and Arts
Yogyakarta State University

Dean,



Prof. Dr. Zamzani, M.Pd.

NIP 19550505 198011 1 001

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini :

Nama : Kurnia Ariyanti Solichah

NIM : 08202241069

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : Improving The Writing Learning Process by Using Tiered Tasks
of the Eighth Grade Students at SMP N 1 Ngemplak in The
Academic Year of 2012/2013

menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya 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, 21 Juni 2013

Penulis



Kurnia Ariyanti Solichah

08202241069

MOTTOS

... وَلَا تَيْئِسُوا مِنْ رَوْحِ اللَّهِ ...

“...and never give up hope of Allah’s mercy...”

(Q.S. Yusuf: 87)

... إِنْ تَنْصُرُوا اللَّهَ يَنْصُرْكُمْ ...

“...if you help (in the cause of) Allah, He will help you...”

(Q.S. Muhammad: 7)

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“Verily, along with every hardship is relief”

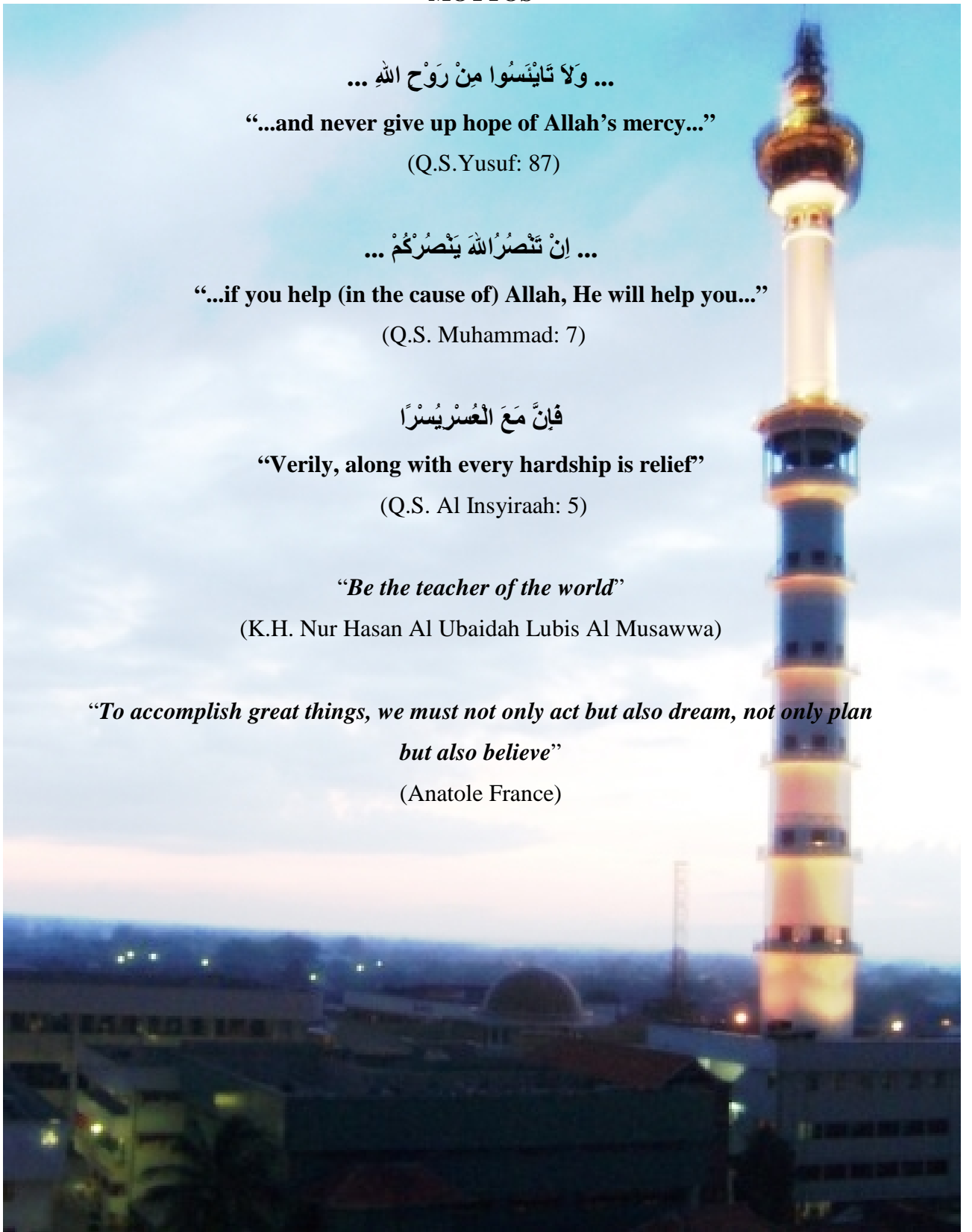
(Q.S. Al Insyiraah: 5)

“Be the teacher of the world”

(K.H. Nur Hasan Al Ubaidah Lubis Al Musawwa)

***“To accomplish great things, we must not only act but also dream, not only plan
but also believe”***

(Anatole France)



DEDICATIONS

This thesis is dedicated to:

- § *My beloved parents, Bapak Iriyanto and Mamak Ani, thank you very much for giving me care, love, and endless prayer to reach my dreams.*
- § *My beloved brothers, Mas Taufik and Dek Arif who have given wonderful brotherhood, care, love, and prayer for me as their only sister.*
- § *My lovely PBI D '08 friends, who have given me nice friendship.*
- § *My big family at Pondok Pesantren Mahasiswa Yogyakarta, who have given me wonderful togetherness.*
- § *Mas Untung, who has been waiting for me until I finish this thesis.*

ACKNOWLEDGEMENTS

Alhamdulillah *rabbi'l'alamiin*, praise be to Allah SWT, the Almighty, who has given me so many blessings from the beginning until the end of my struggle to compose this thesis. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace.

Sincerely I would like to express my gratitude to my first consultant, Dr. Margana, M.Hum., M.A. and my second consultant, Siwi Karmadi Kurniasih, S.Pd., M.Hum., for giving me guidance, advice, support, and willingness to check every part of this thesis. My gratitude also goes to the headmaster of SMP N 1 Ngemplak, Drs. R. Tri Wahyana Kuntara, M.A., who has given me his kindness and permission to conduct the research at the school, the English teacher, Mrs. Endang Tri Hastuti, S.Pd., who has worked collaboratively in conducting this research, VIII A students in the academic year of 2012/2013, for their cooperation and collaboration during the research, and Yuliana Istiyani, S.Pd., for her help and motivation during the research.

Last but not least, great thanks are given to my beloved *PBI D'08* family; Arin, Silva, *Mbak Ber*, *Miss Riris*, Suli, Wiji, *Dek Endar*, Dedy, Alvan, and *Pak Faiz*, who have given me colorful friendship during my study at *UNY*. I would also like to express my gratitude to my big family at *Pondok Pesantren Mahasiswa Yogyakarta*, for their togetherness during the time I live there.

Finally, I realize that this thesis is far from being perfect. Therefore, constructive suggestions and comments are needed for the progress of the next study. However, I hope that this research would give worthwhile contribution to the improvement of the English teaching and learning process.

Yogyakarta, June 2013



Kurnia Ariyanti Solichah

TABLE OF CONTENTS

	Page
TITLE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
SURAT PERNYATAAN	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF APPENDICES	xi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problems	5
C. Delimitation of the Problem	8
D. Formulation of the Problem	8
E. Objective of the Study	9
F. Significance of the Study	9
CHAPTER II LITERATURE REVIEW	10
A. Theoretical Review	10
1. Writing	10
a. The Nature of Writing	10
b. Micro and Macro-Skills of Writing	12
c. The Writing Process	13
d. The Effective Writing Learning Process	15
e. Teaching Writing in Junior High School.....	19
2. Improving The Writing Learning Process in a Mixed-Ability Class	21

a. A Mixed-Ability Class	21
b. Teaching Writing in a Mixed-Ability Class	22
3. The Nature of Task	23
a. Definition of Task	23
b. Components of Task	24
4. Tiered Tasks	26
a. Definition of Differentiated Instruction	26
b. Definition of Tiered Tasks	28
c. Elements of Differentiation	29
d. How to Develop Tiered Tasks	30
5. Teaching Writing By Using Tiered Tasks	32
B. Relevant Studies	34
C. Conceptual Framework	35
CHAPTER III RESEARCH METHODS	37
A. Type of the Research	37
B. Setting of the Research	39
C. Subjects of the Research	39
D. Instruments of the Research	39
E. Data and Techniques of Collecting Data	41
F. Techniques of Data Analysis	42
G. Validity and Reliability of the Data	43
H. Procedures of the Research	45
I. Scoring Rubric for Writing	47
CHAPTER IV RESEARCH PROCESS, FINDINGS, AND INTERPRETATION	49
A. Determining the Field Problems	49
B. Determining the Urgent Problems to Solve	50
C. The Relationship between the Field Problems and the Actions.....	50
D. The Research Process	52
1. The Report of Cycle 1	52
a. Planning	52

b. Actions and Observations	54
c. Reflections	62
2. Report of Cycle 2	68
a. Planning	68
b. Actions and Observations	70
c. Reflections	81
E. The Students' Writing Scores	84
F. General Findings	88
CHAPTER V CONCLUSIONS, IMPLICATIONS, SUGGESTIONS.....	90
A. Conclusions	90
B. Implications	91
C. Suggestions	92
REFERENCES	94
APPENDICES	96

List of Appendices

Appendix A: Data Collection Instruments	96
Appendix B: Field Notes	104
Appendix C: Interview Transcripts	117
Appendix D: Course Grid	131
Appendix E: Lesson Plans	136
Appendix F: Students' Worksheets	167
Appendix G: Observation Checklist	190
Appendix H: Students' Writing Scores	198
Appendix I: Students' Writing	207
Appendix J: Photographs	214
Appendix K: Permit Letters.....	216

List of Tables

Table 1: The Competency Standard and Basic Competencies for Writing in Grade VIII in the First Semester of the Academic Year 2012/2013	20
Table 2: The Competency Standard and Basic Competencies for Writing in Grade VIII in the Second Semester of the Academic Year 2012/2013..	20
Table 3: Scoring Rubric for Writing proposed by Jacobs et al. (1981)	47
Table 4: The Conversion Table Based on Range Proposed by Suharto (2006:53)	48
Table 5: The Problems Related to the Teaching and Learning Process	49
Table 6: The Urgent Problems Related to the Writing Learning Process	50
Table 7: The Relationship between the Actions and the Problems	51
Table 8: The Comparison of the Students' Mean Values for Five Aspects of Writing in the Pre-test and Post-test	85
Table 9: The Comparison of the Students' Mean Values for Five Aspects of Writing in Cycle 1 and Cycle 2	86
Table 10: The Comparison of the Students' Mean Values and the Ideal Mean ..	86
Table 11: The Frequency Distribution of the Students' Scores in Pre-test	87
Table 12: The Frequency Distribution of the Students' Scores in Post-test	87
Table 13: The Result of the Paired-Samples T-Test	88

List of Figures

Figure 1: The wheel process of writing taken from Harmer (2004:4)	13
Figure 2: Task Components	24
Figure 3: Cyclical AR Model based on Kemmis and McTaggart (1989)..	38

List of Abbreviations

BSNP (Badan Standar Nasional Pendidikan)

CLT (Communicative Language Teaching)

KTSP (Kurikulum Tingkat Satuan Pendidikan)

**IMPROVING THE WRITING LEARNING PROCESS BY USING TIERED
TASKS OF THE EIGHTH GRADE STUDENTS AT SMP N 1 NGEMPLAK
IN THE ACADEMIC YEAR OF 2012/2013**

**By
Kurnia Ariyanti Solichah
08202241069**

ABSTRACT

This research aims at improving the writing learning process by using tiered tasks of class VIII A at SMP N 1 Ngemplak in the first and second semester of the academic year of 2012/2013.

This research was categorized as classroom action research. The research procedure followed the model proposed by Kemmis and McTaggart i.e. planning, action and observation, and reflection. There were two kinds of data in this research, namely qualitative and quantitative data. The qualitative data were obtained by conducting classroom observations and interviews. Then, the quantitative data were obtained by conducting a pre-test at the beginning of the research and a post-test at the end of the research to measure the students' writing skills. The qualitative data were analyzed through data collection, data reduction, data display, and conclusion drawing and verification. The validity of the qualitative data was gained through the five criteria of validity. Those were democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity. Then, the quantitative data were analyzed by measuring the means of the students' writing scores. The researcher also performed a paired-samples t-test to find out the difference between the means of the pre-test and post-test.

The results of this research show that tiered tasks were effective to improve the students' writing learning process in the mixed-ability class. In reference to the qualitative data, tiered tasks could improve their learning motivation and involvement because they were provided with tasks which were appropriate for their level of ability. It also stimulated them to be aware of their actual ability. Based on the quantitative data, it could improve the students' writing achievement. The means of the students' writing scores from the pre-test and post-test are compared to the ideal mean, namely 67.00. The means are 62.82 and 76.00 respectively. The t-test reveals that the t value is -7.78 and the significance level of the difference is 0.00. This indicates that the difference between the means is significant.

CHAPTER I INTRODUCTION

In this chapter, the researcher describes six issues. They are the background of the study, the identification of the problem, the delimitation of the problem, the formulation of the problem, the objective of the study, and the significance of the study. Each of these is presented below.

A. Background of the Study

English as a foreign language has been taught as a compulsory subject in all junior high schools in Indonesia. The aim of its teaching and learning process is to develop students' communicative competence. To have the communicative competence, students have to be able to comprehend and to produce language in spoken and written forms. Since language plays important role as a means of communication, students need to learn and master the four language skills namely listening, speaking, reading, and writing.

In writing, students should know how to write letters and words and form the words into sentences according to certain convention. In order to be able to write, a student needs to master some aspects of language such as orthography, punctuation, capitalization, grammar and acceptability to make the relationship among sentences clear and understandable.

Dealing with the writing learning process, a student should have high motivation to write because it is a recursive process that every student needs to practice writing time after time to be able to achieve the learning goal of writing i.e. mastering writing skills. If students can reach the goal of their learning writing, they will be motivated to learn writing. It is in line with Brown's

statement (2007:154-155) that learning success is an important factor that can maintain the students' motivation. Hence, a teacher should use appropriate teaching techniques to improve the students' motivation in writing so that the students will achieve the learning success.

Nevertheless, the application of teaching and learning writing is believed to be very complex. Richards and Renandya (2002: 303) say that writing is the most difficult skill for second language learners to master. Therefore, it is possible that students face some problems in learning second language especially in writing. For instance, students find it is difficult to develop their ideas in a written form since they lack vocabularies. Besides, they often make mistakes in orthography and grammar. Facing such difficulties, they have low motivation to write in English.

Moreover, Raimes in Richards and Renandya (2002: 306) states that there is more anxiety when writing is involved in English teaching and learning process. The anxiety comes when many English teachers find difficulties in developing idea to teach writing. The difficulties occur because they lack techniques in teaching writing. In addition, they do not explore materials from various resources.

Based on the observation done on October 13th 2012, problems on writing learning process are also found in class VIII A of SMP N 1 Ngemplak. The fact showed that there was an unbalanced proportion of teaching writing in the class. Writing skills were less taken into consideration in the teaching and learning process than the other skills. For example, most of the time the teacher asked the

students to read certain texts and answered the questions instead of asking them to produce a text. It made the students feel that writing skills seemed not very important and they were unfamiliar with the techniques and aspects of writing in English.

The unbalanced proportion of teaching writing to students made them find some difficulties in writing. The result of their writing skills was far from being satisfactory. They could not achieve the basic competence of writing skills. It was reflected in the large number of errors they made concerning punctuation, grammar, word choice, and connecting words. In other words, they could not meet the minimum requirements in writing.

Moreover, the students of class VIII A of SMP N 1 Ngemplak seemed unable to use orthography correctly. They found it is difficult to spell the foreign language because they hardly ever knew the words used in their composition of writings. This inability made them write the forms of word incorrectly. Further, those who did not recognize the form of words failed to express the right tense.

Another fact which showed the students' low writing skills was that they found difficulties in choosing appropriate words and using connecting words. They sometimes used inappropriate words as they just translated Indonesian into English. Besides, they made some mistakes on how to order English words correctly although they had studied the grammar. In addition, the fact showed that they made mistakes in using connecting words which showed their ability how to link a sentence with another sentence. Facing such difficulties, they had low motivation in writing in English.

The next problem was related to teaching writing techniques which sometimes did not match with the students' learning needs. The teacher did not pay much attention to the process of writing. She did not give the students opportunity to make first draft and revised it after receiving feedback from the teacher or peers. In that condition, the students could not experience learning effectively.

Furthermore, the teacher did not use various methods and media in teaching English. It seemed that she was too often explaining the materials taught through the same method. Besides, she did not use various media and teaching facilities provided by the school to encourage the students to learn English. The lesson became teacher-centered that the students were far from being excited in following the teaching-learning process. Most of them could not participate in the class activity so that their involvement during the class was also limited. It made them look so bored to attend the lesson. It can be said that the technique used by the teacher could not make them motivated to learn.

The class size is the next aspect that should be considered as it influenced the process of building a positive learning atmosphere. Class VIII A of SMP N 1 Ngemplak consists of thirty six students with mixed level of writing ability. It is categorized as a big class, especially for a language learning class, that requires a great deal of teacher's attention to control the students' participation. The class was also mixed-level that required the implementation of appropriate tasks that are adjusted to the students' needs. Unfortunately, the tasks were not varied. All

of the students were exposed to the same learning tasks without considering their varied learning needs.

The differentiated instructions can be an alternative to solve the problems dealing with the writing learning process. It can be done by using tiered tasks which use a differentiated instruction approach. Tiered tasks can facilitate students' learning in a heterogeneous class. Tiered tasks can help the students do the process of sense making and demonstrating ideas effectively that they need to improve their writing learning process. Thus, their response while doing the learning tasks will match their learning needs and specified learning goals (Tomlinson, 2001:80-81). In this case, the students are exposed to the different levels of tasks which lead to the same basic concept of understanding. As the consequence, the students will be appropriately challenged by the tasks which have been differentiated according to their level of ability.

Based on the description above, it is necessary for the researcher to make some efforts in English teaching and learning process by identifying any actions that will improve writing learning process and implementing them in the class. The researcher aims to improve the English teaching and learning process by using the action research, especially the action in improving the writing learning process of class VIII A of SMP N 1 Ngemplak by using tiered tasks.

B. Identification of the Problems

Based on the preliminary observation, the researcher found that the problems related to the writing learning process come from different factors.

Those factors are the students, the class size, the learning materials, and the teaching technique and media used by the teacher.

The first factor is the students. Most of them found difficulties in writing. They made mistakes on grammar, word choice, and mechanics while they wrote a certain text. They also tended to translate from Indonesian into English. Facing such difficulties, most of them had low motivation to write in English.

During the teaching and learning process, the class activities were dominated by a small number of high ability students and the other students, even most of them were passive. The passive students did not have confidence to participate in each classroom activity. They only listened to the teacher's explanation without interacting with their teacher and friends when they attended the lesson so that they felt bored during the teaching and learning process. In fact, they sometimes had a talk with their friends in the class when the teacher explained the materials. In addition, when the teacher asked them some questions related to the materials they only then responded after the teacher pointed them to respond to the teacher's questions.

The second factor is the class size which was quite big with different levels of the students' ability. The class environment tended to be negative as the teacher found difficulties to manage all of the students to participate actively during the teaching and learning process. Most of the students tended to be passive participants and the learning activities were still dominated by the high ability students. It was also difficult for the teacher to challenge each student with

appropriate learning tasks. The teacher has not implemented the learning tasks that could meet the students' learning needs.

The third factor is the learning materials used in the class. The learning materials were not varied and even the teacher tended to be textbook-oriented. Since the students learnt in a mixed-ability class, they needed to be exposed to the tasks that could meet their different learning needs of learning. Unfortunately, such tasks have not been provided for the students. All students still had to deal with the same tasks during the teaching and learning process of writing. It means that the inputs, the task procedures, and the task products expected were designed in the equal level for all students. It means that the learning ability of the students was not considered while the teacher chose and might develop the tasks.

The last factor is the teaching technique and media used by the teacher. The teaching technique was likely to be teacher-centered. It did not provide sufficient opportunity for the students to understand the materials given during the teaching and learning process. The teacher used all the time to explain the materials without providing activities which encouraged the students to interact with her and their classmates. The writing activities given were often individual activities. It means that the teacher did not give the students opportunity to experience learning properly. The process of writing that led to the language production tended to be neglected since the teacher did not teach the students step to write a text i.e. planning, drafting, and revising and give sufficient feedback. Besides, the teacher did not use various media and the facilities provided by the

school such as language laboratory and multimedia room to help her encourage the students to be interested in learning English.

C. Delimitation of the Problem

Due to the lack of time, the research only focused on the urgent problems that were related to the writing learning process in VIII A class which was a mixed-ability class, i.e. the students' participation and motivation during the teaching and learning process of writing.

Tiered tasks were proposed as one of the solutions to improve the students' writing learning process. This kind of tasks had many benefits that can be implemented in a mixed-ability class to improve the students' writing learning process, also to overcome the problems mentioned earlier.

This research only explored the use of recount text as the focus of the learning materials. The selection was based on the text type scheduled to teach at that time. Besides, the problems of the implementation of writing tasks connected with recount text were also found to look for the solution.

D. Formulation of the Problem

From the delimitation of the problem above, the problem of this study can be formulated into the following question "How could tiered tasks be implemented in the recount teaching and learning process to improve the writing learning process of class VIII A at SMP N 1 Ngemplak in the academic year of 2012/2013?"

E. Objective of the Study

From the background, the identification, and the delimitation of the problems above, the objective of this study is to improve the writing learning process of class VIII A at SMP N 1 Ngemplak in the academic year of 2012/2013.

F. Significance of the Study

The result of this research is expected to bring two kinds of significance in teaching and learning English i.e. theoretical significance and practical significance. Theoretically, the result of the research can be useful to other researchers who want to conduct the same theme, i.e. improving the writing learning process. Besides, it will give a clear description on the implementation of using tiered tasks in improving the writing learning process.

Practically, the result of the research is expected to bring some benefits for the English teachers, the students, and the researcher. For the English teachers, the result of this research can be used as a reference in order to improve the writing learning process. For the students, it can be useful for them to improve their learning of writing. For the researcher herself, she will get a clear description of the implementation of improving the writing learning process by using tiered tasks and use tiered tasks in real teaching.

CHAPTER II LITERATURE REVIEW

This chapter presents the theoretical review, the relevant studies and the conceptual framework. In the theoretical review, some supporting theories as a basic understanding of doing this research are examined. In the review of relevant studies, some related studies used as references of doing this research are briefly explained. The conceptual framework presents the link between the theories and the study.

A. Theoretical Review

The theoretical review presents the relevant theories of the study which include writing, improving the writing learning process in a mixed-ability class, the nature of task, tiered tasks, and teaching writing by using tiered tasks.

1. Writing

a. The Nature of Writing

In the process of language learning, there are four language skills that should be learnt by the learners namely listening, speaking, reading, and writing. From the four language skills, writing is categorized as one of the productive skills along with speaking since they involve producing language rather than receiving it (Pulverness, Spratt, and Williams 2005:26). Besides, writing involves communicating a message in the form of letters and symbols. To communicate means to send certain information to others. Therefore, a message must have a purpose. In other words, writing skills produce a written product which has certain information. Brown (2001:335) also states that written product is product of thinking, drafting, and revising that required specialized skills on how to generate

Comment [sw1]: Inappropriate connector

ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

It is also necessary to identify the characteristics of written language in order to have a clear mind map about what kind of language which should be explored during the writing process. According to Harmer (2004:6-11), the characteristics of written language are as follows.

- 1) Writing transcends time and space.
- 2) The audience of written language may often be general, and may be represented as a type rather than as individual addressee whom a writer can see and interact with.
- 3) The final product of writing is uninstant.
- 4) Written language should be well formed.
- 5) Written language has a bigger proportion on content words rather than grammatical words and tends to use formal words rather than informal words.
- 6) Written language uses powerful signs and symbols.
- 7) The product of writing usually turns up as a finished product.

From the explanations above, it can be concluded that writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written products. Besides, written language has certain conventions that a writer should develop on his or her mind and fulfill it when they start to write.

b. Micro- and Macro-Skills of Writing

In writing, there are some aspects that have to be considered. Brown (2004:221) has summarized all of those aspects into two main skills which include micro-skills and macro-skills of writing. Those skills are described as follows.

Micro-skills:

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

Macro-skills:

- 7) Using the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplishing the communicative functions of written texts according to form and purpose.
- 9) Conveying links and connections between events and communicating such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguishing between literal and implied meanings in writing.
- 11) Correctly conveying culturally specific references in the context of the written text.
- 12) Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

c. The Writing Process

According to Rumisek and Zemach (2005:3), the writing process goes through several steps to produce a good written product. It means there are some parts to be taken in producing the text. It needs some steps to make sure that what has been written follows the right development of the writing process. Nation (2009:114) also states that one way of focusing on different aspects of writing is to look at writing as a process. It means that the writing process contains several sub processes which are imperatively united as an outline for students to begin and finish their writing.

Further, the writing process incorporates some stages structurally. According to Harmer (2004:4), the stages on the writing process are planning, drafting, revising, and final drafting. The writing process as a classroom activity that incorporates these four basic stages is seen as a recursive process. This means that it has a cycle which integrates among stages. It can be seen as a process wheel in which it clearly shows the directions that the writers may take during their process in writing.



Figure 1. The wheel process of writing taken from Harmer (2004:4)

This process wheel is done recursively. It means that a writer may loop backwards and move forwards between these various stages. Thus, at editing stage the writers may feel the need to go back to a pre-writing phase and think again. They may also edit their writing as they draft it. Further, Harmer (2004:4-6) explains each stage as follows.

Firstly, planning involves thinking about the purpose of writing the text, the information in the text, the language to use, vocabulary, and the organization of the text. Seow in Richards and Renandya (2002:316) states that planning includes any activity that encourages students to write. This is called as pre-writing activity. It prepares students for getting started, generating ideas and gathering information for writing. In this process, brainstorming takes place. Discussions, free writing, and WH-questions can be used to start to think about the topic (Brown, (2001:348).

Secondly, drafting is producing the initial form and the revisions of the written text. Brown (2001: 348) argues that drafting is viewed as an important and complex set of strategies that needs time, patience, and trained instruction. In its simplest definition, Seow in Richards and Renandya (2002:316) mentions this stage as the first attempt at writing. He states that at the drafting stage, the writers focus on the fluency of writing and do not fully pay attention to the grammatical accuracy or the neatness of the draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version (Harmer, 2007:5).

Thirdly, editing is reflecting and revising the drafts in order to produce a better written text. Writers usually read through their written works to examine the parts that probably need more information, additional paragraphs or re-structuring. Details on grammatical accuracy are amended after getting the general meaning and structure (Harmer, 2007:5). After a number of drafting, editing and re-drafting, finally the final version of the written text is completed and submitted.

d. The Effective Writing Learning Process

Generally, students can learn language skills effectively under certain condition in order to establish a positive learning atmosphere. According to Brandt (in Tomlinson, 2001:18), there are some characteristics of effective learning process. They are presented below.

- 1) What they learn is personally meaningful.
- 2) What they learn is challenging, and they accept the challenge.
- 3) What they learn is appropriate to their developmental level.
- 4) What they choose in learning is based on their own choice, their own way, and their self-control.
- 5) The new knowledge they construct is based on what they know.
- 6) The opportunity for social interactions is offered for them.
- 7) What they get is helpful feedback.
- 8) What they acquire and use is strategies.
- 9) What they experience is a positive emotional climate.
- 10) The environment supports the intended learning.

Besides, Rogers in Harmer (2001:74) states that during the learning process, the students need to experience learning. It means that students need to possess a positive feeling about learning. In addition, Harmer states that a positive or unthreatening learning environment can promote the students' cognitive development (Harmer, 2001:75). Dealing with the writing learning process, the students should be motivated to be active learning participants in every writing activity by giving the appropriately challenging activities for them.

Brown (2007:157) states that "getting the level of challenge right is a major factor in effective classroom". It is aimed at making the students' experience learning success. The appropriately challenging tasks exposed to the students can be a way to promote success. In addition, Brown (2007:154-155) states that learning success is an important factor that can maintain the students' motivation. If the students are successful to achieve the desired learning goals, they will be engaged with the learning process. It means that the students can experience learning.

In language learning classroom, writing has an essential role for the students since it can encourage the students' accuracy while using the language. It means that writing will lead the students to better language development (Harmer, 2004:31). That is why the writing learning process requires some effective teaching techniques which are expected to facilitate, or even improve the students' writing learning process in the classroom.

The teacher needs to apply appropriate teaching methods that meet the students' needs and characteristic of learning writing. Below are some effective ways to improve writing learning process.

First, the teacher can use computer as learning media. It helps students with poor handwriting produce a readable writing. A word-processing package provided in the computer is useful for the students to edit their writing. There is also spelling checkers that can lead the students to write correct spelling. At last, while working in groups, the computer screen is rarely helpful since it is more visible to all group members than a piece of paper (Harmer, 2004:261). He also states that the use of computer provides an opportunity for the students to write e-mails in English to their friends. This activity will motivate them to train their writing ability through a different and interesting way.

Second, the teacher can implement Communicative Language Teaching approach. Cabral (2004) suggests some writing activities which are designed based on the CLT approach. Those principles include; (1) offering time for negotiation between the teacher and the students, and among the students themselves; (2) involving the implementation of real communicative language activities that require the students' meaningful interactions; (3) allowing the students to think about their preferred topics and share their ideas on the same topics.

Third, the teacher can set writing as a cooperative activity. Harmer (2004:260) states that setting writing as a cooperative activity can improve the quality of the writing learning process. In such an activity, the process of

reviewing and evaluating in particular product of writing runs more effectively than if it is done individually. Moreover, the ideas generated in groups will be more extensive and detailed since those come out from some students with varied knowledge and experience.

Last, the teacher can implement tiered assignments. Dealing with the students' personal factor, i.e. writing ability, which can affect the effectiveness of the writing learning process, Wallace, Stariba, and Walbarg (2004:16) state that "...the teachers may not only conduct skillful lessons but also stimulate all students to become better writers; and identify talented writers for special encouragement and lessons"; from this statement, it can be said that the students with different writing ability should be treated differently.

The students need to be motivated to improve their writing quality. It means that the teacher should not only focus on the skill required from the learning process but also reassurance to improve the students' writing. Some gifted students also need encouragement in order not to be bored and discouraged during the writing learning process. In line with this opinion, Pham (2007) states that each student has to be appropriately challenged by the task given according to their level of ability. The rightly-chosen tasks will make the students easily engage to the lesson and experience learning.

From those reasons, Pham (2007) suggests the teacher create tasks with different levels of difficulty for students with different proficiency levels. The students can be exposed to the same basic tasks but those tasks are presented in different levels according to their level of ability. In addition, Siaw-Fong (2005)

has the same opinion as Pham. He suggests a task differentiation method called gradation of tasks. It refers to the use of tasks graded from easy, average, to difficult depending on the students' proficiency levels.

e. Teaching Writing at Junior High School

The teaching of writing in junior high schools is based on the school-based curriculum, namely *KTSP*. The curriculum contains competency standards and basic competencies which have to be accomplished by students in each semester. Those competency standards and basic competencies are developed based on the *KTSP* that is based on the standard of contents and standard of graduate competencies (Depdiknas, 2006). In addition, BSNP (2006:277-278) points out that the range of the English lesson in Junior High Schools include; (1) the comprehension related to the discourse in four skills, namely listening, speaking, reading and writing; (2) the comprehension of understanding short functional and monologue texts in the genres of descriptive, procedure, narrative, recount, and report; (3) supporting competency.

In relation to writing, junior high school students are expected to produce those genres. Specifically, they are three genres should be taught in the eighth grade i.e. descriptive, recount, and narrative. Recount text has bigger proportion in the eighth grade as it is taught in both first and second semesters. Therefore, this research focused on recount text as the material taught. The competency standard and basic competencies are in the following tables.

Table 1: The Competency Standard and Basic Competencies for Writing in Grade VIII in the First Semester of the Academic Year 2012/2013

Competency Standard	Basic Competencies
Writing 6. Expressing meaning in simple short functional written text and essay in the forms of descriptive and recount to interact with surrounding environment	6.1 Expressing meaning in the form of simple short functional written text by using written language features accurately, fluently, and appropriately to interact with surrounding environment 6.2 Expressing meaning and rhetorical steps in simple short essay by using written language features accurately, fluently, and appropriately to interact with surrounding environment in the form of descriptive and recount

Table 2: The Competency Standard and Basic Competencies for Writing in Grade VIII in the Second Semester of the Academic Year 2012/2013

Competency Standard	Basic Competencies
Writing 12. Expressing meaning in simple short functional written text and essay in the forms of recount and narrative to interact with surrounding environment	12.1 Expressing meaning in the form of simple short functional written text by using written language features accurately, fluently, and appropriately to interact with surrounding environment 12.2 Expressing meaning and rhetorical steps in simple short essay by using written language features accurately, fluently, and appropriately to interact with surrounding environment in the form of recount and narrative

In terms of the teaching of writing approach, the researcher and the collaborators used tiered tasks which were developed based on the competency standard and basic competencies to improve the writing learning process.

2. Improving Writing Learning Process in a Mixed-Ability Class

a. A Mixed-Ability Class

It is stated in the previous chapter that the condition of class VIII A of SMP N 1 Ngemplak in the academic year of 2012/2013 is a mixed-ability class. A mixed-ability class, or a mixed-level class, means that the students with the different level of proficiency are placed in one class (Pham:2007). Such mixed level class usually requires greater energy of the teacher in managing the students' behavior as well as preparing the appropriate materials for them. A mixed-ability class shows us some advantages, i.e. the students can utilize their skills to help each other and it can motivate them to be responsible for their own learning.

However, there are also some disadvantages by having the teaching-learning process in such condition. Tomlinson (1999:21-22) states some negative sides of a mixed ability class. On one hand, the struggling students cannot give profit from being a part of a heterogeneous class unless the teacher is able to match their level of readiness and help them to possess learning equity in the class. On the other hand, more advanced students are not provided with appropriate learning provision as up to standards students in the class. In most heterogeneous classes, the advanced students only have to deal with a greater amount of class work that they already know how to carry out. Moreover, they are often positioned as peer coaches who have to ensure the struggling students' success. They also have to wait patiently while struggling students are continuing to work with a particular skill they already mastered.

Those conditions require the appropriate teaching technique which can facilitate all students with different learning needs. It is also in line with the condition in a writing learning process conducted in a mixed-ability class. In such a class, the students also have different needs of writing which require an appropriate treatment for all students. It is in accordance to the opinion stated by Wallace, Stariba, and Walbarg (2004:16) which implies that the students with different learning ability should be treated differently.

b. Teaching Writing in a Mixed-Ability Class

As explained in the previous section, the learning atmosphere in a mixed-ability class can be negative. The students have different intelligence, interests, and learning profile. There must be excellent and struggling students. What they like to explore is different and the preferred way they choose to learn is also different. If these differences are not treated differently, the students' learning will not be effective. That is why the presence of differentiated instruction is useful to provide the appropriate challenging learning experience to each of the students' level (Tomlinson, 2001:5). In this case, the implementation of tiered tasks becomes the focused strategy to deal with the problems of teaching writing in a mixed-ability class.

The appropriate learning tasks should be selected based on the students' needs by paying attention to their learning objectives, needs, and potentials that may be different one another (Nation, 2009:94). Coping with such condition, the teacher can differentiate the tasks implemented in the writing learning process. The process of sense-making and how the students demonstrate the ideas are

tiered based on their level ability. Doing this, both low-ability and high-ability students will be appropriately challenged. The teacher can also take benefit from the mixed-ability class by learning to provide more various teaching activities and improve the quality of their teaching skills (Pham, 2007).

Tomlinson (2001:101) lists some advantages of using tiered tasks as follows.

- 1) Blending assessment and instruction.
- 2) Allowing students to begin learning where they are.
- 3) Allowing students to work with appropriately challenging tasks.
- 4) Allowing for reinforcement or extension of concepts and principles based on students' readiness.
- 5) Allowing modification of working conditions based on learning styles.
- 6) Avoiding work that is anxiety-producing (too hard) or boredom-producing (too easy).
- 7) Promoting success and is therefore motivating.

3. The Nature of Task

a. Definition of Task

Some experts have defined what a task means. Richards et al. (in Nunan 2004:2) defines a task as an activity which is accomplished to respond to the process of understanding language. For example, filling the blanks while listening to a dialogue and listening to an instruction and performing it. Willis (as cited by Nunan, 2004:3) also states that a task is an action in which the target language is

used to achieve a particular communicative purpose in order to produce an outcome.

According to Nunan (2004:4), a task is a kind of classroom work which enables the students to do the act of comprehending, manipulating, producing, or interacting in target language. In accomplishing the task, the students are required to utilize their grammatical knowledge to express meaning. However, it is not only a matter of manipulating forms since it is emphasized on the process of conveying meaning. In short, a task is a piece of work done by the students to accomplish a communicative purpose of using the target language in which meaning is primary.

b. Components of Task

According to Nunan (2004:41), a task consists of some components. They are goal, input, procedures, teacher role, learner role, and setting. The simple model of a task is presented below.

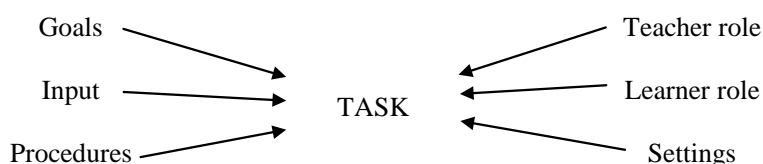


Figure 2 : Task Components

1) Goals

Goals are defined as intention embedded in any kind of language task given to the students. It can be said that goals are what are required to achieve by both of the teacher and the students by accomplishing the task in relation to the objectives of the teaching and learning process. However, the goals mainly relate

to the students' outcomes which can be communicative, affective, or cognitive. The goals also show the relation between the task and the expectation of the curriculum.

2) Input

Input is defined as any spoken and written language, or even visual data, which the students receive so that they can learn from it. During the path of completing the task, the students work with the input. Input can be provided by the teacher, found in the textbook or some other resources such as articles, newspaper, television, radio, research reports, recipes, etc. Input greatly deals with the term authenticity which is meant as the use of spoken and written materials produced for accomplishing the communicative purpose not for language teaching purposes. However, in the case of language learning, such materials need to be modified in order to cope with the students need and ability.

3) Procedures

Procedures refer to the operation done by the students to complete the task. In other words, procedures reflect what the students do with the input provided that creates a start for the learning task. The task procedure can be analyzed in terms of authenticity of the task, focus or goals of the task, the students focus on developing accuracy and fluency and focus of control.

4) Teacher and learner roles

Role refers to a part required to be carried out by the students and the teachers in accomplishing the language tasks. Role also covers the domain of social and interpersonal relationship among the learning participants. The

implementation of a certain task entails the appropriate contribution of the students to the learning process (Richards and Rogers 1986 as cited by Nunan 2004:64). Here, the role of the learners is shown, i.e. the involvement in the teaching and learning process, especially in accomplishing the task. Dealing with the teacher role, Breen and Candlin (in Nunan 2004:67) point out three main roles of the teacher in carrying out a communicative process, i.e. as a facilitator, a participant, and an observer and a learner. The teacher should be able to match their roles with the students' learning demand.

5) Settings

Settings are defined as the classroom arrangement required while carrying out the task. It also involves a consideration whether the task should be conducted wholly or partly outside the classroom. Therefore, it is important to differentiate between mode and environment in order to successfully implement the learning task. Mode refers to whether the students are working in groups or individually in completing the task, while environment is the actual place where the learning process is carried out.

4. Tiered Task

a. Definition of Differentiated Instruction

The use of differentiated instruction is strongly related to Vygotsky's opinion about Zone of Proximal Development (ZPD), i.e. "the difference between intellectual level of a child can reach on his or her own and the level he or she can potentially reach if aided by an expert peer or adult" (Vygotsky as cited by Orlich 2007:31-32). Considering this, the students will learn effectively and progress to

ZPD if they are first guided by the teacher. In this case, the teacher's role becomes a very important aspect that can facilitate the students' learning. Thus, the teacher should give appropriate teaching instructions to the students. In order to meet the different students' needs in a mixed-ability classroom, and then the instructions should be differentiated.

After understanding the central proposition of differentiated instructions, i.e. the Vygotsky's notion about ZPD, it is important to define the term differentiated instruction, the root of tiered task. Actually, differentiated instruction is not a kind of single learning strategy. It is an approach that involves various learning strategies, and tiered task is one kind of those strategies. It means that tiered task is a part of the approach of differentiated instruction. Below is Tomlinson's opinion (2001:1) about differentiated instruction.

Differentiating instruction is shaking up what goes on in the classroom so that students have multiple options for taking information, making sense of ideas, and expressing what they learn.

In addition, Tomlinson (2001:1) states that in differentiated classroom, the way the students acquire the content, make sense as well as interpret the ideas, and develop the learning products is provided through different avenues. It can be said that the differentiated instruction is an approach that provides various ways to students in terms of accessing the input of learning, accomplishing the learning tasks, and developing the learning outcomes. Although the task procedures are different, the basic concept that should be drawn by the students is the same. The students are just provided with various options of how they will experience their learning in order to achieve the final goal of learning.

b. Definition of Tiered Task

The definition of differentiated instruction has been discussed in the previous session. Then, the specific term i.e. tiered tasks will be discussed in this session. As what has been stated before, tiered task is a learning strategy that is incorporated into the approach of differentiated instruction. Tomlinson (1999:83) defines tiered tasks as the tasks which focus on the same essential understanding and basic skills but are differentiated in terms of the level of complexity, abstractness, and open-endedness. This kind of tasks provides the different routes to access and understand the materials by varying the degrees of difficulty. Such a way is aimed at enabling the same way they are appropriately challenged.

Tomlinson (2001:80-81) also states that tiered tasks can help the students do the process of sense making and demonstrating ideas effectively. Thus, their responses while doing the learning tasks will match their learning needs and specified learning goals. According to Harmer (2007:131), the main goal of the implementation of differentiation, i.e. tiered tasks is the development of learner autonomy. If the students can be responsible for their own learning after being appropriately challenged by the tiered tasks, they are categorized as autonomous learners. It also means that the differentiation has been successfully achieved.

Tomlinson (2001) also states that tiered tasks are implemented to facilitate the students' learning in a heterogeneous class in which the students have mixed-ability and various interests as well as learning profile. In this case, the students are provided with the learning activities designed at various levels to make sure that the students will utilize their prior or existing knowledge and be encouraged

to develop their knowledge. It means that the students can explore and take an appropriate action on a concept based on their ability.

It can be concluded that tiered task is kind of learning strategy which is incorporated into the approach of differentiated instruction. Tiered task enable the students to get the same important understanding on a particular concept by offering tasks or activities that are designed at different levels. The differences are reflected on the degree of complexity, abstractness, and task demand as well as task support. In differentiating the tasks, the teacher can base upon the students' readiness, interests, and learning profile, but tired tasks are mainly focused on the differentiation of the level of students' readiness.

c. Elements of Differentiation

Tiered task is useful to cope with a mixed-ability classroom. It facilitates the students with different learning needs to move through different routes of learning to meet the same essential ideas of understanding (Tomlinson 1999:83). In order to offer those different routes of learning, the teacher can modify curricular elements as a response to the students' needs (Tomlinson 1999:11). Those curricular are as follows.

- 1) Content: input, what the students learn and the learning materials used.
- 2) Process: the ways the students make their own sense of the content or input, i.e. learning activities designed to understand the key ideas or information.
- 3) Product: the way students demonstrate and develop what they have learnt.

The teacher can modify one or more curricular elements by referring to the students' characteristics which tend to be different (Tomlinson, 1999:11). The

teacher may choose one of the students' characteristics or the combination of them as the basis for differentiating the tasks. Those characteristics are as follows.

1) Readiness

Readiness deals with the level of existing entry point possessed by the students in terms of a particular skill or understanding. Identifying the students' readiness is useful to provide an appropriate access to learning.

2) Interest

Interest refers to the topics with the students are interested in and are willing to explore. Interests demand the teacher to adjust the essential key skill and learning materials required by the curriculum with the topics which awaken the students' anxiety. The choice of topics that are relevant to their interests will also increase their learning motivation.

3) Learning profile

Learning profile deals with how the students learn. The learning profile involves learning styles (i.e. visual, auditory, tactile or kinesthetic learner), grouping (i.e. individual, small group or large group) and environmental preferences (i.e. lots of space or a quiet area to work)

d. How to Develop Tiered Tasks

The implementation of tiered task in a mixed-ability class will help the students to grab the essential skills and understanding by being appropriately challenged (Tomlinson 1999:830). However, most teachers still treat the students inappropriately. The teachers simply give the common tasks to meet students in the class and the different tasks to advances or struggling students feel left out.

Enrichment will be seen as something excellent for the normal students, but it is just considered as an extra work for the advanced students (Tomlinson 2001:14). Coping with such condition, it is important to consider the following guidelines suggested by Tomlinson (1999:83-84) to develop a tiered activity as follows.

- 1) Selecting the focus of the activity for all students that include concept, generalization, and skill. Those elements need to be known by the teacher in order to help the students build a framework to understand a particular topic.
- 2) Thinking about the students who are going to be exposed to the activity. Use a kind of assessment related to the forthcoming lesson to investigate their readiness range for the upcoming topic that will be learnt. It is also important to consider their talents, interests, and learning profiles.
- 3) Creating one activity that is interesting, requires high-level thinking, and clearly focuses on elements that facilitate the students to use key skills to understand key ideas.
- 4) Mapping the complexity of the activity on a ladder. It is ranked from complex, abstract, and requires high level skill to simple, concrete and requires basic level skill. Consider the students' characteristics to place the activity that has been developed on the ladder. It will show the teacher who needs another version of activity.
- 5) Modifying the activity along the ladder as needed to ensure challenge and success for the students. It can be varied in terms of materials (from basic to advance), form of expressions (from familiar to unfamiliar), and applications

(from those that relate to the students' personal experience to those that are far removed).

- 6) Considering the students' needs and task requirements to match them with an appropriate version of the task. By doing this, the level of task difficulty and its pacing will appropriately match~~ed~~ to the students' readiness. So, the students will learn the same concept or skill, but at a level of appropriate to the students' instructional needs.

5. Teaching Writing by Using Tiered Task

The first thing needs to be done by the teacher in teaching writing is making sure that the students are personally involved in the writing activities so that they can effectively experience learning. Chamot (1999:99-100) states that the appropriate tasks that are moderately challenging for the students will be an effective way to encourage the students to use particular learning strategy. The students are motivated to explore and utilize their own learning ability maximally. Thus, the students can experience learning and learning needs of high-ability students will be fulfilled. Besides, there will be no students who are left behind. In this case, the teacher can take the benefit of mixed-condition in the classroom and he or she is not being frustrated with that because the whole students in the class are seen through the different perspectives. Thus, all of them can receive effective treatment during the teaching learning process.

The implementation of tiered tasks demands the teacher's creativity and the exploration of the skill of teaching art. It means that teaching is not merely a mechanical exercise (Tomlinson 1999:7-8). According to Tomlinson (1999:11), in

differentiating teaching, learning instruction, the teacher can adapt one or more of the curricular elements of the tasks (concept, process, and product). However, tiered tasks can be implemented by focusing on the aspect of differentiating process (Tomlinson 2001:80).

Tomlinson (1999:11) also states that the teaching-learning instructions can be differentiated based on one or more of the students' characteristics (readiness, interest, and learning profile). Differentiating process in tiered tasks can be based on mainly to develop the learning tasks that meet the students' needs. It means that the tasks are distinguished in terms of levels of difficulty (Tomlinson and Allan, 2000:10-11).

The effectiveness of the implementation of tiered assignments is also influenced by the valuable teacher's role during the teaching-learning process. The roles of the teacher in a differentiated classroom as stated by Tomlinson (2001:16) are as follows.

- a. Assessing the students' readiness through a variety of means
- b. Reading and interpret students' clues about interests and learning preferences
- c. Creating a variety of ways students can gather information and ideas
- d. Developing varied ways students can explore and "own" idea
- e. Presenting varied channels through which students can express and expand understandings.

B. Relevant Studies

Some studies have been conducted to investigate the use of differentiated instructions to teach writing. The study done by Beecher and Sweeny (2008) focused on the use of differentiation as well as curriculum enrichment to eliminate the achievement gap. This study was conducted in an elementary school in which there was an achievement gap between Caucasian students and low income students of colour. In order to deal with such that achievement gap, the school used enriched curriculum and differentiation with all students. Doing these actions, the students' achievement gap in writing could be diminished. Furthermore, students' attitudes toward the school also improved.

Geisler, Hessler, Gardner, and Lovelace (2009) also conducted a study on the use of differentiated writing instructions for high-achieving urban African elementary students. They investigated five first graders with weak writing profiles who had differentiated writing instructions in their regular classroom. In differentiating the writing instruction, two main strategies are used, i.e. self-counting and synonym lists. These strategies improved the writing learning process effectively and specifically, the students' writing performance also improved. The improvement of students' writing performance could be seen from the improvement of both writing output and use of words range.

In a more specific context, Pease (2006) also conducted a study on the use of tiered tasks, which is one of the differentiation instruction strategies, in a writing learning process of eighth grade English. Pease focused her research on the implementation of tiered tasks in giving the input texts before the students had

a writing performance. Giving the input texts which were suitable with the students' ability level would provide the appropriate model of writing for them. They would know in what level of writing they should work, so they could produce more qualified writings which were suitable with their level of ability. It means that the implementation of tiered tasks in this context could provide the appropriate model for the students at the beginning of the writing process.

C. Conceptual Framework

Writing skills is one of the four language skills in learning English that play important role in the students' language learning mastery. For many junior high school students, writing is hard to do. Writing is the most difficult skill for the students since the students need to understand spelling, punctuation, sentence structure, vocabulary, and paragraph composition. Therefore, they need to be motivated and given a lot of opportunities to write in English since it is not their mother tongue.

From the information obtained in the observation and interview with the teacher, the researcher found some problems related to writing learning process of the eighth grade students of SMP N 1 Ngemplak. The writing learning atmosphere tended to be negative since the students found it difficult to develop their ideas in written form and they often made mistakes in spelling and grammar. Besides, they did not have high motivation to write in English. They were in a quite big and heterogeneous class and they did not have a lot of opportunities to participate in each class activity. In addition, the teacher did not give them variety of tasks. Therefore, some students failed to achieve the required skills and concepts.

Moreover, the task might be very difficult for some students, but it was just a piece of cake for some other students. It means that the tasks failed to facilitate the students' learning in the mixed-ability class. Regarding to these problems, Tomlinson suggested the use of tiered tasks during the teaching learning process.

According to Tomlinson (2001), tiered tasks can facilitate the students' learning in a heterogeneous class in which the students have mixed ability and various interests as well as learning profile. In this case, the students are provided with the learning activities designed at various levels to make sure that students will utilize their prior or existing knowledge and be encouraged to develop their knowledge. It means that the students can explore and take an appropriate action on a concept based on their ability.

Concerning the necessity of improving the writing learning process, the parties involved in the field, i.e. the researcher, the teacher, and the students had to make some efforts through planning, implementing, and reflecting feasible actions by using tiered tasks. By using tiered tasks, the teacher and the researcher can facilitate students to begin learning where they are since they have different level writing ability. Besides, tiered tasks can promote learning success and therefore, it is motivating. In addition, tiered tasks can improve the quality of teaching writing skills since it provides various teaching writing activities.

CHAPTER III RESEARCH METHODS

This chapter presents the method which has been used in this research. The methods of this research consist of the type of the research, the subjects of the research, the schedule of the research, the instruments of the research, the data and techniques of collecting data, the technique of data analysis, the validity and reliability of the data, the procedures of the research, and the scoring scheme for writing. Each of them will be presented in the following discussion.

A. Type of the Research

The nature of this research is classroom action research. Burns (2010:5) states that action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community in order to bring about critically informed changes in practice. Besides, Johnson in McKay (2006:1) states that the aim of action research is not merely to find the best way to learn language or to teach language, but it is rather to find how the way we organized teaching and learning language can promote growth. It means that action research deals with how we could do things better for the research participants' sake.

This classroom action research was done in order to improve the teaching and learning quality, especially on improving the writing learning process of class VIII A of SMP N 1 Ngemplak. The researcher worked collaboratively with the English teacher to identify some urgent and practical problems found in the class, take some actions to repair the problems, and evaluate the effectiveness of the actions. The actions focused on the implementation of tiered tasks to teach writing

in a mixed-ability class (a class with different level of students' ability). When the result of the actions has not met the indicators of successful writing learning process, the quality of action to be implemented in the next action should be refined.

There are some different models of classroom action research proposed by some experts. However, this research used the classroom action research proposed by Kemmis and McTaggart (Burns, 2010:8) which is presented as follows.

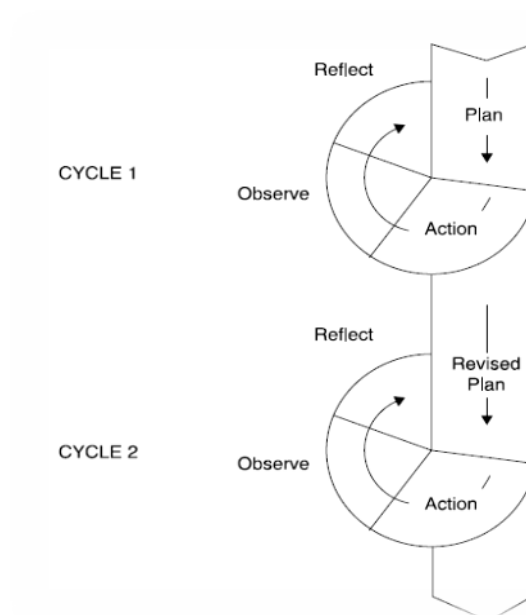


Figure 3: Cyclical AR Model based on Kemmis and McTaggart (1988)

It started with the determination of some plans on the actions that would be performed. After that, the actions were implemented and the researcher and the collaborators could observe the whole situation in the classroom while the actions were implemented. The last step was making reflection where the researcher could conduct an evaluation with the English teacher to decide whether they needed to move to the next cycle or not.

B. Setting of the Research

The research was conducted at SMP N 1 Ngemplak which is located at Ngemplak, Sleman. The school was chosen based on the researcher's interest to solve the problems related to writing learning process found in the school.

The research then was conducted in the first and the second semester of the academic year of 2012/2013. The schedule of the research followed the English lesson schedule of class VIII A of SMP N 1 Ngemplak in the academic year of 2012/2013. The first cycle was conducted on 22nd, 24th, and 30th of November 2012 and the second cycle was conducted on 16th, 17th, 23th, and 29th of January 2013.

C. Subjects of the Research

This research involved the English teacher, the researcher, and class VIII A of SMP N 1 Ngemplak in the academic year of 2012/2013. Class VIII A consisted of 36 students. They were 17 boys and 19 girls. They were chosen because they have different writing ability and the class was as a big class where most of them still could not actively participate in the class activities, especially in writing activities.

D. Instruments of the Research

The researcher used five instruments in this research. Those are presented below.

1. Field Notes

The field notes was used to record the teaching learning process related to the weaknesses and obstacles that were found in the research. In addition, the

researcher and the collaborators were able to see and took a note on the progress of students' writing learning process in the classroom.

2. Interview Guidelines

The interview guidelines were used as a guide when the researcher conducted interviews with the students and the collaborator during the research. The interview guidelines consisted of some questions related to the topic of the research, i.e. the teaching writing method, the students' writing skills, the school and the classroom atmosphere, and the learning tasks. Hence, the interviews would be in the right procedure.

3. Questionnaires

The questionnaires were used to gather information about the students' point of view and their learning needs dealing with the writing learning process in their class. It was also used to identify the students' improvement in learning writing after the implementation of tiered tasks. The questionnaires were given to the students at the reconnaissance step and at the end of the implementation of Cycle 2.

4. Observation Sheets

The observation sheets were used to check the application of the use of tiered tasks in the teaching and learning process. It was referred by putting a tick to statements of the teaching and learning process which had been done.

5. Students' Writing Tests

The students' writing tests were used as media to get information about students' ability in writing skills. The researcher gave the students diagnostic

writing test (pre-test) to gather information about the students' writing skills and divide them into groups based on their writing ability. Besides, it was given at the end of the implementation of each cycle to get information about their writing skills after using the tiered tasks. In addition, a post-test was conducted at the end of the research.

E. Data and Techniques of Collecting Data

The data of this research consisted of qualitative and quantitative data. The qualitative data were the description of the process during the action, interview transcripts, and the students' writing task and the quantitative data were the students' writing scores.

In collecting the data, the researcher used five techniques as discussed below.

1. Taking Notes

The researcher and the collaborators took notes of the teaching and learning activities during the implementation of the actions.

2. Interviews

The researcher conducted some interviews to the English teacher as the collaborator and class VIII A of SMP N 1 Ngemplak during the research.

3. Questionnaires distribution

The researcher distributed the questionnaires to the students at the reconnaissance step and at the end of Cycle 2.

4. Classroom observation

The researcher and the collaborators observed the teaching and learning process in class VIII A of SMP N 1 Ngemplak and the students' progress in writing.

5. Testing and evaluating students' writing

The researcher conducted diagnostic writing test (pre-test) and post-test. Besides, a progress test was conducted at the end of each cycle.

F. Techniques of Data Analysis

In analyzing the qualitative data, the researcher used descriptive qualitative methods in reference to the theory proposed by Miles and Huberman (1994:20). The researcher did several steps, i.e. data reduction, data display and conclusion drawing or verification. Firstly, the researcher looked up the findings as genuine data such as interview transcripts and field notes. In this step, the researcher collected all the data such as interview transcripts and field notes. Secondly, the researcher reduced the data. This refers to the process in which the mass of qualitative data the researcher obtained is reduced and organized. Thirdly, the researcher displayed the data. In this step, the data were displayed in the form of tables in order to help the researcher draw conclusion. The next step was drawing conclusion or verification. In this step, the researcher developed conclusions regarding her study.

On the other hand, the quantitative data were analyzed by using mean and t-test. First, the researcher measured the means. Mean is the average of the students' score. It was calculated by adding up all scores and dividing them by the

number of the students in the classroom (Suharto, 2006:93). It was called empirical mean because it was gained by involving overall scores in the classroom. It should be above the ideal mean to define that the group of participants has a good achievement. Ideal mean was used to measure the standard group achievement. It was calculated by adding up the highest score and the lowest score, and then divided it by two (Suharto, 2006:91). If the students' mean score was higher than the mean ideal, it means that the students have a good achievement.

The last is t-test. It is used to compare two means. Those means will be taken from the diagnostic writing test (pre-test) and the post test. T-test was used to know whether the improvement was significant or not. The results of the tests were compared in each cycle to see the improvements. The researcher employed SPSS 16.0 to analyze the data.

G. Validity and Reliability of the Data

To get the validity of the data, five criteria of validity were used. They are democratic validity, outcome validity, catalytic validity, process validity, and dialogic validity as proposed Anderson et al. in Burns (1999:161). The explanations of the validity were discussed below.

1. Democratic Validity

Democratic validity is related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher did interview with the English teachers and the students to express their ideas, comments and opinions about the action which have been done.

2. Outcome Validity

Outcome validity is related to the notion of actions leading to the result of the actions that are successful within the research context. In this research, the outcome was related to the students' improvement on writing.

3. Catalytic Validity

Catalytic validity is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. In this research, the research member had opportunities to learn more about the fact on the English teaching and learning process. To get this validity, the researcher collected the data by interviewing the participants and taking notes during the research.

4. Process Validity

Process validity means that the actions are believable. To get the process validity, the researcher collected the data by doing observation, and taking notes during the research. In this research the process was done in two cycles and each cycle consists of planning, actions and observation, and reflection steps. The process involved some different data sources and was followed by some evidence that showed that the process is believable.

5. Dialogic Validity

Dialogic validity means that stakeholders could participate in the process of the research. This research involved the collaborators who monitored the research process.

To avoid the subjectivity in analyzing the data and to get the reliability, the researcher used triangulation. Burns (1999:163) states that triangulation is a way of arguing that “if different methods of investigation produce the same result, then the data are likely to be valid.” Through in depth interview with the students and the English teacher, and also classroom observations, the different opinions of some respondents were identified to have valid data in common. The reliability of the qualitative data was gained through genuine data.

On the other hand, the reliability of the quantitative data was gained by giving equal tests for the evaluation of the students’ writing skills in two different occasions, namely the pre-test and the post-test. The tests had included the competency standard and basic competencies of writing at the eighth grade. It means that the tests had achieved the content validity (Suharto, 2003:69). Then, the writing scores for each student were obtained from two raters. The coefficient correlation (r) between the scores given from the raters was high (higher than 0.40), namely 0.95. It means that the inter-rater reliability was achieved.

H. Procedure of the Research

Adapted from the stages of action research proposed by Kemmis and McTaggart in Burns (2010:8), the procedure of the research was as follows.

1. Reconnaissance

In this step, the researcher identified the field problems concerning writing learning process in class VIII A of SMP N 1 Ngemplak by doing classroom observation, giving questionnaires to the students, interviewing the teacher and giving diagnostic writing test to the students.

2. Planning

After the researcher identifies the problems, she made some planning to determine the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of class VIII A of SMP N 1 Ngemplak. The researcher and the collaborator prepared the technique to solve the problems they face, prepared the teaching materials and prepared the instruments to collect the data.

3. Action and Observation

After the planning was agreed, the actions were implemented in the class. The actions were implemented in two cycles. Each cycle consisted of three meetings. The researcher asked help to the collaborators to observe and record the class activities. The researcher also observed and took a note of anything happened in the class. Based on the observations, notes, and records of the students' responses in the actions, the researcher and the collaborators discussed the implementation of the actions.

4. Reflection

After the researcher conducted the actions completely, the researcher and the collaborator conducted reflections. All research members discussed the circumstances concerning the actions. It was done to find out whether the actions were successful or not. If the actions carried out were successful, the researcher would continue to implement it by giving different topic of recount text to the students. But, if the actions were not successful, the researcher

would try to find the suitable actions to use tiered tasks so that the condition would be better and can improve the students' writing learning process.

I. Scoring Rubric for Writing

In giving the score of the students' writing, the researcher and the collaborator used the ESL composition profile proposed by Jacobs et al.'s (1981) from Hughes (2003:104). The following table presents the scoring rubric of writing which has been used in this research.

Table 3: Scoring Rubric for Writing proposed by Jacobs et al. (1981)

Aspect	Score	Level	Criteria
CONTENT	30-27	EXCELENT TO VERY GOOD	knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE	some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks of detail
	21-17	FAIR TO POOR	limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR	does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
ORGANIZATION	20-18	EXCELENT TO VERY GOOD	fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE	somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10	FAIR TO POOR	non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	VERY POOR	does not communicate • no organization • OR not enough to evaluate
VOCABULARY	20-18	EXCELENT TO VERY GOOD	sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE	adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR	limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured
	9-7	VERY POOR	essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
LANGUAGE USE	25-22	EXCELENET TO VERY GOOD	effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE	effective but simple constructions • minor problems in complex constructions • several

			errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR	major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured
	10-5	VERY POOR	virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD	demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR	frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	2	VERY POOR	no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate
TOTAL SCORES	HIGHEST = 100 LOWEST = 34		

By looking the highest score (X_t) and the lowest score (X_r) of the table above, a conversion table to categorize the students' writing scores could be made. The range (R) of those scores is 66 (100-34). In this research, the scores were categorized into high, average, and low. The class interval (i) then is 22 (66:3). The conversion table ($R = 66, i = 22$) is presented as follows.

Table 4: The Conversion Table Based on Range Proposed by Suharto (2006:53)

No.	Class Interval	Interpretation
1.	78.00 – 99.99	High
2.	56.00 – 77.99	Average
3.	34.00 – 55.99	Low

CHAPTER IV
RESEARCH PROCESS, FINDINGS, AND INTERPRETATION

This chapter presents the process of the research, the findings of the research and the interpretation of the findings in Cycle 1 and Cycle 2. The process of each cycle consists of planning, action and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the process are presented below.

A. Determining the Field Problems

The research started from the process of determining the problems of the field by interviewing the English teacher, doing classroom observation, giving the students questionnaires and conducting diagnostic writing test which aimed at identifying some problems dealing with the writing learning process i.e. the students' participation, learning materials, teaching technique, and classroom management. In reference to the interviews, the classroom observation, the questionnaires and the diagnostic writing test, the following table presents the problems of the field.

Table 5: The Problems Related to the Teaching and Learning Process

No.	Problems	Codes*
1.	The teacher tended to be textbook-oriented.	TM
2.	The teacher did not provide sufficient opportunity for the students to interact with her and the other students during the teaching and learning process of writing.	TM
3.	Most of the students found some difficulties in arranging English words into good sentences.	S
4.	Most of the students lacked vocabularies.	S
5.	Most of the students were unable to use orthography correctly.	S
6.	The students tended to translate from Indonesian into English when they wrote a certain English text.	S
7.	Most of the students found some difficulties in using accurate	S

	English structure.	
8.	The students tended to have low motivation to write.	S
9.	The students were lazy to open their dictionary when they found difficult words.	S
10.	The high ability students often dominated the writing learning process, especially when they accomplished the tasks, while the low ability ones tended to be passive.	S
11.	The teacher failed to manage the students' disruptive behavior during the teaching and learning process of writing.	T
12.	The class was quite big with different writing ability of the students.	CM
13.	The writing tasks were often set as individual works.	CM
14.	The students were not appropriately challenged to the writing tasks given by the teacher.	M

- * **TM : Teaching Method**
S : Students
T : Teacher
CM : Classroom management
M : Materials

B. Determining The Urgent Problems to Solve

With regard to the problems as performed in Table 5, some urgent problems related to writing learning process are listed in the following table

Table 6: The Urgent Problems Related to the Writing Learning Process

No.	Problems	Codes*
1.	The students tended to have low motivation to write.	S
2.	The high-level ability students often dominated the writing learning process, especially when they accomplished the tasks, while the low ability ones tended to be passive.	S
3.	The class was quite big with different writing ability of the students.	CM
4.	The writing tasks were often set as individual works.	CM
5.	The students were not appropriately challenged to the writing tasks given by the teacher.	M

Comment [sw1]: collocation

C. The Relationship between the Field Problems and the Actions

The following table shows the urgent problems which were solved through implementing some actions.

Table 7: The Relationship between the Actions and the Problems

No.	Problems	Actions
1.	The class was quite big with different writing ability of the students.	Employing varied writing task settings
2.	The writing tasks were often set as individual works.	
3.	The students were not appropriately challenged to the writing tasks given by the teacher.	Tiering the writing task supports
4.	The high ability students often dominated the writing learning process, especially when they accomplished the writing tasks, while the low ability ones tended to be passive.	
5.	The students tended to have low motivation to write.	

Tiering task supports of the writing tasks was expected to improve the writing learning process by solving some problems occurred on the field. In this case, task supports then were differentiated based on the students' writing ability. It means that the writing tasks which were tiered were not too easy or too difficult for them, so the writing tasks could challenge the students appropriately. By having tiered writing tasks, the researcher and the collaborator expected that the students could enjoy and experience the writing learning process as they walked through their own path.

When the students have been appropriately challenged, their motivation to write also improved. They would be more confident in their own ability and were not reluctant to express their ideas in the form of written products. Tiered tasks could encourage the high ability students to do a better learning. Tiered tasks were also very useful to motivate the low-ability students to actively participate in every learning activity. Once they knew that they were able to do a certain task,

Comment [sw2]: verb tense

they were not shy to try to explore their ability to do the other tasks. Therefore, both the high ability and low ability students can actively participate in accomplishing the tasks. Task setting was the next aspect to be taken into account. In learning writing, the students needed more chances to practice writing. The students should experience learning by being given greater opportunities to actively participate in the writing learning process either as individual or as a peer. Varying the task settings also aimed at improving the students' involvement in the teaching and learning process. The students did not only work individually but they work with their friends where they could experience learning in a relax atmosphere. They could discuss the problems they found when they did the tasks and negotiate it with their friends.

D. The Research Process

1. The Report of Cycle 1

This part presents the process of Cycle 1. It consists of planning, actions and observations; and reflections. The details of each part are discussed below.

a. Planning

Some plans for the first meeting in Cycle 1 were organized to implement tiered tasks. First of all, a model of recount text was provided as the input of language. Then, the explanation of recount text was made to make the students understand the nature of recount text. Besides, the explanation of writing process was made in order to make the students understand the steps of writing a recount text. It emphasized on the first step of writing process i.e. planning. After that, tiered writing tasks were made by the researcher. In this case, the students were

divided into three tiers, i.e. bottom tier, middle tier, and up tier. The bottom tier was named red group. The middle tier was named yellow group. The up tier was named green group. Each tier then was given three tasks i.e. completing a recount text with right verbs, completing a recount text with right connecting words, and making a plan of recount text. In making the plan of recount text, the red group students were asked to make outline, the yellow group students were asked to make a list, and the green group students were asked to make mind mapping. Lastly, for the documentation purpose, an observation sheet, a note book, and a camera were prepared.

In relation to the second meeting in Cycle 1, the activities were the follow-up of the first meeting. Firstly, the students were given opportunity to develop their recount text plan into a draft. After that, another model of recount text was given. Besides, the explanation of recount text was also given in order to make sure that the students comprehend the text. Then, a list of regular and irregular verbs was made in order to help the students differentiate between regular and irregular verbs. In addition, some flash cards were created to make a group work activity, i.e. arranging jumbled sentences. The activity was created to make every students work cooperatively with their friends. In this case, each tier was divided into some smaller groups. An observation sheet, a note book, and a camera were also prepared for the documentation purpose.

In connection with the third meeting in Cycle 1, the activities were the follow-up of the students' first draft. Firstly, the explanation of common writing errors and the writing correction symbols were made. After that, some examples

of incorrect sentences from the students' first draft were presented. Then, the students' first drafts which had been given writing correction symbols were distributed in order to give the students opportunity to revise their draft. In this case, the supports of how the students should revise their drafts were also tiered. Lastly, for the documentation purpose, an observation sheet, a note book, and a camera were also prepared.

b. Actions and Observations

1) First Meeting

The first meeting was conducted on November 22, 2012 at the school's language laboratory. The researcher became the teacher and the English teacher became the observer. Besides, an English Education Department student helped the researcher take notes of the teaching and learning activity.

Firstly, the students were divided into three tiers, i.e. bottom tier, middle tier, and top tier. The bottom tier consisted of eighteen students with low writing ability which named red group. The middle tier consisted of twelve students with average writing ability which named yellow group. The top tier consisted of six students with high writing ability which named green group.

At the first stage of the lesson, the researcher built the students' knowledge by asking the students some questions related to the topic i.e. "My Exciting Holiday" and some students responded the researcher questions' enthusiastically. Then, a model of recount text entitled "My Holiday in East Java" was presented. After that, the explanation of writing process was presented. They were planning,

Comment [sw3]: which one?

drafting, revising, and editing. In the planning stage, the students were introduced three techniques of planning, i.e. outlining, listing, and mind mapping.

The next session was the practice stage where the students should accomplish two tasks. The first task was completing a recount text with right verbs. The students should work in pairs to accomplish the task.

In reference to the researcher's observation, some red group students did not understand that they should put simple past verbs on the incomplete recount text. It happened because they did not listen to their friends when they read the instruction of the task. Besides, some of the red group students tended to ask the researcher when they met new English words. In addition, there were some red group students who could finish the task quickly; it means that the task was not too difficult for them. Based on the observation done by the researcher and the collaborators, most of the students did not take very long time to finish this task.

Comment [sw4]: why?

The students then were asked to move to the next task, i.e. completing a recount text with the right connecting words, i.e. *first*, *after that*, *then*, and *finally*. The task supports were also tiered.

In reference to the researcher's observation, the students did not find great difficulties in accomplishing this task. Nevertheless, there was a green group students who was still confused with the use of "after that" and "then". She was confused with which one of those words that she should put first on her text, "after that" or "then". The researcher then explained that she could use both of them first.

Comment [sw5]: collocation

The last session of the lesson was the production stage where the students should make a plan of recount text based on the topic i.e. “My Exciting Holiday” individually. In this session, the red group students were asked to make an outline of a recount text, the yellow group students were asked to make a list of a recount text, and the green group students were asked to make mind mapping of a recount text based on the topic given. They were all given the form of outline, listing, and mind mapping. Unfortunately, after they received the form, they still did not understand of how they could write in the form provided. Therefore the researcher moved to each group to explain them how they could make it.

Comment [sw6]: article; check the others

When the researcher moved to each group, she found that some students faced difficulties on how they should use simple past verbs in their writing. Some others also did not know what words they should use to make their plans. It was also found that a red group student wrote a text that out of the topic. From those facts, it can be concluded that this task was little bit difficult for them and it should be done as a group work activity. Nevertheless, all of the students could finish it.

Comment [sw7]: collocation

Comment [sw8]: construction

The time was up when some students still did their task. They were finally asked to do it at home. They were also asked to develop their plans into a draft. The lesson ended and some students seemed upset as they found that the tasks were difficult. But, they were motivated that they could do it. The class was finally ended by concluding the materials from the tasks that the students had been accomplished.

Comment [sw9]: collocation

Comment [sw10]:

2) Second Meeting

The second meeting was conducted on Saturday, November 24, 2012 at class VIII A. Similar to the previous meeting, the researcher acted as the teacher and the English teacher acted as the observer. Besides, there was an English Education Department student who took notes of the teaching and learning activity.

At the first session of the lesson, the students were asked about the previous task they did. The researcher and the students later discussed the answers of Task 1 and Task 2, i.e. completing a recount text with right verbs and completing a recount text with right connecting words. To open the discussion, the researcher said that the students who wanted to give their answers should raise their hands and mention their names in order to give them additional mark. This was done to motivate the students to actively participate in the discussion. The following field notes showed the result of the implementation of giving the students motivation.

Comment [sw11]: collocation

Appendix B/FN 02/Saturday, November 24th 2012

5. R asked Ss to discuss the answers of the previous meeting's task.
6. R said that Ss should give their answers ~~deliver~~ by raising their hand and mention their names as the researcher wanted to give them additional mark.
7. Almost all Ss then raised their hands when R asked them "Who wants to give the answers of Task 2 ~~deliver~~s answers?"
8. R pointed some Ss who raised their hands to ~~deliver~~ give their answers and they ~~delivered~~ gave their answer loudly.

The field notes above show that the students performed high motivation to actively participate in the discussion. Added to this, they have high confidence to respond to the researcher's questions.

In the presentation stage, the researcher introduced the students a new topic, i.e. "An Embarrassing Experience". She asked the students about the meaning of the topic and some students said, "*pengalaman yang memalukan, Miss*". She then showed a model of recount text entitled "Breaking Wind". They then were asked to find the meaning of the title. Some students said, the meaning was "*angin rusak Miss*" then the researcher said, "What does *angin rusak* mean?" and the other student said, "*kentut, Miss*". They then were asked to analyze the language features of the text. In this session, the students' understanding about simple past verbs was reinforced since in the previous meeting they still did not know the past form of some verbs and they still found some difficulties on how they should use it when they started to write.

In the practice stage, the students were asked to arrange jumbled sentences of a recount text. In this stage, each tier was divided into smaller groups which consisted of four or six students for each group. The red group students were divided into four smaller groups. The yellow group students were divided into three smaller groups. Lastly, the green group students became a group. Each group then was given an envelope contained with some jumbled sentences flash cards of a text entitled "Wrong Andi". The following notes showed the result of the implementation of this activity.

Comment [sw12]: italicize the Indonesian words

Appendix B/FN 02/Saturday, November 24th 2012

20. R monitored Ss to do the task, i.e. arranging the flash cards into a good paragraph and making a circle on the words that show the language features of the text.
21. R moved around the class to check the students' work.
- ~~24.22.~~ Ss began to arrange their flash cards.
23. Some smaller red groups, all smaller yellow groups, and the green group seemed enthusiastically did the task. They were not lazy to open their dictionary to find the meaning of some difficult words.
24. R found some smaller red groups were still confused how to arrange those jumbled sentences into a good paragraph. R then gave them some helps.
25. Some other smaller red group Ss R the meaning of some words, and R asked them to open their dictionary. They then opened their dictionary.
26. R then said to Ss that they should finish arranging their jumbled sentences and they could finish it quickly.

Formatted: Bullets and Numbering

The field notes above show that the students could actively participate in the class activity. They could enjoy the activity since they worked with their friends in group and the researcher also offered them some helps. With regard to the big class situation, dividing the students into smaller group eased the researcher to manage the class. She could give the feedback for the students in groups. It was easier for her to talk to some students in groups rather than to each student while she was giving feedback.

The last session was discussing the students' work of arranging the jumbled sentences. The researcher started the discussion by drawing three lines on the blackboard. The representative of some smaller groups then was asked to stick their flash cards on the blackboard. They then came to the front of the class and the other who sat on their chairs actively checked their arrangement.

The lesson then ended after the discussion finished. The students then were asked to submit their writing which they should do it as their homework. They then submitted it and the researcher informed them that she would check their writing and they should revise it in the next meeting.

3) Third Meeting

The third meeting was carried out on Friday, November 30, 2012 at the same class. The researcher became the teacher and the English teacher became the observer. Besides, an English Education Department student accompanied the researcher to conduct the actions.

The first session of the lesson was the explanation of simple past tense, common writing errors, and writing correction symbols. The researcher firstly distributed the students' draft and the papers contained with the explanation of simple past tense, some students' wrong sentences, and the writing correction symbols. After that, the explanation of the pattern of simple past tense was given to the students. The explanation of the simple past tense emphasized how the past form of "modal verbs" and the past form of "to be" can be used in writing recount text. The students seemed bored and some of them still made noise when the materials were explained. Some incorrect sentences from the students' writing later were showed. Then, they were asked to analyze and discuss the mistakes found in those sentences. After that, she gave brief explanation of writing correction symbols which she had also given on the students' writing. Based on the researcher and the collaborators' observation, most of the students did not

make noise as they did not know about this before when the writing correction symbols were explained.

The next session was that the students revised their drafts after it was given indirect feedback from the researcher. The indirect feedback given for them was tiered. The red group students were given the correction symbols on the wrong words and the choice of the right verbs straightly on the top of the wrong words. The yellow group students were given the correction symbols on the wrong words. Each mistake then was numbered. Then, the students were given two choices of words for each number below their writing. Lastly, the green group students were given the correction symbols without any word choices. Besides, each student was given the print out of the writing correction symbols explanation to help them revise their writing.

During the process of revising, based on the researcher's observation, the green group students **seriously did** it by always consulting their dictionary when they needed to find new English words. Some yellow group students still chatted with their friends when they did it, but they could be easily managed. On the other hand, some red group students still spent most of their time to chat with their friends when they did their **revision** if their works were not checked.

Comment [sw13]: construction: confusing

Comment [sw14]: word form

The bell rang and the students were asked to submit their work. At that time, there were some students who still worked with their writing, especially those who always chatted with their friends when they did their revision. The researcher asked the students once again to submit their work although they had

not finished it yet. They were very noisy and quickly submitted their works. Finally, the class was ended by greeting and saying goodbye.

Comment [sw15]: collocation

c. Reflections

After implementing the first cycle, the researcher and the collaborators evaluated the process of the implementation of tiered tasks in Cycle 1 through some discussions. The collaborators were interviewed to investigate whether the actions had met the indicators of successful writing learning process or not. Besides, some students were interviewed to investigate the impacts of the actions on their learning. These were done to fulfill the democratic validity. This stage was also especially done to make decision of continuing or modifying the actions as the main focus in fulfilling process validity.

Comment [sw16]: ?

In reference to the interviews with the research' participants, overall actions implemented in this cycle were believed to be successful to improve the students' writing learning process. However, there were also some unsuccessful things found in the implementation of the actions.

Generally, the implementation of tiering the task supports done in Cycle 1 brought some learning improvement to the students. They became challenged with the writing tasks given to them. For the high ability students, they felt more challenged to do the tasks because they were given less supports on their task. It is shown in the following interview.

Comment [sw17]: ?

P : Menurut kamu Dek, tugas-tugas yang udah Mbak kasih susah nggak?

(What do you think about the tasks I have given?)

S : Ya, lumayan menantang mbak. Tapi ya gak sulit banget si Mbak.

(It's challenging, Miss. But, it's not too difficult, Miss.)

P : Trus, kalo perbedaan tugas-tugasnya tadi menurut kamu gimana Dek?

(Then, what do you think about the tasks' differentiation?)

S : *Ya, bagus si Mbak. Kan kemampuan kita beda-beda, jadi ya biar semua siswa bisa mengikuti pelajarannya Mbak.*

(I think it's good Miss. We have different ability, so all of us could appropriately take the lesson.)

(Appendix C/Interview 10/Friday, November 30th 2012)

The interview above shows that the implementation of tiered tasks could bring some positive impacts to the students. They said that differentiating the tasks was a good technique. It could facilitate their learning. They were challenged to do the tasks as the tasks were not too difficult or too easy for them.

For the middle and the low ability level students, the implementation of tiered tasks helped them to do the tasks by the supports given. They could do the tasks more quickly as they were given more task supports. It can be shown in the following interview.

P : *Menurut kamu, tugas-tugas yang Mbak berikan gimana? sudah membantu kamu belum?*

(What do you think about the tasks I've given to you? Did it help you?)

S : *Iya Mbak, membantu kok.*

(Yes it did. It helped me)

P : *Terbantunya gimana Dek?*

(How it helped you?)

S : *Yaa, jadi bisa ngerjain tugasnya lebih cepet Mbak.*

(Yeah, I could finish the tasks faster Miss)

(Appendix C/Interview 11/Friday, November 30th 2012)

Dealing with the varied task settings, implementing group working in the second meeting could help the students enjoy their learning. It was because they could negotiate the problems they found when they did the task with their friends.

Comment [sw18]: collocation

They felt at ease so that they could learn in positive learning atmosphere. It can be shown from the following interview.

-
- P : *Dek, tadi pas mengerjakan tugas merangkai kalimat acak berkelompok itu ada kesulitan nggak?*
(Did you find any difficulties when you did the arranging jumbled sentences in group?)
- S1: *Ya, agak sulit Mbak.*
(Yeah, it's somewhat difficult Miss)
- P : *Tapi tadi kan ngerjainnya berkelompok, lebih mudah kan ngerjainnya Dek?*
(But, you did it in group so you could do it easier right?)
- S1: *Iya, lebih mudah kok Mbak.*
(Yeah, it's easier.)
- P : *Lebih mudahnya gimana Dek?*
(How was it easier?)
- S1: ***Ya kalo ada kesulitan kan bisa tanya sama teman satu kelompoknya Mbak.***
(**Yeah, if I found some difficulties I could ask my group's friend Miss**)

(Appendix C/Interview 7/Saturday, November 24th 2012)

The interview above shows that group working could enable the students to negotiate some problems which occurred during the learning process. When the students found a particular learning problem during the teaching and learning process, they could discuss it with their friends. Therefore, they could feel at ease when they did the task with their friends.

Group working also brought improvement on the students' participation during the teaching and learning process. For the up level students, group working could help them work better. It is performed in the following interview.

-
- P : *Kalau menurut kamu, tadi pas kerja kelompok itu gimana Dek?*
(What do you think about the group working?)
- S2: ***Ya, bisa ngerjain tugasnya lebih baik kok Mbak.***
(**Yeah, we could do the tasks better Miss**)
- P : *Kenapa kok bisa lebih baik?*
(Why was it better?)
- S2: *Ya, karena bisa diskusi sama temennya Mbak.*
(Yeah, because we could discuss with our friends, Miss)

Comment [sw19]: word form

P : *Berarti bisa lebih aktif di kelas ya Dek?*

(So, you could be more active in the class right?)

S2: ***Iya Mbak, semuanya jadi aktif, trus ya berpartisipasi semuanya.***

(Yes, Miss, all of us were active and also participated in the class)

(Appendix C/Interview 7/Saturday, November 24th 2012)

In reference to the interview above, the students said that all of her group members could actively participate in the group working activity. It means that all group members got equal chance to participate in doing the task. It was because they were encouraged to be a responsible student when they did group working.

However, some problems still occurred during the teaching and learning process in this cycle. There were some students who were lazy to work cooperatively with their group members. It can be seen from the following interview.

Comment [sw20]: word form

P : *Terus, menurut kamu tadi gimana Dek kerja kelompoknya?*

(What do you think about the group working?)

S3: *Ya, lumayan kok Mbak.*

(Yeah, it's not bad Miss.)

P : *Lumayan gimana Dek?*

(How was it not bad?)

S3: ***Em..bisa lebih semangat ngerjainnya Mbak. Tapi ya itu tadi Mbak, pas ngerjain bareng-bareng, ada yang cuma ngandelin temennya aja, dia gak mau ikutan nyari kata-kata sulitnya di kamus.***

(Em.. I could do the task more enthusiastically Miss. But, when we did the task, there were some of us who only depended on their friends, they were not eager to find the difficult words' meaning on the dictionary)

Comment [sw21]: agreement

P : *Oh, begitu ya Dek.*

(Oh, I see)

(Appendix C/Interview 7/Saturday, November 24th 2012)

The interview above was done with the low level students. It shows that there were some students who still did not actively participate during the group

working activity. Therefore, the researcher should **make some rules during the group work** activity in the classroom in the next cycle.

Comment [sw22]: what should the teacher do to control?

Besides, there were some difficulties appeared while the students did the tasks. It was because they did not understand the instruction of the tasks. It can be seen in the following interview.

-
- P : *Menurut Ibu tadi instruksi yang saya berikan di kelas bagaimana?*
(Ma'am, what do you think about the instructions I used in the class?)
- GBI : *Tadi Miss Nia, ngasih instruksi untuk ngerjakan tugasnya ke anak-anak kan udah pake bahasa Inggris kan ya? Meskipun tadi Miss Nia sudah menjelaskan instruksinya ke bahasa Indonesia, saya tadi memperhatikan masih ada beberapa anak yang salah mengerjakan tugasnya.*
(**You have given the students the instruction in English, is it right? Although you have translated the instruction into Indonesia, I saw that some students still made mistakes while doing the tasks.**)
- P : *Oh, iya tadi saya juga melihat itu Bu? Terus, saran Ibu bagaimana?*
(Yes, I saw it too Ma'am. So, what do you suggest?)
- GBI : *Ya, Miss Nia jangan langsung nerjemahin instruksinya ke bahasa Indonesia. Jadi Miss bilang dulu "do you understand what the instruction of the task mean?" ke anak-anak, atau bertanya ke salah satu anak "what should you do?". Gitu Miss Nia.*
(I think you should not directly translate the instructions into Indonesia Miss Nia. So, you can firstly ask the students "do you understand what the instruction of the task means?" or "what should you do?" It can be like that Miss Nia.)
- P : *Oh, iya Bu. Terimakasih atas sarannya. Lalu apa lagi Bu?*
(Oh, okay Ma'am. Thanks for your suggestion. Any other Ma'am?)
- GBI : *Trus, kalo pas Miss Nia menanyakan beberapa pertanyaan ke anak-anak, saya lihat yang mau menjawab pertanyaan ya masih anak-anak yang aktif di kelas aja. Kalo yang lain, kalo belum ditunjuk mereka belum mau menjawab.*
(**Then, when you asked some questions to the students, I saw that those who wanted to answer your questions were only they who were usually active in the class. The other would answer your questions only then when you pointed them to answer.**)
- P : *Oh, iya Bu. Lalu, saran dari Ibu apa?*
(Yes Ma'am. So what do you suggest?)
- GBI : *Ya, mungkin mereka perlu dimotivasi untuk aktif berpartisipasi di kelas, misalnya dengan memberikan poin tambahan bagi mereka yang mau aktif di kelas. Begitu bisa Miss Nia.*

(They may need to be motivated to actively participate in the class, for instance by giving additional point for the active students. It can be like that Miss Nia.)

P : *Iya Bu, next meeting saya akan praktikkan hal itu.*
(Okay Ma'am, I'll practice it next meeting)

(Appendix C/Interview 4/Thursday, November 22nd 2012)

P : *Ana, menurut kamu tadi pas anak-anak ngerjain task'nya gimana?*
(Ana, what do you think when the students did the tasks?)

K : *Menurutku si tadi mereka, khususnya grup hijau udah cukup antusias ngerjainnya, mereka gak rame. Kalo grup kuning sama merah masih ada yang rame, ngobrol gitu pas ngerjain tugasnya. Trus, tadi ku lihat ada beberapa anak yang mereka gak ngedong sama instruksinya. Jadi mereka salah ngerjainnya.*

(I think they, especially the green group students enthusiastically did their task, and they did not make noise. On the other hand, there were some of yellow and red group students who still made noise, they chatted when they did the tasks. Then, I saw that some of them did not understand about the instruction of the task so that they made mistakes in doing it.)

Comment [sw23]: punctuation

P : *Berarti mereka harus lebih dikontrol lagi ya pas ngerjain tugas? Trus instruksinya lebih diperjelas?*

(So, they should be more controlled when they do their task, is it right? Then, the instruction should be clearer?)

K : *Iya, gitu jeng, dibikin rules aja di kelas biar mereka gak rame. Trus, instruksinya, selain di students' work sheet nya, kamu juga perlu jelasin ulang instruksinya sama mereka, ditanyain mereka udah dong belum sama instruksinya.*

(Yes, I think so, you can make the rules in the class so that they do not make noise. Then, although you've written the instruction on the students' worksheets, you also need to repeat the instruction of the tasks to them, you can ask them whether they have understood the instructions or not.)

P : *Oke. Makasih ya Jeng.*
(Okay, thank you)

(Appendix C/Interview 5/Thursday, November 22nd 2012)

The interviews above show that some students still did not understand the instructions as the researcher did not check the students' understanding first before they did the task. The other problems which can be seen from the

interviews were that some of the low and middle level students still chatted with their friends when they did their tasks. Besides, the class discussion was still dominated by the active students. Therefore, in the next cycle the researcher would give more attention to the students who still chatted with their friends when they did their tasks and motivated the passive students to actively participate in the class activity.

2. Report of Cycle 2

This part presents the result of the implementation of tiered tasks in Cycle 2. It consists of planning, actions and observations, and reflections. The details of each part are discussed as follows.

a. Planning

Some plans for Cycle 2 were made with regard to the result of the reflections done in Cycle 1. The unsuccessful actions occurred in Cycle 1 i.e. controlling the students' behavior while doing the tasks and making the instruction of the tasks clearer were emphasized as some basics to make the plan of Cycle 2. Some plans for the first meeting then were made. Firstly, a model of recount text with different topic was provided as input of language. After that, the explanation of the recount text was made in order to help the students comprehend the text. Then, some tiered writing tasks with clearer instructions were made, i.e. finding regular and irregular verbs on a recount text, finding irrelevant verbs on a recount text, arranging jumbled words into a good paragraph, and completing a recount text with right verbs. Besides, the class rules were made in order to control the students while they do the tasks and the researcher asked the class

captain's help to control the class situation during the teaching and learning process. Finally, an observation sheet, a note book, and a camera were prepared for documentation purpose.

In connection with the second meeting, the activities done were planning and drafting a recount text. Firstly, an explanation of writing process was provided in order to reinforce the students' understanding of the writing process steps. After that, an explanation of planning a recount text by using questions was made which aimed to inform the students the other way of planning a recount text. Then, some tiered writing tasks with clearer instructions were developed i.e. planning a recount text by using guided questions answers and clues; and drafting a recount text. An observation sheet, a note book, and a camera were also prepared.

With regard to the third meeting, the activities planned were the follow-up of the second meeting, i.e. revising the students' first draft. Firstly, an explanation of common writing errors i.e. pronoun, singular and plural nouns, word choice and word order was made. After that, some examples of incorrect sentences from the students' work were provided in order to make the students understand the writing errors. Then, the explanation of writing correction symbols was made which aimed at making the students understand the symbols which had been given on their first draft. Later, tiered direct feedback was given to the students to help them edit and revise their first draft. Lastly, for the documentation purpose, an observation sheet, a note book, and a camera were prepared.

b. Actions and Observations

1) First Meeting

The first meeting of Cycle 2 was conducted in three sessions. The first session was conducted on Wednesday, January 16, 2013 and the second and the third sessions were conducted on Thursday, January 17, 2013. It was done because an urgent condition i.e. there was study tour briefing followed by the eighth class, including class VIII A, on the first session of English lesson on Wednesday. The materials then were presented at the second session of the day. The writing tasks then were given on the next day.

Comment [sw24]: ditto

Comment [sw25]:

On Wednesday, January 16, 2013, the role of the teacher was done by the researcher herself and the English teacher became the observer. Besides, there was an English Education Department student who took notes of the teaching and learning activity. The lesson was carried out at VIII A class.

The lesson was started by a questions and answers activity which related to the students' previous semester holiday. After the students were asked, some of them answered, "exciting Miss", "happy Miss", and some other said, "boring Miss". They then were asked if they did something for the first time during their holiday. Then, the topic of the lesson "My First Experience" was written on the blackboard. A circle around the topic then was drawn and the students were asked the meaning of the topic in Indonesian. The students said, "*pengalaman pertama*" together. To dig the students' knowledge about the topic, they were further asked about what things they had done for the first time. Their answers were various and it were limited to some things that the students might do for the first time, i.e.

Comment [sw26]: you need a comma before the addressing; check the other uses of punctuations!

Comment [sw27]: ditto

joining a contest for the first time, speaking English with a foreign tourist for the first time, fishing for the first time, and visiting a place for the first time. These four sub topics then were written around the topic on the blackboard.

A paper contained with a text which told someone's first experience joining a traditional dance festival contest then was distributed to the students. The students seemed bored when they got the text as they knew it was recount text again. After they got the text, they were asked whether there were some students who wanted to be volunteers to read the text aloud. However, no student wanted to do it. Finally, some students were pointed to read the text aloud. While some students read the text aloud, the other who listened did not make noise and they also read it softly. After some students read the text aloud, some questions related to the text were given to check the students' understanding. The questions were 5W1H questions which could also be used as a way of planning writing a recount text. After that, the generic structure and the language features of the text were discussed together. The researcher seemed happy as the students still remembered the generic structure, the language features, and the kind of the text. Besides, the researcher added that there were some adjectives found in the recount text sample to express the writer's feeling such as the words "not as nervous as I thought" and "very happy".

Comment [sw28]:

The bell was ringing when the discussion of the recount text ended. The researcher then concluded the materials she was given with the students. She then informed the students that she would meet them again in the next meeting to give

Comment [sw29]: verb tense

them some tasks. Finally, the researcher closed the class by greeting and saying goodbye.

The next stage of the lesson then was carried out on Thursday, January 17, 2013 at class VIII A. Similar to the previous session, the researcher became the teacher and the English teacher became the observer. There was also an English Education Department student who took notes of the teaching and learning activity.

The lesson was started by greeting and checking the students' attendance. The students then were engaged to review the previous materials and they still remembered it well. After that, the students were divided into three groups as what they did in the previous cycle. The researcher checked whether each student still remembered their members or not and almost all students still remembered it. She then asked them to sit with their members. They were very noisy when they were moving from their previous chairs into their group chairs and the researcher warned them to keep silent when they did it.

After all students were with their group, the researcher asked the class captain to distribute the students' worksheet. The students looked irritated when they received the worksheet as they should do more and more tasks. They then were motivated that they would do it for their sake; it was to improve their writing. After all students received the worksheet, a brief explanation was given, i.e. the tasks which the students should accomplish that day i.e. Task 1 until Task 3 and how they could accomplish it.

Comment [sw30]: Relative word is missing

The practice stage then was started by doing Task 1 i.e. finding regular and irregular verbs on a text entitled “My First Experience of Speaking English” and putting the verbs into the regular and irregular verbs table which was provided below the text. **To check the students’ understanding of how they should do the task, a red group student was asked to read the instruction of Task 1 aloud and the others were asked to listen to their friend.** Unfortunately, they still made noise when their friend read the instruction of Task1 aloud. Facing this situation, the researcher then read it again to help the students understand the instruction of Task 1. After that, the students were asked to start doing the task. When the students did the task, the researcher moved to each group to check how they did the task.

Comment [sw31]: need a preposition

Comment [sw32]: word choice

In reference to the researcher and the collaborator’s observation, each group did the task enthusiastically. They were all encouraged to always consult their dictionaries when they met new English words and discuss with their pairs when they found some problems. When they did the task, some students said that the text was too long. However, they were helped by the task supports given. The red and yellow group students were helped by the task supports given so that they could do their task better and more quickly. On the other hand, the green group students needed longer time to accomplish the task as they were given less task supports. Nevertheless, they felt challenged to do it and they said that their vocabulary mastery improved by doing this task.

Comment [sw33]: miss a 'be'

Comment [sw34]: agreement

After the researcher moved to each group, she asked the students who had finished doing Task 1 to move to Task 2. The task was finding wrong verbs on a

recount text entitled “Going Fishing for the First Time” and changing the wrong verbs into the right verbs. Besides, each tier was given different task supports. The students who had finished doing Task 1 then started to do Task 2. **The researcher also reminded them to read the instruction first before they did the task in order to avoid some mistakes they could make when they did the task.**

Comment [sw35]: collocation

However, it seemed that they had understood the instruction as they could quickly start doing the task. **While doing their task,** the researcher again moved around to each group to check how they did the task.

Comment [sw36]:

Based on the researcher’s observation, the process of doing Task 2 ran well as most of the students from each group enthusiastically did it. Although there were some red group students who still chatted with their friends **while they did the task,** they could be managed well by the researcher. After the researcher **moved to them** and warned them to keep silent and just do their task, they quickly did it. Besides, when they were asked to find some difficult words on their dictionary, they were not reluctant to do it. When the researcher moved to the green group students, she found that **they were challenged enough by the task given** as they should find the wrong verbs and correct it themselves. They said that it was challenging enough.

Comment [sw37]:

Comment [sw38]:

Comment [sw39]: What were challenging: the task or students?

The next session was the discussion of Task 1. To start the discussion, all students were asked to quickly finished Task 2. Most of the students had finished Task 2 except the green group students who still worked with the task. **Facing this situation,** the researcher finally asked the red and yellow group students first to come to the front of the class to write their answers of Task 1. When the

Comment [sw40]:

discussion ran, the red and yellow group students actively checked their answers with their pairs. After the red and yellow group students finished writing and discussing their answers, the green group students then came to the front of the class to write their answers, whereas the other who sat on their chairs checked their answers.

Comment [sw41]:

After the discussion ended, the students were asked to move to Task 3, i.e. arranging jumbled words into good sentences of a recount text entitled “A Trip to Bandung” for the red group students; and completing the same text with the right verbs for the yellow and green group students. In reference to the researcher’s and the collaborators’ observation, the red group students become the first group who started doing this task. It was then followed by the yellow and green group students.

During the process of doing Task 3, the researcher and the collaborators found that there were some red group students who still found difficulties on how they should arrange the jumbled words although they did it with their pairs. Facing this situation, the researcher guided them how to arrange it correctly. She said that they could look at the previous texts as some examples of how they could arrange the word correctly. On the other hand, the yellow and green group students did not find great difficulties when they did the task as they could cooperatively work with their pairs.

The time was up when most of the students had not finished Task 3 yet. They then were asked to finish it at home. The students then packed their worksheet and book quickly. To end the lesson, the researcher and the students

concluded what they had learnt that day. She also said, “Have a nice study tour” to the students and she would meet them next week.

2) Second Meeting

The second meeting was carried out at class VIII A on Wednesday, January 23rd 2013. In this meeting, the researcher acted as the teacher and the English teacher observed the class activities by putting some ticks on the observation sheet provided. Besides, the researcher’s friend took notes of the teaching and learning activity.

In this meeting, three students were absent. The students attended the lesson that day looked tired as they just had arrived at the school the previous day after they had study tour. They then were asked about their study tour and some of them said, “Tired Miss”, “Very sleepy Miss”. The researcher then asked, “It was tiring, but it’s fun right?” and some of them answered, “Yes, Miss”.

They later were given some questions related to their study tour. The first question was about the places that the students had visited. The second question was about the time they departed to the places. The third was how they could go there. The fourth was the participants of their study tour and the last question was about their feeling after they had the study tour. When they were given those questions, most of them actively participate in answering it. Besides, they were encouraged to answer those questions as they just needed to answer the questions based on their own experience.

In the next stage, they were asked about the writing process especially the first writing step i.e. planning. When they were asked about it, they seemed

Comment [sw42]: collocation

forgot. Their memory about it then was called up. It was said to them that they had done it in the previous semester i.e. making outline, list, and mind mapping. The researcher then informed them that to plan a recount text, they could also use some questions as what she had asked them before.

After the explanation of the planning of writing recount text was given, the students were asked about what they did in the previous meeting, i.e. doing Task 1 until Task 3 and most of the students said they had finished it. They then were asked to move to Task 4, i.e. making a plan of recount text by using guided questions and answers for the red and yellow group students and by using some clues for the green group students. **Before the students did the task, the students were helped to comprehend the instruction first.**

While the students did their task, the researcher moved around the class to check the students' work. During the process of accomplishing this individual task, the researcher and the collaborators found that there were some red group students who cheated their friends' work. Besides, they still chatted with their friends if the researcher and the collaborators did not check their works. Facing this situation, the researcher gave them bigger attention to control them by saying that it would be better if they did not cheat their friends' work as they could use their own ability to write.

Comment [sw43]: overused

After all students finished doing Task 4, they were asked to do Task 5, i.e. writing a draft of past events based on the situation given. In Task 5, the students were given four different topics to write i.e. joining a contest for the first time, speaking English for the first time, fishing for the first time, and visiting a place

for the first time. They then were asked to choose one topic and develop it into a story. They were also given different task supports. Similar to the previous activity, the researcher asked the students to read the instruction of the task first before they did the task.

In reference to the researcher and the collaborators' observation, the process of doing this task could run well. Most of the students enthusiastically did their task. They were not lazy to open their dictionary and they only then asked the researcher if they could not find the words they searched on their dictionary. Nevertheless, the previous red group students still chatted with their friends if the researcher did not check their works. Coping with this situation, the researcher's collaborator was asked her help to check their works intensively and asked them to do it quickly.

The time was up when the students still did their drafts. They then were asked to submit it, but the students asked how if they submitted it at the break time as some of them had not finished it yet. Those who had finished their drafts then were asked to submit their drafts at that time and those who had not finished their drafts yet were asked to submit their work at the break time. Those who had not finished their drafts yet looked happy because of it. Those who had finished their draft then quickly submitted their work. The researcher then informed that she would give their drafts feedback and in the next meeting they would revise their drafts. She finally ended the class by reviewing what she and the students had done that day and saying goodbye.

3) Third Meeting

The third meeting was carried out at the same class as the previous meeting. It was conducted on Tuesday, January 29th 2013. In this last meeting, the researcher acted as the teacher and the English teacher observed the teaching and learning process. Besides, the researcher's friend took notes of the teaching and learning activity.

Comment [sw44]:

The researcher started the lesson by greeting and checking the students' attendance. She then informed the students that she had checked their drafts and that she found that most of them still made mistakes on word choice, verbs, capitalization, and pronoun. After that, she wrote on the blackboard the examples of incorrect sentences written by the students. The sentences included the mistakes on word choice, verbs, capitalization, pronoun, and word order. They were "My first experience visiting TMII was very *happy*", "We *depart* by Safari Putra Dharma Bus yesterday", "*i* visited Jakarta", "I went there with my friend, *me* teacher, and the bus driver", and "In Bogor Palace we saw *work room first president Indonesia*".

Comment [sw45]: construction

After those sentences were written, the students were engaged to discuss it. They were asked to analyze what errors appeared on each sentences. Based on the researcher's and the collaborators observation during the discussion, it was found that all the yellow and green group students actively participate in analyzing the errors. On the other hand, some red group students still had some talks with their friends. After the discussion of their writing errors ended, the explanation of

Comment [sw46]: collocation

writing correction symbols was presented. Most of them still remembered the symbols as they had been given it in the previous semester.

Comment [sw47]:

In the next stage, the representatives of each group were asked to take their drafts in the researcher's table and to distribute it into their friends. The students then were given opportunity to revise their draft based on the indirect feedback given by the researcher. The researcher added that she would move to the red group students to guide them revise their text and asked the yellow and green group students to come to her if they still did not understand the correction symbols.

In reference to the researcher's and the collaborators' observation during the process of revising, it was found that most of the students enthusiastically revised their work. The yellow and green group students did their draft without having some talks. Besides, they were not reluctant to always consult their dictionary to find new English words. In addition, they were not shy to come to the front of the class to get the researcher's direct feedback. On the other hand, some red group students sometimes still asked the researcher how they could revise their writing although they had received feedback and guide from her. Nevertheless, they were not reluctant to open their dictionary soon after they were asked to always consult their dictionary when they met new English words or needed to find it.

Comment [sw48]: agreement

Comment [sw49]: collocation

Comment [sw50]: using it too often is not recommended

The bell rang and the students were asked to submit their works. The students then submitted their works quickly and noisily. After all students submitted their works, the researcher and the students reviewed what they did that

day. The students were also asked about what they got during they studied with the researcher by using the tiered tasks. The students then said that they could study more about writing recount text, they became more responsible learners, and their vocabulary mastery improved. The researcher finally closed the class by greeting and saying goodbye.

c. Reflections

The discussions of this cycle were then conducted to know how the actions implemented in Cycle 2 could improve the writing learning process of class VIII A. The English teacher, the researcher's collaborator, and the students were interviewed. Besides, the students were given questionnaires to know their behavior changes towards learning writing after they learnt writing by using tiered tasks.

Comment [sw51]:

In reference to the interviews done with the students and the collaborators, the implementation of the overall actions in this last cycle were effective to improve the students' writing learning process. In the previous cycle, there were still some unsuccessful actions implemented. Nevertheless, those problems could be solved in this cycle.

The implementation of tiering the tasks supports in this cycle was effective to bring some learning improvement to the students. The low level students became more aware of their own ability and they realized that they should learn better than the other friends. It is performed in the following interview.

Comment [sw52]: agreement

P : *Menurut kalian, kan dari awal kita belajar sampai pertemuan terakhir ini kalian ada di grup merah ya, menurut kalian kenapa?*
(From the beginning of our study until this last meeting, you were placed in red group, what do you think about it?)

Comment [sw53]: italicized the Indonesian

S2: *Ya, karena memang kemampuan menulis kami masih kurang Miss. Tapi asik dan seru kok miss tugas-tugasnya. Kita gak merasa dibeda-bedakan. Kita juga bisa kerjasama dengan baik kok ya Tin?*

(Yeah, it was because we have low writing ability, Miss. But, the activities were joyful. We did not feel that we were differentiated. We also could work cooperatively, is it right Tin?)

S1: *Iya, bener gitu Miss.*

(Yes, that's right Miss)

P : *Oh, gitu ya Dek. Baguslah. Trus, karena posisi kalian di grup merah, kalian harusnya gimana?*

(Oh, I see. That's good. Then, because you were placed in red group, what do you think? What should you do?)

S3: *Ya harus lebih banyak belajar lagi to Miss.*

(Yeah, we should learn more Miss)

P : *Oke, betul itu Dek.*

(Okay, that's right)

(Appendix C/Interview 15/Tuesday, January 29th 2013)

The interview above shows that dividing the students into tiers did not mean that they were discriminated. They could enjoy their learning as they could start learning from their own pace and cooperate with their friends well. Therefore, they could change their behavior towards learning writing.

For the middle and the up level students, the implementation of employing individual and group works could help them to be responsible learners. As individual learners, they could be more responsible with their own work. As the group members, they should be responsible for their works by discussing the difficulties they found with their group members. It can be seen from the following interview.

P : *Menurut kamu dek, keuntungannya belajar dengan tiered tasks selama belajar dengan Mbak ini apa? Untuk tugas yang individu gimana Dek?*

(What advantages you've gotten after you learnt writing by using tiered tasks? What do you think about the individual tasks?)

S1: *Ya, bisa lebih tanggung jawab aja Mbak ngerjain tugasnya sendiri.*

(Yeah, we could be more responsible Miss; we should do our own tasks.)

Comment [sw54]: ?

Comment [sw55]: that's right

- P : *Oh, iya, trus untuk tugas kelompok gimana Dek menurut kamu?*
(Oh, yeah, what do you think about the group working tasks?)
- S2: ***Ya, jadi bisa belajar tanggung jawab sama temen sekelompok Mbak, kalo ada kesulitan bisa didiskusikan bersama-sama.***
(**Yeah, we could learn to be more responsible with our group's members Miss; if we found some difficulties we could discuss it together.**)
- P : *Oke, makasih ya Dek.*
(Okay, thank you.)

(Appendix C/Interview 16/Tuesday, January 29th 2013)

The implementation of tiered tasks also could improve all of the students' participation during the writing learning process. At the beginning, the class was only dominated by the active students. By the time the students had done more tasks, they all could participate in each class activity. It is shown in the following interview.

- P : *Berarti partisipasi siswa dalam belajar menulis itu meningkat ya Bu?*
(So, the students' participation in learning writing improved. Is it right Ma'am?)
- GBI : ***Iya, menurut saya partisipasi dan motivasi mereka meningkat. Kalau saya lihat, siswa grup merah, yang tadinya di kelas hanya diam saja saat guru memberi pertanyaan, mereka jadi berlomba-lomba menjawab pertanyaan dari Miss Nia. Selain itu, mereka juga jadi rajin membuka kamus ketika mereka menemukan kosa kata-kosa kata baru daripada hanya mengandalkan bertanya pada guru. Kemudian, dari segi mengerjakan tugasnya, mereka jadi lebih bersemangat dan merasa tertantang untuk mengerjakn tugas-tugas yang Miss Nia berikan. Ya maksudnya, tidak hanya siswa-siswa grup kuning dan hijau saja yang aktif di kelas begitu Miss Nia.***
(**Yeah, I think the students' participation and motivation improved. Based on my observation, the red group students who previously only kept silent when the teacher asked them some questions, they now became more enthusiastic to answer your questions. Besides, they became diligent to always consult their dictionary when they met new English words rather than only depended on asking to the teacher. Then, on the aspect of doing the tasks, they became more enthusiastic and challenged to do the tasks you'd given to them. Yeah, I mean that not only the yellow and green group students who were active in the class, Miss Nia.**)

Comment [sw56]: collocation

P : *Artinya, baik siswa yang berkemampuan menulis rendah maupun yang kemampuannya bagus, mereka sudah bisa aktif di kelas semua ya Bu?*
(So, no matter they were low or high ability students, they were all active in the class. Is it right Mom?)

GBI : *Ya, bisa dikatakan begitu Miss Nia. Sebelum penelitian ini kan mereka mengatakan menulis teks bahasa Inggris itu kan sulit ya. Tapi, ketika pembelajarannya itu asyik dan menyenangkan, semua siswa itu bisa menikmati dan ikut aktif di kelas. Jadi, intinya ya, cara pembelajarannya, cara mengajar, dan variasi latihan-latihan menulisnya akan menentukan sekali keaktifan mereka Miss Nia.*
(Yes, I think so. Before this research was done, they said that writing English text is difficult. But, when the learning activities were joyful and interesting, all students could enjoy and be active in the class. So, the point is, the way of learning, teaching, and the variation of writing tasks would determine their activeness, Miss Nia)

(Appendix C/Interview 17/Wednesday, January 30th 2013)

After the implementation of the second cycle, the students were also given questionnaires to know whether their motivation improved or not. There were 34 students from 36 students said that their motivation improved after they learnt writing by using tiered tasks.

E. The Students' Writing Scores

In this researcher, the students' writing ability in the diagnostic writing test (pre-test), the progress tests and the post-test were scored. The scoring activities were done by both the researcher and the collaborators. These fulfilled the investigator triangulations to avoid the subjectivity.

In both pre-test and the post test the students were asked to write down at least eight sentences telling their own experiences last holiday. The progress tests were also conducted at the end of each cycle. Their writings then were scored based on five writing components (content, organization, vocabulary, language use, and mechanics). After the scores were gained, there were two comparisons of

mean values. The first was the comparison between the pre-test and post-test mean values. The second one was the comparison of progress tests mean values in Cycle 1 and 2.

The information related to the students' mean values in five aspects of writing in the pre-test and post-test is presented in the following table.

Table 8: The Comparison of the Students' Mean Values for Five Aspects of Writing in the Pre-test and Post-test

Test type	Content	Organization	Vocabulary	Language use	Mechanics
Pre-test	18.47	13.67	13.17	13.61	3.64
Post-test	22.92	16.26	16.15	16.21	4.57

The table above shows that there was an improvement of each writing aspect of the pre-test and post test. First, the students' mean score in the content aspect in the pre-test is 18.47 and the post test is 22.92. Thus, the gain score is 4.45. Second, the students' mean score in the pre-test and post-test in the organization aspect increased from 13.67 to 16.26. Thus, the gain score is 2.59. Third, the students' mean score in the vocabulary aspect in the pre-test is 13.17 and the post-test is 16.15. Therefore, the gain score is 2.98. Fourth, the students' mean score in the language use aspect in the pre-test is 13.61 and the post-test is 16.21. Thus, the gain score is 2.60. The last, the students' mean score in the mechanics aspect increased from 3.64 to 4.57. Thus, the gain score is 0.93.

In addition, the comparison of mean values in five aspects of writing in progress test in Cycle 1 and Cycle 2 is presented in the following table.

Table 9: The Comparison of the Students' Mean Values for Five Aspects of Writing in Cycle 1 and Cycle 2

Test type	Content	Organization	Vocabulary	Language use	Mechanics
Cycle 1	21.37	14.47	14.32	15.36	4.05
Cycle 2	22.14	15.96	15.98	15.93	4.28

The table above shows that there was an improvement of each writing aspect of the writing tests conducted at the end of Cycle 1 and Cycle 2. First, the students' mean score in the content aspect in Cycle 1 is 21.37 and 22.14 in Cycle 2. Thus, the gain score is 0.77. Second, the students' mean score in Cycle 1 and 2 in the organization aspect increased from 14.47 to 15.96. Thus, the gain score is 1.49. Third, the students' mean score in the vocabulary aspect in Cycle 1 is 14.32 and Cycle 2 is 15.98. Therefore, the gain score is 1.66. Fourth, the students' mean score in the language use aspect in Cycle 1 is 15.36 and Cycle 2 is 15.93. Thus, the gain score is 0.57. The last, the students' mean score in the mechanics aspect increased from 4.05 to 4.28. Thus, the gain score is 0.29.

Furthermore, the mean values of the students' total scores in the pre-test, the progress tests, and the post-test were compared to the ideal mean (67.00). The comparison is presented into the following table.

Table 10: The Comparison of the Students' Mean Values and the Ideal Mean

	Ideal Mean	Pre-test	Cycle1	Cycle 2	Post-test
Mean	67.00	62.82	69.58	74.30	76.00

The table above shows that the students' mean value in the pre-test is lower than the ideal mean. It means that the students' achievement is noticeably bad. From the comparison of the writing tests done within the phases of the

research above, the researcher could say that the students' writing scores improved time after time.

In addition, there was a categorization of the students' writing in the pre-test and the post-test based on the conversion table proposed by Suharto (2006:53) as presented in Table 11 and Table 12.

Table 11: The Frequency Distribution of the Students' Scores in Pre-test

No.	Class Interval	Frequency			Interpretation
		Absolute	Relative (%)	Cumulative (%)	
1.	78.00 – 99.99	6	16.67	16.67	High
2.	56.00 – 77.99	12	33.33	50	Average
3.	34.00 – 55.99	18	50	100	Low
Total		36	100		

The table above shows that there were six students (16.67%) who were classified into *high* category in the pre-test. Then, there were twelve students (33.33%) who were classified into *average* category. The last, eighteen students (50%) were categorized into *low* category. It means that the biggest frequency belongs to the *low* category. On the contrary, the improvement was indicated in the post-test as depicted in the following table.

Table 12: The Frequency Distribution of the Students' Scores in Post-test

No.	Class Interval	Frequency			Interpretation
		Absolute	Relative (%)	Cumulative (%)	
1.	78.00 – 99.99	17	47.22	47.22	High
2.	56.00 – 77.99	19	52.78	100	Average
3.	34.00 – 55.99				Low
Total		36	100		

The table above shows that there were seventeen students (47.22%) who were classified into *high* category. Then, there were nineteen students (52.78%)

who were classified into *average* category. The last, there was no student who was classified into *low* category.

The last, to find out the significance of the difference between the mean values of the pre-test and the post-test, the researcher conducted a paired-samples t-test. The result of the test is presented as follows.

Table 13: The Result of the Paired-Samples T-Test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-1.318E1	10.16447	1.69408	-16.61972	-9.74139	-7.780	35	.000

The table above shows that the t value is -7.78 and the significance level of the difference between the means is 0.00 which is lower than 0.05. It indicates that the difference between the means is significant.

F. General Findings

In reference to the implementation and the reflections of the actions in Cycle 1 and Cycle 2, the general findings were identified as follows.

First, the implementation of tiered tasks could improve the students' writing learning process, especially in a mixed-ability class. The lower level students received more supports than the higher level students so that it helped them accomplish the task well. On the other hand, the higher level students were encouraged to do their learning better by being given less supports than those

given on the lower level students. Therefore, they were motivated to utilize their actual ability.

Second, the implementation of tiered tasks could also improve the students' learning motivation. Once the students were successful in doing a particular task because they received the suitable task supports, they were motivated to do other tasks. In this case, the implementation of tiered tasks could ensure the students' success. This can be a reason why the students' learning motivation improved after receiving tiered tasks. The students were stimulated to maximize their actual ability, so they could really experience learning.

Third, the appropriate task settings could facilitate the students' learning. Both individual and group working brought some improvement to the students' learning. Group working could facilitate the students' learning because it helped the students have more discussions and negotiations to accomplish the tasks. On the other hand, individual work helped the students to be independent and autonomous learners.

Last, but not least, tiered tasks could improve the students' writing achievement. It is shown from the improvement and the significance of the mean values of the students' writing scores in the pre-test and the post test. The means of the students' writing scores from the pre-test and post-test were compared to the ideal mean, namely 67.00. The means were 62.82 and 76.00 respectively. Besides, the t-test revealed that t value is -7.78 and the significance level of the difference is 0.00.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

This chapter presents three points which include conclusions, implications, and suggestions. Each point is described as follows.

A. Conclusions

In reference to the data analysis, the use of tiered tasks is believed to be effective to improve the students' writing learning process. The researcher found some results as follows.

First, the implementation of tiered tasks in each cycle could meet the students' learning needs in a mixed-ability class, promote the students to have better learning, and stimulate the students to be aware of their actual ability. The tasks supports that were differentiated based on the students' ability could help the students learn better from their own level as the tasks they should accomplish were not too easy or too difficult for them. In other words, the students did the tasks well. Therefore, when they were successful to accomplish a task they could be confident of their actual ability.

Second, the employment of group working and individual working in each cycle then could improve the students' participation. Group working enabled the students to be actively involved in discussions and interactions among the students. By doing group working activities the students could share ideas and opinions with their partners, so the ideas generated were more extensive and detailed. On the other hand, individual working was useful for monitoring the students' individual learning development in every level. Individual working

motivated the students to be independent and autonomous learners. It was because the students could not depend on others in doing the tasks. They did the tasks individually. Thus, they were motivated to be responsible with their own learning.

The last, tiered tasks also could improve the students' writing achievement. It is shown from the improvement and the significance of the mean values of the students' writing scores in the pre-test and the post-test. The means of the students' writing scores from the pre-test and post-test are compared to the ideal mean, namely 67.00. The means are 62.82 and 76.00 respectively. Besides, the t-test reveals that t value is -7.78 and the significance level of the difference is 0.00.

B. Implications

In reference to the research findings, this research could give some implications to the research members. The implications of the actions were as follows.

First, the application of tiered tasks which offered differentiated tasks supports could improve the students' learning motivation. It is because the use of tiered tasks in the teaching and learning activities offered learning tasks which were appropriate to accommodate varied learning ability of the students. It implies that the English teacher can use tiered tasks which provide tasks with different task supports to improve students' learning motivation and promote the students to utilize their actual ability.

Second, the application of tiered tasks which employed group working and individual working activities could improve the students' participation during the

teaching and learning process of writing. By applying group working, the students could be actively involved in discussions and interactions among the students and the teacher could easily manage the class. On the other hand, the employment of individual working motivated the students to be responsible for their own learning and help the teacher to monitor the students' individual learning development. It implies that the English teacher can provide both group working and individual working activities in order to promote the students to be actively involved in each class activity and stimulate the occurrence of learning equity in the class in which the teaching and learning process is not dominated by the high-ability students only.

Last, but not least, tiered tasks could improve the students' writing achievement. It is because the students were given various input texts which helped them to improve their vocabulary mastery. By having rich vocabularies the students could develop their ideas into written product easily. It implies that the English teacher can provide various input text in order to promote the students to improve their writing quality.

C. Suggestions

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

1. The teacher

- a. The teacher should be more aware of varied students' learning needs, especially in a mixed-ability class.

- b. The teacher should choose an appropriate teaching technique which can facilitate the students' learning.
 - c. The teacher should prepare the learning materials including the tasks which facilitate the students' different ability.
2. The students
- a. The students should get learning motivation and they should improve their attitudes towards learning English.
 - b. The students should have more practices in learning writing and be active participants in teaching and learning process.
 - c. The students should be more aware of their own ability, so they can utilize it appropriately to experience learning and achieve its goal.
3. The other researchers
- a. The other researchers can use this study as reference for conducting another study in order to investigate the further effect of tiered tasks to improve the teaching and learning process in a mixed-ability class.
 - b. The other researchers should consider the factors which can be some bases for tasks' differentiation other than the students' readiness, i.e. the students' interest and learning profile.
 - c. The other researchers should investigate the other teaching techniques incorporated into differentiated instruction approach.
 - d. The other researchers can use tiered tasks to improve the other teaching and learning process i.e. reading, listening, and speaking.

REFERENCES

- BSNP. 2006. *Standar Kompetensi dan Kompetensi Dasar SMP*. Jakarta: Depdikbud.
- Beecher, M. and Sweeny, S. 2008. *Closing The Achievement Gap with Curriculum Enrichment and Differentiation: One School's Story*. Journal of Advanced Academics, 19 (3).502-530
- Brown, H.D. 2007. *Principles of Language Learning and Teaching 5th Edition*. New York: Pearson Education Inc.
- _____ 2004. *Language Assesment Principle and Classroom Practices*. New York: Pearson Education Inc.
- _____ 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*. New York: Pearson Education Inc.
- Burns, A. 2010. *Doing Action Research in English Language Teaching*. New York: Rotledge.
- _____ 1999. *Collaborative Action Research for English Teachers*. Cambridge: Cambridge University Press
- Cabral, Maria. 2004. *Developing Task-Based Writing with Adolescent EFL Students*". The Internet TESL Journal, Vol. X, No.2.<http://iteslj.org/>,retrieved on June 27th 2012
- Chamot, A. U.,et.al 1999. *The Learning Strategies Handbook*. New York: Addison Wesley Longman Inc.
- Geisler, J., Hessler, R., Gardner, R., and Lovelace, T. 2009. *Differentiated Writing Interventions for High-Achieving Urban African American Elementary Students*. Journal of Advanced Academics, 20, 214-247
- Harmer, J. 2007. *The Practice of English Language Teaching 4th Edition*. Essex: Longman.
- _____ 2004. *How to Teach Writing*. Essex: Longman.
- _____ 2001. *The Practice of English Language Teaching 3rd Edition*. Essex: Longman.
- Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press
- Linse, C.T. 2005. *Practical English Language Teaching: Young Learners*. New York: The McGraw Hills Inc.
- McKay, Sandra. 2006. *Researching Second Language Classrooms*. New Jersey: Lawrence Erlbaum Associates, Inc.

- Miles, M. B. and A. M. Huberman. 1994. *Qualitative Data Analysis (Second Ed.)*. Thousand Oaks: SAGE Publications, Inc.
- Nation, I.S.P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge
- Nunan, David. 2004. *Task-based Language Teaching*. New York: Cambridge University Press
- Orlich, D.C., R.J. Harder, R.C. Callahan, M.S. Trevisan, and A. H. Brown. 2007. *Teaching Strategies : A Guide to Effective Instruction*. New York: Houghton Mifflin Company
- Pease, J. S. 2006. *A Tiered Assignment to Introduce an Essay Writing Unit 8th Grade English*. www.differentiationcentral.com/examples/2ndlanguageArts.pdf/, retrieved on September 14th 2012
- Pham Phu Quynh Na. 2007. *Some Strategies for Teaching English to Multilevel Adult ESL Learners : A Challenging Experience in Australia*. Asian EFL Journal, Volume 9, Issue 4, Article 20
- Richards, J.C. and Renandya, W.A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press
- Rumisek, L.A. and Zemach, D. E. 2005. *Academic Writing: from Paragraph to Essay*. Oxford: Macmillan Publisher
- Siaw-Fong Chung. 2005. *Putting Students Differences in Perspectives: An Introduction to The Individual Developing Model*. Asian EFL Journal, Volume 7, Issue 1, Article 8
- Spratt, M., Pulverness, A., Williams, M. 2003, *The Teaching Knowledge Test Course*. New York: Cambridge University Press
- Suharto, G., 2006, *Pengukuran dan Penilaian Hasil Belajar Bahasa Inggris*. Yogyakarta: P3B UNY
- _____ 2003, *Metodologi Penelitian Pendidikan Bahasa*. Yogyakarta: FBS UNY
- Tomlinson, C. A. 2001. *How To Differentiate Instruction in Mixed Ability Classrooms*. Alexandria, VA: ASCD
- _____ 1999. *The Differentiated Classroom: Responding The Needs of All Learners*. Alexandria, VA: ASCD
- Wallace, T., Stariba, W.E., and Walbrag, H. J. 2004. *Teaching Speaking, Listening, and Writing*. Belgium: International Academy of Education (IAE)

APPENDICES

Interview guidelines

For the teacher at Reconnaissance Step

Aspects	Questions guideline
Teaching Writing	<ol style="list-style-type: none"> 1. Apakah suka duka Anda dalam mengajar menulis teks berbahasa Inggris? Kesulitan apa yang Anda temui? 2. Apakah Anda melakukan persiapan yang cukup untuk mengajar menulis teks berbahasa Inggris? Persiapan apa saja yang Anda lakukan? 3. Teknik mengajar menulis seperti apa yang sudah pernah Anda terapkan di kelas VIII A? 4. Media pembelajaran apa yang pernah Anda gunakan untuk mengajar menulis teks berbahasa Inggris di kelas VIII A? 5. Bagaimanakah Anda memotivasi siswa kelas VIII A untuk belajar menulis teks berbahasa Inggris? 6. Apakah Anda memberikan feedback pekerjaan siswa pada saat teks sudah selesai ditulis atau dimulai dari sejak awal proses pembuatan teks? 7. Bagaimana cara Anda mengevaluasi hasil menulis teks berbahasa Inggris siswa? 8. Apa yang Anda harapkan dalam proses pengajaran menulis teks berbahasa Inggris ke depan?
Students' writing skills	<ol style="list-style-type: none"> 1. Bagaimanakah kemampuan menulis teks berbahasa Inggris siswa kelas VIII A? 2. Apakah kesalahan yang paling sering dilakukan siswa kelas VIII A dalam menulis teks berbahasa Inggris?
School and classroom atmosphere	<ol style="list-style-type: none"> 1. Apakah kondisi sekolah mendukung untuk proses belajar bahasa Inggris? 2. Bagaimanakah suasana pembelajaran bahasa Inggris di kelas VIII A? 3. Apakah siswa kelas VIII A tergolong siswa yang memiliki kemampuan berbeda-beda dalam menulis teks berbahasa Inggris? 4. Apakah siswa kelas VIII A tergolong siswa yang aktif

	<p>mengikuti proses pembelajaran menulis teks berbahasa Inggris di dalam kelas?</p> <p>5. Bagaimanakah kondisi siswa kelas VIII A saat mengerjakan tugas menulis di dalam kelas?</p>
Tasks	<ol style="list-style-type: none"> 1. Tugas menulis seperti apa yang pernah diberikan kepada siswa kelas VIII A? 2. Apakah tugas diberikan dalam jenis dan level yang sama untuk semua siswa? 3. Apakah semua siswa dapat menyelesaikan tugas menulis tersebut dalam waktu yang sama? 4. Apakah Anda memberikan media pembantu bagi siswa untuk mengerjakan tugas menulis tersebut? 5. Apakah Anda memberikan prosedur menyelesaikan tugas menulis yang berbeda-beda kepada siswa? 6. Apakah Anda meminta siswa untuk mengerjakan tugas di tempat yang berbeda-beda? 7. Setelah siswa selesai mengerjakan serangkaian tugas menulis tertentu, apakah siswa diberikan tugas tambahan atau materi pengayaan? 8. Bagaimanakah siswa mengerjakan tugas menulis? Sendiri, berpasangan, atau berkelompok? 9. Bagaimanakah hasil tugas siswa yang dikerjakan secara individu, berpasangan, atau berkelompok? 10. Apa kendala yang dialami untuk masing-masing cara mengerjakan tugas tersebut? 11. Ketika tugas yang diberikan adalah tugas berkelompok, bagaimanakah Anda membagi siswa ke dalam kelompok-kelompok? Acak atau sesuai dengan kemampuan masing-masing siswa? Bagaimanakah hasilnya?

After the Implementation of the Actions

For the Students

1. Apakah tugas-tugas yang diberikan sudah cukup variatif dan sesuai dengan kemampuan adik-adik?
2. Apakah pembagian kelompok dalam tiered tasks ini membuat kalian merasa terdiskriminasi?
3. Apakah tugas-tugas individu dan berkelompok yang diberikan sudah bisa membantu adik-adik berpartisipasi aktif dalam kelas?
4. Apakah tiered tasks ini bisa meningkatkan motivasi belajar menulis adik-adik?
5. Bagaimanakah pembelajaran dengan tiered tasks selama ini, apakah sudah cukup membantu belajar menulis?

For the Teacher

1. Bagaimanakah proses pembelajaran dengan menggunakan tiered tasks secara keseluruhan selama ini?
2. Apakah kemampuan menulis siswa sudah cukup meningkat dengan penggunaan tiered tasks ini, khususnya untuk siswa yang kemampuan menulisnya masih rendah?
3. Apakah tugas-tugas yang telah diberikan kepada siswa sudah cukup variatif?
4. Apakah partisipasi siswa dalam belajar menulis sudah meningkat?
5. Apakah semua siswa, baik yang berkemampuan tinggi atau rendah sudah bisa aktif dalam mengikuti pelajaran di kelas?

Questionnaires blueprint in Reconnaissance Step

Aspects	Questions
Students' interest in learning writing	<ol style="list-style-type: none"> Apakah adik-adik suka menulis teks berbahasa Inggris? <ol style="list-style-type: none"> Ya Kadang-kadang Tidak Apakah adik-adik merasa kesulitan dalam mempelajari teks berbahasa Inggris? <ol style="list-style-type: none"> Ya Kadang-kadang Tidak
Students' participation during teaching and learning writing process	<ol style="list-style-type: none"> Apakah adik-adik bertanya pada guru atau teman bila ada yang kurang dipahami saat pelajaran menulis teks berbahasa Inggris? <ol style="list-style-type: none"> Ya Kadang-kadang Tidak Apakah adik-adik mengobrol atau melakukan aktifitas lain saat guru menjelaskan pelajaran menulis teks berbahasa Inggris di kelas? <ol style="list-style-type: none"> Ya Kadang-kadang Tidak Apakah adik-adik merasa bosan saat guru menjelaskan pelajaran menulis teks berbahasa Inggris di kelas? <ol style="list-style-type: none"> Ya Kadang-kadang Tidak Apakah adik-adik mengantuk saat guru menjelaskan pelajaran menulis teks berbahasa Inggris di kelas? <ol style="list-style-type: none"> Ya Kadang-kadang Tidak Apakah adik-adik merasa senang dengan cara guru menyampaikan pelajaran menulis teks berbahasa Inggris di kelas? <ol style="list-style-type: none"> Ya Kadang-kadang Tidak Apakah adik-adik merespon pertanyaan guru setelah guru menjelaskan materi menulis teks berbahasa Inggris di kelas? <ol style="list-style-type: none"> Ya Kadang-kadang Tidak Apakah adik-adik mengerjakan tugas menulis teks berbahasa Inggris yang diberikan guru saat pelajaran berlangsung? <ol style="list-style-type: none"> Ya Kadang-kadang Tidak
Students' writing assignment	<ol style="list-style-type: none"> Menurut adik-adik, apakah mengerjakan tugas menulis teks berbahasa Inggris itu sulit? <ol style="list-style-type: none"> Ya Kadang-kadang Tidak Apakah guru memberikan tugas menulis teks berbahasa Inggris

	a. Ya	b. Kadang-kadang	c. Tidak
Students' Interest and Learning Styles in Writing	<p>1. Manakah di antara topik teks berbahasa Inggris berikut ini yang paling adik-adik senangi?</p> <p>a. Pengalaman kejadian memalukan b. Pengalaman melakukan suatu hal untuk pertama kali c. Pengalaman ber...</p> <p>2. Jenis kegiatan menulis teks berbahasa Inggris seperti apa yang paling adik-adik senangi?</p> <p>a. Kegiatan menulis Individu b. Kegiatan menulis berpasangan c. Kegiatan berkelompok</p> <p>3. Cara memahami materi menulis teks berbahasa Inggris seperti apa yang paling adik-adik senangi?</p> <p>a. Dengan melihat gambar/video b. Dengan mendengarkan penjelasan guru c. Dengan me permainan/g-gerakan</p> <p>4. Alat bantu apa yang paling adik-adik senangi untuk mempermudah adik-adik dalam menyelesaikan tugas menulis teks berbahasa Inggris?</p> <p>a. Gambar kartun b. Lembar kerja kerangka teks c. Permainan</p>		

Questionnaires after the implementation of Actions

Jawablah pertanyaan-pertanyaan berikut ini dengan sejujur-jujurnya dengan memberi tanda silang pada salah satu pilihan jawaban!

1. Apa yang sudah adik-adik pelajari selama belajar bahasa Inggris dengan tiered tasks (penugasan bertingkat)? (boleh memilih lebih dari satu)
 - a. membuat perencanaan menulis teks recount
 - b. menulis teks recount
 - c. memperbaiki teks recount
 - d. menjadi siswa yang mandiri
 - e. menjadi siswa yang bisa bekerjasama dengan siswa lain
 - f. menjadi siswa yang aktif di kelas
 - g. belajar dengan situasi kelas yang positif

2. Apakah tiered tasks (penugasan bertingkat) dapat meningkatkan motivasi belajar adik-adik?
 - a. Ya
 - b. Tidak
3. Dengan tiered tasks (penugasan bertingkat), apakah adik-adik masih merasa tertinggal saat mengikuti pelajaran?
 - a. Ya
 - b. Tidak
4. Apakah tugas-tugas yang terdapat dalam tiered tasks (penugasan bertingkat) dapat membantu adik-adik dalam belajar menulis?
 - a. Ya
 - b. Tidak
5. Apakah feedback (koreksi) yang diberikan oleh guru ketika adik-adik mengerjakan tugas sudah sesuai dengan yang adik-adik harapkan?
 - a. Sudah
 - b. Belum

Pre-test and post-test**Name** :**Student Number** :

Tulislah teks yang menceritakan pengalaman liburan terakhir adik-adik dengan menggunakan bahasa Inggris yang terdiri dari minimal 8 kalimat!

FIELD NOTES

Field Note 1

Thursday, November 22nd 2012

1. Ss entered the class at 10.12 a.m.
2. R divided the students into three groups; i.e. red group for bottom tier students, yellow group for middle tier students, and green group for up tier students. The red group consisted of twenty students, the yellow group consisted of ten students, and the green group consisted of six students.
3. SS made noise when the R divided them into groups.
4. R opened the class by greeting the students and checking the students' attendance.
5. R asked about the Ss holiday to lead the Ss to the material by asking them some questions and showing a slide that showed the topic of the material.
6. Ss responded the R questions by answering the R questions.
7. Some SS made noise when the R asked them some questions.
8. R showed a recount text about holiday.
9. R asked the Ss who had a birthday today to read aloud the text.
10. The other students made noise when their friend read aloud the text.
11. R asked the students about the events and the information found in the text.
12. R asked the Ss about the generic structure of the text.
13. R asked the Ss about the language features of the text.
14. R explained the generic structure and the language features of recount text.
15. Some Ss made noise when the R explained the materials and the R asked them to pay attention by giving them some questions about the materials.
16. R explained the process of writing to the SS.
17. R explained the steps of writing recount text.
18. R explained the generic structure of recount text and its detailed explanation for each part.
19. R gave some examples of planning to write recount text, i.e. outlining, listing, and mapping.
20. R then distributed the Ss' worksheets according to the groups.
21. R explained the tasks for each group.
22. R asked the students to do the first task, i.e. completing a text with right verbs. In this task, the R gave different task support for each group. The red group students were given the answers' choices of each blank by putting the verbs in the brackets in the right of the blank and the Ss were asked to choose the right verbs provided in the brackets by crossing the wrong one. The yellow group students were given the answers' choices of the blank in a right column of the text. Each paragraph of the incomplete text was put in the left column and the answers' choices were put on the right column, then they were asked to put the right verbs from the right column on each blank of each paragraph in the left column. Lastly, the green group students were provided the answers' choices which were provided in a box below the text. Then they were asked to put the right verbs from the box in the text.
23. In doing the first task, the R asked the students in each group to work in pairs.

24. Ss did the tasks, some of them made noise when did the first task.
25. The R checked of the students' work by moving around to each pairs in each group.
26. Some Ss in red group could not understand how to do the first task and the R explained it more clearly.
27. Some Ss in red group could do the first task very quickly.
28. Some Ss did not bring the dictionary, so they asked the R about the meaning of some difficult words.
29. After all Ss finished the first task, the R asked the Ss to do the next task, i.e. completing a recount text with right connecting words. In this task, the R also gave different task support for each group. The red group students were given the answers' choices of each blank by putting the connecting words in brackets in the right of the blank and the Ss were asked to choose the right connecting words provided in the brackets by crossing the wrong one. The yellow group students were given the answers' choices of the blank in a right column of the text. Each paragraph of the incomplete text was put in the left column and the answers' choices were put on the right column, then they were asked to put the right connecting words from the right column on each blank of each paragraph in the left column. Lastly, the green group students were provided the answers' choices which were provided in a box below the text. Then they were asked to put the right connecting words from the box in the text.
30. R move around the class to check the students' work and offer them helps if they found difficulties in doing the task.
31. Some students from green group were confused about the use of words "after that" and "then". The R then explained that they should use "after that" first before they use "then".
32. Some Ss were noisy when they did the task. The yellow group made the most talks.
33. R then guided the students to do the next task, i.e. making recount text's outline for the red group students, making recount text's list for the yellow group students, and making mind map for the green group students. R asked a student to read the instruction of the task and checked the other students whether they understood or did not understand about the instruction.
34. R gave the students more detail instruction that they should use words that related to holiday, past participle verbs, and adverb of time.
35. R move around the class to check the Ss work and offer them helps if they found difficulties in doing the task.
36. Some Ss in red group find difficulties in writing their recount text outline, especially in using the verbs.
37. Some Ss did not bring dictionary so that they tended to ask the meaning of difficult words to the R rather than consulting it to their dictionary.
38. Some Ss discussing their work each other when they did their task, some others talked with their neighbors.
39. The time was up and the R asked the SS to bring their last task home and develop their outline, list, and mind mapping into a draft.

40. R then asked the Ss to bring their work in the next meeting.
41. R closed the class by reviewing the materials together with the students, greeting and saying goodbye.

Field Note 2

Saturday, November 24th 2012

1. R entered the class and opened the class by greeting, saying good afternoon, and checking the students' attendance.
2. Some SS still made noise when the R checked their attendance.
3. R then explained the rule of the class that the students should not make noise when they took the lesson.
4. R asked the students about their task in the previous meeting.
5. **R asked the students to discuss the answers of the previous meeting's task.**
6. **R said that the students should deliver their questions by raising their hand and mention their name as the researcher wanted to give them additional mark.**
7. **Almost all students then raised their hands when the R asked them "Who wants to deliver the task 2's answers?"**
8. **R pointed some students who raised their hand to deliver their answers and they delivered their answer loudly.**
9. Some Ss made noise when their friends delivered their answers.
10. R then introduced a new topic to the Ss. That was embarrassing moment.
11. R asked the Ss to find the meaning of the topic. Some Ss then opened their dictionary to find the meaning and say it loudly.
12. R then showed a model of recount text titled "breaking wind"
13. R asked the Ss what the meaning of the title was. Some Ss then opened their dictionary to find the meaning of the title, some others just made talk with their friends. The Ss said the meaning together and loudly.
14. R then pointed some students to read the text aloud.
15. R then asked the students to identify the purpose of the text.
16. R then divided each tier into smaller groups consist of 4 until 6 students.
17. Ss then made groups that the R has managed it. The green group Ss asked the R to make them one group only because they are only six students and the R do it. So, there were 7 small groups made on this task.
18. Some Ss were noisy when they made their group.
19. R then distributed seven envelopes containing of some flash cards to each group. The smaller red groups were given four jumbled sentences flash cards which were the second paragraph of a text titled "Wrong Andi". The smaller yellow groups were given five jumbled sentences flash cards which were the first paragraph of the text. The green group was given seven jumbled sentences flash cards which were the last paragraph of the text.
20. R monitored the students to do the task, i.e. arranging the flash cards into a good paragraph and making a circle on the words that show the language features of the text.
21. R moved around the class to check the students' work.

22. **Ss began to arrange their jumbled sentence flash cards.**
23. **Some smaller red groups, all smaller yellow groups and the green group seemed enthusiastically did the task. They were not lazy to open their dictionary to find the meaning of some difficult words.**
24. **R found some smaller red groups were still confused how to arrange those jumbled sentences into a good paragraph. R gave them some helps.**
25. **Some other smaller red group Ss asked the R the meaning of some words, and the R asks them to open their dictionary. They then opened their dictionary.**
26. **R then said to the Ss that they should finish arranging their jumbled sentences and they could finish it quickly.**
27. R then monitored some smaller groups to stick their sentences' arrangement on the blackboard.
28. R pointed the representative of one smaller red group, one smaller yellow group and the green group to stick their answers on the board.
29. R and the Ss then checked their jumbled sentences' arrangement.
30. R found some groups made mistakes on arranging the jumbled sentences and finding the language features of the text. R then engaged the students to correct it together.
31. R showed the right arrangement of the jumbled sentences in the form of three paragraphs to the Ss.
32. R then asked the Ss to submit the Ss previous writing task that they should do it home.
33. R closed the class by greeting and saying goodbye.

Field Note 3

Friday, November 30th 2012

1. R opened the class by greeting and checking the students' attendance.
2. R told the students about their writing. She said that the Ss made some mistakes on their writing.
3. R distributed the students' previous writing task.
4. R then distributed papers contained the explanation of simple past tense, some students' wrong sentences, and the writing correction symbols.
5. R explained to the students the pattern of simple past tense as the R found some Ss made mistakes on how to write sentences by using simple past tense.
6. R then asked the Ss to pay attention to the explanation, but some of them made noise when the R explained the materials.
7. R emphasized on the use of modal verbs and to be in the simple past tense.
8. R asked the Ss to move on the next explanation. It was about the writing mistakes.
9. R showed some wrong sentences that the Ss made on their writing to the Ss.
10. R then explained about the common writing errors, they are punctuation, capitalization, and verb form.
11. R then explained about the writing correction symbols briefly and asked the students to revise their writing by looking at the paper which contained the

explanation of each writing correction symbols. R then said that their writing will be scored.

12. Ss revised their writings which had been given some correction symbols from the R. In this case, the R gave different correction for each tier. The red group students were given the correction symbols on the wrong words and the choice of the right verbs straightly on the top of the wrong words in order to help them correct their mistakes. The yellow group students were given the correction symbols on the wrong words and the R numbering the wrong words. Then the R gave two choices of words for each number below the Ss' writings to help them correct their mistakes. Lastly, the green group students were given the correction symbols without any word choices.
13. R moved around the class to monitor the Ss in revising their writing. The R found that some students still did not understand about the correction symbols and some Ss still made mistakes on revising their writing.
14. Some Ss consulted their dictionary when they were revising their works, asking their friends, and sometimes asking to the R about the correction symbols. These showed that the Ss could learn in a relaxed atmosphere, so that they feel it was easy to do their revising activity.
15. The class situation was little noisy and the R tried to warn to the Ss to keep silent when they revised their writing.
16. As the time was up, the R asked the Ss to submit their work.
17. Some Ss had not finished their writing yet, some of them still worked with their writing.
18. R again asked them to submit their and she added that they should submit their work although they had not finished it yet.
19. Ss then submitted their works. They were very noisy.
20. R closed the class by greeting and saying goodbye.

Field Note 4

Wednesday, January 16th 2013

1. R opened the class by greeting and checking the Ss' attendance.
2. R asked about the Ss holiday to lead the Ss to the material by asking them some questions.
3. Ss responded the R questions by answering the R's questions.
4. Some SS made noise when the R asked them some questions.
5. R wrote the topic on the middle of the blackboard; that was my first experience and she made a circle around the topic. R then asked the Ss to find the meaning of the topic.
6. The Ss said "pengalaman pertama" together.
7. R asked the students what kind of activities that they did for the first time.
8. A student from yellow group said "riding motorcycle".
9. R then asked the Ss if they had ever joined a contest for the first time, speaking English with a foreign tourist, fishing for the first time and visiting a place for the first time.
10. Some Ss said that they had ever joined a contest like "eating chips" contest, some Ss had ever spoken with foreign tourists, some boy Ss said they had

ever experienced fishing, and some other Ss said they had not visited some places like Jakarta and Bogor yet.

11. R then made some lines around the topic's circle and wrote joining a contest, speaking English, fishing, and visiting a new place. R then asked a student from yellow group to read those words and she said that they would study about it.
12. R distributed a recount text which told someone's first experience joining a traditional dance festival. The Ss were noisy when the R distributed it; some of them said "it was boring".
13. R asked to the Ss "who wanted to be a volunteer to read this text?" and asked the Ss to raise their hand. But no one raised their hand; finally the R pointed some students to read the text loudly.
14. Some Ss read the text and the other Ss did not make noise when their friends read the text.
15. R then asked some questions to the Ss to check their comprehension.
16. R asked to the Ss what the text was about. R pointed a student to answer her question, she said "joining a contest", the R then asked to all students "what contest was it?", the students said "festival dance".
17. R then asked to the Ss "when did Nina join the contest?", they said "Wednesday, 26th August 2012"
18. R then asked to the Ss "with whom did Nina go to the contest", a student "teacher", the R said "are you sure?", and then R pointed another student to answer her question, he said "with her parents". R then pointed another student and asked her "did you agree with her?" she said "yes, her parents".
19. R then asked to the Ss "what did Nina feel when she was chosen to join the contest?" (Some Ss told with their friends when the R asked them the question). A student said "unconfident", R then asked the Ss what the meaning of the word unconfident was. Some Ss said "tidak percaya diri".
20. R then asked the Ss "what did Nina feel when she was performing her dance on the stage?" some Ss said "she was not as nervous as she thought", R asked them "what did "not as nervous as I thought" mean?", R pointed a student from yellow group to answer her question, but he did not answer it and some Ss opened their dictionary and they did not answer the R's question. Then R helped the Ss to answer it, she said "what did nervous mean?" the Ss said "gugup", R said "as not as artinya apa?" the Ss said "tidak segugup", the R said "I thought artinya apa?" Ss said "aku pikirkan. The R "what happened in the last?", R pointed a student to answer it, but he did not answer it. Another said "she won". R said "that's right, what did "won" mean?" Some Ss said "menang", R said "won itu bentuk apa? Simple present tense atau past tense?" some Ss said "past tense..." R said "that's right! So, what kind of text was this class?" the Ss "recount text..." Some students said "recount teruus mbak..."
21. R then asked the students about the generic structure of recount text and almost all Ss still remembered the generic structure of recount text, i.e. orientation, events, and reorientation. R then discussed the language features

of recount text, i.e. simple past tense, and connecting words. R added that recount text also used some adjectives.

22. Since the time was up, the R closed the class by concluding the materials with the students and telling the students that we would meet again in the next meeting.

Field Note 5

Thursday, January 17th 2013

1. R opened the class by greeting and checking Ss attendance.
2. R asked the Ss about the materials learnt yesterday.
3. Ss answered that it was recount text.
4. R then told the Ss that she would divide them into three groups again like what they had done in the previous cycle.
5. R checked whether the Ss still remembered their group's member or not and almost all Ss still remembered it.
6. R asked the Ss to sit with their group. The red group was asked to sit on the two right lines, the yellow group was asked to sit on the next right line, and the green group was asked to sit on the left line next to the yellow group line.
7. Ss moved to their chairs, they were very noisy.
8. R monitored Ss to not to make noise.
9. R then distributed the Ss' worksheet; the class captain helped her to distribute it.
10. R explained briefly to the Ss the task that they should do. Some Ss did not pay attention, they chatted with their friends, especially those who sat on the corner of the class.
11. R asked the Ss to do task 1, i.e. completing two verb tables (regular and irregular verbs) by finding the verbs on the text titled "My First Experience Speaking English" and put the verbs on those two tables. The task supports were also differentiated into three tiers. The red group students were provided all verbs 1 in the table and they were asked to find the verbs 2 on the text and find the meaning of the verbs on their dictionary. The yellow group students were provided half of verbs 1 and verbs 2 in the table and they were asked to find the verbs 1 on their dictionary, the verbs 2 on the text and the meaning of the verbs on their dictionary. Last, the green group students were given empty tables. They were asked to find all the verbs 2 on the text and find the verbs 1 and the meaning on their dictionary. Besides, this task was set as in pairs work.
12. R pointed a student to read the task 1's instruction and asked the other Ss to pay attention to their friends but some red group Ss sat on the corner did not do it. R helped by the class captain warned them to pay attention.
13. R then gave detailed explanation to all Ss of how to do task 1 to help them understand the instruction.
14. R then asked all Ss to start doing task 1. R offered her helps if the Ss found difficulties in doing their task. R also asked Ss to work with their pairs.
15. R moved around the class to check the Ss' works.

16. R started to go to red group students. Some of them said that the text was too long, but they said they were helped much to find the verbs 2 on the text by the task supports provided on the regular and irregular verbs table. They said it was not too difficult to do the task because they could do the task with their friends. They did not chat with their friends when they did their task and they were not lazy to open their dictionary. Some of them made mistakes on translating the verbs into Indonesian. They just wrote the words' meaning that they found in their dictionary without looking at the context of the sentence; for example some of them wrote "akhir" for the meaning of word "finished" in the sentence "After we finished making a note,...." that they should translated it into "selesai" and some Ss wrote "membelajarkan"; some others wrote "mengeluarkan" for the meaning of word "spent" in the sentence "We spent about two hours in Yogyakarta Palace" that they should translate it into "menghabiskan". They could finish their task quickly.
17. R then moved to the yellow group. They discussed their works with their pairs and did not chat with their friends. They were not lazy to open their dictionary. They said they were helped much to find the verbs 2 on the text by the task supports provided on the regular and irregular verbs table and they said it was not too difficult since they could do it with their friend. Some of them made mistakes on translating the verbs into Indonesian. They just wrote the words' meaning that they found in their dictionary without looking at the context of the sentence; for example some of them wrote "akhir" for the meaning of word "finished" in the sentence "After we finished making a note,...." that they should translated it into "selesai". They could finish their task quickly.
18. R went to the green group. They discussed with their friends to find the verbs. They said that they found so many verbs as they were not provided any task supports on their regular and irregular verbs table. They found words that they should not put it into their tables; for example they put word "welcomed" from the sentence "After we entered the palace, we were welcomed by a tour guide" and word "parked" from the sentence "Three hours later, the bus had been parked on the Yogyakarta Palace's parking area" into their verbs tables. They needed longer time than the red and yellow group to finish this task.
19. R then asked the Ss to move to task 2. The task was finding wrong verbs on a recount text title "Going Fishing for the First Time". The red group students were shown the wrong verbs. The wrong verbs had been numbered and the Ss were provided two word choices. The Ss just needed to choose the right verb. The yellow group students were shown the italic wrong verbs and they should correct it by finding the correct forms on their dictionary. Last, the green group students were not shown the wrong verbs. They needed to find the wrong verbs by themselves and correct it by consulting their dictionary.
20. R moved around the class. She gave bigger attention to the red group Ss who made most talks when they did their task. The red group Ss did not find great difficulties in doing task 2. Although they chatted with their friends when they did their task they were not lazy to open their dictionary. R then moved

to the yellow group, they did not chat with their friends when they did their task. They were also not lazy to open their dictionary. Sometimes they asked to the R some difficult words and how they should finish their task. Lastly, R moved to the green group. They found that the task was challenging enough as they should find the wrong verbs and correct it by themselves. They needed longer time than the other groups to finish this task but they could finish it all.

21. R then asked the Ss, especially green group students to finish task 2 quickly. R then drew three lines to divide the blackboard into three parts. Each part was written “red group”, “yellow group”, and “green group”.
22. R then asked the Ss from each group to come in front of the class to write the verbs that they found in the text together with its meanings.
23. The red and yellow group Ss then straightly came in front of the class and wrote their answers.
24. The green group students did not come in front of the class and wrote their answers because almost all of them had not finished their task yet. Finally, R asked the yellow and red group students to fill the green group students’ part in the blackboard since all the answers of the task 1 were same in each group.
25. Ss actively discussed their answers and difficulties with the R and their peers. R asked Ss to check their answers and compare it with their friends.
26. R then asked the students who had finished doing task 2 to do task 3. Task 3 was arranging jumbled words of a recount text titled “A Trip to Bandung” for the red group students. The yellow group Ss were asked to complete the same text by changing the verbs provided in brackets put in the right side of each blank of the text and putting the right verb on each blank of the text. The green group students were asked to complete the same text by changing the verbs provided in the right column of the text and putting the right verb on each blank of the text.
27. R asked the Ss in each group to read the instruction carefully so that they could understand how they could do their task.
28. R moved around the class and found that the red group students were the first group who started doing task 3 since they could finish the previous task quickly. It was followed by the yellow group students and the green group was the last group who started doing task 3.
29. R first moved to the red group students. They did their task enthusiastically as they had understood how they could finish the task. Some Ss found difficulties in arranging the jumble words and they asked the R’s help and their friends’ help. R helped them and they also worked with their friends in finishing the task. Secondly, R moved to the yellow group students. They did not chat with their friends when they did their task and they were not lazy to open their dictionary. Some of them asked the R how to do the task. Lastly, R moved to the green group students. They did their task enthusiastically and they were not lazy to open their dictionary. They did not chat with their friends when they did their task.
30. The time was up. Some Ss had not finished their works yet and R asked them to finish it at home.

31. R closed the class by greeting and saying goodbye.

Field Note 6

Wednesday, January 23rd 2013

1. R opened the class by greeting and checking Ss attendance.
2. R: I would ask you some questions related to your study tour last week class. The first question is “where did you go during your study tour class?” okay, who wants to tell me what places did you visited? The Ss were quiet. Then R pointed a student to tell it. R “what’s your name?” “Indah Miss”, R “okay, please Indah, tell me the places you had visited” S ”semua tempat Miss?” R “yes, of course”
3. S : asrama haji Miss.
4. R : okey, any other places? But, what is Asrama Haji in English class?
5. Ss : “gak tau miss..”
6. R : hmm.. it’s okay if we write it Asrama Haji. Any other places class?
7. Ss: TMII Miss, Museum Purna Bhakti Pertiwi, Keong Mas theater, Kebun Raya Bogor Miss.
8. R moved to the next question “when did you go there?”
9. Ss : on Saturday Miss
10. R “How did you go there class?” (Ss were very noisy)
11. Ss : by bus miss
12. R : how many buses class?
13. Ss: five buses Miss
14. R : what time did you go there?
15. Ss : at 2.00 p.m. Miss.
16. R : with whom did you go there? Apa artinya “with whom did you go there?”
17. Ss : dengan siapa kamu ke sana Miss..
18. R : okey, with whom class?
19. Ss : teachers, friends, and bus driver Mom.
20. R : what did you feel class? Did you feel happy? Exciting, satisfied, tired, sleepy, or bored may be?
21. Ss : bored Miss..
22. R : okay, did you visit those places for the first time class?
23. Ss : yes Miss..
24. R then told the students the other way to help them write a recount text was listing some questions related their own experience. R told them it was a kind of planning a recount text i.e. using questions.
25. R asked the students whether they had finished task 2 and task 3 or not. R then guided the students who had finished task 2 and task 3 to do task 4, i.e. making a plan of recount text by answering some questions for red and yellow group, and using clue words for the green group. The questions and the clue words were provided in the Ss’ worksheet and the Ss just needed to answer the questions and make sentences from the clue words.
26. The Ss began to do the task. The task was set as individual work, but they could ask some questions to their friends from the same tier and to the R if they found difficulties on how they should finish it.

27. R moved around the class to check the Ss' work. Some Ss still asked the R how to do the task 4, some others opened their dictionary to find the meaning of some difficult words.
28. R found that the Ss from red group who sit on the corner of the class did not do the task enthusiastically. They made many talks with their friends whereas they had not finished their tasks yet. R then gave much attention to them and gave them more supports and motivation to do the task. They were also lazy to open their dictionary and tended to ask the R if they found some difficult words.
29. R moved to other Ss from red group who sit on front line of the class. R found that they did not understand how to answer some questions in task 4, but they did the task enthusiastically. They were also not lazy to open their dictionary.
30. R then moved to the yellow group. Some Ss still asked the R how to do the task and the R explained it to them, but almost of them did not find great difficulties to do the task. They were not lazy to consult to their dictionary if they found some difficult words. Some of them made talks with their friends, but they could be managed easily. They did their task seriously.
31. R then moved to the green group. They did their task enthusiastically. Sometimes they asked the R some questions related to the task, but they were not lazy to open their dictionary if they found some difficult words. Besides, they did not make many talks with their friends and they did not find great difficulties to do the task.
32. R then asked the students who had finished doing task 4 to do task 5, i.e. making a draft of a recount text based on the situation given. There were four topics given. They were joining a contest for the first time, speaking English for the first time, fishing for the first time, and visiting a place for the first time. R also gave different task supports for each tier. The red group students were given alternatives of the title of each topic and the parts of recount text which consist of opening, sequence of events, and closing together with the clue words for each part. The yellow group students were just given the parts of recount text consist of opening, sequence of events, and closing together with the clue words for each part. Lastly, the green group students were given the choice of topics without the recount text part and the clue words. The Ss should accomplish the task by choosing one of those topics.
33. R monitored the Ss to do task 5 by pointing some Ss to read the instruction of the task loudly and asking them if they still did not understand with the instruction. When some Ss read the task's instruction, some other Ss did not pay attention. R then warned the noisy students to keep silent and explained the instruction to all the Ss to make it clearer. R added that the Ss should include the words "my first experience" in their text.
34. R then moved around the class to check the Ss' works.
35. R started to move to red group. All red group students wrote their experience visiting a place for the first time. Almost all red group students wrote their study tour experience which had been done in the previous week i.e. visiting Jakarta, Bogor, and Bandung. Some of them used the titles' alternatives

provided in the task support i.e. “A Visit to....” some others adapted some titles in a previous text in the previous task i.e. “A Trip to....” and some others wrote “My First Experience in.....”. The girl Ss who sat on the corner did not do their task quickly and they chatted with their friends whereas they had not finished their task yet. R then warn them to not to make noise. They were also lazy to open their dictionary when they needed to find some English words that they should write in their story. They tended to ask to the R when they found difficulties in writing their stories. R also found some of them used wrong word choice, made mistakes on spelling, capitalization, and word order and used wrong verbs. R then helped them correct it by giving them some clues.

36. R then moved to the red group students sat on the front line of the class. They did their task enthusiastically. They asked the R some of their writing difficulties but they were not lazy to open their dictionary. They did not chat with their friends before they finished their task. They made some mistakes on word choice and verbs. R then helped them to correct it by giving them some clues.
37. R then moved to the yellow group students. There were seven Ss wrote about their last study tour experience, four Ss wrote their experience visiting some beaches, and one student wrote his first experience going fishing. They did their task enthusiastically. They sometimes chatted with their friends but they did not do it to disturb their friends when they did their own task. Some of them asked the R if they found difficulties in translating Indonesian words into English, but they were not lazy to open their dictionary. Some of them made mistakes in their writing, such as capitalization, word choice, word order, and verbs. R then helped them to correct it by giving them some clues.
38. After that, R moved to the green group students. All green group students wrote about their last study tour experience. They were only six students and they did their draft seriously. They consulted their dictionary and sometimes asked to the R how to order some words correctly. They also made mistakes on their writings, but it was just little mistakes.
39. Time was up. Some Ss still did their task and R asked them to submit it. R gave Ss who had not finished their writing time to submit it when the break time came.
40. Ss submitted their work.
41. R said that she would give their writing feedbacks and in the next meeting they would revise their writing.
42. R closed the class by greeting and saying goodbye.

Field Note 7

Wednesday, January 30th 2013

1. R opened the class by greeting and checking Ss attendance.
2. R said that she was checked the Ss’ writing and found that they still made mistakes on their writing.
3. R then wrote the Ss’ writing mistakes on the blackboard and engaged the Ss to discuss it together.

4. Ss did not actively participate in the discussion. The red group Ss did not answer the R's questions, a student from yellow group answered the R's questions and some green group Ss answered the R's question softly.
5. R then explained briefly to the Ss the common writing errors and the feedback symbols.
6. Some Ss did not pay attention to the R's explanation, some of them chatted with their friends.
7. R then asked the representative of each group to distribute the Ss' first draft and asked all Ss to revise it based on the writing mistakes symbol she had given in the Ss writing.
8. R said that the Ss could ask questions if they still did not understand the symbols. R then moved around the class to check the Ss' works.
9. R moved to the red group students. Some Ss asked the R about the writing symbols and how to revise their writing. R guided the red group students in group of four to revise their works. The red group students did not chat when R guided them to revise their writings. They then revised it enthusiastically and they sometimes discussed their works with their friends.
10. R then asked the yellow group students and green group students to come in front of class to ask the R if they did not understand the symbols.
11. R guided the Ss who came into her to ask about the symbols.
12. All Ss did their works. They were not lazy to open their dictionary and sometimes they discussed their works with their friends. Some Ss also asked the R if they did not understand the symbols.
13. Time was up and R asked the Ss to submit their works.
14. R then concluded the materials with the Ss and checked the Ss' feeling about the use of tiered tasks.
15. Ss said they could study more about writing and their vocabulary was developed.
16. R closed the class by greeting and saying goodbye.

Interview Transcripts

Interview 1

Ruang Guru

Senin, 12 November 2012

Pukul 09.15 WIB

- P : Langsung dimulai aja ya Bu ya. Saya mau bertanya tentang pengajaran di kelas 8A. E.... suka dukanya Ibu mengajar menulis di kelas 8A itu apa Bu?
- GBI : Suka dukanya ya....mereka kebanyakan salah dalam tata bahasa. E....ya nggak banyak, satu dua yang masih harus dibenahi, tata bahasanya tidak sesuai dengan e...apa...apa...kaidah yang diajarkan, kaya gitu. Terus, mereka juga e....terkadang....pemilihan kata dengan tema kurang tepat, gitu. Jadi, suka duka menulis kan seperti begitu. Mungkin sudah banyak membaca, tapi dalam menulis sepertinya masih disesuaikan dengan bahasa Indonesia.
- P : Jadi masih mentranslate dari bahasa Indonesia ke bahasa Inggris gitu ya Bu?
- GBI : He'e, ya....dari Indonesia ke Inggris jadi kan pemilihan katanya kan kurang sesuai.
- P : Kemudian, persiapan apa saja yang Ibu lakukan e.....sebelum melakukan pengajaran menulis di kelas 8A? Mungkin dari membuat RPP, kemudian Ibu menggunakan teknik mengajar yang seperti apa, kemudian medianya seperti apa Bu?
- GBI : Kalo e....untuk menulis, e....pertama kali menerangkan apa yang....istilahnya tema apa yang akan kita lakukan hari ini, contohnya pada waktu kita menerangkan mau menulis recount, tentu saja kita mengulang lagi apa generic structurenya, terus e....language featuresnya, itu kita ulangi lagi ya. Jadi istilahnya kita mengingatkan mereka, jangan sampai lupa tema sekarang adalah recount, jadi harus ada susunan yang seperti ini. E.... untuk kaidah-kaidahnyaterus tensesnya juga, itu juga ya....tensesnya, lalu kita ulang-ulang kata kerja, biasanya seperti itu. Ya kan, kadang karena kan anak-anak untuk mempelajari tenses ya....agak kurang. Jadi e....mungkin apa yang diterapkan, tapi kalau kita sudah mengingatkan oh....ini recount, berarti kita menggunakan past tense, jadi sudah ada batasnya, terus itu....sebelum juga mereka langsung menulis, kita menggunakan mungkin paragraf rumpang, berarti kan melengkapi ya.
- P : Berarti salah satu teknik yang digunakan itu menggunakan paragraf rumpang begitu Bu?
- GBI : Ya, tidak hanya paragraf rumpang, tapi juga jumble words atau jumble sentences. Naah, jadi itu kan digunakan sebelum mereka menulis, o....biar mereka tau orientasinya seperti ini, seperti ini gitu lo. Jadi kan gitu...kita menggaetnya dengan apa ya....pertama jumble sentences untuk menerangkan tenses-tenses itu, jadi mereka biar paham, iya to? Biar paham, oh....ini tensesnya. Ntar kalau yang paragraf rumpang, sudah tau oh...susunan kata-katanya, juga jumble sentences kan menyusun kalimat.
- P : Terus, media apa si yang ibu gunakan untuk memacu siswa untuk menulis ?
- GBI : Yang pertama, medianya, media elektronik ya kaya LCD sama laptop itu, nanti materi kita tayangkan. Kalau enggak yang jumble sentences itu, eh yang jumble words itu ya, kita memotong-motong misalnya kertas, nah

kertas itu kita tulis dengan kata-kata. Lalu beberapa potongan kertas itu saya masukkan dalam amplop dan saya minta siswa untuk menyusun kata-kata tersebut menjadi satu kalimat. Begitu mbak.

- P : Jadi medianya elektronik dan media non-elektronik begitu ya Bu?
- GBI : Ya, medianya itu. Kita juga bisa menyuruh mereka membuat media itu sendiri biar nanti ditukarkan dengan temannya.
- P : Kemudian, bagaimana cara Ibu memotivasi siswa biar mereka semangat menulis?
- GBI : Kalau saya, metodenya ya kalau biar mereka bisa menulis kan, kalau menulis dalam bahasa Inggris kan tidak langsung bisa menulis, pertama kali saya membiasakan mereka untuk mengcopy teks-teks yang ada dulu. Dalam artian ini untuk membiasakan, biar mereka tau oh...ini loh caranya menulis. Kalau mereka jarang menulis kan mereka gak mau menulis, ya kan? Apalagi kalau sulit, males gitu. Tapi kalo udah terbiasa, oh begini to caranya menulis, mereka akan bisa menulis, karena mereka biasanya tidak suka menulis dalam bahasa Inggris karena tidak terbiasa. Itu e...saya motivasi coba kalau kamu menulis buku harian itu, kamu coba pakai bahasa Inggris, ya sedikit-sedikit lah, nanti kamu akan mempunyai cerita, mendapatkan cerita. Otomatis dalam buku harian itu, itu nanti kamu akan punya cerita dan oh...ini loh saya sudah bisa menulis dalam bahasa Inggris. Atau mungkin menulis surat, atau sms dengan teman itu coba dengan menggunakan bahasa Inggris. Jadi itu kan untuk melatih mereka menulis menggunakan kata-kata bahasa Inggris.
- P : Kemudian, di dalam kelas sendiri Bu, ketika mereka...e....diminta mengerjakan tugas menulis, mereka kan biasanya membuat kesalahan, entah itu di pengejaannya atau penulisan kata-katanya ya Bu. Nah, pada saat itu juga Ibu langsung membenarkan kesalahan mereka atau setelah tulisannya jadi satu atau beberapa paragraf baru Ibu memberikan koreksi begitu Bu?
- GBI : Itu...kadang saya keliling, menjumpai, memang menjumpai o...itu salah, maka saya langsung membetulkan. Jadi kalau saya menjumpai oh...itu kok misalnya spellingnya salah, atau tata bahasanya salah, ini kan kamu harusnya menggunakan V2 tapi kok kamu menggunakan V1, itu langsung saya betulkan. Kalau memang pada proses, ya seperti itu. Terus nanti kan kita revisi lagi setelah mereka mengumpulkan, baru mana-mana yang e...salah. Jadi setidaknya kita kan sudah memberi satu contoh dulu. Jadi walaupun mereka melakukan kesalahan tapi kan tidak banyak. Kalau yang lain kita hanya mendiamkan saja, oh...ini harusnya tensesnya dalam bentuk past tense. Nah, jadi kan tau harus menggunakan V2. Ya seperti itu mbak.
- P : Berarti penekanan evaluasinya lebih ke tenses atau ada aspek lain yang Ibu nilai selain tenses?
- GBI : Kalau untuk menilai writing tentu saja penulisan atau hasil anak ya. Terutama satu dalam tata bahasanya. Tapi kalau kita mengacu pada tema, misalkan teks recount itu porsi yang untuk tata bahasa, mungkin ya...bukannya tidak diperhatikan, tapi lebih sedikit daripada itu temanya...oh ini sudah sesuai dengan tema recountnya atau tidak dulu.
- P : Berarti dari isi juga dinilai ya Bu?
- GBI : Iya...he'e. Jadi dari jenis teks apa yang kita kehendaki. Oh...teks narrative, sudah benarkah isinya itu. Lalu misalnya teks deskriptif, oh...sudah benarkah isinya seperti itu. Ya...otomatis tata bahasa harus involve ke situ

- ya kan Mbak? Deskriptif kok menggunakannya past tense, kan tidak tepat. Jadi seperti itu.
- P : Berarti termasuk isi dan tata bahasa semuanya juga ya Bu. Kalau pengembangan vocabulary'nya bagaimana Bu?
- GBI : Pengembangan vocabularynya itu e....penilaian tapi tergantung isinya juga si?
- P : Tergantung temanya ya Bu ya. Kemudian, harapan Ibu ke depannya untuk pengajaran writing di kelas 8A itu seperti apa Bu?
- GBI : Harapannya, anak-anak itu bisa e....syukur pada bisa jadi jurnalis. Ya, kan menulis, mengekspresikan idenya, syukur jadi punya gagasan. Kan banyak ya pengetahuannya. Jadi idenya, harapannya seperti itu. Harapannya, dengan menulis itu mereka bisa mengespresikan idenya dalam bahasa Inggris.
- P : Bagus ya Bu harapannya....
- GBI : Ini di sekolah kan ada majalah juga. Nah, kadang saya motivasi, bisa lah kamu itu buat puisi atau artikel sederhana terus kamu kirimkan. Kemarin ada Mbak, yang ngirim cerpen, ada juga yang artikel tentang gaya berpacaran.
- P : Dalam bahasa Inggris itu ya Bu?
- GBI : Iya Mbak. Jadi itu, penginnya anak-anak itu menulis dari hasil mereka sendiri nggeh, jadi bisa menuangkan ide mereka.
- P : Kemudian, kalau dari kelas 8A itu, siswanya, e....kemampuan siswa dalam menulis itu apakah semua rata kemampuannya, atau berbeda-beda Bu?
- GBI : Tentu saja beda-beda Mbak. Ada yang masih low juga, walaupun itu sudah kelas pilihan ya. Tapi dalam taraf mereka itu masih bisa dibenahi dengan baik. Jadi kalau yang low sekali, tidak mengerti sama sekali itu ndak ada....tapi tarafnya, mereka itu masih bisa dikembangkan.
- P : Berarti bisa disimpulkan di kelas 8A itu suasananya bisa....e....dikondisikan untuk menulisnya lebih baik begitu ya Bu?
- GBI : Iya, he'eh, mereka memang ada di grade yang paling atas.
- P : Kemudian, siswanya, kebanyakan, ketika mereka diminta menulis, mereka e....apakah mereka semua bisa mengerjakannya atau....ada yang nggak mau mengerjakan gitu Bu?
- GBI : Ya, ada yang mau tapi kalau rata-rata semua bisa mengerjakan, walaupun mungkin nilainya beda-beda. Tapi, masih..e....istilahnya, mereka mau mengerjakan semua.
- P : Mau mengerjakan semua ya Bu. Tapi waktu penyelesaiannya Bu, apakah semua siswa itu sama Bu?
- GBI : Kalau waktu penyelesaiannya ya itu tergantung jenis tugasnya, apakah itu nanti tugas terstruktur atau tidak terstruktur ya. Kalau tugas yang tak terstruktur kan kita tidak membatasi waktu. Tapi kalau biasanya, kalau kita batasi waktu, memang mereka menyelesaikannya. Tapi kalau tidak dibatasi waktu, ya silakan. Maksudnya...saya menyuruh mereka e.."tulis pengalaman kalian ketika kemping kemarin". Gitu kan ya, itu tidak saya batasi waktu. Ada yang menulis satu hari dikumpulkan, ada yang beberapa hari baru dikumpulkan. Ada juga yang saya ingatkan baru dikumpulkan tugasnya itu.
- P : Kalau di kelas, ketika siswa diminta menulis, ada tidak siswa yang ramai Bu? Gak mau langsung menulis, ngerjainnya ogah-ogahan gitu Bu?
- GBI : Ada memang beberapa yang ramai, tapi ya mereka mengerjakan semua.

- P : Tugas menulis yang pernah dilakukan itu tadi seperti arrange jumble sentences itu ya Bu?
- GBI : He'eh. Nah, untuk jumble sentences itu kan untuk mengguide siswa, jadi kan biar mereka bisa menulis, misalkan menghasilkan karya-karya mereka. Nah, kalau sudah sering berlatih dengan jumble sentences itu kan mereka jadi tahu, oh.. begini to caranya menyusun kalimat dengan benar, jadi kan mereka tidak melakukan banyak kesalahan di dalam menulis.
- P : Kemudian, apakah Ibu pernah memberikan tugas menulis yang berbeda kepada siswa, contohnya berbeda tema, berbeda prosedur mengerjakannya, atau beda waktu menyelesaikannya. Misalkan siswa A diminta mengerjakan dalam waktu 10 menit, siswa B 15 menit gitu Bu?
- GBI : Belum, belum pernah mbak. Semua sama. Dalam tema juga sama mbak. Contohnya temanya "Who's your favourite teacher?" jadi kan siswa yang menentukan sendiri siapakah guru favorit mereka, jadi nanti setiap siswa kan hasil tulisannya beda-beda, karena kan guru favorit mereka juga berbeda-beda mbak, tapi ya masih satu tema to mbak.
- P : Apakah ibu pernah meminta siswa misalkan di kelas itu siswa mengerjakan tugas menulis secara berkelompok. Terus setiap kelompok itu mengerjakan tugas menulisnya di tempat yang berbeda-beda. Contohnya Bu, kelompok 1 mengerjakannya di perpustakaan, kelompok 2 di kelas, kelompok 3 mungkin di taman sekolah. Pernah tidak Bu?
- GBI : Kalau tugas kelompok itu saya berikan untuk tugas yang berstruktur yaitu tugas yang dibatasi waktu mbak. Jadi dikerjakannya ya di kelas saja mbak, supaya lebih mudah untuk mengontrol siswanya. Tapi dulu, pernah juga ada tugas menyusun klipping, mereka membutuhkan tempat yang agak luas, silakan cari yang di luar, walaupun itu kelompok, tugasnya ya sama mbak.
- P : Lalu, Ibu pernah tidak memberikan tugas pengayaan kepada siswa yang istilahnya dia punya kemampuan menulis yang lebih dibandingkan dengan siswa lain? Dikasih kerjaan tambahan gitu misalnya, nanti kamu di rumah mengerjakan ini ya, atau nanti di rumah kamu cari ini ya. Begitu Bu?
- GBI : Iya, kadang juga gitu, tujuannya ya memotivasi siswa, oh, sebenarnya dia itu bisa menulis, begitu.
- P : Kemudian bu, tugas menulis yang lebih sering Ibu berikan kepada siswa itu, lebih sering yang berindividu, berkelompok, atau berpasangan Bu?
- GBI : Ya, semuanya pernah mbak. Kalau yang berpasangan itu biasanya kalau membuat dialog ya mbak. Kalau tugas individu contohnya ya itu, nulis tentang pengalaman pribadi, atau teks deskriptif mbak. Kalau yang berkelompok itu yang teks percakapan, jadi kan harus diselesaikan bersama-sama. Kalau teks prosedur juga berkelompok.
- P : Kalau menulis teks narrative itu Bu? Berkelompok tidak?
- GBI : Kalau menulis teks narrative sepertinya mungkin mereka agak kesulitan. Kalau narrative itu ya saya minta mereka mengerjakannya secara berkelompok dan mereka bisa mengekspresikannya dalam story telling atau mungkin drama. Tapi kalau mereka harus memproduksi teks narrative karangan mereka sendiri itu agak kesulitan, mereka mungkin kesulitan untuk dapat idenya, tapi saya suruh cari di perpus. Kemudian mereka retell atau menceritakan kembali, ditulis dalam bentuk yang singkat, lalu nanti diekspresikan di kelas.
- P : Terus Bu, yang arrange sentences itu tadi, itu tugas berkelompok atau

- individu Bu?
- GBI : Kalau menyusun kalimat itu tugas berpasangan. Kalau itu untuk evaluasi anak-anak ya itu tugas individu mbak.
- P : Kemudian, kalau ibu memberikan tugas kelompok pada siswa, itu bagaimana cara ibu membagi kelompoknya?
- GBI : Kadangurut absen mbak, kadang siswa itu saya suruh berhitung satu, dua, dan seterusnya menggunakan bahasa Inggris ya, one, two, three.. jadi, apa ya, suruh mengatakan, satu, dua, tiga, sampai misalnya kita bagi menjadi 8 kelompok, berarti berhitung sampai delapan.
- P : Berarti nanti satu dengan satu ya Bu, dua dengan dua, dan seterusnya, begitu ya Bu?
- GBI : He'eh, seperti itu.
- P : Jadi, harapan ke depannya, dengan belajar menulis siswa bisa menjadi penulis begitu ya Bu?
- GBI : Ya, kalau memang anak-anak senang menulis kan harapannya memang seperti itu ya mbak.
- P : Oh, ya semoga bisa ya Bu ya. Ya sudah Bu, itu dulu yang saya tanyakan. Terimakasih ya Bu.
- GBI : Ya mbak, sama-sama.

Interview 2

Ruang Kelas 8F

Kamis, 22 November 2012

Pukul 11.43 WIB

- P : permisi dek, namanya dek siapa?
- S : Anggi mbak.
- P : mbak mau tanya nih, tadi kegiatan pembelajarannya gimana dek menurutmu?
- S : hehehe.. gimana ya mbak ya?
- P : gimana dek? Gak papa ngomong aja?
- S : em.. sebenarnya kalau suruh nulis, pake past tense itu lebih ngerti, tapi tadi kan ngomongnya cuma sekilas kan, kita gak suruh nyatet materinya, jadinya kan nggak dong.
- P : ooh, jadi nggak dong karena penjelasannya cuma sebentar aja ya dek?
- S : iya mbak.
- P : terus, pas tadi suruh bikin outline, mapping, sama listing itu kesulitannya di mana dek?
- S : itu..bikin kata-katanya kebalik, verb 2 nya kan kadang-kadang kurang hafal, besok seharusnya ditulisin verb 2 nya juga.
- P : oh, gitu ya Dek. Baiklah, besok ditulis. Kamu kelompok hijau ya Dek, menurut kamu tadi tugasnya susah atau biasa-biasa aja?
- S : ya susah mbak, apalagi tadi kelompok hijau kan cuma enam orang.
- P : oh, ya tadi kan ada tugas yang berpasangan, tadi pas ngerjain tugas itu, kamu kerjain sendiri atau benar-benar kamu kerjasama sama teman kamu?
- S : kerjasama lah.
- P : oke, terimakasih ya Dek.

Interview 3**Ruang Kelas 8F****Kamis, 22 November 2012****Pukul 11.45 WIB**

P : misi dek, namanya siapa?

S : Rahmad Dwi Ardian

P : menurutmu tadi kegiatan pembelajarannya gimana Dek, jelas apa enggak?

S : jelas mbak.

P : terus, kamu kelompok apa tadi dek?

S : kelompok merah.

P : kan tadi kelompok merah disuruh bikin outline ya, kesulitannya di mana dek?

S : karena kata-katanya mbak

P : kamu bawa kamus gak tadi Dek?

S : bawa mbak

P : terus, tadi yang tugas melengkapi paragraf itu susah nggak?

S : nggak.

P : oke, berarti udah bisa ya. Kalau kamu tadi kelompok apa Dek?

S : hijau

P : tadi susah nggak tugasnya?

S : lumayan susah mbak

P : trus, waktu bikin mind mapping, kesulitannya di mana dek?

S : cari kata-katanya mbak

P : kamu merasa termotivasi nggak dengan tugas membuat mind mapping itu?

S : iya mbak

P : ya sudah, makasih ya.

S : iya, sama-sama.

Interview 4**Ruang Tamu Sekolah****Kamis, 22 November 2012****Pukul 12.08 WIB**

P : Menurut Ibu tadi instruksi yang saya berikan di kelas bagaimana?

GBI : Tadi Miss Nia, ngasih instruksi untuk ngerjakan tugasnya ke anak-anak kan udah pake bahasa Inggris kan ya? Meskipun tadi Miss Nia sudah menjelaskan instruksinya ke bahasa Indonesia, saya tadi memperhatikan masih ada beberapa anak yang salah mengerjakan tugasnya.

P : Oh, iya tadi saya juga melihat itu Bu? Terus, saran Ibu bagaimana?

GBI : Ya, Miss Nia jangan langsung nerjemahin instruksinya ke bahasa Indonesia. Jadi Miss bilang dulu ke anak-anak "do you understand what the instruction of the task mean?" atau bertanya ke salah satu anak "what should you do?".
Gitu Miss Nia.

P : Oh, iya Bu. Terimakasih atas sarannya. Lalu apa lagi Bu?

GBI : Trus, kalo pas Miss Nia menanyakan beberapa pertanyaan ke anak-anak, saya lihat yang mau menjawab pertanyaan ya masih anak-anak yang aktif di kelas aja. Kalo yang lain, kalo belum ditunjuk mereka belum mau menjawab.

P : Oh, iya Bu. Lalu, saran dari Ibu apa?

GBI : Ya, mungkin mereka perlu dimotivasi untuk aktif berpartisipasi di kelas, misalnya dengan memberikan poin tambahan bagi mereka yang mau aktif di kelas. Begitu juga bisa Miss Nia.

- P : Iya Bu, next meeting saya akan praktikkan hal itu. Kemudian, tadi pas disuruh bikin mind mapping itu siswa sedikit bingung ya Bu?
- GBI : Iya, itu karena siswa memang belum pernah diajarkan bikin seperti itu mbak.
- P : Oh, ya begitu ya Bu. Terus tadi ada siswa yang bilang, kalau ngerubah kata-katanya dari verb 1 ke verb 2 itu susah bu. Bagaimana menurut Ibu?
- GBI : Iya, memang seperti itu mbak, kalau untuk hal itu diulang-ulang yang banyak gak papa mbak.
- P : Oh, iya Bu. Terus tadi yang connecting words sudah nggak bermasalah ya Bu?
- GBI : Saya rasa sudah bagus mbak.
- P : Oh, begitu ya Bu. Kemudian, untuk meeting berikutnya, Ibu memberikan masukan apa Bu?
- GBI : Emm, kalau menurut saya ini Mbak, mungkin, mereka dikasih contoh teks recount lain, biar mereka tidak terpaku kalau teks recount itu hanya melulu pengalaman liburan saja. Kemudian, mereka bisa dikasih kegiatan, misalnya merangkai jumbled words itu.
- P : Iya, baiklah Bu, saya di pertemuan besok saya akan memberikan contoh teks yang lain. Kalau embarrassing experience itu bagaimana Bu?
- GBI : Ya, silakan Miss Nia, itu juga bagus. Kalau tadi kan sudah diberi contoh pengalaman pribadi yang menyenangkan, terus besok pengalaman yang lain.
- P : Oh, iya Bu. Terimakasih atas sarannya.
- GBI : Iya Miss Nia, sama-sama.

Interview 5

Taman Sekolah

Kamis, 22 November 2012

Pukul 12.30 WIB

- P : Ana, menurut kamu tadi pas anak-anak ngerjain task'nya gimana?
- K : Menurutku si tadi mereka, khususnya grup hijau udah cukup antusias ngerjainnya, mereka gak rame. Kalo grup kuning sama merah masih ada yang rame, ngobrol gitu pas ngerjain tugasnya. Trus, tadi ku lihat ada beberapa anak yang mereka gak ngedong sama instruksinya. Jadi mereka salah ngerjainnya.
- P : Berarti mereka harus lebih dikontrol lagi ya pas ngerjain tugas? Trus instruksinya lebih diperjelas
- K : Iya, gitu jeng, dibikin rules aja di kelas biar mereka gak rame. Trus, instruksinya, selain di students' work sheet nya, kamu juga perlu jelasin ulang instruksinya sama mereka, ditanyain mereka udah dong belum sama instruksinya.
- P : Oke. Makasih ya Jeng.

Interview 6

Ruang kelas 8A

Sabtu, 24 November 2012

Pukul 13.10 WIB

- P : tadi gimana Dek, pas suruh nyusun flash cards itu jadi pargaraf?
- S1: tadi ada yang kebalik mbak, yang nomor 2 sama nomor 3
- P : terus Dek, tadi kamu rame ya?
- S2: enggak kok mbak

- P : wah, tadi mbak liat kamu rame lhoh. Terus, tadi kegiatan yang nyusun paragraf itu gimana Dek, seru nggak?
 S2 : ya, lumayan asik kok mbak.

Interview 7

Ruang kelas 8A

Sabtu, 24 November 2012

Pukul 13.13 WIB

- P : Dek, Mbak minta waktunya sebentar ya buat tanya-tanya tentang kerja kelompok tadi itu.
 S1, S2, S3 : Oh, iya Mbak.
 P : Dek, tadi pas mengerjakan tugas merangkai kalimat acak berkelompok itu ada kesulitan nggak?
 S1 : Ya, agak sulit Mbak.
 P : Tapi tadi kan ngerjainnya berkelompok, lebih mudah kan ngerjainnya Dek?
 S1 : Iya, lebih mudah kok Mbak.
 P : Lebih mudahnya gimana Dek?
 S1 : Ya kalo ada kesulitan kan bisa tanya sama teman satu kelompoknya Mbak.
 P : Kalau menurut kamu, tadi pas kerja kelompok itu gimana Dek?
 S2 : Ya, bisa ngerjain tugasnya lebih baik kok Mbak.
 P : Kenapa kok bisa lebih baik?
 S2 : Ya, karena bisa diskusi sama temennya Mbak.
 P : Berarti bisa lebih aktif di kelas ya Dek?
 S2 : Iya Mbak, semuanya jadi aktif, trus ya berpartisipasi semuanya.
 P : Terus, menurut kamu tadi gimana Dek kerja kelompoknya?
 S3 : Ya, lumayan kok Mbak.
 P : Lumayan gimana Dek?
 S3 : Em..bisa lebih semangat ngerjainnya Mbak. Tapi ya itu tadi Mbak, pas ngerjain bareng- bareng, ada yang cuma ngandelin temennya aja, dia gak mau ikutan nyari kata-kata sulitnya di kamus.
 P : Oh, begitu ya Dek.
 S3 : Iya Mbak.
 P : Oke, makasih ya adek-adek.
 S1,S2,S3 : Iya, sama-sama mbak

Interview 8

Ruang kelas 8A

Sabtu, 24 November 2012

Pukul 13.15 WIB

- P : Namamu siapa Dek?
 S : Hapsari
 P : Kan sudah 3 pertemuan ni ya sama mbak, menurut kamu gimana pembagian kelompoknya?
 S : Kalo menurutku si bagus mbak, karena kemampuan teman-teman itu kan beda-beda, jadiya biar semuanya bisa mengikuti.
 P : Terus, tugas-tugasnya, yang kemarin suruh ngelengkapin paragraf itu sama kamu kelompok hijau ya? Berarti kemarin bikin mind mapping ya? Kamu merasa terbantu untuk mengembangkan ide kamu untuk menulis gak Dek, dengan mind mapping?

- S : Membantu banget mbak.
 P : Terus, dari mind mapping ke pengembangannya ke paragraf itu kesulitannya di mana Dek?
 S : Kalau aku sih itu mbak, pakai connecting words nya.
 P : Kamu merasa terbantu belajar menulis nggak dek dengan tugas-tugas yang diberikan tadi?
 S : Ya terbantu banget mbak
 P : Terus, tadi kan karangan kalian sudah di kasih tanda di bagian yang salah itu Dek, ada simbol-simbol yang nggak dimengerti nggak Dek?
 S : Kalau aku, ada yang aku ganti aja mbak kata-katanya.
 P : Oke, terus kamu jadi lebih semangat belajar nggak Dek?
 S : Ya semangat si mbak, tapi ya tergantung mbak.
 P : Ooh, ya, makasih ya Dek.
 S : Iya mbak.

Interview 10

Ruang kelas 8A

Kamis, 17 Januari 2013

Pkl 13.11 WIB

- P : Dek, nama kamu siapa?
 S : Dani mbak
 P : Oke, dek Dani, menurut kamu tadi task yang susah task berapa?
 S : Task 2 mbak
 P : Susahnya di mana dek?
 S : Susah nulisnya mbak
 P : Trus, menurut kamu, kan ini kelasnya dibagi jadi tiga grup, manfaatnya apa dengan dibagi tiga grup itu?
 S : Ya, paling manfaatnya, biar kita bisa belajar mandiri aja
 P : Kamu kan di grup kuning ya, menurut kamu tugasnya terlalu sulit tidak?
 S : Menurutku paling mudah itu mbak daripada yang lain
 P : Kemudian, dengan dibagi kelompok seperti ini, kamu menjadi termotivasi untuk belajar menulis tidak?
 S : Ya, lumayan mbak, saya belajar cukup banyak
 P : Ya, terimakasih ya dek ya

Interview 11

Ruang kelas 8A

Kamis, 17 Januari 2013

Pkl 13.13 WIB

- P : Nama kamu siapa Dek?
 S1: Ibrahim mbak
 P : Terus kamu siapa?
 S2: Yusron
 P : Menurut kamu Ibrahim, pelajaran menulis itu susah gak Dek?
 S1: Gak terlalu susah mbak
 P : Oh ya, terus tadi task yang paling sulit task yang mana?
 S1: Task 2
 P : Kenapa susah Dek?
 S1: Yaaa, ada kata-kata yang belum dikenal

- P : Terus ini tadi kan siswanya dibagi jadi tiga kelompok, menurut kamu apa manfaatnya?
- S1 : Bisa lebih mudah mengerjakannya karena bisa berdiskusi dengan teman yang satu kelompok itu.
- P : Terus, tugas-tugasnya yang tadi itu membantu kalian belajar menulis tidak, menurut dek Yusron bagaimana?
- S2 : Ya jelas mbak, jelas membantu.
- P : Terus, motivasi belajar kalian meningkat tidak?
- S1&S2 : Ya jelas meningkat mbak.
- P : Terus, tugasnya tadi terlalu susah nggak?
- S1&S2 : Nggak, nggak susah mbak, kalau kami mengerjakan dengan senang hati ya nggak susah mbak.

Interview 12

Ruang kelas 8A

Kamis, 17 Januari 2013

Pkl 13.15 WIB

- P : Nama kamu Jonathan ya Dek?
- S1 : Iya mbak
- P : Menurut kamu, pelajaran menulis itu susah nggak Dek?
- S1 : Yaa, tidak terlalu sulit mbak, tapi ada bagian-bagian yang sulit.
- P : Bagian apa dek?
- S1 : Kosa kata nya itu mbak
- P : Tadi kan siswanya dibagi menjadi tiga kelompok, menurut kamu manfaatnya apa dek?
- S1 : Yaa, mengerjakannya lebih mudah, karena mengerjakan bersama-sama, terus kalo ada yang sulit bisa tanya.
- P : Terus tugas-tugas tadi membantu kamu belajar menulis tidak?
- S1 : Iya, membantu mbak.
- P : Harapan kamu ke depannya gimana dek biar bisa menulis teks berbahasa Inggris?
- S1 : Yaa, banyak latihan aja mbak.
- P : Dek, nama kamu siapa?
- S2 : Angga mbak
- P : Menurut kamu menulis itu susah nggak dek?
- S2 : Ya, agak susah mbak
- P : Susahnya di mana?
- S2 : Yaa, di kosa kata sama nyusun-nyusun kalimatnya mbak.
- P : Menurut kamu manfaatnya tugas berpasangan itu apa dan tugas individu itu apa?
- S2 : Ya kalau yang tugas berpasangan itu bisa melatih kerja sama mbak, yang individu ya biar bisa mandiri mbak.

Interview 13

Ruang kelas 8A

Kamis, 17 Januari 2013

Pkl 13.17 WIB

- P : Adek namanya siapa dek?
- S1 : Estu mb
- P : Dek Estu, menurut kamu kesulitan yang dialami saat belajar menulis itu apa?

- S1: Ya kosa kata sama susunan kata menjadi kalimat mbak.
 P : Tadi pas ngerjain task'nya yang susah bagian yang mana?
 S1 : Yang Task 2
 P : Kenapa susahnya?
 S1: Ya tadi kan di suruh nyari kata-kata yang salah, kan nggak tau tadi yang dilingkari kata-kata yang salah atau bukan.
 P : Oh, begitu ya dek, tadi teks'nya terlalu panjang ya dek?
 S1: Ya gak terlalu panjang mba, tapi kata-kata yang harus dicari itu tadi banyak banget mbak
 P : Iya dek, memang tadi teksnya banyak verb'nya yang harus dicari dan kalian ganti untuk menambah pengetahuan kosa kata kalian. Terus, menurut kamu, manfaatnya siswa dibagi menjadi tiga kelompok, ada red, yellow, dan green group itu apa dek?
 S1: Yaa, untuk mempermudah mengerjakan tugas-tugasnya aja mbak, kan ngerjainnya bisa bareng-bareng dengan temannya.
 P : Jadi sudah merasa terbantu untuk belajar menulis ya Dek?
 S1: Ya, sudah terbantu mbak
 P : Terus kalau menurut kamu Dek Hapsari, manfaatnya dibagi menjadi tiga kelompok itu apa?
 S2 : Menurutku si mba, kita kan kemampuannya beda-beda, jadi ya tingkat tugas yang diberikan itu beda-beda.
 P : Ya, memang begitu dek. Tugas-tugasnya sudah membantu kan dek?
 S2: Iya, sudah membantu mbak, kosa katanya jadi bertambah.

Interview 14

Ruang kelas 8A

Kamis, 17 Januari 2013

Pkl 13.22 WIB

- P : Dek, tadi ikut di grup apa?
 S1 : Grup merah mbak.
 P : Namanya siapa dek?
 S1 : Yona
 P : Yona, tadi ngerjain tugasnya bisa gak Yona?
 S1 : Ya lumayan mbak, ada yang susah mbak.
 P : Susahnya di mana?
 S1 : Mencari verb 2 nya mbak
 P : Kamu siapa namanya?
 S2 : Siti Nur Aliya
 P : Tadi pas ngerjain task nya yang susah apanya?
 S2 : Merangkai katanya mbak, yang di task 3
 P : Trus, kalian suka task yang mana?
 S1&S2 : Yang disuruh merangkai kata mbak
 P : Trus kamu namanya siapa dek? Tadi grup apa?
 S3: Didin mbak, grup merah juga.
 P : Task yang paling kamu sukai yang mana?
 S3 : Task 1, karena yang paling mudah
 P : Yang paling sulit yang mana?
 S3 : Yang Task 3 mbak, yang disuruh merangkai kata.
 P : Kenapa kok sulit dek?
 S3 : Yaa, nyusunnya masih bingung mbak, susah mbedain kata-katanya

P : Yang bagian mana dek?

S3 : Tadi yang merangkai souvenirs, dolls itu mbak.

Interview 15

Ruang Kelas 8A

Selasa, 29 Januari 2013

Pukul 11.15

P : Dek, mau tanya-tanya soal pembelajaran tadi ya. Ohya, nama kamu siapa?

S1: Utin

P : Kalau kamu Dek?

S2: Riana Miss,

P : Trus, kamu Indah ya?

S3: Iya Miss, hehe.

P : Oh, ya kalian kan ada di grup merah ni ya?

S3: Iya Miss, kita grup merah.

P : Dek, kan dari awal kita belajar sampai pertemuan terakhir ini kalian ada di grup merah ya, menurut kalian kenapa?

S2: Ya, karena memang kemampuan menulis kami masih kurang Miss. Tapi asik dan seru kok miss tugas-tugasnya. Kita gak merasa dibeda-bedakan. Kita juga bisa kerjasama dengan baik kok ya Tin?

S1 : Iya, bener gitu Miss.

P : Oh, gitu ya Dek. Baguslah Trus, karena posisi kalian di grup merah, kalian harusnya gimana Dek?

S3: Yaa, berarti karena kemampuan kita masih kurang, yaa harus banyak belajar to Miss.

P : Oke, betul itu. Trus, kalian merasa kaya diperlakukan gak adil ndak dengan adanya pembagian-pembagian kelompok itu?

S3: Nggak juga sih Miss, kita malah seneng karena ternyata sekelompok sama temen yang emang udah biasa bekerjasama sama kita Miss.

P : Wah, berarti kalian belajarnya sudah enjoy ya?

S2: Iya Miss, seneng kok.

P : Trus, tugas-tugasnya tadi susah nggak?

S3: Yaa, ada yang susah si Miss, tapi kan tadi tugasnya ada yang suruh mengerjakan sama teman sebangku, jadinya yaa..e.. bisa kerjasama gitu.

P : Oke, kan Miss kasih bantuan tu di tugas-tugasnya, menurut kalian itu sudah membantu belum?

S1: Ya, membantu banget kok Miss. Pas disuruh nyari verb yang regular sama irregular itu, jadi kosa katanya kan nambah Miss.

P : Oke, makasih ya adek-adek.

S1,S2,S3 : Yaa, sama-sama Miss.

Interview 16

Ruang Kelas 8A

Selasa, 29 Januari 2013

Pukul 11.20

P : Dek Hapsari sama Dek Septi ya? mbak mau tanya.

S1&S2 : Oh, iya Mbak, tanya apa?

P : Menurut kamu dek, keuntungannya belajar dengan tiered tasks selama belajar dengan Mbak ini apa? Untuk tugas yang individu gimana Dek?

S1: Ya, bisa lebih tanggung jawab aja Mbak ngerjain tugasnya sendiri.

P : Oh, iya, trus untuk tugas kelompok gimana Dek menurut kamu?

S2: Ya, jadi bisa belajar tanggung jawab sama temen sekelompok Mbak, kalo ada kesulitan bisa didiskusikan bersama-sama.

P : Oke, makasih ya Dek.

S1&S2 : oh, iya, sama-sama Mbak.

Interview 17

Ruang Guru

Rabu,30 Januari 2013

Pukul 13.15

P : Menurut Ibu, bagaimanakah keseluruhan teaching-learning processnya selama siswa kelas 8A belajar dengan tiered tasks ini?

GBI : Selama mengikuti pelajaran dengan Miss Nia ini, pada awal-awalnya anak-anak itu yaa masih merasa kesulitan memahami materi yang Miss Nia berikan. Tapi, lama-kelamaan, karena materi yang sudah diberikan diulang-ulang dan mereka diberi tugas menulis yang banyak, siswa mejadi paham dengan langkah-langkah menulis, mereka bisa benar-benar memahami penggunaan simple past tense dan connecting words dalam menulis teks recount. Begitu Mbak.

P : Kemudian, tentang students' writing ability'nya bagaimana Bu? Apakah menurut Ibu ada peningkatan? Khususnya untuk siswa yang berada di grup merah?

GBI : Ya lumayan ada peningkatan mbak. Grup merah bisa menulis teks recount dengan lebih baik, buktinya, mereka bisa lebih mengembangkan ide-ide mereka daripada sebelum ada penjelasan mengenai step-step atau langkah-langkah dalam menulis tadi mbak. Kemudian, kosa kata yang mereka gunakan itu lebih bervariasi dan mereka tidak sekedar mentranslate dari bahasa Indonesia ke Bahasa Inggris. Susunan katanya juga sudah banyak yang tidak terbalik-balik Mbak.

P : Lalu, untuk penugasan-penugasan yang diberikan kepada siswa itu bagaimana Bu?

GBI : Cukup menarik dan variatif itu Miss Nia. Karena sebelumnya saya belum pernah membuat penugasan dengan instruksi-instruksi dan bantuan yang berbeda kepada siswa 8A. Jadi, anak-anak merasa tertarik dan mereka jadi termotivasi untuk bisa menyelesaikan setiap tugas yang diberikan itu Mbak. Terus, yang anak-anak diminta membuat outline, list dan mind mapping itu, saya rasa anak-anak cukup tertantang untuk mengerjakannya, karena saya belum pernah menerapkan itu kepada siswa 8A mbak. Biasanya kan kalau tugas menulis itu, e..mereka langsung saya suruh mengcopi dari teks-teks yang ada, kemudian membiasakan mereka menulis kalimat-kalimat yang sesuai dengan tensesnya itu Mbak. Kemudian, yang games menyusun kalimat itu ya Miss Nia,e...menurut saya, anak-anak juga tertarik dengan itu, saya lihat mereka sangat antusias mengikutinya.

P : Berarti partisipasi siswa dalam belajar menulis itu meningkat ya Bu?

GBI : Iya, menurut saya meningkat. Selain kemampuan menulis mereka meningkat, partisipasi dan motivasi mereka juga meningkat. Kalau saya lihat, siswa grup merah, yang tadinya di kelas hanya diam saja saat guru memberi pertanyaan, mereka jadi berlomba-lomba menjawab pertanyaan dari Miss Nia. Selain itu, mereka juga jadi rajin membuka kamus ketika mereka menemukan kosa kata-kosa kata baru daripada hanya mengandalkan bertanya pada guru. Kemudian,

dari segi mnegerjakan tugasnya, mereka jadi lebih bersemangat dan merasa tertantang untuk mengerjakan tugas-tugas yang Miss Nia berikan. Ya maksudnya, tidak hanya siswa-siswa grup kuning dan hijau saja yang aktif di kelas begitu Miss Nia.

P : Artinya, baik siswa yang berkemampuan menulis rendah maupun yang kemampuannya bagus, mereka sudah bisa aktif di kelas semua ya Bu?

GBI : Ya, bisa dikatakan begitu Miss Nia. Sebelum penelitian ini kan mereka mengatakan menulis teks bahasa Inggris itu kan sulit ya. Tapi, ketika pembelajarannya itu asyik dan menyenangkan, semua siswa itu bisa menikmati dan ikut aktif di kelas. Jadi, intinya ya, cara pembelajarannya, cara mengajar, dan variasi latihan-latihan menulisnya akan menentukan sekali keaktifan mereka Miss Nia.

P : Kemudian, menurut Ibu, apakah siswa sudah belajar dalam kondisi kelas yang sesuai dengan kemauan mereka? Karena kan kondisinya, mereka memiliki kemampuan yang berbeda-beda ya Bu, dan mereka berada di kelas yang jumlah siswanya cukup banyak?

GBI : Ya sudah cukup bagus mbak, tugas-tugas dan bantuan yang Miss Nia berikan di setiap tugasnya itu sudah bisa membantu mereka belajar menulis, jadi mereka sudah cukup terfasilitasi dengan bantuan-bantuan itu. Mereka yang berada di grup merah mungkin pada awalnya merasa, “kok aku ditempatkan di grup yang paling bawah ya”, gitu, tapi lama-kelamaan, karena mereka menyadari kalau kemampuan mereka masih perlu ditingkatkan, jaid mereka jadi lebih semangat belajarnya, begitu ya Miss Nia.

P : Lalu, untuk pemberian writing correction symbol yang saya berika pada tulisan siswa itu bagaimana menurut Ibu? Kemudian, ibu kan juga ikut serta memberikan feedback pada siswa, apakah ada peningkatan dalam proses mereka belajar menulis Bu?

GBI : Itu bagus mbak, sebelumnya saya tidak begitu mengamati secara teliti per kalimat seperti itu. Kalau yang saya amati paling biasanya tensesnya saja, kemudian apakah isi dari tulisan mereka itu sudah sesuai dengan tema atau belum. Paling ya itu Mbak. Kalau kemarin Miss Nia kan juga memperhatikan tentang word ordernya, pronoun, dan singular or plural nouns itu ya, yang ternyata siswa banyak membuat kesalahan di situ ya Miss Nia. Ya, bisa disimpulkan proses belajar menulis mereka meningkat Mbak, karena mereka bisa memperbaiki kesalahan-kesalahan dalam teks mereka.

P : Jadi, kesimpulannya tiered tasks ini sudah bisa membantu siswa belajar dalam kondisi kelas yang besar dan kemampuannya mixed-level begitu Bu?

GBI : Jadi ya, selama penelitian Miss Nia ini, ya bisa saya simpulkan ternyata kalau tugas-tugasnya dibeda-bedakan sesuai dengan kemampuan mereka ya sangat bermanfaat, membantu sekali dalam mereka belajar, dalam membuat kalimat juga. Ya, mereka jadi lebih cepat menyelesaikan tugas mereka masing-masing daripada kalau mereka semua diberikan tugas yang sama Miss Nia.

P : Jadi, untuk ke depannya, apakah Ibu ada keinginan untuk menerapkan tiered tasks ini dalam pengajaran Ibu?

GBI : Ya mungkin saya akan coba ya, kalau Miss Nia kemarin kan writing ya, mungkin saya akan coba di skill yang lain, misalnya reading atau speaking ya.

P : Baiklah Bu, terimakasih atas bantuannya selama saya penelitian di sini.

GBI : Ya, sama-sama Miss Nia.

Course Grid

School : SMP N 1 Ngeemplak
Class : VIII A
Subject : English
Semester : 1
Skills : Writing
Standard of Competence : 6. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of *descriptive* and *recount*.

Cycle	Basic competence	Materials	Activities	Indicators	Scoring		Time allocation	Sources
					Technique	Form		
1 Meeting 1	6.2 Students express the meaning of short essay using written language accurately to interact with surroundings in the form of recount text.	<ul style="list-style-type: none"> - Recount text entitled “My holiday in East Java” - Simple past tense and connecting words - Examples of outline, list, and mind mapping. 	<p>Presentation</p> <ul style="list-style-type: none"> - T shows a model of a recount text. - T&Ss Reading and analyze the recount text. - T shows examples of outline, list, and mind map of recount text . <p>Practice</p> <ul style="list-style-type: none"> - Ss completing a recount text with right verbs and connecting words. <p>Production</p> <ul style="list-style-type: none"> - Ss write outline, list, and mind mapping based on the situation given. 	<ul style="list-style-type: none"> - Identifying past verb forms to make an outline, a list, or a mind map of a recount text. - Identifying connecting words to make an outline, a list, or a mind map of a recount text. - Making an outline, a list, or a mind map of a recount text based on the situation given. 	Written	<ul style="list-style-type: none"> - Completing a recount text with right verbs - Completing a recount text with right connecting words - Making outline, list, and mind map of recount text 	2x40'	<ul style="list-style-type: none"> -Priyana, Joko.2008, <i>Scaffolding English for Junior High School Students Grade VIII</i>.Jakarta: BSE.Depdiknas. -Anderson,K. and Anderson,M.1998.<i>Text Type in English</i> 1.Australia:Mac mill. -Mukarto, et.al.2007,<i>Englis h on Sky 2 for Junior High School Students Year VIII</i>.Jakarta:Erlan gga.

1 Meeting 2	6.2 Students express the meaning of short essay using written language accurately to interact with surroundings in the form of recount text.	<ul style="list-style-type: none"> - A recount text entitled “Breaking Wind” - The process of writing (planning, drafting, revising, editing) - List of regular and irregular verbs - Flash cards of a recount text entitled “Wrong Andi” 	<p>Presentation</p> <ul style="list-style-type: none"> - T shows another model of recount text. - T&Ss read and analyze the recount text. - T shows the process of writing. <p>Practice</p> <ul style="list-style-type: none"> - Ss arrange jumbled sentences into a good paragraph. <p>Production</p> <ul style="list-style-type: none"> - Ss develop their plan into a draft. 	<ul style="list-style-type: none"> - Identifying past verb forms used to write a recount text. - Identifying connecting words used to write a recount text. - Arranging jumbled sentences into a good recount text. - Developing outline, list, and mind map of recount text into a recount draft. 	Written	Developing outline, list, and mind map into a recount draft	2x40’	<ul style="list-style-type: none"> - Priyana, Joko.2008, <i>Scaffolding English for Junior High School Students Grade VIII</i>.Jakarta: BSE.Depdiknas. - Richard, J.C. and Renandya, A.W.2002,<i>Methodology in Language Teaching:An Anthology of Current Practice</i>.New York:Cambridge University Press - Zemach, E.D. and Rumisek, L.A.2005.<i>Academic Writing from Paragraph to Essay</i>.Australia: Macmill.
1 Meeting 3	6.2 Students express the meaning of short essay using written language	<ul style="list-style-type: none"> - Writing correction symbols. - Examples of students’ incorrect 	<p>Presentation</p> <ul style="list-style-type: none"> - T shows and explains common writing errors and writing 	<ul style="list-style-type: none"> - Identifying the common writing errors. - Identifying the correction symbols. 	Written	Writing a final draft of the students’ previous draft	2x40’	<ul style="list-style-type: none"> - Hughes,A.2003. <i>Testing for Language Teachers</i>.Cambridge:Cambridge University Pres

	accurately to interact with surroundings in the form of recount text.	sentences on capitalization, punctuation, verbs, and singular or plural nouns.	correction symbols. Practice - Ss analyze their incorrect sentences. Production - Ss revise their previous draft based on the writing correction symbols given.	- Revising and editing recount draft.				- Harmer, J. 2004. <i>How to Teach Writing</i> . England: Longman.
--	---	--	---	---------------------------------------	--	--	--	--

School : SMP N 1 Ngeplak
Class : VIII A
Subject : English
Semester : 2
Skills : Writing
Standard of Competence : 12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of *recount* and *narrative*.

Cycle	Basic competence	Materials	Activities	Indicators	Scoring		Time allocation	Sources
					Technique	Form		
2 Meeting 1	12.2 Students express the meaning of short essay using written language accurately to	- A recount text entitled "My First Experience Joined Traditional Dance Festival" - Simple past tense → S+	Presentation - T shows another model of recount text and asks Ss to analyze the text. - T shows the simple past tense formulas and adjective verbs to	- Finding past participle verb forms used in a recount text. - Changing irrelevant verbs used in a recount text. - Arranging	Written	- Finding regular and irregular verbs on a recount text. - Finding irrelevant verbs and changing it	2x40'	- Anderson, K. and Anderson, M. 1998. <i>Text Type in English</i> . Australia: Macmillan. - Priyana, Joko. 2008,

	interact with surroundings in the form of <i>recount</i> and <i>narrative</i> .	V2/ S+ to be + adj./ S+ modal verbs+V1 - Adjective verbs e.g. <i>not as nervous as I thought, very happy</i>	Ss Practice - Ss find regular and irregular past participle verbs on a recount text. - Ss find irrelevant verbs on a recount text and change it into the right verbs. Production - Red group Ss arranging jumbled words into good sentences, yellow and green group Ss completing a recount text with right verbs.	jumbled words into good sentences. - Using past participle verbs to complete a recount text.		into the right verbs on a recount text. - Completing a recount text with right verbs.		<i>Scaffolding English for Junior High School Students Grade VIII.</i> Jakarta: BSE.Depdiknas.
2 Meeting 2	12.2 Students express the meaning of short essay using written language accurately to interact with surroundings in the form of	- The process of writing. - Planning a recount text by using 5W1H questions.	Presentation - T shows the steps of writing. - T shows how to plan a recount text by using 5W1H questions. Practice - Ss answer 5W1H questions and use clues to plan a recount text. Production - Ss write a recount	- Making a plan of recount text based on guided questions-answers and clues. - Writing other ideas of past events based on the situation given.	Written	- Answering 5W1H questions and using clues to plan a recount text. - Drafting a recount text based on the situation given.	2x40'	- Harmer, J.2004. <i>How to Teach Writing</i> . England: Longman. - Priyana, Joko.2008, <i>Scaffolding English for Junior High School Students Grade</i>

	<i>recount</i> and <i>narrative</i> .		draft based on the situation given.					VIII.Jakarta: BSE.Depdiknas.
2 Meeting 3	12.2 Students express the meaning of short essay using written language accurately to interact with surroundings in the form of <i>recount</i> and <i>narrative</i> .	<ul style="list-style-type: none"> - Writing correction symbols. - Students' incorrect sentences on word choices, verbs, pronouns and word order. 	<p>Presentation</p> <ul style="list-style-type: none"> - T shows common writing errors and mistakes and writing correction symbols. <p>Practice</p> <ul style="list-style-type: none"> - T shows the students' incorrect sentences. - Ss analyze the incorrect sentences and correct it. <p>Production</p> <ul style="list-style-type: none"> - T gives direct feedback on Ss' draft. - Ss revise their draft based on the feedback given 	<ul style="list-style-type: none"> - Identifying the common writing errors. - Identifying the correction symbols. - Revising and editing recount draft. - Writing a final recount text based on the situation given. 	Written	Revising the first draft based on the feedback given.	2x40'	<ul style="list-style-type: none"> - Hughes,A.2003. <i>Testing for Language Teachers</i>.Cambridge:Cambridge University Press - Harmer,J.2004. <i>How to Teach Writing</i>.England :Longman.

Lesson Plan

Cycle 1 (1st meeting)

- A. School** : SMP Negeri 1 Ngemplak
- B. Subject** : English
- C. Grade/Semester** : VIII/1
- D. Skills** : Writing
- E. Time Allocation** : 2x40'
- F. Standard of Competence** : 6. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of *descriptive* and *recount*.
- G. Basic competence** : 6.2 Students express the meaning of short essay using written language accurately to interact with surroundings in the form of *recount* text.
- H. Objective** : At the end of the lesson, students are able to make an outline or list or mind map of a *recount* text based on the situation given.

I. Indicators :

1. Identifying past verb forms to make an outline, a list, or a mind map of a recount text.
2. Identifying connecting words to make an outline, a list, or a mind map of a recount text.
3. Making an outline, a list, or a mind map of a recount text based on the situation given.

J. Materials

1. Materials for presentation

My Holiday in East Java

Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we go home, we

went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Source : Priyana, Joko.2008, *Scaffolding English for Junior High School Students Grade VIII*.Jakarta: BSE.Depdiknas.

Explanation of Recount Text

Definition

Recount text is a piece of text that retells past events, usually in the order in which they happened.

Generic Structure

- Orientation : information about who, what, where, or when writers in a text.
- Events : events that happened in the past. They are conveyed in a sequential pattern.
- Reorientation: a conclusion on the events.

Social Function

- to give audience a description of what occurred and when it occurred.
- To retell events for the purpose of informing and entertaining.

Language Features

- ✓ **Simple past tense : S+V2** e.g. I **went** to the zoo yesterday, I **visited** Lake Toba last week
- ✓ **Connecting Words** : *first, then, after that, finally*

▪ Steps of Making Recount Text's Outline

- 1) Listing all ideas
- 2) Crossing out ideas that are not relevant
- 3) Sorting the ideas and subideas
- 4) Making orientation and re-orientation
- 5) Finishing

▪ Example of Recount Text Outline:

Title : My Holiday in Bali

Orientation: my friends and I went to Bali for three days

Sequence of events:

- First day :
 - visited Sanur Beach
 - saw beautiful sunrise
 - checked in to the hotel
 - went to Tanah Lot
 - met so many other tourists
- Second day :
 - went to Tanjung Benua
 - played so many water sports
 - went to Penyu Island
 - went to Kuta Beach
- Last day :
 - went to Sangeh
 - enjoyed green and shady forest
 - went to Sukowati market
 - bought some T-shirts

Reorientation: - checked out from the hotel
- went home

▪ **Steps of Making Recount Text List**

- 1) Choose a topic of a recount text.
- 2) Write down words, phrases, or sentences that are connected to the topic.

▪ **Example of List**

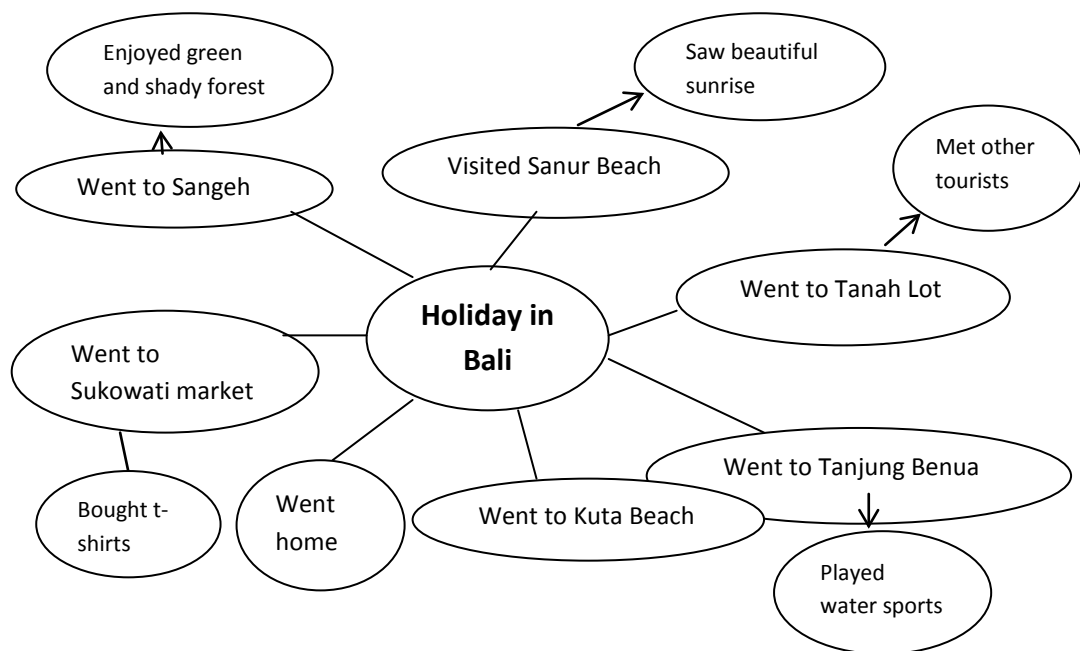
- My holiday in Bali

 - visited Sanur Beach
 - saw beautiful sunrise
 - checked in to the hotel
 - went to Tanah Lot
 - met so many other tourists
 - went to Tanjung Benua
 - played so many water sports
 - went to Penyu Island
 - went to Kuta Beach
 - went to Sangeh
 - enjoyed green and shady forest
 - went to Sukowati market
 - bought some T-shirts
 - checked out from the hotel
 - went home

▪ **Steps of making mind map:**

- 1) Make a topic with a circle around it.
- 2) Put next idea in a circle above or below the topic.
- 3) Connect the circle with lines.

▪ **Example of Mind Map**



K. Teaching Method: PPP

L. Teaching Procedure

1. Pre-Teaching

No.	Teacher's activities
1.	Greeting, saying a prayer, and checking attendance.
2.	Asking questions to the students related to the materials.

2. Main Teaching-Learning Activity

a. Presentation

No.	Teacher's roles	Students' roles
1.	Introducing a model of recount text and asking the students to read the text.	The students read the text.
2.	Asking the students about the	Together with the teacher, the

	events on the text.	students try to tell the events on the text.
3.	Asking the students to categorize the parts of the text based on the generic structure.	Together with the teacher, the students try to categorize the parts of the text based on the generic structure.
4.	Explaining about recount text.	The students may deliver their question about recount text.
5.	Showing and explaining about making outline, list, and mind mapping of a recount text.	The students read the examples of outline, list, and mind mapping of a recount text.

b. Practice

No.	Teacher's roles	Students' roles
1.	Dividing the students into three tiers based on the students' readiness.	The students seat on their position based on the group which have been made.
2.	Asking each tier to complete a recount text with suitable words in pairs.	The students do the task in pairs. They may ask for help to the teacher or the other students if they find difficulties in doing the task.

c. Production

No.	Teacher's role	Students' role
1.	Asking the students to develop their ideas by making outline for the tier 1 students, making a list for the tier 2 students, and making mind map for the tier 3 students.	The students do the task individually. They may open dictionary.

3. Post-Teaching

No.	Teacher's activity	Students' activity
1.	Asking the students if they find	The students are expected to ask to

	difficulties during the lesson.	the teacher.
2.	Giving feedback on students' work during the lesson.	The students are expected to show their face expression.
3.	Summarizing the materials with the students.	The students are expected to summarize the materials. (together with the teacher)
4.	Leading the prayer and saying goodbye.	The students say a prayer and say goodbye.

M. Media : LCD projector and students' worksheet

N. Sources :

Anderson,K. and Anderson,M.1998.*Text Type in English 1*.Australia:Macmill.

Mukarto, et.al.2007,*English on Sky 2 for Junior High School Students Year VIII*.Jakarta:Erlangga

Priyana, Joko.2008, *Scaffolding English for Junior High School Students Grade VIII*.Jakarta: BSE.Depdiknas.

Zemach, E.D. and Rumisek, L.A.2005.*Academic Writing from Paragraph to Essay*.Australia:Macmill.

Yogyakarta, November 2012

Researcher

Kurnia Ariyanti S.

NIM 08202241069

Lesson Plan

Cycle 1 (2nd meeting)

- A. School** : SMP Negeri 1 Ngemplak
- B. Subject** : English
- C. Grade/Semester** : VIII/1
- D. Skills** : Writing
- E. Time Allocation** : 2x40'
- F. Standard of Competence** : 6. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of *descriptive* and *recount*.
- G. Basic competence** : 6.2 Students express the meaning of short essay using written language accurately to interact with surroundings in the form of *recount* text.
- H. Objective** : At the end of the lesson, students are able to write a draft of a *recount* text based on the situation given.
- I. Indicators** :
1. Identifying past verb forms used to write a recount text.
 2. Identifying connecting words used to write a recount text.
 3. Arranging jumbled sentences into a good recount text.
 4. Developing outline, list, and mind map of recount text into a recount draft.
- J. Materials**

✓ **Recount Text**

Breaking Wind

I went to Rahman's house yesterday to do homework. I went there with Dodi. After finishing the homework, Rahman made *rujak*. Rahman likes spicy food, so he made it very spicy.

Actually, I am not used to eating spicy food, but yesterday I could not restrain myself from eating it. The *rujak* was very tasty, although it was spicy. I ate it too much.

Two hours later, I got stomachache and broke wind. My friends laughed at me. I was so shy. But, finally, we laughed together at that time. That was so embarrassing.

Source: Wardiman, Artono, Masduki B. Jahur, M. Sukirman Djusma. 2008. English in Focus 2: For Grade VIII Junior High School (SMP/MTS). Jakarta: Pusat Perbukuan Depdiknas.

✓ **Process of Writing (from *Methodology in Language Teaching*)**

- Planning/pre-writing : making plan what should be written.
- Drafting : start writing the story.
- Responding : feedback from teacher
- Revising : reading the story, making sure that all sentences have connections and refer to one main idea, and correcting the incorrect parts in the content.
- Editing : correcting spelling, punctuation, grammar, etc.
- Publishing/post writing : publishing the written works.

✓ **List of regular and irregular verbs**

Regular Verbs

<i>V1</i>	<i>V2</i>	<i>Meaning</i>
arrive	arrived	sampai
book	booked	memesan
continue	continued	melanjutkan
laugh	laughed	tertawa
prepare	prepared	menyiapkan
stay	stayed	tinggal
stop	stopped	berhenti
visit	visited	mengunjungi

Irregular Verbs

<i>V1</i>	<i>V2</i>	<i>Meaning</i>
buy	bought	membeli
eat	ate	makan
get	got	mendapat
go	went	pergi
make	made	membuat
ride	Rode	mengemudi
spend	spent	menghabiskan
take	took	mengambil

K. Teaching Method: PPP

L. Teaching Procedure

1. Pre-Teaching

No.	Teacher's activities
1.	Greeting, saying a prayer, and checking attendance.
2.	Asking questions to the students related to the previous materials.

2. Main Teaching-Learning Activity

a. Presentation

No.	Teacher's roles	Students' roles
1.	Showing another model of recount text with different topic.	Reading the text.
2.	Asking the students' to analyze	The students try to tell the generic

	the generic structure and grammatical features of the new model of recount text.	structure and grammatical features of the recount text showed (together with the teacher).
3.	Explaining about process of writing.	The students may deliver their questions about the materials.

b. Practice

No.	Teacher's roles	Students' roles
1.	Dividing the students into some smaller groups.	The students seat on their position based on the group which have been made.
2.	Asking each group to arrange jumbled flash cards into a good story.	The students do the task in groups. They should work cooperatively with their group's members.

c. Production

No.	Teacher's roles	Students' roles
1.	Asking the students to write recount text draft based on the outline, list, and mind mapping which each students had made.	The students do the task individually. They may open dictionary.

3. Post-Teaching

No.	Teacher's activity	Students' activity
1.	Asking the students if they find difficulties during the lesson.	The students are expected to ask to the teacher.
2.	Giving feedback on students' work during the lesson.	The students are expected to said their feeling after they take the lesson.
3.	Summarizing the materials with the students.	The students are expected to summarize the materials. (together with the teacher)
4.	Leading the prayer and saying	The students say a prayer and say

	goodbye.	goodbye.
--	----------	----------

M. Media : LCD projector, flash cards

N. Sources :

Priyana, Joko.2008, *Scaffolding English for Junior High School Students Grade VIII*.Jakarta: BSE.Depdiknas.

Richard, J.C. and Renandya, A.W.2002,*Methodology in Language Teaching:An Anthology of Current Practice*.New York:Cambridge University Press

[www.englishindo.com /recount-text-penjelasan-contoh.html](http://www.englishindo.com/recount-text-penjelasan-contoh.html)

Zemach, E.D. and Rumisek, L.A.2005.*Academic Writing from Paragraph to Essay*.Australia:Macmill.

Sleman, November 2012

Researcher

Kurnia Ariyanti S.

NIM 08202241069

FLASH CARDS

I just went there to avoid boring time at home.

Red groups'
Flash cards

I chose a place under a big tree.

Yellow groups'
Flash cards

Today was really a hot day.

I never thought I would meet a friend.

Green groups'
Flash cards

I could not say a word.

That moment was just embarrassing.


Lesson Plan

Cycle 1 (3rd meeting)

- A. School** : SMP Negeri 1 Ngemplak
- B. Subject** : English
- C. Grade/Semester** : VIII/1
- D. Skills** : Writing
- E. Time Allocation** : 2x40'
- F. Standard of Competence** : 6. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of *descriptive* and *recount*.
- G. Basic competence** : 6.2 Students express the meaning of short essay using written language accurately to interact with surroundings in the form of recount text.
- H. Objective** : At the end of the lesson, students are able to revise and edit a recount text and write the final draft of a recount text.
- I. Indicators** :
- a. Identifying the common writing errors.
 - b. Identifying the correction symbols.
 - c. Revising and editing recount draft.
 - d. Writing a final recount text based on the situation given.
- J. Material**

- **Correction Symbol (from *How To Teach Writing and Writing Academic English*)**

No.	Simbol	Maksud	Contoh salah	Contoh benar
1.	Punc.	Punctuation (tanda baca)	I live in Umbulharjo	I live in Umbulharjo. (ada titik)
2.	/	Ada yang belum ditulis	(to be) Lisa smart.	Lisa <i>is</i> smart.
			(article) Roni bought car.	Roni bought <i>a</i> car.
			(kt.depan) We	We went home

			went home Sunday.	on Sunday.
			(kt.hubung) Shinta, Dita,Reza go to the class.	Shinta, Dita, <i>and</i> Reza go to the class.
			(kt.hubung) I saw a musical drama there. I went to a museum.	I saw a musical drama there. <i>After that</i> , I went to a museum.
3.		Jadikan satu kalimat	Everyone works hard. We work together. So we have become friends.	Everyone works hard. We work together, <i>so</i> we have become friends.
4.	Spell.	Spelling (pengejaan)	English is not dificult.	English is not <i>difficult</i> .
5.	V (V1/V2 /V3)	Diganti kata kerjanya dengan bentuk yang sesuai.	Risma buys an English book yesterday.	Risma <i>bought</i> an English book yesterday.
6.	X	Tidak perlu ditulis	Aji he is a handsome boy.	Aji <i>is</i> a handsome boy.
7.	Word	Salah penggunaan kata.	I am boring. I am interested on jazz.	I am <i>bored</i> . I am interested <i>in</i> jazz.
8.	Order	Urutan/peletakan katanya kurang tepat.	Dian likes very much it.	Dian likes <i>it</i> very much.
9.	Cpt.	Salah penggunaan huruf kapital.	We played waterFall.	We played <i>waterfall</i> .
10.	Pron.	Salah penggunaan kata ganti.	She took our into the studio.	She took <i>us</i> into the studio.
11.	S/P	Bentuk kata tunggal	My uncle	My uncle

		atau jamak.	bought eight ticket.	bought eight <i>tickets</i> .
--	--	-------------	----------------------	-------------------------------

▪ **Examples of Students' Incorrect Sentences**

1. Two years ago, when I was twelve years old. I and my family went to Bantul.
2. two years ago My family and I went to Tawangmangu.
3. Last week, I go to Gembira Loka zoo.
4. I very happy.
5. We looked some animals, such as elephat, giraffe, snacks, and krokodile.

K. Teaching Method: PPP

L. Teaching Procedure

1. Pre-Teaching

No.	Teacher's activities
1.	Greeting, saying a prayer, and checking attendance.
2.	Asking questions to the students related to the previous materials.

2. Main Teaching-Learning Activity

a. Presentation

No.	Teacher's roles	Students' roles
1.	Showing and explaining about the common errors or mistakes of writing and writing correction symbols.	The students may deliver their questions about the materials.

b. Practice

No.	Teacher's roles	Students' roles
1.	Showing the samples of some incorrect sentences from the students' work and asking the students to analyze the mistakes.	Analyzing the incorrect sentences.

c. Production

No.	Teacher's roles	Students' roles
1.	Asking the students to revise their previous draft that will be scored.	The students revise their draft based on the writing correction symbols given.

3. Post-Teaching

No.	Teacher's activity	Students' activity
1.	Asking the students if they find difficulties during the lesson.	The students are expected to ask to the teacher.
2.	Giving feedback on students' work during the lesson.	The students are expected to show their face expression.
3.	Summarizing the materials with the students.	The students are expected to summarize the materials. (together with the teacher)
4.	Leading the prayer and saying goodbye.	The students say a prayer and say goodbye.

M. Media : LCD projector,

print out of correction symbols and the students' incorrect sentences

N. Assesment**Writing Scoring Scheme (from Testing for Language Teachers page 104)**

Aspect	Score	Level	Criteria
Content	30-27	EXCELLENT TO VERY GOOD	knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE	some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks of detail
	21-17	FAIR TO POOR	limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR	does not show knowledge of subject • non- substantive • not pertinent •

			OR not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD	fluent expression • ideas clearly stated/ supported •succinct • well-organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE	somewhat choppy • loosely organized but main ideas stand out •limited support • logical but incomplete sequencing
	13-10	FAIR TO POOR	non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	VERY POOR	does not communicate • no organization • OR not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD	sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE	adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR	limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured
	9-7	VERY POOR	essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
Language use	25-22	EXCELLENT TO VERY GOOD	effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE	effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR	major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles,pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured
	10-5	VERY POOR	virtually no mastery of sentence construction rules • dominated by errors •does not communicate • OR not enough to evaluate

Mechanics	5	EXCELLENT TO VERY GOOD	demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR	frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	2	VERY POOR	no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

O. Sources :

Hughes,A.2003.*Testing for Language Teachers*.Cambridge:Cambridge University Press

Harmer,J.2004.*How to Teach Writing*.England:Longman

Sleman, November 2012

Researcher

Kurnia Ariyanti S.

NIM 08202241069

Lesson Plan

Cycle 2 (1st meeting)

- A. School** : SMP Negeri 1 Ngeemplak
- B. Subject** : English
- C. Grade/Semester** : VIII/2
- D. Skills** : Writing
- E. Time Allocation** : 2x40'
- F. Standard of Competence** : 12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of *recount* and *narrative*.
- G. Basic competence** : 12.2 Students express the meaning of short essay using written language accurately to interact with surroundings in the form of *recount* and *narrative*.
- H. Objective** : At the end of the lesson, students are able to write other ideas of *recount* text based on the situation given.

I. Indicators :

1. Finding past participle verb forms used in a recount text.
2. Changing irrelevant verbs used in a recount text.
3. Arranging jumbled words into good sentences.
4. Using past participle verbs to complete a recount text.

J. Materials

I was chosen by my teacher to join the Traditional Dance Festival. It was the first and the biggest festival for me. At first, I did not feel confident. However, my teacher told me that I could do it. After that, I practiced dancing diligently.

Today, my parents took me to the festival. They did not want to miss it. Then, the time came for me to go on the stage. When performing, I was *not as nervous as I thought*. Finally, I did it. The result was better than I expected. I won and I was given the chance to go to Japan the following month. I *was very happy*.

Source : Priyana, Joko.2008, *Scaffolding English for Junior High School Students Grade VIII*.Jakarta: BSE.Depdiknas.

Explanation of Recount Text

Generic Structure

- Orientation : information about who, what, where, or when writers in a text.
- Events : events that happened in the past. They are conveyed in a sequential pattern.
- Reorientation: a conclusion on the events.

Language Features

- The use of past tense to retell events.

S+V2 → My teacher **told** me that I could do it.

S+ to be+ adj → I **was** very happy

S+past modal verbs+ V1 → They **could** come yesterday

- The use of adjectives to show the writer's feeling, e.g. *not as nervous as I thought, very happy*

K. Teaching Method: PPP

L. Teaching Procedure

1. Pre-Teaching

No.	Teacher's activities
1.	Greeting, saying a prayer, and checking attendance.
2.	Asking questions to the students related to the materials.

2. Main Teaching-Learning Activity

a. Presentation

No.	Teacher's roles	Students' roles
1.	Introducing a model of recount text and asking the students to read the text.	The students read the text.
2.	Asking the students about the	Together with the teacher, the

	events on the text.	students try to tell the events on the text.
3.	Asking the students to categorize the parts of the text based on the generic structure.	Together with the teacher, the students try to categorize the parts of the text based on the generic structure.

b. Practice

No.	Teacher's roles	Students' roles
1.	Dividing the students into three tiers based on the students' readiness.	The students seat on their position based on the group which have been made.
2.	Asking each tier to find regular and irregular past participle verbs of a recount text in pairs.	The students do the task in pairs. They may ask for help to the teacher or the other students if they find difficulties in doing the task.
3.	Asking each tier to find the irrelevant verbs on a recount text and change it into the right verbs.	The students do the task in pairs. They may ask for help to the teacher or the other students if they find difficulties in doing the task.

c. Production

No.	Teacher's role	Students' role
1.	Asking Tier 1 students to arrange jumbled words into good sentences, Tier 2 and 3 students to complete a recount text with right verbs.	The students do the task. They may open their dictionary.

3. Post-Teaching

No.	Teacher's activity	Students' activity
1.	Asking the students if they find difficulties during the lesson.	The students are expected to ask to the teacher.
2.	Giving feedback on students' work during the lesson.	The students are expected to show their face expression.
3.	Summarizing the materials with the students.	The students are expected to summarize the materials. (together with the teacher)
4.	Leading the prayer and saying goodbye.	The students say a prayer and say goodbye.

M. Media : print out of recount texts
students' worksheet

N. Sources :

Anderson, K. and Anderson, M. 1998. *Text Type in English 1*. Australia: Macmill.

Priyana, Joko. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: BSE. Depdiknas.

Sleman, January 2013
Researcher

Kurnia Ariyanti S.
NIM 08202241069

Lesson Plan

Cycle 2 (2nd meeting)

- A. School** : SMP Negeri 1 Ngemplak
- B. Subject** : English
- C. Grade/Semester** : VIII/2
- D. Skills** : Writing
- E. Time Allocation** : 2x40'
- F. Standard of Competence** : 12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of *recount* and *narrative*.
- G. Basic competence** : 12.2 Students express the meaning of short essay using written language accurately to interact with surroundings in the form of *recount* and *narrative*.
- H. Objective** : At the end of the lesson, students are able to write other ideas of *recount* text based on the situation given.
- I. Indicators** :
1. Making a plan of recount text based on guided questions-answers and clues.
 2. Writing other ideas of past events based on the situation given.
- J. Materials**

Process of Writing (from *How to Teach Writing*)

- Planning/pre-writing : making plan what should be written.
- Drafting : start writing the story.
- Revising : reading the story, making sure that all sentences have connections and refer to one main idea, and correcting the incorrect parts in the content.
- Editing : correcting spelling, punctuation, grammar, etc.

Planning a Recount Text by Using 5W 1H Questions

Example:

Title : Study Tour

Questions

1. When did you go study tour?
2. Where did you go during your study tour?
3. With whom did you go there?
4. How did you go there?
5. What time did you go there?

K. Teaching Method: PPP

L. Teaching Procedure

1. Pre-Teaching

No.	Teacher's activities
1.	Greeting, saying a prayer, and checking attendance.
2.	Asking questions to the students related to the materials.

2. Main Teaching-Learning Activity

a. Presentation

No.	Teacher's roles	Students' roles
1.	Explaining the steps of writing to the students.	The students may deliver their questions related to the materials.
2.	Explaining the way to plan a recount text by using 5W1H questions.	The students may deliver their questions related to the way of planning by using 5W1H questions.

b. Practice

No.	Teacher's roles	Students' roles
1.	Dividing the students into three tiers based on the students' readiness.	The students seat on their position based on the group which have been made.
2.	Asking each tier to make a plan of recount text by using the guided questions and answers for the tier 1 and tier 2 students, and using clues for the tier 3 students.	The students do the task individually. They may open their dictionary and ask for teacher helps if they do not understand the instruction of the task.

c. Production

No.	Teacher's role	Students' role
1.	Asking each tier to choose a topic provided by the teacher and develop into a recount text draft.	The students write a recount text draft by choosing the topic provided by the teacher individually. They may open their dictionary.

3. Post-Teaching

No.	Teacher's activity	Students' activity
1.	Asking the students if they find difficulties during the lesson.	The students are expected to ask to the teacher.
2.	Giving feedback on students' work during the lesson.	The students are expected to said their feeling after they take the lesson.
3.	Summarizing the materials with the students.	The students are expected to summarize the materials. (together with the teacher)

4.	Leading the prayer and saying goodbye.	The students say a prayer and say goodbye.
----	--	--

M. Media : chalks, blackboard, students' worksheet.

N. Sources :

Harmer, J.2004. *How to Teach Writing*. England: Longman

Priyana, Joko.2008, *Scaffolding English for Junior High School Students Grade VIII*.Jakarta: BSE.Depdiknas.

Sleman, January 2013

Researcher

Kurnia Ariyanti S.

NIM 08202241069

Lesson Plan

Cycle 2 (3rd meeting)

- A. School** : SMP Negeri 1 Ngemplak
B. Subject : English
C. Grade/Semester : VIII/1
D. Skills : Writing
E. Time Allocation : 2x40'

A. Standard of Competence : 12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of *recount* and *narrative*.

B. Basic competence : 12.2 Students express the meaning of short essay using written language accurately to interact with surroundings in the form of *recount* and *narrative*.


F. Objective : At the end of the lesson, students are able to revise and edit a recount text and write the final draft of a recount text.


G. Indicators :

1. Identifying the common writing errors.
2. Identifying the correction symbols.
3. Revising and editing recount draft.
4. Writing a final recount text based on the situation given.

H. Material

- **Writing Correction Symbol (from *How To Teach Writing and Writing Academic English*)**

No.	Simbol	Maksud	Contoh salah	Contoh benar
1.	Punc.	Punctuation (tanda baca)	I live in Umbulharjo	I live in Umbulharjo. (ada titik)
2.		Ada yang belum ditulis	(to be) Lisa	Lisa <i>is</i> smart.

			smart.	
			(article) Roni bought car.	Roni bought <i>a</i> car.
			(kt.depan) We went home Sunday.	We went home <i>on</i> Sunday.
			(kt.hubung) Shinta, Dita, Dita, Reza go to the class.	Shinta, Dita, <i>and</i> Reza go to the class.
			(kt.hubung) I saw a musical drama there. I went to a museum.	I saw a musical drama there. <i>After that</i> , I went to a museum.
3.		Jadikan satu kalimat	Everyone works hard. We work together. So we have become friends.	Everyone works hard. We work together, <i>so</i> we have become friends.
4.	Spell.	Spelling (pengejaan)	English is not dificult.	English is not <i>difficult</i> .
5.	V (V1/V2 /V3)	Diganti kata kerjanya dengan bentuk yang sesuai.	Risma buys an English book yesterday.	Risma <i>bought</i> an English book yesterday.
6.	X	Tidak perlu ditulis	Aji he is a handsome boy.	Aji <i>is</i> a handsome boy.
7.	Word	Salah penggunaan kata.	I am boring.	I am <i>bored</i> .
			I am interested	I am interested

			on jazz.	<i>in jazz.</i>
8.	Order	Urutan/peletakan katanya kurang tepat.	Dian likes very much it.	Dian likes <i>it</i> very much.
9.	Cpt.	Salah penggunaan huruf kapital.	We played waterFall.	We played <i>waterfall.</i>
10.	Pron.	Salah penggunaan kata ganti.	She took our into the studio.	She took <i>us</i> into the studio.
11.	S/P	Bentuk kata tunggal atau jamak.	My uncle bought eight ticket.	My uncle bought eight <i>tickets.</i>

- **Examples of students' incorrect sentences**

1. My first experience visiting TMII was very happy.
2. We depart by Safari Putra Dharma Bus yesterday.
3. i visited Jakarta.
4. I went there with my friend, me teacher, and the bus driver
5. In Bogor Palace we saw work room first president Indonesia.

I. Teaching Method: PPP

J. Teaching Procedure

1. Pre-Teaching

No.	Teacher's activities
1.	Greeting, saying a prayer, and checking attendance.
2.	Asking questions to the students related to the previous materials.

2. Main Teaching-Learning Activity

a. Presentation

No.	Teacher's roles	Students' roles
1.	Showing the common errors or	The students may deliver their

	mistakes in writing and writing correction symbols.	questions about the materials.
--	---	--------------------------------

b. Practice

No.	Teacher's roles	Students' roles
1.	Showing the students' incorrect sentences and asking the students to analyze the mistakes.	The students analyze the mistakes and correct the sentences.

c. Production

No.	Teacher's roles	Students' roles
1.	Giving indirect and direct feedback to the students' drafts.	Studying the feedback given.
2.	Asking the students to revise their drafts after it is given feedback.	The students revise their draft based on the feedback given. They may open dictionary.

3. Post-Teaching

No.	Teacher's activity	Students' activity
1.	Asking the students if they find difficulties during the lesson.	The students are expected to ask to the teacher.
2.	Giving feedback on students' work during the lesson.	The students are expected to show their face expression.
3.	Summarizing the materials with the students.	The students are expected to summarize the materials (together with the teacher)
4.	Leading the prayer and saying goodbye.	The students say a prayer and say goodbye.

K. Media : print out of correction symbols and students' worksheet

L. Assesment

Writing Scoring Scheme (from Testing for Language Teachers page 104)

Aspect	Score	Level	Criteria
Content	30-27	EXCELLENT TO VERY GOOD	knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE	some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks of detail
	21-17	FAIR TO POOR	limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR	does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD	fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE	somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10	FAIR TO POOR	non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	VERY POOR	does not communicate • no organization • OR not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD	sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE	adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR	limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured
	9-7	VERY POOR	essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
Language use	25-22	EXCELLENT TO VERY GOOD	effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE	effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR	major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured
	10-5	VERY POOR	virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD	demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing

	4	GOOD TO AVERAGE	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR	frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	2	VERY POOR	no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

M. Sources :

Hughes,A.2003.*Testing for Language Teachers*.Cambridge:Cambridge University Press

Harmer,J.2004.*How to Teach Writing*.England:Longman

Sleman, January 2013

Researcher

Kurnia Ariyanti S.

NIM 08202241069

Task 1

Complete the following text with right verbs provided in the brackets.

Last Saturday, my friends and I(1)_____(go/went) to Jogja TV studio. It is not very far from our school, so we just(2)_____(ride/rode) our bicycles.

First, we(3)_____(meet/met) Shanti and Riko outside the studio. **Then** they(4)_____(take/took) us into the studio. **After that**, we(5)_____(have/had) lunch at Jogja TV canteen. The food (6)_____(was/were) delicious. Before we(7)_____(go/went) home, we(8)_____(take/took) some photographs with Shanti and Riko.

It (9)_____(was/were) tiring, but we(10)_____(were/was) very happy.

Task 2

Complete the following text with right connecting verbs provided in the brackets.

Last week, my brother and I spent our holiday in Jakarta. We stayed in our uncle's house. We went there by bus. We left from Yogyakarta on Friday. After we went there, we prepared some things.

1)_____(One/First), we booked two tickets at the ticket agent.

2)_____(Second/After that), we got on the bus from Giwangan terminal at 3 pm.

3)_____(Third/Then), we stopped to have dinner at Ajibarang.

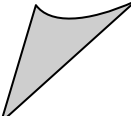
After having dinner, we continued our travel. We arrived at Lebak Bulus terminal. From the terminal, we took the bus no. C 09. 4)_____(Last/Finally), we arrived at our uncle's house. It was a long trip, but we enjoyed it.

Task 3

Make an outline of recount text which tell your last holiday by using the following form.

Title : _____
Opening/Orientation : _____
Events :

Closing/Reorientation:



Yellow Group

Task 1

Complete the following text with right verbs provided in the right column.

Last Saturday, my friends and I(1)_____ to Jogja TV studio. It is not very far from our school, so we just(2)_____our bicycles.	rode went
First , we(3)_____Shanti and Riko outside the studio. Then they(4) _____us into the studio. After that , we (5)_____ lunch at Jogja TV canteen. The food(6) ____delicious. Before we(7)_____ home, we(8) _____ some photographs with Shanti and Riko.	met took was had took went
It(9) _____tiring, but we(10) _____ very happy.	were was

Task 2

Complete the following text with right connecting words provided in the right column.

Last week, my brother and I spent our holiday in Jakarta. We stayed in our uncle's house. We went there by bus. We left from Yogyakarta on Friday. After we went there, we prepared some things. 1)_____, we booked two tickets at the ticket agent. 2)_____, we got on the bus from Giwangan terminal at 3 pm.	After that First
3)_____, we stopped to have dinner at Ajibarang. After having dinner, we continued our travel. We arrived at Lebak Bulus terminal. Form the terminal, we took the bus no. C 09. 4)_____, we arrived at our uncle's house. It was a long trip, but we enjoyed it.	Finally Then

Task 1

Complete the following text with right verbs provided in the box.

Last Saturday, my friends and I(1)_____ to Jogja TV studio. It is not very far from our school, so we just(2)_____our bicycles.

First, we(3)_____Shanti and Riko outside the studio. **Then** they(4) _____us into the studio. **After that**, we(5) _____ lunch at Jogja TV canteen. The food (6)_____delicious. **Before** we(7)_____ home, we(8) _____ some photographs with Shanti and Riko.

It (9)_____tiring but we(10) _____ very happy.

rode	took	had	went	was
went	was	met	took	were

Task 2

Complete the following text with right connecting words provided in the box.

Last week, my brother and I spent our holiday in Jakarta. We stayed in our uncle's house. We went there by bus. We left from Yogyakarta on Friday. After we went there, we prepared some things.

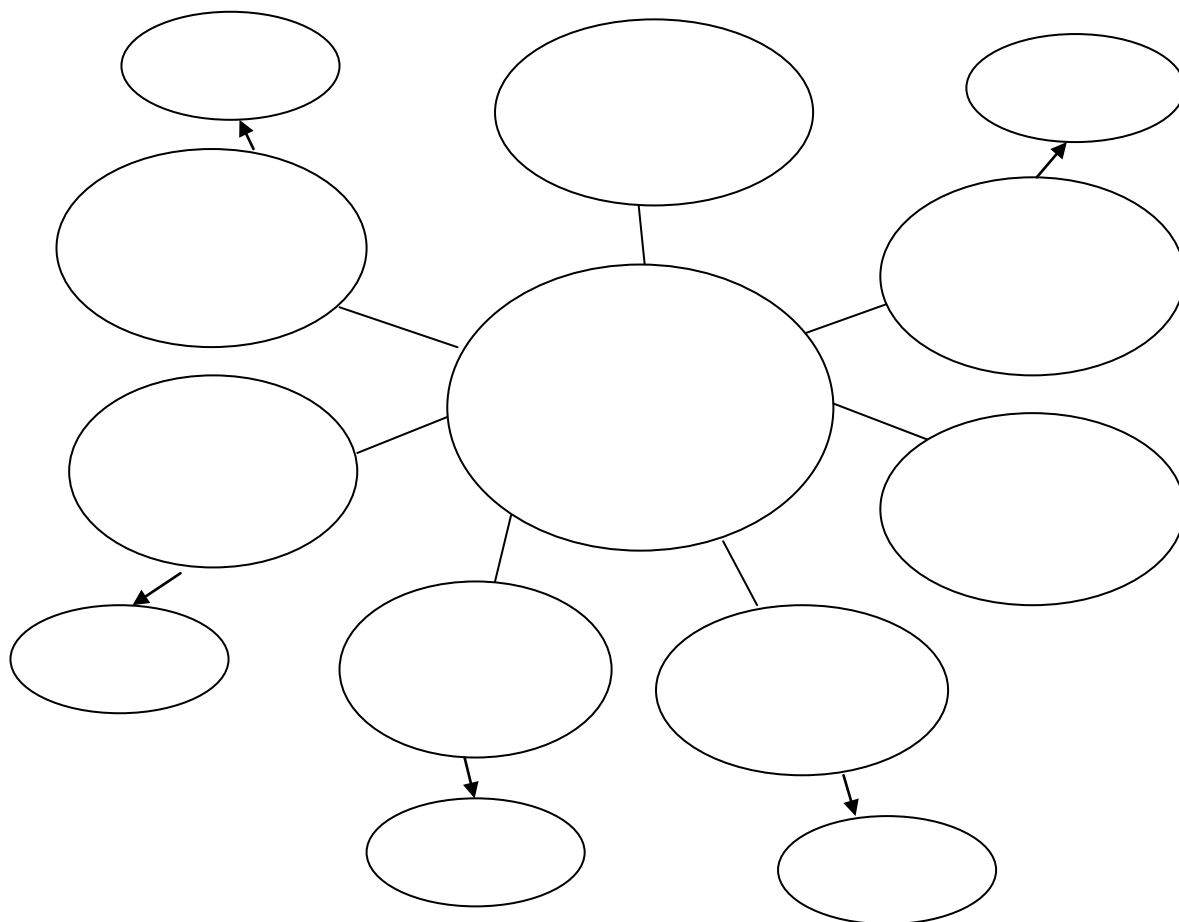
1)_____, we booked two tickets at the ticket agent. 2)_____, we got on the bus from Giwangan terminal at 3 pm. 3)_____, we stopped to have dinner at Ajibarang.

After having dinner, we continued our travel. We arrived at Lebak Bulus terminal. Form the terminal, we took the bus no. C 09. 4)_____,we arrived at our uncle's house. It was a long trip, but we enjoyed it.

After that	Finally
First	Then

Task 3

Make a mind map of a recount text which tells your last holiday by using the following form.



Red Group

Task 1

Here is my first experience speaking English. Find the simple past verbs on the text. Then, put the verbs on the table and complete the table with the right verbs and the meaning. You can open your dictionary. Look at the example.

My First Experience Speaking English

I was a seventh grade student when the first time I visited Yogyakarta. I went there with my English teacher and my friends. We went there by bus. We departed to Yogyakarta at 8 a.m.

Three hours later, the bus had been parked on the Yogyakarta Palace's parking area. I and my friends soon went to the palace on foot. After we entered the palace, we were welcomed by a tour guide. Then, she took us around the palace.

When we walked around the palace, we met a foreign tourist. Then, we tried to make a conversation with the tourist as our English teacher gave us an assignment to train our speaking ability. We felt very nervous when we spoke with the tourist as it was our first experience. We introduced each other and took a note of our conversation with the tourist. After we finished making a note, we gave our note to our English teacher.

We spent about two hours in Yogyakarta Palace. After that, we walked on Malioboro Street. We chatted along the street. We talked about our experience when we spoke with the foreign tourists. Some of us felt nervous too, but it was very exciting experience. Then, we bought some foods and souvenirs.

At 4 p.m. we went home. On the way we went home, my English teacher asked me about my assignment to speak with foreign tourists. I told him that I was very nervous but I was happy. I hope I can make a lot of conversation with foreign tourists again next time.

Regular Verbs

No.	Present (V1)	Past (V2)	Meaning
1.	visit	visited	mengunjungi

2.	ask		
3.	chatt		
4.	depart		
5.	enter		
6.	finish		
7.	introduce		
8.	talk		
9.	try		
10.	walk		

Irregular Verbs

No.	Present (V1)	Past (V2)	Meaning
1.	go	went	Pergi
2.	buy		
3.	feel		
4.	give		
5.	speak		
6.	spend		
7.	take		
8.	tell		

Task 2

In pairs, change the italic words on the text below by choosing the suitable words provided below the text.

Going Fishing for the First Time

Last week, my uncle (1) *asks* me to go fishing with him in the river near his house. He also (2) *tells* me that the scenery there is beautiful. I (3) *am* excited because I (4) *have* never gone fishing before. Therefore, he (5) *teaches* me how to do it very well.

We leave at 9 a.m. When we (6) *get* to the river, there are already some people. They (7) *are* also fishing. Then, we (8) *look* for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we bring. After that, my uncle (9) *teaches* me how to catch fish. He (10) *does* it very patiently.

Suddenly, in the middle of fishing, I (11) *feel* something really heavy catching my hook. I (12) *cannot* pull it until I slip and (13) *fall* into the river. I (14) *do* not realize that the grass (15) *is* slippery. My uncle (16) *pulls* me out quickly. He (17) *helps* me reach the ground. Thank God, I (18) *am* safe even though I have mud all over my face.

- | | | | |
|---------------|------------|-------------------|--------------|
| 1. (a) asked | (b) ask | 10. (a) do | (b) did |
| 2. (a) told | (b) tell | 11. (a) felt | (b) feels |
| 3. (a) was | (b) were | 12. (a) could not | (b) were not |
| 4. (a) has | (b) had | 13. (a) falls | (b) fell |
| 5. (a) teach | (b) taught | 14. (a) does | (b) did |
| 6. (a) gets | (b) got | 15. (a) was | (b) were |
| 7. (a) were | (b) was | 16. (a) pull | (b) pulled |
| 8. (a) looked | (b) looks | 17. (a) help | (b) helped |
| 9. (a) teach | (b) taught | 18. (a) was | (b) were |

Task 3

Here is a text which tells someone's first experience visiting Bandung. In pairs, arrange the jumbled words on the text below into good sentences. Look at the example.

A Trip to Bandung

went - Last holiday, - Bandung - I - to. happy - very - I - was - because - it - my first experience - was - Bandung - visiting. with - there - went - I - my family. departed - We - to - Bandung - train - by - 7 a.m. - at. There - many - are - interesting places - visit - to.

visited - First, - we - Tangkuban Perahu. is - The - very - wonderful - place. went - we - After that, - to - Dago Street. bought - t-shirts - some - We - there. Cibaduyut - to - Then, - went - we. bought - We - shoes, - souvenirs - some - dolls - things - many - like - and. not - also - did - forget - We - buy - to - peuyeum. its -

Task 4

Tell your first experience visiting a place during your holiday by answering the following questions.

1. Where did you go on your last holiday?
Last holiday, I went to _____.
2. What did you feel since it was your first experience visiting the place?
I was _____ because it was my _____ visiting the place.
3. With whom did you go there?
I went there with _____.
4. How did you go there?
I went there by _____.
5. What time did you go there?
I departed from _____ at _____.
6. What time did you arrive there?
I arrived there _____ minutes/hours later.
7. What did you do first after you arrived there?
After we arrived there, we _____.
8. What did you do after that?
After that, we _____.
9. What did you do then?
Then, we _____.
10. What did you do before you go home?
Before we went home, we _____.
11. What did you feel about your holiday?
My holiday was _____.
12. What do you hope for your next holiday?
I hope my next holiday will be _____.

Task 5

Write a short story about your first experience during your holiday. Choose one of the following topics. Don't forget to use simple past verbs and connecting words. Use the clue words provided in the brackets to help you write the story.

- a. **Joining a contest** (title: **joining..... contest for the first time**; **opening**: this was my first experience joining the contest; **sequence of events** : first, then, after that, finally; **closing**: my first experience joining the contest was.....)
- b. **Speaking English for the first time** (title: **speaking English for the first time**; **opening**: this was my first experience speaking English; **sequence of events** : first, then, after that, finally; **closing**: my first experience speaking English was.....)
- c. **Fishing** (title: **going fishing for the first time**; **opening**: this was my first experience going fishing ; **sequence of events** : first, then, after that, finally; **closing**: my first fishing experience was.....)
- d. **Visiting a place for the first time** (title: **A visit to.....**; **opening**: this was my first experience visiting..... ; **sequence of events** : first, then, after that, finally; **closing**: my first experience visiting..... was.....)

Yellow Group

Task 1

Here is my first experience speaking English. Find the simple past verbs on the text below. Then, put the verbs on the table and complete the table with the right verbs and the meaning. You can open your dictionary. Look at the example.

My First Experience Speaking English

I was a seventh grade student when the first time I visited Yogyakarta. I went there with my English teacher and my friends. We went there by bus. We departed to Yogyakarta at 8 a.m.

Three hours later, the bus had been parked on the Yogyakarta Palace's parking area. I and my friends soon went to the palace on foot. After we entered the palace, we were welcomed by a tour guide. Then, she took us around the palace.

When we walked around the palace, we met a foreign tourist. Then, we tried to make a conversation with the tourist as our English teacher gave us an assignment to train our speaking ability. We felt very nervous when we spoke with the tourist as it was our first experience. We introduced each other and took a note of our conversation with the tourist. After we finished making a note, we gave our note to our English teacher.

We spent about two hours in Yogyakarta Palace. After that, we walked on Malioboro Street. We chatted along the street. We talked about our experience when we spoke with the foreign tourists. Some of us felt nervous too, but it was very exciting experience. Then, we bought some foods and souvenirs.

At 4 p.m. we went home. On the way we went home, my English teacher asked me about my assignment to speak with foreign tourists. I told him that I was very nervous but I was happy. I hope I can make a lot of conversation with foreign tourists again next time.

Regular Verbs

No.	Present (V1)	Past (V2)	Meaning
1.	visit	visited	Mengunjungi

2.		asked	
3.	chatt		
4.		Departed	
5.	enter		
6.		Finished	
7.	introduce		
8.		Talked	
9.	try		
10.		Walked	

Irregular Verbs

No.	Present (V1)	Past (V2)	Meaning
1.	go	Went	Pergi
2.		Bought	
3.	feel		
4.		Gave	
5.	speak		
6.		Spent	
7.	take		
8.		Told	

Task 2

Read the text carefully. In pairs, change the italic words on the text below into the right verbs. Look at the example.

Going Fishing for the First Time

Last week, my uncle *asks* me to go fishing with him in the river near his house. He also *tells* me that the scenery there is beautiful. I *am* excited because I *have* never gone fishing before. Therefore, he *teaches* me how to do it very well.

We leave at 9 a.m. When we *get* to the river, there are already some people. They *are* also fishing. Then, we *look* for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we bring. After that, my uncle *teaches* me how to catch fish. He *does* it very patiently.

Suddenly, in the middle of fishing, I *feel* something really heavy catching my hook. I *cannot* pull it until I slip and *fall* into the river. I *do* not realize that the grass *is* slippery. My uncle *pulls* me out quickly. He *helps* me reach the ground. Thank God, I *am* safe even though I have mud all over my face.

Write your answer here.

1. Last week, my uncle *asked* me to go fishing with him in the river near his house.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.

Task 3

Change the verbs in the brackets into the right verb forms and use it to complete the following text.

A Trip to Bandung

Last holiday, I (1) _____ (go) to Bandung. I (2) _____ (be very happy) because it (3) _____ (be my first experience) to go to Bandung. I (4) _____ (go) there with my family. We (5) _____ (depart) to Bandung at 7 a.m. by train. There are many interesting places to visit.

First, we (6) _____ (visit) Tangkuban Perahu. The place is very wondrous. After that, we (7) _____ (go) to Dago Street. We (8) _____ (buy) some t-shirts there. Then, we (9) _____ (go) to Cibaduyut. We (10) _____ (buy) many things like shoes, dolls, and some souvenirs. We also (11) _____ (do not forget) to buy 'peuyeum'. Bandung is famous for its peuyeum. Finally, we (12) _____ (go) to café to have lunch.

We (13) _____ (spend) three days in Bandung. It (14) _____ (be really fun). Next time, I hope I will have more exciting holiday.

Source : Priyana, Joko.2008, Scaffolding English for Junior High School Students Grade VIII.Jakarta: BSE.Depdiknas

Task 4

Tell your first experience visiting a place during your holiday by answering the following questions. Use the words in the brackets to help you answer the questions.

1. Where did you go on your last holiday? (last holiday, went)
_____.
2. What did you feel since it was your first experience visiting the place? (very happy, my first experience)
_____.
3. With whom did you go there? (went)
_____.
4. How did you go there? (went, by)
_____.
5. What time did you go there? (departed from, at)
_____.
6. What time did you arrive there? (arrived, at)
_____.
7. What did you do first after you arrived there? (after, arrived)
_____.
8. What did you do after that? (after that)
_____.
9. What did you do then? (then)
_____.
10. What did you do before you go home? (before, went)
_____.
11. What did you feel about your holiday? (felt, happy)
_____.
12. What do you hope for your next holiday? (hope, my next holiday, will be)
_____.

Task 5

Write a short story about your first experience during your holiday. Choose one of the following topics. Don't forget to use simple past verbs and connecting words. Use the clue words provided in the brackets to help you write the story.

- a. **Joining a contest** (**opening:** this was my first experience joining the contest; **sequence of events :** first, then, after that, finally; **closing:** my first experience joining the contest was.....)
- b. **Speaking English** (**opening:** this was my first experience speaking English; **sequence of events :** first, then, after that, finally; **closing:** my first experience speaking English was.....)
- c. **Fishing** (**opening:** this was my first experience going fishing ; **sequence of events :** first, then, after that, finally; **closing:** my first fishing experience was.....)
- d. **Visiting a place for the first time** (**opening:** this was my first experience visiting..... ; **sequence of events :** first, then, after that, finally; **closing:** my first experience visiting..... was.....)

Green Group

Task 1

Here is my first experience speaking English. Find the simple past verbs on the text. Then, put the verbs on the table and complete the table with the right verbs and the meaning. You can open your dictionary. Look at the example.

My First Experience Speaking English

I was a seventh grade student when the first time I visited Yogyakarta. I went there with my English teacher and my friends. We went there by bus. We departed to Yogyakarta at 8 a.m.

Three hours later, the bus had been parked on the Yogyakarta Palace's parking area. I and my friends soon went to the palace on foot. After we entered the palace, we were welcomed by a tour guide. Then, she took us around the palace.

When we walked around the palace, we met a foreign tourist. Then, we tried to make a conversation with the tourist as our English teacher gave us an assignment to train our speaking ability. We felt very nervous when we spoke with the tourist as it was our first experience. We introduced each other and took a note of our conversation with the tourist. After we finished making a note, we gave our note to our English teacher.

We spent about two hours in Yogyakarta Palace. After that, we walked on Malioboro Street. We chatted along the street. We talked about our experience when we spoke with the foreign tourists. Some of us felt nervous too, but it was very exciting experience. Then, we bought some foods and souvenirs.

At 4 p.m. we went home. On the way we went home, my English teacher asked me about my assignment to speak with foreign tourists. I told him that I was very nervous but I was happy. I hope I can make a lot of conversation with foreign tourists again next time.

Regular Verbs

No.	Present (V1)	Past (V2)	Meaning
1.	visit	visited	mengunjungi

2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Irregular Verbs

No.	Present (V1)	Past (V2)	Meaning
1.	go	went	Pergi
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Task 2

In pairs, make a circle on the wrong verbs on the text below. Write your correction below the text. Look at the example.

Going Fishing for the First Time

Last week, my uncle asks me to go fishing with him in the river near his house. He also tells me that the scenery there is beautiful. I am excited because I have never gone fishing before. Therefore, he teaches me how to do it very well.

We leave at 9 a.m. When we get to the river, there are already some people. They are also fishing. Then, we look for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we bring. After that, my uncle teaches me how to catch fish. He does it very patiently.

Suddenly, in the middle of fishing, I feel something really heavy catching my hook. I cannot pull it until I slip and fall into the river. I do not realize that the grass is slippery. My uncle pulls me out quickly. He helps me reach the ground. Thank God, I am safe even though I have mud all over my face.

1. Last week, my uncle *asked* to go fishing with him in the river near his house.

Task 3

Change the words provided in the right column and use it to complete the following text. There are some words which are used more than once.

A Trip to Bandung	
<p>Last holiday, I (1)_____ to Bandung. I (2) _____ because it (3) _____ to go to Bandung. I (4) _____ there with my family. I (5) _____ to Bandung at 7 a.m. by train. There are many interesting places to visit.</p> <p>First, we (6) _____ Tangkuban Perahu. The place is very wonderful. After that, we (7) _____ to Dago Street. We (8) _____ some t-shirts there. Then, we (9) _____ to Cibaduyut. We (10) _____ many things like shoes, dolls, and some souvenirs. We also (11) _____ to buy 'peuyeum'. Bandung is famous for its 'peuyeum'. Finally, we (12) _____ to café to have lunch.</p> <p>We (13) _____ three days in Bandung. It (14) _____. Next time, I hope I will have more exciting holiday.</p> <p><i>Source : Priyana, Joko.2008, Scaffolding English for Junior High School Students Grade VIII.Jakarta: BSE.Depdiknas.</i></p>	<p>be famous for</p> <p>depart</p> <p>buy</p> <p>visit</p> <p>do not forget</p> <p>have</p> <p>spend</p> <p>be really fun</p> <p>be my first experience</p> <p>be very happy</p> <p>go</p>

Task 4

Tell your first experience visiting a place during your holiday by using the words provided in the brackets.

1. (last holiday, went)
2. (was very happy, my first experience)
3. (went, with)
4. (went, by)
5. (departed from, at)
6. (arrived, at)
7. (after, arrived)
8. (after that)
9. (then)
10. (before, went, home)
11. (felt, happy)
12. (hope, my next holiday, will be more interesting)

Task 5

Write a short story about your first experience during your holiday. Choose one of the following topics. Don't forget to use simple past verbs and connecting words.

- a. Joining a contest
- b. Speaking English
- c. Fishing
- d. Visiting a place for the first time

Observation checklist

Cycle 1, meeting 1

Date : November 22nd 2012

No.	Activities	Yes	No	Description
1.	R opens the class by greeting and checking students' attendance.	✓		
2.	R asks questions to Ss related to the materials.	✓		
3.	R introduces the topic of a recount text to Ss.	✓		
4.	R shows the model of a recount text to Ss.	✓		
5.	R asks Ss to tell the events on the recount text.	✓		
6.	R asks Ss to categorize the text based on its generic structure.	✓		
7.	Ss respond to R's instructions.	✓		
8.	R explains about the recount text.	✓		
9.	Ss do not make noise when R explains the materials.		✓	R should remind the Ss to keep silent.
10.	Ss do not do other lesson tasks when the R explains the materials.	✓		
11.	R shows and explains about making outline, list, and mind mapping to the students.	✓		
12.	R divides Ss into three tiers based on students' writing ability.	✓		
13.	R asks each tier to complete a recount text in pairs.	✓		
14.	R gives clear instruction to Ss how to do the task.	✓		R needs to ensure that Ss understand the instruction.
15.	Ss do not make noise when R divides them into three tiers.		✓	
16.	Ss do the task given by R.	✓		
17.	Ss do not make noise when they do the task.		✓	
18.	R offers help for Ss who find difficulties in doing the task.	✓		
19.	R asks Ss who have finished doing the task to help the others who have not finished doing the task.	✓		
20.	Ss ask R or other friends if they find difficulties in doing the task.	✓		

21.	Ss who have finished doing the task help the others who have not finished doing the task.	✓		
22.	R asks tier 1 Ss (red group) to make an outline of a recount text which tells their last holiday.	✓		Some Ss do not understand the instruction of the task.
23.	R asks tier 2 Ss (yellow group) to make a list of a recount text which tells their last holiday.	✓		
24.	R asks tier 3 Ss (green group) to make a mind mapping of a recount text which tells their last holiday.	✓		
25.	Ss finish and submit the task.		✓	Ss are required to finish the task at home as time was up.
26.	R concludes the materials with Ss based on the tasks they have done.	✓		
27.	Ss try to conclude the materials with R.	✓		Some Ss make noise.
28.	R gives Ss opportunity to deliver their questions related to the materials.		✓	
29.	Ss ask questions to R related to the materials.		✓	
30.	R gives feedback to Ss' work during the lesson.	✓		
31.	R closes the class by leading prayer and saying goodbye.	✓		

Cycle 1, meeting 2

Date : November 24th 2012

No.	Activities	Yes	No	Description
1.	R opens the class by greeting and checking Ss' attendance.	✓		
2.	R asks questions to Ss related to the previous materials.	✓		
3.	R asks Ss about the tasks they have done in the previous meeting.	✓		
4.	R discuss the tasks with Ss.	✓		
5.	R asks Ss to submit their writing.	✓		
6.	R introduces new topic to Ss.	✓		
7.	R shows another model of recount text.	✓		
8.	R asks Ss to to read the text.	✓		

9.	R asks Ss to identify the language features of the text.	✓		
10.	R explains the language features of the text.	✓		
11.	Ss do not make noise when R explains the materials.		✓	Little bit noisy.
12.	R divides Ss into three groups based on Ss' writing ability.	✓		
13.	R divides each group into smaller groups consist of 3 to 5 students.	✓		
14.	R distributes envelopes to each smaller gorup.	✓		
15.	R asks each smaller group to arrange jumbled sentences into a good text and find its language features.	✓		
16.	R gives clear instruction to Ss how to do the tasks.	✓		
17.	Ss do not make noise when R gives the instruction.	✓		
18.	Ss work collaboratively with their groups.	✓		
19.	Ss do not make noise when they do the task.	✓		Some Ss were not paying attention.
20.	R offers help for Ss who find difficulties in doing the task.	✓		
21.	R asks Ss to open their dictionary if they find difficult words.	✓		
22.	Ss bring dictionary.	✓		
23.	R asks some of smaller groups to present their work.	✓		
24.	Ss do not make noise when their friends present their work.	✓		
25.	R and Ss discuss the work presented by some smaller groups.	✓		
26.	R asks some Ss from other groups to see their friends' work and correct it if there are some mistakes in the work.		✓	Not done in this exercise as Ss could not be managed well.
27.	R shows the right arrangement of the text.	✓		
28.	Ss do not make noise when R shows the text.		✓	Some Ss had a talk with their friends.
29.	R summarize the materials with Ss.	✓		
30.	R gives Ss opportunity to deliver	✓		

	their questions related to the materials.			
31.	Ss aks R related to the materials.		✓	Not all Ss participate.
32.	R gives feedback to Ss' work during the lesson.	✓		
33.	R closes the class by leading prayer and saying goodbye.	✓		

Cycle 1, meeting 3

Date : November 30th 2012

No.	Activities	Yes	No	Description
1.	R opens the class by greeting and checking Ss' attendance.	✓		
2.	R shows the samples of some incorrect sentences from Ss' works.	✓		
3.	R asks Ss to correct the sentences.	✓		
4.	R explains about the common errors or mistakes and the correction symbols.	✓		
5.	Ss do not make noise when R explains the materials.	✓		
6.	Ss do not do other lesson tasks when R explains the materials.	✓		
7.	R gives comments to Ss about their works in groups of four and asks Ss to study the corrections.	✓		
8.	R asks Ss to make the more perfect recount draft that will be scored based on the correction given.	✓		
9.	Ss bring dictionary.	✓		
10.	R asks the Ss to submit the task.	✓		
11.	Ss finish and submit the task.	✓		
12.	R concludes the materials with Ss based on the tasks they have done.	✓		
13.	R gives Ss opportunity to deliver their questions related to the materials.	✓		
14.	Ss ask questions to R related to the materials.	✓		
15.	R gives feedback to Ss' work during the lesson.	✓		
16.	R closes the class by leading prayer and saying goodbye.	✓		

Cycle 2, meeting 1

Date : 16th and 17th January 2013

No.	Activities	Yes	No	Description
1.	R opens the class by greeting and checking Ss' attendance.	✓		
2.	R asks questions to Ss related to the materials.	✓		
3.	R introduces the topic of a recount text to Ss.	✓		
4.	R shows the model of a recount text to Ss.	✓		
5.	R asks Ss to tell the events on the recount text.	✓		
6.	R asks Ss to categorize the text based on its generic structure.	✓		Ss answer together.
7.	Ss respond to R's instructions.	✓		Ss rather to be passive.
8.	R explains about the recount text.	✓		
9.	Ss do not make noise when R explains the materials.	✓		
10.	Ss do not do other lesson tasks when R explains the materials.	✓		
11.	R divides Ss into three tiers based on students' writing ability.	✓		
12.	Ss do not make noise when R divides them into three tiers.	✓		
13.	R asks each tier to find the simple past verbs and its meaning on a recount text.	✓		
14.	R gives clear instruction to Ss how to do the task.	✓		
15.	Ss do the task given by R.	✓		
16.	Ss do not make noise when they do the task.	✓		
17.	Ss bring dictionary.	✓		
18.	R offers help for Ss who find difficulties in doing the task.	✓		
19.	R asks Ss who have finished doing the task to help the others who have not finished doing the task.	✓		
20.	Ss ask R or other friends if they find difficulties in doing the task.	✓		
21.	Ss who have finished doing the task help the others who have not	✓		

	finished doing the task.			
22.	R and Ss discuss the task which have been given.	✓		
23.	R asks the tier 1 students (red group) to change the italic words on a recount text into the right verbs by choosing the words provided below the text.	✓		
24.	R asks the tier 2 students (yellow group) to change the italic words on a recount text into the right verbs.	✓		
25.	R asks the tier 3 students (green group) to find the wrong verbs on a recount text and change it into the right verbs.	✓		
26.	R asks the tier 1 students (red group) to arrange the jumbled words on a recount text into good sentences.	✓		
27.	R asks the tier 2 students (yellow group) to change the verbs in the brackets into the right verbs and use it to complete a recount text.	✓		
28.	R asks the tier 3 students (green group) to change the verbs in the right column into the right verbs and use it to complete a recount text.	✓		
29.	Ss finish and submit the task.	✓		
30.	R summarizes the materials with Ss based on the tasks they have done.	✓		
31.	R gives Ss opportunity to deliver their questions related to the materials.	✓		
32.	R gives feedback to Ss' work during the lesson.	✓		
33.	R closes the class by leading prayer and saying goodbye.	✓		

Cycle 2, meeting 2

Date : 23rd January 2013

No.	Activities	Yes	No	Description
1.	R opens the class by greeting and checking Ss' attendance.	✓		
2.	R asks Ss about their study tour by using WH questions.	✓		
3.	R asks Ss about the previous tasks they had done.	✓		Most of Ss haven't finished the task.
4.	R reminds Ss about the steps of writing recount text.	✓		Ss forget.
5.	Ss do not make noise when R explains the steps of writing recount text.		✓	Some Ss talk with their friends.
6.	R asks Ss to sit with their groups (tier).	✓		
7.	Ss do not make noise when R asks them to sit with their groups.	✓		
8.	R asks Ss to do Task 4, i.e. making a draft of recount text by using guided questions and answers and clues.	✓		R asks Ss who have finished task 3 to do task 4.
9.	R gives clear instruction to Ss how to do the task.	✓		
10.	Ss do not make noise when R asks them to do Task 4.		✓	Some Ss talk with their friends.
11.	Ss do Task 4.	✓		
12.	R offers help for Ss who find difficulties in doing Task 4.	✓		R moves around the class to guide Ss.
13.	Ss finish Task 4.	✓		
14.	R asks Ss to do Task 5 i.e. make a draft of recount text by using free writing technique.	✓		
15.	R asks each tier to read the instruction of Task 5.	✓		
16.	R asks Ss if they do not understand the instruction.	✓		
17.	Ss ask R about the instruction.	✓		
18.	Ss do Task 5 and do not make noise when they do it.	✓		
19.	Ss finish Task 5 and submit it.	✓		Some Ss have not finish it yet.
20.	R and Ss concludes the materials	✓		

	from the task they had done.			
21.	R closes the class.	✓		

Cycle 2, meeting 3

Date : 30th January 2013

No.	Activities	Yes	No	Description
1.	R opens the class by greeting and checking Ss' attendance.	✓		
2.	R shows the samples of some incorrect sentences from Ss' works.	✓		
3.	R asks Ss to correct the sentences.	✓		
4.	R explains about the common errors or mistakes and the correction symbols.	✓		
5.	Ss do not make noise when R explains the materials.	✓		
6.	Ss do not do other lesson tasks when R explains the materials.	✓		
7.	R gives comments to Ss about their works and asks Ss to study the corrections.	✓		
8.	R asks Ss to make the more perfect recount draft that will be scored.	✓		
9.	Ss bring dictionary.	✓		
10.	R asks Ss to submit the task.	✓		
11.	Ss finish and submit the task.	✓		
12.	R concludes the materials with Ss based on the tasks they have done.	✓		
13.	R gives Ss opportunity to deliver their questions related to the materials.	✓		
14.	Ss ask questions to R related to the materials.	✓		
15.	R gives feedback to Ss' work during the lesson.	✓		
16.	R closes the class by leading prayer and saying goodbye.	✓		

Diagnostic Writing Test (pre-test) Scores**Rater :Kurnia A.S.**

Ss No.	Aspect				
	C	O	V	L	M
1	17	12	12	11	3
2	23	17	14	17	4
3	23	17	17	17	4
4	17	12	10	11	3
5	15	12	12	12	3
6	16	12	12	12	3
7	16	12	12	11	3
8	16	12	11	11	3
9	24	17	17	16	4
10	17	11	11	12	3
11	15	12	13	13	3
12	23	17	17	17	4
13	22	16	16	17	4
14	20	15	14	16	4
15	22	15	12	17	3
16	23	17	17	17	4
17	17	11	10	11	3
18	16	14	11	11	3
19	18	11	11	12	3
20	21	15	15	15	4
21	16	13	10	12	4
22	22	18	17	17	4
23	17	13	12	12	4
24	18	13	12	15	3
25	16	12	12	12	3
26	19	12	10	12	3
27	19	13	13	12	4
28	23	17	17	17	4
29	23	16	15	17	4
30	15	12	11	12	4
31	16	12	12	12	3
32	16	13	11	12	3
33	16	12	12	12	3
34	16	12	12	11	3
35	20	14	14	15	4
36	17	12	12	11	3

Rater :Endang T.H., S.Pd.

Ss No.	Aspect				
	C	O	V	L	M
1	17	12	12	12	3
2	23	17	14	17	4
3	23	17	17	17	4
4	17	12	10	11	4
5	15	12	13	12	4
6	16	12	12	12	4
7	16	12	12	11	4
8	16	12	12	11	4
9	24	18	18	17	4
10	17	12	11	12	4
11	16	12	13	13	4
12	23	17	18	18	4
13	23	16	17	17	4
14	21	15	15	16	4
15	22	15	13	17	4
16	23	17	17	17	4
17	17	11	10	11	4
18	16	14	11	11	4
19	18	11	12	11	4
20	21	15	15	15	4
21	17	12	11	12	3
22	23	18	17	17	4
23	17	13	12	13	4
24	18	13	13	15	4
25	16	12	12	12	3
26	20	12	11	12	4
27	19	13	13	13	4
28	24	17	18	18	4
29	24	17	16	17	4
30	15	12	12	12	4
31	16	12	13	12	3
32	16	13	11	12	4
33	16	12	12	12	4
34	16	12	12	12	3
35	20	14	15	15	4
36	17	12	12	11	3

Final Score of the Pre-Test

Ss No.	Aspect					Total Score
	C	O	V	L	M	
1	17	12	12	11,5	3	55,5
2	23	17	14	17	4	75
3	23	17	17	17	4	78
4	17	12	10	11	3,5	53,5
5	15	12	12,5	12	3,5	55
6	16	12	12	12	3,5	55,5
7	16	12	12	11	3,5	54,5
8	16	12	11,5	11	3,5	54
9	24	17,5	17,5	16,5	4	79,5
10	17	11,5	11	12	3,5	55
11	15,5	12	13	13	3,5	57
12	23	17	17,5	17,5	4	79
13	22,5	16	16,5	17	4	76
14	20,5	15	14,5	16	4	70
15	22	15	12,5	17	3,5	70
16	23	17	17	17	4	78
17	17	11	10	11	3,5	52,5
18	16	14	11	11	3,5	55,5
19	18	11	11,5	11,5	3,5	55,5
20	21	15	15	15	4	70
21	16,5	12,5	10,5	12	3,5	55
22	22,5	18	17	17	4	78,5
23	17	13	12	12,5	4	58,5
24	18	13	12,5	15	3,5	62
25	16	12	12	12	3	55
26	19,5	12	10,5	12	3,5	57,5
27	19	13	13	12,5	4	61,5
28	23,5	17	17,5	17,5	4	79,5
29	23,5	16,5	15,5	17	4	76,5
30	15	12	11,5	12	4	54,5
31	16	12	12,5	12	3	55,5
32	16	13	11	12	3,5	55,5
33	16	12	12	12	3,5	55,5
34	16,5	12	12	11,5	3	55
35	20	14	14,5	15	4	67,5
36	17	12	12	11	3	55
Mean	18,73611	13,66667	13,16667	13,61111	3,638889	62,8194444

Cycle 1

Rater :Kurnia A.S.

Ss No.	Aspect				
	C	O	V	L	M
1	20	13	13	15	3
2	24	15	15	18	5
3	22	17	16	16	4
4	19	12	11	12	3
5	20	14	14	14	4
6	22	13	14	17	4
7	18	11	13	12	3
8	21	13	13	15	4
9	24	17	18	17	5
10	21	14	12	13	4
11	21	12	13	14	4
12	25	17	16	20	5
13	24	17	15	19	5
14	24	16	15	18	5
15	22	16	14	17	5
16	21	17	16	16	5
17	17	12	12	13	3
18	22	15	15	15	3
19	21	12	11	12	3
20	22	14	14	16	4
21	21	14	13	13	4
22	21	16	17	16	4
23	20	14	14	17	4
24	20	14	12	14	4
25	21	13	13	14	4
26	22	14	13	13	4
27	21	14	14	15	4
28	25	17	17	18	5
29	23	15	14	18	4
30	20	14	15	17	4
31	22	15	15	16	5
32	21	13	13	14	4
33	20	13	14	14	4
34	18	13	12	13	3
35	22	14	15	16	4
36	19	13	13	14	4

Rater :Endang T.H., S.Pd.

Ss No.	Aspect				
	C	O	V	L	M
1	21	15	15	15	3
2	24	16	15	18	5
3	22	17	16	17	4
4	20	12	12	12	3
5	20	14	14	14	4
6	22	14	14	18	4
7	18	12	13	12	3
8	21	13	13	16	4
9	24	17	18	17	5
10	21	14	13	13	4
11	21	13	13	14	4
12	25	18	17	20	5
13	24	17	17	19	5
14	25	16	16	17	5
15	23	16	16	17	5
16	22	17	16	16	5
17	17	13	13	13	3
18	22	15	16	15	3
19	21	12	12	12	3
20	22	14	15	16	4
21	21	14	14	13	4
22	21	17	17	16	4
23	20	15	14	17	4
24	21	14	12	14	4
25	21	13	14	14	4
26	22	14	13	14	4
27	21	14	15	15	4
28	25	18	17	18	5
29	23	15	14	18	4
30	20	14	16	17	4
31	22	16	15	16	5
32	21	14	14	14	4
33	21	15	15	15	4
34	18	13	13	13	3
35	22	14	16	16	4
36	19	14	14	14	4

Final Score Cycle 1

Ss No.	Aspect					Total Score
	C	O	V	L	M	
1	20,5	14	14	15	3	66,5
2	24	15,5	15	18	5	77,5
3	22	17	16	16,5	4	75,5
4	19,5	12	11,5	12	3	58
5	20	14	14	14	4	66
6	22	13,5	14	17,5	4	71
7	18	11,5	13	12	3	57,5
8	21	13	13	15,5	4	66,5
9	24	17	18	17	5	81
10	21	14	12,5	13	4	64,5
11	21	12,5	13	14	4	64,5
12	25	17,5	16,5	20	5	84
13	24	17	16	19	5	81
14	24,5	16	15,5	17,5	5	78,5
15	22,5	16	15	17	5	75,5
16	21,5	17	16	16	5	75,5
17	17	12,5	12,5	13	3	58
18	22	15	15,5	15	3	70,5
19	21	12	11,5	12	3	59,5
20	22	14	14,5	16	4	70,5
21	21	14	13,5	13	4	65,5
22	21	16,5	17	16	4	74,5
23	20	14,5	14	17	4	69,5
24	20,5	14	12	14	4	64,5
25	21	13	13,5	14	4	65,5
26	22	14	13	13,5	4	66,5
27	21	14	14,5	15	4	68,5
28	25	17,5	17	18	5	82,5
29	23	15	14	18	4	74
30	20	14	15,5	17	4	70,5
31	22	15,5	15	16	5	73,5
32	21	13,5	13,5	14	4	66
33	20,5	14	14,5	14,5	4	67,5
34	18	13	12,5	13	3	59,5
35	22	14	15,5	16	4	71,5
36	19	13,5	13,5	14	4	64
Mean	21,375	14,47222	14,31944	15,36111	4,055556	69,58333333

Cycle 2 Test Scores**Rater : Kurnia A.S.**

Ss No.	Aspect				
	C	O	V	L	M
1	22	16	15	17	4
2	22	16	16	17	4
3	23	15	16	15	4
4	22	16	14	15	4
5	21	15	14	14	4
6	22	16	15	16	4
7	22	12	14	13	3
8	21	15	14	15	4
9	24	17	18	18	5
10	22	13	14	15	4
11	20	14	13	13	4
12	24	18	17	19	5
13	24	15	15	14	5
14	24	17	16	16	5
15	23	17	17	17	4
16	21	14	14	14	4
17	17	12	13	13	3
18	20	16	17	16	4
19	23	17	16	15	4
20	20	15	14	15	4
21	23	16	16	17	4
22	20	15	15	16	4
23	21	15	16	15	4
24	22	17	16	16	5
25	22	17	16	16	5
26	22	16	17	16	4
27	22	17	17	16	5
28	24	18	17	18	5
29	23	16	18	17	5
30	23	18	17	17	4
31	24	17	17	17	5
32	23	16	17	17	4
33	21	16	16	15	5
34	21	17	17	15	4
35	20	16	15	15	4
36	20	16	15	15	4

Rater: Endang T.H.,S.Pd.

Ss No.	Aspect				
	C	O	V	L	M
1	23	16	17	17	4
2	22	16	17	17	4
3	23	16	16	16	4
4	22	16	15	15	5
5	22	15	15	14	4
6	22	17	16	16	4
7	23	13	14	13	4
8	22	15	15	15	4
9	26	18	18	20	5
10	22	14	15	15	4
11	21	14	14	14	4
12	24	18	18	20	5
13	23	15	16	15	5
14	24	17	17	17	5
15	23	17	18	17	4
16	21	14	14	14	4
17	17	13	13	13	3
18	20	16	17	16	4
19	23	17	16	16	4
20	21	15	15	15	4
21	23	16	17	17	4
22	21	16	16	16	4
23	22	16	16	16	4
24	22	17	17	16	5
25	22	17	17	17	5
26	23	17	17	17	5
27	22	17	18	17	4
28	26	18	18	18	5
29	24	17	18	17	5
30	24	18	18	18	4
31	24	17	18	17	5
32	23	17	17	18	4
33	22	16	16	16	5
34	22	17	17	16	4
35	21	16	16	15	4
36	21	16	15	16	4

Final Score Cycle 2

Ss No.	Aspect					Total Score
	C	O	V	L	M	
1	22,5	16	16	17	4	75,5
2	22	16	16,5	17	4	75,5
3	23	15,5	16	15,5	4	74
4	22	16	14,5	15	4,5	72
5	21,5	15	14,5	14	4	69
6	22	16,5	15,5	16	4	74
7	22,5	12,5	14	13	3,5	65,5
8	21,5	15	14,5	15	4	70
9	25	17,5	18	19	5	84,5
10	22	13,5	14,5	15	4	69
11	20,5	14	13,5	13,5	4	65,5
12	24	18	17,5	19,5	5	84
13	23,5	15	15,5	14,5	5	73,5
14	24	17	16,5	16,5	5	79
15	23	17	17,5	17	4	78,5
16	21	14	14	14	4	67
17	17	12,5	13	13	3	58,5
18	20	16	17	16	4	73
19	23	17	16	15,5	4	75,5
20	20,5	15	14,5	15	4	69
21	23	16	16,5	17	4	76,5
22	20,5	15,5	15,5	16	4	71,5
23	21,5	15,5	16	15,5	4	72,5
24	22	17	16,5	16	5	76,5
25	22	17	16,5	16,5	5	77
26	22,5	16,5	17	16,5	4,5	77
27	22	17	17,5	16,5	4,5	77,5
28	25	18	17,5	18	5	83,5
29	23,5	16,5	18	17	5	80
30	23,5	18	17,5	17,5	4	80,5
31	24	17	17,5	17	5	80,5
32	23	16,5	17	17,5	4	78
33	21,5	16	16	15,5	5	74
34	21,5	17	17	15,5	4	75
35	20,5	16	15,5	15	4	71
36	20,5	16	15	15,5	4	71
Mean	22,13889	15,95833	15,98611	15,93056	4,277778	74,29166667

Post-Test Scores**Rater : Kurnia A.S.**

Ss No.	Aspect				
	C	O	V	L	M
1	23	16	15	17	4
2	24	16	16	17	4
3	23	16	16	15	4
4	22	16	14	15	4
5	22	15	14	14	4
6	23	16	15	16	5
7	20	12	14	13	4
8	22	15	14	15	4
9	26	17	19	18	5
10	21	13	14	15	4
11	20	14	13	13	4
12	24	18	18	20	5
13	22	15	15	14	5
14	23	17	16	16	5
15	23	17	17	17	5
16	20	14	14	14	5
17	19	12	13	13	4
18	25	16	17	17	5
19	24	17	16	15	4
20	22	15	14	15	4
21	24	17	16	17	5
22	22	15	15	16	4
23	22	15	16	15	4
24	23	17	16	16	5
25	23	17	16	16	5
26	24	16	17	16	5
27	24	17	17	16	5
28	23	18	17	18	5
29	23	17	18	18	5
30	23	18	17	18	5
31	23	17	18	18	5
32	23	17	18	18	4
33	24	16	16	15	5
34	24	17	17	15	5
35	23	16	15	15	5
36	22	16	15	15	4

Rater: Endang T.H.,S.Pd.

Ss No.	Aspect				
	C	O	V	L	M
1	24	16	16	17	4
2	25	16	17	17	4
3	24	17	17	17	4
4	23	16	17	15	4
5	23	17	14	14	4
6	24	17	17	17	5
7	21	14	15	14	4
8	22	16	15	16	4
9	26	18	19	20	5
10	21	13	14	15	4
11	20	14	14	14	4
12	26	20	20	20	5
13	22	16	15	15	5
14	24	18	17	17	5
15	24	17	18	18	5
16	20	15	15	14	5
17	19	13	13	14	4
18	25	17	18	18	5
19	24	18	17	17	4
20	22	16	15	15	4
21	24	17	17	18	5
22	22	16	16	16	4
23	23	16	16	15	4
24	23	18	17	17	5
25	23	17	17	17	5
26	24	16	17	17	5
27	24	17	17	17	5
28	23	18	18	18	5
29	24	18	18	18	5
30	23	18	17	18	5
31	24	18	18	18	5
32	23	18	18	19	5
33	24	17	17	16	5
34	24	18	18	17	5
35	23	16	16	16	5
36	22	17	15	15	4

Final Scores of the Post-Test

Ss No.	Aspect					Total Score
	C	O	V	L	M	
1	23,5	16	15,5	17	4	76
2	24,5	16	16,5	17	4	74
3	23,5	16,5	16,5	16	4	76,5
4	22,5	16	15,5	15	4	73
5	22,5	16	14	14	4	70,5
6	23,5	16	16	16,5	5	77
7	20,5	13	14,5	13,5	4	65,5
8	22	15,5	14,5	15,5	4	71,5
9	26	17,5	19	19	5	86,5
10	21	13	14	15	4	67
11	20	14	13,5	13,5	4	65
12	25	19	19	20	5	88
13	22	15,5	15	14,5	5	72
14	23,5	17,5	16,5	16,5	5	79
15	23,5	17	17,5	17,5	5	80,5
16	20	14,5	14,5	14	5	68
17	19	12,5	13	13,5	4	62
18	25	16,5	17,5	17,5	5	81,5
19	24	17,5	16,5	16	4	78
20	22	15,5	14,5	15	4	71
21	24	17	16,5	17,5	5	80
22	22	15,5	15,5	16	4	73
23	22,5	15,5	16	15	4	73
24	23	17,5	16,5	16,5	5	78,5
25	23	17	16,5	16,5	5	78
26	24	16	17	16,5	5	78,5
27	24	17	17	16,5	5	79,5
28	23	18	17,5	18	5	81,5
29	23,5	17,5	18	18	5	82
30	23	18	17	18	5	81
31	23,5	17,5	18	18	5	82
32	23	17,5	18	18,5	4,5	81,5
33	24	16,5	16,5	15,5	5	77,5
34	24	17,5	17,5	16	5	80
35	23	16	15,5	15,5	5	75
36	22	16,5	15	15	4	72,5
Mean	22,91667	16,26389	16,15278	16,20833	4,569444	76

Coefficient correlation of the scores

Correlations

			rater_1	rater_2
Spearman's rho	rater_1	Correlation Coefficient	1.000	.954**
		Sig. (2-tailed)	.	.000
		N	36	36
	rater_2	Correlation Coefficient	.954**	1.000
		Sig. (2-tailed)	.000	.
		N	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

Prambanan Temple

I had a trip to Prambanan temple one year ago. I went there with my Sister. We arrived there at 09:00 o'clock. The temple is amazing and wonderful.

At first, we climbed up the stairs to reach the top of the temple. Then we went around to see the beautiful reliefs on the walls of the temple. When we felt tired, next we bought a food and we not forgot buy presents for my family. At a half past four o'clock in the afternoon we went home.

Nama: Septi Warih Subekti
 No = 29
 kelas: VIII A

$$\begin{array}{r}
 C: 23 \\
 D: 14 \\
 V: 14 \\
 L: 17 \\
 M: 4 \\
 \hline
 72
 \end{array}
 +
 \begin{array}{r}
 22 \\
 14 \\
 14 \\
 18 \\
 3 \\
 \hline
 71
 \end{array}$$

grandparents'
Holiday in my grandparents' house

orientation Last year, I went to my grandparents' house. I went to my grandparents' house by motorcycle with my family. It is located in Solo of Central Java. Before went to there, I packed the goods. In the street very? traffic jam. After arrive, I directly eat the noodle. After that, I slept in bedroom. That in the morning I playing football with my brother. And I eat fried rice. Finally, I back to home. Before back to home, I buy gift for grandparents in jogja. I buy gift in big traditional market. It is very tried. But I really happy and fun to have a holiday like this.

Holiday in my grandparents' house

Last year, I went to my grandparents' house. I went to my grandparents' house by motorcycle with my family. It is located in Solo. Before went to there, I packed the goods. There was very traffic jam in the street. After we arrive there, I directly eat noodle. After that, I slept in bedroom. Than in the morning I playing football with my brother, and I eat fried rice. Finally, I want to home. Before went to home, I bought for my grandparents in jogja. I bought gift in the big traditional market, It was very tried. But it was really happy and fun to have a holiday like this.

1
C : 22
O : 14
V : 12
L : 13
M : 3

64 +

My Holiday In Indrayanti Beach

orientation) About 3 months ago, I ^{(1) with} my family went to Indrayanti Beach. I went here ^{(2) with} 4 cars. ^{word spell.} Then we departed with 4 cars. After 4 hours ^{spell.}, we arrived. First, we prepared the goods, then we departed. After 4 hours, we arrived. I ^{(3) with} my cousin ^{(4) exchange} our clothes then we ran to the beach and played sand. We took photograph in the coral. Then we ^{(5) ran to} the toilet and took a bath. ^{(6) then} we ate in ^{(5) restaurant}.
 orientation) After we ^{(6) tired}, we went back to home.

Choose the appropriate one of the following words to correct your writing mistakes!

- | | |
|----------------------|-------------------------------|
| (1) X and | (5) X a restaurant |
| b) accompany | b) the restaurant |
| (2) X by | (6) a) feel |
| b) buy | X felt |
| (3) X and | |
| b) accompany | |
| (4) a) changes | |
| X changed | |

My Holiday In Indrayanti Beach

orientation → About three months ago, I and my family went to Indrayanti Beach. I went there by four cars.

went → First, we prepared the goods, then we departed. After four hours, We arrived. I and my cousin changed our clothes then we ran to the beach and played sand. We took photograph in the coral. Then we ran to the toilet and took a bath. Then we ate in a restaurant.

reorientation → After we felt tired, we went back to home.

My Holiday Was Fantastic

^{spell} Last weekend I got a fantastic holiday. I visited some great beach. I went to Baron beach and Sundak beach with my family by car.

Before we went there, we prepared some things like foods, drinks, clothes, a plated mat, and many more ^{word}.

First, we visited Baron beach. Arrived there we saw a lot of boats.

Baron beach is beautiful beach. There, the situation is very busy. There word are many people come from outside. We didn't ^{spell} stayed there very

long. We just bought some seafood and continued to the next beach.

After that ^{func} we visited Sundak beach. There we saw beautiful view. White Sand, blue sea, big wave, a lot of coconut trees. There we felt warmth sun. Because we visited there in the morning. ^x

Then we played together. We played water, played sand, and photograph together. Before we played, we ate together near big tree. We ate seafood. It very delicious. finish we played ^{order}, and my sister walked round and hunted for some shellfish. We get a lot of shellfish.

We enjoyed beautiful view there. Before we went home, I also bought some presents for my friends. My holiday was fantastic.

1 1 Hapsari Puspa Ningrum.

Study Tour

This was my first experience visiting Bogor and Bandung. I went there with my friends, teachers, and bus driver. We arrived to Bogor at 9 a.m.

First, we visited Bogor place. The place is very big and wonderful. Then, we went to Bogor Botanical Garden. I looked some trees and animals miniature.

After that, we went to Bandung. We bought some t-shirts there. We bought many things such as dolls, and some souvenirs. We also did not forget to buy "peuyeum and fried getuk". Bandung is famous for its peuyeum.

Finally, we went to mosque for prayed. My first experience visiting Bogor and Bandung was very exciting. Next time, I hope I will have more exciting holiday.

C : 23
 O : 15
 V : 15
 L : 18
 M : 4 +
 75

Visiting TMII for the First Time

This was my first experience visiting Taman Mini Indonesia Indah (TMII), Jakarta. I departed from Yogyakarta at 2 p.m and after we arrived Jakarta at 4.30 a.m at Asrama Haji. Pondokgede. Then, I took a bath and went to TMII.

After I arrived there, I was very happy. First, I went to Purna Bhakti Pertiwi Museum at 8.30 a.m. There, I was give explanations about the building, history and its things. Then, I went to the Keong Mas Theatre, the location isn't so far from the museum. There, we saw the movie. The movie is interesting. After that, we continued to visit The IPTEK Building. There, we learned about physics and technological things. We also prayed there, because there is not anything close mosques. Finally, we went to the bus and went to Asrama Haji to rest.

My first experience visiting TMII was very exciting and unforgettable.

C : 23
 O : 16
 V : 15
 L : 17
 M : 4
 +
 75

Going to Jakarta, Bandung, and Bogor

Yesterday I went to Jakarta, Bandung, and Bogor. I was very happy because it was my first experience. I went there with my friend, my teachers, bus driver, and tour leaders. We departed to Jakarta by five buses at 2 p.m. There were visited ~~to~~ many interesting places.

First, we slept in the asrama haji pondok gede. In the morning, we ate.

After that, we went to Taman Mini Indonesia Indah (museum purna bhatti portiw, museum iptek, and Kerang Mas). Then we went to Bogor.

After we arrived there, we went to Istana Bogor. Then we went to Bogor Botanical Garden, and Museum zoologie.

Finally, we went to Bandung. We went to Cibaduyut. Before we went home, we bought some t-shirts, some foods, and some dolls. I am ~~more~~ happier.

PHOTOGRAPHS

The researcher shows a model of recount text.



The students do the tiered tasks seriously



The students arrange jumbled flash cards cooperatively.



The students check their dictionary when they do a task.



The students write their answers.



The student ask for the researcher's feedback.



The students work in pairs



The researcher moves to each group to give feedback.



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

218

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slebankab.go.id, E-mail : bappeda@slebankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 2997 / 2012

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta
Nomor : 070/8879/V/11/2012 Tanggal : 13 Nopember 2012
Hal : Izin Penelitian

MENGIZINKAN :

Kepada :
Nama : KURNIA ARIYANTI SOLICHAH
No.Mhs/NIM/NIP/NIK : 08202241069
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta 55281
Alamat Rumah : Jl. Sidobali 16 A Muja-Muju, Umbulharjo, Yogyakarta
No. Telp / HP : 087838909877
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
IMPROVING WRITING LEARNING PROCESS OF THE EIGHT GRADE STUDENTS OF SMP N 1 NGEEMPLAK IN THE ACADEMIC YEAR 2012/2013 BY USING TIERED TASKS
Lokasi : SMP N 1 Ngemplak
Waktu : Selama 3 bulan mulai tanggal: 13 Nopember 2012 s/d 13 Februari 2013

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 14 Nopember 2012

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
Pembina, IV/a
NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Ngemplak
6. Kepala SMP N 1 Ngemplak
7. Dekan Fak. Bahasa dan Seni UNY.
8. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA
SMP NEGERI 1 NGEMPLAK

Alamat: Jangkang, Widodomartani, Ngemplak, Sleman, DIY ☎ (0274) 4461001

SURAT KETERANGAN

Nomor : 070/015

Berdasarkan surat dari Badan Perencanaan Pembangunan Daerah Kabupaten Sleman, Nomor : 070/Bappeda/2997/ 2012, tanggal 14 Nopember 2012 tentang ijin penelitian, dengan ini Kepala SMP Negeri 1 Ngemplak menerangkan bahwa mahasiswa di bawah ini :

N a m a : KURNIA ARIYANTI SOLICHAH
NIM : 08202241069
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta
Alamat Rumah : Jl. Sidobali 16 A Muja-Muju, Umbulharjo, Yogyakarta
No Telp/HP : 087838909877

Telah melakukan penelitian di SMP Negeri 1 Ngemplak, guna memperoleh data untuk penyusunan Tugas Akhir Skripsi dengan judul :

IMPROVING WRITING LEARNING PROCES OF THE EIGHT GRADE STUDENTS OF SMP N 1 NGEMPLAK IN THE ACADEMIC YEAR 2012/2013 BY USING TIERED TASKS

Waktu penelitian : 13 Nopember s/d 13 Februari 2012 (3 bulan)

Sasaran : Siswa kelas VIII

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya

Ngemplak, 29 Januari 2013



Kepala
Drs. R. Iri Wahyana Kuntara, M.A
NIP. 19610126 198303 1 005