

**SIGNIFICANCE OF REFLECTIVE PORTFOLIO IN IMPROVING
WRITING SKILLS FOR GRADE X STUDENTS OF SMA N 2
BANTUL IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

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



By:

Meita Damayanti

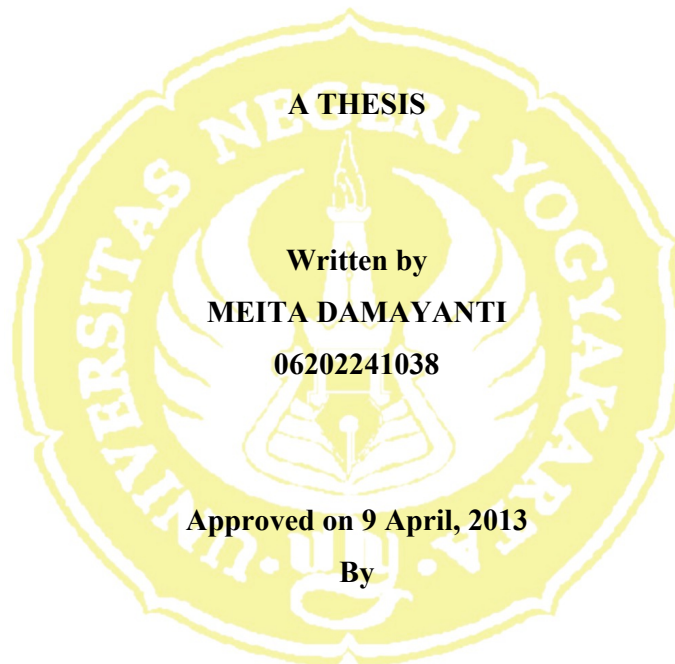
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

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IMPROVING WRITING SKILLS FOR GRADE X
STUDENTS OF SMA N 2 BANTUL IN THE
ACADEMIC YEAR OF 2011/ 2012**



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A THESIS

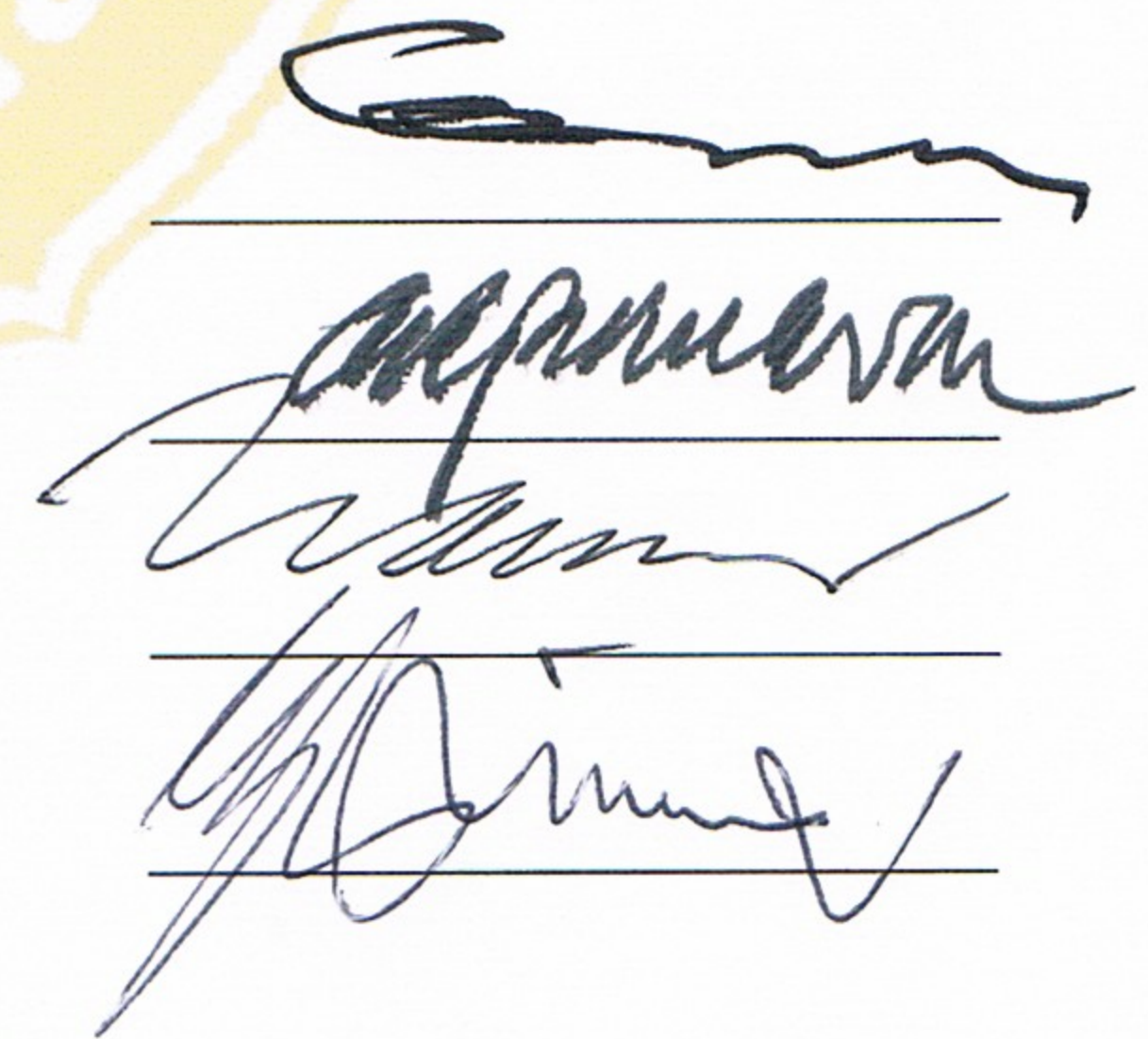
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PERNYATAAN

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

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

Yogyakarta, 2013

Penulis,



Meita Damayanti

MOTTO\$

You can if you think you can

Never give up

Where there is a will, there is a way

Never put off until tomorrow what you can do today

DEDICATION

“This thesis is fully dedicated to my family.”

ACKNOWLEDGEMENTS

This thesis has grown out of the precious experience I get in my life. My first debt of gratitude is therefore to Allah SWT who gave me the great help and the powerful life scenes during the thesis writing process.

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Finally, for the betterment of this thesis, I expect any comments and suggestions from the readers.

Yogyakarta, April 2013

Meita Damayanti

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ABSTRACT

This study investigates how and why the reflective portfolio improves the tenth grade students' writing skills of SMA N 2 Bantul in the academic year of 2011/2012. It focuses on solving the students' problems on the five aspects of writing (content, organization, vocabulary, language use, and mechanics), the motivation, the interaction between the English teacher and the students, and the feedback.

The study is categorized as collaborative action research, involving 32 students of Class X1 as the subjects, one English teacher as the collaborator, and the researcher herself. The data were in the forms of qualitative and quantitative ones. The qualitative data were in the forms of field notes, photos, interview transcripts which were analyzed through data reduction, data display, and data conclusion. The quantitative data were in the forms of writing scores which were analyzed with the use of descriptive statistics by employing the mean scores of the pre-test and post-test.

The results of Cycle I showed that the implementation of reflective portfolio and other accompanying actions (i.e. free writing, pair work activities, and giving reward) made the students more confident in writing. Meanwhile, in Cycle II, the implementation of reflective portfolio, combined with the interesting media (i.e. video, picture, and game), made the students more motivated in the teaching and learning process of writing. By having reflective portfolio, the students' attitude toward their writing works had also changed. Then, the portfolio conference held in the class improved the interaction between the students and the English teacher. The last, the reflective portfolio utilized with self-assessment and indirect feedback had improved the students' writing skills. The findings were supported by the means of the students' writing scores which had improved from 72.281 in the pre-test to 80.719 in the post-test.

CHAPTER I INTRODUCTION

A. Background of the Problem

In this era of globalization, written language has dominated many parts of human life. Writing is not only a tool for expressing someone's thoughts and ideas but also a means of communication in all human's aspects. For instance, in everyday life people usually write a letter and personal experience to each other. Besides, in the workplace there are many activities that require people to write, such as writing for application letter, business letter and reports. Meanwhile, in academy there are many kinds of activities that need writing as well, for example writing for essay exam, research paper, etc.

Along with the development of technology, writing can be done not only through pencil and paper but also through sophisticated media, such as a mobile phone and the internet. The flow of information also runs quickly. People can write an SMS (Short Message Service) text to inform their relatives just in a few minutes. People can write an e-mail for their acquaintances in a short time with cheap cost. The most common trend recently is writing in friendster, facebook, twitter and blog. Through those social webs, people can write anything as what they want. People overseas can read their writing as well. By the development of technology, there are no space and time borders among one another. People can interact at the same time in the different places.

Furthermore, linked with education, writing has always formed as part of the syllabus in the teaching of English. Writing is one of the four skills that needs

to be learned besides reading, speaking, and listening. Writing becomes important indicators in the success of English teaching and learning as long as the students are able to write in various genres such as narrative, descriptive, procedure and so on. The students have to be competent to write communicatively. As stated in *Kurrikulum Tingkat Satuan Pendidikan*, the objective of writing in English courses is being competent in writing. Indeed, writing is very essential either in social or daily life.

On the other hand, most students assume that writing is a very difficult skill to master. Most of them have a low ability in writing so that they often find some difficulties in writing and they do not write communicatively.

Those similar problems also happened in SMA Negeri 2 Bantul as the researcher did an observation in this school. Most of Grade X students of SMA N 2 Bantul had a low writing ability. Most of them were still confused in grammar. Thus, they often wrote ungrammatically. They also had limited vocabulary mastery so that they commonly used incorrect diction and word repetition in their writing. They also still made errors in mechanics such as spelling, punctuation and capitalization.

Moreover, they had difficulties in developing their ideas into text. As a result, they rarely gave enough supportive details to the main idea of their writing. It made their writing lacked the information needed. They also often wrote out of the topic so that the content of the text could not be understood clearly.

In addition, their writing also lacked cohesion and coherence. Sometimes, there was no connection among paragraphs and no unity in the composition.

Besides, they were also still confused in distinguishing kinds of texts in English such as between narrative and recount, descriptive and report and so on.

Realizing the evidence above, the researcher thinks that it is important to use an appropriate teaching method in teaching writing. Because writing is a skill, it makes sense that the more students practice writing, the better they will write. Thus, reflective portfolio is one excellent way to get practice in writing as in the portfolio the students write a wide range of genres. The students will also know their strength and weakness of their writing by doing self-assessment as a part of the portfolio. By understanding their strength and weakness consciously, the students can make progress in writing with the guidance of the teacher. Therefore, the students' writing skill can be improved.

B. Identification of the Problem

There are some factors that influence the students' writing ability. The factors are from the students, the teacher and media, and the classroom interaction. Based on the observation, there were some problems that can be identified as follows.

The first problem is related to the students. They did not enjoy writing practice during the lesson because they thought that writing was a threatening activity. They were unconfident and unenthusiastic writers. It was because they had never written much in their first language or perhaps they did not have any ideas. They also did not have a high expectancy from their writing class because they did not realize the importance of writing.

The second problem is related to the teacher and the media used. The teacher's teaching method was monotonous and conventional. The method used in the classroom was a teacher-centered method. She taught more theories than practice. She usually gave a lot of explanation during the lesson. The way she delivered the lesson was lecturing so that it made the students bored during the teaching learning process. Moreover, the material used was insufficient. She tended to use student worksheet (LKS) as the material. Besides, she rarely used media as the learning source, such as videos, pictures, etc. She also did not give enough feedback to their writing so that they did not know their writing ability progress.

The third problem is concerned with the classroom interaction. The activities during the lesson lacked interaction among the students themselves and between the students and the teacher. The lack of interaction among students was because she rarely asked her students to work in group and have discussion among each other. Besides, she seldom asked them to do peer-correction or peer-review. Meanwhile, the interaction between the teacher and the students was not good enough because she rarely gave both oral and written feedback to their works. Moreover, she rarely gave interactive tasks (info-gap, jigsaw, problem solving, etc) during the lesson.

C. Delimitation of the Problem

From the identification of the problem above, there are many problems in the English teaching learning process related to the teacher, the teachers and

media, and the interaction. The researcher chooses reflective portfolio as an effort to solve the problem for some reasons.

First, a portfolio enables the writer to display a range of writing performances, in different genres and for different audiences and purposes (Hamp-Lyons and Condon, 2000: 33). In the portfolio program, students practice a lot of writing. Thus, it can solve the problem related to the students' confidence, motivation, and interest.

Second, an important characteristic of portfolio is delayed evaluation. It can give students both the opportunity and the motivation to revise the students' written products before a final evaluation is given (Hamp-Lyons and Condon, 2000: 34). Therefore, the students' linguistic competency can be improved through revising their works.

Third, a portfolio usually involves reflection and self-assessment, in that students must reflect on their work in deciding how to arrange the portfolio (Hamp-Lyons and Condon, 2000: 35). The students have responsibility for their own learning. Through portfolio and self-assessment, the students can measure their own progress in learning. If they know their own strengths and weaknesses in writing, they will always try to be better and do their best. Their linguistic competency can be improved.

Fourth, portfolio solves the problem related to the teacher as well. Portfolio can help teacher in teaching writing. It has benefits for the teachers. The main benefit is that portfolio becomes an integral part of the instructional process rather than a discrete, separate activity. Thus, the teacher can explain important

learning goals for their students and design parameters for their students' portfolios to promote these goals, whether they be flexibility in writing in different genres or using writing as a process of self-discovery. Portfolio also gives teachers more information about their students' writing than do scores on essay tests (Murphy and Camp, 1996 in Weigle, 2002: 205). Through portfolio the teacher's teaching method will not be monotonous anymore. The teacher can be creative in giving material for the students.

The last, portfolio can also facilitate the classroom interaction, either students-students interaction or students-teacher interaction. In the portfolio program students can interact among each other through group work, peer-review, class discussion, and so on. Meanwhile, to promote students-teacher interaction, it can be created through feedback given by the teacher such as by having portfolio conference.

D. Formulation of the Problem

Based on the above discussion, the research questions can be formulated as follows.

1. What is the effective action plan to improve the students' writing ability?
2. How should reflective portfolio be implemented in the teaching and learning process of writing?
3. How is writing improvement carried out through reflective portfolio?

E. Objectives of the Research

In line with the above research questions, there are five objectives to be achieved in this research study:

1. To develop a plan of action based on the factors and students' writing skills.
2. To implement the plan of action and to do reflection based on the result of the action.
3. To describe the significance of reflective portfolio in the improvement of the students' writing skills.

F. Significance of the Research

The result of this research is expected to give advantages, both theoretical and practical.

1. Theoretically, this research is to give a new insight in giving a new method to improve the students' writing skills.
2. Practically, the result of this research is beneficial to the following parties.
 - a. For the researcher, this research is expected to give knowledge and experience during the research.
 - b. For grade X students of SMA N 2 Bantul, it will be an effort to improve their writing skills.
 - c. For the English teachers of SMA N 2 Bantul, it will be an ample opportunity to improve the quality of teaching writing to the students.
 - d. For the school principal of SMA N 2 Bantul, it will function as the beginning step to do the efforts in improving students' writing skills.

3. Research and Development significance

For other researchers, it can be used as a starting point for the next research conducted on the similar area.

CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter discusses issues that are related to the theories of the research problems. It consists of three parts. The first is theoretical review covering three topics, namely; writing, teaching writing, and portfolio. The topic of writing comprises nature of writing, aspects of writing, and types of written activities. The topic of teaching writing contains the principles for designing writing techniques, roles of teacher in writing, teaching writing in senior high school, feedback in writing, the importance of feedback, technique in giving feedback on writing, writing assessment, and learning achievement. The topic of portfolio includes nature of portfolio, characteristics of portfolio, types of portfolio, essential elements of portfolio, benefits of portfolio, nature of self-assessment, kinds of self-assessment, and guidelines for self-assessment. The second part is relevant research studies. The third is conceptual framework.

A. Literature Review

1. Writing

This sub-chapter describes important matters concerning writing. It is presented in three sub-headings. These are nature of writing, aspects of writing, and types of written activities.

a. Nature of Writing

According to Hamp-Lyons (1990) in O'Malley, Michael, and Pierce (1996: 136), writing is a personal act in which writers take ideas or prompts and transform them into "self-initiated" topics. This statement implies that there are

three elements in writing, namely ideas, transformation, and topics. In writing, the writer should gather ideas first and then transform the ideas into a topic. Brown (2001: 335) also states that writing is the nature of the composing process of writing. He says that writing is a process which consists of thinking (collecting ideas), drafting (writing), and revising (redrafting) that require specialized skills. Writing does not only need some stages but it also has special conventions related to grammar, vocabulary, letter, words, and text-formation that are manifested by handwriting, spelling, layout and punctuation (Harmer, 2007: 323). Thus, to write well, the writer should pay attention to the rules of writing above.

In line with Hamp-Lyons and Brown, Sokolik (2003) in Linse and Nunan (2006: 98) defines writing as a combination of process and product. This statement conveys that writing needs both process and product. In other words, writing is done through process and resulted in a written product that is comprehensible to readers.

There are three purposes of writing. The first is writing to entertain in which it does not necessarily make the readers laugh, but it at least engages their feeling in some ways. The second is writing to inform in which it tells the reader about something. The third is writing to persuade in which it tries to convince the reader of something (Grenville, 2001: 1-2).

From the explanation above, it can be concluded that writing is the activity that needs some steps and special rules in order to create pieces of written work that must be comprehended for the reader. The steps of writing are that the writer thinks about what she/he wants to write first (thinking/gathering ideas), then

she/he works with the ideas or starts to write a written text (drafting/ writing), and then she/he revises the text (redrafting) until the final written text is comprehensible to readers. A writer should also consider the purpose of writing whether she/he wants to write for entertaining, informing or persuading, and she/he should know who the audience is since writing is a way of communicating.

b. Aspects of Writing

Writing involves several aspects (Spratt, Pulverness, & Williams, 2005: 26). Some of the aspects are related to accuracy. Accuracy means that a writer is required to use correct forms of language. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly. This implies that writing should concern on linguistic features such as mechanics, format, grammar, and vocabulary. However, writing is not only about accuracy. It also has a message and it communicates the message successfully to other people. To do this, a writer needs to have enough ideas, organizes them well and expresses them in an appropriate style. It conveys that content and organization aspects are also important in writing.

Meanwhile, in assessing writing, the teacher should consider all aspects of writing above. O'Malley, Michael, and Pierce (1996: 137) state that writing assessment should evaluate more aspects of writing than just mechanics and grammar. This statement suggests that the teacher should not only emphasize on

linguistic features (mechanics, format, grammar, and vocabulary) in her/his evaluation but also content, meaning, and organization in writing.

Besides, writing assessment should also capture some of the processes and complexity involved in writing so that the teacher can know in which aspects of the writing process students are having difficulty (O'Malley, Michael, and Pierce, 1996: 137). By knowing the difficulty, the teacher can do some efforts to improve the students' writing ability on each aspect of writing.

In summary, there are two major aspects in writing; they are accuracy and message. Accuracy is related to linguistic features such as mechanics, format, grammar, and vocabulary. Meanwhile, message relates to organization, content and meaning. These aspects of writing should be considered in assessing writing.

c. Types of Writing Activities

According to Brown (2001: 343-346), there are five categories of classroom writing performance. The first is imitative. In imitative writing, students must attain skills in the fundamental, basic tasks of writing letters, punctuation, and very brief sentences. Form is primary, rather than meaning and context. Dictation and drilling belong to this category.

The second is intensive or controlled. This intensive writing commonly appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. The examples of this activity are dicto-comp and transformation (change the verb in a paragraph).

The third is self-writing. It involves writing with only the self in mind as an audience. Some activities that are included in this category are note-taking, diary or journal writing and dialog journal.

The fourth is display writing. Writing activities that involve an element of display are short answer exercises, essay examinations, and research reports. Display writing technique is one of the academic skills that ESL students need to master.

The fifth is real writing. Real writing is writing when the reader does not know the answer and really wants information (Raimes, 1991 in Brown, 2001:340). It aims at the genuine communication of messages to an audience in need of those messages. It can be implemented in three contexts: 1) *academic* i.e. group problem-solving tasks and peer-editing; 2) *vocational/technical* e.g. English in the workplace; and 3) *personal* i.e. diaries, letters, postcards, notes, personal message, and other informal writing.

In addition, according to Nation (2009: 96-109), there are four kinds of writing tasks. These tasks are called the experience task, shared task, guided task, and independent task. First, an experience task is a kind of writing activity where the students already have a lot of the knowledge needed to do the task. Preparation for experience task involves choosing topics that the students already know a lot about, providing students with knowledge and experience to use in their writing and, through discussion, stimulating previous knowledge relevant to the writing task. Some activities of experience task are draw and write, linked

skills tasks, partial writing, ten perfect sentences, issue log, and setting your own questions.

Then, a shared task is a writing task where the students need to help each other. A task which is too difficult for an individual to do alone may be done successfully if a pair or group does it. The advantages of shared task are that it requires little preparation by the teacher, reduces the teacher's supervision and marks load, and encourages the students to see each other as a learning resource. Several kinds of shared task are reproduction exercise, dicto-comp, dicto-gloss, blackboard composition, group-class composition, and group composition.

Next, a guided task is a writing activity that provides support of exercises and focused guidance for the students while they do the task. There are several types of guided task: 1) *identification* i.e. translation, look and write, and picture composition; 2) *understanding explanations*, i.e. writing with grammar help; 3) *answering questions* e.g. answer the questions; 4) *good and bad guests*; 5) *correction*; 6) *completion* i.e. complete the sentences, and fill in the blank; 7) *ordering* e.g. put the words in order and follow the model; 8) *substitution* e.g. substitution table; and 9) *transformation* i.e. change the sentence, join the sentences (sentence combining), and writing by steps.

Finally, an independent task is a writing task that requires the students to work alone without any planned help. Students rely on their own resources. A good independent task has the following features: 1) it provides a reasonable challenge, i.e. it has some difficult but the learners can see that with effort they can do it; and 2) it is a task that learners are likely to face outside the classroom.

Moreover, Harmer (2004: 63-81) states that there are two areas of building the writing habit, namely instant writing and collaborative writing. Instant writing means that students are asked to write on the spot without much preparation. There are several activities of instant writing: 1) *sentence writing* i.e. dictating for completion, writing sentences, and the weather forecast; 2) *using music* i.e. what is the composer describing?, film score, how does it make me feel?, and musical stories; 3) *using picture* e.g. describing pictures, suspects and objects, write the postcard, portraits, and story tasks; and 4) *writing poems* i.e. acrostic poems/alphabet poems, stem/frame poems, metaphor generators, and model poems.

Meanwhile, collaborative writing means that it allows students to learn from each other. It gives each member of the collaboration access to others' minds and knowledge, and it completes the task with a sense of shared goals which can be very motivating. Some activities fall into this category: 1) *using the board* e.g. sentence by sentence and dictogloss; and 2) *writing in groups and pairs* i.e. rewriting (and expanding) sentences, first lines last lines, directions, rules, instructions, and story reconstruction.

From the explanation above, there are many kinds of writing activities that can be used in the teaching and learning process of writing. There will be an interesting lesson if the teacher delivers her/his lesson through various activities. The students will be more motivated and challenged in the teaching and learning process.

2. Teaching Writing

This sub-chapter describes important matters concerning teaching writing. It is presented in eight sub-headings. They constitute the principles for designing writing techniques, roles of teacher in writing, teaching writing in senior high school, feedback in writing, the importance of feedback, technique in giving feedback on writing, writing assessment, and learning achievement.

a. Principles for Designing Writing Techniques

Brown (2001: 346-356) gives nine principles for designing writing techniques. The first principle is incorporating practices of “good” writers. It means that a writing technique should include some practices to be good writers, for instance, practices on how to: 1) generate ideas, 2) organize the ideas coherently, 3) use discourse markers and rhetorical conventions to put them cohesively into a written text, 4) revise text for clearer meaning, 5) edit text for appropriate grammar, and 6) produce a final product.

The second is balancing process and product. It implies that the process is as important as the product. Both the process and product should be emphasized. Process goes through some stages and the final product is the ultimate goal. Thus, a writing teacher has to make sure that the students are carefully led through appropriate stages in the process of composing and that they see everything leading up to the final product was worth of the effort.

The third principle is accounting for cultural/literacy backgrounds. A writing teacher should value the students’ native-language related rhetorical traditions and guide them through a process of understanding those schemata. If

the students understand the native traditions and they are accustomed to, they will appreciate them more and it will bring them to use of acceptable English rhetorical conventions.

The fourth is connecting reading and writing. Reading is as the input of writing. It conveys that students learn to write by observing or reading the written words. By reading and studying various text types, students can get important insights about how they should write and about subject matter that may become the topic of writing.

The fifth is providing as much authentic writing as possible. The teacher can incorporate authentic writing in the classroom through real writing and display writing as long as the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. One way to add authenticity is sharing writing with other students in class.

Next is framing the techniques in terms of prewriting, drafting, and revising stages. Prewriting is aimed to encourage the generation of ideas. It can be done through reading a passage, skimming and scanning, brainstorming, listing, clustering, discussing, and freewriting. Meanwhile, drafting and revising stages are the core of writing process. Several strategies and skills apply to the drafting/revising stages: getting started, monitoring of one's writing, peer-reviewing for content, using the instructor's feedback, editing for grammatical errors, reading aloud technique, and proofreading.

The seventh is striving to offer techniques that are as interactive as possible. A writing technique should give students ample opportunities to

collaborate and interact with others. Such activities that promote classroom interaction are group collaboration, brainstorming, and critiquing.

Next is sensitively applying methods of responding to and correcting the students' writing. There are many ways of responding and correcting the students' work. The teacher can give written and oral feedback to the students' work. Written feedback is usually done by giving comment to the students' writing work. Meanwhile, oral feedback can be given through discussion or conference.

The last principle is clearly instructing students on the rhetorical, formal conventions of writing. Students will not pick rhetorical, formal conventions of writing up by absorption. Thus, the teacher should explain them explicitly. A reading approach to writing is very helpful here.

Overall, in designing the writing technique the teacher should consider those principles above. The teacher should accommodate students to be good writers. She/he should consider the material, the activities, the students' background, the learning process, and the feedback in teaching writing.

b. Roles of Teacher in Writing

There are a number of tasks that the teacher needs to perform in writing classroom in order to help her/his students to become better writers. Among the tasks which the teacher has to perform before, during, and after the students' writing are as follows. (Harmer, 2004: 41-42).

The first role is demonstrating. Teachers have to be able to draw such features like writing conventions and genre constraints in specific type of writing to their attention.

The second is motivating and provoking. Teachers can help provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be in order to make the students keep going on the writing task.

The third is supporting. Teachers need to be very supportive when students are writing in the class, always available (except during exam writing of course), and prepared to help students overcome difficulties.

The next role is responding. When responding, teachers react to the content and construction of a piece supportively and often make suggestions for its improvement. When teachers respond to a student's work at various draft stages, they will not be grading the work or judging it as a finished product. Instead, they will be telling the students how well it is going so far.

The last is evaluating. When evaluating the students' writing for test purpose, teachers can indicate where they wrote well and where they made mistakes, and teachers may award grades; but although test-marking is different from responding, teachers can still use it not just to grade students but also as a learning opportunity.

Those five roles should be done by the teacher in teaching writing. The teacher should maximize her/his roles in the writing class so that her/his students' writing skills can be improved optimally and they will become good writers.

c. Teaching Writing in Senior High School

Based on the content standard which is developed by BSNP (2006), the objectives of the English course for Senior High School in Indonesia are: 1)

developing the students' oral and written communication competence to achieve informational literacy, 2) developing the students' awareness of the importance of English in improving the nation's competence in the world, and 3) developing the students' understanding of the relation between language and culture.

Besides, according to the Regulation of Minister of National Education (*Permendiknas*) no. 22, year 2006 about the standard of competence and basic competency for the English teaching and learning process which is proposed by BSNP (2006), the Grade X Senior High School students have to pose several writing competencies as shown in Table 1.

Table 1: Standard of Competence and Basic Competency of the Writing Skill for Senior High School Students Grade X

| Semester | Standard of Competence | Basic Competency |
|----------|---|---|
| 1 | 6. Expressing meaning of short functional texts and simple essay in the forms of recount, narrative and procedure in daily life context. | 6.1 Expressing meaning in formal and informal short functional written texts (for example: announcement, advertisement, invitation, etc) using written language variety accurately, fluently, and understandably in daily life context. 6.2 Expressing the meaning and rhetorical steps accurately, fluently and understandably using written language variety in daily life context in the form of recount, narrative, and procedure. |
| 2 | 12. Expressing meaning of short functional texts and simple essay in the forms of narrative, descriptive and news item in daily life context. | 12.1 Expressing meaning in formal and informal short functional written text (for example: announcement, advertisement, invitation, etc) using written language variety accurately, fluently, and understandably in daily life context. 12.2 Expressing the meaning and rhetorical steps accurately, fluently and understandably using written language variety in art daily life context in the form of narrative, descriptive and news item. |

Based on the standard of competence and basic competency in Table 1, students are expected to be able to write in various genres such as recount, narrative, procedure, descriptive and news item. Therefore, classroom learning

should help students meet the goal. One way in helping the students master the ability to write in genres is by using an effective teaching method.

Considering that writing is a process, the teaching method should focus on the process by continually monitoring the students' progress. Thus, portfolio will be an adequate method in teaching writing. This method emphasizes on the process of learning that is the students are monitored and guided through well-prepared and well-organized teaching. This process-oriented teaching expects students to grow and develop intellectually and academically. Students are required to undergo a cycle of learning consisting of learning, experiencing, reflecting, and evaluating.

In this research, the researcher makes some steps in teaching writing. Some treatments will be given during the teaching and learning process. The students are expected to understand the materials during two cycles consisting of five meetings. The researcher uses reflective portfolio as the method of her teaching. She asks the students to write two different genres which are procedure and narrative. The procedure text is produced in Cycle 1 and the narrative text is produced in Cycle 2. Starting from planning, the students are given a chance to collect their ideas. Then, they make a draft of their writing and do self-assessment on their writing. After that, they have to submit their works to the researcher and they will be given feedback. Next, they have to revise their works referring to the feedback given and the self-assessment for revising. The last step, the students are asked to produce the final draft and proofread it. All the materials given are kept

in the portfolio folder and the students should make a reflection on the portfolio as a whole or what they have learnt in the portfolio program.

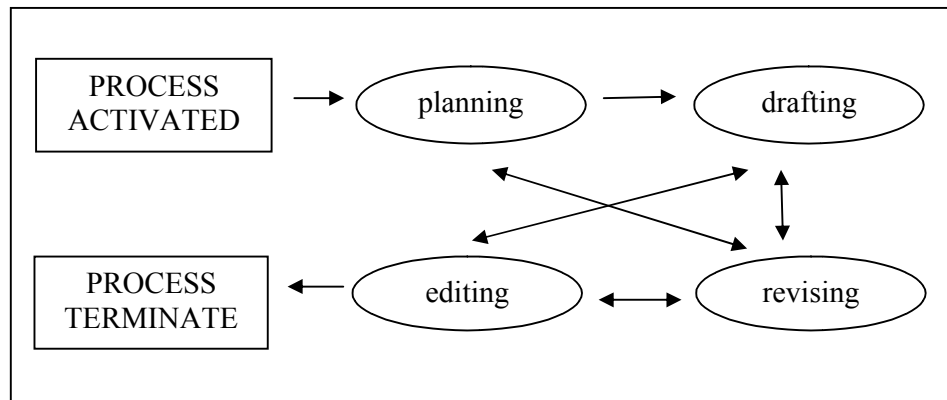


Figure 1: The stages of writing

d. Feedback in Writing

Reacting to the students' writing or giving feedback is important (Harmer, 2007: 84). Feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement (Lewis, 2002: 3). Feedback involves responding to students' answers and correcting students' errors. It is essential part of the teacher-student interaction during teaching of both explicit and implicit skills.

Moreover, Chaudron (1988: 132) says that the aspect of interaction in classrooms with the widest scope is probably referred to as feedback, which includes the nation of error correction. Feedback can include praise, picking up an idea suggested by a student and developing it, suggestions that something should be corrected, or criticism.

In addition, Nation (2009: 137) states that feedback on the content of learners' writing can do a lot to increase the amount of writing that learners do and to improve their attitude to writing.

Based on the definition above, feedback is the response given to students' performance to influence, reinforce, or change behavior, concepts, or attitudes to what students did and what they need to improve as a guide in their future efforts. Therefore, students can get improvements on their next performance through feedback.

e. The Importance of Feedback

According to Hyland and Hyland (2006: 13), feedback is a key component of teaching second language writing. Providing feedback to students' writing, whether in the form of written commentary, error correction, teacher-student conferencing, or peer discussion, has come to be recognized as one of the English second language writing teacher's most important tasks.

Feedback has benefits for both the teachers and students. According to Lewis (2002: 3), feedback has some purposes. First, feedback provides information for the teachers and students. Feedback is a way for the teachers to describe their students' language. It gives the teachers information about individual and collective class progress and indirectly, it is a form of evaluation on their own teaching. For students, feedback is an ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another.

Second, feedback provides students with advice about learning. The teacher can provide students with more than simply description of their language use. Comments can also be made on the students' learning processes.

Third, feedback provides students with language input. The teachers' written and spoken feedback provides students with meaningful and individual language input. The teacher's words, either their forms or their purposes, illustrate how language is used. Through this way students can learn new vocabulary and structures in context.

Fourth, feedback is a form of motivation. Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking into account whatever the teachers know about students' attitudes.

Fifth, feedback can lead students toward autonomy. Feedback can lead students to the point where they can find their own errors. For example, one teacher sat with a student reading his work, stopping each time there was some minor error form. In each case the student could find the mistake himself.

In summary, feedback gives many benefits, especially for students. Feedback is best given in every student's performances in order to inform them about the quality of language they have mastered. Students get more knowledge from feedback they receive and it allows them to make improvement on their next performances.

f. Techniques in Giving Feedback on Writing

Nation (2009: 140) gives some techniques for providing feedback. The first is written feedback to the class. Where students in the class have common weaknesses and strengths in their writing, an effective way of giving feedback is to prepare a written report that is handed out to the class. The teacher may also make individual written comments on each piece of writing but these need not be so extensive if they are accompanied by a class handout.

The second is oral feedback to the whole class. Here, the teacher can get the permission of two or three students to put their pieces of writing on an overhead projector transparency and then go through them orally with the whole class.

The third is individual feedback using a scale. One way of speeding up marking and making sure a balanced range of aspects of writing are dealt with is to mark each student's work using a scale. Each part of the scale can be accompanied by a brief comment explaining why that point on the scale was chosen.

The fourth is conferencing on a portfolio. Conferencing involves a one-to-one meeting between the teacher and the learner to talk about the learner's writing. Good conferencing is interactive. It should conclude with clear proposals for future improvement of the writing. Besides, conferencing on a portfolio allows the opportunity to look at weaknesses and strengths which appear in several pieces of writing and thus deserve comment. It also allows the opportunity to see

improvement across several pieces of writing. This improvement can be in the quantity written, the quality of the writing, and quality and range of the content.

The fifth is marking grammatical errors. Some pieces of writing can be marked for grammatical accuracy, appropriate use of vocabulary, and spelling. This feedback can have the goal of helping students develop knowledge and strategies for self-correction.

Next is peer evaluation with a focus. Peer evaluation involves learners receiving feedback on their writing from each other. It can be done in pairs or in a small group. Each learner brings the draft of a piece of writing, the others read it, and then give helpful comments.

The seventh is self-evaluation with a checklist. Part of the writing process is checking over what has been written to make improvements. In formal writing, such as the writing of assignments for academic study, this checking can be helped if there is a checklist of things to consider.

The eighth is reformulation. Reformulation involves a native speaker rewriting a learner's piece of writing so that the learner can then compare their first attempt with the reformulation.

The last is electronic feedback. If texts are submitted in electronic form, it is possible for the teacher to provide feedback using the range of word-processing functions.

In addition, according to Harmer (2004: 108) there are a number of ways of reacting but these commonly fall within two broad categories: responding or correcting. Responding to the students' work is about reacting to their ideas and to

how they put them across. There are some ways of responding to the students' work. The first is responding to work-in-progress. Here, the teacher visits students and talk to them about what they are writing. If the class is taking place in a computer lab, the teacher can look at the students' work on her/his screen, and either speaks to the student (using a microphone and headset). The second is responding by written comment. Here, the response is delivered in written form. It will be vital to be encouraging and helpful rather than judgmental. The third is post-task statement. Here, the teacher gives final comments in the end of a writing task. Next is taped comment. The teacher might give taped comments if she/he cannot give face-to-face feedback. The last is electronic comment. It can be done through e-mailing or text editing program.

On the other hand, correcting students' work is the stage at which the teacher indicates when something is not right. There are a number of effective ways of making correction a positive and useful experience. First is selective correction. Here, the teacher might only correct specific aspect of writing such as linguistic features (mechanics, format, grammar, and vocabulary), organization (paragraph), and message (content). Second is using marking scales. The teacher may use a range of different marking scales when correcting written work. Third is using correction symbols. The teacher may use correction symbols for correcting the students' work such as (S=spelling, WO=word order, etc). Fourth is reformulation. Reformulation is a way of showing students how they could write something more correctly. Next is referring students to a dictionary or a grammar book. The teacher can tell the students to go and look the problem up in a

dictionary or a grammar book. The sixth is ask me. If it is difficult to explain a mistake on paper or it is impossible to understand exactly what it was the student wanted to write, the teacher can ask students to talk to them so that they can sort out the problem face-to-face. The last is remedial teaching. The teacher can hold remedial teaching if there are many students in the same class making the same mistake in their written work.

After all, giving feedback can be done through many ways. It can be in form of oral and written. Positive feedback on the content of students' writing can do a lot to increase the amount of writing that students do and to improve their attitude to writing.

g. Writing Assessment

The teacher's judgment plays an important role in assessing students' writing. Three types of rating scales usually used in scoring writing are holistic, primary trait, and analytical scoring (Brown, 2004: 241). Each of these has a different purpose and focus in instruction and will provide different types of information to teachers and students. The holistic scoring gives a single score to a written product as a representation of reader's general overall assessment. The rationale for using a holistic scoring system is that the total quality of written text is more than the sum of its components. Writing is seen as an integrated whole.

Meanwhile, the primary trait scoring focuses on how well student can write within a narrowly defined range of discourse (Weigle, 2002: 110). It means that that this type of scoring focuses on how well student can write in achieving the purpose or function of the writing. This type of scoring focuses on whether or

not each paper shows evidence of the particular trait or feature the teacher wants students to demonstrate in writing.

On the other hand, the analytical scoring breaks the features of composition down into a number of components (organization, grammar, etc) that are each scored separately. The separate components are sometimes given different weights to reflect their importance in instruction.

Those are a number of ways for assessing writing. A writing teacher can select one of them and shares it with the students. A valid assessment of writing skill needs to consider the range of purposes for which learners write and the degrees of preparation they bring to writing.

h. Learning Achievement

Achievement is the progress that the students make in learning often measured by either standardized or teacher-made tests (Atkinson, 1964 in Martini, 2005). It means that learning achievement is an effort in learning that is achieved by a particular measurement instrument. Furthermore, Page and Thomas (1970) in Martini (2005) say that achievement is performance in school or college in a standardized series of educational test. It implies that learning achievement can be measured directly by using tests. Meanwhile, Webster (1966) in Martini (2005) defines achievement as performance accomplished by a student in a course; quality and quantity of students' works during a given period. This statement conveys that learning achievement is as the evidence of the effort or progress that is made by the students in a certain period of time.

From the definition above, it can be concluded that the achievement is the progress that the students make in learning. It can be measured by means of tests and it is used to describe performance in the subject of the curriculum. In other words, the English learning achievement can be explained as the progress of students' behaviour of how well and how much the students have learned English during a given period.

3. Portfolio

This sub-chapter describes important matters concerning portfolio. It is presented in eight sub-headings. These are nature of portfolio, characteristics of portfolio, types of portfolio, essential elements of portfolio, benefits of portfolio, nature of self-assessment, kinds of self-assessment, and guidelines for self-assessment.

a. Nature of Portfolio

Based on Hyland (2002: 138), portfolios are multiple-writing samples which are produced over time and purposefully selected from various genres to best represent a student's abilities, progress and most successful texts in a particular context. In other words, portfolio is a compilation of the students' writing works that are compiled continually and at last there will be two or three texts as the best selected works. Students can know their own writing abilities and progress as they do many kinds of writing tasks and keep the written products by themselves.

In addition, Penaflorida in Richards and Renandya (2002: 347) points out that portfolios show a student's work from the beginning of the term to the end,

giving both teacher and student a chance to assess how much the latter's writing has progressed. In the portfolio program, students should assess their own learning with the guidance from the teacher. Students are encouraged to take pride in their work and to write well and with care (Harmer, 2007: 340). Thus, it can build the students' confidence and motivation in learning. It can also create a good interaction between the teacher and the students in the classroom.

At the classroom level, portfolios reflect classroom instruction and activities and have the potential for linking assessment and instruction (O'Malley, Michael, and Pierce, 1996: 37). This statement implies that student performance is evaluated in relation to instructional goals, objectives, and classroom activities. Portfolio contents should represent what the students are doing in the classroom and reflect their progress toward instructional goals.

There are a number of steps in implementing portfolio program in a classroom according to Valdez Pierce and Gottlieb (1996) in O'Malley, Michael, and Pierce (1996: 46-49). First, the teacher should specify the purpose of the portfolio program. There are potential purposes of portfolio in classroom which are to encourage student self-evaluation, to monitor student progress, to assess student performance relative to curriculum objectives, to showcase student products, to communicate student performance to parents, to maintain a continuous record of student performance from one grade to the next, or all of these.

Second, the teacher should match contents to purpose. After defining the goals, the teacher should think about the kinds of portfolio entries that will best

match the instructional outcomes and reflect the type of work students are doing in the classroom.

Then, the teacher should generate criteria. The teacher needs to develop clear, objective criteria for judging student work. This is to let anyone reviewing the portfolio know exactly how the student is doing. It can be done by including evaluative criteria for each sample of student work in the portfolio.

Next, the teacher should give standard of performance. The teacher has to assist students in understanding what assessment results mean and how to interpret them. It can be done through explaining how criteria reflect standards.

Finally, the teacher should get students involved. After identifying purpose, contents, criteria and standards, the teacher should think about what role the students will play in selecting portfolio entries, providing input for assessment criteria and standards for each entry, and assessing their own work and the work of others. The teacher needs to determine how and when she/he will teach students to do each of the things that will get them involved in reflecting upon their own progress in the classroom.

Overall, it can be concluded that portfolio is a way or method in teaching writing in which students should collect and keep all their writing works which are guided by the instructor but not graded and finally at the end of the term they should choose the best two or three of their works to be evaluated and graded by the teacher. Portfolio can be implemented in a writing classroom through some steps which are setting the purpose, matching contents to purpose, setting criteria, setting standards of performance and getting students involved. In classroom,

portfolio is usually used to encourage student self-evaluation, to monitor student progress, to assess student performance relative to curriculum objectives, to showcase student products, to communicate student performance to parents, to maintain a continuous record of student performance from one grade to the next, or all of these. Portfolio is a unique opportunity for students to learn to monitor their own progress and take responsibility for meeting goals set jointly with the teacher.

b. Characteristics of Portfolio

There are nine characteristics that are present to a greater or lesser degree in portfolios given by Hamp-Lyons and Condon (2000: 32-37). First, a portfolio is a collection of written works, rather than a single writing sample. It consists of all students' writing works from the beginning until the end of the portfolio program so that they can know their progress during their learning.

Second, a portfolio enables the writer to display a range of writing performances in different genres and for different audiences and purposes. In the portfolio program, students practice a lot of writing so that it can train their skills in writing many different genres such as narrative, descriptive, procedure, recount, report and so on. It can build the students' motivation, confidence and interest as they write a lot of text types for many purposes.

Third, a portfolio possesses context richness insofar as it reflects closely the learning situation and demonstrates what the writer has accomplished within that context. It means that writers bring their experiences with them into the assessment.

Fourth, delayed evaluation in portfolio program gives students both the opportunity and the motivation to revise written products before a final evaluation is given. By revising, students can improve their writing skills especially in the linguistic competency.

Fifth, portfolio generally involves selection of the pieces to be included in the portfolio, usually by the student with some guidance from the instructor. It implies that students are monitored and guided by the teacher in every step of their learning so that they will make effort to be better in doing their writing task.

Sixth, delayed evaluation and selection offer opportunities for students-centered control, in that students can select which pieces best fulfill the established evaluation criteria and can revise them before putting them into their portfolios. It can be inferred that portfolio can train the students to be responsible of their learning in writing. They have to be careful in selecting their best works which will be evaluated and graded finally.

Seventh, a portfolio usually involves reflection and self-assessment, in that students must reflect on their work in deciding how to arrange the portfolio, and are frequently asked to write a reflective essay about their development as writers and how the pieces in the portfolio represent that development. It can be said that the learner self assesses and/or reflects on what he/she has learned. Through this, the students can measure their own progress in learning. If they know their own strengths and weaknesses in writing, they will always try to be better and do their best.

Eighth, portfolio can provide a means for measuring growth along specific parameters, such as linguistic accuracy or the ability to organize and develop an argument. As stated before that students can measure their writing skills progress which can be seen from the three aspects: linguistic features, message and organization. Students can see their writing skills progress by comparing a collection of their writing works during the portfolio program.

The last, portfolio provides a means for measuring development over time in ways that neither the teacher nor the student may have anticipated. Portfolio is a process-oriented teaching therefore every step of learning is evaluated in order to know the problems and the weaknesses during the teaching and learning process which will be overcome in the next teaching and learning process.

Therefore, a portfolio should reflect those nine characteristics. In portfolio, there should be collection of students' writing works, a lot of writing exercises/performances, opportunity for revision, delayed evaluation, reflection/self-assessment, selection, measurement of the students' writing skills progress, and measurement of the teaching and learning development.

Hamp-Lyons and Condon (2000: 118) say that the most important components of a portfolio are collection, reflection, and selection. Hamp-Lyons and Condon note that, without delayed evaluation, in which students are given opportunities to reflect on, revise, and select their writing, there is little motivation for the students to assemble a portfolio and it becomes, for the students, a meaningless exercise.

c. Types of Portfolios

There are three basic types of portfolios according to O'Malley, Michael, and Pierce (1996: 37). The first is a showcase portfolio. A showcase portfolio is typically used to display a student's best work to parents and school administrators. Entries in the portfolio are carefully selected to illustrate student achievement in the classroom. The limitation to showcase portfolio is that, in showing only students' best work, they tend to leave out the path by which students arrived. The process itself is missing. A showcase portfolio is one which tends to hold only finished products and therefore may not successfully illustrate student's learning over time.

The second is a collection portfolio. A collection portfolio contains all of a student's work that shows how a student deals with daily class assignments. This type of portfolio may contain evidence of both process and product and has the advantage of containing everything produced by the student throughout the year.

The third is an assessment portfolio. Unlike showcase and collection portfolios, an assessment portfolio is focused reflections of specific learning goals that contain systematic collections of student work, student self-assessment, and teacher assessment. The contents are often selected to show growth over time. Each entry in the portfolio has been selected with both student and teacher input and is evaluated based on criteria specified by both student and teacher. These criteria may take the form of rubrics, checklists, rating scales, and so on.

Meanwhile, Herman *et al.* (1996) in Weigle (2002: 214) also discuss three types of portfolios. The first is the showcase portfolio. It contains a student's best

pieces only. A showcase portfolio can show off the student's best work. The second is the progress portfolio. It documents evidence of growth over time. It can document how far a student has come. The third is the working portfolio. It contains all work done for a course, or at least samples that represent the major learning goals or units of a course. It can show the range of writing assignments that the student has completed.

The purpose of the portfolio will determine which of those types of portfolio will be most appropriate. All kinds of portfolios may be used for accountability purposes or to communicate with parents about their children's work in class. All types of portfolios may also be useful in motivating student performance.

d. Essential Elements of Portfolios

From among the various types of portfolios being used today, O'Malley, Michael, and Pierce (1996: 35-36) identify several key elements. There are three essential elements of portfolios. The first is a sample of student work. Most portfolios consist of a sample of student work that shows growth over time. The contents may depend on student or teacher preferences, the purposes of the portfolio, or the instructional goals the portfolio is designed to reflect.

The second is a student self-assessment. Without self-assessment and reflection on the part of the student, a portfolio is not a portfolio. This aspect will be discussed later.

The third is clearly stated criteria. Students need to know how their work will be evaluated and by what standards their work will be judged. Specifying

criteria and standards and providing representative samples of what these look like helps students set goals and work toward them.

Those three elements are very important in portfolio program so that they should be present in portfolio program. Thus, the teacher should consider those three elements well in teaching writing through portfolio program.

e. Benefits of Portfolios

Portfolio has several advantages. O'Malley, Michael, and Pierce (1996: 35) say that one of the most valuable aspects of portfolio is that it links assessment with instruction. That is, student performance is evaluated in relation to instructional goals, objectives, and classroom activities.

Furthermore, according to Reid (1993: 249), there are five advantages of portfolio. First, it reinforces commitment to writing processes and multiple drafts. It can be said that portfolio does not only emphasize on the final product of the students' writing but also the process of writing. Students have to collect and keep all their writing works and that finally two or three of them will be evaluated and graded by the teacher.

Second, it establishes the course as development and sequential. It conveys that portfolio reflect authentic activities through which students have been learning. Portfolio reveals about what students can do with what they know. Portfolio can increase the quantity as well as the quality of writing and contribute to students' cognitive development (Dellinger, 1993 in O'Malley, Michael, and Pierce, 1996: 35).

Third, it establishes a classroom writing environment as the basis for effective writing. Portfolio is a process-oriented teaching so that it can be an effective way in teaching writing as writing is a process-oriented learning. Every step of learning process will be monitored, guided, evaluated and finally graded.

Then, it encourages students to assume responsibility for their own writing. In other words, the use of portfolio can encourage students to reflect on their work, to analyze their progress, and to set improvement goals.

Finally, it allows a more complex look at the complex activity of writing. It can be inferred that portfolio can be used for a basic writing level and also for a complex writing level.

More benefits are shown by Hyland (2002: 139). He gives nine advantages of portfolio. The first is that portfolio is integrative. It combines curriculum and assessment. It conveys that evaluation is developmental, continuous, comprehensive and fairer representing program goals and reflecting writing progress over time, genres and different conditions.

The second benefit of portfolio is valid. Portfolio closely relates to what is taught and what students can do, meaning that the classroom activities are based on what the students have been learning. Thus, it reflects authentic activities in the teaching and learning process.

The third is that portfolio is meaningful. Students often see their portfolio as a record of work and progress. By making a record of their writing work, students can know their progress in learning writing.

The fourth profit of portfolio is motivating. In the portfolio program, students have a range of challenging writing experiences in a range of genres and can see similarities and differences between these. Through doing many kinds of writing tasks, students are encouraged to write well and they can improve their writing ability.

The next advantage is that portfolio is process-oriented. It focuses learners on multi-drafting, feedback, collaboration, revision, etc. It means that students are monitored and guided in every step of their learning.

Then, another benefit is that portfolio is coherent. Assignments build on each other rather than being an unconnected set of writings. It means that each writing assignment is correlated one to another.

The other profit of portfolio is flexible. Portfolio allows teachers to adopt different selection criteria, evaluation methods and response practices over time, targeting their responses to different features of writing.

Then, portfolio is reflexive. It conveys that students do a self-assessment for their own learning so that they can evaluate their improvement and critically consider their weaknesses. It will encourage them to be responsible and independent in writing.

The last advantage is that portfolio is formative. Grading is often delayed until the end of the course. It allows teachers to provide constructive feedback without the need for early, potentially discouraging evaluation.

Indeed, portfolio offers a lot of good advantages in learning writing. It does not only give advantages for the students but also for the teacher and the

program. Through portfolio, students can do a self-assessment so that they will know their strength and weakness in writing. It will make them more responsible and independent in writing. Meanwhile, portfolio is flexible for the teacher. She/he can adopt different selection criteria, evaluation methods and response practices over time, targeting their responses to different features of writing. Portfolio also gives benefit for the program. It links curriculum with assessment. The evaluation is developmental, continuous, comprehensive and fairer representing program goals and reflecting writing progress over time, genres and different conditions.

f. Nature of Self-assessment

The key to using portfolios successfully in classrooms is engaging learners in self-assessment. Thus, student self-assessment is very important in portfolio. Learner self-assessment itself is that students take some significant responsibility for their own learning over and above responding the situation and in order to assume greater control of their learning, learners need ways of assessing the quality of their language performance (Cotterall, 1988 in Setiajid, 2007). Learners have to assess and evaluate their own learning so they have to be responsible for their own learning. By doing self-assessment, students will know their progress in learning. Ellis and Barkhuizen (2009: 46) further say that self-assessment involves asking learners to report on their own knowledge of the second language. It implies that self-assessment gives the students opportunity to evaluate and report their own learning of the second language.

Meanwhile, Penaflores in Richards and Renandya (2002: 351) states that self-assessment is a step toward learner autonomy. By doing self-assessment, learners are encouraged to be responsible for their own learning so that it will encourage them to be self-sufficient and independent learners. Furthermore, Brown (2001: 415) argues that successful learners extend the learning process well beyond the classroom and the presence of a teacher or tutor, autonomously mastering the art of self-assessment. It can be said that a successful learner is the one who can assess her/himself autonomously. A successful learner is the one who can be independent in learning.

In conclusion, self-assessment is a way for students to know their progress in learning by assessing their own learning. Students are encouraged to be capable of analyzing and responding to their own work. Thus, self-assessment trains the students to be a responsible and independent learner. A learner can be said as a successful learner when she/he can learn and assess her/his own learning independently.

g. Kinds of Self-assessment

Paulson and Paulson (1992) in O'Malley, Michael, and Pierce (1996: 36) have described three kinds of self-assessment. The first is documentation. In documentation, the student provides a justification for the items selected for the portfolio. The students are asked to select their best work.

The second is comparison. Here, students compare a recent piece of work with a previous one by looking for ways that they have improved as writers.

The last is integration. Students address their learning in a more general way. They use the portfolio to provide examples of their growing strengths in oral or written language or their independence as a learner.

Meanwhile, Brown (2004: 271-276) gives five categories of self-assessment. The first is an assessment of (a specific) performance. In this category, a student typically monitors him/herself in either oral or written production and makes some kind of evaluation of performance.

The second is an indirect assessment of (general) competence. Indirect self-assessment targets larger slices of time with a view to making an evaluation of general ability, as opposed to one specific, relatively time-constrained performance.

The third is a metacognitive assessment (for setting goals). Some kinds of evaluation are more strategic in nature, with the purpose not just of viewing past performance or competence but of setting goals and maintaining an eye on the process of their pursuit.

The fourth is a socioaffective assessment. Another type of self-assessment comes in the form of methods of examining affective factors in learning. Such assessment requires looking at oneself through a psychological lens.

The fifth is a student-generated test. Students-generated test is the technique of engaging students in the process of constructing tests themselves. Student-generated test can be productive, intrinsically motivating, autonomy-building processes because the students are engaged in the test construction.

All of those forms of self-assessment are important for students as they go about mastering new skills. Meanwhile, guidance and control from the teacher is very needed in self-assessment because the students need to learn how to evaluate their progress in learning.

h. Guidelines for Self-assessment

Self-assessment must be carefully designed and administered for it to reach its potential. There are four guidelines in implementing self-assessment in order to bring this intrinsically motivating task into the classroom successfully (Brown, 2004: 277).

First, the teacher tells students the purpose of the assessment. It is essential to analyze the needs that will be met in offering self-assessment opportunities and then convey this information to students.

Second, the teacher defines the task(s) clearly. Make sure the students know exactly what they are supposed to do. Guidelines and models will be great help in clarifying the procedures.

Third, the teacher encourages impartial evaluation of performance or ability. One of the greatest drawbacks to self-assessment is the threat of subjectivity. By showing students the advantage of honest, objective opinions, it can maximize the beneficial washback of self-assessment.

Fourth, the teacher ensures beneficial washback through follow-up tasks. It is not enough to simply toss a self-checklist at students and then walk away. Systematic follow-up can be accomplished through further self-analysis, journal

reflection, written feedback from the teacher, conferencing with the teacher, purposeful goal-setting by the student, or any combination of the above.

Those five guidelines should be pondered by the teacher. It is important to remember that self-assessment is a process through which students must be led. Teaching students to evaluate their progress begins with realizing that students will be learning new skills. They will need a lot of opportunities to learn and apply these skills with feedback from the teacher on how they are doing.

B. Relevant Research Studies

There are some studies related to the application of portfolio that has proven to be beneficial in the teaching and learning process, particularly on writing. The first study is conducted by Ozturk and Cecen (2007) entitled “The Effects of Portfolio Keeping on Writing Anxiety of EFL Students”. This study involved fifteen participants from the preparatory class of English Language Teaching Department of a Foundation University, in Istanbul, Turkey. The finding of this study suggests that portfolios can be used as a means of helping students to overcome their writing anxiety in L2. The students felt more encouraged on writing after using portfolios.

In support of the research above, Nezakatgoo (2010) conducted a study entitled “The Effects of Portfolio Assessment on Writing of EFL Students”. He invited 40 students in second semester freshman English composition course at ECO College of Insurance as the research subjects. The research reveals that the students benefited from the application of portfolios.

Another study was conducted by Sharifi and Hassaskhak (2011) entitled “The Role of Portfolio Assessment and Reflection on Process Writing”. The research was conducted with 20 intermediate level male students at Shahid Sattari Air University. At the end of the experiment, the quantitative data showed the students’ improvements grew over time.

In reference to the above studies, reflective portfolio is regarded as the effective way to improve the students’ writing skills. Many studies give positive result of the portfolio use. That is why, the following research may make a reference of those studies.

C. Conceptual Framework

From the explanation above, reflective portfolio will be an adequate method in teaching writing. Portfolio has many benefits that can give impact on students, teacher, and the program.

Murphy and Camp (1996) in Weigle (2002: 204-206) say that portfolios offer opportunities for reflection and the development of self-awareness for students. Students develop a sense of ownership of their writing through having some control over both the conditions for writing and the selection of portfolio contents, which leads to a sense of agency and responsibility. Students can use portfolios as a basis for self-assessment and development of standards, if they are given clear criteria and opportunities to evaluate and revise their own work in preparing their portfolios.

Meanwhile for instructors, there are two important benefits of portfolio. The main benefit is that portfolio becomes an integral part of the instructional

process rather than a discrete, separate activity. Thus, the teacher can explain important learning goals for their students and design parameters for their students' portfolios to promote these goals, whether they be flexibility in writing in different genres or using writing as a process of self-discovery. Portfolio also gives teachers more information about their students' writing than do scores on essay tests.

In terms of impact at the program level, a portfolio program can have positive effects on curriculum and instruction. When portfolios are used on a program-wide basis, the process of implementing portfolio can be very valuable in getting instructors to share their understandings of the role of writing in the curriculum and to come up with common grading criteria.

In addition, portfolio provides evidence of student effort. It helps students become more autonomous, and it can foster student reflection and help them to self monitor their own learning (Nunes, 2004 in Harmer, 2007). The use of portfolios encourages students to reflect on their work, to analyze their progress, and to set improvement goals.

Besides, reflective portfolio can have good impacts on students, teacher and program; it, can also improve the students' writing skills from the three aspects which are message, linguistic features, and organization.

Because portfolio enables the writer to display a range of writing performances in different genres and for different audiences and purposes, students practice a lot of writing (Hamp-Lyons and Condon, 2000: 33). Meanwhile, by doing self-assessment as a part of portfolio, students can see how

far their progress in learning writing. It can generate the students' motivation and self-confidence in learning writing. It is because they write a lot of text types for many purposes and know their strength and weakness in writing. Through doing many writing exercises and knowing their progress in learning writing, students can develop their writing skills from the aspects of message and organization. They will be trained in generating their ideas into a composition. They will be more skillful in coming out ideas in their heads. They will also be able to see similarities and differences between text types as they have a range of challenging writing experiences in a range of genres.

In the portfolio program, there is a delayed evaluation prior to a final evaluation is given (Hamp-Lyons and Condon, 2000: 34). It gives students an opportunity to improve their works. By combining portfolio and self-assessment, it can generate students' motivation because they have opportunity to revise the writing works and know what good writing looks like. They will be motivated to be better and better in writing. Therefore, they can improve their writing skills gradually, in term of linguistic features and organization. They will be more aware of common errors in writing such as incorrect spelling, punctuation, capitalization, diction and grammar. They will get used to overcoming the problems and the difficulties in writing. Through this, they can develop their skills to make a united paragraph in every opportunity.

In the portfolio program, the teacher can use many kinds of media as writing learning resources, such as pictures, videos, real objects, and so on as long as they are relevant with the learning goals determined. She/he can also make

her/his own learning material so that she/he can be creative in giving material for the students. There will be various techniques in delivering the lesson so that students will be enthusiastic in learning. If the students enjoy writing practice during the lesson, they will not see writing as a threatening activity anymore. It can make them good at writing.

Portfolio can also facilitate the classroom interaction (O'Malley, Michael, and Pierce, 1996: 40-43). In the portfolio program, students can interact among each other through group work, peer- review, class discussion, and so on. Student can also interact with the teacher by participating in a portfolio conference. It is here that the teacher and the students face the students' growth together. It is in this way that the students and the teacher engage in collaborative assessment as part of the portfolio process. By having such kinds of activities that promote interaction, students can practice the target language so that it can improve their writing skills.

The use of reflective portfolio in writing class gives many benefits for the students, the teacher and the program itself. Particularly, for the students it gives a lot of opportunity to develop their writing skills. Therefore, the researcher tries to use reflective portfolio to improve students' writing skills.

CHAPTER III RESEARCH METHOD

This chapter discusses type of the research, setting of the research, subjects of the research, time of the research, instruments, data collection procedure, data analysis technique, data validity, and procedure of the research.

A. Type of the Research

This research is collaborative action research. The researcher and the other research team member who was the English teacher collaborated and worked together in collecting input about the obstacles and weaknesses of the English teaching and learning process related to the students' writing ability, identified the research problems, planned and carried out the actions, and evaluated and reflected on the actions implemented in the study.

B. Setting and Time of the Research

The research was conducted at SMA Negeri 2 Bantul for the tenth grade students of Class X1. SMA N 2 Bantul is located at Jl. R.A. Kartini, Trirenggo, Bantul. The English teacher who teaches Class X1 is Mrs. Dra. Sri Ndhadhari.

The research was conducted in the first semester of the academic year of 2011/2012. It was started in September up to November 2011. The research took place according to the English teaching and learning schedule, on Wednesday at 8.30 – 10.00 and Thursday at 10.15 – 11.45.

C. Subjects of the Research

The subjects of the research were the students of grade X1 of SMA N 2 Bantul in the academic year of 2011/2012. This class consisted of 20 female

students and 12 male students. The age of the students is 15 up to 16 years old. They come from different backgrounds.

D. Instruments

The instruments for collecting the data were pre-test and post-test, observation guide, and in-depth interview guide.

1. Pre-test and post-test

The pre-test and post-test were in the form of essay. The students were asked to write a procedure text and narrative text. The pre-test was used to test the students' writing ability before the researcher implemented the action. Meanwhile, the post-test was used to assess the students' improvement after the action implemented.

The tests were scored by using the writing scoring rubric proposed by Jacob *et al.* (1981) in Weigle (2002: 115). The rubric focused on five aspects of writing namely: content, organization, vocabulary, language use, and mechanics. The five aspects were weighted differentially to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics receiving very little emphasis (5 points). The scoring rubric can be seen on page 52.

Table 2. Scoring Rubric

| THE SCORE ON | 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 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 <i>but meaning not obscured</i> |
| 13 - 10 | Fair to poor: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i> |
| 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, preposition <i>but meaning seldom obscured</i> |
| 17 - 11 | Fair to poor: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i> |
| 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 <i>but meaning not obscured</i> |
| 3 | Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i> |
| 2 | Very poor: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate |

2. Observation guide

The observation guide was used in the reconnaissance and in the action and observation steps. In the reconnaissance step, the observation guide was used to find out the existing problems. Then, in the action and observation steps, the observation guide was used to see the implementation of the actions. The observation guide covered three main parts which were the opening, the core, and the closing of the lesson. The opening part covered the way the teacher opened the lesson and the students' responses toward the lesson. The core part covered several points such as the activities during the lesson and the students' responses toward the activities, the techniques that the teacher used and the students' responses toward the techniques that were used by the teacher, the students' understanding of the material, the students' involvement in the teaching and learning process, the classroom interaction, and the students' writing ability. Then, in the closing part, it focused on the way the teacher reviewed the material and closed the lesson. Meanwhile, in the action and observation steps, the points of the observation guide were almost the same as the guideline in the reconnaissance step but there were some additional points in the core part such as the students' responses toward the implementation of reflective portfolio.

3. In-depth interview guide

An in-depth interview guide was used in the reconnaissance and reflection steps. In the reconnaissance step, the in-depth interview guide was used to find the existing problems in the field. Meanwhile, in the reflection step, it was used to see the students' and the English teacher's responses to the implementation of the

action. In the reconnaissance step, there were two kinds of interview guide, one for interviewing the English teacher and one for interviewing the students. The interview guide for the English teacher focused on the teacher's perception of the students' English competence, the students' involvement during the lesson, the problems during the teaching and learning process, the techniques and activities the teacher used, the materials, the assessment, and also the facilities and media in English teaching and learning. Meanwhile, the interview guide for the students focused on the students' perceptions of the English lesson, the difficulties in learning English, the students' expectancy of learning English, the activities during the English lesson, the assessment, and the method and media that were used in writing class.

Moreover, there were also two kinds of in-depth interview guide in the reflection step which were for the students as the subjects of the research and the English teacher. The interview guide for the students focused on the students' opinions about the actions, the improvement of their writing ability, and their difficulties during the activities of the actions. For the English teacher, the points of the interview guide were the teacher's opinion about the action, the condition of the class, and the suggestions for the next action.

E. Data Collection Procedure

The data that were collected in this research were quantitative and qualitative in nature. The researcher collected the data in the form of the students' writing scores before the action was implemented. This was aimed to give a clear description of the students' writing ability before the action was done. Then, in

the reconnaissance step, the data which were field notes and interview transcripts were collected after the researcher conducted the observation and interviews with the students and English teacher. In the action and observation steps, the data of the field notes were also collected. The field notes were made based on the descriptions in the observation guide which were completed by the collaborator (English teacher) during the researcher implementing the actions. In the reflection steps, the data of interviews which were interview transcripts were collected and then analyzed with the other data in the previous steps. Here, the interview transcripts were used to give a clear description about the students' responses, the students' behaviors, and the collaborator's responses about the class activities during the actions. Then, in the last step, post-test, the data gained were the students' writing scores. After all data had been collected, the researcher analyzed them to find the successful and unsuccessful result of the actions.

F. Data Analysis Techniques

The qualitative data of the research which were observation results and interview transcripts were analyzed based on the qualitative data analysis as proposed by Miles and Huberman (1994). The qualitative data were analyzed in four steps. The first was collecting all the data such as interview transcripts and field notes. The second was data reduction. In this step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. The third was data display. The data that had been reduced were then organized and compressed. The data display of this research was in the form of field notes and interview transcripts. Then, the fourth

was conclusion drawing and verification. The conclusion is gained based on the results of the students' performance, field notes and interview transcript. In making conclusion, the researcher worked with the other researcher in the field to obtain the valid finding.

Meanwhile, the students' writing performance tests were scored by using the writing scoring rubric proposed by Jacob *et al.* (1981) in Weigle (2002: 115). Then, the result of the performances (pre-test and post-test) was analyzed by using the descriptive statistics and the t-test. The descriptive statistics conveys the computation of mean score, frequency distribution, and standard deviation. Meanwhile, the t-test was used to know whether or not there was any significant difference in terms of writing ability improvements. The analyses were done by using the SPSS version 16.0 for the windows computer program.

G. Validity and Reliability of Data

This research has four out of five types of validity mentioned by Anderson *et al.* (1994) in Burns (1999). They are democratic validity, process validity, dialogic validity, and outcome validity. In order to get democratic validity, the researcher gave opportunity for the English teacher and the students in the school to give their opinions and responses to the actions. Moreover, to get dialogic validity the researcher had some dialogs with other researcher and did a peer review. Then, to gain process validity, the researcher collected the data by doing observation and note during the research ran. The researcher noted anything that happened in the teaching and learning process. In addition, the researcher tried to get outcome validity by looking at the result of the action done.

To enhance the trustworthiness of the data and the subjectivity in analyzing the data, the researcher used triangulation. This research has time triangulation because the data of the research were collected over a period of time in order to identify the factors that were involved in the change process. Then, to get the researcher triangulation, the researcher asked another researcher team member to help the researcher in the reflection steps so that it could avoid the biased interpretation.

On the other hand, in order to ensure the reliability, the researcher used the scores of students' performance test, interview transcripts and field notes to get the same data. To obtain the data about the teaching-learning processes, the researcher interviewed the related teacher, observed the teaching-learning processes or interviewed the students who have just followed the lesson. The reliability of the data was gained by giving the genuine data, such as the students' performance scores, field notes and interview transcripts.

H. Research Procedure

a. Determining the thematic concern on Reconnaissance

In this step, the researcher conducted the research collaboratively with the English teacher of grade X SMA N 2 Bantul and also the other member in the school. The researcher found out information concerning on the students' writing skills. The researcher made observation, and interviewed the English teacher to identify the existing problem on the students' writing ability. After that, she determined some plans related to the problems on the students' writing ability.

b. Planning

After doing the observation in the reconnaissance step, then the researcher made some plans to choose the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of grade X SMA N 2 Bantul. The aim of the actions was to increase the students' writing ability. The action plan was using reflective portfolio method.

c. Acting and Observing the Action

In this step, the researcher implemented the actions, while the research collaborator took notes in the backside of the class to observe the students' reactions and behaviors during the activities. The research collaborator also helped the researcher to handle the students' disruptive behaviors. It was done by approaching the students or giving a warning. For example, when there was a student who walked around the class, the research collaborator approached him and asked him to go back to his seat, etc. The research collaborator walked around the class to help the researcher to check the students' works by approaching and facilitating them by giving a problem solution related to the topic.

d. Reflection

Based on the observation, the researcher and collaborator made a reflection of the implementation of the action. The reflection was conducted by interviewing the students and the collaborator about their responses to the actions. The reflection was useful to show the effectiveness of the action conducted in the teaching and learning processes. At the end of the actions, the researcher and the collaborator discussed the results of the implementation of the actions and the

problems occurring during the actions that seemed ineffective. The collaborator gave contribution to the reflection on the action that was taken. It was aimed to find out whether the actions were successful or not. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed or improved into the suitable one.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents important points concerning research findings and discussion. It presents the reconnaissance, process of the research conducted in Cycle I and Cycle II, and the result of the research in Cycle I and Cycle II. Each cycle in this research consists of planning, action and observation, and reflection. The details of the research process are presented below.

A. Reconnaissance

1. Identification of the Field Problems

Based on the classroom observation, the researcher presents a vignette which explains the English teaching and learning process.

Vignette

Place : SMA N 2 Bantul
Date : 22 September 2011
Time : 10.15-11.45

The researcher came to SMA N 2 Bantul at 10.10 a.m. to meet the English teacher (Mrs. Sri Ndhadhari) to conduct the observation. She waited for the English teacher for a few minutes because the teacher was teaching. At 10.15, the bell was ringing; the teacher came in the teacher room. Then, the researcher approached the teacher. The researcher and the teacher directly entered to Class XI. The teacher greeted the students and introduced the researcher before starting the lesson. Before explaining the material that would be learnt, the teacher did not give any eliciting first to direct the students' understanding of the material. Then, the teacher explained the material in limited amount so that when the students were asked to do some exercises in the LKS "Profesi", they **could not do** them **well**. The **condition** in the class seemed **tight** because the **students** seemed **reluctant** of asking questions about the material. They only **kept silent**. The activities given were not interesting. When doing the tasks, the students were **noisy**. They **cheated** their friends' works. Some of them were **passive**. In addition, the teacher did not give any comments or correct their work. The class was over without summarizing the materials. The teacher did leave-taking to close the meeting.

Appendix C, Field Note 5

From the vignette above, it can be seen that the English teaching and learning process did not run well. Students were noisy and did not understand the activity. Besides from the class observation, the problems were also identified from the interviews with some students and the English teacher which were conducted after the teaching and learning process. The interview transcripts which show the students' difficulties in writing are shown below.

- R: *Terus bagaimana dengan kemampuan menulis para siswa Bu?* (Then, how about the students' writing skill, Ma'am?)
 ET: *Writing mereka masih banyak sekali kesalahan. Hasil tulisan siswa masih banyak kekurangan dari segi grammar, pemilihan kata, ejaan, tanda baca, penulisan yang benar itu mereka masih belum paham. Tapi kalo organization lumayan bagus cuma masih banyak yang hanya sedikit dalam mengembangkan paragraf.* (There are still many mistakes in their writing. The result of their writing still **lacks grammar, diction, spelling, punctuation**. They **still do not understand what a good writing** is. However, they are pretty good in organization aspect although most of them **only develop a short paragraph**.)
 R: *Apakah siswa sering mengalami kesulitan dalam writing Bu? Dalam hal apa saja?* (Do the students find difficulty in writing, Ma'am?)
 ET: *Ya itu tadi masalah grammar, pemilihan kata, dan word order.* (As stated, **the problem is related to grammar, diction and word order**.)

Appendix D, Interview Transcript 1 No. 7-10

- R: *Kesulitan apa saja yang Adik alami dalam bahasa Inggris?* (What difficulties did you experience in learning English?)
 S1: *Kalo bahasa Inggris itu, kita kesulitannya di grammarnya.* (We find **difficulty in grammar**.)
 S2: *Ya kadang kalo gak tau artinya itu lo Mbak.* (Sometime we **do not know the meaning** Miss.)
 R: *Terus apalagi?* (What else?)
 S1: *Verb, tenses kayak gitu Mbak.* (**Verb, tenses**, something like that)
 R: *Kalo dalam writing kesulitannya apa?* (What's your problem in writing?)
 S1: *Em...Kalo dalam writing ya....vocab itu Mbak, pemilihan kata juga kadang salah-salah. Tenses juga Mbak.* (Em....the **vocabulary** Miss, **diction** sometimes, **tenses** as well Miss.)
 S2: *Writingnya....grammar Mbak kalo aku. Pengembangan ide juga kadang susah, kadang macet Mbak jadi susah nerusinya.* (I have **difficulty** on **grammar** Miss. **Idea development** is also difficult. I **got stuck to develop the idea** sometimes.)

Appendix D, Interview Transcript 2 No. 9-14 & 3 No.11-14

The data found through observation and interviews indicated that there were some problems in teaching and learning process of writing of Class X1. Those problems are presented in the table below.

Table 3. Field Problems Found in the Teaching and Learning Process of Writing in Class X1

| No. | Problems found | Source |
|-----|--|-------------|
| 1. | Most students had difficulties in using grammar. | Interview |
| 2. | Most students had difficulties in using vocabulary/diction. | Interview |
| 3. | Most students had difficulties in mechanics. | Interview |
| 4. | Most students had difficulties in word order. | Interview |
| 5. | Some students were not excited to study English. | Observation |
| 6. | Materials were not explained well. | Observation |
| 7. | Some students were difficulties to develop ideas. | Interview |
| 8. | Some students were noisy during the lesson. | Observation |
| 9. | Some students had difficulties to focus on the lesson. | Observation |
| 10. | Some students had difficulties in organizing a good paragraph. | Interview |
| 11. | The books of writing were limited. | Observation |
| 12. | The activities in teaching writing were not interesting and helpful. | Observation |
| 13. | Some students lacked confidence. | Observation |
| 14. | The interaction between students and teacher was lack. | Observation |
| 15. | Writing was taught constantly. | Observation |

After listing field problems found in the teaching and learning process of writing in Class X1, the researcher and the English teacher decided to solve some problems. Those problems are elaborated as follows.

Table 4. Field Problems Related to Students' Writing Ability Which Were Feasible to be Solved

| No. | Problems | Indicators | Sources |
|-----|---|--|------------------------|
| 1. | Confidence: Most students were not confident to write. | Most students cheated their friend's work. | Observation, interview |
| 2. | Language use: Most students did not master grammatical features well. | Most students said they had difficulties in using grammar. | Interview, pre-test |
| 3. | Content: Some students had difficulties in developing ideas. | Some students said that they got difficulties developing ideas and got stuck. | Interview, pre-test |
| 4. | Organization: Most students had difficulties in organizing sentences. | Some students said that they got difficulties in word order. | Interview, pre-test |
| 5. | Vocabulary: Most students had difficulties in vocabulary. | Most students said that they had difficulties in vocabulary. | Interview, pre-test |
| 6. | Mechanics: Most students made mistakes in spelling, punctuation, and capitalization. | They got mistakes on finishing their task such as spelling, punctuation, and capitalization. | Interview, pre-test |
| 7. | Materials: Materials of writing were not good. | The writing activities did not give opportunities for students to express their mind. | Interview, observation |
| 8. | Techniques: The technique in teaching writing was not interesting and helpful. | Most students said that they did not like the teaching and learning of writing. | Interview, observation |

Based on those problems, students needed the technique that could improve their writing skills. Thus, the researcher and the English teacher decided to use reflective portfolio to solve the students' problems in writing. In addition, these problems are said to be valid because it was done in line with the concept of democratic validity in which the researcher worked with the English teacher who acted as a collaborator to determine the field problems and to find the solution.

2. Implementation of the Action

a. Report of Cycle I

In Cycle I, there were two meetings in order to improve the students' writing skill. The report of Cycle I is divided into planning, action and observation, and reflection which are elaborated as follows.

1) Planning

In this cycle, the researcher and the English teacher planned some actions to improve students' writing skills. The materials that would be taught were procedure text. For details, the actions are elaborated as follows.

a) The first meeting

In the first meeting, the researcher and the English teacher planned to:

- explain about a portfolio
- teach a procedure text
- giving reward
- apply pair work
- explain self-assessment on a procedure text (give self-assessment checklist)
- apply free writing to make a draft of a procedure text
- implement self-assessment on a procedure text

b) The second meeting

In the second meeting, the researcher and the English teacher planned to:

- apply pair work
- give a task to help students organize a procedure text

- give oral and written feedback
- explain self-assessment for revising (give self-assessment checklist)
- give a writing performance task in which students revise their draft
- implement self-assessment for revising a procedure text

2) Action and Observation

a) The First Meeting

The first meeting was held on Thursday, 29 September 2011. The researcher acted as the teacher. These are the descriptions of the actions in the first meeting.

The first action done by the researcher was explaining about the portfolio program. The researcher explained about the implementation of the portfolio program during her research. All students paid attention to her explanation. However, some students still did not understand the explanation so the researcher explained to the class again. After all students understood about the portfolio program, the researcher continued to the lesson.

The second action was asking them about their favourite food. Every student had their own answer. It can be shown in the following field note.

Then, the researcher asked the students, **“Do you have a favourite food? All S answered “Yes”. One said “I like fried tempe, Miss”. I like fried rice. The other said “I like chicken noodle. “Meatball, Miss” “Satay, etc”**. R asked again “Can you make it by yourself?” One answered “It’s easy Miss, cut it, season it then fry it.” Ok, the other? One said “I only have to buy it, Miss”. “Well, alright.”

Appendix C, Field Note 7 No.5

The field note shows that students were interested in the lesson because the researcher gave an interesting technique to start the writing activity by asking them about their favourite food. After building knowledge, the researcher told

students that the material on that day was writing a procedure text, and the topic was making something.

The third action is giving reward in form of point. In the modeling of text stage, the researcher showed an instant fried noodles package to the students. Then, she showed an incomplete diagram showing how to make instant fried noodles through an LCD projector. After that, she asked students to fill the missing instructions in the blank square by typing on the laptop. At first, the students were shy and reluctant to write in front of the class, but after the researcher said that she would give point to the student who wanted to type in front of the class, some students wanted to type in front of the class. It can be seen from the following field note.

After that, the researcher showed an instant fried noodle package and an incomplete diagram “How to Make Instant Fried Noodles” through an LCD projector. Then, the researcher asked the students to complete the missing instructions. **At first, the students** were **shy** and **reluctant** to go in front of the class, but **after the researcher** said that she would **give a point** to the student who wanted to write in front of the class, **some students wanted to type** in front of the class.

Appendix C, Field Note 7 No.6

It shows that the researcher improved the students’ motivation by giving reward in the form of point. The students’ text construction can be seen below.

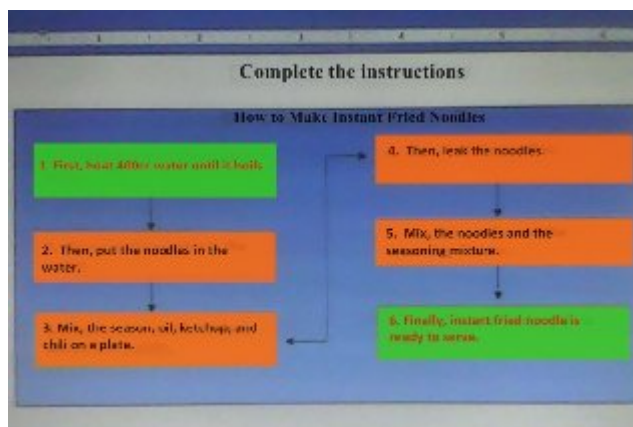


Figure II: Students' text construction

The teaching and learning process was continued by discussing the completed text whether the instructions typed were correct or not. Then, the researcher gave students opportunities to study the complete text. After they had finished studying the text, the researcher asked some questions about that procedure text to explain the definition, the function and the characteristics of the procedure text. All students could answer her questions. It can be seen on the following data.

After the diagram was filled, R and S discussed whether the instructions typed were correct or not. Then, R asked S to study the complete text. R asked S **“What is the goal of the text?”** S answered **“How to make instant fried noodles.”** R said “Good”. **“How many steps are there?”** **“Six”** **“What are they?”** **All S mentioned the all instructions typed**. Then, R asked “Ok, class, **have you understood a procedure text?”** S answered **“Yes.”** R said “Well, great.”

Appendix C, Field Note 7 No.6

It shows that students focused on the materials given by the researcher. Moreover, they understood the materials.

The fourth action was implementing pair work activities. In the joint construct of the text stage, the students had activities that could be done in pairs. There were two activities that should be done in pairs. The first activity was completing the incomplete text with the suitable word provided. The second activity was matching the word with the synonym. Although sometimes, it made the class noisy, the students enjoyed working in pairs. It could be shown in the interview.

R: *Terus kalo mengerjakan latihan secara berpasangan gimana Dik? Suka gak?* (What about working in pairs? Do you like it?)

S1: *Iya Mbak itu membantu, jadi bisa cepet Mbak ngerjain latihannya. Bisa saling berbagi tugas gitu Mbak, hehehe.* (Yes, Miss. It's **helpful**, we can do the exercise **quickly** and we can **share the duty**, hehehe).

S2: *Ngerjain latihan berpasangan itu juga asyik Mbak, jadi lebih PD, hehe.* (Working in pairs is **fascinating**, Miss. It **makes more confident**. Hehe)

S3: *Jelas membantulah Mbak. Kemaren pas latihan vocab itu, aku sama temenku berbagi tugas Mbak ngerjainnya, jadi bisa on time selesainya.* (Of course, it's **very helpful** Miss. Yesterday, when doing the tasks, my friend and I **shared the duty** to do the task, so we **could accomplish** the task **on time**.)

Appendix D, Interview Transcript 5 No. 7-8, 6 No. 4, & 7 No. 20



Figure III: Students were working in pairs.

From the data above, it can be seen that they were motivated to work in pair. It also showed that working in pair helped them to accomplish the task quickly or on time, they could share the duty among them and it made them more confident in doing tasks as well.

The fifth action was explaining self-assessment on the procedure text to students. The researcher explained it by giving a self-assessment on the procedure text checklist. On the checklist, students could read the elements of writing that they should notice which were content and organization, language use, vocabulary, and mechanics, and other aspects related to the responsibility to the work. The researcher explained what the students should do with the form. Students paid attention to the explanation. To check students' understanding, the

researcher gave an opportunity for students to ask any question, but they did not have any question yet. It could be seen from the following field note.

To check students' understanding about self-assessment, the researcher asked question "Do you have any question?" "No, Miss. **Insyallah, we understand.**"
Appendix C, Field Note 7, No. 12

It shows that students did not have any problem with the self-assessment explanation. The sample of self-assessment checklist on the procedure text can be seen below.

| Before you submit your work, assess your work using this student's checklist Self-assessment | | | | | |
|---|--|-------|---|-------|---|
| (This is how I think about my procedural text.) | | | | | |
| Writer's name : | | | | Date: | |
| Class/Number : | | | | | |
| Title of work : | | | | | |
| Content and Organization | | (✓) | Remark | | |
| Does my text consist of goal, materials needed, and methods? | | | Yes, I can mention the goal clearly. | | |
| | | | Yes, I can mention the materials completely. | | |
| | | | Yes, I can write the methods clearly. | | |
| Grade (you) | | | A | B | C |
| Grade (teacher) | | | A | B | C |
| D | | | D | E | E |
| Language use | | (✓) | Remark | | |
| Is my text written in simple present? | | | Yes, I use simple present tense. e.g. | | |
| Does my text include imperative verbs? | | | Yes, I use imperatives. e.g. | | |
| Does my text use connecting words or sentence connectors? | | | Yes, I use connecting words. e.g. | | |
| Grade (you) | | | A | B | C |
| Grade (teacher) | | | A | B | C |
| D | | | D | E | E |
| Vocabulary | | (✓) | Remark | | |
| Did I use various words in my text? | | | Yes, I used various words. | | |
| Did I use correct diction in my text? | | | Yes, I used correct diction. | | |
| Grade (you) | | | A | B | C |
| Grade (teacher) | | | A | B | C |
| D | | | D | E | E |
| Mechanics | | (✓) | Remark | | |
| Did I use the correct punctuation? | | | Yes, I used the correct punctuation. | | |
| Did I use the correct capitalization? | | | Yes, I used the correct capitalization. | | |
| Did I use the correct spelling? | | | Yes, I used the correct spelling. | | |
| Did I write neatly in stripes paper? | | | Yes, I wrote neatly in stripes paper. | | |
| Grade (you) | | | A | B | C |
| Grade (teacher) | | | A | B | C |
| D | | | D | E | E |
| Others | | (✓) | Remark | | |
| Did I finish my tasks on time? | | | Yes, I finished my work on time. | | |
| Is my work original? | | | Yes, my work is original. | | |
| Grade: A: very good C: fair E: very poor B: good D: poor | | | | | |
| Other comments: _____ _____ _____ | | | | | |

Figure IV: A self-assessment checklist on the procedure text

The sixth action, the researcher gave a writing activity to make a draft of a procedure text. In this activity, the researcher applied free writing in order to increase students' confidence. They were free to write any food recipe that they would develop. They wrote their draft seriously. It can be seen from the following picture.



Figure V: Students were writing their draft.

A sample of students' draft can be seen on page 71. From the sample of students' draft (Figure VI) shows that students were able to make a draft of making food recipe, ie. How to Make Fried Rice. However, the errors could be found in the draft including the organization of the text, mechanics and diction.

Activity 3

Work on your own. Make a food recipe (It is up to you, you can choose any). Write in the space given.

Name : Anggi Anisa Tri Yulianti Date: 29/09/11
Class/No : X.1 / 01

How to Make (a) Fried Rice

^{S/P} Material ^S Needed: ^{or Equipments?}

1. A plate of rice
2. 2 cloves of ^P Garlic
3. 2 cloves of onion
4. 1/2 tsp of salt
5. 2 cloves of candlenut
6. Cooking oil to saute the flavor
7. Soy sauce
8. Egg
9. Fried onion

Steps :

1. First of all, ^{NA} pepile the flavor like garlic, onion, salt and candlenut.
2. Next ^P prepare cooking oil in the frying pan and switch on the stove.
3. After that ^P saute the flavor until ^P str ^{SPL} fragrant.
4. Then ^P add the egg into the ^P flavor.
5. After the egg ^{NA} ripe, add the rice and stir it.
6. Next ^P add the soy sauce and stir it until the soy sauce and the rice ^{WF} mix well.
7. Finally ^P serve it ^{PREP} in a plate and spread it with fried onion.
8. Fried rice is ready to eat.

Hmm, nyam

Figure VI: A sample of students' first draft on the procedure text in meeting 1

The last action was implementing self-assessment on the procedure text. Before submitting their writing draft, the students were asked to evaluate their writing by filling the self-assessment on the procedure text checklist. The purpose of doing self-assessment was to motivate students to be responsible for their own writing learning so that they can improve their writing ability.

A sample of students' self-assessment can be seen on page 73. The sample of students' self-assessment (Figure VII) shows that students could give feedback to his/her own writing. They evaluated their own writing by putting checkmarks and choosing a good grade to indicate which parts they had done well. However, some evaluations still do not reflect on their writing, for example in the aspect of vocabulary and mechanics. Moreover, the teacher also gave grade and comment to their writing. As the result, by comparing both grades, students could see their strengths and weaknesses and they would try to fix what they were not good on and improve what they were good on. They could also consider the teacher's comment to make their writing better. In addition, by doing self-assessment, they had responsibility and disciplined for their own works because they had to submit their works on time and original.

Before you submit your work, assess your work using this student's checklist
Self-assessment

(This is how I think about my procedural text.)

| | | | | | | | |
|--|--|--|--|--------------|-----|---|---|
| Writer's name : Anggi Anisa Tri Yulianti | | Date: 29/09/11 | | | | | |
| Class/Number : X.1 / 01 | | | | | | | |
| Title of work : How to Make a Fried Rice | | | | | | | |
| Content and Organization | | (√) | Remark | | | | |
| Does my text consist of goal, materials needed, and methods? | | ✓ | Yes, I can mention the goal clearly. | | | | |
| | | ✓ | Yes, I can mention the materials completely. | | | | |
| | | ✓ | Yes, I can write the methods clearly. | | | | |
| Grade (you) | | | A | (B) | C | D | E |
| Grade (teacher) | | | A | (B) | C | D | E |
| Language use | | (√) | Remark | | | | |
| Is my text written in simple present? | | ✓ | Yes, I use simple present tense. e.g. fried rice is ready to eat. | | | | |
| Does my text include imperative verbs? | | ✓ | Yes, I use imperatives. e.g. pre pare | | | | |
| Does my text use connecting words or sentence connectors? | | ✓ | Yes, I use connecting words. e.g. Next | | | | |
| Grade (you) | | | A | (B) | C | D | E |
| Grade (teacher) | | | A | (B) | C | D | E |
| Vocabulary | | (√) | Remark | | | | |
| Did I use various words in my text? | | ✓ | Yes, I used various words. | | | | |
| Did I use correct diction in my text? | | ✓ | Yes, I used correct diction. | | | | |
| Grade (you) | | | A | (B) | C | D | E |
| Grade (teacher) | | | A | B | (C) | D | E |
| Mechanics | | (√) | Remark | | | | |
| Did I use the correct punctuation? | | ✓ | Yes, I used the correct punctuation. | | | | |
| Did I use the correct capitalization? | | ✓ | Yes, I used the correct capitalization. | | | | |
| Did I use the correct spelling? | | ✓ | Yes, I used the correct spelling. | | | | |
| Did I write neatly in stripes paper? | | ✓ | Yes, I wrote neatly in stripes paper. | | | | |
| Grade (you) | | | A | (B) | C | D | E |
| Grade (teacher) | | | A | B | (C) | D | F |
| Others | | (√) | Remark | | | | |
| Did I finish my tasks on time? | | ✓ | Yes, I finished my work on time. | | | | |
| Is my work original? | | ✓ | Yes, my work is original. | | | | |
| Grade: | | | | | | | |
| A: very good | | C: fair | | E: very poor | | | |
| B: good | | D: poor | | | | | |
| Other comments: | | | | | | | |
| | | Please, notice the organization of procedural text, word choice and Punctuation. | | | | | |
| | | | | | | | |
| | | | | | | | |

Figure VII: A sample of students' self-assessment on the procedure text

After students finished evaluating their draft, the researcher asked them to submit their works and the self-assessment. The researcher said that they would have an editing process in the next meeting. Then, the researcher closed the meeting by asking a conclusion for the material that they had learnt. The bell rang, and she said goodbye to the students.

b) The Second Meeting

The second meeting was done on Wednesday, 12 October 2011. The researcher greeted the students and then reviewed the previous lesson. These are the descriptions of the actions.

The first action was giving a task to help students organize a procedure text. The researcher asked the students to work in pairs and do Activity 1 which was writing a written text recipe based on spoken text recipe. This activity was to practice them organizing the parts of the procedure text, including the goal, ingredients, equipments and steps. Most students did the exercise well. It can be seen from the following data.

Because all the students remembered the previous lesson, the researcher gave a task to them and asked them to work in pairs. She asked them to do **Activity 1** which was **writing a recipe from a spoken text recipe including the goal, ingredients, equipments, and steps**. Then, they did the task seriously. The researcher went around the class to monitor the students. They **did not find any difficulties** in doing the task. After 15 minutes, they finished doing the Activity 1. The researcher and the students discussed it together. Almost all groups **wrote correctly**.

Appendix C, Field Note 8, No. 3-4

After that, the researcher continued to the second activity which was identifying the imperative verbs and the connective words in pairs. In this activity, they did not find any difficulties. The situation can be seen in the field note below.

After discussing Activity 1, the researcher continued to **Activity 2 which was identifying the imperative verbs and the connective words** in the recipe in the first activity. The students did the exercise directly. Meanwhile, the researcher controlled the class. After the students accomplished the Activity 2, the researcher and the students discussed together. Students **did not find any problems** in this activity.

Appendix C, Field Note 8, No. 5

Afterwards, the researcher gave the students' first procedure drafts back which had been given symbols on the mistakes and their self-assessment on the

procedure text. Most of them felt confused of the symbols. Then, the researcher asked the students to look at their self-assessment on the procedure text and compared between their grade and the teacher's grade. Then, she asked in what aspects they felt good and bad. The situation can be seen below.

The researcher asked again "How was your reflection? **In what aspect do you feel good and bad?**" Most of students said that **they were good on content and organization and bad on vocabulary and mechanics** aspects. After that, the researcher reminded the students to notice the aspects of writing when they were writing.

Appendix C, Field Note 8, No. 6

From the data above, by comparing both the teacher's and student's grade, the students could know their strengths and weaknesses in writing so that they would notice the aspects of writing more.

After that, the researcher explained the symbols/written feedback to the students so that they understood what mistakes they had made in their first draft.

The situation can be seen from the data below.

Then, the researcher gave the students' first drafts back which had been given symbols and their self-assessment. They looked confused. Most of them asked the researcher, "What is the meaning of Or, WF, P miss?" The researcher answered "Don't worry, now I'll show you the most common mistakes that you've made in the first task." **After seeing some mistakes written** by the researcher, the **students said "Ow...Or is for organization, WF is word form, P for punctuation?"** "Ok, understand guys? You can understand the meaning of the symbols through this error correction code. Use this to revise your first writing. **Is it clear?**" (showing error correction code sheet). The students said **"Yes"**.

Appendix C, Field Note 8, No. 6-8

The next action was explaining self-assessment for revising. The researcher explained that the students should evaluate their revision by doing the self-assessment for revising the procedure text. The students paid attention when the researcher explained about the self-assessment for revising. They had no

difficulty about the explanation of the self-assessment. The situation could be seen from the following field note.

After that, the researcher explained the self-assessment for revising. The students paid attention to the researcher's explanation. "You have to read the self-assessment for revising first. There are some questions that can help you revise your writing. Pay attention to that, ok? What you should notice in revising your first draft is clear written in the self-assessment checklist. **Is there any question?**" S said **"No"**.

Appendix C, Field Note 8, No. 9

Moreover, the self-assessment for revising the procedure text can be seen below.

Name :

| Self-assessment for revising procedural text | | |
|--|-----|----|
| (Asking yourself the following questions can help you revise your writing) | | |
| Questions | Yes | No |
| 1. Is my topic focused? (apakah topic tulisanku fokus?) | | |
| 2. Do all of my ideas and details relate to my topic? (apakah semua ide dan detail berkaitan dengan topic tulisanku?) | | |
| 3. Does my writing consist of the parts of procedural text? (apakah tulisanku ada bagian-bagian dari teks prosedur?) | | |
| 4. Have I used correct order and sequence? (apakah saya telah menjajarkan urutan yang benar?) | | |
| 5. Have I varied my sentence construction? (apakah saya sudah memvariasi susunan kalimat?) | | |
| 6. Do my subjects and verbs agree? (apakah subject dan verb ku sudah cocok/sesuai?) | | |
| 7. Are my tenses consistent? (apakah tenses yang saya gunakan konsisten?) | | |
| 8. Have I deleted all unnecessary information and words? (apakah saya sudah menghilangkan kata-kata dan informasi yang tidak penting?) | | |
| 9. Have I expressed my ideas clearly? (apakah saya telah mengungkapkan ide-ide saya dengan jelas?) | | |

Comments:

Figure VIII: A self-assessment checklist for revising the procedure text

On the self-assessment checklist above, there are some questions that could help students revised their writing. It could guide them to write better, they

would know what requirements should be noticed and fulfilled. It could help them to write well.

The next action was giving a writing performance activity in which students revised their draft. Students revised their draft by considering the self-assessment for revising and the written feedback. They revised their writing enthusiastically and confidently. It could be shown from the following field note.

After that, students started revising their writing. They revised their draft **enthusiastically**. They looked **very confident** about their writing. They were busy opening their dictionary and checking the error correction code with their first draft.

Appendix C, Field Note 8, No. 10



Figure IX: Students were revising their draft.

A sample of students' final draft can be seen on the following page. From the sample of the students writing (Figure X), it can be seen that they made a few

errors on their writing. They made improvement on the organization and mechanics.

Activity 3

Directions: Revise your first writing task. Make any changes you feel will improve it. Be sure to include the organization of procedural text. Eliminate any unnecessary information. Write the revised draft on this sheet below.

Name : Anggi Anisa Tri Y Date: 12-10-2020

Class/No. : x1/01

How to make Fried Rice

| Materials : | Tools : |
|----------------------|--------------|
| - A plate of rice | - Stove |
| - 3 cloves of garlic | - Frying pan |
| - 3 cloves of onion | - Spatula |
| - 1 tip of salt | - Mortar |
| - 3 cloves candlenut | |
| - An egg | |
| - Soy sauce | |
| - Cooking oil | |

Steps :

1. First of all, you have to ^{NA}refine flavor such as garlic, onion, salt, and candlenut in the mortar.
2. After that, prepare stove, frying pan, spatula and cooking oil.
3. Then, ^{NA}hit the cooking oil in the frying pan.
4. After the cooking oil ready, put the flavor on it.
5. Stir it with spatula.
6. After the flavor smell good, put the egg.
7. Next, put the rice.
8. Stir it until ^{WVF}well.
9. After that, add soy sauce.
10. Stir it until the rice and the soy sauce ^{WVF}mix well.
11. Serve it ^{FRFP}in a plate and the fried rice is ready to eat.

Hmm, nyam

Figure X: A sample of students' draft on the procedure text in meeting 2

The last action was implementing self-assessment for revising the procedure text. Before submitting their final draft, the students were asked to do self-assessment for revising the procedure text. It was to check whether their

writing fulfilled the aspects of writing or not. A sample of students' self-assessment for revising can be seen below.

Name : *Anggi*

Self-assessment for revising procedural text
(Asking yourself the following questions can help you revise your writing.)

| Questions | Yes | No |
|--|-----|----|
| 1. Is my topic focused? (apakah topic tulisanmu fokus?) | ✓ | |
| 2. Do all of my ideas and details relate to my topic? (apakah semua ide dan detail berkaitan dengan topic tulisanmu?) | ✓ | |
| 3. Does my writing consist of the parts of procedural text? (apakah tulisanmu ada bagian-bagian dari teks prosedur?) | ✓ | |
| 4. Have I used correct order and sequence? (apakah saya telah menggunakan urutan yang benar?) | ✓ | |
| 5. Have I varied my sentence construction? (apakah saya sudah memvariasi susunan kalimat?) | ✓ | |
| 6. Do my subjects and verbs agree? (apakah subject dan verb mu sudah cocok/seuai?) | ✓ | |
| 7. Are my tenses consistent? (apakah tenses yang saya gunakan konsisten?) | ✓ | |
| 8. Have I deleted all unnecessary information and words? (apakah saya sudah menghilangkan kata-kata dan informasi yang tidak penting?) | ✓ | |
| 9. Have I expressed my ideas clearly? (apakah saya telah mengungkapkan ide-ide saya dengan jelas?) | ✓ | |

Comments:
Good writing Anggi. Watch out your diction!

Figure XI: A sample of students' self-assessment for revising the procedure text

From the sample of students' self-assessment for revising the procedure text above, the evaluation reflects on their writing. The students did not only revise their works based on the feedback given but also revised their works by

themselves. They noticed which part should be improved or not. They understood what they should do to make their writing better.

After doing self-assessment in every meeting, they could know their strength and weakness in writing and were motivated to be better and better in writing. It could be shown from the interview below.

- R: *Emm...ok. Terus gimana dengan self-assessment, apakah dengan melakukan self-assessment yang Adik lakukan kemarin seperti di checklist itu Adik bisa mengetahui seberapa kemampuanmu dalam menulis?* (Emm...ok. Then, how about the self-assessment? By doing self-assessment, as you did the previous in the checklist, do you know how well your writing ability?)
- S: *Bisa, itukan bisa dipake untuk koreksi diri. Dengan membandingkan grade saya dan yang diberikan guru itu saya bisa tau kelebihan writing saya itu dimana.* (Yes, I do. It can be used **to assess ourselves. By comparing my own grade and the teacher's grade, it makes me know my strength** in writing.)
- R: *Ok, kalo begitu kelemahanmu dalam writing kemarin pada aspek apa?* (Ok, then, what is you weakness in writing?)
- S: *Itu yang tanda baca Mbak yang mechanics itu, huruf capital dan titik koma, kurang teliti hal-hal begitu Miss.* (That's **in the punctuation, capitalization, period and commas like that. I'm not careful enough** in that case.)
- R: *Kalau strength atau kelebihan dalam writingmu kemarin apa?* (What is your strength in writing?)
- S: *Yang verb tense Miss.* (**Verb, tense, miss.**)
- R: *Ok verb tense. Verbtensinya sudah bagus/baik?* (Ok, the verb tense is already good?)
- S: *Alhamdulillah sudah.* (Alhamdulillah, yes, it's good enough.)

Appendix D, Interview Transcript 5 No. 9-16

It shows that by doing self-assessment, it could improve their writing ability because they were motivated to be better and better in writing. They could see their strength and weaknesses so that they tried to fix what they were not good on and improve what they were good on.

After students finished evaluating their draft, the researcher asked them to submit their works and the self-assessment for revising and to keep the first draft in the portfolio folder. Finally, the bell rang, then she closed the lesson by saying goodbye.

The teaching and learning process of the two meetings can be said to be valid because it was done in line with the concept of process and dialogic validity. The process validity was fulfilled by data which were gathered through observation, interviews, documentation, and students' writing performance. The data were in form of field notes, observation checklist, interview transcripts, photographs, and samples of students' works that showed the process was valid. In addition, the dialogic validity was fulfilled by having dialogues with the English teacher towards the action. Besides, the result of the action is reliable because it is in line with the concept of time triangulation.

3) Reflection

Based on the results of observation which was done through writing in the form of field notes and collecting students' works and comments in the reflection stage, the researcher classified the result of the action and observation into two main points, ie. improvement and weaknesses.

The first improvement was in the problem of confidence. By applying free writing, pair work activities and giving reward, the students were confident to write. The evidence for the improvement is as follows.

| |
|--|
| Students started revising their writing. They revised their draft enthusiastically . They looked very confident about their writing. |
|--|

Appendix C, Field Note 8, No. 10

The second improvement in Cycle I was on the students' writing skills. By implementing reflective portfolio in which the students should do self-assessment on their own writing, the students could be aware of the aspects of writing and

were assisted to write a good writing. The feedback given also helped them to improve their writing ability. The evidence can be seen from the following data.

- R: *Terus dari writing skillnya anak-anak gimana Bu selama pengimplementasian action saya? Apakah ada improvement atau belum?* (Then, what about the students' writing skills Ma'am after I implemented my actions? Is there any improvement or not?)
- C: *Wow...jelas banget, iya. Itu apa namanya mereka jadi bisa mengembangkan self-idea. Kemudian jenengan memberikan koreksi dan anak-anak memperbaikinya. Merevisi itu sudah bagus banget dan mereka kan benar-bener mau gitu lo, tidak ada yang arrogant. Semuanya memang ingin. Tadi kita lihat semua anakkan pengen tanya sampai rebutan. Mam, yang ini maksudnya apa? Kalau seperti ini bagaimana? Ini sangat-sangat menunjukkan bahwa mereka memang benar-benar ingin memperbaiki gitu lo. Jadi gak ogah-ogahan mereka. That is great.* (Wow, it's really obvious. They **could develop their self-idea**. And then you gave correction and the students corrected it. **The revising stage was very good** and they **really wanted to revise**. They were not arrogant. All students really wanted to. We saw that all students wanted to ask questions. Ma'am, what's the meaning of this? How to correct this? It really **showed that they really really wanted to revise their works. That's great.**)
- R: *Hehe...berarti sudah ada improvement ya Bu?* (Smiling) (So, the students have made improvement, Ma'am?)
- C: *He em.* (Yes, of course.)

Appendix D, Interview Transcript 9 No. 7-10

However, the weaknesses were also found in Cycle I. The first weakness was that some students were noisy when they did pair works. It can be seen from field note below.

However, there was a pair who did not bring a dictionary so they **moved back and forth** to borrow dictionary to the other group. It **bothered** the other group and made the class **noisy**.

Appendix C, Field Note 7 No. 7

The second weakness was that the researcher's voice was not loud enough. It can be seen from the following interview transcript.

- R: *Terus kondisi kelas selama KBM tadi gimana Bu?* (Then, how was the condition during the teaching learning process, Ma'am?)
- C: *Tadi siswa sudah lumayan aktif tapi masih ada juga yang rame saat dijelaskan terutama siswa yang di belakang itu Mbak. Suaranya kurang keras tadi Mbak. Terus ada juga siswa yang mondar-mandir pas ngerjain latihan tadi.* (The students were active, but some of them were **noisy** especially students in the back row. **Your voice is not loud** enough. And there were some students who **moved back and forth while doing the exercises.**)

Appendix D, Interview Transcript 9 No. 7-10

From the reflection above, it can be concluded that the results of Cycle I are said to be valid because it is appropriate with democratic, process, and dialogic validity. The democratic validity was achieved by giving opportunities to the English teacher and the students to give their opinions and responses to the actions. The process validity was achieved by asking the teacher to observe the actions and also using some data sources such as field notes, interview transcripts, and sample of students' work. The dialogic validity was achieved by having dialogues with the English teacher. Furthermore, the result of Cycle I is also reliable because there was more than one observer, i.e. the researcher and the observer, in gathering data. It is in line with the concept of researcher triangulation.

b. Report of Cycle II

In Cycle II, there were three meetings in order to improve the students' writing skill. The report of Cycle II is divided into planning, action and observation, and reflection which are elaborated as follows.

1) Planning

In this cycle, the researcher and the English teacher planned some actions to improve students' writing skills. The materials that would be taught were narrative text. For details, the actions are elaborated as follows.

a) The third meeting

In the third meeting, the researcher and the English teacher planned to:

- hold a portfolio conference
- teach a narrative text

- use a video
- apply pair work
- explain self-assessment on a narrative text
- give a writing activity to make a draft of a narrative text based on serial pictures and story scaffolding
- implement self-assessment on a narrative text

b) The fourth meeting

In the fourth meeting, the researcher and the English teacher planned to:

- use power point presentation to explain past tense
- give a task to help students use past tense
- give “past tense verbs” word search game
- give oral and written feedback
- implement self-assessment for revising a narrative text
- give a writing performance task in which students revise their draft

c) The fifth meeting

In the fifth meeting, the researcher and the English teacher planned to:

- apply group work
- hold a portfolio conference
- give a writing performance task in which students produce a final draft
- apply peer feedback to proofread each other’s work

2) Action and Observation

a) The Third Meeting

The third meeting was held on Thursday, 13 October 2011. The researcher greeted the students and gave the students' final procedure draft back. These are the descriptions of the actions.

The first action was holding a portfolio conference. After giving the final procedure draft back, the researcher held a portfolio conference. She held question and answer session about the students' portfolio. She asked them to look at their works to see their improvement on writing. Most of students said that they had made improvement on their writing but some said that there were still a few mistakes on their writing. The situation of the portfolio conference can be seen in the following field note.

The researcher gave the students' revised procedure text back. She held **portfolio conference** by asking and questioning about their works. "Now please look at your 1st writing draft and your revised draft. **Is there any progress on your writing?**" All students said, "Yes." Some said "There are **still some red signs in punctuation and full stop**, Miss. And some said "**Mine is already correct.**" The researcher praised the students "Yes, you are all great, I know that you can do your best." Then, she asked them to keep their works in the portfolio file-folder. "Now please keep your work in your portfolio file-folder." The students then **kept all their works.**

Appendix C, Field Note 9 No. 3

It shows that the students can see their writing skill improvement through keeping all their works. Moreover, they also had a sense of ownership and responsibility for their own works. In addition, the interaction between the students and the teacher could improve through the portfolio conference. It can be indicated by the students' response to the researcher's questions.

The second action was playing a narrative video to build the students' knowledge of narrative text. The students' were enthusiastic and paid attention to the video. They sometimes laughed because of the sound effect of the video. It can be shown from the following field note.

After that, the researcher opened a new topic by playing a video. "Well guys, today we are going to learn a new topic. First of all, I will play a video. Please watch it carefully." The students watched the video **enthusiastically** and **carefully**. Some of them **laughed** because of the **sound effect** of the video.

Appendix C, Field Note 9 No. 4



Figure XII: Students were paying attention to the video.

The teaching and learning activity was continued by asking the students about the story in the video. The researcher asked them about the title, purpose, character, setting, problems, and resolution of the problems in the story, and also the moral value of the story. Most of them could answer the questions correctly.

Afterwards, the researcher showed the text of the story in the video entitled “The Lion and the Mouse” through an LCD projector. Then, she asked the students to study the text. Next, she explained the generic structure and the language features of narrative text. Each student listened to her explanation. It can be seen on the following data.

After that, the researcher showed the text of the story in the video entitled “The Lion and the Mouse” through an LCD projector. Then, she asked the students to study the text. Next, she explained the generic structure and the language features of narrative text. All students **kept silent** and **paid attention** to her explanation. After explaining, the researcher gave the students chance to ask question, “Any questions so far?” The students said “No.”

Appendix C, Field Note 9 No. 5

From the data above, it shows that students focused on the explanation given and understood the materials.

The next action was asking the students to work in pairs. They were asked to do task 1 with their partner. The task was changing the verbs in the story into past tense and answering the questions that follow. Then, the questions of the task were discussed together. Some students were actively answering the questions and some were not. Most of them made mistake on changing the verb “drop” into past tense. They wrote “dropped” instead of “dropped”. The situation can be seen in the following field note.

After the discussion, there was a verb which was **written incorrectly** by the students. That was “**drop**”. Most of them **wrote “dropped”**. Then, the researcher gave correction that the correct form was “dropped”, double “p”. The students said “O, yea, misspell Miss, so careless, hehe.” “Be more careful next time ok?” “Ok”. After that, the researcher asked the students to answer the comprehension question. Some of them answered the questions **voluntarily and actively**. However, the **passive** students only **kept silent**. The researcher then **reminded** the passive students **to give** their answers and **correct** their wrong answers.

Appendix C, Field Note 9 No. 7-8

It shows that students did the task and they wanted to show their answers to the researcher. Some students were active to answer questions but there were some students who did not answer any questions. To handle this, the researcher reminded the passive students to deliver their answers and correct their wrong answers.

The fourth action, the researcher explained about the self-assessment on the narrative text by giving a self-assessment checklist. The researcher explained the elements of writing that they had to notice which were written completely on the self-assessment checklist. Students understood the explanation well and they were ready to have self-assessment on the narrative text. It could be seen from the data below.

“And now please look at the self-assessment checklist. Remember that you have to notice each element of writing there. There are some differences from the previous self-assessment, which is in the aspect of content and organization and language use. Please, pay attention to that. **Do you understand? Are you ready to have a self-assessment?**”
“**Yes, we’re ready**, Miss.”

Appendix C, Field Note 9 No. 9

The data shows that students understood the explanation of self-assessment on the narrative text. It indicated that they were ready to do self-assessment.

The sample of self-assessment checklist on the narrative text can be seen on the following page. The form of self-assessment checklist on the narrative text (Figure XIII) was almost the same as those used in the previous self-assessment on the procedure text activity. The difference was in the elements of language use, content and organization.

Use this checklist to guide your writing

(This is how I think about my narrative text.)

Writer's name : _____ Date: _____
 Class/Number : _____
 Title of work : _____

| Statements on the Aspects of writing | | Put a tick (v) on Yes or No | | | | |
|--|-----|-----------------------------|----|---|--|--|
| Content and Organization | | YES | NO | | | |
| I have described the characters and the setting of the story in the orientation. | | | | | | |
| I have written the complication clearly. | | | | | | |
| I have written the resolution of the problem. | | | | | | |
| Each paragraph has enough information so that the reader understands what I wrote. | | | | | | |
| Grade (you) | A B | C | D | E | | |
| Grade (teacher) | A B | C | D | E | | |
| Language use | | YES | NO | | | |
| I have used the correct simple past tense verbs in my writing. | | | | | | |
| I have written complete sentences (have subject and verb). | | | | | | |
| I have used correct pronouns for my writing. | | | | | | |
| I have used correct conjunction. | | | | | | |
| Grade (you) | A B | C | D | E | | |
| Grade (teacher) | A B | C | D | E | | |
| Vocabulary | | YES | NO | | | |
| I used various words. | | | | | | |
| I used correct diction. | | | | | | |
| Grade (you) | A B | C | D | E | | |
| Grade (teacher) | A B | C | D | E | | |
| Mechanics | | YES | NO | | | |
| I used the correct punctuation. | | | | | | |
| I used the correct capitalization. | | | | | | |
| I used the correct spelling. | | | | | | |
| I wrote neatly in stripes paper. | | | | | | |
| Grade (you) | A B | C | D | E | | |
| Grade (teacher) | A B | C | D | E | | |
| Others | | YES | NO | | | |
| I finished my activities on time. | | | | | | |
| My work is original. | | | | | | |

Grade:
 A: very good C: fair E: very poor
 B: good D: poor

Other comments:

Figure XIII: A self-assessment checklist on the narrative text

The fifth action was giving a writing activity to make a draft of a narrative text. In this activity, the students wrote based on the serial pictures and the story

scaffolding given. The pictures attracted the students. They could also be more creative in developing their ideas. It can be seen from the following data.

Then, the researcher showed serial pictures of “Tom and the Dinosaur” through an LCD projector. Those pictures attracted the students. One of them said “**Wow, the pictures are interesting**”. Without asking any questions, they were busy writing their narrative draft. By using pictures and story scaffolding, they **could be more creative** in developing their ideas. They wrote **based on their imagination**.

Appendix C, Field Note 9 No. 9-10

In addition, the situation can be seen from the interview transcript below.

R: *Bagaimana pendapat Adik tentang pembelajaran writing selama dengan saya?* (How about writing learning in my class?)
 S: *Menyenangkan Mbak. Udah nonton film, ada gambar-gambar juga, itu jarang banget Mbak digunain dalam writing. Jadi pelajarannya lebih menarik dan dapat ide juga Mbak. Seneng.* (It’s fun, Miss. Watching film and using pictures, they are rarely used in writing. The teaching and learning process is **more attractive** and I can **get ideas** as well, Miss. I’m **happy**.)

Appendix D, Interview Transcript 10 No. 5-6

It shows that they were excited to do writing activity.

A sample of students’ narrative draft can be seen on the following page. From the sample of students’ draft (Figure XIV) shows that students could generate their ideas. It can be proven by the students’ ability to develop the outline given into three paragraphs which were orientation, complication and resolution. However, the students still made mistakes in the language use, mainly past tense form.

Write here!

Name : Tasqiya Amalia Nasution
 Class : XI
 No : 26
 Date : 13 Oktober 2011

Nico and The Dinosaur

One day, when Nico ^V ~~was give~~ water to his plants, he heard a roar from the barn of his garden on the back yard. Then, he ^V ~~tried to arrived~~ [?] the barn it's. Apparently, he saw the dinosaur was eating the berries.

While Nico saw it, Next, Nico followed the dinosaur to ate the berries. Suddenly, the world became the jungle and the situation were dark and crowded. He ^V ~~was~~ ^{Full} confused and he sat in the land while ^{WF} ~~thought~~ about the incident. He just shut up and he ^V ~~was~~ ^{surrender}. Suddenly, there were footsteps, ran to the direction from Nico. Nico ran at full speed. Nico ^V ~~was~~ ^{hidden} from the dinosaur.

When he ^V ~~was~~ ^{hidden} from the dinosaur apparently there were the berries ^(in the) beside his foot. Fortunately, he ^V ~~was~~ ^{ate} it and his world come back.



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Figure XIV: A sample of students' first draft on the narrative text in meeting 3

The last action was implementing self-assessment on the narrative text. Before submitting their writing draft, the students were asked to evaluate their writing by filling the self-assessment on the narrative text checklist. By doing self-assessment, the students could notice the elements of writing when they were

writing the narrative text and they knew their weakness and strength on writing the narrative text.

A sample of students' self-assessment on the narrative text can be seen below.

Use this checklist to guide your writing

This is how I think about my narrative text.

| Writer's name : <u>Tasya Amalia Nuraini</u> | | Date: <u>13 October 2018</u> | | | | |
|--|---|------------------------------|----------|----------|---|--|
| Class/Number : <u>XI / 26</u> | | | | | | |
| Title of work : <u>Nico and Dinosaur</u> | | | | | | |
| Statements on the Aspects of writing | | Put a tick (v) on Yes or No | | | | |
| Content and Organization | | YES | NO | | | |
| I have described the characters and the setting of the story in the orientation. | | ✓ | | | | |
| I have written the complication clearly. | | | ✓ | | | |
| I have written the resolution of the problem. | | ✓ | | | | |
| Each paragraph has enough information so that the reader understands what I wrote. | | | ✓ | | | |
| Grade (you) | A | B | <u>C</u> | D | E | |
| Grade (teacher) | A | B | <u>C</u> | D | E | |
| Language use | | YES | NO | | | |
| I have used the correct simple past tense verbs in my writing. | | | ✓ | | | |
| I have written complete sentences (have subject and verb). | | ✓ | | | | |
| I have used correct pronouns for my writing. | | | ✓ | | | |
| I have used correct conjunction. | | ✓ | | | | |
| Grade (you) | A | B | C | <u>D</u> | E | |
| Grade (teacher) | A | B | C | <u>D</u> | E | |
| Vocabulary | | YES | NO | | | |
| I used various words. | | ✓ | | | | |
| I used correct diction. | | ✓ | | | | |
| Grade (you) | A | <u>B</u> | C | D | E | |
| Grade (teacher) | A | B | <u>C</u> | D | E | |
| Mechanics | | YES | NO | | | |
| I used the correct punctuation. | | ✓ | | | | |
| I used the correct capitalization. | | ✓ | | | | |
| I used the correct spelling. | | ✓ | | | | |
| I wrote neatly in stripes paper. | | ✓ | | | | |
| Grade (you) | A | <u>B</u> | C | D | E | |
| Grade (teacher) | A | <u>B</u> | C | D | E | |
| Others | | YES | NO | | | |
| I finished my activities on time. | | ✓ | | | | |
| My work is original. | | ✓ | | | | |

Grade:
 A: very good C: fair E: very poor
 B: good D: poor

Other comments:
Notice your verb tense Tasya!

Figure XV: A sample of students' self-assessment on the narrative text

From the sample of students' self-assessment (Figure XV), it shows that they were able to assess their narrative text. They evaluated their writing and gave grade to each aspect of writing. They chose a good grade to the aspect they were good on and chose a bad grade to the aspect they were weak on. From the sample of the self-assessment, the grades they had chosen were reflected on their narrative draft. Most of them were weak on language use. They had difficulties in using past tense form.

After the students finished evaluating their draft, they submitted their works and the self-assessment on the narrative text. Then, the researcher said that they would have an editing process like they did in the previous meeting. Before closing the lesson, the researcher reviewed the materials. Afterwards, the researcher closed the teaching and learning process by parting.

b) The Fourth Meeting

The fourth meeting was held on Thursday, 20 October 2011. The researcher greeted students at the beginning of the lesson. These are the descriptions of the actions in the fourth meeting.

The first action done by the researcher was explaining about past tense again. As most of students made mistake in the past tense form in their first narrative draft, the researcher explained again about past tense. She used power point presentation to explain it. It can be shown from the following field note.

Then, the researcher **showed past tense explanation slide** through an LCD projector. After that, she **explained** about past tense. After explaining, she gave opportunity to the students to ask question. **“Is there any questions class?” “No”. “Is it clear?” “Yes”.**

Appendix C, Field Note 10 No. 3



Figure XVI: Students were paying attention to the teacher's explanation about past tense.

The data shows that the students focused on the explanation of the material given by the researcher. Besides, they understood the explanation well.

The second action was giving a task to help students using and forming past tense. The researcher asked the students to work in pairs and do Activity 1 which was completing a story with the verbs provided and making any changes of the verbs into past tense. This activity was to practice them using and forming past tense. Most students did the exercise well. It can be seen from the following data.

After 10 minutes, the students finished the Activity 1. Then, the researcher and the students discussed it together. Most of students change the verbs into past form and put the verb on each sentence **correctly**.

Appendix C, Field Note 10 No. 6

Next, the researcher continued to the second activity which was giving a past tense verbs word search game. This activity was aimed to practice the students on forming past tense and enriching their vocabulary. The students were

asked to make a group of three. The researcher then explained the rule of the game first before it started. The winner of the game would get a prize. The students were very enthusiastic and excited. It can be seen from the field note below.

After discussing the Activity 1, the researcher gave a **past tense verbs word search game with a prize**. Students were asked to make a group of three. They looked **very enthusiastic** and **excited**. Before the game started, the researcher explained the rule of the game. Then, she gave command to start the game. **“Ok, guys, are you ready? Go!”** Each team searched the words **enthusiastically**. The members of the team **helped each other** and **wanted to be the first**.

Appendix C, Field Note 10 No. 7

In addition, the situation can be seen from the following data.

R: *Bagaimana pendapat Adik tentang pembelajaran writing dengan saya? (What do you think of the writing learning with me?)*

S: *Menyenangkan. (It's fun.)*

R: *Kenapa? (Why?)*

S: *Ya belajarnya dengan cara yang mengasyikan jadi gak membosankan. Udah menang game juga Mbak tadi, hehe. Asyik Mbak. (Because the teaching and learning process is **interesting** so it's **not boring**. Moreover, I **won the game**, Miss. Hehe. It's **really fun**, Miss.)*

Appendix D, Interview Transcript 12 No. 3-6

After that, the researcher gave the students' first narrative drafts back which had been given symbols on the mistakes and their self-assessment on the narrative text. The researcher asked the students to look at their self-assessment on the narrative text. From their self-assessment on the narrative text, most of them had difficulties in language use especially past tense form. It can be seen from the field note below.

After that, the researcher gave their first narrative draft which had been given symbols and their self-assessment on the narrative. The researcher asked them to look at their self-assessment. Most of them said that that they were **weak on grammar** especially **past tense** because they **did not know** the past form of each verb **very well**.

Appendix C, Field Note 10, No. 9

Then, the researcher wrote the most common mistakes on their narrative text. Generally, the students' mistake was on language use, mainly verb tense.

The next action was explaining self-assessment for revising. In the self-assessment for revising the narrative text, there were some questions that could help students revise their first narrative draft. The self-assessment for revising the narrative text can be seen below. There are some additional points in the self-assessment for revising the narrative draft. The additional points are related to paragraph matter.

| Name: _____ | | |
|--|-----|----|
| <i>Self-assessment for revising narrative text</i> | | |
| Asking yourself the following questions can help you revise your writing. | | |
| Questions | Yes | No |
| 1. Is my topic focused? (apakah topic tulisanku fokus?) | | |
| 2. Do all of my ideas and details relate to my topic? (apakah semua ide dan detail berkaitan dengan topic tulisanku?) | | |
| 3. Does my writing have an opening, body, and closing? (apakah tulisanku tercin dan pembukaan, isi dan penutup?) | | |
| 4. Have I used paragraphs? (apakah saya sudah menggunakan paragraf?) | | |
| 5. Does each paragraph have a main idea? Have I supported each main idea with details? (apakah setiap paragraf ada ide pokoknya? Apakah saya sudah memberi kalimat-kalimat pendukung pada setiap ide pokok?) | | |
| 6. Have I used correct order and sequence? (apakah saya telah menggunakan urutan yang benar?) | | |
| 7. Have I varied my sentence construction? (apakah saya sudah memvariasi susunan kalimat?) | | |
| 8. Do my subjects and verbs agree? (apakah subject dan verb ku sudah cocok/sesuai?) | | |
| 9. Are my tenses consistent? (apakah tenses yang saya gunakan konsisten?) | | |
| 10. Have I deleted all unnecessary information and words? (apakah saya sudah menghilangkan kata-kata dan informasi yang tidak penting?) | | |
| 11. Have I expressed my ideas clearly? (apakah saya telah mengungkapkan ide-ide saya dengan jelas?) | | |
| Comments: _____ _____ | | |

Figure XVII: A self-assessment checklist for revising the narrative text

The sixth action was giving a writing performance activity in which students revised their draft. Students revised their draft by considering the self-assessment for revising the narrative text and the written feedback. They made their writing more interesting and understandable by elaborating each paragraph. A sample of students' draft can be seen below.

Activity 3

Directions: Revise your first writing task. Make any changes you feel will improve it. Be sure it has an opening body, and closing. Eliminate any unnecessary information. Write the revised draft on this sheet.

Name : Taskiya Amalia Harubon Date: Kamis, 20 Oktober 2016
Class/No: XI / 26

Nico and Dinosaur

In a day, when Nico was tending his gardens ^{P.S} suddenly he heard a roar sound from the barn in the back yard. He tried to know what it was. And Nico got into the barn, he saw a dinosaur was eating berries, then berries were picked and eaten.

When Nico ate the berries, suddenly he turned into a jungle. He knew where he was looking for now. Jungle was very dense and dark. Nico was confused. He spun around in the woods but still went back into place. Until when he felt tired he sat down and paused to think how to get out of the woods. From where he sat, he heard footsteps were very loud and not long after the dinosaur appeared. Nico ran at full speed and dinosaur was also pursuing Nico. Nico ran and tried to hide in the cave. Fortunately, the dinosaur did not get into the cave. Nico felt very relieved. He had a short break. And he tried to remember something. Then, he remembered that a dinosaur chased him. The dinosaur was exactly the same as he met in a barn behind his back yard. Then, Nico tried to think how to get back into his world. He tried to exit the cave and saw the situation outside was safe, he immediately tried to find berries around the cave. But, when he searched berries, Nico saw the dinosaur fell asleep and lay beside the berries. Nico was surprised and pleased. He almost screamed, but fortunately the dinosaur did not wake up from sleep.

Nico picked up a stick, then swung to give it direction. And when the rod ^{VT} gave these pieces of wood stick in Nico ^{WF} direct lifted pieces of wood. With a smile Nico ran away from dinosaur and eating berries immediately. Less than five minutes, Nico was back to his world.



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Figure XVIII: A sample of students' draft on the narrative text in meeting 4

From the sample of the students writing (Figure XVIII), it can be seen that they could generate their ideas well. They elaborated the orientation, complication and resolution. They gave supporting details to each paragraph. They also made improvement on language use and vocabulary.

The last action was implementing self-assessment for revising the narrative text. Before submitting their revised draft, the students were asked to do self-assessment for revising the narrative text. It was to check whether their writing fulfilled the aspects of writing or not. A sample of students' self-assessment for revising can be seen below.

| Name: <u>Tazkiya Amalia Narulita</u> | | |
|--|-----|----|
| <i>Self-assessment for revising narrative text</i> | | |
| Asking yourself the following questions can help you revise your writing. | | |
| Questions | Yes | No |
| 1. Is my topic focused? (Apakah topic tulisanku fokus?) | ✓ | |
| 2. Do all of my ideas and details relate to my topic? (Apakah semua ide dan detail berkaitan dengan topic tulisanku?) | ✓ | |
| 3. Does my writing have an opening, body, and closing? (Apakah tulisanku terdiri dari pembukaan, isi dan penutup?) | ✓ | |
| 4. Have I used paragraphs? (Apakah saya sudah menggunakan paragraf?) | ✓ | |
| 5. Does each paragraph have a main idea? Have I supported each main idea with details? (Apakah setiap paragraf ada ide pokoknya? Apakah saya sudah memberi kalimat-kalimat pendukung pada setiap ide pokok?) | ✓ | |
| 6. Have I used correct order and sequence? (Apakah saya telah menggunakan urutan yang benar?) | ✓ | |
| 7. Have I varied my sentence construction? (Apakah saya sudah bervariasi susunan kalimat?) | ✓ | |
| 8. Do my subjects and verbs agree? (Apakah subject dan verb-ku sudah cocok/suai?) | ✓ | |
| 9. Are my tenses consistent? (Apakah tenses yang saya gunakan konsisten?) | ✓ | |
| 10. Have I deleted all unnecessary information and words? (Apakah saya sudah menghilangkan kata-kata dan informasi yang tidak penting?) | ✓ | |
| 11. Have I expressed my ideas clearly? (Apakah saya telah mengungkapkan ide-ide saya dengan jelas?) | ✓ | |
| Comments: <u>Very good TAN</u> | | |

Figure XIX: A sample of students' self-assessment for revising the narrative text

The sample of students' self-assessment for revising the narrative text (Figure XIX) shows that their evaluation reflects on their writing. They noticed which part should be improved or not. They understood what they should do to make their writing better. They could write better and more understandable.

After doing self-assessment in every meeting, the students could be more aware of the elements of writing which were content, organization, language use, vocabulary, and mechanics. They noticed each aspect of writing so that their writing skills could improve and they could write better. It can be shown from the interview below.

- R: *Terus bagaimana tentang keterampilan writing Adik setelah saya mengimplementasikan action saya?* (Then, how about your writing skills after I implemented my actions?)
- S1: *Ada peningkatan soalnya yang dulunya masih bingung, nulisnya belepotan gitu tapi sekarang sudah mendingan. Sudah bisa mengetahui salahnya yang mana dan membenarkannya.* (There is **an improvement**. **At first**, I was **confused** in writing and I wrote **so messy** but **now** it's **much better**. I can **know the mistake** and **correct it**.)
- S2: *Kayaknya sudah meningkat karena bingungnya lebih berkurang.* (I think my **writing skill improves** because I'm **not confused now**.)
- S3: *Ya lumayanlah Mbak daripada sebelumnya.* (My writing skill is **better than before**, Miss.)
- S4: *Lumayan meningkat.* (My writing skill is **much better**.)
- R: *Terutama dalam hal apa yang sudah meningkat?* (In what aspect you made improvement especially?)
- S1: *Past tense.* (**Past tense**.)
- S2: *Past tense, Miss.* (**Past tense**, Miss.)
- S4: *Vocab.* (**Vocabulary**.)
- S5: *Ada peningkatan tentang vocab, terus apa itu? Tenses-tenses gitu Mbak.* (There is **an improvement in vocabulary** and then what's that? **Tenses** matter, Miss.)

Appendix D, Interview Transcript 10 No. 7-10, 11 No. 5-8, 12 No.7-8, 13 No.7-10, 14 No. 7-8

It shows that by doing self-assessment, the students could improve their writing ability. They knew how to write well and became trained writers.

After the students submitting their works and the self-assessment for revising, the researcher closed the lesson by saying goodbye and left the room.

c) The Fifth Meeting

The fifth meeting was done on Wednesday, 26 October 2011. The teaching and learning process was in Class X1 that started from 08.30 till 10.00. In this meeting, the researcher implemented some actions.

The first action was applying group work. Before applying group work, the researcher started the lesson by reviewing the last lesson. Then, she asked the students to make a group of four and do the first activity which was arranging jumbled paragraphs into a good story and then proofreading the story. This activity was to practice them in organizing paragraphs and using mechanics accurately. After they finished doing the task, the researcher discussed the task together. All students answered the question loudly and enthusiastically. It can be seen from the following field note.

The researcher and the students then discussed the task together. The students answered the questions **enthusiastically**. There was **no problem** for them in doing this first activity. Almost all students' answers were **correct**.

Appendix C, Field Note 11 No. 4

It shows that they could do the task well. They could arrange jumbled paragraphs into an organized text.

Afterwards, the researcher gave the students' revised narrative draft and their self-assessment. Then, she held a portfolio conference with the students to know their writing progress. All students claimed that their progress on writing is good. It could be seen from the following data.

Then, the researcher held a **portfolio conference**. R asked the students “**How’s your writing progress during this program, guys?** All students said “**It has improved, Miss. My writing is better and the mistake is fewer.**” “Ok, good.”

Appendix C, Field Note 11 No. 6

It shows that their writing ability improved and their writing was better after the implementation of reflective portfolio. Moreover, the portfolio conference could improve the interaction between the students and the teacher. It can be indicated by the students’ response to the researcher’s questions.

The next action was asking the students to proofread each other’s work. The researcher distributed a paper for producing final draft and guidelines for proofreading sheet. She asked the students to write a final narrative draft and then proofread it with their partner. This activity was aimed to practice them to be more careful in the aspect of mechanics. The students did not find any problems in this activity. It can be seen from the following field note.

The students then started to write their final draft. They wrote **carefully**. After they finished writing, they **proofread** each other’s work. They **gave correction** especially **in mechanics** aspect. They had **no difficulty** in this activity. They were **confident** with their final draft. After that, they **submitted** their final draft to the researcher and **kept** the revised draft in the **portfolio folder**.

Appendix C, Field Note 11 No. 7

It shows that students were confident with their final draft. The writing process including planning, drafting, editing, and final draft made them confident with their writing.

A sample of guidelines for proofreading can be seen on the following page. The guideline for proofreading (Figure XX) could help students to check their mechanics so that they could use spelling, punctuation, capitalization, and so on accurately.

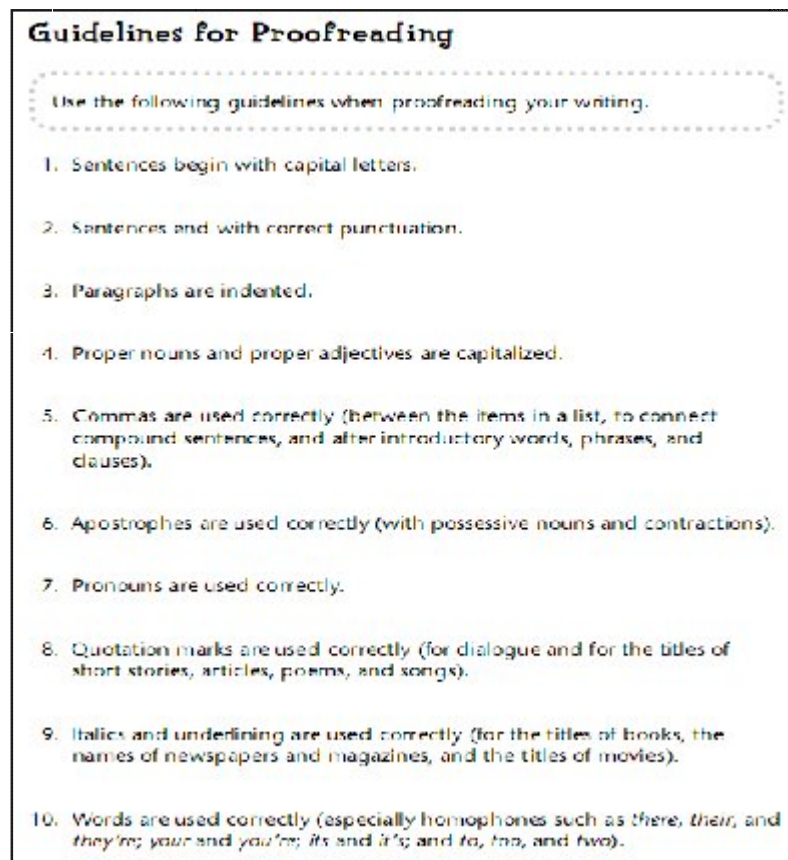


Figure XX: A sample of guidelines for proofreading

After the students finished writing their final draft and proofreading it, they submitted their final works to the researcher and kept their revised draft in the portfolio folder. After all, the researcher reviewed the lesson and then said goodbye.

3) Reflection

Based on the results of observation which were done through writing in the form of field notes and collecting students' works and comments in the reflection stage, the researcher elaborated the improvement of Cycle II. Those improvements laid on the students' writing skills, motivation, students' attitude toward their writing works, and the interaction between students and teacher.

The use of video, pictures, and game made the students motivated in the teaching and learning of writing. It can be proved from the data below.

R: *Bagaimana Bu action yang telah saya lakukan selama ini? (How's my actions that I've implemented, Ma'am?)*
 C: *Saya rasa sudah lebih baik Mbak. Penggunaan video, gambar, dan game dalam berbagai aktivitas juga menarik antusias anak-anak Mbak. (I think it's **much better**, Miss. The use of **video, pictures and game** in many activities **made** the students **enthusiastic**, Miss.)*

Appendix D, Interview Transcript 20 No. 1-2

Moreover, by giving serial pictures and story scaffolding, the students were able to generate their ideas. It can be seen from the field note below.

Without asking question, the students were busy writing their narrative draft seriously. The serial pictures and the story scaffolding made them **creative** in developing their ideas. They wrote **based on their imagination**.

Appendix C, Field Note 9 No. 10

Furthermore, by doing portfolio and self-assessment, the students could improve their writing skills i.e vocabulary, how to write well, the writing arrangement, etc. It can be seen from the following data.

R: *Terus writing skill Adik sudah meningkat atau belum setelah saya mengimplementasikan portfolio and self-assessment? (Then, how about your writing skill? Is it improved or not after I implemented portfolio and self-assessment?)*
 S1: *Sudah ada peningkatan, Miss. Saya jadi lebih bisa dalam menulis, Miss. (There is **an improvement**, Miss. I can be **better in writing**, Miss.)*
 S2: *Menjadi lebih baik Mbak. Banyak peningkatan yang saya rasakan dan banyak vocab baru yang saya temui. Saya menjadi lebih terlatih menulis dalam bahasa Inggris, Mbak. (**Much better**, Miss. I **got a lot of improvement** and **a lot of new vocabularies**. I became **more skillful** to write in English, Miss.)*
 S3: *Sudah ada peningkatan yang cukup besar, Mbak. Dengan implementasi portfolio dan self-assessment saya banyak mengetahui tentang tata cara writing Mbak. (I think there is **a good improvement** on me. By implementing portfolio and self-assessment, I can **know more** about **how to write well**, Miss.)*
 S4: *Tata penulisan saya jadi lebih baik, Miss. Saya dapat belajar menulis dengan benar itu gimana. (My writing arrangement is **much better**, Miss. I can **learn how to write well**.)*

Appendix D, Interview Transcript 16, 17, 18,19 No. 5-6

Besides, by doing reflective portfolio, the students became more aware of the aspects of writing i.e content, organization, language use, vocabulary and mechanics and made them better in writing. It can be seen from the following data.

R: *Bagaimana Bu action yang telah saya lakukan selama ini?* (How's my actions that I've implemented, Mam?)
 C: *Saya rasa sudah lebih baik Mbak. Portfolio dan self-assessment membuat siswa lebih waspada atau apa ya istilahnya? Em.....lebih sadar atau mengerti tentang writing mereka sendiri. Seberapa kemampuan mereka, paling tidak mereka sudah tahu Mbak dan itu bisa memotivasi mereka untuk menjadi lebih baik lagi dalam menulis. Pemberian feedback dengan simbol-simbol selama ini juga sangat membantu anak-anak dalam merevisi writing mereka. Bagus, bagus Mbak menurut saya.* (I think it's **much better**, Miss. Portfolio and self-assessment **made** the students be **more aware** or what is it? Em..be **more aware or understand** about their own writing. **How far their progress, how good their ability, at least they knew it**, Miss. And it can **motivate** them to **be better** in writing. **Giving feedback** with symbols **helped** them **much** in revising their writing. **Good, that's good**, Miss.)
 Appendix D, Interview Transcript 20 No. 1-2

R: Ok, sekarang Adik menjadi lebih aware terhadap aspek-aspek writing gak? (Well, now do you become more aware of the aspects of writing, guys?)
 S1: Ya, tentu donk, Miss. Jadi lebih dong sekarang. (**Yes, of course**, Miss. I **understand more now**.)
 S2: Iya, Mbak jadi lebih memperhatikan elemen-elemen writing tsb, walo kadang masih salah juga nulisnya, hehe. (**Yes**, Miss. I **paid attention more** to those writing elements although sometimes still made mistakes, hehe.)
 S3: Iya, saya jadi lebih sadar terhadap aspek writing setelah melakukan self-assessment. (**Yes, I became more aware** of the writing aspects after doing self-assessment.)
 S4: Ya, saya merasa lebih hati-hati dalam memilih kata dalam pekerjaan saya. (**Yes, I became more careful** in choosing words in my work.)
 Appendix D, Interview Transcript 16, 17, 18,19 No. 7-8

In addition, by having reflective portfolio, the students were more responsible for their own works and knew their progress in writing. It can be proved from the following data.

R: *E ...terus dengan menyimpan karya-karyamu itu kamu jadi memiliki sense of ownership ga? Rasa memiliki dan tanggung jawab maksudnya?* (E...then, Do you have a sense of ownership by keeping all your works? I mean sense of ownership and responsibility?)

- S1: *Saya jadi lebih bisa menghargai karya-karya saya Miss. Dari itu semua saya bisa tau progress saya dalam writing itu gimana. (I can **appreciate** my works **more**, Miss. From all my works, I **can know how far my writing progress is**.)*
- S2: *Jelas donk Mbak. Tu masih saya simpan tugas-tugasnya di folder. (Sure, Miss. I **still keep my works** in the folder.)*
- S3: *Iya, saya mempunyai tanggung jawab terhadap karya saya dengan melakukan portfolio. (Yes, I have **responsibility** for my works by doing portfolio.)*
- S4: *Ya, meskipun belum maksimal, tapi saya punya jiwa tanggung jawab. Saya kumpulkan dan simpan karya-karya saya sehingga saya bisa melihat progress saya. (Yes, I have **responsibility**. I **collected** and **kept** all my works so that I **can see my progress**.)*

Appendix D, Interview Transcript 16, 17, 18,19 No. 9-10

What is more, by having portfolio conference, the interaction between the students and the teacher could improve. It can be seen from the following field note.

Then, the researcher held a **portfolio conference**. R asked the students “**How’s your writing progress during this program, guys?** All students said “**It has improved**, Miss. My **writing is better** and the **mistake is fewer**.” “Ok, good.”

Appendix C, Field Note 11 No. 6

From the reflection above, it can be concluded that the results of Cycle II are said to be valid because it is appropriate with democratic, process, dialogic validity, and outcome validity. The democratic validity was achieved by giving opportunities to the English teacher and the students to give their opinions and responses to the actions. The process validity was achieved by asking the teacher to observe the actions and also using some data sources such as field notes, interview transcripts, and sample of students’ work. The dialogic validity was achieved by having dialogues with the English teacher. The outcome validity was achieved by the improvement of the students’ writing skills after the action of this cycle. Furthermore, the result of Cycle II is also reliable because there was more than one observer, i.e. the researcher and the observer, in gathering data. It is in line with the concept of researcher triangulation.

As the result of the better improvements of students writing skills, the researcher decided to stop the cycle.

B. General Findings and Discussion

1. General Findings

After analyzing the research result which were gathered in several sources of data such as field notes, interview transcript, observation, the score of pre-test and post test, photograph, and lesson plan, the researcher concluded several findings of the research.

In Cycle I, there were two improvements: improvements on students' self-confidence, and on student's writing skills. There were also two weaknesses which were related to the class management and voice.

In Cycle II, there were four improvements which were improvements on students' motivation, students' writing skills, students' attitude toward their works and the interaction between the students and the teacher.

From the finding above, these can be summarized into some points. They are as follows.

a. The improvement on students' self-confidence and motivation

By applying free writing, group works, video, pictures, game and giving reward, the students could improve their self-confidence and motivation. The improvement of the students' self-confidence and motivation could be seen from three data sources which were field note in Appendix C, interview transcript in Appendix D, and photograph in Appendix I.

b. The improvement on students' attitude toward their writing works

By having reflective portfolio could improve the students' attitude toward their writing works. The improvement on students' attitude toward their works could be seen from the interview transcript in Appendix D.

c. The improvement on the interaction between the students and the teacher

By having portfolio conference in which the researcher and the students had a question and answer session about portfolio, the interaction between the students and the teacher could be improved. The improvement on the interaction between the students and the teacher could be seen from the field notes in Appendix C.

d. The improvement on students' writing skills

By implementing reflective portfolio in which the students should do self-assessment on their own writing and giving feedback, the students could improve their writing skills. The improvement on students' writing skills could be seen from two data sources, namely quantitative and qualitative data.

From the quantitative data, there was an improvement of students' writing score. It could be seen from students' mean score, frequency distribution, and standard deviation. Then, to know whether or not there is a significant difference in the pre-test and post-test, the researcher used the t-test. The analyses are presented as follows.

1. Frequency Distribution Analysis

Table 5: The Frequency Distribution Analysis of Students' Pre-test Score

| Score (X) | f | fX |
|------------------|-----------|-------------|
| 53 | 1 | 53 |
| 63.5 | 1 | 63.5 |
| 64.5 | 3 | 193.5 |
| 65.5 | 1 | 65.5 |
| 67 | 1 | 67 |
| 69 | 1 | 69 |
| 69.5 | 2 | 139 |
| 70.5 | 1 | 70.5 |
| 71 | 1 | 71 |
| 71.5 | 2 | 143 |
| 72 | 2 | 144 |
| 72.5 | 1 | 72.5 |
| 73 | 1 | 73 |
| 73.5 | 1 | 73.5 |
| 74 | 2 | 148 |
| 76 | 1 | 76 |
| 76.5 | 1 | 76.5 |
| 77 | 1 | 77 |
| 77.5 | 4 | 310 |
| 78.5 | 1 | 78.5 |
| 81.5 | 1 | 81.5 |
| 82 | 1 | 82 |
| 85.5 | 1 | 85.5 |
| Σ | 32 | 2313 |

Table 6: The Frequency Distribution Analysis of Students' Post-test Score

| Score (X) | f | fX |
|-----------|----|-------|
| 61 | 1 | 61 |
| 71.5 | 1 | 71.5 |
| 72.5 | 2 | 145 |
| 75 | 1 | 75 |
| 75.5 | 1 | 75.5 |
| 76 | 3 | 228 |
| 77.5 | 2 | 155 |
| 80 | 1 | 80 |
| 81 | 1 | 81 |
| 81.5 | 4 | 326 |
| 82 | 1 | 82 |
| 82.5 | 3 | 247.5 |
| 84.5 | 2 | 169 |
| 85 | 2 | 170 |
| 85.5 | 1 | 85.5 |
| 87.5 | 3 | 262.5 |
| 88.5 | 1 | 88.5 |
| 89 | 1 | 89 |
| 91 | 1 | 91 |
| Σ | 32 | 2583 |

Tables 5 and 6 display the mean and standard deviation of students' pre-test and post-test score. They are presented in Table 7.

2. Mean and Standard Deviation

Table 7: Mean and Standard Deviation of Students' Pre-test and Post-test Score

| | N | Mean | SD |
|------------------------|----|--------|-------|
| Pre-test score | 32 | 72.281 | 6.477 |
| Post-test score | 32 | 80.719 | 6.303 |

Table 7 performs that there were 32 students who completed both the pre-test and post-test. The quantitative data analysis reveals that there is a good improvement. It can be seen from the comparison result between the mean score of the pre-test and post-test. The pre-test mean is 72.281 with a standard deviation

of 6.477, while the post-test is 80.719 with a standard deviation of 6.303. The gain score is 8.438.

From the data, based on the mean score, there is a good improvement of students' writing ability. Besides, based on the standard deviations in the pre-test and post-test, the students' writing ability was more homogeneous because the standard deviation in the post-test was lower than in the pre-test, which meant that there were more students who got high scores.

3. Conversion Table Analysis

The researcher analyzes the conversion table of students' score into six category levels, namely, excellent, very good, good, fair, poor, and very poor. The categorization was made by using the ideal mean and the ideal standard deviation. The highest score that could be gained was 100 and the lowest score was 34. The calculation of the ideal mean and the standard deviation is presented as follows.

The ideal mean (M_i) was calculated by using the formula:

$$M_i = \frac{\text{(the highest score + the lowest score)}}{2}$$

$$= \frac{100 + 34}{2}$$

$$= 67.0$$

The ideal standard deviation (SD_i) was calculated by using the formula:

$$SD_i = \frac{\text{(the highest score - the lowest score)}}{2}$$

$$= \frac{100 - 34}{2}$$

$$= 33.0$$

The result of computation of the ideal mean and the ideal standard deviation is that the ideal mean is 67.0 and the ideal standard deviation is 11.0.

The result of the pre-test and post-test is presented as follows.

Table 8: The Conversion Table Analysis of Students' Pre-test Score
(R: 32.5, i: 11, N: 32)

| No | Class interval | f | % | Interpretation |
|----------|----------------|----|--------|----------------|
| 1. | 89,0 – 99,9 | 0 | 0 | Excellent |
| 2. | 78,0 – 88,9 | 4 | 12.5 | Very good |
| 3. | 67,0 – 77,9 | 22 | 68.75 | Good |
| 4. | 56,0 – 66,9 | 5 | 15.625 | Fair |
| 5. | 45,0 – 55,9 | 1 | 3.125 | Poor |
| 6. | 34,0 – 44,9 | 0 | 0 | Very poor |
| Σ | | 32 | 100 | |

Table 8 shows that there is no student (0%) who belongs to the excellent category. Four students (12.5%) belong to the very good category. Twenty two students (68.75%) belong to the good category. Five students (15.625%) belong to the fair category. One student (3.125%) belongs to the poor category. No one (0%) belongs to the very poor category.

Moreover, the table shows that there are 26 students (81.25%) achieving scores above the ideal mean and 6 students (18.75%) achieving scores below the ideal mean. It means that the result of the pre-test scores on the students' writing skills is classified into the good category.

Table 9: The Conversion Table Analysis of Students' Post-test Score
(R: 30, i:11 , N: 32)

| No | Class interval | f | % | Interpretation |
|----------|----------------|----|--------|----------------|
| 1. | 89,0 – 99,9 | 2 | 6.25 | Excellent |
| 2. | 78,0 – 88,9 | 19 | 59.375 | Very good |
| 3. | 67,0 – 77,9 | 10 | 31.25 | Good |
| 4. | 56,0 – 66,9 | 1 | 3.125 | Fair |
| 5. | 45,0 – 55,9 | 0 | 0 | Poor |
| 6. | 34,0 – 44,9 | 0 | 0 | Very poor |
| Σ | | 32 | 100 | |

Table 9 shows that two students (6.25%) belong to the excellent category. Nineteen students (59.375%) belong to the very good category. Ten students (31.25%) belong to the good category. One student (3.125%) belongs to the fair category. There is no student (0%) who belongs to the very poor and poor categories. In addition, there are 31 students (96.875%) achieving scores above the ideal mean and 1 student (3.125%) achieving scores below the ideal mean. It means that the result of the post-test scores on the students' writing skills is categorized into the very good category.

From the data, it can be concluded that after some actions were conducted, the students' writing skill improved. There is no student who belongs to the very poor and poor categories. Moreover, there is an increase in the number of students in the very good and excellent categories.

4. T- test

Here, the researcher compares the students' pre-test and post-test scores by using the t-test to know whether or not there is a significant difference in the pre-test and post-test scores. The data can be seen from the students' mean score before and after they got treatment. The results of the t-test are as follows.

Table 10: The Result of t-test

| | N | Mean | SD | t | df | Sig.(2-tailed) |
|-----------|----------|-------------|-----------|----------|-----------|-----------------------|
| Pre-test | 32 | 72.281 | 6.477 | -16.469 | 31 | .000 |
| Post-test | 32 | 80.719 | 6.303 | | | |

Based on the table above, it can be shown that the mean score of the pre-test is 72.281 and that of the post-test is 80.719. Then, the gain score is 8.438.

According to the result of the t-test analysis, $t_0 = -16.469$; $p = 0.000$, which means that the score difference is significant at $p < 0.05$.

Therefore, by seeing the improvement of students' scores, it can be concluded that the implementation of reflective portfolio is believed to improve students' writing skills.

Furthermore, from qualitative data, it shows that students could write in English. It could be seen from five aspects of writing, namely content, organization, language use, vocabulary, and mechanics. The data could be proved based on the sample of students' work. The sample of students' work can be seen in Appendix F.

The summary of the research results can be seen from the table below.

Table 11. The Summary of the Research Results

| The Problems | Before the implementation | Cycle I | Cycle II |
|---------------------------------------|--|---|---|
| Students' self-confidence | Most students were not confident to write. Most students cheated their friends' work. | The students were confident to write. The students did the tasks seriously. | The students were confident and enthusiastic to write. The students did the tasks seriously and enthusiastically. |
| Students' motivation | Many students were not actively involved in the teaching and learning process. Many students had low motivation in writing. | Some students were actively involved in the teaching and learning process. Some students were not interested in writing. | Many students were actively involved in the teaching and learning process. Many students were interested in writing. |
| Students' attitude toward their works | Many students did not have a sense of responsibility and ownership toward | Some students still had a low sense of ownership and responsibility | Most of students had a sense of ownership and responsibility |

| | | | |
|--|---|--|---|
| | their works. | toward their works. | toward their works. |
| The interaction between the students and the teacher | The interaction between the students and the teacher was lack. | The interaction between the students and the teacher was improved. | The interaction between the students and the teacher was improved maximally. |
| Students' writing skills | | | |
| a. Content | The students had difficulties in developing their ideas. | The students could develop their ideas well. | The students could develop their ideas and imagination well. |
| b. Organization | The students had difficulties in organizing the text. | The students still made mistake in organizing the text. | The students could organize the text well. |
| c. Vocabulary | The students had difficulties in vocabulary. | The students used a few various words in their text. Some students still made mistake in using the appropriate words (diction). | The students used many various words in their text. Many students could use appropriate words in their text. |
| d. Language use | Most students did not master grammatical features well. | Some students made fewer mistakes than before. | The students' mistakes in grammar decreased much. |
| e. Mechanics | Most students made mistakes in spelling, punctuation, and capitalization. | The students had some mistakes in spelling, punctuation, and capitalization. The students still wrote messily. | The students had good spelling, punctuation, and capitalization. The students could write neatly. |

2. Research Discussion

As the final reflection, the researcher and the English teacher concluded that implementing reflective portfolio in teaching writing was an effective method to improve students' writing skills. Thus, the researcher and the English teacher decided to stop the cycle since the result of the last cycle had shown a good improvement of students' writing skills. It can be seen from the qualitative data and the quantitative data which are elaborated below.

a. Qualitative Data

Qualitative data sources used by the researcher were observation in form of field notes, interview transcript, sample of students' work, and photographs. Those data sources gave the significant results of this research.

Based on the observation and interview in the reconnaissance step, the students were not confident to write because they did not master vocabulary, ideas generation, and grammatical features well. To solve the students' problem, the teacher and the researcher made a strategic plan. The plan was applying reflective portfolio by which they could experience the writing process in the class including planning, drafting, editing, and a final draft. Eventually, after the actions, students were confident to write.

Furthermore, before the actions were given, the students had difficulties in writing. Their difficulties were in generating ideas, organizing sentences, vocabulary, grammatical feature, and mechanics. To solve the problems, the researcher and the English teacher made a strategic plan by implementing reflective portfolio. The actions done during the research provided the students

with richer knowledge and understanding. The tasks given added opportunities for the students to immediately practice the language. In addition, the use of reflective portfolio to give spaces to the students to experience real writing performance which helped them to build their writing habits which definitely affected their improvements in writing skills. It also gave them more motivation to write which yielded changes in their perspective and attitudes towards writing. Finally, after the actions, the students got significant improvement in their writing skills. The improvements of students' writing skills are supported by the quantitative data which is shown in the next part.

The conclusion is said to be valid and reliable because the process was done in line with the concept of process validity, outcome validity and time triangulation. It means that there are some improvements which are supported by the data sources. Besides, there are more than one observer that are involved in the research and the data sources show the same result and give the sense of the actions from time to time.

b. Quantitative Data

The quantitative data were acquired from the gain score of the five aspects of writing which are content, organization, vocabulary, language use, and mechanics. The five aspects are converted into six ranges: excellent, very good, good, fair, poor, and very poor. The conversion is presented on the following table.

Table 12. The Conversion Table Analysis of Students' Score

| No | Class Interval | Categorization | Frequency | |
|----|----------------|----------------|-----------|-----------|
| | | | Pre-test | Post-test |
| 1. | 89,0 – 99,9 | Excellent | 0 | 2 |
| 2. | 78,0 – 88,9 | Very good | 4 | 19 |
| 3. | 67,0 – 77,9 | Good | 22 | 10 |
| 4. | 56,0 – 66,9 | Fair | 5 | 1 |
| 5. | 45,0 – 55,9 | Poor | 1 | 0 |
| 6. | 34,0 – 44,9 | Very poor | 0 | 0 |

From the conversion table above, it can be interpreted that in the pre-test, there is no student in the excellent category. Some students are in the very good and fair categories. One student is in the poor category. Most of students are in the good category. In the post-test, the frequency shows significant improvements. There is no student in the very poor and poor categories. Moreover, there is an increase in the number of students in the very good and excellent categories.

Meanwhile, to know whether or not there is a significant difference in the pre-test and post-test scores, the researcher used the t-test. The results of the t-test are as follows.

Table 13: The Result of t-test

| | N | Mean | SD | t | df | Sig.(2-tailed) |
|-----------|----|--------|-------|---------|----|----------------|
| Pre-test | 32 | 72.281 | 6.477 | -16.469 | 31 | .000 |
| Post-test | 32 | 80.719 | 6.303 | | | |

Based on the table above, it can be shown that the mean score of the pre-test is 72.281 and that of the post-test is 80.719. Then, the gain score is 8.438. According to the result of the t-test analysis, $t_0 = -16.469$; $p = 0.000$, which means that the score difference is significant at $p < 0.05$.

Thus, by seeing the improvement of students' scores, it can be concluded that the implementation of reflective portfolio is believed to improve students' writing skills.

CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses the conclusions of the research, implications, and the suggestions. The discussion of each section will be delivered as follows.

A. Conclusions

The research is about improving students' writing skills through reflective portfolio. Based on the discussion in the previous chapter, it can be concluded that reflective portfolio can improve students' writing skills. This can be seen from the findings of the research during the process of the action research.

1. The reconnaissance step was conducted by interviewing the students and the English teacher, and observation. From the activities, the researcher found that there were some problems in writing. The problems included the writing materials, interaction, writing activities, and students' confidence and motivation. The problems gave influences on their writing skills in which they had difficulties in generating ideas, using correct grammar, organizing good paragraphs, and punctuating.
2. The planning steps were done by the researcher and the English teacher by making strategic plans in order to solve the problems. They decided to use reflective portfolio in the writing process. It was applied by combining with various activities (i.e. free writing, pair works, and giving reward) and various media (i.e. video, picture, and game). Moreover, planning was done in the beginning of a cycle.
3. The researcher along with the English teacher implemented the strategic actions into two cycles. It consisted of five meetings.

4. After the implementation of each cycle, the researcher and the English teacher did reflection. The reflection was done through the data found from the observation during the actions.
5. The result of the reflection was that there were some improvements on students' writing skills. Firstly, portfolios assisted the students in keeping their materials so the students could re-examine their works over and over again. These could improve their understanding and give the positive impact on the scores of the five writing aspects. Furthermore, the reflective portfolio made the students more active and motivated to write since it applied the writing approach as a process. It can be justified that before the implementation of the actions, the students did not have much interest on writing. Besides, they did cheating activities during the observation. But, in the actions, they actively participated in the writing activities. In addition, the role of the reflective portfolio in the interaction was indicated through portfolio conferences. These improved the interaction between the English teacher and the students as the teacher did not have much interaction with the students before. Moreover, the reflective portfolio could change the students' attitude toward their works. They became responsible for their works and had a sense of ownership toward their own works. The last, the reflective portfolio utilized the use of indirect feedback and self-assessment sheets. These trained the students to be the critical writers and made them get the maximal comprehension on writing. The process of collecting, assessing, and reflecting, combined with the integration of feedback, the use of challenging tasks, and the use of interesting

media in the portfolio program, made the students motivated and confident in the writing activities. These could make them write well and their writing skills improved.

B. Implications

Based on the conclusion, it can be implied that reflective portfolio can be applied in the process of writing. The implications of the action are as follows.

1. The implementation of reflective portfolio could improve the students' confidence and motivation. It is because the implementation of the writing approach as a process inserted in the portfolio. Through the stages of writing and the utilization of the portfolios, the students were given much time to complete their works. Therefore, it implies that the English teacher needs to apply reflective portfolio in order to improve the students' confidence and motivation in writing.
2. The implementation of reflective portfolio in which the students should do self-assessment on their writing and giving feedback could improve the students' writing skills. By having reflective portfolio, the students become more aware of the five aspects of writing, namely, content, organization, language use, vocabulary, and mechanics and know how to write well. It implies that the English teacher needs to implement reflective portfolio in order to improve students' writing skills.
3. The application of the reflective portfolio could increase the interaction between the students and the teacher. Through portfolio conference, the interaction between the students and the teacher could be improved. It implies

that the English teacher needs to use reflective portfolio in order to make effective interaction.

4. The application of the reflective portfolio could change the students' attitude toward their works. Through keeping all the students' works, the students could appreciate their works and be more responsible for their own works. It implies that the English teacher needs to use reflective portfolio in order to improve the students' attitude toward their own works.

C. Suggestions

There are some suggestions offered by the English teacher. They are as follows.

1. In reference to the focus of the research which is on the implementation of reflective portfolio in the educational practices, the research provides the readers with the information dealing with the procedure and the results of the application of the reflective portfolio. These suggest the English Education Program students to learn this research as an additional reference to enrich the assessment knowledge in the educational field.
2. The results of the research show that reflective portfolio is believed to be fruitful in improving the students' writing skills. It is suggested that the language teacher could apply and explore more deeply the application of reflective portfolio in improving the students' writing skills. Besides, the other non-traditional forms of writing assessment are suggested to endeavour.

3. In connection with the focus of the research that is on senior high school students' writing skills, it is suggested that the other researchers could conduct the other studies of the same issue in the higher levels of education and in the other skills.

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APPENDICES

A

**RESEARCH
INSTRUMENTS**

OBSERVATION GUIDE

OBSERVATION GUIDE
(In the Reconnaissance)

Date: Thursday, 22 September 2011

Observer: Meita (the researcher)

| No | Aspek | Ya | Tidak | Deskripsi |
|----|--|----|-------|---------------------|
| A | Pembukaan | | | |
| | 1. Guru memberi apersepsi tentang materi yang akan dipelajari dengan menarik. | √ | | |
| | 2. Siswa bersemangat mengikuti pelajaran dan merespon pertanyaan guru pada saat apersepsi dengan antusias. | | | sebagian |
| B | Inti | | | |
| | 3. Guru menyampaikan materi pelajaran dengan jelas dan mudah dimengerti oleh siswa. | √ | | |
| | 4. Siswa memperhatikan penjelasan guru dengan antusias, serius dan ingin tahu. | | | sebagian |
| | 5. Guru memberi aktivitas yang <i>authentic</i> , mis: problem-solving task, peer-editing. | | √ | |
| | 6. Siswa paham tentang materi yang dijelaskan. | | | sebagian |
| | 7. Guru memberikan latihan (tugas) dari level mudah ke sulit. | √ | | |
| | 8. Aktivitas(latihan/tugas) yang diberikan cukup interaktif. | √ | | |
| | 9. Siswa paham dan mengikuti instruksi guru. | | | ada yang tidak tahu |
| | 10. Siswa mengerjakan tugas dengan antusias dan percaya diri. | | | ada yang mencontek |
| | 11. Siswa memberi bantuan jika ada teman mereka yang kesulitan dalam mengerjakan tugas. | √ | | memberi contekan |
| | 12. Siswa tidak saling mengganggu saat mengerjakan tugas. | | | ada yang mengganggu |
| | 13. Siswa tidak ramai di dalam kelas. | | √ | ramai |
| | 14. Siswa berinisiatif untuk melakukan aksi dengan sukarela jika diberi kesempatan. Misal: menjawab pertanyaan, membaca teks, dll. | | | ditunjuk |
| | 15. Interaksi antar siswa baik. | √ | | |
| | 16. Interaksi antara siswa dan guru baik. | √ | | |
| | 17. Guru memberikan <i>feedback</i> terhadap tugas-tugas siswa. | | | kadang-kadang |
| | 18. Siswa menerima saran/kritik yang membangun dari guru. | √ | | |
| | 19. Guru menggunakan media yang menarik bagi siswa dalam mengajar. | | | kadang |
| | 20. Teknik pengajaran yang digunakan oleh guru bisa membuat siswa menjadi aktif selama KBM. | √ | | |
| | 21. Teknik/metode pengajaran yang digunakan sesuai dengan keadaan/karakteristik siswa. | √ | | |
| | 22. Siswa tertarik dengan teknik pengajaran | | | sebagian |

| | | | | |
|---|--|---|---|---|
| | guru. | | | |
| | 23. Siswa terlibat aktif selama KBM. | | | sebagian |
| | 24. Kemampuan menulis siswa dari segi: <ul style="list-style-type: none"> ▪ <i>Content (logical development of ideas)</i> ▪ <i>Organization (introduction, body, and conclusion)</i> ▪ <i>Vocabulary (style of quality of expression)</i> ▪ <i>Mechanics (punctuation, spelling)</i> ▪ <i>Syntax (grammar)</i> Bagaimana? | | | dilihat dari nilai pre-test kemampuan writing siswa masih rendah terutama dalam tata bahasa, kosa kata dan tanda baca |
| C | Penutup | √ | | |
| | 25. Guru mengulas kembali materi yang telah disampaikan dengan singkat dan jelas serta melibatkan siswa untuk mengetahui pemahaman siswa tentang materi yang telah dipelajari. | | √ | |

OBSERVATION GUIDE
(In the Action and Observation steps)

Hari/Tanggal : Kamis/ 29 September 2011

Kelas/jam : X1 / 10.15 – 11.45

Pertemuan ke : 1

Observer : Sri Ndhadhari

| No | Aspek | Ya | Tidak | Deskripsi |
|----|---|----|-------|-----------|
| A | Pembukaan | | | |
| | 1. Guru memberi apersepsi tentang materi yang akan dipelajari dengan menarik, mis: brainstorming. | √ | | |
| | 2. Siswa bersemangat mengikuti pelajaran dan merespon pertanyaan guru pada saat apersepsi dengan antusias. | √ | | |
| B | Inti | | | |
| | 3. Guru menyampaikan materi pelajaran dengan jelas dan mudah dimengerti oleh siswa. | √ | | |
| | 4. Siswa memperhatikan penjelasan guru dengan antusias, serius dan ingin tahu. | √ | | |
| | 5. Guru menggunakan materi yang relevan dan menarik. | √ | | |
| | 6. Siswa mudah paham tentang materi yang diberikan. | √ | | |
| | 7. Guru memberi aktivitas yang <i>authentic</i> , mis: problem-solving task, peer-editing. | √ | | |
| | 8. Siswa senang dan bersemangat dengan aktivitas yang diberikan. | √ | | |
| | 9. Guru memberi ragam aktivitas berdasar apa yang telah siswa pelajari (terkait dengan aktivitas sebelumnya). | √ | | |
| | 10. Siswa dapat mengerjakan aktivitas dengan percaya diri. | √ | | |
| | 11. Guru memotivasi siswa dalam mengerjakan latihan/tugas. | √ | | |
| | 12. Guru memberikan aktivitas yang interaktif, mis: brainstorming, group-work. | √ | | |
| | 13. Interaksi antar siswa baik. | √ | | |
| | 14. Siswa tidak saling mengganggu saat mengerjakan tugas. | √ | | |
| | 15. Siswa mempunyai peran masing-masing saat kerja kelompok. | √ | | |
| | 16. Guru menggunakan media yang menarik. | √ | | |
| | 17. Guru memantau proses belajar siswa selama pelajaran. | √ | | |
| | 18. Siswa terlibat aktif dalam KBM. | √ | | |
| | 19. Guru memberi <i>feedback</i> (<i>positive, constructive, oral, written</i>) terhadap tugas-tugas siswa. | √ | | |
| | 20. Siswa menerima <i>feedback</i> yang membangun. | √ | | |
| | 21. Guru meminta siswa untuk melakukan revisi terhadap tugas yang telah dikoreksi. | √ | | |
| | 22. Siswa merevisi tugasnya masing-masing. | √ | | |
| | 23. Siswa mengumpulkan tugas tepat waktu. | √ | | |
| | 24. Guru memantau dan mengevaluasi setiap tugas siswa. | √ | | |
| | 25. Guru meminta siswa untuk melakukan penilaian terhadap tugas mereka (<i>self-assessment</i>) dengan panduan dari guru. | √ | | |
| | 26. Siswa mengisi <i>self-assessment</i> checklist dengan jujur. | √ | | |
| | 27. Siswa tahu kemampuan dan kelemahan dari kemampuan menulis mereka setelah melakukan <i>self-assessment</i> . | √ | | |
| | 28. Siswa berusaha untuk meningkatkan kemampuan menulis | √ | | |

| | | | | |
|---|--|---|--|--|
| | mereka dengan adanya refleksi. | | | |
| | 29. Bagaimana kemampuan menulis siswa dari segi: <ul style="list-style-type: none"> ▪ <i>Content</i>, ▪ <i>Organization</i> ▪ <i>Vocabulary</i> ▪ <i>Language use</i> ▪ <i>Mechanics</i> setelah peng-implementasi-an <i>reflective portfolio</i> ? | | | |
| | 30. Siswa tahu peningkatan dari kemampuan menulis mereka setelah peng-implementasi-an <i>portfolio</i> dan <i>self-assessment</i> . | √ | | |
| | 31. Interaksi antara siswa dan guru baik. | √ | | |
| | 32. Siswa terlibat aktif selama KBM. | √ | | |
| C | Penutup | | | |
| | 33. Guru mengulas kembali materi yang telah disampaikan dengan singkat dan jelas serta melibatkan siswa untuk mengetahui pemahaman siswa tentang materi yang telah dipelajari. | √ | | |

Hari/Tanggal : Rabu/ 12 October 2011
 Kelas/jam : X1 / 08.30 – 10.00
 Pertemuan ke : 2
 Observer : Sri Ndhadhari

| No | Aspek | Ya | Tidak | Deskripsi |
|----|---|----|-------|-----------|
| A | Pembukaan | | | |
| | 1. Guru memberi apersepsi tentang materi yang akan dipelajari dengan menarik, mis: brainstorming. | √ | | |
| | 2. Siswa bersemangat mengikuti pelajaran dan merespon pertanyaan guru pada saat apersepsi dengan antusias. | √ | | |
| B | Inti | | | |
| | 3. Guru menyampaikan materi pelajaran dengan jelas dan mudah dimengerti oleh siswa. | √ | | |
| | 4. Siswa memperhatikan penjelasan guru dengan antusias, serius dan ingin tahu. | √ | | |
| | 5. Guru menggunakan materi yang relevan dan menarik. | √ | | |
| | 6. Siswa mudah paham tentang materi yang diberikan. | √ | | |
| | 7. Guru memberi aktivitas yang <i>authentic</i> , mis: problem-solving task, peer-editing. | √ | | |
| | 8. Siswa senang dan bersemangat dengan aktivitas yang diberikan. | √ | | |
| | 9. Guru memberi ragam aktivitas berdasar apa yang telah siswa pelajari (terkait dengan aktivitas sebelumnya). | √ | | |
| | 10. Siswa dapat mengerjakan aktivitas dengan percaya diri. | √ | | |
| | 11. Guru memotivasi siswa dalam mengerjakan latihan/tugas. | √ | | |
| | 12. Guru memberikan aktivitas yang interaktif, mis: brainstorming, group-work. | √ | | |
| | 13. Interaksi antar siswa baik. | √ | | |
| | 14. Siswa tidak saling mengganggu saat mengerjakan tugas. | √ | | |
| | 15. Siswa mempunyai peran masing-masing saat kerja kelompok. | √ | | |
| | 16. Guru menggunakan media yang menarik. | √ | | |
| | 17. Guru memantau proses belajar siswa selama pelajaran. | √ | | |
| | 18. Siswa terlibat aktif dalam KBM. | √ | | |
| | 19. Guru memberi <i>feedback</i> (<i>positive, constructive, oral, written</i>) terhadap tugas-tugas siswa. | √ | | |
| | 20. Siswa menerima <i>feedback</i> yang membangun. | √ | | |
| | 21. Guru meminta siswa untuk melakukan revisi terhadap tugas yang telah dikoreksi. | √ | | |
| | 22. Siswa merevisi tugasnya masing-masing. | √ | | |
| | 23. Siswa mengumpulkan tugas tepat waktu. | √ | | |
| | 24. Guru memantau dan mengevaluasi setiap tugas siswa. | √ | | |
| | 25. Guru meminta siswa untuk melakukan penilaian terhadap tugas mereka (<i>self-assessment</i>) dengan panduan dari guru. | √ | | |
| | 26. Siswa mengisi <i>self-assessment</i> checklist dengan jujur. | √ | | |
| | 27. Siswa tahu kemampuan dan kelemahan dari kemampuan menulis mereka setelah melakukan <i>self-assessment</i> . | √ | | |
| | 28. Siswa berusaha untuk meningkatkan kemampuan menulis mereka dengan adanya refleksi. | √ | | |
| | 29. Bagaimana kemampuan menulis siswa dari segi: <ul style="list-style-type: none"> ▪ <i>Content</i>, | | | |

| | | | | |
|---|---|---|--|--------------------|
| | <ul style="list-style-type: none"> ▪ <i>Organization</i> ▪ <i>Vocabulary</i> ▪ <i>Language use</i> ▪ <i>Mechanics</i> setelah peng-implemmentasi-an <i>reflective portfolio</i> ? | | | baik, meningkat |
| | 30. Siswa tahu peningkatan dari kemampuan menulis mereka setelah peng-implemmentasi-an <i>portfolio</i> dan <i>self-assessment</i> . | √ | | |
| | 31. Interaksi antara siswa dan guru baik. | √ | | |
| | 32. Siswa terlibat aktif selama KBM. | √ | | |
| C | Penutup | | | |
| | 33. Guru mengulas kembali materi yang telah disampaikan dengan singkat dan jelas serta melibatkan siswa untuk mengetahui pemahaman siswa tentang materi yang telah dipelajari. | √ | | |

Hari/Tanggal : Kamis/ 13 October 2011
 Kelas/jam : X1 / 10.15 – 11.45
 Pertemuan ke : 3
 Observer : Sri Ndhadhari

| No | Aspek | Ya | Tidak | Deskripsi |
|----|---|----|-------|-----------|
| A | Pembukaan | | | |
| | 1. Guru memberi apersepsi tentang materi yang akan dipelajari dengan menarik, mis: brainstorming. | √ | | |
| | 2. Siswa bersemangat mengikuti pelajaran dan merespon pertanyaan guru pada saat apersepsi dengan antusias. | √ | | |
| B | Inti | | | |
| | 3. Guru menyampaikan materi pelajaran dengan jelas dan mudah dimengerti oleh siswa. | √ | | |
| | 4. Siswa memperhatikan penjelasan guru dengan antusias, serius dan ingin tahu. | √ | | |
| | 5. Guru menggunakan materi yang relevan dan menarik. | √ | | |
| | 6. Siswa mudah paham tentang materi yang diberikan. | √ | | |
| | 7. Guru memberi aktivitas yang <i>authentic</i> , mis: problem-solving task, peer-editing. | √ | | |
| | 8. Siswa senang dan bersemangat dengan aktivitas yang diberikan. | √ | | |
| | 9. Guru memberi ragam aktivitas berdasar apa yang telah siswa pelajari (terkait dengan aktivitas sebelumnya). | √ | | |
| | 10. Siswa dapat mengerjakan aktivitas dengan percaya diri. | √ | | |
| | 11. Guru memotivasi siswa dalam mengerjakan latihan/tugas. | √ | | |
| | 12. Guru memberikan aktivitas yang interaktif, mis: brainstorming, group-work. | √ | | |
| | 13. Interaksi antar siswa baik. | √ | | |
| | 14. Siswa tidak saling mengganggu saat mengerjakan tugas. | √ | | |
| | 15. Siswa mempunyai peran masing-masing saat kerja kelompok. | √ | | |
| | 16. Guru menggunakan media yang menarik. | √ | | |
| | 17. Guru memantau proses belajar siswa selama pelajaran. | √ | | |
| | 18. Siswa terlibat aktif dalam KBM. | √ | | |
| | 19. Guru memberi <i>feedback</i> (<i>positive, constructive, oral, written</i>) terhadap tugas-tugas siswa. | √ | | |
| | 20. Siswa menerima <i>feedback</i> yang membangun. | √ | | |
| | 21. Guru meminta siswa untuk melakukan revisi terhadap tugas yang telah dikoreksi. | √ | | |
| | 22. Siswa merevisi tugasnya masing-masing. | √ | | |
| | 23. Siswa mengumpulkan tugas tepat waktu. | √ | | |
| | 24. Guru memantau dan mengevaluasi setiap tugas siswa. | √ | | |
| | 25. Guru meminta siswa untuk melakukan penilaian terhadap tugas mereka (<i>self-assessment</i>) dengan panduan dari guru. | √ | | |
| | 26. Siswa mengisi <i>self-assessment</i> checklist dengan jujur. | √ | | |
| | 27. Siswa tahu kemampuan dan kelemahan dari kemampuan menulis mereka setelah melakukan <i>self-assessment</i> . | √ | | |
| | 28. Siswa berusaha untuk meningkatkan kemampuan menulis mereka dengan adanya refleksi. | √ | | |
| | 29. Bagaimana kemampuan menulis siswa dari segi: <ul style="list-style-type: none"> ▪ <i>Content</i>, | | | |

| | | | | |
|---|--|---|--|-----------|
| | <ul style="list-style-type: none"> ▪ <i>Organization</i> ▪ <i>Vocabulary</i> ▪ <i>Language use</i> ▪ <i>Mechanics</i> setelah peng-implementasi-an <i>reflective portfolio</i> ? | | | meningkat |
| | 30. Siswa tahu peningkatan dari kemampuan menulis mereka setelah peng-implementasi-an <i>portfolio</i> dan <i>self-assessment</i> . | √ | | |
| | 31. Interaksi antara siswa dan guru baik. | √ | | |
| | 32. Siswa terlibat aktif selama KBM. | √ | | |
| C | Penutup | | | |
| | 33. Guru mengulas kembali materi yang telah disampaikan dengan singkat dan jelas serta melibatkan siswa untuk mengetahui pemahaman siswa tentang materi yang telah dipelajari. | √ | | |

Hari/Tanggal : Kamis/ 20 October 2011
 Kelas/jam : X1 / 10.15 – 11.45
 Pertemuan ke : 4
 Observer : Sri Ndhadhari

| No | Aspek | Ya | Tidak | Deskripsi |
|----|---|----|-------|-----------|
| A | Pembukaan | | | |
| | 1. Guru memberi apersepsi tentang materi yang akan dipelajari dengan menarik, mis: brainstorming. | √ | | |
| | 2. Siswa bersemangat mengikuti pelajaran dan merespon pertanyaan guru pada saat apersepsi dengan antusias. | √ | | |
| B | Inti | | | |
| | 3. Guru menyampaikan materi pelajaran dengan jelas dan mudah dimengerti oleh siswa. | √ | | |
| | 4. Siswa memperhatikan penjelasan guru dengan antusias, serius dan ingin tahu. | √ | | |
| | 5. Guru menggunakan materi yang relevan dan menarik. | √ | | |
| | 6. Siswa mudah paham tentang materi yang diberikan. | √ | | |
| | 7. Guru memberi aktivitas yang <i>authentic</i> , mis: problem-solving task, peer-editing. | √ | | |
| | 8. Siswa senang dan bersemangat dengan aktivitas yang diberikan. | √ | | |
| | 9. Guru memberi ragam aktivitas berdasar apa yang telah siswa pelajari (terkait dengan aktivitas sebelumnya). | √ | | |
| | 10. Siswa dapat mengerjakan aktivitas dengan percaya diri. | √ | | |
| | 11. Guru memotivasi siswa dalam mengerjakan latihan/tugas. | √ | | |
| | 12. Guru memberikan aktivitas yang interaktif, mis: brainstorming, group-work. | √ | | |
| | 13. Interaksi antar siswa baik. | √ | | |
| | 14. Siswa tidak saling mengganggu saat mengerjakan tugas. | √ | | |
| | 15. Siswa mempunyai peran masing-masing saat kerja kelompok. | √ | | |
| | 16. Guru menggunakan media yang menarik. | √ | | |
| | 17. Guru memantau proses belajar siswa selama pelajaran. | √ | | |
| | 18. Siswa terlibat aktif dalam KBM. | √ | | |
| | 19. Guru memberi <i>feedback</i> (<i>positive, constructive, oral, written</i>) terhadap tugas-tugas siswa. | √ | | |
| | 20. Siswa menerima <i>feedback</i> yang membangun. | √ | | |
| | 21. Guru meminta siswa untuk melakukan revisi terhadap tugas yang telah dikoreksi. | √ | | |
| | 22. Siswa merevisi tugasnya masing-masing. | √ | | |
| | 23. Siswa mengumpulkan tugas tepat waktu. | √ | | |
| | 24. Guru memantau dan mengevaluasi setiap tugas siswa. | √ | | |
| | 25. Guru meminta siswa untuk melakukan penilaian terhadap tugas mereka (<i>self-assessment</i>) dengan panduan dari guru. | √ | | |
| | 26. Siswa mengisi <i>self-assessment</i> checklist dengan jujur. | √ | | |
| | 27. Siswa tahu kemampuan dan kelemahan dari kemampuan menulis mereka setelah melakukan <i>self-assessment</i> . | √ | | |
| | 28. Siswa berusaha untuk meningkatkan kemampuan menulis mereka dengan adanya refleksi. | √ | | |
| | 29. Bagaimana kemampuan menulis siswa dari segi: <ul style="list-style-type: none"> ▪ <i>Content</i>, | | | |

| | | | | |
|---|--|---|--|-----------|
| | <ul style="list-style-type: none"> ▪ <i>Organization</i> ▪ <i>Vocabulary</i> ▪ <i>Language use</i> ▪ <i>Mechanics</i> setelah peng-implementasi-an <i>reflective portfolio</i> ? | | | meningkat |
| | 30. Siswa tahu peningkatan dari kemampuan menulis mereka setelah peng-implementasi-an <i>portfolio</i> dan <i>self-assessment</i> . | √ | | |
| | 31. Interaksi antara siswa dan guru baik. | √ | | |
| | 32. Siswa terlibat aktif selama KBM. | √ | | |
| C | Penutup | | | |
| | 33. Guru mengulas kembali materi yang telah disampaikan dengan singkat dan jelas serta melibatkan siswa untuk mengetahui pemahaman siswa tentang materi yang telah dipelajari. | √ | | |

Hari/Tanggal : Rabu/ 26 October 2011
 Kelas/jam : X1 / 08.30 – 10.00
 Pertemuan ke : 5
 Observer : Sri Ndhadhari

| No | Aspek | Ya | Tidak | Deskripsi |
|----|---|----|-------|-----------|
| A | Pembukaan | | | |
| | 1. Guru memberi apersepsi tentang materi yang akan dipelajari dengan menarik, mis: brainstorming. | √ | | |
| | 2. Siswa bersemangat mengikuti pelajaran dan merespon pertanyaan guru pada saat apersepsi dengan antusias. | √ | | |
| B | Inti | | | |
| | 3. Guru menyampaikan materi pelajaran dengan jelas dan mudah dimengerti oleh siswa. | √ | | |
| | 4. Siswa memperhatikan penjelasan guru dengan antusias, serius dan ingin tahu. | √ | | |
| | 5. Guru menggunakan materi yang relevan dan menarik. | √ | | |
| | 6. Siswa mudah paham tentang materi yang diberikan. | √ | | |
| | 7. Guru memberi aktivitas yang <i>authentic</i> , mis: problem-solving task, peer-editing. | √ | | |
| | 8. Siswa senang dan bersemangat dengan aktivitas yang diberikan. | √ | | |
| | 9. Guru memberi ragam aktivitas berdasar apa yang telah siswa pelajari (terkait dengan aktivitas sebelumnya). | √ | | |
| | 10. Siswa dapat mengerjakan aktivitas dengan percaya diri. | √ | | |
| | 11. Guru memotivasi siswa dalam mengerjakan latihan/tugas. | √ | | |
| | 12. Guru memberikan aktivitas yang interaktif, mis: brainstorming, group-work. | √ | | |
| | 13. Interaksi antar siswa baik. | √ | | |
| | 14. Siswa tidak saling mengganggu saat mengerjakan tugas. | √ | | |
| | 15. Siswa mempunyai peran masing-masing saat kerja kelompok. | √ | | |
| | 16. Guru menggunakan media yang menarik. | √ | | |
| | 17. Guru memantau proses belajar siswa selama pelajaran. | √ | | |
| | 18. Siswa terlibat aktif dalam KBM. | √ | | |
| | 19. Guru memberi <i>feedback</i> (<i>positive, constructive, oral, written</i>) terhadap tugas-tugas siswa. | √ | | |
| | 20. Siswa menerima <i>feedback</i> yang membangun. | √ | | |
| | 21. Guru meminta siswa untuk melakukan revisi terhadap tugas yang telah dikoreksi. | √ | | |
| | 22. Siswa merevisi tugasnya masing-masing. | √ | | |
| | 23. Siswa mengumpulkan tugas tepat waktu. | √ | | |
| | 24. Guru memantau dan mengevaluasi setiap tugas siswa. | √ | | |
| | 25. Guru meminta siswa untuk melakukan penilaian terhadap tugas mereka (<i>self-assessment</i>) dengan panduan dari guru. | √ | | |
| | 26. Siswa mengisi <i>self-assessment</i> checklist dengan jujur. | √ | | |
| | 27. Siswa tahu kemampuan dan kelemahan dari kemampuan menulis mereka setelah melakukan <i>self-assessment</i> . | √ | | |
| | 28. Siswa berusaha untuk meningkatkan kemampuan menulis mereka dengan adanya refleksi. | √ | | |
| | 29. Bagaimana kemampuan menulis siswa dari segi: <ul style="list-style-type: none"> ▪ <i>Content</i>, | | | |

| | | | | |
|---|--|---|--|-----------|
| | <ul style="list-style-type: none"> ▪ <i>Organization</i> ▪ <i>Vocabulary</i> ▪ <i>Language use</i> ▪ <i>Mechanics</i> setelah peng-implementasi-an <i>reflective portfolio</i> ? | | | meningkat |
| | 30. Siswa tahu peningkatan dari kemampuan menulis mereka setelah peng-implementasi-an <i>portfolio</i> dan <i>self-assessment</i> . | √ | | |
| | 31. Interaksi antara siswa dan guru baik. | √ | | |
| | 32. Siswa terlibat aktif selama KBM. | √ | | |
| C | Penutup | | | |
| | 33. Guru mengulas kembali materi yang telah disampaikan dengan singkat dan jelas serta melibatkan siswa untuk mengetahui pemahaman siswa tentang materi yang telah dipelajari. | √ | | |

INTERVIEW GUIDE

INTERVIEW GUIDE FOR THE TEACHER
(In the Reconnaissance step)

Date: Wednesday, 14 September 2011

Interviewee: English teacher

Interviewer: Researcher

| No | Pertanyaan | Jawaban |
|-----|---|---------|
| 1. | Bagaimana pendapat Anda tentang kemampuan Bahasa Inggris siswa kelas 1? | |
| 2. | Bagaimana kemampuan menulis (<i>Writing</i>) mereka? | |
| 3. | Apakah siswa sering mengalami kesulitan dalam belajar Bahasa Inggris? Dalam hal apa saja? | |
| 4. | Bagaimana sikap siswa selama KBM berlangsung? | |
| 5. | Bagaimana partisipasi siswa selama mengikuti pelajaran? | |
| 6. | Teknik/metode mengajar apa yang biasa Anda gunakan dalam mengajar Bahasa Inggris? | |
| 7. | Apakah metode/teknik pengajaran tersebut menarik bagi siswa? | |
| 8. | Aktivitas/tugas apa saja yang biasa Anda berikan selama KBM? | |
| 9. | Bagaimana sikap siswa setiap kali diberi tugas? Apakah mereka antusias dan percaya diri dalam mengerjakan tugas? | |
| 10. | Materi/buku apa yang Anda gunakan untuk mengajar Bahasa Inggris? | |
| 11. | Apakah siswa selalu memperhatikan penjelasan guru? | |
| 12. | Apakah siswa mudah paham dengan penjelasan materi yang Anda berikan? | |
| 13. | Apakah Anda menggunakan media saat mengajar? Media apa yang biasa Anda gunakan? | |
| 14. | Apakah ada fasilitas untuk belajar mengajar Bahasa Inggris? Apa saja? | |
| 15. | Permasalahan-permasalahan apa yang sering Anda alami dalam KBM? | |
| 16. | Bagaimana Anda mengevaluasi tugas-tugas siswa? | |
| 17. | Apakah siswa diberi kesempatan untuk mengevaluasi/menilai tugas-tugas mereka sendiri? Kalau iya, bagaimana caranya? | |

**INTERVIEW GUIDE FOR THE COLLABORATOR
(In the Reflection step-Cycle 1)**

Date: Thursday, 29 September 2011

Interviewee: Collaborator

Interviewer: Researcher

| No | Pertanyaan | Jawaban |
|----|---|---------|
| 1. | Bagaimana pendapat Anda tentang action yang telah dilakukan tadi? | |
| 2. | Bagaimana kondisi kelas selama KBM berlangsung? | |
| 3. | Apakah ada saran untuk action selanjutnya? | |

**INTERVIEW GUIDE FOR THE COLLABORATOR
(In the Reflection step- after Cycle 1 done)**

Date: Wednesday, 12 October 2011

Interviewee: Collaborator

Interviewer: Researcher

| No | Pertanyaan | Jawaban |
|----|--|---------|
| 1. | Bagaimana pendapat Anda tentang action yang telah dilakukan tadi? | |
| 2. | Ada problem tidak ya bu selama KBM berlangsung? | |
| 3. | Ada yang perlu ditingkatkan dari prosesnya bu? | |
| 4. | Apakah sudah ada peningkatan daari writing skills anak-anak selama pengimplementasian action saya? | |
| 5. | Apakah siswa sudah mampu menilai diri mereka masing-masing? | |
| 6. | Apakah ada saran untuk action selanjutnya? | |

**INTERVIEW GUIDE FOR THE COLLABORATOR
(In the Reflection step- after Cycle 2 done)**

Date: Wednesday, 26 October 2011

Interviewee: Collaborator

Interviewer: Researcher

| No | Pertanyaan | Jawaban |
|----|--|---------|
| 1. | Bagaimana pendapat Anda tentang action yang telah saya lakukan selama ini? | |
| 2. | Apakah siswa sudah paham semua materi yang diberikan menurut pengamatan Ibu? | |

INTERVIEW GUIDE FOR THE STUDENTS
(In the Reconnaissance step)

Date: Wednesday, 21 September 2011

Interviewee: Students

Interviewer: Researcher

| No | Pertanyaan | Jawaban |
|-----|--|---------|
| 1. | Bagaimana pendapat Anda tentang pelajaran Bahasa Inggris? | |
| 2. | Apakah Anda termotivasi/bersemangat setiap mengikuti pelajaran Bahasa Inggris? Mengapa? | |
| 3. | Kesulitan apa saja yang Anda hadapi dalam belajar Bahasa Inggris? | |
| 4. | Apa ekspektasi/harapan Anda dalam belajar Bahasa Inggris? | |
| 5. | Aktivitas apa saja yang sering diberikan guru dalam mengajar Bahasa Inggris? | |
| 6. | Bagaimana pendapat Anda tentang aktivitas-aktivitas tersebut? Apakah menarik atau tidak? | |
| 7. | Apakah Anda antusias dan percaya diri dalam mengerjakan aktivitas-aktivitas tersebut? | |
| 8. | Apakah Anda mudah memahami materi yang dijelaskan oleh guru? | |
| 9. | Apakah guru sering memberi <i>feedback</i> terhadap tugas-tugas Bahasa Inggris kalian? Dengan cara apa <i>feedback</i> tersebut diberikan? | |
| 10. | Bagaimana cara guru menilai tugas-tugas Bahasa Inggris kalian? | |
| 11. | Apakah guru pernah memberi kalian kesempatan untuk mengevaluasi/menilai tugas-tugas Bahasa Inggris kalian sendiri? | |
| 12. | Apakah guru menggunakan media dalam mengajar Bahasa Inggris? Media apa yang digunakan guru di kelas? | |
| 13. | Bagaimana pendapat Anda tentang media tersebut? Apakah menarik atau tidak? | |
| 14. | Media pengajaran apa yang menarik bagi Anda dalam belajar bahasa Inggris? | |
| 15. | Bagaimana cara/metode/teknik mengajar guru dalam mengajar Bahasa Inggris? | |
| 16. | Bagaimana pendapat Anda tentang metode/teknik mengajar tersebut? Apakah menarik atau tidak? | |
| 17. | Teknik/metode mengajar apa yang menurut Anda sesuai/cocok dengan karakteristik Anda dalam belajar bahasa Inggris? | |

**INTERVIEW GUIDE FOR THE STUDENTS
(In the Reflection step- after Cycle 1 done)**

Date: Wednesday, 12 October 2011

Interviewee: Students

Interviewer: Researcher

| No | Pertanyaan | Jawaban |
|----|--|---------|
| 1. | Bagaimana pendapat Anda tentang pelajaran <i>Writing</i> dari kemarin sampai hari ini? Apakah membosankan atau menyenangkan? Kenapa membosankan dan kenapa menyenangkan? | |
| 2. | Bagaimana menurut Anda tentang ketrampilan <i>Writing</i> Anda setelah saya mengimplementasikan kegiatan selama KBM ini? Apakah sudah ada peningkatan? | |
| 3. | Apakah dengan melakukan self-assessment Anda bisa mengetahui seberapa kemampuan Anda dalam menulis sehingga bisa memotivasi Anda untuk menulis lebih baik lagi? | |
| 4. | Kelemahan Anda dalam writing itu pada aspek apa? | |
| 5. | Kelebihan Anda dalam writing itu pada aspek apa? | |
| 6. | Apakah dengan portfolio Anda sudah bisa melihat perkembangan writing Anda? | |

**INTERVIEW GUIDE FOR THE STUDENTS
(In the Reflection step- after Cycle 2 done)**

Date: Wednesday, 26 October 2011

Interviewee: Students

Interviewer: Researcher

| No | Pertanyaan | Jawaban |
|----|---|---------|
| 1. | Bagaimana pendapat Anda tentang pelajaran <i>Writing</i> selama saya mengimplementasikan portfolio dan self-assessment? | |
| 2. | Bagaimana menurut Anda tentang ketrampilan <i>Writing</i> Anda, setelah saya mengimplementasikan portfolio and self-assessment? | |
| 3. | Apakah Anda menjadi lebih <i>aware</i> (sadar/waspada) terhadap aspek-aspek <i>Writing</i> ? | |
| 4. | Apakah Anda mempunyai jiwa <i>ownership</i> (merasa memiliki), tanggung jawab terhadap karya-karya Anda dengan melakukan portfolio? | |
| 5. | Ada kesulitan tidak selama ini? | |

PRE-TEST

&

POST-TEST

SELF-ASSESSMENT CHECKLIST

Before you submit your work, assess your work using this student's checklist

Self-assessment

This is how I think about my procedural text.

| | | | | | | | |
|--|--|------------|---|----------|----------|----------|----------|
| Writer's name : | | Date: | | | | | |
| Class/Number : | | | | | | | |
| Title of work : | | | | | | | |
| | | | | | | | |
| Content and Organization | | (v) | Remark | | | | |
| Does my text consist of goal, materials needed, and methods? | | | Yes, I can mention the goal clearly. | | | | |
| | | | Yes, I can mention the materials completely. | | | | |
| | | | Yes, I can write the methods clearly. | | | | |
| Grade (you) | | | A | B | C | D | E |
| Grade (teacher) | | | A | B | C | D | E |
| Language use | | (v) | Remark | | | | |
| Is my text written in simple present? | | | Yes, I use simple present tense. e.g:..... | | | | |
| Does my text include imperative verbs? | | | Yes, I use imperatives. e.g:..... | | | | |
| Does my text use connecting words or sentence connectors? | | | Yes, I use connecting words. e.g:..... | | | | |
| Grade (you) | | | A | B | C | D | E |
| Grade (teacher) | | | A | B | C | D | E |
| Vocabulary | | (v) | Remark | | | | |
| Did I use various words in my text? | | | Yes, I used various words. | | | | |
| Did I use correct diction in my text? | | | Yes, I used correct diction. | | | | |
| Grade (you) | | | A | B | C | D | E |
| Grade (teacher) | | | A | B | C | D | E |
| Mechanics | | (v) | Remark | | | | |
| Did I use the correct punctuation? | | | Yes, I used the correct punctuation. | | | | |
| Did I use the correct capitalization? | | | Yes, I used the correct capitalization. | | | | |
| Did I use the correct spelling? | | | Yes, I used the correct spelling. | | | | |
| Did I write neatly in stripes paper? | | | Yes, I wrote neatly in stripes paper. | | | | |
| Grade (you) | | | A | B | C | D | E |
| Grade (teacher) | | | A | B | C | D | E |
| Others | | (v) | Remark | | | | |
| Did I finish my tasks on time? | | | Yes, I finished my work on time. | | | | |
| Is my work original? | | | Yes, my work is original. | | | | |

Grade:

A: very good

C: fair

E: very poor

B: good

D: poor

Other comments:

Name:

| Self-assessment for revising procedural text | | |
|--|-----|----|
| <div style="border: 1px dashed gray; border-radius: 15px; padding: 10px; display: inline-block;"> Asking yourself the following questions can help you revise your writing. </div> | | |
| Questions | Yes | No |
| 1. Is my topic focused? (apakah topic tulisanku fokus?) | | |
| 2. Do all of my ideas and details relate to my topic? (apakah semua ide dan detail berkaitan dengan topic tulisanku?) | | |
| 3. Does my writing consist of the parts of procedural text? (apakah tulisanku ada bagian-bagian dari teks prosedural?) | | |
| 4. Have I used correct order and sequence? (apakah saya telah menggunakan urutan yang benar?) | | |
| 5. Have I varied my sentence construction? (apakah saya sudah memvariasi susunan kalimat?) | | |
| 6. Do my subjects and verbs agree? (apakah subject dan verb ku sudah cocok/sesuai?) | | |
| 7. Are my tenses consistent? (apakah tenses yang saya gunakan konsisten?) | | |
| 8. Have I deleted all unnecessary information and words? (apakah saya sudah menghilangkan kata-kata dan informasi yang tidak penting?) | | |
| 9. Have I expressed my ideas clearly? (apakah saya telah mengungkapkan ide-ide saya dengan jelas?) | | |

Comments:

Use this checklist to guide your writing

This is how I think about my narrative text.

Grade:

| | | | | | |
|--|--------------|----------|----------|------------------------------------|-----------|
| Writer's name : | Date: | | | | |
| Class/Number : | | | | | |
| Title of work : | | | | | |
| | | | | | |
| Statements on the Aspects of writing | | | | Put a tick (✓) on Yes or No | |
| Content and Organization | | | | YES | NO |
| I have described the characters and the setting of the story in the orientation . | | | | | |
| I have written the complication clearly. | | | | | |
| I have written the resolution of the problem. | | | | | |
| Each paragraph has enough information so that the reader understands what I wrote. | | | | | |
| Grade (you) | A | B | C | D | E |
| Grade (teacher) | A | B | C | D | E |
| Language use | | | | YES | NO |
| I have used the correct simple past tense verbs in my writing. | | | | | |
| I have written complete sentences (have subject and verb). | | | | | |
| I have used correct pronouns for my writing. | | | | | |
| I have used correct conjunction . | | | | | |
| Grade (you) | A | B | C | D | E |
| Grade (teacher) | A | B | C | D | E |
| Vocabulary | | | | YES | NO |
| I used various words . | | | | | |
| I used correct diction . | | | | | |
| Grade (you) | A | B | C | D | E |
| Grade (teacher) | A | B | C | D | E |
| Mechanics | | | | YES | NO |
| I used the correct punctuation . | | | | | |
| I used the correct capitalization . | | | | | |
| I used the correct spelling . | | | | | |
| I wrote neatly in stripes paper. | | | | | |
| Grade (you) | A | B | C | D | E |
| Grade (teacher) | A | B | C | D | E |
| Others | | | | YES | NO |
| I finished my Activities on time . | | | | | |
| My work is original . | | | | | |

A: very good

C: fair

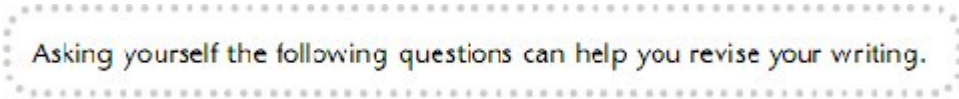
E: very poor

B: good

D: poor

Other comments:

Name:

| <i>Self-assessment for revising narrative text</i> | | |
|--|-----|----|
|  | | |
| Questions | Yes | No |
| 1. Is my topic focused? (apakah topic tulisanku fokus?) | | |
| 2. Do all of my ideas and details relate to my topic? (apakah semua ide dan detail berkaitan dengan topic tulisanku?) | | |
| 3. Does my writing have an opening, body, and closing? (apakah tulisanku terdiri dari pembukaan, isi dan penutup?) | | |
| 4. Have I used paragraphs? (apakah saya sudah menggunakan paragraf?) | | |
| 5. Does each paragraph have a main idea? Have I supported each main idea with details? (apakah setiap paragraph ada ide pokoknya? Apakah saya sudah member kalimat-kalimat pendukung pada setiap ide pokok?) | | |
| 6. Have I used correct order and sequence? (apakah saya telah menggunakan urutan yang benar?) | | |
| 7. Have I varied my sentence construction? (apakah saya sudah memvariasi susuan kalimat?) | | |
| 8. Do my subjects and verbs agree? (apakah subject dan verb ku sudah cocok/sesuai?) | | |
| 9. Are my tenses consistent? (apakah tenses yang saya gunakan konsisten?) | | |
| 10. Have I deleted all unnecessary information and words? (apakah saya sudah menghilangkan kata-kata dan informasi yang tidak penting?) | | |
| 11. Have I expressed my ideas clearly? (apakah saya telah mengungkapkan ide-ide saya dengan jelas?) | | |

Comments:

Guidelines for Proofreading

Use the following guidelines when proofreading your writing.

1. Sentences begin with capital letters.
2. Sentences end with correct punctuation.
3. Paragraphs are indented.
4. Proper nouns and proper adjectives are capitalized.
5. Commas are used correctly (between the items in a list, to connect compound sentences, and after introductory words, phrases, and clauses).
6. Apostrophes are used correctly (with possessive nouns and contractions).
7. Pronouns are used correctly.
8. Quotation marks are used correctly (for dialogue and for the titles of short stories, articles, poems, and songs).
9. Italics and underlining are used correctly (for the titles of books, the names of newspapers and magazines, and the titles of movies).
10. Words are used correctly (especially homophones such as *there*, *their*, and *they're*; *your* and *you're*; *its* and *it's*; and *to*, *too*, and *two*).

B

COURSE GRID AND LESSON PLANS

COURSE GRID

School : SMA N 2 Bantul
Subject : English
Grade : X
Semester : 1

Standard of Competence

Writing

6. Expressing meaning of short functional text and simple essay in the form of recount, narrative and procedure in daily life context.

Basic Competency

6.2 Expressing the meaning and rhetorical steps accurately, fluently and understandably using written language variety in daily life context in the form of recount, narrative, and procedure.

| Topic | Indicators | Learning Materials | Learning Activities | Assessment | Time Allocation | Source Equipments |
|----------------|--|--|--|---------------------|-----------------|--|
| Food and drink | 1. Identifying the generic structure and the language features of procedure texts. 2. Using imperative verbs and sentence connectors 3. Using procedure vocabulary 4. Organizing a procedure text 5. Producing a procedure text. | - An instant fried noodle package - A procedure text - The explanation of the procedure text including the function, generic structure, and language features. | BKOF - Teacher makes apperception. MOT - Students study a procedure text and the characteristics of procedure texts. JCOT - Students work in pairs. - Students do a task to practice on using imperative verbs and sentence connectors. - Students do a task to | Writing performance | 4x45 minutes | - Mary, S. 1997. <i>Pictures for Writing Book 2</i> . England: Longman. - Muschla, G.R. 2001. <i>Exploring Writing</i> . USA: McGraw-Hill. - Priyana, Joko, Virga Renita, and Arnys Rahayu I. 2008. <i>INTERLANGUAGE: English for Senior High School Students X</i> . Jakarta : Depdiknas. - Sudarwati, Th. M., Grace, E. 2007. <i>Look Ahead Book 1: An English Course for</i> |

| | | | | | | |
|-------|--|--|---|---------------------|--------------|---|
| | | | <p>practice on procedure vocabulary.</p> <ul style="list-style-type: none"> - Students practice to write procedure text from a spoken procedure text. - Students practice to identify imperative verbs and sequence words. <p>ICOT</p> <ul style="list-style-type: none"> - Students write a draft of procedure text in form of recipe. - Students do self-assessment. - Students revise their draft. - Students do self-assessment for revision. | | | <p><i>Senior High School Students Year X.</i> Jakarta: Erlangga.</p> |
| Fable | <ol style="list-style-type: none"> 1. Identifying the meaning, generic structure and language feature of narrative text 2. Using simple past tense 3. Using vocabulary accurately in narrative text 4. Arranging jumbled | <ul style="list-style-type: none"> - A video of fable. - The explanation of the narrative text including function, generic structure, and language features. | <p>BKOF</p> <ul style="list-style-type: none"> - Teacher makes apperception. <p>MOT</p> <ul style="list-style-type: none"> - Students study a narrative text and the characteristics of narrative text. <p>JCOT</p> <ul style="list-style-type: none"> - Students work in pairs. - Students do a task to | Writing performance | 6x45 minutes | <ul style="list-style-type: none"> - Doddy Achmad, Ahmad Sugeng, Effendi. 2008. <i>Developing English Competencies 1: for Senior High School (SMA/MA) grade X.</i> Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional. - Mary, S. 1997. <i>Pictures for Writing Book 2.</i> England: Longman. - Muschla, G.R. 2001. <i>Exploring Writing.</i> USA: McGraw-Hill. |

| | | | | | |
|--|--|--|---|--|--|
| | <p>paragraphs into good narrative text</p> <p>5. Using mechanics accurately in narrative text</p> <p>6. Proofreading a narrative text</p> <p>7. Producing a narrative text</p> | | <p>practice on using grammar.</p> <ul style="list-style-type: none"> - Students answer questions based on narrative text. - Students do a task to practice on past tense. - Students make a group of three and do the past tense word search game. - Students work in group of four to arrange an organized text and then proofread and correct the story. <p>ICOT</p> <ul style="list-style-type: none"> - Students write a draft of narrative based on serial pictures. - Students do self-assessment. - Students revise their draft. - Students do self-assessment for revision. - Students write a final draft. - Students proofread each other's work. | | <ul style="list-style-type: none"> - Sudarwati, Th. M., Grace, E. 2007. <i>Look Ahead Book 1: An English Course for Senior High School Students Year X</i>. Jakarta: Erlangga. - Video taken from : www.youtube.com - www.Isamaj.com |
|--|--|--|---|--|--|

LESSON PLAN 1

School : SMA N 2 Bantul
 Subject : Bahasa Inggris
 Class/semester : X/1
 Time allocation : 2x45'
 Skill : Writing

A. Standard of Competence : 6. Expressing meaning of short functional text and simple essay in the form of recount, narrative and procedure in daily life context.

B. Basic Competency : 6.2 Expressing the meaning and rhetorical steps accurately, fluently and understandably using written language variety in daily life context in the form of procedure.

C. Indicators

- Identify the meaning, generic structure and language features of procedure text
- Use imperative verb and sentence connectors
- Use vocabulary accurately in procedure text
- Write a procedure text

D. Learning Objectives

In the end of the lesson, the students can:

- Write a procedure text using appropriate language feature and generic structure

E. Material

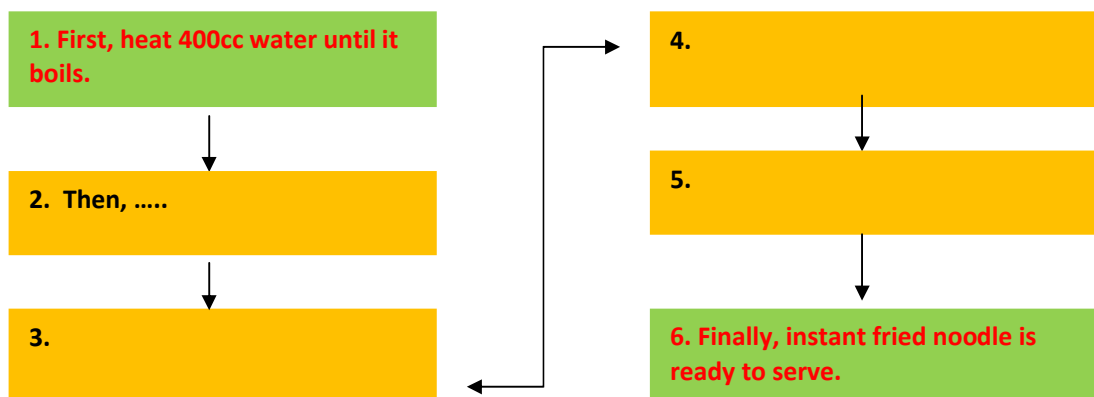
1. An instant fried noodle package.



2. A procedure text in form of a diagram.

Complete the instructions

How to Make Instant Fried Noodle



Procedure Text

- Function: to describe how to make or to do something
- Organization of a procedure text:
 - a. Goal : title of the text
 - b. Materials : a list of materials such as ingredients or equipments (not required for all procedure texts)
 - c. Methods : a sequence of steps

2. Vocabulary.

Put in: masukkan

Pot: panci

Heat: panaskan

3. Language features:

- *Simple Present (Action verb/imperative): Imperatives or imperative sentences are to give command or to make a request.*

Heat 400cc water until it boils.

Put the noodles in the boiling water.

- *Sequence words/ sentence connectors:*

- ✓ First,
- ✓ Then,
- ✓ Finally,

F. Method

Genre-based approach (BKOF, MOT, JCOT, and ICOT)

G. Steps

Introduction

- Teacher opens the lesson by greeting and checking students' attendant list.
- Before the lesson, teacher tells the students that they are going to have a reflective portfolio program during her class and the portfolio will have 2 entries, the first entry relates to procedure text and the second is narrative text. Each entry has two or three drafts which are the first draft, revised draft, and the final draft. By doing portfolio, it is hoped that the students can see their writing progress. They will also do self-assessment about their writing by filling the self-assessment checklist. This is aimed to know their strength and weakness in writing.

Main activities

BKOF

- Teacher elicits students by giving some questions to the students:
Do you have a favourite food? Can you make it by yourself? How?

Do you know what kind of text which tells us how to make something?"

MOT

- Teacher shows an instant fried noodle package and draws an incomplete diagram showing how to make instant fried noodles. Then, teacher asks the students to complete the missing instructions in the blank diagram.
- Teacher discusses the complete diagram with the students and then explains the generic structure and language feature of a procedure text.

JCOT

- Teacher asks students to work in pairs and do Activity 1(fill in the blanks with the suitable word (imperatives and sentence connectors)).
- Teacher and students discuss the answers.
- Teacher asks students to do Activity 2 (vocabulary: matching the word with the synonym)
- Teacher and students discuss the answers.

ICOT

- Teacher asks the students to do Activity 3 (Write any food recipe) individually and do self-assessment about their writing by filling the self-assessment on procedure text checklist.

Closing

- Teacher asks the students to submit their works.
- Teacher concludes the material.
- Teacher closes the lesson.

H. Source

Priyana, Joko, Virga Renita, and Arnys Rahayu I. 2008. *INTERLANGUAGE: English for Senior High School Students X*. Jakarta : Depdiknas.

Muschla, G.R. 2001. *Exploring Writing*. USA: McGraw-Hill.

Dictionary.

I. Evaluation

Essay in the form of a procedure text.

J. Scoring Rubric

| Aspects of Writing | Level | Score | Criteria |
|--------------------|------------------------|---------|---|
| CONTENT | Excellent To Very Good | 30 - 27 | - relevant to assigned topic and give detail information - match to the purpose of writing |
| | Good to Average | 26 - 22 | - mostly relevant to topic, but lacks detail information - match the purpose of writing but lacks detail |
| | Fair to Poor | 21 - 17 | - inadequate development of topic - almost match to the purpose of writing |
| | Very Poor | 16 - 13 | - does not related to the topic or not enough to evaluate - does not match the purpose of writing |
| ORGANIZATION | Excellent to Very Good | 20 - 18 | - well organized of a text |
| | Good to Average | 17 - 14 | - loosely organized but main ideas stand out |
| | Fair to Poor | 13 - 10 | - ideas confused or disconnected |
| | Very Poor | 9 - 7 | - no organization or not enough to evaluate |
| VOCABULARY | Excellent to Very Good | 20 - 18 | - use effective word/idiom choice and usage - word form mastery |
| | Good to Average | 17 - 14 | - occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> |
| | Fair to Poor | 13 - 10 | - frequent errors of word/idiom form, choice, usage - <i>meaning confused or obscured</i> |
| | Very Poor | 9 - 7 | - little knowledge of English vocabulary, idioms, word form or not enough to evaluate |
| LANGUAGE USE | Excellent to Very Good | 25 - 22 | - few errors of agreement, tense, number, word order, articles, pronouns, prepositions |
| | Good to Average | 21 - 18 | - several errors of agreement, tense, number, word order, articles, pronouns, preposition - <i>meaning seldom obscured</i> |
| | Fair to Poor | 17 - 11 | - frequent errors of negation, agreement, tense, number, word order, articles, pronouns, preposition - <i>meaning confused or obscured</i> |
| | Very Poor | 10 - 5 | - dominated by errors - does not communicate or not enough to evaluate |
| MECHANICS | Excellent to Very Good | 5 | - few errors of spelling, punctuation, capitalization, paragraphing |
| | Good to Average | 4 | - occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i> |
| | Fair to Poor | 3 | - frequent errors of spelling, punctuation, capitalization, paragraphing - <i>meaning confused or obscured</i> |
| | Very Poor | 2 | - dominated by errors of spelling, punctuation, capitalization, paragraphing - poor handwriting - handwriting illegible or not enough to evaluate |

Bantul, 29 September 2011

Teacher

Researcher

Dra. Sri Ndhadhari
NIP. 19650305 1999003 2 003

Meita Damayanti
SN. 06202241038

Activity 1

With your partner, fill in the blanks with the suitable words in the box. Look at the example.

| | | | |
|--------------|---------|----------|------|
| first | cook | cut | oil |
| then | finally | absorbed | stir |

Satay Ayam Madura (Madura Chicken Satay)



Ingredients:

- 2 chicken breasts, each 360 g
- 3 tbs vegetable oil
- 1 small onion, peeled and finely chopped
- 1 garlic clove, peeled and finely chopped
- 2 candle nuts, grated
- 2 tbs coconut, desiccated
- 1 tbs coriander
- 1 tbs sambal
- ½ tbs lemon grass, ground
- 1 pea-size dried shrimp paste, softened with 2 tbs water
- 1 tbs brown sugar
- bamboo or metal skewers

Instructions:


- **First**, skin the chicken breasts, if desired, and _____ into bite-size cubes and set aside.
- _____, heat _____ in a saucepan and add all remaining ingredients. _____ well and heat through before removing from heat.
- After that, add the chicken cubes to cooked mixture and leave for at least 1 hour to allow strong aromatic spices to be _____.
- _____, skewer marinated meat and _____ until well done over charcoal heat. Serve.

Adapted from: <http://www.indolists.com>

Picture: <http://warunglele.com>

Activity 2

In pairs, match the word in Column A with the synonyms in Column B. Consult your dictionary if necessary. Look at the example.

| A | | B |
|-----------|---|----------|
| desiccate |  | cut |
| chop | | separate |
| try | | dry |
| boil | | shred |
| pool | | skin |
| strain | | saute |
| grate | | simmer |
| steep | | soak |

Activity 3

**Work on your own. Make a food recipe (It is up to you, you can choose any).
Write in the space given.**

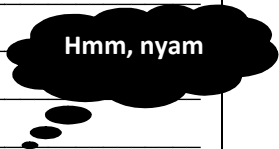
Name :

Date:

Class/No. :



A large rectangular area containing 25 horizontal lines for writing a food recipe.



Before you submit your work, assess your work using this student's checklist
Self-assessment

This is how I think about my procedure text.

| | | | | | | |
|--|--|---|----------|----------|----------|----------|
| Writer's name : | | Date: | | | | |
| Class/Number : | | | | | | |
| Title of work : | | | | | | |
| Content and Organization | | Remark | | | | |
| | | (v) | | | | |
| Does my text consist of goal, materials needed, and methods? | | Yes, I can mention the goal clearly. | | | | |
| | | Yes, I can mention the materials completely. | | | | |
| | | Yes, I can write the methods clearly. | | | | |
| Grade (you) | | A | B | C | D | E |
| Grade (teacher) | | A | B | C | D | E |
| Language use | | Remark | | | | |
| | | (v) | | | | |
| Is my text written in simple present? | | Yes, I use simple present tense. e.g:..... | | | | |
| Does my text include imperative verbs? | | Yes, I use imperatives. e.g:..... | | | | |
| Does my text use connecting words or sentence connectors? | | Yes, I use connecting words. e.g:..... | | | | |
| Grade (you) | | A | B | C | D | E |
| Grade (teacher) | | A | B | C | D | E |
| Vocabulary | | Remark | | | | |
| | | (v) | | | | |
| Did I use various words in my text? | | Yes, I used various words. | | | | |
| Did I use correct diction in my text? | | Yes, I used correct diction. | | | | |
| Grade (you) | | A | B | C | D | E |
| Grade (teacher) | | A | B | C | D | E |
| Mechanics | | Remark | | | | |
| | | (v) | | | | |
| Did I use the correct punctuation? | | Yes, I used the correct punctuation. | | | | |
| Did I use the correct capitalization? | | Yes, I used the correct capitalization. | | | | |
| Did I use the correct spelling? | | Yes, I used the correct spelling. | | | | |
| Did I write neatly in stripes paper? | | Yes, I wrote neatly in stripes paper. | | | | |
| Grade (you) | | A | B | C | D | E |
| Grade (teacher) | | A | B | C | D | E |
| Others | | Remark | | | | |
| | | (v) | | | | |
| Did I finish my tasks on time? | | Yes, I finished my work on time. | | | | |
| Is my work original? | | Yes, my work is original. | | | | |

Grade:

A: very good

C: fair

E: very poor

B: good

D: poor

Other comments:

LESSON PLAN 2

School : SMA N 2 Bantul
 Subject : Bahasa Inggris
 Class/semester : X/1
 Time allocation : 2x45'
 Skill : Writing

A. Standard of Competence : 6. Expressing meaning of short functional text and simple essay in the form of recount, narrative and procedure in daily life context.

B. Basic Competency : 6.2 Expressing the meaning and rhetorical steps accurately, fluently and understandably using written language variety in daily life context in the form of procedure.

C. Indicators

- Identify the meaning, generic structure and language feature of procedure text
- Organize a procedure text
- Correct students' mistakes based on feedback given on their writing
- Write a procedure text

D. Learning Objectives

In the end of the lesson, the students can:

1. Correct their mistakes based on the teacher's feedback
2. Write a recount text using appropriate language feature and structure

E. Material

- Students' writing paper

F. Method

Genre-based approach (BKOF, MOT, JCOT, and ICOT)

G. Steps

Introduction

- Teacher opens the lesson by greeting and checking students' attendant list.
- Teacher reviews the previous lesson and asks students' difficulties in the process of writing in the first meeting.

Main activities

JCOT

- Teacher asks students with their partner to do Activity 1 (read a spoken text recipe "Making Sparkle Punch" and make a written recipe based on the text).
- Teacher and students discuss the answers.

- Teacher asks students in their group to do Activity 2 (identify the imperative verbs and sequence words in the recipe of making “*Sparkle Punch*”.)
- Teacher and students discuss the answers.

ICOT

- Teacher gives students’ first writing draft and self-assessment on procedure text back.
- Teacher discusses the self-assessment has been done by the students.
- Teacher writes the most common mistakes of the students’ work on the board and discusses it with the students.
- Teacher asks the students to correct their mistakes referring to the teacher’s feedback.
- Teacher asks the students to do Activity 3 (Revise their first writing draft) and do self-assessment by filling the self-assessment for revising procedure text checklist.
- Teacher monitors and helps students if they get difficulties during the process of writing.

Closing

- Teacher asks the students to submit their revised draft and keep the first draft in the portfolio folder.
- Teacher concludes the material.
- Teacher closes the lesson.

H. Source

Mary, S. 1997. *Pictures for Writing Book 2*. England: Longman.

Sudarwati, Th. M., Grace, E. 2007. *Look Ahead Book 1: An English Course for Senior High School Students Year X*. Jakarta: Erlangga.
Dictionary.

I. Evaluation

Essay in the form of a procedure text.

J. Scoring Rubric

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| ORGANIZATION | Excellent to Very Good | 20 - 18 | - well organized of a text |
| | Good to Average | 17 - 14 | - loosely organized but main ideas stand out |
| | Fair to Poor | 13 - 10 | - ideas confused or disconnected |
| | Very Poor | 9 - 7 | - no organization or not enough to evaluate |
| VOCABULARY | Excellent to Very Good | 20 - 18 | - use effective word/idiom choice and usage - word form mastery |
| | Good to Average | 17-14 | - occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> |
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| | Very Poor | 9 - 7 | - little knowledge of English vocabulary, idioms, word form or not enough to evaluate |
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| | Very Poor | 10 - 5 | - dominated by errors - does not communicate or not enough to evaluate |
| MECHANICS | Excellent to Very Good | 5 | - few errors of spelling, punctuation, capitalization, paragraphing |
| | Good to Average | 4 | - occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i> |
| | Fair to Poor | 3 | - frequent errors of spelling, punctuation, capitalization, paragraphing - <i>meaning confused or obscured</i> |
| | Very Poor | 2 | - dominated by errors of spelling, punctuation, capitalization, paragraphing - poor handwriting - handwriting illegible or not enough to evaluate |

Bantul, 12 October 2011

Teacher

Researcher

Dra. Sri Ndhadhari
NIP. 19650305 1999003 2 003

Meita Damayanti
SN. 06202241038

Activity 1

Work in pair, read the following text and make the recipe of *Sparkle Punch*. Write in the space given.

Sparkle Punch

Hi, guys, I want to make a sparkle punch. It is easy to make it. I'll tell you the recipe. Here is it. To make Sparkle Punch, we need some ingredients, like several ice cubes, ½ cup of grapefruit juice, and ½ cup of soda water. Uhm...then, a slice of lemon. What else? Oh yeah, a bundle of mint leaves for the garnish. Then, you just need a pretty glass and kitchen scissors as the equipments.

Okay, the first thing that we have to do for making Sparkle Punch is putting several ice cubes at the bottom of the glass. Then, fill the glass half full with grapefruit juice. Next, fill the glass almost full with soda water. After that, cut the lemon round open on one end and slide the cut over the edge of the glass. Finally, add a small bundle of mint leaves for garnish. Uhm...this is it. A fresh Sparkle Punch is ready to be served.



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Activity 2

Still in pairs, identify the imperative verbs and sequence words in the recipe of making "*Sparkle Punch*" above.

Activity 3

Directions: Revise your first writing task. Make any changes you feel will improve it. Be sure to include the organization of procedure text. Eliminate any unnecessary information. Write the revised draft on this sheet below.

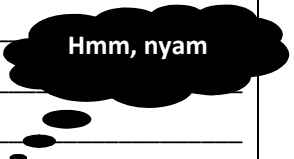
Name :

Date:

Class/No:



A large rectangular area containing 20 horizontal lines for writing. The lines are evenly spaced and extend across the width of the page.



Name :

| Self-assessment for revising procedure text | | |
|--|-----|----|
| <div style="border: 1px dashed gray; border-radius: 15px; padding: 10px; display: inline-block;"> Asking yourself the following questions can help you revise your writing. </div> | | |
| Questions | Yes | No |
| 1. Is my topic focused? (apakah topic tuliskanmu fokus?) | | |
| 2. Do all of my ideas and details relate to my topic? (apakah semua ide dan detail berkaitan dengan topic tuliskanmu?) | | |
| 3. Does my writing consist of the parts of procedure text? (apakah tuliskanmu ada bagian-bagian dari teks prosedur?) | | |
| 4. Have I used correct order and sequence? (apakah saya telah menggunakan urutan yang benar?) | | |
| 5. Have I varied my sentence construction? (apakah saya sudah memvariasi susunan kalimat?) | | |
| 6. Do my subjects and verbs agree? (apakah subject dan verb mu sudah cocok/sesuai?) | | |
| 7. Are my tenses consistent? (apakah tenses yang saya gunakan konsisten?) | | |
| 8. Have I deleted all unnecessary information and words? (apakah saya sudah menghilangkan kata-kata dan informasi yang tidak penting?) | | |
| 9. Have I expressed my ideas clearly? (apakah saya telah mengungkapkan ide-ide saya dengan jelas?) | | |

Comments:

LESSON PLAN 3

School : SMA N 2 Bantul
 Subject : Bahasa Inggris
 Class/semester : X/1
 Time allocation : 2x45'
 Skill : Writing

A. Standard of Competence : 6. Expressing meaning of short functional text and simple essay in the form of recount, narrative and procedure in daily life context.

B. Basic Competency : 6.2 Expressing the meaning and rhetorical steps accurately, fluently and understandably using written language variety in daily life context in the form of narrative.

C. Indicators

- Identify the meaning, generic structure and language feature of narrative text
- Use past tense
- Write a narrative text

D. Learning Objectives

In the end of the lesson, the students can

- Write a narrative text using appropriate language feature and generic structure

E. Material

1. A video of fable entitled "*The Lion and the Mouse*"

Questions:

1. What is the title of the story?
2. What is the purpose of the story?
3. Who are the characters of the story?
4. Where and when did the story happen?
5. What were the problems in the story?
6. How did the mouse solve the problem?
7. How did the lion solve the problem?
8. What do you learn from the story?

2. Narrative text

The Lion and the Mouse

Once, a lion was sleeping peacefully when he was woken by something running up and down his back and over his face. Pretending to be still asleep, the lion slowly opened one eye and saw that it was a little mouse. } Orientation

With lightening speed the lion reached out and caught the little mouse in one of his large paws. He dangled it by its tail and roared, "I'm the King of Beasts! You'll pay with your life for showing me such disrespect." The lion held the little mouse over his huge open jaws and prepared to swallow it. } Complication

"Please, please don't eat me, Mr King of Beasts," squeaked the mouse. "If you forgive me this time and let me go I'll never, never forget it." "I may be able to do you a good turn in the future to repay your kindness," it squeaked. "You, do me a favour!" roared the lion with laughter. "That is the funniest thing I've ever heard."

Still laughing, the lion put the mouse down on the ground and said; "You've made me laugh so much I can't eat you now. Go on, off you go before I change my mind." The little mouse scurried away as fast as its little legs could go. } Resolution

A few days later the lion was caught in a hunter's snare. Struggle as he might, he couldn't break free and became even more entangled in the net of ropes. He let out a roar of anger that shook the forest. } Complication

Just then the little mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts. "Wasn't I right?" said the little Mouse. The lion thanked to the mouse and they soon became good friends. } Resolution

Narrative text

- Function: to amuse, entertain and to deal with actual or vicarious experience in different ways.
- Generic Structure:
 - a. Orientation : sets the scene and introduces the participants.
 - b. Complication : a crisis or a problem arises.
 - c. Resolution : a solution to the problem (for better or for worse).

3. Vocabulary

| | | | |
|------------|--------------------|--------|----------------|
| paw | : cakar | squeak | : mencicit |
| dangle | : mengayun-ayunkan | scurry | : bergegas |
| roar | : meraung | gnaw | : menggerogoti |
| disrespect | : ketidaksopanan | | |

4. Grammar

✓ Simple Past Tense :

Pattern

a. Verbal Sentence

S + V2 + Object

e.g: - The lion slowly opened one eye.

- The little mouse scurried away as fast as its little legs could go.

b. Nominal Sentence

S + was/were + Complement

- e.g: - The lion was free.
 - It was a little mouse.
 ✓ Past continuous:
 Pattern
 S + was/were + Ving
 e.g: A lion was sleeping.

5. Direct and indirect speech

| Direct speech | Indirect speech |
|--|---|
| Simple Present (Subject + Verb 1) e.g. a). The lion roared, I'm the King of Beasts! You'll pay with your life for showing me such disrespect." b). "If you forgive me this time and let me go I'll never, never forget it." "I may be able to do you a good turn in the future to repay your kindness," the mouse squeaked.. | Simple Past (Subject + Verb 2) e.g. a). The lion roared <u>that</u> he was the King of Beasts. The mouse would pay with its life for showing him such disrespect. b). The mouse squeaked that if the lion forgave it and let it go, it would never forget the lion's kindness. He might be able to do a good turn in the future to repay the lion's kindness. |

F. Method

Genre-based approach (BKOF, MOT, JCOT, and ICOT)

G. Steps

Introduction

- Teacher opens the lesson by greeting and checking students' attendant list.

Main activity

BKOF

- Teacher holds portfolio conference about the students' writing works.
- Teacher plays a video of fable entitled "*The Lion and the Mouse*".
- Teacher asks students to comprehend the content of the story.
- Teacher discusses the story with the students by giving some questions related to the video.

MOT

- Teacher shows the text of "The Lion and the Mouse" story and then explains the generic structure and language feature of a narrative text through power point.
- Teacher asks the students to identify the tense used in the text. Then, teacher explains about simple past tense, past continuous and gives a little bit explanation of direct and indirect speech.

JCOT

- Teacher asks the students to work in pairs and to do the Activity 1 (Change the verbs in the brackets into the correct past form and answer the questions).
- Teacher and students discuss the answers.

ICOT

- Teacher asks the students to do the Activity 2 (Write a narrative text based on serial pictures) and do self-assessment about their writing by filling the self-assessment on narrative text checklist.

Closing

- Teacher asks the students to submit their works.
- Teacher concludes the material.

- Teacher closes the lesson.

H. Source

Mary, S. 1997. *Pictures for Writing Book 2*. England: Longman.

Sudarwati, Th. M., Grace, E. 2007. *Look Ahead Book 1: An English Course for Senior High School Students Year X*. Jakarta: Erlangga.

Video

Dictionary.

I. Evaluation

Essay in the form of narrative text.

J. Scoring Rubric

| Aspects of Writing | Level | Score | Criteria |
|--------------------|------------------------|---------|---|
| CONTENT | Excellent To Very Good | 30 - 27 | - relevant to assigned topic and give detail information - match to the purpose of writing |
| | Good to Average | 26 - 22 | - mostly relevant to topic, but lacks detail information - match the purpose of writing but lacks detail |
| | Fair to Poor | 21 - 17 | - inadequate development of topic - almost match to the purpose of writing |
| | Very Poor | 16 - 13 | - does not related to the topic or not enough to evaluate - does not match the purpose of writing |
| ORGANIZATION | Excellent to Very Good | 20 - 18 | - well organized of a text |
| | Good to Average | 17 - 14 | - loosely organized but main ideas stand out |
| | Fair to Poor | 13 - 10 | - ideas confused or disconnected |
| | Very Poor | 9 - 7 | - no organization or not enough to evaluate |
| VOCABULARY | Excellent to Very Good | 20 - 18 | - use effective word/idiom choice and usage - word form mastery |
| | Good to Average | 17-14 | - occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> |
| | Fair to Poor | 13 - 10 | - frequent errors of word/idiom form, choice, usage - <i>meaning confused or obscured</i> |
| | Very Poor | 9 - 7 | - little knowledge of English vocabulary, idioms, word form or not enough to evaluate |
| LANGUAGE USE | Excellent to Very Good | 25 - 22 | - few errors of agreement, tense, number, word order, articles, pronouns, prepositions |
| | Good to Average | 21 - 18 | - several errors of agreement, tense, number, word order, articles, pronouns, preposition - <i>meaning seldom obscured</i> |
| | Fair to Poor | 17 - 11 | - frequent errors of negation, agreement, tense, number, word order, articles, pronouns, preposition - <i>meaning confused or obscured</i> |
| | Very Poor | 10 - 5 | - dominated by errors - does not communicate or not enough to evaluate |
| MECHANICS | Excellent to Very Good | 5 | - few errors of spelling, punctuation, capitalization, paragraphing |
| | Good to Average | 4 | - occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i> |
| | Fair to Poor | 3 | - frequent errors of spelling, punctuation, capitalization, paragraphing - <i>meaning confused or obscured</i> |
| | Very Poor | 2 | - dominated by errors of spelling, punctuation, capitalization, paragraphing - poor handwriting - handwriting illegible or not enough to evaluate |

Teacher

Bantul, 13 October 2011

Researcher

Dra. Sri Ndhadhari
NIP. 19650305 1999003 2 003

Meita Damayanti
SN. 06202241038

Activity 1

Work in pairs. Change the verbs in the brackets into their appropriate forms. Look at the example. Then, answer the questions.



The Ant and the Dove

Once upon a time there was a man who liked hunting very much. He often went (go) to the forest to hunt any animal he met.

One day he went hunting into the forest. He 1. (intend) to shoot any animal he saw. He 2. (bring) his gun with him. When he was searching for his prey, suddenly he saw a bird perching on a branch of a tree. It was a dove. When he was aiming his gun at the dove, suddenly an ant 3. (come) and 4. (bite) his foot. He was so startled that he didn't shoot the dove. It was safe and then 5. (fly) away.

Several days later, the dove was flying over a lake. He 6. (see) an ant floating on the surface of the water. It was the ant that had saved the dove's life from the hunter. The ant was almost drowned. The dove 7. (get) an idea, he 8. (pick) up a big leaf and 9. (drop) it onto the surface of the water near the ant. Luckily the ant could get on the leaf.

The ant tried to bring the leaf to the edge of the lake and landed on the ground. The ant 10. (be) safe because the dove helped him.

Questions

1. The participants in the story are_____.
2. When and where did the story happen?
3. The orientation of the story can be found in paragraph_____.
4. Complete the following chart.

| Complication | Resolution |
|--|--|
| The hunter was aiming his gun at the dove. | _____ _____ _____ |
| _____ _____ _____ | The dove picked a big leaf and fell it onto the surface of the water near the ant. |

Activity 2

Directions: Write a narrative text based on these serial pictures. The outline of the story may help you develop the narration. Be sure to include the orientation, complication, and resolution in your writing.

Use these questions to develop the story of "Tom and the Dinosaur".

1. Did Tom see any other animals in the jungle?
2. Where did he sleep? (In the cave? On the ground? Or somewhere?)
3. What did he eat?
4. How did he get home?

Use your imagination to answer them.

Tom and the Dinosaur



One day, a boy named Tom heard a strange noise coming from the shed at the bottom of his garden.



He looked in the shed and saw a dinosaur eating strange berries.



He took some berries from the dinosaur's mouth.



He ate one of the strange berries and the world began to spin round.



When the world stopped, his garden became a jungle.

Write here!

Name :

Class :

No :

Date :



A large rectangular area containing horizontal lines for writing, enclosed by a thin black border on the left and right sides. The lines are evenly spaced and extend across the width of the box.

Use this checklist to guide your writing

This is how I think about my narrative text.

| | | | | | |
|--|----------|----------|----------|------------------------------------|-----------|
| Writer's name : | | | Date: | | |
| Class/Number : | | | | | |
| Title of work : | | | | | |
| Statements on the Aspects of writing | | | | Put a tick (✓) on Yes or No | |
| Content and Organization | | | | YES | NO |
| I have described the characters and the setting of the story in the orientation . | | | | | |
| I have written the complication clearly. | | | | | |
| I have written the resolution of the problem. | | | | | |
| Each paragraph has enough information so that the reader understands what I wrote. | | | | | |
| Grade (you) | A | B | C | D | E |
| Grade (teacher) | A | B | C | D | E |
| Language use | | | | YES | NO |
| I have used the correct simple past tense verbs in my writing. | | | | | |
| I have written complete sentences (have subject and verb). | | | | | |
| I have used correct pronouns for my writing. | | | | | |
| I have used correct conjunction . | | | | | |
| Grade (you) | A | B | C | D | E |
| Grade (teacher) | A | B | C | D | E |
| Vocabulary | | | | YES | NO |
| I used various words . | | | | | |
| I used correct diction . | | | | | |
| Grade (you) | A | B | C | D | E |
| Grade (teacher) | A | B | C | D | E |
| Mechanics | | | | YES | NO |
| I used the correct punctuation . | | | | | |
| I used the correct capitalization . | | | | | |
| I used the correct spelling . | | | | | |
| I wrote neatly in stripes paper. | | | | | |
| Grade (you) | A | B | C | D | E |
| Grade (teacher) | A | B | C | D | E |
| Others | | | | YES | NO |
| I finished my Activities on time . | | | | | |
| My work is original . | | | | | |

Grade:

A: very good

C: fair

E: very poor

B: good

D: poor

Other comments:

LESSON PLAN 4

| | |
|-----------------|------------------|
| School | : SMA N 2 Bantul |
| Subject | : Bahasa Inggris |
| Class/semester | : X/1 |
| Time allocation | : 2x45' |
| Skill | : Writing |

A. Standard of Competence : 6. Expressing meaning of short functional text and simple essay in the form of recount, narrative and procedure in daily life context.

B. Basic Competency : 6.2 Expressing the meaning and rhetorical steps accurately, fluently and understandably using written language variety in daily life context in the form of narrative.

C. Indicators

- Identify the meaning, generic structure and language feature of narrative text
- Use past tense correctly
- Use vocabulary accurately in narrative text
- Correct students' mistakes based on feedback given on their writing
- Write a narrative text

D. Learning Objectives

In the end of the lesson, the students can:

1. Correct their mistakes based on the teacher's feedback
2. Write a narrative text using appropriate language feature and structure

E. Material

- Students' writing paper

F. Method

Genre-based approach (BKOF, MOT, JCOT, and ICOT)

G. Steps

Introduction

- Teacher opens the lesson by greeting and checking students' attendant list.
- Teacher reviews the lesson in the previous meeting, explains past tense again.

Main activities

JCOT

- Teacher asks students to work in pairs and to do the Activity 1 (completing a story "The Thirsty Crow" with the words provided.)
- Teacher and students discuss the answers.

- Teacher asks students to make a group of three and to do the Activity 2 “past tense verbs” word search game.
- Teacher and students discuss the answers.

ICOT

- Teacher gives students’ first writing draft and the self-assessment on narrative text back.
- Teacher discusses the self-assessment has been done by the students.
- Teacher writes the most common mistakes of the students’ work on the board and discusses it with the students.
- Teacher asks the students to correct their mistakes referring to the teacher’s feedback.
- Teacher asks the students to do Activity 3 (Revise their first writing draft) and do self-assessment by filling the self-assessment for revising narrative text checklist.
- Teacher monitors and helps students if they get difficulties during the process of writing.

Closing

- Teacher asks the students to submit their revised draft and keep the first draft in the portfolio folder.
- Teacher concludes the material.
- Teacher closes the lesson.

H. Source

www. Isamaj.com
Dictionary.

I. Evaluation

Essay in the form of a narrative text.

J. Scoring Rubric

| Aspects of Writing | Level | Score | Criteria |
|--------------------|------------------------|---------|---|
| CONTENT | Excellent To Very Good | 30 - 27 | - relevant to assigned topic and give detail information - match to the purpose of writing |
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| | Very Poor | 16 - 13 | - does not related to the topic or not enough to evaluate - does not match the purpose of writing |
| ORGANIZATION | Excellent to Very Good | 20 - 18 | - well organized of a text |
| | Good to Average | 17 - 14 | - loosely organized but main ideas stand out |
| | Fair to Poor | 13 - 10 | - ideas confused or disconnected |
| | Very Poor | 9 - 7 | - no organization or not enough to evaluate |
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| | Very Poor | 10 - 5 | - dominated by errors - does not communicate or not enough to evaluate |
| MECHANICS | Excellent to Very Good | 5 | - few errors of spelling, punctuation, capitalization, paragraphing |
| | Good to Average | 4 | - occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i> |
| | Fair to Poor | 3 | - frequent errors of spelling, punctuation, capitalization, paragraphing - <i>meaning confused or obscured</i> |
| | Very Poor | 2 | - dominated by errors of spelling, punctuation, capitalization, paragraphing - poor handwriting - handwriting illegible or not enough to evaluate |

Bantul, 20 Oktober 2011

Teacher

Researcher

Dra. Sri Ndhadhari
NIP. 19650305 1999003 2 003

Meita Damayanti
SN. 06202241038

Activity 1

Work with your partner. Complete the following story with the words in the box. Make any changes in necessary. Look at the example.

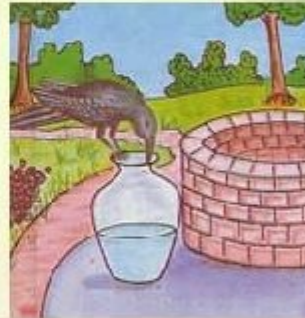
| | | | | |
|-------|-----|---------|---------|--------|
| is | put | look | see | drink |
| think | fly | pick up | come up | search |

Thirsty Crow



There was a crow which was very thirsty. He for water every where. At last he a water pot near a well.

He inside the pot. There was very little water in the pot. The crow saw some stones nearby. He of a plan. He some stones.



He them one by one into the pot. The water level in the pot The crow the water and away happily.

Name :

| <i>Self-assessment for revising narrative text</i> | | |
|--|-----|----|
| <p style="border: 1px dashed gray; border-radius: 15px; padding: 10px; display: inline-block;">Asking yourself the following questions can help you revise your writing.</p> | | |
| Questions | Yes | No |
| 1. Is my topic focused? (apakah topic tuliskanmu fokus?) | | |
| 2. Do all of my ideas and details relate to my topic? (apakah semua ide dan detail berkaitan dengan topic tuliskanmu?) | | |
| 3. Does my writing have an opening, body, and closing? (apakah tuliskanmu terdiri dari pembukaan, isi dan penutup?) | | |
| 4. Have I used paragraphs? (apakah saya sudah menggunakan paragraf?) | | |
| 5. Does each paragraph have a main idea? Have I supported each main idea with details? (apakah setiap paragraf ada ide pokoknya? Apakah saya sudah memberi kalimat-kalimat pendukung pada setiap ide pokok?) | | |
| 6. Have I used correct order and sequence? (apakah saya telah menggunakan urutan yang benar?) | | |
| 7. Have I varied my sentence construction? (apakah saya sudah memvariasi susunan kalimat?) | | |
| 8. Do my subjects and verbs agree? (apakah subject dan verb ku sudah cocok/sesuai?) | | |
| 9. Are my tenses consistent? (apakah tenses yang saya gunakan konsisten?) | | |
| 10. Have I deleted all unnecessary information and words? (apakah saya sudah menghilangkan kata-kata dan informasi yang tidak penting?) | | |
| 11. Have I expressed my ideas clearly? (apakah saya telah mengungkapkan ide-ide saya dengan jelas?) | | |

Comments:

LESSON PLAN 5

School : SMA N 2 Bantul
 Subject : Bahasa Inggris
 Class/semester : X/1
 Time allocation : 2x40'
 Skill : Writing

A. Standard of Competence : 6. Expressing meaning of short functional text and simple essay in the form of recount, narrative and procedure in daily life context.

B. Basic Competency : 6.2 Expressing the meaning and rhetorical steps accurately, fluently and understandably using written language variety in daily life context in the form of narrative

C. Indicators

- Identify the meaning, generic structure and language feature of narrative text
- Correct students' mistakes
- Organize narrative text
- Use mechanics accurately in narrative text
- Proofread a narrative text
- Write a narrative text

D. Learning Objectives

In the end of the lesson, the students can:

- Write a narrative text using appropriate language feature and structure

E. Material

- Students' writing paper

F. Method

Genre-based approach (BKOF, MOT, JCOT, and ICOT)

G. Steps

Introduction

- Teacher opens the lesson by greeting and checking students' attendant list.

Main activity

JCOT

- Teacher asks students to work in group of four and to do the Activity 1 (Arrange jumbled paragraphs and then proofread and correct the story).
- Teacher and students discuss the answers.

ICOT

- Teacher distributes the students' revised drafts which have been given feedback and the self-assessment.
- Teacher holds portfolio conference about the students' writing progress.
- Teacher asks the students to do Activity 2 (Produce the final draft and then proofread each other's writing).
- Teacher helps the students during the process of writing.

Closing

- Teacher asks the students to submit their final product and keep the revised writing work in the portfolio folder.
- Teacher concludes the material.
- Teacher closes the lesson.

H. Source

Muschla, G.R. 2001. *Exploring Writing*. USA: McGraw-Hill.

Sudarwati, Th. M., Grace, E. 2007. *Look Ahead Book 1: An English Course for Senior High School Students Year X*. Jakarta: Erlangga Nasional.

Dictionary.

I. Evaluation

Essay in the form of narrative text.

J. Scoring Rubric

Based on Jacobs' scoring rubric.

Bantul, 26 October 2011

Teacher

Researcher

Dra. Sri Ndhadhari
NIP. 19650305 1999003 2 003

Meita Damayanti
SN. 06202241038

Activity 1

Directions: Work in group of four. Read the paragraphs carefully, they are not in the correct order. Arrange them into the correct order. Then, find 15 errors in ending punctuation, commas, and capitalization and then correct them. Make your corrections on this sheet.

The Fly and the Bull



1. After that the fly decided to land on one of the bull's horns to make the bull notice him. He waited for the bull to say something, but the bull kept quiet the fly then shouted angrily, "Oh, Bull, if you find that I am too heavy for you, let me know and I'll fly away!"

2. the bull laughed and said, "Little fly, I don't care if you stay or leave You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone." finally, the fly flew away from the bull and he never came to the bull

3. There was once a little fly who thought he was very important. he felt proud of himself. One sunny morning he flew around looking for someone to talk to He saw a bull grazing in a field. He decided to fly down to talk to him

4. the little fly flew down and buzzed around the bull's head. The bull did not bother him He went on chewing grass. The fly then buzzed right inside the bulls ear. The bull continued chewing the grass Then, the fly said, "What a stupid animal!"

Activity 2

Directions: Write your final draft here. Then, ask your friend to proofread your writing. Use the proofreading guideline to proofread each other's work.

Name :

Date:

Class/No:



Lined writing area consisting of 20 horizontal lines for text entry.

Guidelines for Proofreading

Use the following guidelines when proofreading your writing.

1. Sentences begin with capital letters.
2. Sentences end with correct punctuation.
3. Paragraphs are indented.
4. Proper nouns and proper adjectives are capitalized.
5. Commas are used correctly (between the items in a list, to connect compound sentences, and after introductory words, phrases, and clauses).
6. Apostrophes are used correctly (with possessive nouns and contractions).
7. Pronouns are used correctly.
8. Quotation marks are used correctly (for dialogue and for the titles of short stories, articles, poems, and songs).
9. Italics and underlining are used correctly (for the titles of books, the names of newspapers and magazines, and the titles of movies).
10. Words are used correctly (especially homophones such as there, their, and they're; your and you're; its and it's; and to, too, and two).

C

FIELD NOTES

FIELD NOTES

- **Field Note 1**

Friday, September 9th, 2011

Pada pukul 08.30 peneliti datang ke SMA 2 untuk bertemu Kepala Sekolah dengan membawa surat ijin penelitian. Kemudian, peneliti menjelaskan maksud dan tujuan kedatangannya. Kepsek tidak keberatan dengan maksud dan tujuan peneliti dan meminta peneliti untuk menyerahkan surat ijin penelitiannya ke pegawai TU untuk ditindak lanjuti. Setelah itu peneliti mendatangi pegawai TU dan menyerahkan surat ijin penelitian. Akhirnya setelah menyerahkan surat ijin observasi, peneliti pamit untuk pulang.

- **Field Note 2**

Monday, September 12th, 2011

Pada pukul 10.00 peneliti datang ke sekolah untuk konfirmasi mengenai ijin penelitian. Pegawai TU memberitahukan bahwa peneliti diminta menemui waka Humas. Tetapi, pada saat itu waka humas sedang ada tamu. Peneliti memutuskan untuk menunggu. Sekitar 1 jam kemudian, peneliti bisa bertemu dengan waka humas. Waka humas kemudian memberi surat pengantar untuk diberikan kepada guru Bahasa Inggris kelas X. Setelah itu, peneliti menuju ke ruang guru dan mencari guru yang bersangkutan tetapi guru yang dimaksud tidak ada jadwal mengajar akhirnya peneliti pamit untuk pulang.

- **Field Note 3 (Wednesday, 14 September 2011)**

Place : Teacher room

Time : 10.00-11.00

R : Researcher

GBI : Guru Bahasa Inggris

Interview

1. R datang ke sekolah pukul 10.00 WIB dan langsung menuju ruang guru untuk menemui GBI yang mengampu kelas X, yaitu Ibu Dra. Sri Ndadari. R menyerahkan surat pengantar dari waka humas dan menyampaikan maksud kedatangannya kepada GBI.
2. R mewancarai dan berdiskusi dengan GBI mengenai pembelajaran bahasa Inggris di sekolah. R menanyakan tentang kemampuan bahasa Inggris siswa kelas X, teknik yang digunakan oleh GBI dalam mengajar bahasa Inggris, media yang digunakan, aktivitas, dan fasilitas yang tersedia.
3. Setelah semua informasi yang dibutuhkan telah didapat R berpamitan kepada GBI.

- **Field Note 4 (Wednesday, 21 September 2011)**

Place : English room

Time : 10.00-10.15

R : Researcher

S : Siswa

Interview

1. R datang ke sekolah pukul 09.45 WIB untuk menemui siswa kelas XI.
2. R menanyai satu S perempuan dan satu S laki-laki. R bertanya tentang pendapat mereka mengenai pembelajaran bahasa Inggris di sekolah. Kedua S tersebut mengatakan bahwa pembelajaran bahasa Inggris di SMA ini membosankan. S kedua mengatakan bahwa GBI jarang menggunakan media yang menarik dalam mengajar, misalnya gambar, video, dan ketika menyampaikan materi kurang jelas.
3. Setelah informasi yang dibutuhkan sudah tercukupi, R mengakhiri wawancara dengan S dan kembali ke ruang guru untuk bertemu GBI dan mendiskusikan rencana selanjutnya. R menyampaikan maksudnya untuk melakukan observasi kelas besok Kamis. Setelah itu, R meminta ijin untuk pulang.

- **Field Note 5 (Thursday, 22 September 2011)**

Place : English room

Time : 10.15-11.45

R : Researcher

S : Siswa

GBI : Guru Bahasa Inggris

Observasi

1. R datang ke sekolah pukul 10.10 dan langsung menuju ke ruang guru dan menunggu sebentar. Jam pelajaran telah memasuki jam ke 5 (pkl. 10.15), kemudian GBI dan R menuju ke ruang bahasa Inggris untuk melihat kegiatan pembelajaran bahasa Inggris di kelas XI.
2. Tiba di ruang bahasa Inggris, GBI memperkenalkan R kepada para S. GBI memberitahu S bahwa selama beberapa bulan ini R akan melakukan penelitian di sekolah ini. Kemudian R diminta untuk memperkenalkan diri.
3. Setelah itu, R duduk di bangku belakang dan mengamati KBM (kegiatan Belajar Mengajar) di kelas. GBI kemudian menanyai S tentang ciri-ciri teks procedure, tetapi hanya beberapa S yang dapat menjawab pertanyaan dari GBI terutama yang ada di bangku depan. Setelah itu, GBI menjelaskan *procedural text* secara singkat, kemudian GBI menyuruh S untuk mengerjakan beberapa tugas dari LKS yang S miliki judulnya "Profesi".
4. Suasana kelas saat itu terlihat agak kaku karena siswa cenderung diam. Pada waktu diberi tugas, S terlihat kurang jelas dengan instruksi dan penjelasan GBI, tapi S enggan untuk bertanya.
5. Saat mengerjakan tugas, suasana kelas menjadi gaduh. Ada beberapa S yang membuat keributan. Ada S yang mengganggu teman mereka dan mencontek hasil

kerja dari temannya. Ada S yang pasif dalam KBM, terutama di baris belakang. GBI hanya membiarkan saja.

6. Setelah beberapa menit GBI meminta S untuk membahas tugas tetapi masih ada S yang belum selesai mengerjakan. GBI meminta S untuk menjawab pertanyaan dari teks yang telah dibaca, namun tidak ada yang melakukan dengan sukarela sehingga GBI menunjuk S satu per satu.
7. Sebagian S salah dalam menjawab pertanyaan.
8. Setelah itu, bel berbunyi, GBI menutup pelajaran.
9. GBI dan R keluar dari kelas dan kembali ke ruang guru. GBI dan R mendiskusikan rencana selanjutnya. R menyampaikan maksudnya untuk melakukan observasi lagi besok Rabu untuk memperoleh data *pre-test writing* para S. Setelah itu, R meminta ijin pulang.

- **Field Note 6 (Wednesday, 28 Sept 2011)**

Place : English room

Time : 08.30-10.00

Pre-test

1. R datang ke sekolah pukul 08.20 WIB dan langsung menuju ke ruang guru untuk menemui GBI. Sebelum memasuki kelas, GBI dan R berbincang-bincang mengenai hasil observasi kemarin. Karena suatu hal, GBI meminta ijin kepada R bahwa beliau tidak bisa ikut menemani R saat pre-test, dan nanti akan menyusul kalau sudah selesai.
2. Setelah itu, pada pukul 08.30, R sendirian masuk ke ruang bahasa Inggris.
3. Ketika memasuki ruang bahasa Inggris, R memberi tahu bahwa GBI tidak bisa hadir saat itu dan akan menyusul nanti. Kemudian R memberi tahu S bahwa hari ini akan ada pre-test writing. Kemudian, R membagikan lembar kerja kepada S. R meminta S untuk menulis teks prosedur dan naratif dalam waktu 90 menit.
4. Para S mengerjakan pre-test dengan tenang. Selama pre-test R berkeliling untuk mengetahui gambaran kemampuan menulis S secara umum. Ada beberapa siswa yang bertanya tentang bahasa Inggris dari kata matang, adukan, secukupnya, masukkan, tiriskan, lamaran, sepatu kaca, ibu peri, disingkirkan, dilarang, dll.
5. Secara umum kemampuan menulis S masih rendah, terutama dalam tata bahasa, kosa kata dan tanda baca. Banyak dari mereka yang menggunakan present tense dalam menulis teks naratif, kosa kata yang dipilih salah, ejaan salah, tanda baca juga salah (mis. kurang titik, koma, tanda tanya, dll). Dari segi isi dan organisasi pun masih ada yang salah antar paragraph tidak ada connector.
6. 10 menit terakhir pukul 09.50 GBI datang dan masuk ke kelas. R menghampiri GBI dan meminta GBI untuk berbincang di belakang kelas. R berbincang mengenai kemampuan menulis S secara umum setelah R melakukan pengamatan selama pre-test. GBI mengiyakan hasil pengamatan R kalau S memang masih bingung dalam tata bahasa misalnya menggunakan tobe dan verb dalam kalimat,

penyesuaian subjek dan verb juga masih salah, vocab dan isi. GBI mengatakan ada S yang dapat mengembangkan ide, tapi ada juga yang hanya mengarang seadanya.

7. Pukul 10.00 bel berbunyi, R meminta S untuk mengumpulkan pre-test mereka. Setelah semua terkumpul R menutup pelajaran dan say goodbye.
8. R dan GBI menuju ruang guru. Kemudian, R dan GBI berdiskusi. R menyatakan maksud bahwa besok hari Kamis akan melakukan action pertama cycle pertama dan mengkonsultasikan RPP 1 yaitu untuk mengajarkan procedural text. Guru menyetujui RPP 1 yang diajukan. Beliau bertanya apa itu BKOF, MOT, JCOT, dan ICOT karena beliau belum pernah menggunakan metode tersebut. R kemudian menjelaskan bahwa BKOF, MOT, JCOT, dan ICOT adalah metode Genre-approach untuk mengajar writing. Setelah berdiskusi, R meminta ijin untuk pulang dan berterimakasih kepada GBI.

- **Field Note 7 (Thursday, 29 Sept 2011)**

Place : English room

Time : 10.15 - 11.45

R : Researcher

O : Observer

GBI : Guru Bahasa Inggris

Action Cycle 1a

1. R datang ke sekolah pukul 10.00. Kemudian R menuju ke ruang guru untuk bertemu GBI. R berbincang dengan GBI. R meminta bantuan GBI untuk menjadi O. Kemudian R memberikan lembar observasi. R meminta GBI untuk mengamati aspek-aspek yang telah tertulis di lembar observasi.
2. Pukul 10.15 bel tanda istirahat berakhir berbunyi, R dan GBI masuk ke ruang bahasa Inggris. R menuju ke meja guru dan GBI duduk di bangku belakang.
3. Kemudian R menyapa S "How are you?" S menjawab "Fine".
4. Sebelum pelajaran dimulai R menyampaikan tujuannya mengajar bahasa Inggris di kelas X1. R memberi tahu S bahwa mereka akan melakukan portfolio dalam kelas writing. "Well students, I want to tell you that you are going to have a portfolio program during my class. Do you know portfolio?" Ada siswa yang tidak tahu, R kemudian menerangkan "It's a collection of your works. So your first until the last works will be kept in a file-folder like this (sambil menunjukkan stopmap). Do you understand?" S menjawab "Yes". R menjelaskan lagi, "Ok, the portfolio will have 2 entries, the first entry relates to procedural text and the second is narrative text. Each entry has two or three drafts which are the first draft, revised draft, and the final draft. By doing portfolio, it is hoped that you can see your writing progress. Is there any question?" Ada S yang berkata "Jadi teksny kaya pre-test kemarin Miss?" R menjawab "Yes, right. Besides that you will also do self-assessment on your on writing. Later you have to fill a self-assessment checklist like this (sambil menunjukkan self-assessment checklist melalui LCD). I want you to evaluate your own writing based on the aspects of writing so that you can know your strength and

weakness of your writing. Is it clear?” S terlihat bingung. Kemudian R menjelaskan lagi dalam bahasa Indonesia. Setelah dijelaskan lagi siswa paham apa yang harus mereka lakukan. Kemudian R membagikan file-folder kepada S dan meminta S untuk menyimpan semua tugas writing di file-folder masing-masing dan setiap ada kelas writing harus dibawa.

5. R kemudian memberi beberapa pertanyaan apersepsi kepada para S. *“Do you have a favourite food?”* Ss menjawab *“Ya”*. Ada yang menjawab, *aku suka tempe goreng mbak, nasi goreng, Nek aku mi ayam mbak, bakso, sate, dsb”*. Kemudian, R bertanya lagi *“Can you make it by yourself?”* S menjawab *“Iso wae mbak gampang kalo tempe goreng, tempe di iris, dicelup ke bumbu terus digoreng”*. *“The other?”* *“Kalo mi ayam tinggal beli mbak aku. Hehe”*. *“Well, anyway, do you know what kind of text which tells us how to make something?”* kemudian S berpikir sejenak dan menjawab, *“Procedure”*.
6. Setelah itu, R menunjukkan bungkus mi goreng instan dan menunjukkan diagram rumpang *“How to Make Instant Fried Noodles”* melalui LCD. Kemudian R meminta S untuk melengkapi instruksi membuat mi goreng instan yang masih kosong dengan maju ke depan kelas dan mengetik di laptop. Awalnya para S merasa malu-malu dan enggan untuk maju, tetapi setelah R berkata akan memberi poin bagi yang mau maju, akhirnya ada beberapa S bersedia menulis dan mengisi bagian yang kosong dari teks prosedur tsb. Setelah diagram terisi semua (lengkap), R dan S membahas apakah instruksi yang telah ditulis sudah benar atau belum. Setelah itu, R meminta S untuk mempelajari teks prosedur tersebut. R bertanya kepada S *“What is the goal of the text?”* Semua S menjawab *“How to Make Instant Fried Noodles”*. R berkata *“Good”*. *“How many steps are there?”* *“Six”* *“What are they?”* Semua S menyebutkan semua instruksi yang telah mereka tulis di layar. Kemudian R bertanya, *Ok, class, have you understood a procedural text?”* S menjawab *“Yes”*. R berkata *“Well, great”*. Setelah itu, R menjelaskan generic structure dan language features dari teks prosedur.
7. Setelah semua S paham tentang teks prosedur, R meminta S untuk berpasangan. R lalu membagikan lembar kerja dan meminta S untuk mengerjakan Activity 1 (*fill in the blank with the suitable word in the box (imperatives and sentence connectors)*). R memberikan waktu 10 menit untuk mengerjakan aktivitas tersebut. *“Well, guys, now, I want you to work in pairs and do the Activity 1, fill in the blank with suitable word in the box. I give you 10 minutes to do it, Ok? You may open your dictionary to check the word”*. Selama mengerjakan aktivitas 1, R mengontrol kelas dengan berkeliling. Sebagian besar S menikmati working in pairs, mereka saling berbagi tugas. Tetapi ada pasangan yang tidak membawa kamus sehingga mondar-mandir untuk meminjam kamus ke kelompok lain. Hal ini mengganggu kerja kelompok lain tsb dan kelas menjadi gaduh. R kemudian meminta pasangan yang tidak membawa kamus tsb untuk meminjam kamus di perpustakaan. Setelah setiap pasangan ada kamusnya, suasana kelas pun menjadi tenang kembali.
8. Setelah 10 menit, R bertanya apa S sudah selesai mengerjakan aktifitas 1. *“Have you finished class?”* Ada pasangan yang tadi tidak membawa kamus menjawab *“Not yet, sebentar Miss”*. R kemudian memberi kelonggaran waktu 2 menit *“Ok, I give you 2 minutes more. For those who have finished, please check your work again”*.

9. 2 menit kemudian, R bertanya lagi *“Finish?”* Semua S berkata *“Yes”*. R dan S kemudian membahas aktifitas 1 bersama-sama.
10. Kemudian R memberikan aktivitas kedua yaitu *matching the word with the synonym*. R berkeliling kelas untuk mengontrol, tidak ada kelompok yang mengalami kesulitan karena setiap pasangan sudah ada kamus.
11. Setelah 10 menit, R membahas latihan tsb bersama-sama. Sebagian besar S menjawab pertanyaan dengan benar.
12. R kemudian meminta S untuk bekerja secara individu pada aktivitas ketiga. Lalu, R membagikan lembar kerja Activity 3 sekaligus lembar self-assessment checklist of procedural text. Ketika membagi lks dan self-assessment checklist, kelas menjadi agak ramai karena banyak S yang berguman kepada teman mereka *“Iki ki opo?”* *“Mbuh, rangerti”*. Ada juga S yang bertanya pada R *“Miss, ini apa?”* R menjawab *“Iya, nanti saya jelaskan setelah semuanya dapat”*. Setelah selesai membagi, R menjelaskan bahwa pada aktivitas ketiga S harus menulis teks prosedur resep bebas secara individu, lalu, R meminta S untuk mengamati lembar self-assessment. R menjelaskan bahwa sebelum mengumpulkan tugas, S harus melakukan self-assessment terhadap teks prosedur yang telah mereka tulis. Penilaian tsb meliputi aspek content & organization, language use, vocabulary, mechanics, and others sesuai yang tercantum pada self-assessment checklist. Setelah itu R, memberitahu S bahwa S juga harus meng-grade setiap aspek writing berdasarkan criteria-kriteria yang ada. Dengan melakukan self-assessment diharapkan agar S termotivasi untuk bertanggung jawab terhadap progress belajar writing mereka sendiri, sehingga dapat meningkatkan kemampuan writing mereka. *“Ok, class, in Activity 3 you have to work individually, to write a procedural text, any food recipe, up to you. But before that, please look at the self-assessment checklist. Have you read it?”* *“Ya, tapi gak ngerti Miss, maksudnya”*. *Ok, I’ll explain it. “In Indonesia aja Miss, biar gampang”*. *“Ok, nanti sebelum kalian mengumpulkan tugas, kalian harus menilai writing kalian meliputi elemen-elemen writing yang ada di checklist ini, seperti content dan organization, language feature, vocab, mechanics dan sebagainya itu. Please, before submitted, check again tulisan kalian, apakah sudah memenuhi criteria-kriteria yang ada di kolom sebelah kanan itu atau belum. Setelah itu, grade-lah setiap element writing tsb dengan A, B, C, dsb. Misalnya, pada elemen organization and content, jika tulisan kalian memenuhi kriteria yang ada yaitu ada goal, material, dan methods yang lengkap dan jelas, maka kalian dapat meng-grade A untuk aspek isi dan organisasi. Tetapi jika tulisan kalian tidak memenuhi criteria- kriteria tsb maka, kalian dapat meng-grade B, C, dsb. Begitu juga pada aspek-aspek writing yang lainnya. Kalian dapat mengevaluasi kemampuan kalian sendiri, Ok? Nanti guru juga akan meng-grade setiap elemen writing kalian. Sehingga kalian nanti dapat membandingkan grade kalian sendiri dan grade yang diberikan guru. “Do you have any question?”* Para S mendengarkan dengan seksama saat diberi penjelasan. S merespon *“Ow, ...gitu”* *“No, Miss. Insyallah, ngerti”*. *“Baiklah sekarang start working. Good luck”*.
13. Setelah S mengerti, para S sibuk menulis draft teks prosedur mereka dengan serius. R berkeliling untuk memonitor kelas dan memberi bantuan jika ada S yang kesulitan.

14. Pukul 11.45 S yang telah selesai menulis teks prosedur dan melakukan self-assessment, kemudian R meminta S untuk mengumpulkannya.
15. Setelah itu, R menutup pelajaran dan mengingatkan S untuk membawa kamus sendiri pada pertemuan berikutnya. R mengucapkan salam, *See you*, dan S menjawab *See you*.

- **Field Note 8 (Wednesday, 12 October 2011)**

Place : English room

Time : 08.30-10.00

Action Cycle 1b

1. R datang ke sekolah pukul 8.25, langsung menuju ke ruang guru. R menunggu GBI sekitar 5 menit karena GBI sedang mengajar. Setelah jam pelajaran selesai, GBI masuk ke ruang guru, R langsung menghampiri, kemudian R dan GBI masuk ke ruang bahasa Inggris.
2. Kemudian R menyapa S, "*Good morning, how's life everybody?*", S menjawab dengan semangat, "*Fine and you?*". "*Very well, thanks, anyway, do you still remember what we have learnt in the previous meeting?*" Kemudian S menjawab, "*Yeah*". Kemudian R bertanya lagi, "*What was it?*" "*Procedural text*" "*Great. What is the purpose of a procedural text?*" "*To tell how to make something*".
3. Karena semua S telah teringat dengan materi pada pertemuan yang lalu, R memberi latihan kepada S, R meminta S untuk berpasangan dan membagikan lembar kerja. R meminta S untuk mengerjakan Activity 1 yaitu menulis resep dari *spoken text recipe*, yang terdiri dari *goal, ingredients, equipments, dan steps*. "*Ok, class now please read the spoken text recipe first and make the written recipe of it. I give you 15 minutes to do it*". Setelah itu semua S mengerjakan dengan sungguh-sungguh. R berkeliling kelas untuk memonitor. Dalam mengerjakan tugas ini S kelihatannya tidak mengalami kesulitan.
4. Setelah 15 menit, S telah selesai mengerjakan Activity 1. R dan S membahas bersama-sama. Hampir semua kelompok menulis dengan benar.
5. Setelah selesai membahas Activity 1, R melanjutkan ke Activity 2 yang juga dikerjakan secara berpasangan, yaitu mengidentifikasi *imperative verbs* dan *sequence words* pada resep yang telah ditulis pada aktivitas pertama. S langsung mengerjakannya, R berkeliling untuk mengontrol kelas. Setelah S selesai mengerjakan Activity 2, R dan S kemudian membahas bersama-sama. Tidak ada kesulitan yang dialami S dalam aktivitas ini.
6. R kemudian memberikan kembali tugas writing pertama S yang telah dikoreksi dan self-assessment mereka. S kelihatan bingung dengan symbol-simbol yang ada pada lembar kerja mereka. Banyak dari mereka yang bertanya, "*Miss ini apa Miss kog ada tulisan Or, WF, P? Artinya apa?*" R menjawab "*Don't worry, I'll tell you later but before that I want you to look at your self-assessment and compare between your grade and teacher's grade*". R bertanya lagi, "*Gimana penilaiannya? In what aspect do you feel good and bad?*" Kebanyakan S menjawab penilaian pada aspek content and organization good dan badnya pada aspek vocab, dan mechanics. Setelah itu, R

mengingatkan S bahwa dalam writing hal-hal sepele pun dapat mempengaruhi tulisan mereka sehingga aspek-aspek dalam menulis itu harus diperhatikan.

7. R lalu menulis beberapa kesalahan umum yang dibuat S pada tugas pertama mereka. Pada tugas pertama teks prosedur ini sebagian besar S membuat kesalahan pada organisasi teks, word form dan mechanics. Beberapa dari mereka ada yang lupa menulis material dengan lengkap ataupun peralatan yang dibutuhkan. Dari mechanics yaitu tanda baca, ejaan, huruf capital dan huruf kecil yang kebanyakan kurang teliti.
8. Setelah melihat beberapa kesalahan yang ditulis, S berkata *“Ow....Or itu organization, WF itu word form, P itu punctuation to?”* *“Ok, understand guys? You can understand the meaning through this error correction code. Is it clear?”* (menunjukkan error correction code sheet). S menjawab *“Yes”*.
9. Setelah itu, R membagikan lembar error correction code sebagai guideline, lembar kerja untuk merevisi 1st draft mereka dan self-assessment checklist untuk revisi. R menjelaskan bahwa symbol-simbol pada writing mereka harus dibenarkan berdasar error correction code tsb. Selain itu, R meminta S untuk terlebih dahulu membaca self-assessment untuk revisi. S pun membaca dengan seksama. Setelah itu, R menjelaskan self-assessment untuk revisi tsb. S memperhatikan dengan sungguh-sungguh. Untuk menulis dengan baik mereka harus memenuhi beberapa criteria yang ada dalam self-assessment for revising. Self-assessment tersebut berisi beberapa pertanyaan untuk membantu S merevisi writing mereka, misalnya apakah topic tulisan sudah focus? Apakah tulisan sudah runtut dan urut? Apakah tenses yang digunakan konsisten? dsb. Sehingga mereka tahu bagian mana yang harus direvisi/diperbaiki. Oleh karena itu, S tidak hanya merevisi sesuai dengan feedback yang diberikan tetapi juga dapat merevisi sendiri bagian mana yang harus ditingkatkan atau dihilangkan. *“Please look at the error correction code, you can use it as a guideline. But, you have to read the self-assessment for revision first. There are some questions that can help you revise your writing. Pay attention to that, ok? Apa yang harus kalian lakukan untuk merevisi 1st draft kalian sudah jelas ada di self-assessment checklist. Is there any question?”* S menjawab *“No”*. *“Ok, now please start revising on this new sheet. After that fill the self-assessment checklist for revision. Good luck”*
10. Setelah itu, S memulai merevisi. Mereka merevisi 1st draft writing mereka dengan antusias. Mereka tampak percaya diri dengan writing mereka. Mereka sibuk membuka-buka kamus, mencocokkan lembar *error code* dan 1st draft writing mereka. Dan tidak ragu-ragu untuk bertanya kepada GBI dan R bila mereka tidak tahu maksudnya dan mengalami kesulitan. Mereka benar-benar mengerti apa yang harus mereka benarkan dalam writing mereka dan bagian-bagian mana yang harus ditingkatkan atau malah dihilangkan dari writing mereka.
11. Pukul 10.00 bel berbunyi, para S sudah selesai merevisi 1st draft mereka dan melakukan self-assessment untuk revisi. S pun mengumpulkan lembar revisi mereka. R mengingatkan S untuk menyimpan 1st draft mereka di file-folder dan membawanya setiap ada pelajaran bahasa Inggris. *“Please keep your first draft in your file-folder and bring it on every meeting”*. *“Ok, Miss, siap”* jawab para S.

12. Kemudian R menutup pelajaran dengan mengucapkan “*see you tomorrow*” dan S menjawab, “*see you*”.

• **Field Note 9 (Thursday, 13 October 2011)**

Place : English Room

Time : 10.15-11.45

Action Cycle 2a

1. R datang ke sekolah pukul 10.00 dan langsung menuju ke ruang guru untuk menemui GBI. R memberi tahu GBI kalau hari ini akan memberikan topic baru yaitu naratif, R juga memberi RPP untuk pertemuan hari ini. GBI setuju dengan rencana R. Karena pada hari ini R akan menggunakan video dalam mengajar R meminta ijin GBI untuk masuk ke ruang bahasa Inggris duluan untuk melakukan persiapan sebelum bel tanda istirahat berakhir berbunyi. GBI pun mempersilahkan R dan beliau akan menyusul apabila bel telah berbunyi.
2. Pukul 10.15 bel tanda istirahat berakhir berbunyi, para S masuk ke kelas. GBI pun masuk ke ruang bahasa Inggris. R kemudian memberi salam kepada S dengan menanyakan kabar S.
3. Sebelum masuk ke topik baru, R membagikan hasil revisi dari 1st draft teks prosedur mereka (*revised draft*). Setelah semua siswa mendapat tugas revisian, keadaan kelas menjadi agak ramai para S sibuk membandingkan tugas mereka dengan tugas temannya masing-masing. Ada siswa yang berkata “*Wah gonku isih ana abang-abange thithik*”. Yang lain berkata “*Gonku wis ilang*”. R kemudian meminta siswa untuk tenang kembali. “*Attention, please*”. Setelah suasana kembali tenang, R mengadakan portfolio conference dengan bertanya jawab dengan S tentang tugas mereka. “*Now please look at your 1st writing draft and your revised draft. Is there any progress on your writing?*” Para S menjawab “*Yes*”. Ada S yang berkata “*Masih ada beberapa tanda merah ni Miss pada punctuation, kurang titik di akhir kalimat*”. Ada juga S yang berkata “*Punyaku udah ilang Miss, uda betul semua ni*”. R lalu memuji S “*Yes, you are all great, I know that you can do your best*”. Kemudian R meminta S untuk menyimpan tugas revisi mereka, “*Now please keep your work in your portfolio file-folder*”. S pun menyimpan tugas-tugas mereka.
4. Setelah itu R membuka topic pelajaran baru tentang naratif dengan memutar video, “*Well guys, today we are going to learn a new topic. First of all, I will play a video. Please watch it carefully*”. S pun bersemangat dan melihat video dengan seksama. Saat pemutaran ada S yang tertawa karena efek suara dari video. Setelah memutar video, R bertanya “*Have you ever watched the video?*” banyak dari mereka yang menjawab “*No*”. R bertanya lagi “*What kind of story in the video?*” S menjawab “*Narrative*”. R berkata “*Good. What is the function or the purpose of the story?*” S menjawab “*Untuk menghibur*”. “*Ok, good. Then, what is the title of the story?*” Semua S menjawab “*The Lion and the Mouse*”. “*Ehe...Who are the characters of the story?*” S menjawab “*Lion and mouse*”. “*Well, ok, where and when did the story happen?*” S menjawab “*In the jungle and in the afternoon*”. “*Then, what were the*

problems in the story?” S menjawab “Lionnya terperangkap”. “Ok, good. What else? Any other problem in the story?” Tidak ada S yang menjawab. “Well, the other problem is that the mouse was caught by the lion”. S berkata “Ow iya ya, itu juga problem”. “Next, how did the mouse solve the problem?” Salah satu S menjawab “Meminta maaf kepada singa”. “Good. Then, how did the lion solve the problem?” S menjawab “Mousenya menolong Lion”. “Ok, what did the mouse do to help the lion?” S menjawab “Menggigit jaring-jaringnya”. “Alright, good. All of you have understood the content of the story. Then, what is the moral value of the story?” “Saling tolong-menolong”. “Ok, it can be or don’t underestimate the little, jangan remehkan si kecil”.

5. Setelah itu, R menunjukkan contoh teks naratif dari video yang telah diputar tadi yang berjudul *The Lion and the Mouse* melalui LCD. R lalu meminta S untuk mempelajari teks tsb. Setelah itu, R menjelaskan generic structure dan language feature dari teks naratif. Semua S diam dan memperhatikan penjelasan yang disampaikan R. Setelah selesai memberikan penjelasan, R memberi kesempatan S untuk bertanya, *“Any questions so far?”* S menjawab *“No”*.
6. Setelah semua S paham tentang teks naratif, R meminta siswa secara berpasangan untuk mengerjakan *Activity 1* yaitu mengubah present tense menjadi past tense dalam sebuah cerita naratif berjudul *“The Ant and the Dove”* dan menjawab beberapa pertanyaan tentang cerita tersebut. R memberikan waktu 15 menit untuk mengerjakan aktivitas tersebut. *“Now, I want you to work in pairs and do the Activity 1. I give you 15 minutes to do it”*. Selama mengerjakan aktivitas 1 R mengontrol kelas dengan berkeliling. Para S sibuk membuka-buka kamus. Kelihatannya tidak ada S yang kesulitan dalam mengerjakan aktifitas ini.
7. Setelah 15 menit, R bertanya apa S sudah selesai mengerjakan aktifitas 1. S menjawab sudah. R dan S kemudian membahas latihan tersebut. Setelah pembahasan, ternyata ada satu kata yang kebanyakan salah menulis past tensenya yaitu kata drop. Banyak dari mereka yang menulis *dropped*. R lalu memberikan koreksi bahwa drop itu past tense nya *dropped*, dobel p. Lalu S berkata, *“Oiya, salah tulis Miss, kurang teliti”*. Hehe. *“Besok, lebih teliti lagi ya?”* *“Ya”*.
8. Setelah itu, R membahas pertanyaan pada *Activity 1* bersama S. R meminta S untuk menjawab pertanyaan tentang bacaan tsb. Beberapa S dengan sukarela menjawab pertanyaan-pertanyaan dari cerita tsb. Mereka aktif menjawab tetapi yang pasif hanya diam saja. R lalu mengingatkan S yang pasif untuk memberikan jawabannya dan membenarkannya jika ada yang salah.
9. Kemudian, R menunjukkan gambar serial tentang *“Tom and the Dinosaur”* melalui LCD. Gambar-gambar tsb menarik para S. Salah 1 S berkata *“We apik gambare”*. Lalu R membagikan lembar kerja dan lembar self-assessment untuk teks naratif. *“Alright, guys please look at your worksheet and the self-assessment checklist. In this Activity, you have to write a narrative text based on these serial pictures and these story scaffolding. You can use them to help you in writing narrative text. Ok, is it clear?”* *“Yeah”* *“And now please look at the self-assessment checklist. Remember that you have to notice each element of writing there. Ada beberapa perbedaan di situ dari yang kemarin kalian lakukan, yaitu dari aspek content and organization dan*

language use. Please, pay attention to that. Apa kalian sudah paham dan siap melakukan self-assessment?” “Siap, Miss”.

10. Tanpa banyak bertanya para S sibuk menulis draft naratif mereka dengan serius. Dengan adanya gambar berseri dan story scaffolding, mereka menjadi kreatif dalam mengembangkan ide. Mereka menulis sesuai imajinasi mereka.
11. Pukul 11.45 S telah selesai menulis teks naratif dan melakukan self-assessment, kemudian R meminta S untuk mengumpulkannya.
12. Setelah itu, R menutup pelajaran dengan mengucapkan salam, *see you*, dan S menjawab *see you*.

• **Field Note 10 (Thursday, 20 October 2011)**

Place : English Classroom

Time : 10.15-11.45

Action Cycle 2b

1. R datang ke sekolah pukul 10.00 dan langsung menuju ke ruang guru untuk menemui GBI. R berbincang sebentar dengan GBI.
2. Pukul 10.15 bel tanda istirahat berakhir berbunyi, R dan GBI masuk ke ruang bahasa Inggris. GBI langsung menuju ke bangku belakang.
3. Kemudian R menyapa S, *“Good morning everyone, how are you today?”*, S menjawab dengan semangat, *“Fine”*. R me-review materi sebelumnya. Karena pada tugas naratif pertama banyak S yang masih salah dalam bentuk past tense, maka R, menjelaskan lagi tentang past tense. *“Well, do you still remember the language feature of narrative? S menjawab “Use past tense, Miss”. “Ok, good. I’ll explain about past tense again”*. R lalu menampilkan slide penjelasan tentang past tense melalui LCD. Setelah itu, R menjelaskan tentang past tense. Setelah selesai menjelaskan R memberi kesempatan S untuk bertanya. *“Is there any questions class?” “No”. “Is it clear?” “Yes”*.
4. Setelah semua S paham tentang past tense, R meminta S untuk berpasangan. R lalu membagikan lembar kerja dan meminta S untuk mengerjakan Activity 1 yaitu *completing a story “The Thirsty Crow” with the words provided. “Alright class, please work with your partner and do the Activity 1, complete the story with the verbs provided in the box. Make any changes to the verbs”*. S kemudian sibuk mengerjakan tugas dengan serius.
5. R berkeliling untuk mengontrol kelas. Dalam mengerjakan tugas ini S saling bekerjasama, sibuk membuka-buka kamus, dan tidak ragu bertanya kepada R&GBI jika kebingungan dalam penempatan verb.
6. Setelah 10 menit, S telah selesai mengerjakan. R&S membahas jawaban Activity 1 bersama. Sebagian besar S sudah benar dalam mengubah verb menjadi bentuk lampau dan menempatkan verbnya pada setiap kalimat dengan tepat.
7. Setelah selesai membahas Activity 1, R memberi *past tense verbs word search game* berhadiah. S diminta untuk membentuk kelompok masing-masing 3 orang. S tampak begitu antusias dan semangat. Sebelum game dimulai, R menjelaskan *rule of the game* (sambil memperlihatkan lembar word search), bagi kelompok yang pertama kali

- menyelesaikan game akan menjadi pemenangnya dan berhak mendapat hadiah. Setelah S paham, R membagikan lembar word search ke setiap kelompok dalam posisi terbalik dan meminta S untuk tidak membacanya sebelum game dimulai. Setelah semua kelompok mendapat lembar word search, R memberi aba-aba game dimulai. *“Ok, guys, are you ready? Go!”* Setiap kelompok begitu semangat menemukan kata-kata yang dicari. Para anggota dalam kelompok saling bekerjasama dan ingin menjadi yang pertama.
8. Beberapa menit kemudian, ada salah satu kelompok yang berdiri dan berteriak *“Finish, Miss!”* Semua kelompok menoleh ke kelompok tsb. R lalu menghampiri kelompok tsb dan mengeceknya. Ternyata, pekerjaan mereka sudah benar. R lalu mengumumkan bahwa kelompok tsb pemenangnya karena menjadi yang pertama dan kata-kata yang dicari komplit. *“Ok, class attention, the game is over and we have found the winner, this group is the winner. Give applause please.* R kemudian menyelamati group tsb dan memberikan hadiahnya. *“Congratulation, this is for you”. “Thank you, Miss”* (mengangkat hadiah dan menunjukkan ke teman-temannya). Ada S yang kecewa nyeletuk *“Wah ra etuk hadiahe”*. R kemudian melanjutkan membahas word search bersama S.
 9. Setelah itu, R membagikan 1st draft teks naratif mereka yang telah diberi symbol-simbol dan self-assessment on narrative mereka. R meminta S untuk melihat self-assessment on narrative text mereka. Sebagian besar S mengatakan bahwa mereka lemah pada grammar karena tidak hafal bentuk lampau dari setiap verb. Lalu R menulis the most common mistakes dalam teks naratif mereka. Kesalahan secara umum yang dibuat S pada tugas naratif pertama mereka, adalah *language use* khususnya *word form and verb tense*.
 10. Setelah memberi tahu common mistake yang S lakukan, R membagikan lembar kerja untuk merevisi 1st draft naratif mereka dan self-assessment checklist untuk revisi. R meminta S untuk merevisi tugas narrative 1 mereka seperti pada tugas sebelumnya. Dan melakukan self-assessment setelah selesai merevisinya. *“Well, in this Activity you have to revise your 1st draft just like in the previous procedural text. You can use your error correction code and the self-assessment checklist as your guidance in revising your work, ok? Is it clear?”*
 11. Tanpa banyak tanya, S segera merevisi tugas mereka dengan antusias. Mereka begitu percaya diri saat merevisi. Mereka mengerti bagian-bagian mana yang diperbaiki. Setelah 20 menit, S sudah selesai merevisi 1st draft narrative mereka dan mengisi self-assessment. S begitu percaya diri dengan text mereka. S kemudian mengumpulkan lembar revisi & self-assessment for revising narrative text mereka ke R dan menyimpan 1st draft narrative mereka di portfolio file-folder.
 12. Kemudian R menutup pelajaran dengan mengucapkan *“Goodbye”* dan S menjawab, *“Bye”*.

- **Field Note 11 (Wednesday, 26 October 2011)**

Place : English Classroom

Time : 08.30-10.00

Action Cycle 2c

1. R datang ke sekolah pukul 08.25, langsung menuju ke ruang guru. R menunggu GBI sekitar 5 menit karena sedang mengajar. Pukul 08.30 bel berbunyi. GBI masuk ke ruang guru, R langsung menghampiri. R&GBI segera menuju ruang kelas bahasa Inggris.
2. GBI langsung menuju ke bangku belakang. R kemudian memberi salam kepada S dengan menanyakan kabar S.
3. R kemudian me-review sebentar pelajaran sebelumnya. Semua S masih ingat pelajaran yang diberikan sebelumnya.
4. Lalu R meminta S untuk berkelompok 4 orang dan mengerjakan aktivitas pertama yaitu arrange jumbled paragraphs then proofread cerita tsb selama 20 menit.
5. Setelah 20 menit, S sudah menyelesaikan tugas mereka yang pertama. R dan S kemudian membahas bersama-sama. Para S menjawab dengan antusias. Tidak ada masalah bagi S pada aktivitas pertama. Hampir semua jawaban S benar.
6. Kemudian R membagikan revisi naratif dan self-assessment mereka. R kemudian mengadakan portfolio conference. R bertanya "Gimana dengan progress writing kalian selama ini, guys?" Semua S berkata "Sudah meningkat, Miss. Tulisannya jadi lebih baik. Kesalahannya juga semakin sedikit" "Ok, good". Kemudian R membagikan lembar kerja untuk menulis final draft dan guidelines for proofreading. R meminta S untuk menulis final draft pada lembar yang telah disediakan dan kemudian nanti secara berpasangan mem-proofread pekerjaan temannya dengan mengacu pada lembar panduan proofreading yang diberikan. R mengingatkan S untuk lebih cermat dalam penggunaan tanda baca. Semua S memperhatikan dengan seksama penjelasan dari R. R memberikan kesempatan bertanya kepada S. Namun, tidak ada pertanyaan dari S.
7. Para S kemudian mulai menulis final draft mereka. Mereka menulis dengan cermat. Setelah selesai menulis kemudian mereka mem-proofread pekerjaan temannya satu dengan yang lain. Mereka memberi koreksi khususnya dalam hal mekanik. S tidak mengalami masalah dalam aktivitas ini. S begitu percaya diri dengan final draftnya. Setelah itu mereka mengumpulkannya ke R dan menyimpan draft revisi di portfolio file-folder.
8. Setelah itu, R menutup pelajaran. *Well, I think it's enough for today. Any questions so far? Ada kesulitan nggak tadi?" "No".* Setelah itu R memberi tahu bahwa pertemuan selanjutnya akan ada post-test. R memberi tahu S tentang test besok. Setelah semua S paham mengenai post-test yang akan dilaksanakan, R menutup pelajaran, *Good. Ok, thank you for your attention, see you next Thursday and be ready for the test". "See you".*

D

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

• Interview Transcript 1

Interviewer : The Researcher (R)
Interviewee : English Teacher (ET)
Day/Date : Wednesday/14 September 2011
Time : 10.00 a.m.
Place : Teacher Room

1. R: Selamat pagi Bu? Maaf bisa mengganggu sebentar Bu?
2. ET: Iya Mbak, silahkan...Ada yang bisa saya bantu Mbak Meita?
3. R: Begini Bu, saya ingin bertanya mengenai pembelajaran bahasa Inggris kelas X. Bagaimana menurut Ibu kemampuan bahasa Inggris anak-anak kelas X?
4. ET: Ya lumayan, lumayan baik anak-anak itu. Ada beberapa yang kalo bicara lancar tapi ada juga yang biasa saja. Yang jelas mereka sering ragu dalam melakukan *performance*.
5. R: Faktornya apa saja Bu?
6. ET: Kurang latihan aja mungkin saya pikir.
7. R: Terus bagaimana dengan kemampuan menulis para siswa Bu?
8. ET: *Writing* mereka masih banyak sekali kesalahan. Hasil tulisan siswa masih banyak kekurangan dari segi *grammar*, pemilihan kata, ejaan, tanda baca, penulisan yang benar itu mereka masih belum paham. Tapi kalo *organization* lumayan bagus cuma masih banyak yang hanya sedikit dalam mengembangkan paragraf.
9. R: Apakah siswa sering mengalami kesulitan dalam *writing* Bu? Dalam hal apa saja?
10. ET: Ya itu tadi masalah *grammar*, pemilihan kata, dan *word order*.
11. R: Lalu, bagaimana sikap siswa selama KBM berlangsung?
12. ET: Mereka lumayan baik, lumayan antusias tapi ada beberapa yang tidak berani kalau mengemukakan pendapat kalau ditanya gitu. Mereka terbiasa menjawab dengan sangat singkat.
13. R: Bagaimana partisipasi siswa selama mengikuti pelajaran?
14. ET: Lumayan aktif tapi ada juga yang sembronon. Rame sendiri di kelas.
15. R: Biasanya Ibu menggunakan teknik/metode mengajar apa dalam mengajar Bahasa Inggris?
16. ET: Biasanya kalau *writing* dimulai dengan *exposure* ke reading dulu, lalu dianalisis, lalu menulis dipandu dengan pertanyaan.
17. R: Apakah metode/teknik pengajaran tersebut menarik bagi siswa Bu?
18. ET: Saya kira cukup menarik
19. R: Lalu aktivitas/tugas apa saja yang biasa Ibu berikan selama KBM?
20. ET: Kalau untuk *writing* itu tugas rumah Mbak, karena tidak cukup kalau di sekolah. Di kelas dijelaskan terus dilanjutkan dirumah seperti itu biasanya.
21. R: Menurut Ibu bagaimana sikap siswa setiap kali diberi tugas? Apakah mereka antusias dan percaya diri dalam mengerjakan tugas?
22. ET: Mereka mengerjakannya tapi ada juga yang tidak *on time* dalam mengumpulkannya karena sakit dan ketinggalan katanya.
23. R: Emm... Ibu menggunakan materi atau buku pegangan apa ya untuk mengajar Bahasa Inggris?
24. ET: Saya mengambil dari berbagai sumber. Tapi seringnya menggunakan LKS Mbak. Jadi biasanya siswa mengerjakan soal-soal seperti itu.
25. R: Apakah siswa selalu memperhatikan saat Ibu menjelaskan?
26. ET: Saya rasa iya.

27. R: Terus, apakah siswa mudah paham dengan penjelasan materi yang Ibu berikan?
28. ET: Tidak terlalu sulit kayaknya materi yang saya berikan.
29. R: Apakah Ibu sering menggunakan media saat mengajar? Misalnya gambar, video gitu?
30. ET: Kalau untuk *writing* saya tidak memakai media apapun. Cuma untuk *speaking* biasanya gambar.
31. R: Apakah di sini ada fasilitas untuk belajar mengajar Bahasa Inggris Bu? Apa saja?
32. ET: em...ada lab bahasa, LCD juga ada.
33. R: Permasalahan-permasalahan yang sering Ibu alami dalam KBM itu apa ya Bu?
34. ET: Terutama sekali untuk *skill productive*, siswa itu kurang terlatih, *writing* itu kan memang harus Butuh *practice*. Tapi mereka itu sering ragu banget. Jadi kemampuan bahasa Inggris mereka masih kurang. Terutama dalam *writing* masih perlu banyak pembenahan kalau dilihat dari hasil *writing* mereka kemarin.
35. R: Ow...terus, bagaimana Ibu mengevaluasi tugas-tugas siswa?
36. ET: Ya...saya beri tanda pada kata yang salah lalu saya kembalikan gitu Mbak.
37. R: Terus siswa itu tau tidak Bu aspek-aspek *writing*? Seperti *organization, content, vocab*, dsb?
38. ET: Secara jelas, saya belum menjelaskan. Saya hanya menjelaskan secara garis besar saja.
39. R: Siswa pernah diberi kesempatan untuk mengevaluasi/menilai tugas-tugas mereka sendiri gak ya Bu?
40. ET: Belum ini. Tapi kalau tugas lain misalnya mengerjakan *exercise* udah sering misal *check point* atau *multiple choice* seperti itu.
41. R: Berarti belum pernah menerapkan *self-assessment* untuk *writing* ya Bu?
42. ET: Belum Mbak.
43. R: Saya besok mau menggunakan itu Bu.
44. ET: O iya? Semoga memberi sesuatu yang baru Mbak untuk pembelajaran *writing*.
45. R: Amin. e....ngomong-ngomong, besok saya mau ngajar *text type recount* sama *narratif* Bu, bagaimana?
46. ET: O...kebetulan materi *recount* baru saja selesai tadi Mbak. Dan setelah *recount* itu materinya *procedure*, habis itu naratif, jadi besok Mbak ngajar *procedure* dulu. Sekarang ikut aturan sekolah Mbak.
47. R: O...malah prosedur dulu ta Bu? Gih kula ndherek mawon.
48. ET: Iyae Mbak. Sekarang gitu.
49. R: Hmm, gih, besok saya melakukan observasi kelas dulu Bu sebelumnya, bisa kan Bu?
50. ET: Ya...silahkan Mbak.
51. R: Saya rasa sudah cukup Bu infonya. Terima kasih Bu atas waktunya.
52. ET: Ya, sama-sama Mbak.
53. R: Kalau begitu saya mau pamit pulang Bu. Mari Bu...
54. ET: O ya, mari Mbak.

• **Interview Transcript 2**

Interviewer : The Researcher (R)
Interviewee : Student of X1 Class (S)
Day/date : Wednesday/21 September 2011
Time : 10.00 a.m.
Place : English Classroom

1. R: Selamat siang Dik. Namanya siapa?
2. S: Siang Mbak. Nama saya Yohanes. Ada apa Mbak?
3. R: Ini mau tanya-tanya tentang bahasa Inggris ya.
4. S: *Ok*.
5. R: Em.... Selama ini pendapat Adik tentang Bahasa Inggris gimana?
6. S: Bahasa Inggris itu sebenarnya asyik Mbak tapi kadang sulit.
7. R: Kamu termotivasi gak belajar bahasa Inggris?
8. S: Ya kadang antusias kadang enggak, kalo pas susah pelajarannya males Mbak.
9. R: Kesulitan apa saja yang Adik alami dalam bahasa Inggris?
10. S: Kalo bahasa Inggris itu, kita kesulitannya di *grammarnya*.
11. R: Terus apalagi?
12. S: *Verb, tenses* kayak gitu Mbak.
13. R: Kalo dalam *writing* kesulitannya apa?
14. S: Em...Kalo dalam *writing* ya....*vocab* itu Mbak, pemilihan kata juga kadang salah-salah. *Tenses* juga Mbak.
15. R: Trus, harapan Adik dalam belajar bahasa Inggris itu apa?
16. S: Ya harapannya kedepannya saya bisa lebih baik maksudnya misalnya saya kuliah di luar negeri saya bisa menggunakan itu.
17. R: Terus menurut kamu Bu.Ndari gimana ngajarnya?
18. S: Kurang enak Mbak.
19. R: Kurang enak gimana maksudnya?
20. S: Lha biasanya cuma bahas LKS gitu.
21. R: Ow....kalo untuk *writing* gimana?
22. S: Kalo *writing* biasanya itu tugas rumah Mbak. Guru ngasi tugas untuk nulis apa gitu. Kadang gak ada ide.
23. R: Trus, biasanya dikasi *feedback* gak tugas *writing* kalian?
24. S: Dikasi Mbak tapi cuma tanda-tanda gitu, kadang benerinnnya masih salah.
25. R: Em...biasanya Bu.Ndari pake media gak kalo ngajar *writing*?
26. S: Kalo untuk *writing* kayaknya gak pernah pake Mbak cuma untuk *speaking* dan *listening* biasanya pake laptop.
27. R: Gambar-gambar atau video gitu juga ga pake?
28. S: Enggak Mbak.
29. R: O...gitu ya?? Pertanyaan terakhir nih, pernah gak Adik melakukan *self-assessment*?
30. S: *Self-assessment* apa Mbak?
31. R: Ya kamu menilai atau mengevaluasi *writing* kamu sendiri apa sudah baik atau belum.
32. S: Belum deh Mbak kalo kayak gitu. Biasanya kalo yang menilai sendiri itu yang latihan-latihan aja kayak cek poin gitu Mbak kalo salah 1 ya dapat 9 nilainya.
33. R: Em...yaudah kalo gitu. Mbak rasa cukup. Makasih ya Dik.
34. S: *Ok*, sama-sama Mbak.

• **Interview Transcript 3**

Interviewer : The Researcher (R)
Interviewee : Student of X1 Class (S)
Day/date : Wednesday/21 September 2011
Time : 10.08 a.m.
Place : English Classroom

1. R: Hai, namanya siapa Dik?
2. S: Widiana Mbak.
3. R: Mo tanya-tanya bentar ya?
4. S: Ya Mbak.
5. R: Bagaimana pendapatmu tentang bahasa Inggris?
6. S: Ya menyenangkan tapi tergantung ding.
7. R: Tergantung gimana?
8. S: Tergantung pelajarannya gimana, kadang ngebosenin Mbak.
9. R: O...kamu termotivasi ga dalam bahasa Inggris?
10. S: Haya itu kalo pelajarannya menarik ya termotivasi tapi kalo gak menarik ngebosenin Mbak.
11. R: Em...terus selama ini apa kesulitan Adik dalam bahasa Inggris?
12. S: Ya kadang kalo gak tau artinya itu lo Mbak.
13. R: Trus, kalo di *writing* terutama apa?
14. S: *Writingnya...grammar* Mbak kalo aku. Pengembangan ide juga kadang susah, kadang macet Mbak jadi susah nerusinya.
15. R: Sering terblok gitu ya??Em...terus apa harapan Adik dalam belajar bahasa Inggris?
16. S: Harapan saya agar bisa lebih mengembangkan bahasa itu dan saya bisa maju gitu lo Mbak. Kan besok suatu saat nanti dunia kita akan bersaing dengan era global. Dan dengan bahasa Inggris itukan kita bisa bersaing dengan era global karena bahasa internasional.
17. R: *Ok...em...aktivitas* apa saja yang biasa diberikan guru dalam mengajar bahasa Inggris?
18. S: Ngerjain LKS Mbak.
19. R: Cuma itu?
20. S: Ya seringnya kayak gitu.
21. R: Kamu PD gak kalo mengerjakan tugas-tugas dari guru?
22. S: Kadang iya, kadang enggak.
23. R: Kenapa gak PD?
24. S: Ya takut kalo artinya salah.
25. R: Bu.Ndari biasanya ngasi materi apa untuk ngajar bahasa Inggris?
26. S: Ya itu tadi Mbak dari LKS jadi kurang variasi gitu.
27. R: Pernah pake media gak Bu.Ndari kalo ngajar?
28. S: Pake laptop biasanya tapi untuk *listening*.
29. R: Kalo *writing* gimana?
30. S: *Writing* gak pake media Mbak kan tugasnya dibawa pulang, nulisnya di rumah.
31. R: Ow...trus Dikasi *Feedback* gak tugas-tugas *writing* kalian?
32. S: Dikasi tanda-tanda gitu Mbak tapi bingung benerinnya gimana la cuma garis bawah, lingkaran, centang kayak gitu jadi ga tau yang salah itu apa, hehe
33. R: O...gitu. Lha terus pernah gak kalian diberi kesempatan untuk mengevaluasi *writing* kalian sehingga kalian tau bagaimana kemampuanmu dalam *writing*?

34. S: Emm...belum pernah kayaknya Mbak. Pernahnya itu tukaran sama teman terus dijumlah benarnya berapa terus Dikasi nilai.
35. R: Em....gitu ya... Jadi kalian belum pernah mengevaluasi *writing*mu sendiri?
36. S: Belum Mbak.
37. R: *Ok*, kalo begitu makasih ya Dik waktunya. Udah bel je...
38. S: Ya Mbak, sama-sama.

• **Interview Transcript 4**

Interviewer : **The Researcher (R)**
Interviewee : **Collaborator (C)**
Day/Date : **Thursday/29 September 2011**
Time : **11.50 a.m.**
Place : **Teacher room**
Cycle 1a

1. R: Bagaimana menurut Anda tentang *action* yang saya lakukan tadi Bu?
2. C: Menurut saya *action* yang Mbak tadi lakukan sudah cukup efektif.
3. R: Terus kondisi kelas selama KBM tadi gimana Bu?
4. C: Tadi siswa sudah lumayan aktif tapi masih ada juga yang rame saat dijelaskan terutama siswa yang di belakang itu Mbak. Suaranya kurang keras tadi Mbak. Terus ada juga siswa yang mondar-mandir pas ngerjain latihan tadi.
5. R: Em...ya Bu, itu tadi pinjam kamus ke kelompok lain jadi terus saya saranin pinjam di perpustakaan. Terus, ada saran untuk *action* yang selanjutnya Bu?
6. C: Kalau dari aktivitas-aktivitas tadi tidak ada masalah, sudah baik. Cuma itu tadi control kelas. Mungkin besok Mbak bisa berdiri di tengah saat menjelaskan dan bermain mata seperti melirik ke seluruh penjuru ruangan sehingga anak-anak bisa tahu bahwa mereka diperhatikan.
7. R: Em...baik Bu kalau begitu.
8. C: O...ya Mbak. Gini lo Mbak, minggu depan kan ada mid, jadi pertemuan selanjutnya lagi 2 minggu kedepan ya Mbak?
9. R: O...iya to Bu? Ya sudah kalo begitu. Hmmm...trimakasih atas waktunya ya Bu, saya langsung minta ijin pulang saja ya Bu?
10. C: Ya Mbak sama-sama. Hati-hati.
11. R: Iya Bu. Mari....

• **Interview Transcript 5**

Interviewer : **The Researcher**
Interviewee : **Student of X1 Class**
Day/date : **Wednesday/12 October 2011**
Time : **10.00 a.m.**
Place : **English Classroom**
After cycle 1 done

1. R: Halo Dik namanya siapa?
2. S: Nooriza Maharani *Miss*.
3. R: Bagaimana menurut Adik tentang aktivitas *writing* dari kemarin sampai hari ini?
4. S: Asyik Mbak soalnya bisa melatih itu lo kayak tanda-tanda titik, *grammar* juga, biasanya gak kayak gitu *Miss*.

5. R: Berarti dengan *feedback* tersebut Adik bisa lebih *aware*/waspada terhadap aspek-aspek *writing*?
6. S: Iya...
7. R: Terus kalo mengerjakan latihan secara berpasangan gimana Dik? Suka gak?
8. S: Iya *Miss* itu membantu, jadi bisa cepet Mbak ngerjain latihannya. Bisa saling berbagi tugas gitu Mbak, hehehe.
9. R: Ehmm...*Ok*. Terus gimana dengan *self-assessment*, apakah dengan melakukan *self-assessment* yang kamu lakukan kemarin seperti di *checklist* itu Adik bisa mengetahui seberapa kemampuanmu dalam menulis?
10. S: Bisa, itukan bisa dipake untuk koreksi diri. Dengan membandingkan *grade* saya dan yang diberikan guru itu saya bisa tau kelebihan *writing* saya itu dimana.
11. R: *Ok*, kalo begitu kelemahanmu dalam *writing* kemarin pada aspek apa?
12. S: Itu Mbak tanda baca *mechanics* itu, huruf kapital dan titik koma, kurang teliti hal-hal begitu *Miss*.
13. R: Kalau strength atau kelebihan dalam *writing*mu kemarin apa?
14. S: Yang *verb tense* *Miss*.
15. R: *Ok verb tense*. *Verbtenseny* sudah bagus/baik ya?
16. S: Alhamdulillah sudah.
17. R: Terus dengan *portfolio* apakah kamu sudah bisa melihat perkembangan dari *writing*mu?
18. S: Iya bisa. Kan kemarin tugas yang pertama belum bisa menulis dengan tanda baca yang benar, sekarang sudah tau nulis yang baik itu gimana. Koreksi yang diberikan juga membantu *Miss*.
19. R: *Ok good*, thank you yaa
20. S: Ya *Miss* sama-sama.

• Interview Transcript 6

Interviewer : The Researcher
Interviewee : Student of X1 Class
Day/date : Wednesday/12 October 2011
Time : 10.04 a.m.
Place : English Classroom
After cycle 1 done

1. R: Namanya siapa Dik?
2. S: Meida Astrani Podomi.
3. R: Gimana dengan pelajaran *writing* dari kemarin sampai hari ini?
4. S: Lumayan bisa ngajarin kita bagaimana cara menulis dan bagaimana membenarkan mana yang salah dan mana yang tidak. Ngerjain latihan berpasangan itu juga asyik Mbak, jadi lebih PD, hehe.
5. R: O...gitu ya? *Ok*, deh, sip. Terus kira-kira sudah ada *improvement* atau peningkatan dari *writing skill* Adik belum ya?
6. S: Tentu, sudah Mbak.
7. R: Dalam aspek apa saja?
8. S: Ya ni kalau saya kata-kata yang gak seharusnya digunakan itu harusnya diganti dengan kata yang tepat, misalnya kurang *pronounnya* itu bisa membenarkan.
9. R: Terus menurut Adik kelemahan Adik dalam *writing* apa?
10. S: Misalnya saya mau nulis maksudnya ini biasanya tu keliru maksudnya.
11. R: Ow...kalo kelebihannya menurut Adik dari aspek apa?

12. S: Belum tau, karena saya kan kalau menilai diri sendiri kurang bisa, kurang tepat Mbak kemarin.
13. R: Ya, ga papa, tapi paling tidak sudah nilailah paling tidak menilai kemampuan diri sendiri ya kan? Terus dengan *portfolio*, dengan mengkoleksi tugas-tugasmu apakah kamu bisa melihat *progressmu*?
14. S: Iya bisa, dari kemarin yang jelek terus menjadi lebih meningkat dan meningkat dari yang kemarin.
15. R: *Ok*, kalo begitu makasih ya.
16. S: Ya...

• **Interview Transcript 7**

Interviewer : The Researcher

Interviewee : Student of X1 Class

Day/date : Wednesday/12 October 2011

Time : 10.08 a.m.

Place : English Classroom

After cycle 1 done

1. R: Hai, namanya siapa Dik?
2. S: Nama saya Eko Prasetyo.
3. R: *Oke* Eko, gimana pendapat Eko tentang kelas *writing* dari kemarin sampai hari ini?
4. S: Em.....kalau dilihat sih kelihatannya mudah tapi kalo Dikerjain kog bisa ada yang salah gitu lo Mbak.
5. R: Berarti apa namanya? Kurang teliti gitu ya?
6. S: Iya he'e kurang teliti Mbak.
7. R: Terus dengan melakukan *self-assessment* apakah Adik sudah bisa melakukannya?
8. S: InsyaAllah bisa walaupun ada kekurangan sedikit kemarin.
9. R: Terus menurut pendapatmu dengan melakukan *self-assessment* apakah kamu bisa meningkatkan *writing ability* mu?
10. S: Iya, bisa.
11. R: Dengan bagaimana?
12. S: Dengan menambah kosakata yang belum Diketahui jadi bisa diterapkan melalui menulis.
13. R: *Ok*, terus kelemahan dalam *writingmu* kemarin apa?
14. S: Emmm kelemahannya itu Mbak *word form* sama mekanik.
15. R: *Ok*, terus kelebihanmu dalam *writing* kemarin itu apa?
16. S: Apa ya?
17. R: Sudah bisa menilai belum?
18. S: Belum Mbak. Tapi kemarin yang bagus sih dari *content and organization* itu Mbak. *Grade*-nya itu yang paling tinggi A Mbak.
19. R: Hmm, baiklah, *Ok. Btw*, kalo *work in pairs* itu ngebantu kamu gak sih?
20. S: Jelas membantulah Mbak. Kemaren pas latihan itu, aku sama temenku berbagi tugas Mbak ngerjainnya, jadi bisa *on time* selesainya.
21. R: *That's good*. E...terus dengan *portfolio* apakah kamu bisa melihat *progress* atau perkembangan dari *writingmu*?
22. S: Bisa donk. Dari yang sebelumnya masih rada-rada kaku, masih banyak kesalahan lama-kelamaan bisa berkurang.

23. R: *Ok*, berarti sudah bisa melihat *improvement* ya dari *action* ini?
 24. S: Iya.
 25. R: *Ok* kalo gitu *thanks*.
 26. S: Ya Mbak sama-sama.

• **Interview Transcript 8**

Interviewer : The Researcher
Interviewee : Student of X1 Class
Day/date : Wednesday/12 October 2011
Time : 10.13 a.m.
Place : English Classroom
After cycle 1 done

1. R: Siapa namanya Dik?
2. S: Nama saya Damas Pinitadhos Mbak.
3. R: *Ok*, Damas menurut pendapatmu gimana pelajaran *writing* dari kemarin sampai hari ini?
4. S: Kalau menurut saya ya lumayanlah bisa menambah pengetahuan tentang cara-cara menulis. Soalnya kalo jujur sedari SMP saya gak pernah memperhatikan hal seperti itu.
5. R: *Ok*, berarti lebih waspada terhadap aspek-aspek *writing* itu apa saja seperti itu?
6. S: Iya.
7. R: Berarti sudah bisa meningkatkan kemampuan *writing* Adik?
8. S: Ya sedikit demi sedikit bisa.
9. R: Terus gimana dengan *feedback*-nya? Apakah *feedback* tsb sangat membantu dengan symbol-simbol seperti itu?
10. S: Ya itu sangat membantu Mbak, jadi lebih telitilah, lebih memperhatikan tanda-tanda baca juga.
11. R: Kalau biasanya *feedback*-nya gimana?
12. S: He? *feedback*? Saya kurang memperhatikan Mbak kalau diajar gurunya.
13. R: Hehe... *Ok*. Gimana sudah bisa melakukan *self-assessment* belum?
14. S: Sedikit demi sedikitlah Mbak bisa.
15. R: *Ok*, menurutmu kelemahanmu dalam *writing* itu apa?
16. S: Itu Mbak kurang memperhatikan pengaturan kata-kata itu lo Mbak.
17. R: *Word order*?
18. S: Na itu.
19. R: Apalagi?
20. S: Apa ya?? Masalah tata bahasa Mbak pokoknya.
21. R: Terus kalau kelebihannya di mana?
22. S: Em...masih biasa-biasa aja Mbak.
23. R: Tapi dengan *self-assessment* tsb apakah kamu bisa meningkatkan *writing*?
24. S: Bisa.
25. R: Dengan *portfolio* apakah kamu bisa melihat *progress*mu selama ini?
26. S: Bisa, ada peningkatanlah sedikit demi sedikit.
27. R: *Ok* berarti *portfolio* dan *self-assessment* membantumu untuk meningkatkan *writing*?
28. S: Iya Mbak sangat membantu.
29. R: *Ok* makasih.
30. S: Ya...

• **Interview Transcript 9**

Interviewer : **The Researcher (R)**

Interviewee : **Collaborator (C)**

Day/Date : **Wednesday/12 October 2011**

Time : **10.15 a.m.**

Place : **Teacher room**

After cycle 1 done

1. R: Bagaimana menurut pendapat Ibu apakah *action* yang telah saya lakukan selama ini apakah interaktif atau kurang menarik atau bagaimana?
2. C: Termasuk interaktif, bagus, anak-anak juga banyak yang antusias sekali.
3. R: Ada problem tidak ya Bu selama KBM berlangsung dari pengamatan Ibu?
4. C: Apa ya?? Sepertinya tidak ada.
5. R: Apa yang perlu ditingkatkan dari prosesnya Bu?
6. C: Apa ya Mbak? Mungkin bisa diulangi kalau menjelaskan. Sekali menjelaskan mungkin masih ada anak yang belum tahu. Ya karena kadang-kadang anak itu perlu penekanan saat penjelasan.
7. R: Terus dari *writing skill*nya anak-anak gimana Bu selama pengimplementasian *action* saya? Apakah ada *improvement* atau belum?
8. C: Wow...jelas banget, iya. Itu apa namanya mereka jadi bisa mengembangkan *self-idea*, kemudian jenengan memberikan koreksi dan anak-anak memperbaikinya, merevisi itu sudah bagus banget dan mereka kan bener-bener mau gitu lo, tidak ada yang arrogant. Semuanya memang ingin. Tadi kita lihat semua anakkan pengen tanya sampai rebutan. *Ma'am*, yang ini maksudnya apa? Kalau seperti ini bagaimana? Ini sangat-sangat menunjukkan bahwa mereka memang benar-benar ingin memperbaiki gitu lo. Jadi gak ogah-ogahan mereka. *That is great.*
9. R: Hehe...berarti sudah ada *improvement* ya Bu?
10. C: He em.
11. R: Terus menurut pendapat Ibu *self-assessment* dan *portfolio* tersebut gimana? Apakah cocok untuk siswa?
12. C: Sangat, tapi perlu ketelatenan.
13. R: Terus apakah siswa sudah Mampu menilai diri mereka masing-masing?
14. C: Saya rasa sudah Mbak karena siswa bilang "saya belum begitu tahu yang ini Bu" kayak gitu mereka sudah bisa menilainya. Kurangnya atau lebihnya di aspek apa mereka juga tahu sedikit demi sedikit.
15. R: Ada saran untuk *action* selanjutnya tidak Bu?
16. C: Saya rasa sudah bagus Mbak seperti tadi.
17. R: Baik Bu kalau begitu terima kasih. Saya mohon pamit pulang Bu.
18. C: Ya, Mbak mari...

• **Interview Transcript 10**

Interviewer : The Researcher (R)
Interviewee : Students (S)
Day/Date : Thursday/ 20 October 2011
Time : 11.45 a.m.
Place : English classroom
Cycle 2b

1. R: Eufrasia, ada waktu?
2. S: Iya Mbak.
3. R: Mau tanya-tanya dikit tentang pembelajaran *writing*.
4. S: *Ok* Mbak.
5. R: Bagaimana pendapat Adik tentang pembelajaran *writing* selama dengan saya?
6. S: Menyenangkan Mbak. Udah nonton film, ada gambar-gambar juga, itu jarang banget Mbak digunain dalam *writing*. Jadi pelajarannya lebih menarik dan dapat ide juga Mbak. Seneng. Apalagi ada game cari kata tadi Mbak, sayangnya kalah Mbak. Hehe.
7. R: Terus bagaimana tentang keterampilan *writing* Adik setelah saya mengimplementasikan *action* saya?
8. S: Ada peningkatan soalnya yang dulunya masih bingung, nulisnya belepotan gitu tapi sekarang sudah mendingan. Sudah bisa mengetahui salahnya yang mana dan membenarkannya.
9. R: Terutama dalam hal apa yang sudah meningkat?
10. S: *Past tense*.
11. R: Lalu dengan adanya *portfolio* and *self-assessment* menurut Adik bisa meningkatkan kemampuan *writing* Adik tidak?
12. S: Bisa Mbak kan dengan banyak menulis kita jadi terlatih.
13. R: *Ok*, kalo gitu makasih ya...
14. S: Yup.

• **Interview Transcript 11**

Interviewer : The Researcher (R)
Interviewee : Students (S)
Day/Date : Thursday/20 October 2011
Time : 11.50 a.m.
Place : English classroom
Cycle 2b

1. R: Kintan bisa minta waktunya sebentar?
2. S: Ya *Miss*.
3. R: Bagaimana pendapat Kintan tentang pembelajaran *writing* selama ini?
4. S: Senanglah. Seneng, udah nonton video, maen game, terus bisa tau itu apa tentang nyusun-nyusun kalimat yang kemarin masih bingung banget.
5. R: Menurutmu kemampuan *writing*mu gimana sudah meningkat atau belum?
6. S: Kayaknya sudah meningkat karena bingungnya lebih berkurang.
7. R: Terutama dalam hal apa yang menurutmu sudah meningkat?
8. S: *Past tense, Miss*.
9. R: Em...*Ok*. Terus selama pengimplementasian *action* saya ada peningkatan gak?
10. S: Ada ya...

11. R: Berarti *portfolio* and *self-assessment* dapat meningkatkan *writing skills* Adik?
12. S: Iya. Ya kan ngoreksi sendiri tau sendiri salahnya dimana.
13. R: Menurutmu kamu kelebihanmu dalam *writing* itu pada aspek apa?
14. S: Masih biasa-biasa aja *Miss*.
15. R: Kalo kelemahannya?
16. S: Di ini lo *Miss, mechanics* nya kurang cermat tanda baca.
17. R: Ya udah kalo gitu makasih.
18. S: Ya...

• **Interview Transcript 12**

Interviewer : The Researcher (R)
Interviewee : Students (S)
Day/Date : Thursday/20 October 2011
Time : 11.55 a.m.
Place : English classroom
Cycle 2b

1. R: Tyas bisa tanya-tanya sebentar?
2. S: Ya Mbak, silahkan.
3. R: Bagaimana pendapat Adik tentang pembelajaran *writing* dengan saya?
4. S: Menyenangkan.
5. R: Kenapa?
6. S: Ya belajarnya dengan cara yang mengasyikan jadi gak membosankan. Udah menang game juga Mbak tadi, hehe. Asyik Mbak.
7. R: *Ok*, terus pendapat Adik tentang *writing skill* Adik sudah meningkat atau belum?
8. S: Ya lumayanlah Mbak daripada sebelumnya.
9. R: *Ok*, trus selama pengimplementasian *action* saya sudah ada peningkatan?
10. S: Iya...
11. R: Sudah bisa melakukan *self-assessment*?
12. S: InsyaAllah bisa.
13. R: Berarti *portfolio* dan *self-assessment* biasa meningkatkan *writing skills* Adik?
14. S: Iya.
15. R: *Ok*, trimakasih.
16. S: Sama-sama.

• **Interview Transcript 13**

Interviewer : The Researcher (R)
Interviewee : Students (S)
Day/Date : Thursday/20 October 2011
Time : 11.45 a.m.
Place : English classroom
Cycle 2b

1. R: Namanya sapa Dik?
2. S: Putri.
3. R: Bagaimana pendapat Adik tentang pembelajaran *writing* selama ini?
4. S: Menyenangkan.
5. R: Kenapa?

6. S: Karena ya bisa mengetahui apa yang salah dalam tulisan kita dan mengetahui kosa kata baru.
7. R: *Ok*, terus menurut Adik gimana ketrampilan *writing* Adik setelah saya mengimplementasikan *action* saya?
8. S: Lumayan meningkat.
9. R: Terutama pada aspek apa Dik?
10. S: *Vocab*.
11. R: Em...*Ok*, terus dengan melihat hasil-hasil *writing* Adik selama ini apakah Adik sudah bisa mengetahui seberapa kemampuan Adik dalam *writing*?
12. S: Ya lumayan sudah ada peningkatan Mbak.
13. R: *Ok*, makasih ya...
14. S: Ya, Mbak.

• **Interview Transcript 14**

Interviewer : The Researcher (R)
Interviewee : Students (S)
Day/Date : Thursday/20 October 2011
Time : 11.50 a.m.
Place : English classroom
Cycle 2b

1. R: Namanya siapa?
2. S: Eka.
3. R: *Ok*, Eka. Gimana menurut pendapat Eka tentang pembelajaran *writing* selama ini?
4. S: Pelajarannya tu enak, *enjoy*, gak ngebosenin.
5. R: Kenapa?
6. S: Mudah diterima, ya jelas saja, terus gak terlalu sulit, mudah dipahami. Dengan video dan gambar juga, jadi tambah menarik Mbak.
7. R: Hmmm...*Ok*, terus setelah pengimplementasian *action* saya apakah sudah ada peningkatan?
8. S: Ada peningkatan tentang *vocab*, terus apa itu? *Tenses-tenses* gitu Mbak.
9. R: *Grammar* ya?
10. S: He'e, iya *grammar*.
11. R: Em...berarti sudah bisa menilai kemampuan Adik sendiri dalam *writing*?
12. S: Iya bisa.
13. R: Em...*Ok*, makasih ya...
14. S: Ya...

• **Interview Transcript 15**

Interviewer : The Researcher (R)
Interviewee : Students (S)
Day/Date : Thursday/20 October 2011
Time : 11.55 a.m.
Place : English classroom
Cycle 2b

1. R: Namanya siapa Dik?
2. S: Yusuf.

3. R: Yusuf *Ok*. Bagaimana pendapat Adik tentang pembelajaran *writing* selama ini?
4. S: *I think it.....* Bahasa Indonesia pa bahasa Inggris Mbak?
5. R: Hehe... *up to you*.
6. S: Ow....ya. Menurut saya ya cukup menyenangkan bisa menambah ilmu-ilmu baru tentang pelajaran *writing*.
7. R: Terutama apa?
8. S: Terutama ya soal *verb tense* sama *writing-writing* gitulah Mbak.
9. R: *Ok*, setelah saya mengimplementasikan *action* saya apakah sudah ada peningkatan dalam kemampuan *writing* Adik?
10. S: Ya sedikit banyak saya juga sudah mengetahui bagaimana soal apa ya??? untuk *territory verb tense-verb tense* gitu.
11. R: *Ok*, kalo begitu bisa dibilang sudah ada peningkatan ya?
12. S: Iya sudah.
13. R: Menurut Adik kelemahan Adik dalam *writing* itu apa?
14. S: Menurut saya sedikit sulit membedakan *tenses*.
15. R: Sudah bisa menilai kemampuan sendiri?
16. S: Iya.
17. R: Seberapa besar?
18. S: Ya lumayanlah.
19. R: *Ok*, makasih ya....
20. S: Yak.

• **Interview Transcript 16**

Interviewer : **The Researcher**

Interviewee : **Student of X1 Class**

Day/date : **Wednesday/26 October 2011**

Time : **10.00 a.m.**

Place : **English Classroom**

After cycle 2 done

1. R: Anggi...bisa minta waktunya sebentar?
2. S: Ya *Miss*.
3. R: Menurut Adik pembelajaran *writing* selama saya mengimplementasikan *portfolio* and *self-assessment* gimana, menyenangkan ga?
4. S: Menyenangkan.
5. R: Terus *writing skill* Adik sudah meningkat atau belum setelah saya mengimplementasikan *portfolio* and *self-assessment*?
6. S: Sudah ada peningkatan, *Miss*. Saya jadi lebih bisa dalam menulis, *Miss*.
7. R: *Ok*, sekarang Adik menjadi lebih *aware* terhadap aspek-aspek *writing* gak?
8. S: Ya, tentu donk, *Miss*. Jadi lebih dong sekarang.
9. R: E ...terus dengan menyimpan karya-karyamu itu kamu jadi memiliki *sense of ownership* ga? Rasa memiliki dan tanggung jawab maksudnya?
10. S: Saya jadi lebih bisa menghargai karya-karya saya *Miss*. Dari itu semua saya bisa tau *progress* saya dalam *writing* itu gimana.
11. R: Kira-kira ada kesulitan gak Dik selama ini?
12. S: Gak ada *Miss*.... Enak kog.
13. R: *Ok*, kalo begitu. Makasi ya.
14. S: Ya *Miss*, sama-sama.

- **Interview Transcript 17**

Interviewer : The Researcher
Interviewee : Student of X1 Class
Day/date : Wednesday/26 October 2011
Time : 10.04 a.m.
Place : English Classroom

After cycle 2 done

1. R: Fahmi ada waktu, mo tanya-tanya Dikit?
2. S: Ya Mbak.
3. R: Menurut Adik pembelajaran *writing* selama saya mengimplementasikan *portfolio* and *self-assessment* bagaimana?
4. S: Asyik Mbak.
5. R: Terus dengan pengimplementasian *portfolio* and *self-assessment* ketrampilan Adik dalam menulis meningkat ga?
6. S: Menjadi lebih baik Mbak. Banyak peningkatan yang saya rasakan. Dan banyak *vocab* baru yang saya temui. Saya menjadi lebih terlatih menulis dalam bahasa Inggris, Mbak.
7. R: Jadi lebih *aware* ga terhadap aspek-aspek *writing* seperti isi, organisasi, kosa kata, tata bahasa, dan mekanik setelah melakukan *self-assessment*?
8. S: Iya, Mbak jadi lebih memperhatikan elemen-elemen *writing* tsb, walo kadang masih salah juga nulisnya, hehe.
9. R: Ga papa yang penting belajar. Sekarang jadi lebih merasa memiliki bahwa itu karya saya, gitu ga dengan menyimpan karya-karyamu?
10. S: Jelas donk Mbak. Tu masih saya simpan tugas-tugasnya di folder.
11. R: Hmm...*Oke Oke*. Jadi sudah ada peningkatan ya...?
12. S: Iya, Mbak.
13. R: Ada kesulitan tidak selama ini?
14. S: Gak begitu Mbak sudah lumayan dong apa yang salah dan yang harus dibenarkan dalam tulisan saya.
15. R: *Ok, thank you* ya...
16. S: Yap.

- **Interview Transcript 18**

Interviewer : The Researcher
Interviewee : Student of X1 Class
Day/date : Wednesday/26 October 2011
Time : 10.08 a.m.
Place : English Classroom

After cycle 2 done

1. R: Widiana bisa ngobrol-ngobrol sebentar ga?
2. S: Bisa Mbak.
3. R: Pendapat Adik tentang pembelajaran *writing* selama saya mengimplementasikan *portfolio* and *self-assessment* gimana?
4. S: Menyenangkan.
5. R: Sudah ada *improvement* belum pada *writing skill*mu setelah saya mengimplementasikan *portfolio* and *self-assessment*?
6. S: Sudah ada peningkatan yang cukup besar, Mbak. Dengan implementasi *portfolio* dan *self-assessment* saya banyak mengetahui tentang tata cara *writing* Mbak.
7. R: *Ok, good*. Terus jadi lebih *aware* ga terhadap aspek-aspek *writing* setelah melakukan *self-assessment*?

8. S: Iya, saya jadi lebih sadar terhadap aspek *writing* setelah melakukan *self-assessment*.
9. R: Adik jadi memiliki jiwa memiliki dan tanggung jawab ga terhadap karya-karya Adik dengan *portfolio*?
10. S: Iya, saya mempunyai tanggung jawab terhadap karya saya dengan melakukan *portfolio*.
11. R: *The last question*. Ada kesulitan tidak selama ini?
12. S: Nggak ada Mbak. Cuma masih perlu belajar aja biar lebih baik.
13. R: *Ok*, makasi ya...
14. S: Ya, Mbak.

• **Interview Transcript 19**

Interviewer : The Researcher
Interviewee : Student of X1 Class
Day/date : Wednesday/26 October 2011
Time : 10.13 a.m.
Place : English Classroom
After cycle 2 done

1. R: Heri boleh tanya-tanya bentar?
2. S: Boleh *Miss*.
3. R: *Ok*, e...gimana menurutmu pembelajaran *writing* selama saya mengimplementasikan *portfolio* and *self-assessment*?
4. S: Cukup menarik sih.
5. R: E...terus ada peningkatan ga pada *writing skill*mu setelah saya mengimplementasikan *portfolio* and *self-assessment*?
6. S: Ada, tata penulisan saya jadi lebih baik, *Miss*. Saya dapat belajar menulis dengan benar itu gimana dan materi yang diberikan untuk menulis juga cukup menarik.
7. R: *Ok*, sekarang apa Adik lebih *aware* terhadap aspek-aspek *writing* setelah melakukan *self-assessment*?
8. S: Ya, saya merasa lebih hati-hati dalam memilih kata dalam pekerjaan saya.
9. R: Lalu apa Adik mempunyai jiwa *ownership* dan tanggung jawab terhadap karya-karyamu dengan melakukan *portfolio*?
10. S: Ya, meskipun belum maksimal, tapi saya punya jiwa tanggung jawab. Saya kumpulkan dan simpan karya-karya saya sehingga saya bisa melihat *progress* saya.
11. R: Ada kesulitan tidak selama ini?
12. S: Nggak kayaknya.
13. R: *Ok*, terimakasih ya...
14. S: Ya.

• **Interview Transcript 20**

Interviewer : The Researcher (R)
Interviewee : Collaborator (C)
Day/Date : Wednesday/26 October 2011
Time : 10.15 a.m.
Place : Teacher room
After cycle 2 done

1. R: Bagaimana Bu *action* yang telah saya lakukan selama ini?
2. C: Saya rasa sudah lebih baik Mbak. *Portfolio* dan *self-assessment* membuat siswa lebih waspada atau apa ya istilahnya? Em....lebih sadar atau mengerti tentang

writing mereka sendiri. Seberapa kemampuan mereka, paling tidak mereka sudah tahu Mbak dan itu bisa memotivasi mereka untuk menjadi lebih baik lagi dalam menulis. Apalagi, penggunaan video, gambar, dan game dalam berbagai aktivitas juga menarik antusias anak-anak Mbak. Pemberian *feedback* dengan simbol-simbol selama ini juga sangat membantu anak-anak dalam merevisi *writing* mereka. Bagus, bagus Mbak menurut saya.

3. R: Kalo masalah materi mereka paham belum menurut pengamatan Ibu?
4. C: Sudah paham saya rasa, jika dilihat dari *writing* mereka yang sudah lebih baik itu kan berarti mereka memang sudah paham tentang materinya.
5. R: Berarti sudah cukup ya dua *cycle* saja Bu? Kan action di *cycle 2* ini semua sudah lumayan berhasil.
6. C: Iya, dua *cycle* sudah cukup rasanya Mbak.
7. R: Hm..., makasih ya Bu. Jadi pertemuan besok saya tinggal *post-test* saja Bu. Kalo begitu saya mohon pamit pulang Bu.
8. C: O...ya silahkan Mbak. Monggo.

E

**STUDENTS'
WRITING SCORES**

Students' Scores on the Procedure Text in Pre-Test

| Student number | Content | Organization | Vocabulary | Language Use | Mechanics | Total |
|-----------------------|----------------|---------------------|-------------------|---------------------|------------------|--------------|
| 1 | 22 | 15 | 16 | 19 | 3 | 75 |
| 2 | 24 | 16 | 16 | 16 | 4 | 76 |
| 3 | 20 | 15 | 15 | 16 | 2 | 68 |
| 4 | 20 | 17 | 13 | 15 | 2 | 67 |
| 5 | 24 | 17 | 16 | 19 | 2 | 78 |
| 6 | 22 | 17 | 13 | 16 | 2 | 70 |
| 7 | 25 | 17 | 16 | 20 | 3 | 81 |
| 8 | 24 | 16 | 16 | 20 | 3 | 79 |
| 9 | 25 | 16 | 18 | 21 | 4 | 84 |
| 10 | 24 | 15 | 12 | 18 | 4 | 73 |
| 11 | 22 | 16 | 12 | 17 | 3 | 70 |
| 12 | 20 | 15 | 14 | 19 | 2 | 70 |
| 13 | 25 | 17 | 16 | 18 | 3 | 79 |
| 14 | 25 | 16 | 16 | 22 | 4 | 83 |
| 15 | 25 | 17 | 17 | 20 | 2 | 81 |
| 16 | 23 | 15 | 16 | 18 | 4 | 76 |
| 17 | 25 | 15 | 17 | 22 | 3 | 82 |
| 18 | 25 | 17 | 16 | 18 | 4 | 80 |
| 19 | 23 | 15 | 16 | 21 | 2 | 77 |
| 20 | 23 | 15 | 16 | 18 | 2 | 74 |
| 21 | 25 | 17 | 17 | 20 | 3 | 82 |
| 22 | 17 | 13 | 11 | 12 | 3 | 56 |
| 23 | 24 | 15 | 17 | 20 | 3 | 79 |
| 24 | 24 | 15 | 15 | 20 | 3 | 77 |
| 25 | 23 | 15 | 16 | 20 | 3 | 77 |
| 26 | 19 | 17 | 15 | 17 | 4 | 72 |
| 27 | 24 | 15 | 16 | 19 | 3 | 77 |
| 28 | 24 | 15 | 16 | 18 | 3 | 76 |
| 29 | 24 | 15 | 16 | 18 | 3 | 76 |
| 30 | 24 | 18 | 18 | 22 | 5 | 87 |
| 31 | 24 | 17 | 18 | 22 | 2 | 83 |
| 32 | 22 | 15 | 16 | 21 | 3 | 77 |
| Mean | 23.125 | 15.813 | 15.563 | 18.813 | 3 | 76.313 |

Students' Scores on the Narrative Text in Pre-Test

| Student number | Content | Organization | Vocabulary | Language Use | Mechanics | Total |
|-----------------------|----------------|---------------------|-------------------|---------------------|------------------|--------------|
| 1 | 22 | 16 | 16 | 16 | 3 | 73 |
| 2 | 21 | 15 | 15 | 16 | 4 | 71 |
| 3 | 20 | 14 | 13 | 12 | 2 | 61 |
| 4 | 20 | 14 | 13 | 12 | 3 | 62 |
| 5 | 20 | 14 | 13 | 12 | 2 | 61 |
| 6 | 19 | 13 | 12 | 11 | 2 | 57 |
| 7 | 23 | 16 | 16 | 16 | 2 | 73 |
| 8 | 20 | 14 | 14 | 14 | 3 | 65 |
| 9 | 27 | 18 | 18 | 20 | 4 | 87 |
| 10 | 18 | 13 | 13 | 13 | 4 | 61 |
| 11 | 19 | 15 | 13 | 11 | 3 | 61 |
| 12 | 18 | 13 | 13 | 12 | 3 | 59 |
| 13 | 23 | 17 | 17 | 16 | 3 | 76 |
| 14 | 24 | 18 | 17 | 18 | 3 | 80 |
| 15 | 22 | 16 | 16 | 18 | 2 | 74 |
| 16 | 18 | 13 | 15 | 13 | 4 | 63 |
| 17 | 23 | 17 | 16 | 14 | 3 | 73 |
| 18 | 18 | 13 | 15 | 15 | 4 | 65 |
| 19 | 22 | 17 | 15 | 13 | 2 | 69 |
| 20 | 23 | 18 | 17 | 18 | 2 | 78 |
| 21 | 21 | 16 | 16 | 17 | 3 | 73 |
| 22 | 16 | 11 | 10 | 10 | 3 | 50 |
| 23 | 22 | 16 | 15 | 18 | 3 | 74 |
| 24 | 20 | 16 | 13 | 13 | 3 | 65 |
| 25 | 20 | 15 | 13 | 13 | 3 | 64 |
| 26 | 20 | 15 | 14 | 13 | 4 | 66 |
| 27 | 24 | 18 | 16 | 18 | 4 | 80 |
| 28 | 20 | 17 | 15 | 13 | 3 | 68 |
| 29 | 20 | 15 | 14 | 15 | 3 | 67 |
| 30 | 18 | 13 | 13 | 13 | 4 | 61 |
| 31 | 25 | 18 | 17 | 18 | 3 | 81 |
| 32 | 20 | 17 | 13 | 13 | 3 | 66 |
| Mean | 20.813 | 15.344 | 14.563 | 14.5 | 3.031 | 68.25 |

Final Scores in Pre-Test

| Student number | Content | Organization | Vocabulary | Language Use | Mechanics | Total |
|-----------------------|----------------|---------------------|-------------------|---------------------|------------------|--------------|
| 1 | 22 | 15.5 | 16 | 17.5 | 3 | 74 |
| 2 | 22.5 | 15.5 | 15.5 | 16 | 4 | 73.5 |
| 3 | 20 | 14.5 | 14 | 14 | 2 | 64.5 |
| 4 | 20 | 15.5 | 13 | 13.5 | 2.5 | 64.5 |
| 5 | 22 | 15.5 | 14.5 | 15.5 | 2 | 69.5 |
| 6 | 20.5 | 15 | 12.5 | 13.5 | 2 | 63.5 |
| 7 | 24 | 16.5 | 16 | 18 | 2.5 | 77 |
| 8 | 22 | 15 | 15 | 17 | 3 | 72 |
| 9 | 26 | 17 | 18 | 20.5 | 4 | 85.5 |
| 10 | 21 | 14 | 12.5 | 15.5 | 4 | 67 |
| 11 | 20.5 | 15.5 | 12.5 | 14 | 3 | 65.5 |
| 12 | 19 | 14 | 13.5 | 15.5 | 2.5 | 64.5 |
| 13 | 24 | 17 | 16.5 | 17 | 3 | 77.5 |
| 14 | 24.5 | 17 | 16.5 | 20 | 3.5 | 81.5 |
| 15 | 23.5 | 16.5 | 16.5 | 19 | 2 | 77.5 |
| 16 | 20.5 | 14 | 15.5 | 15.5 | 4 | 69.5 |
| 17 | 24 | 16 | 16.5 | 18 | 3 | 77.5 |
| 18 | 21.5 | 15 | 15.5 | 16.5 | 4 | 72.5 |
| 19 | 22.5 | 16 | 15.5 | 17 | 2 | 73 |
| 20 | 23 | 16.5 | 16.5 | 18 | 2 | 76 |
| 21 | 23 | 16.5 | 16.5 | 18.5 | 3 | 77.5 |
| 22 | 16.5 | 12 | 10.5 | 11 | 3 | 53 |
| 23 | 23 | 15.5 | 16 | 19 | 3 | 76.5 |
| 24 | 22 | 15.5 | 14 | 16.5 | 3 | 71 |
| 25 | 21.5 | 15 | 14.5 | 16.5 | 3 | 70.5 |
| 26 | 19.5 | 16 | 14.5 | 15 | 4 | 69 |
| 27 | 24 | 16.5 | 16 | 18.5 | 3.5 | 78.5 |
| 28 | 22 | 16 | 15.5 | 15.5 | 3 | 72 |
| 29 | 22 | 15 | 15 | 16.5 | 3 | 71.5 |
| 30 | 21 | 15.5 | 15.5 | 17.5 | 4.5 | 74 |
| 31 | 24.5 | 17.5 | 17.5 | 20 | 2.5 | 82 |
| 32 | 21 | 16 | 14.5 | 17 | 3 | 71.5 |
| Mean | 21.969 | 15.578 | 15.063 | 16.656 | 3.016 | 72.281 |

Students' Scores on the Procedure Text in Post-Test

| Student number | Content | Organization | Vocabulary | Language Use | Mechanics | Total |
|-----------------------|----------------|---------------------|-------------------|---------------------|------------------|--------------|
| 1 | 24 | 18 | 15 | 18 | 5 | 80 |
| 2 | 25 | 17 | 17 | 20 | 5 | 84 |
| 3 | 22 | 16 | 17 | 18 | 3 | 76 |
| 4 | 23 | 18 | 15 | 18 | 3 | 77 |
| 5 | 26 | 18 | 18 | 21 | 4 | 87 |
| 6 | 25 | 15 | 16 | 19 | 3 | 78 |
| 7 | 26 | 18 | 18 | 21 | 5 | 88 |
| 8 | 25 | 17 | 17 | 21 | 5 | 85 |
| 9 | 26 | 17 | 19 | 22 | 5 | 89 |
| 10 | 25 | 17 | 16 | 19 | 5 | 82 |
| 11 | 23 | 17 | 14 | 20 | 5 | 79 |
| 12 | 21 | 15 | 16 | 18 | 5 | 75 |
| 13 | 26 | 19 | 18 | 21 | 5 | 89 |
| 14 | 26 | 19 | 18 | 21 | 5 | 89 |
| 15 | 26 | 16 | 19 | 21 | 4 | 86 |
| 16 | 25 | 19 | 18 | 20 | 5 | 87 |
| 17 | 26 | 15 | 17 | 23 | 4 | 85 |
| 18 | 25 | 19 | 18 | 20 | 5 | 87 |
| 19 | 24 | 16 | 16 | 22 | 3 | 81 |
| 20 | 24 | 17 | 18 | 20 | 4 | 83 |
| 21 | 26 | 19 | 17 | 21 | 5 | 88 |
| 22 | 20 | 14 | 11 | 14 | 3 | 62 |
| 23 | 25 | 17 | 17 | 18 | 4 | 81 |
| 24 | 23 | 15 | 17 | 19 | 4 | 78 |
| 25 | 24 | 17 | 17 | 21 | 4 | 83 |
| 26 | 21 | 18 | 15 | 18 | 4 | 76 |
| 27 | 26 | 16 | 17 | 21 | 5 | 85 |
| 28 | 26 | 16 | 17 | 20 | 4 | 83 |
| 29 | 25 | 18 | 16 | 20 | 4 | 83 |
| 30 | 25 | 18 | 18 | 23 | 4 | 88 |
| 31 | 24 | 18 | 18 | 21 | 4 | 85 |
| 32 | 24 | 15 | 15 | 21 | 3 | 78 |
| Mean | 24.438 | 17 | 16.719 | 20 | 4.25 | 82.406 |

Students' Scores on the Narrative Text in Post-Test

| Student number | Content | Organization | Vocabulary | Language Use | Mechanics | Total |
|-----------------------|----------------|---------------------|-------------------|---------------------|------------------|--------------|
| 1 | 24 | 17 | 18 | 21 | 5 | 85 |
| 2 | 23 | 17 | 19 | 22 | 5 | 86 |
| 3 | 22 | 16 | 16 | 17 | 3 | 74 |
| 4 | 23 | 17 | 15 | 15 | 4 | 74 |
| 5 | 24 | 16 | 16 | 16 | 3 | 75 |
| 6 | 22 | 15 | 14 | 13 | 3 | 67 |
| 7 | 24 | 18 | 17 | 20 | 4 | 83 |
| 8 | 24 | 18 | 16 | 18 | 4 | 80 |
| 9 | 28 | 19 | 19 | 22 | 5 | 93 |
| 10 | 22 | 16 | 16 | 19 | 5 | 78 |
| 11 | 22 | 16 | 16 | 15 | 4 | 73 |
| 12 | 19 | 15 | 15 | 16 | 5 | 70 |
| 13 | 25 | 19 | 18 | 21 | 5 | 88 |
| 14 | 25 | 19 | 17 | 20 | 5 | 86 |
| 15 | 25 | 19 | 19 | 22 | 4 | 89 |
| 16 | 22 | 17 | 16 | 16 | 5 | 76 |
| 17 | 25 | 19 | 17 | 20 | 4 | 85 |
| 18 | 25 | 19 | 19 | 20 | 5 | 88 |
| 19 | 23 | 17 | 16 | 15 | 3 | 74 |
| 20 | 22 | 16 | 17 | 21 | 4 | 80 |
| 21 | 23 | 17 | 16 | 20 | 5 | 81 |
| 22 | 18 | 15 | 13 | 11 | 3 | 60 |
| 23 | 24 | 18 | 17 | 19 | 4 | 82 |
| 24 | 22 | 18 | 16 | 14 | 4 | 74 |
| 25 | 22 | 16 | 15 | 15 | 4 | 72 |
| 26 | 21 | 15 | 13 | 13 | 5 | 67 |
| 27 | 25 | 17 | 17 | 21 | 4 | 84 |
| 28 | 24 | 18 | 16 | 19 | 4 | 81 |
| 29 | 24 | 18 | 17 | 19 | 4 | 82 |
| 30 | 22 | 16 | 16 | 16 | 5 | 75 |
| 31 | 28 | 18 | 19 | 23 | 5 | 93 |
| 32 | 22 | 18 | 15 | 16 | 3 | 74 |
| Mean | 23.25 | 17.156 | 16.438 | 17.969 | 4.219 | 79.031 |

Final Scores in Post-Test

| Student number | Content | Organization | Vocabulary | Language Use | Mechanics | Total |
|-----------------------|----------------|---------------------|-------------------|---------------------|------------------|--------------|
| 1 | 24 | 17.5 | 16.5 | 19.5 | 5 | 82.5 |
| 2 | 24 | 17 | 18 | 21 | 5 | 85 |
| 3 | 22 | 16 | 16.5 | 17.5 | 3 | 75 |
| 4 | 23 | 17.5 | 15 | 16.5 | 3.5 | 75.5 |
| 5 | 25 | 17 | 17 | 18.5 | 3.5 | 81 |
| 6 | 23.5 | 15 | 15 | 16 | 3 | 72.5 |
| 7 | 25 | 18 | 17.5 | 20.5 | 4.5 | 85.5 |
| 8 | 24.5 | 17.5 | 16.5 | 19.5 | 4.5 | 82.5 |
| 9 | 27 | 18 | 19 | 22 | 5 | 91 |
| 10 | 23.5 | 16.5 | 16 | 19 | 5 | 80 |
| 11 | 22.5 | 16.5 | 15 | 17.5 | 4.5 | 76 |
| 12 | 20 | 15 | 15.5 | 17 | 5 | 72.5 |
| 13 | 25.5 | 19 | 18 | 21 | 5 | 88.5 |
| 14 | 25.5 | 19 | 17.5 | 20.5 | 5 | 87.5 |
| 15 | 25.5 | 17.5 | 19 | 21.5 | 4 | 87.5 |
| 16 | 23.5 | 18 | 17 | 18 | 5 | 81.5 |
| 17 | 25.5 | 17 | 17 | 21.5 | 4 | 85 |
| 18 | 25 | 19 | 18.5 | 20 | 5 | 87.5 |
| 19 | 23.5 | 16.5 | 16 | 18.5 | 3 | 77.5 |
| 20 | 23 | 16.5 | 17.5 | 20.5 | 4 | 81.5 |
| 21 | 24.5 | 18 | 16.5 | 20.5 | 5 | 84.5 |
| 22 | 19 | 14.5 | 12 | 12.5 | 3 | 61 |
| 23 | 24.5 | 17.5 | 17 | 18.5 | 4 | 81.5 |
| 24 | 22.5 | 16.5 | 16.5 | 16.5 | 4 | 76 |
| 25 | 23 | 16.5 | 16 | 18 | 4 | 77.5 |
| 26 | 21 | 16.5 | 14 | 15.5 | 4.5 | 71.5 |
| 27 | 25.5 | 16.5 | 17 | 21 | 4.5 | 84.5 |
| 28 | 25 | 17 | 16.5 | 19.5 | 4 | 82 |
| 29 | 24.5 | 18 | 16.5 | 19.5 | 4 | 82.5 |
| 30 | 23.5 | 17 | 17 | 19.5 | 4.5 | 81.5 |
| 31 | 26 | 18 | 18.5 | 22 | 4.5 | 89 |
| 32 | 23 | 16.5 | 15 | 18.5 | 3 | 76 |
| Mean | 23.844 | 17.078 | 16.578 | 18.984 | 4.2344 | 80.719 |

F

**SAMPLES OF
STUDENTS' WORKS**

Activity 2

Directions: Revise your first writing task. Make any changes you feel will improve it. Be sure it has an opening, body, and closing. Eliminate any unnecessary information. Write the revised draft on this sheet.

Name : ERM Tyas Fatmami

Date: Thursday, Oktober 20 2011

Class/No: X₁ / 08

Tom and the Dinosaur

One day, a boy named Tom walked in his garden in the afternoon. But suddenly Tom heard a strange noise coming from the shed at the bottom of his garden, "URRRG". So Tom walked to the strange noise was coming from.

He looked in the shed of his garden. Then he saw a dinosaur eating strange berries in the shed. Tom was very shocked, but he didn't scream. Tom saw the strange berries on the dinosaur's mouth. He took some berries from the dinosaur's mouth carefully. After took them, Tom was surprised with the strange berries, because he never saw them.

Tom ate one of the strange berries. Suddenly the world began to spin around. Actually the strange berries changed his garden when Tom ate it. The world stopped, and his garden became a jungle. Tom was very shocked. He looked around, but everything were only trees. The trees were different from he was ever seen before.

"Where am I?" said Tom.

"You are in my jungle," said dinosaur.

"Can you speak?" asked Tom.

"Yes, I can. Thank you, you brought me to my jungle again," said dinosaur.

"No problem. I'm Tom. Can I walk to your jungle before I went back to my home?" asked Tom.

The Dinosaur followed Tom from behind. The dinosaur was happy, he could back to his jungle again. Tom walked to the jungle with the dinosaur. He was very happy because he came to the dinosaur's jungle, but Tom was very tired, so the dinosaur carried Tom on his back. Tom and the dinosaur became friend. But Tom must go back to his home. The dinosaur gave the strange berries to Tom. Before Tom ate the berries to go back in his world. Tom said to the dinosaur if he would miss the dinosaur.

Tom ate the berries and the world began to spin again. Tom arrived in his garden. It was an unforgettable experience for Tom. He didn't tell his experience to other, because he knew no one believed his story.

Activity 2

Directions: Revise your first writing task. Make any changes you feel will improve it. Be sure it has an opening, body, and closing. Eliminate any unnecessary information. Write the revised draft on this sheet.

Name : Yohanes Estik Ratna Dwiputra
Class/No: X, / 31

Date: October 20th 2011

Tom and the Dinosaur

One day, a boy named Tom heard a strange noise coming from the shed at the bottom of his garden. He was curious with a strange noise. Tom followed the strange in the shed and he opened the door.

He looked in the shed and saw a dinosaur eating strange berries. "Hmmm... why dinosaur here?" he thought. Dinosaur was very big and scary.

He took some berries from the dinosaur mouth. "Do ~~this~~ ^{eat} these berries that make the dinosaur appears here?" Tom thought.

He ate one of the strange berries and the world began to spin around. Tom^s confused with what happened. When the world stopped, his garden became a jungle. In the jungle there were dinosaurs and wild animals. The wild animals were like crocodile, squirrel, monkey and etc. The day was evening, Tom had to sleep. Tom saw a cave in the jungle, Tom went there and slept.

In the morning Tom walked around the jungle to find some food. He saw many fruits such as orange, manggo, apple. Tom ate the fruits for breakfast. Tom wanted to go home, but he didn't know the way. Suddenly he found a strange berry under his foot. He ate the strange berry and the world began to spin around again. Fortunately he could go home.

The End

Activity 3

Directions: Revise your first writing task. Make any changes you feel will improve it. Be sure it has an opening, body, and closing. Eliminate any unnecessary information. Write the revised draft on this sheet.

Name : Eke Prasetyo
Class/No: X.4/7

Date: 20-10-2011

Tom and the Dinosaur

In a hot day, a boy named Tom heard a strange noise coming from the shed at the bottom of his garden. Suddenly, his curiosity appeared. Tom walked to the shed to find out the strange noise came from.

Slowly, Tom opened the shed's door. He looked in the shed and saw a dinosaur eating strange berries. The berries were small with red color. Tom wanted to know the berry's taste and how the dinosaur could come to his shed.

Then, Tom took the berries from the dinosaur's mouth. He was confused and afraid to eat the berries. He thought very hard.

And finally, Tom decided to eat the berries. He ate one of the strange berries and the world began to spin around. He was more confused and began to feel a dizzy.

When the world stopped, his garden became a jungle. Tom was shocked. He was confused about how he could go home. Suddenly, behind Tom there was a dinosaur. Tom turned back, after he heard strange noise. It was a big dinosaur. Because Tom was very scared, then he ran away and came into a cave.

Tom was very tired and hungry. Then, Tom decided to rest and sleep in that cave. He prepared some palm leaves and put it on the ground. Then, he began to sleep.

After several minutes, Tom woke up. He remembered about the berries. He took the other berries in his pocket and ate it. The world began to spin again. And suddenly the cave became his garden again. Tom was glad because he could come back to his home. Then, he searched his parents and told his parents about the dinosaur in the shed.

G

**PRE-TEST
AND
POST-TEST**

PRE-TEST

Name : Fira Hira Jannati

Class : X₁

No : 13

1. Write a procedural text (such as: food recipes, manual instructions, or tips) you have known or read in the box below. Write at least 100 words.

APPLE JUICE

Goal: How to make a glass of apple juice

Ingredients: - an apple - 10 ml of equipment - a knife - a spoon
 - 3 tsp of sugar - hot water - a glass
 - 200 ml of water - ice cream - a blender

Step: First, cut the apple in a cube shape.

Second, use glass to dissolve 3 tsp of sugar with a little hot water.

Third, stir it until all the sugar dissolved on the water.

Fourth, connect the blender to the electric.

Fifth, put all the cutting of apple on the blender.

Sixth, pour the dissolved sugar on the blender.

Seventh, pour 200 ml of water on the blender too.

After that, turn on the blender.

Next, wait it 5 minutes until all material mixed well.

After that, turn off the blender if the juice already mixed well.

Next, pour the juice in a glass and stir with a spoon.

After all, add ice cream on the top of juice it's really most delicious.

Finally, drink the apple juice during the apple juice. It's still fresh.

POST-TEST

Name : FITRI NUR JANHATI

Class : X,

No : 13

1. Write a procedural text (such as: food recipes, manual instructions, or tips) you have known/read in the box below. Write at least 100 words.

HOW TO MAKE A LEMON JUICE

Ingredients:

1 lemon

200 ml of water

2 tsp of sugar

5 cubes of ice

Equipments:

a blender

a spoon

2 glasses

a sieve

Steps:

First, prepare all the materials and the equipments.

Second, slice the lemon into two parts.

Third, squeeze the two parts of lemon with a sieve and sift the essence into a glass.

Fourth, pour 200 ml of water into a blender.

Fifth, pour 2 tsp of sugar into a blender.

Sixth, pour the essence of lemon into a blender too.

Seventh, turn on the blender.

Eighth, wait it until all materials mixed smoothly.

Ninth, turn off the blender, then pour the lemon juice into a glass.

Tenth, Add 5 cubes of ice in the juice, after that stir it well.

Finally, serve it. But, before you serve it, you can put some garnish to your lemon juice. It will be better if you drink it while it fresh.

PRE-TEST

Name : Heriyanda N.

Class : X.1

No : 1A

1. Write a procedural text (such as: food recipes, manual instructions, or tips) you have known or read in the box below. Write at least 100 words.

How to make a pencil box

To accomplish the goal you need:

- | | |
|--------------------------|------------------------------|
| 1) Mineral water bottle. | 5) pencil |
| 2) cutter / | 6) <u>Colour</u> pencils |
| 3) glue | * you need the empty bottle. |
| 4) Paper | * Tissue |

The steps are:

- First, cut the water bottle with cutter in two pieces, use the under piece and throw the top piece.
- Then, clean the piece of bottle with tissue.
- After that, measure the paper size until same of size with the high of bottle piece. you can measure it with the cutter.
- Next, draw some picture o on the paper with pencil.
- Then, make the paper / picture colourful with colour pencils. Please do it orderly / neatly.
- Next, wrap the bottle with paper and use the glue to do it.
- Finally, the pencil box is ready. You can put your school appliances at your pencil box.

POST-TEST

Name : Heriyanda N

Class : X-1

No : 14

1. Write a procedural text (such as: food recipes, manual instructions, or tips) you have known/read in the box below. Write at least 100 words.

How to Make Fried Rice

To achieve the goal you need:

a) ingredients :

- a plate of rice
- Three cloves of onion.
- three cloves of garlic
- oil
- chilli or chilli powder
- salt
- fried onion
- celery

b) tools

- frying pan
- knife
- a plate
- spoon

And the steps are :

First, heat the frying pan.

Then, a few time later, pour the oil on to the frying pan.

Before, you must slice the onion, garlic and chilli.

Next, after the oil hot, put all of the spices on to the frying pan.

Wait until it smell fragrant.

Then, pour a plate of the rice on it, on the pan.

After that, wait again until for about ten minutes.

Then add the salt. You can add the sugar too (optionally).

Stir it slowly

After the rice done, you can serve it on a plate.

Finally you can spread the celery and eat it.

PRE-TEST

Name : Tyas Aisyah Putri

Class : X₁

No : 28

1. Write a procedural text (such as: food recipes, manual instructions, or tips) you have known or read in the box below. Write at least 100 words.

How to Make a Fried Rice

Materials : - a bowl of rice - tomato
 - garlics - a mortar
 - chilies - salt
 - peppers
 - soy sauce
 - eggs
 - frying pan
 - vegetable oil
 - cucumbers
 - cabbage
 - A plate

Step

First, minced the garlics, chilies, peppers, ^{and salt} in a mortar.

Second, prepared the frying pan with vegetable oil and simmer.

Then, pour flavors in the frying pan. after that saute the flavors.

Next, pour the eggs in the frying pan too, and stir evenly.

After that, pour a bowl of rice in the frying pan, stir with flavors and eggs evenly.

Then, pour dan stir the soy sauce, mix it.

Next, after ripe, lift and serve in the plate.

Finally, garnish it with cucumbers, cabbage and tomato.

POST-TEST

Name : Tyia Aisyah PutriClass : X1No : 18

1. Write a procedural text (such as: food recipes, manual instructions, or tips) you have known/read in the box below. Write at least 100 words.

How to Make Instant Fried Noodles

Materials we need :

- | | |
|-------------------------|-----------|
| - Instant Noodles | - Pan |
| - Water | - Spatula |
| - Egg | - Plate |
| - Carrots | - Spoon |
| - <u>Flavor instant</u> | - Fork |
| - Sauce | |
| - Soy sauce | |
| - Fried Onion | |

Step :

1. First, heat the water, after hot put instant noodler into hot water.
2. Second, mix the noodles until soft, and crack the egg into pan.
3. Third, put slice carrots, mix until tender.
4. Then prepared flavor instant, sauce, and soy sauce into the plate, then mix.
5. After that, take a pan from stove, then throw away the water.
7. After throw away the water, put noodler, egg, and carrots into plate
8. Then, mix the noodles, egg and carrots with flavor instant, sauce and soy sauce.
9. Finally, put the fried onion in the noodler. Ready to eat.

2. Rewrite a narrative story (such as: fable, fairy tale, legend, and myth) that you have known or heard in the box below. Write at least 100 words.

Cinderella

Once upon a time, there lived a beautiful girl named Cinderella. She lived with her father, her step mother and two ~~of~~ ~~her~~ step sister.

After her father lived her to work, she just stay at home with her mother and her sisters. Her live became suffer because her ~~to~~ mother and her sisters behavior her arbitrarily.

One day, the ~~cast~~ castle held a dance party. All ~~of~~ girl in the city are invited. She wanted to come to the party, but she ~~is~~ forbidden ~~with~~ by her mother. She was sad. Fortunately, there came a fairy good mother. She helped Cinderella to come to the party. She gave Cinderella a beautiful gown, a carriage and a glass shoes. But she ~~for~~ ~~and~~ ~~is~~ asked to Cinderella to went back before at 12 o'clock.

Cinderella came to the party. She was very happy cause she dancing with the prince. And she forgot her promise. When the watch rang, she remembered with her promise. She ~~was~~ ran quickly. And one of her glass shoes was ~~was~~ left. And it's found by the prince. ~~the~~

The next day the prince found the shoes owner. He came to Cinderella's ~~house~~ house. And he knew that she was the shoes owner. And they get married and lived happily ever after.

V = 12 ;

L = 19

2. Rewrite a narrative story (such as: fable, fairy tale, legend, and myth) that you have known or heard in the box below. Write at least 100 words.

Tangkuban Perahu

Once upon a time there was a beautiful woman named Dayang Sumbi. When she was sewing, her thread fell. She promised that who took her thread would be her husband. Actually, there were a dog that took her thread. As her promise, she got married with the dog. Some year later they had a child. The child named Sangkuriang.

One day, Dayang Sumbi wanted to eat deer's liver. She asked Sangkuriang to search it in the forest. Because Sangkuriang didn't find it, he killed the dog that actually was his father. But Dayang Sumbi knew about it. She was angry. She hit Sangkuriang's head and asked he to go away.

When Sangkuriang was adult, he met with Dayang Sumbi. He fell in love with Dayang Sumbi. He wanted to marry her. But Dayang Sumbi knew that Sangkuriang was her child. To refuse his proposal, Dayang Sumbi asked him to make a ship just in one night.

In making the ship, Sangkuriang helped with the evil spirit. Dayang Sumbi panicked if Sangkuriang could finish her work. So she asked women at her palace to crush rice. So the evil spirit would think that it was morning. The evil spirit left Sangkuriang.

Sangkuriang was angry and he kicked his ship. His ship was upside down and became a mountain. And finally the mountain called Tangkuban Perahu Mountain.

- THE END -

2. Rewrite a narrative story (such as: fable, fairy tale, legend, and myth) that you have known or heard in the box below. Write at least 100 words.

The Legend of Surabaya.

One day, there was a Crocodile and a stork, Sura. Every day, Sura and Crocodile or called Baya was fighting in the sea to struggle their own food. The fight was very dangerous. They was fight, fight, and fight, until Baya and Sura was bore. Then, Baya and Sura make a promise. Baya must search his food in river and Sura must search his food in sea.

But, In the other day, Sura was searching food in the river. Unfortunately, Baya looked Sura search food in his area. Then, Baya became angry and started to attack Sura. In there was the biggest fight between Sura and Baya. In the end of the fight, Sura was lose and went away to the sea. Then, the area or place where Sura and Baya fight was called Surabaya.

2. Rewrite a narrative story (such as: fable, fairy tale, legend, and myth) that you have known or heard in the box below. Write at least 100 words.

The Thirsty Bird

In a hot day, there was a bird. The bird was very thirsty, he tried to found a water for drink. Then, the bird flew around.

Not long after that, the bird found a jug with water in that. He tried to drink the water, but the neck of jug was very small. The bird couldn't drink the water.

In that time, the bird looked a stone fall to the jug and the level of water rose. Then, the bird had a great idea. He collected many stones and put it into the jug. The water rose until the neck of jug. So, the bird could drink the water. Finally, the bird flew away happily.

2. Rewrite a narrative story (such as: fable, fairy tale, legend, and myth) that you have known or heard in the box below. Write at least 100 words.

THE MOUSEDEER AND MR. FARMER

One upon a time, there lived a Mr. Farmer and his family in a small village. Mr. Farmer has a large plantation.

Mr. Farmer planted his garden with cucumber plant. But, when Mr. Farmer wanted to harvest his cucumber, it's always fail. Apparently, the mousedeer already ate his cucumber before Mr. Farmer harvest it.

Mr. Farmer was so angry. He wanted to catch the mousedeer soon. Fortunately, Mr. Farmer got a good idea. He wanted to make a trap for the mousedeer.

The harvest season came, Mr. Farmer soaked all of his cucumber plant with glue that very sticky. Mr. Farmer poured the glue on the body's plant. Mr. Farmer hoped will get the mousedeer and brought it to cooked by his wife.

But, all Mr. Farmer's plan was fail. When the mousedeer trapped on Mr. Farmer's trap, the mousedeer pretend died. Mr. Farmer looked at the mousedeer that pretend died, and thought that the mousedeer was dead. Mr. Farmer removed the mousedeer from his trap.

So, the mousedeer could escape, when the mousedeer already free, the mousedeer ran away soon. And the mousedeer shouted "Mr. Farmer is smart, but the mousedeer are smarter."

- THE END -

2. Rewrite a narrative story (such as: fable, fairy tale, legend, and myth) that you have known or heard in the box below. Write at least 100 words.

The Mousedeer and Mr Farmer.

Once upon a time, there lived a Mr. Farmer with his family in a small village. Mr. Farmer had a cucumber field. Every he wanted to harvest, he always failed. He found nothing in his field. He was sad.

And, the harvest time came again. Mr. Farmer didn't want to lose his cucumber again. He tried to seek the cause.

One time, Mr. Farmer looked a mousedeer in his field. Apparently, the mousedeer already ate his cucumber. Mr. Farmer became very angry. He wanted to kill the mousedeer soon.

In his field, Mr. Farmer made a trap to the mousedeer. After Mr. Farmer waited the mousedeer in a long time, the mousedeer came.

Mr. Farmer was happy. He thought that the mousedeer will be lured to his trap. But, his think was false. The mousedeer knew about Mr. Farmer trap. So, after the mousedeer ate the cucumber, the mousedeer pretended died.

Mr. Farmer was very happy. Mr. Farmer thought that the mousedeer was dead. So, he threw the mousedeer in a river. But, the mousedeer could swim. The mousedeer went to Mr. Farmer field again. The mousedeer ate the delicious cucumber again.

And the next day, when Mr. Farmer wanted to harvest his cucumber, again and again he was failed. Mr. Farmer was annoyed to the mousedeer.

The mousedeer saw it, and the mousedeer shouted. "Hahaha... Mr. Farmer is smart but the mousedeer is smarter." Mr. Farmer replied. "I'm sick of you!! Wait me.... I will always trick you, I will kill you soon. Hear that!"

- THE END -

H

ATTENDANT LIST

| No | Name | DATE | | | | | | |
|-------|-----------------------------|---------------------------------------|-------------------------------------|-----------------------------------|------------------------------------|------------------------------------|-----------------------------------|------------------------------------|
| | | Wed, 28 Sept 08:30- 10:00 | Thur, 29 Sept 10:15- 11:45 | Wed, 12 Oct 08:30- 10:00 | Thur, 13 Oct 10:15- 11:45 | Thur, 20 Oct 10:15- 11:45 | Wed, 26 Oct 08:30- 10:00 | Thur, 27 Oct 10:15- 11:45 |
| 1. | Anggi Anisa Tri Y | √ | √ | √ | √ | √ | √ | √ |
| 2. | Eufrasia Findrianasari I | √ | √ | √ | √ | √ | √ | √ |
| 3. | Azizah Khoiriah | √ | √ | √ | √ | √ | √ | √ |
| 4. | Damas Pinitados | √ | √ | √ | √ | √ | √ | √ |
| 5. | Dimas Bangkit W | √ | √ | √ | √ | √ | √ | √ |
| 6. | Eka Okta Taruna S | √ | √ | √ | √ | √ | √ | √ |
| 7. | Eko Prasetyo | √ | √ | √ | √ | √ | √ | √ |
| 8. | Erni Tyas Fatnani | √ | √ | √ | √ | √ | √ | √ |
| 9. | Ervina Pitasari | √ | √ | √ | √ | √ | √ | √ |
| 10. | Fahmi Farida | √ | √ | √ | √ | √ | √ | √ |
| 11. | Fatimah Dwi Utari | √ | √ | √ | √ | √ | √ | √ |
| 12. | Ferawati Nur A | √ | √ | √ | √ | √ | √ | √ |
| 13. | Fitri Nur Jannati | √ | √ | √ | √ | √ | √ | √ |
| 14. | Hariyanda N | √ | √ | √ | √ | √ | √ | √ |
| 15. | Khoiruddin ZA | √ | √ | √ | √ | √ | √ | √ |
| 16. | Khoirul Murtofiaah | √ | √ | √ | √ | √ | √ | √ |
| 17. | Kholil Rifai Rofiq | √ | √ | √ | √ | √ | √ | √ |
| 18. | Meida Astrani P | √ | √ | √ | √ | √ | √ | √ |
| 19. | Muhammad Nur H | √ | √ | √ | √ | √ | √ | √ |
| 20. | Nooriza Maharani | √ | √ | √ | √ | √ | √ | √ |
| 21. | Puteri Kintan P | √ | √ | √ | √ | √ | √ | √ |
| 22. | Putri Mahmudya NA | √ | √ | √ | √ | √ | √ | √ |
| 23. | Rahman Hidayat | √ | √ | √ | √ | √ | √ | √ |
| 24. | Riana Asti Fitriani | √ | √ | √ | √ | √ | √ | √ |
| 25. | Saras Septy Latifah | √ | √ | √ | √ | √ | √ | √ |
| 26. | Tazkiya Amalia N | √ | √ | √ | √ | √ | √ | √ |
| 27. | Thomas Julio Aji S | √ | √ | √ | √ | √ | √ | √ |
| 28. | Tyas Aisyah Putri | √ | √ | √ | √ | √ | √ | √ |
| 29. | Viani Kurniawati | √ | √ | √ | √ | √ | √ | √ |
| 30. | Widiana Arniati | √ | √ | √ | √ | √ | √ | √ |
| 31. | Yohanes Esthi RD | √ | √ | √ | √ | √ | √ | √ |
| 32. | Yusuf Rachmad N | √ | √ | √ | √ | √ | √ | √ |
| Total | | 32 | 32 | 32 | 32 | 32 | 32 | 32 |

I

PHOTOGRAPHS



Students were paying attention to the video.



Students were enthusiastic listening to the teacher's explanation.



Students were paying attention to the teacher's explanation about past-tense.



Students were working in pairs.



The students were asking the researcher about their difficulties.



Students were involving actively in the class.



Students were writing their text seriously.





Students were revising their draft enthusiastically and confidently.

J

**SAMPLE OF
STUDENT'S
PORTFOLIO**

Thomas Jullio XI / 27

Khoir Rifai XI / 17

Activity 1

With your partner, fill in the blanks with the suitable words in the box. Look at the example.

| | | | |
|-------|---------|----------|------|
| first | cook | cut | oil |
| then | finally | absorbed | stir |

Satay Ayam Madura (Madura Chicken Satay)



Ingredients:

- 2 chicken breasts, each 360 g
- 3 tbs vegetable oil
- 1 small onion, peeled and finely chopped
- 1 garlic clove, peeled and finely chopped
- 2 candle nuts, grated
- 2 tbs coconut, desiccated
- 1 tbs coriander
- 1 tbs sambal
- ½ tbs lemon grass, ground
- 1 pea-size dried shrimp paste, softened with 2 tbs water
- 1 tbs brown sugar
- bamboo or metal skewers

Instructions:

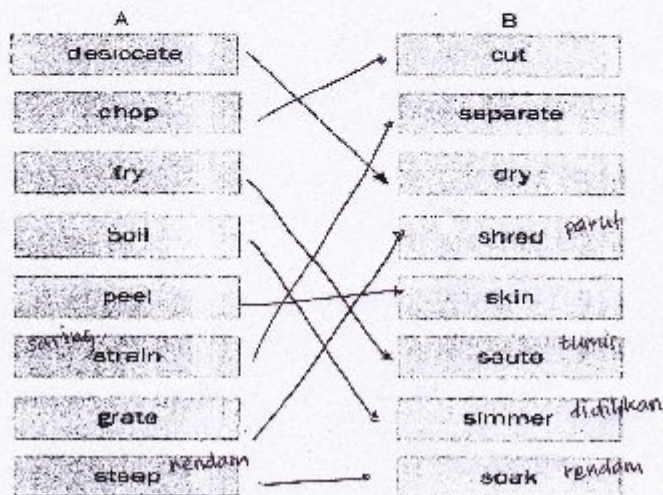
- **First**, skin the chicken breasts, if desired, and cut into bite-size cubes and set aside.
- Then, heat oil in a saucepan and add all remaining ingredients. stir well and heat through before removing from heat.
- After that, add the chicken cubes to cooked mixture and leave for at least 1 hour to allow strong aromatic spices to be absorbed.
- Finally, skewer marinated meat and cook until well done over charcoal heat. Serve.

Adapted from: <http://www.indoets.com>
Picture: <http://warungaja.com>

Thomas XI / 27
 Kholi XI / 17

Activity 2

In pairs, match the word in Column A with the synonyms in Column B. Consult your dictionary if necessary. Look at the example.



Activity 3

Work on your own. Make a food recipe (It is up to you, you can choose any).
Write in the space given.

Name : Thomas Julio A-S
Class/No. : X1 / 27

Date: 29 September 2011

How to ^C make ^{WF} Fry Rice

If you want to make ^{WF} fry rice, ^S you will need:

- Rice ± 1 plate Or?
- Garlic ± 5 cloves
- Onion ± 6 ^{S/P} clove
- Salt 3 teaspoon
- Soya sauce 3 little pack
- Chili like you want
- Egg like you want
- Oil 2 teaspoon

Then, follow these instructions.

- ^{S/P} First of all ^P slice the garlic, onion, and chili into some ^{S/P} piece.
- Then, saute some ^{S/P} piece of garlic, onion, and chili in the wok.
- After that, fry the egg in the wok with the saute herbs.
- Next, put the rice in the wok.
- Put the soya sauce in to the wok ^P.
- Then, stir until thoroughly ^{S/P}.
- After that, wait until the ^{WF} fry rice cooked.
- Finally, serve the ^{WF} fry rice in the plate and sprinkle with the fried onions ^P.
- And the ^{WF} fry rice is ready ^P.

Hmm, nyam

-oOo-

Before you submit your work, assess your work using this student's checklist
Self-assessment

This is how I think about my procedural text.

| | | | | | | | |
|--|--|-------------------|---|-----|-----|---|---|
| Writer's name : Thomas Juna AS | | Date: | | | | | |
| Class/Number : XI 127 | | 29 September 2011 | | | | | |
| Title of work : How to Make Fry Rice | | | | | | | |
| Content and Organization | | (v) | Remark | | | | |
| Does my text consist of goal, materials needed, and methods? | | ✓ | Yes, I can mention the goal clearly. | | | | |
| | | ✓ | Yes, I can mention the materials completely. | | | | |
| | | ✓ | Yes, I can write the methods clearly. | | | | |
| Grade (you) | | | A | (B) | C | D | E |
| Grade (teacher) | | | A | B | (C) | D | E |
| Language use | | (v) | Remark | | | | |
| Is my text written in simple present? | | ✓ | Yes, I use simple present tense. e.g. slice | | | | |
| Does my text include imperative verbs? | | ✓ | Yes, I use imperatives. e.g. put | | | | |
| Does my text use connecting words or sentence connectors? | | ✓ | Yes, I use connecting words. e.g. then, next | | | | |
| Grade (you) | | | A | (B) | C | D | E |
| Grade (teacher) | | | A | (B) | C | D | E |
| Vocabulary | | (v) | Remark | | | | |
| Did I use various words in my text? | | ✓ | Yes, I used various words. | | | | |
| Did I use correct diction in my text? | | ✓ | Yes, I used correct diction. | | | | |
| Grade (you) | | | A | (B) | C | D | E |
| Grade (teacher) | | | A | (B) | C | D | E |
| Mechanics | | (v) | Remark | | | | |
| Did I use the correct punctuation? | | ✓ | Yes, I used the correct punctuation. | | | | |
| Did I use the correct capitalization? | | ✓ | Yes, I used the correct capitalization. | | | | |
| Did I use the correct spelling? | | ✓ | Yes, I used the correct spelling. | | | | |
| Did I write neatly in stripes paper? | | ✓ | Yes, I wrote neatly in stripes paper. | | | | |
| Grade (you) | | | A | (B) | C | D | E |
| Grade (teacher) | | | A | B | (C) | D | E |
| Others | | (v) | Remark | | | | |
| Did I finish my tasks on time? | | ✓ | Yes, I finished my work on time. | | | | |
| Is my work original? | | ✓ | Yes, my work is original. | | | | |

Grade:

A: very good

C: fair

E: very poor

B: good

D: poor

Other comments:

Pay attention to the organization of procedural text, Thomas. Be careful with punctuation/mechanics.

Thomas X1 / 27
 Knoll X1 / 97

Activity 1

Work in pair, read the following text and make the recipe of *Sparkle Punch*. Write in the space given.

Sparkle Punch

Hi, guys, I want to make a sparkle punch. It is easy to make it. I'll tell you the recipe. Here is it. To make Sparkle Punch, we need some ingredients, like several ice cubes, $\frac{1}{2}$ cup of grapefruit juice, and $\frac{1}{2}$ cup of soda water. Uhm...then, a slice of lemon. What else? Oh yeah, a bundle of mint leaves for the garnish. Then, you just need a pretty glass and kitchen scissors as the equipments.

Okay, the first thing that we have to do for making Sparkle Punch is putting several ice cubes at the bottom of the glass. Then, fill the glass half full with grapefruit juice. Next, fill the glass almost full with soda water. After that, cut the lemon round open on one end and slide the cut over the edge of the glass. Finally, add a small bundle of mint leaves for garnish. Uhm...this is it. A fresh Sparkle Punch is ready to be served.



How to make sparkle punch

Ingredients

- Ice cubes
- $\frac{1}{2}$ cup of grapefruit juice
- $\frac{1}{2}$ cup of Soda water
- a slice of lemon
- a bundle of mint leaves for garnish

Equipments

- a pretty glass
- Kitchen scissors

Steps

1. First, put several ice cubes at the bottom of the glass.
 2. Then, fill the glass half full with grapefruit juice.
 3. Next, fill the glass almost full with soda water.
 4. After that, cut the lemon round open on one end and slide the cut over the edge of the glass.
 5. Finally, add a small bundle of mint leaves for garnish.
- A fresh sparkle punch is ready to be served.

Activity 2

Still in pairs, identify the imperative verbs and sequence words in the recipe of making "Sparkle Punch" above.

Activity 3

Directions: Revise your first writing task. Make any changes you feel will improve it. Be sure to include the organization of procedural text. Eliminate any unnecessary information. Write the revised draft on this sheet below.

Name : Thomas Julio A S
Class/No: XI / 27

Date: 12 Oktober 2011

How to Make Fried Rice

If you want to make fried rice, you will need:

- | | | | |
|--------------|---------------|------------------------|--------------|
| - Rice | + 1 plate | - Eggs | sufficiently |
| - Garlic | + 5 cloves | - Oil | 2 teaspoon |
| - Onion | + 6 cloves | | |
| - Salt | 3 teaspoon | <u>SPK</u> Equipments: | |
| - Soya sauce | 3 little pack | - wok | - plate |
| - Chili | sufficiently | - spatula | - knife |

Then, follow the instructions:

- First of all, slice the garlic, onion, and chili in to some pieces.
- Then, saute some pieces of garlic, onion, and chili in the wok.
- After that, Fry the egg in the wok with the saute herbs.
- Next, put the rice in the wok.
- Put the soya sauce in to the wok.
- Then, stir until SPK thoroughly.
- After that, wait until the fried rice cooked.
- Finally, serve the fried rice in the plate and sprinkle with the fried onions.
- And the fried rice is ready.

Hmm, nyam

-001-

Name : Thomas Julio AS

Self-assessment for revising procedural text

Asking yourself the following questions can help you revise your writing.

| Questions | Yes | No |
|--|-----|----|
| 1. Is my topic focused? (apakah topic tulisanku fokus?) | ✓ | |
| 2. Do all of my ideas and details relate to my topic? (apakah semua ide dan detail berkaitan dengan topic tulisanku?) | ✓ | |
| 3. Does my writing consist of the parts of procedural text? (apakah tulisanku ada bagian-bagian dari teks prosedur?) | ✓ | |
| 4. Have I used correct order and sequence? (apakah saya telah menggunakan urutan yang benar?) | ✓ | |
| 5. Have I varied my sentence construction? (apakah saya sudah memvariasi susunan kalimat?) | ✓ | |
| 6. Do my subjects and verbs agree? (apakah subject dan verb ku sudah cocok/sesuai?) | ✓ | |
| 7. Are my tenses consistent? (apakah tenses yang saya gunakan konsisten?) | ✓ | |
| 8. Have I deleted all unnecessary information and words? (apakah saya sudah menghilangkan kata-kata dan informasi yang tidak penting?) | ✓ | |
| 9. Have I expressed my ideas clearly? (apakah saya telah mengungkapkan ide-ide saya dengan jelas?) | ✓ | |

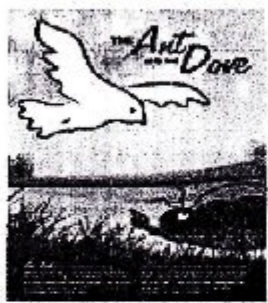
Comments:

Good writing Thomas. Watch out your spelling.

Kholil XI / 12
 Thomas XI / 29

Activity 1

Work in pairs. Change the verbs in the brackets into their appropriate forms. Look at the example. Then, answer the questions.



The Ant and the Dove

Once upon a time there was a man who liked hunting very much. He often went (go) to the forest to hunt any animal he met.

One day he went hunting into the forest. He 1. ^{intended} (intend) to shoot any animal he saw. He 2. ^{brought} (bring) his gun with him. When he was searching for his prey, suddenly he saw a bird perching on a branch of a tree. It was a dove. When he was aiming his gun at the dove, suddenly an ant 3. ^{came} (come) and 4. ^{bite} (bite) his foot. He was so startled that he didn't shoot the dove. It was safe and then 5. ^{flew} (fly) away.

Several days later, the dove was flying over a lake. He 6. ^{saw} (see) an ant floating on the surface of the water. It was the ant that had saved the dove's life from the hunter. The ant was almost drowned. The dove 7. ^{got} (get) an idea, he 8. ^{picked} (pick) up a big leaf and 9. ^{dropped} (drop) it onto the surface of the water near the ant. Luckily the ant could get on the leaf.

The ant tried to bring the leaf to the edge of the lake and landed on the ground. The ant 10. ^{was} (be) safe because the dove helped him.

Questions

- The participants in the story are the ant and the dove
- When and where did the story happen? In the afternoon & in the forest.
- The orientation of the story can be found in paragraph 1.
- Complete the following chart.

| Complication | Resolution |
|--|--|
| The hunter was aiming his gun at the dove. | <u>The ant bit his foot</u> |
| <u>The ant was floating on the surface of the water and almost drowned</u> | The dove picked a big leaf and fell it onto the surface of the water near the ant. |

Activity 2

Directions: Write a narrative text based on these serial pictures. The outline of the story may help you develop the narration. Be sure to include the orientation, complication, and resolution in your writing.

Use these questions to develop the story of "Tom and the Dinosaur".

1. Did Tom see any other animals in the jungle?
2. Where did he sleep? (In the cave? On the ground? Or somewhere?)
3. What did he eat?
4. How did he get home?

Use your imagination to answer them.

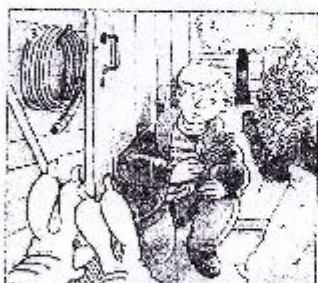
Tom and the Dinosaur



One day, a boy named Tom heard a strange noise coming from the shed at the bottom of his garden.



He looked in the shed and saw a dinosaur eating strange berries.



He took some berries from the dinosaur's mouth.



He ate one of the strange berries and the world began to spin around.



When the world stopped, his garden became a jungle.

Write here!

Name : THOMAS JULIO ARI SETIAWAN
 Class : X1
 No : 27
 Date : October 16th 2021



"Tom and the Dinosaur"

Once upon a time, lived a family named Zenn Family. Zenn Family only had one son, named Tom Zenn.

One day, Zenn Family had a vacation to Tom's grandmother's house, far from Zenn Family house. Tom had fun there. Tom played football in grandmother's garden. Suddenly, Tom heard a strange noise coming from the shed at the bottom of the garden. He looked in the shed and saw a dinosaur eating strange berries. He was surprised. Then, he took some berries from a dinosaur's mouth. He ate of the strange berries and the world began to spin around. When the world stopped, his garden became a jungle.

Tom was surprised and curious. He wanted to know why he was in this forest. Tom looked around the forest. He saw trees and a big volcano. Occasionally, he also saw his dinosaurs crossed among large trees. He was scared. He thought that he was back to ancient times.

The day was already evening. Tom tried to find dry woods and foliage that can be eaten. Suddenly, Tom heard very loud of their dinosaurs. He was scared.

"I had to find a safe place that dinosaurs couldn't find me!", he said to himself.

Tom immediately ran to the cave that is in front. In the cave, Tom ate foliage and tried to fire up of firewood that has been obtained. Finally, he could do that.

"I want to go home, I miss my family. I want to go home", he cried.

Then, Tom fell asleep.

"Tom! Tom??", heard a voice calling Tom. Tom woke up and he was in his bedroom floor.

"What are you doing in the floor?", said Tom's mother.

"E...Em. Nothing", Tom answered.

"That's just a dream!", Tom said to himself.

Self-assessment checklist

This is how I think about my narrative text

Writer's name : Thomas Julio A-5
 Class/Number : XI / 27
 Title of work : Tom and the Dinocaur

Date: October 13rd 2011

| Statements on the Aspects of writing | | Put a tick (✓) on Yes or No | | | | |
|--|-----------|-----------------------------|----|--|--|--|
| | | YES | NO | | | |
| Content and Organization | | | | | | |
| I have described the characters and the setting of the story in the orientation . | | ✓ | | | | |
| I have written the complication clearly. | | ✓ | | | | |
| I have written the resolution of the problem. | | ✓ | | | | |
| Each paragraph has enough information so that the reader understands what I wrote. | | ✓ | | | | |
| Grade (you) | A B C D E | | | | | |
| Grade (teacher) | A B C D E | | | | | |
| Language use | | | | | | |
| I have used the correct simple past tense verbs in my writing. | | ✓ | | | | |
| I have written complete sentences (have subject and verb). | | ✓ | | | | |
| I have used correct pronouns for my writing. | | ✓ | | | | |
| I have used correct conjunction . | | ✓ | | | | |
| Grade (you) | A B C D E | | | | | |
| Grade (teacher) | A B C D E | | | | | |
| Vocabulary | | | | | | |
| I used various words. | | ✓ | | | | |
| I used correct diction . | | ✓ | | | | |
| Grade (you) | A B C D E | | | | | |
| Grade (teacher) | A B C D E | | | | | |
| Mechanics | | | | | | |
| I used the correct punctuation . | | ✓ | | | | |
| I used the correct capitalization . | | ✓ | | | | |
| I used the correct spelling . | | ✓ | | | | |
| I wrote neatly in stripes paper. | | ✓ | | | | |
| Grade (you) | A B C D E | | | | | |
| Grade (teacher) | A B C D E | | | | | |
| Others | | | | | | |
| I finished my tasks on time . | | ✓ | | | | |
| My work is original . | | ✓ | | | | |

Grade:

A: very good

C: fair

E: very poor

B: good

D: poor

Other comments:

I hope you can enjoy my story ! :) Sorry if my story so bad.

I think it's a good story.

You just have to correct some mistakes on your writing.

Thomas x1 127
Kwint x1 119

Activity 1

Work with your partner. Complete the following story with the words in the box. Make any changes in necessary. Look at the example.

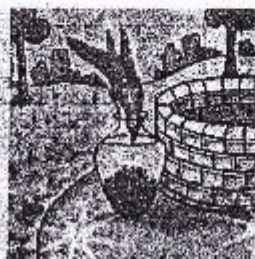
| | | | | |
|-------|-----|---------|---------|--------|
| is | put | look | see | drink |
| think | fly | pick up | come up | search |

Thirsty Crow



There was a crow which was very thirsty. He searched for water every where. At last he saw a water pot near a well.

He looked inside the pot. There was very little water in the pot. The crow saw some stones nearby. He thought of a plan. He picked up some stones.



He put them one by one into the pot. The water level in the pot came up. The crow drank the water and flew away happily.

Activity 3

Directions: Revise your first writing task. Make any changes you feel will improve it. Be sure it has an opening, body, and closing. Eliminate any unnecessary information. Write the revised draft on this sheet.

Name: THOMAS JULIO A. S.
Class/No: X1129

Date: October 20th 2011

"Tom and the Dinosaur"

Once upon a time, lived a family named Zenn Family. Zenn Family only had one son, named Tom Zenn.

One day, Zenn Family had a vacation to Tom's grandmother's house, far from Zenn Family house. Tom had fun there. Tom played football in his grandmother's garden. Suddenly, Tom heard a strange noise coming from the shed at the bottom of the garden. He looked in the shed and saw a dinosaur eating strange berries. He was surprised. Then, he took some berries from the dinosaur's mouth. He ate one of the strange berries and the world began to spin around. When the world stopped, his garden became a jungle.

Tom was surprised and curious. He wanted to know why he was in the forest. Tom looked around the forest. He saw trees and a big volcano. Occasionally, he also saw big dinosaurs crossed among large trees. He was scared. He thought that he was back to ancient times.

The day was already evening. Tom tried to find dry woods and foliage that ^{VT} can be eaten. Suddenly, Tom heard very loud of dinosaur's roar. He was scared.

"I have to find safe place so that dinosaurs can't find me!", he said to himself.

Tom ^{SPL} immediately ran to the cave that ^{VT} is in front of. In the cave, Tom ate foliage and tried to fire up of firewood that ^{VT} have been obtained. Finally, ^{SPE} he could do that.

"I want to go home, I miss my family. I want to go home", he cried.

Then, Tom fell asleep.

"Tom! Tom??", heard a voice calling Tom. Tom woke up and he was in his bedroom floor.

"What are you doing in the floor?", said Tom's mother.

"E... em... nothing", Tom answered.

"That's just a dream!", Tom said to himself.

Name : Thomas Julio AS

Self-assessment for revising narrative text

Asking yourself the following questions can help you revise your writing.

| Questions | Yes | No |
|---|-----|----|
| 1. Is my topic focused? (apakah topic tulisanku fokus?) | ✓ | |
| 2. Do all of my ideas and details relate to my topic? (apakah semua ide dan detail berkaitan dengan topic tulisanku?) | ✓ | |
| 3. Does my writing have an opening, body, and closing? (apakah tulisanku terdiri dari pembukaan, isi dan penutup?) | ✓ | |
| 4. Have I used paragraphs? (apakah saya sudah menggunakan paragraf?) | ✓ | |
| 5. Does each paragraph have a main idea? Have I supported each main idea with details? (apakah setiap paragraph ada ide pokoknya? Apakah saya sudah memberi kalimat-kalimat pendukung pada setiap ide pokok?) | ✓ | |
| 6. Have I used correct order and sequence? (apakah saya telah menggunakan urutan yang benar?) | ✓ | |
| 7. Have I varied my sentence construction? (apakah saya sudah memvariasi susunan kalimat?) | ✓ | |
| 8. Do my subjects and verbs agree? (apakah subject dan verb ku sudah cocok/sesuai?) | ✓ | |
| 9. Are my tenses consistent? (apakah tenses yang saya gunakan konsisten?) | ✓ | |
| 10. Have I deleted all unnecessary information and words? (apakah saya sudah menghilangkan kata-kata dan informasi yang tidak penting?) | ✓ | |
| 11. Have I expressed my ideas clearly? (apakah saya telah mengungkapkan ide-ide saya dengan jelas?) | ✓ | |

Comments:

Very interesting story Thomas. Pay attention to some mistakes on your writing.

Thomas XI/22
Khalil XI/19

Heriyanda XI/14
Dimas XI/05

Activity 1

Directions: Work in group of four. Read the paragraphs carefully, they are not in the correct order. Arrange them into the correct order. Then, find 15 errors in ending punctuation, commas, and capitalization and then correct them. Make your corrections on this sheet.

The Fly and the Bull



- 3 1. After that, the fly decided to land on one of the bull's horns to make the bull notice him. He waited for the bull to say something, but the bull kept quiet, the fly then shouted angrily, "Oh, Bull, if you find that I am too heavy for you, let me know and I'll fly away!"
- 4 2. ^Tthe bull laughed and said, "Little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone." ^Ffinally, the fly flew away from the bull and he never came to the bull.
- 1 3. There was once a little fly who ^Hthought he was very important. ^Hhe felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him.
- 2 4. ^Tthe little fly flew down and buzzed around the bull's head. The bull did not bother him. He went on chewing grass. The fly then buzzed right inside the bull's ear. The bull continued chewing the grass. ^TThen, the fly said, "What a stupid animal!"

Activity 2

Directions: Write your final draft here. Then, ask your friend to proofread your writing. Use the proofreading guideline to proofread each other's work.

Name : Thomas Julia AS
Class/No: XI /21

Date: October 26th 2011

"Tom and the Dinosaur"

Once upon a time, lived a family named Zenn Family. Zenn Family only had one son, named Tom Zenn.

One day, Zenn Family had a vacation to Tom's grandmother's house, far from Zenn Family house. Tom had fun there. Tom played football in his grandmother's garden. Suddenly, Tom heard a strange noise coming from the shed at the bottom of the garden. He looked in the shed and saw a dinosaur eating strange berries. He was surprised. Then, he took some berries from the dinosaur's mouth. He ate one of the strange berries and the world began to spin around. When the world stopped, his garden became a jungle.

Tom was surprised and curious. He wanted to know why he was in this forest. Tom looked around the forest. He saw trees and a big volcano. Occasionally, he also saw big dinosaurs crossed among large trees. He was scared. He thought that he was back to ancient times.

The day was already evening. Tom tried to find dry woods and foliage that could be eaten. Suddenly, Tom heard very loud of dinosaur's roar. He was scared.

"I have to find safe place so that dinosaurs can't find me!" he said to himself.

Tom immediately ran to the cave that was in front of. In the cave, Tom ate foliage and tried to fire up of firewood that had been obtained. Finally, he could do that.

"I want to go home, I miss my family. I want to go home", he cried.

Then, Tom fell asleep.

"Tom! Tom??", heard a voice calling Tom. Tom woke up and he was in his bedroom floor.

"What are you doing in the floor?", said Tom's mother.

"E... Em... nothing", Tom answered.

"That is just a dream!", Tom said to himself.

Nice story.

Guidelines for Proofreading

Use the following guidelines when proofreading your writing.

1. Sentences begin with capital letters.
2. Sentences end with correct punctuation.
3. Paragraphs are indented.
4. Proper nouns and proper adjectives are capitalized.
5. Commas are used correctly (between the items in a list, to connect compound sentences, and after introductory words, phrases, and clauses).
6. Apostrophes are used correctly (with possessive nouns and contractions).
7. Pronouns are used correctly.
8. Quotation marks are used correctly (for dialogue and for the titles of short stories, articles, poems, and songs).
9. Italics and underlining are used correctly (for the titles of books, the names of newspapers and magazines, and the titles of movies).
10. Words are used correctly (especially homophones such as *there*, *their*, and *they're*; *your* and *you're*; *its* and *it's*; and *to*, *too*, and *two*).

Writing Error Correction Code

Name: Thomas Julio A.S

| No | Symbols | Kind of error | Meaning | Example | Correct sentence |
|-----|---------|------------------------|--|---|---|
| 1. | Ct | Content | Isi dari teks tidak sesuai dengan topic yang diberikan. | | |
| 2. | Or | Organization | Organization teks tidak sesuai dengan generic structure dari teks. | | |
| 3. | NA | Not Appropriate | Penggunaan kata tidak tepat. | NA He <u>requested</u> me to sit. | He asked me to sit down. |
| 4. | WF | Word Form | Pemilihan jenis kata salah. | WF She works <u>slow</u> . | She works slowly |
| 5. | λ | Missing Word | Kurangnya kata yang digunakan dalam kalimat. | They said λ was wrong. | They said it was wrong. |
| 6. | () | Word not needed | Menggunakan kata-kata yang tidak perlu. | It was too (much) difficult. | It was too difficult. |
| 7. | ? | Meaning is not clear. | Artinya tidak jelas. | ? Come and <u>rest</u> with us for a week. | |
| 8. | S/V A | Subject Verb Agreement | Subjek dan Verb tidak sesuai. | S/V A She <u>have</u> much money. | She has much money. |
| 9. | VT | Verb Tense | Kesalahan menggunakan tenses. | VT I <u>studied</u> everyday. | I study every day. |
| 10. | WO | Word Order | Kesalahan menyusun kata-kata bahasa Inggris. | WO I like <u>very much</u> music. | I like music very much. |
| 11. | A | Article | Kesalahan menggunakan article a, an, dan the. | A I have <u>a</u> apple. | I have an apple. |
| 12. | Prep | Preposition | Kesalahan menggunakan preposisi (of, in, at, on, dll). | Prep Don't laugh <u>of</u> me. | Don't laugh at me. |
| 13. | S/P | Singular or Plural | Kesalahan dalam penggunaan bentuk tunggal dan jamak. | We need more S/P <u>informations</u> . | We need more information. |
| 14. | SPL | Spelling | Kesalahan dalam menuliskan huruf dari kata bahasa Inggris | SPL I have many <u>freinds</u> . | I have many friends. |
| 15. | C | Capital letter | Kesalahan karena tidak menggunakan huruf Kapital | C C <u>anto</u> lives in <u>bantul</u> . | Anto lives in Bantul. |
| 16. | S | Small letter | Kesalahan karena tidak menggunakan huruf kecil | S You will feel cold <u>IF</u> you don't wear sweater. | You will feel cold if you don't wear sweater. |
| 17. | P | Punctuation | Kesalahan menggunakan tanda baca | P P Whats your name. | What is your name? |
| 18. | Pro | Pronoun | Kesalahan penggunaan kata ganti orang/pronoun | Pro Ani likes cooking. <u>He</u> always cooks <u>his</u> favourite food. | Ani likes cooking. She always cooks her favourite food. |

Name: Thomas

REFLECTION SHEET

Jawablah dengan jujur.

1. Bagaimana pendapat Anda tentang pembelajaran *Writing* selama saya mengimplementasikan *Portfolio and Self-assessment*? Apakah secara keseluruhan membosankan atau menyenangkan? Mengapa membosankan dan mengapa menyenangkan?
Menyenangkan karena bisa berlatih membuat narrative text sendiri dgn imajinasi
2. Bagaimana menurut Anda tentang keterampilan *Writing* Anda setelah saya mengimplementasikan *Portfolio and Self-assessment*? Apakah sudah ada peningkatan? Seberapa besar? Kalau belum, mengapa?
Sudah sangat meningkat karena sebelumnya saya masih sangat belum paham
Walaupun saya salah tulis waktu nulls "Finally". XD
3. Ada kesulitan tidak selama ini? Kalau ada, dalam hal apa?
Kesulitan waktu menulis narrative text. Sama kesulitan dalam penulisan kata.
4. Apakah dengan melakukan *Self-assessment* Anda bisa mengukur/menilai kemampuan *Writing* Anda sendiri? Menurut Anda pada aspek *Writing* apa, Anda mempunyai kelebihan? Dan pada aspek *Writing* apa, Anda mempunyai kekurangan? (isi, organisasi, kosa kata, tata bahasa ataukah mekanik (tanda-tanda baca)?
Bisa. Kelebihan di isi, organisasi, mekanik. Kekurangan di kosa kata dan tata bahasa.
5. Apakah sekarang Anda lebih aware (sadar/waspada) terhadap aspek-aspek *Writing* (mis: isi, organisasi, kosa kata, tata bahasa, dan mekanik (tanda-tanda baca)) setelah melakukan *Self-assessment*?
Ya! Apalagi waktu menulis kosa kata dan tata bahasa.
6. Apakah anda mempunyai jiwa *ownership* (merasa memiliki), tanggung jawab terhadap karya-karya Anda dengan melakukan portfolio (mengumpulkan/menyimpan tugas dari tugas pertama sampai terakhir)?
Ya!! Sangat memiliki tanggung jawab.

K

**SAMPLES OF
REFLECTION
SHEET**

Name: Heriyanda Nurhima

REFLECTION SHEET

Jawablah dengan jujur.

1. Bagaimana pendapat Anda tentang pembelajaran *Writing* selama saya mengimplementasikan *Portfolio and Self-assessment*? Apakah secara keseluruhan membosankan atau menyenangkan? Mengapa membosankan dan mengapa menyenangkan?
 Itu cukup menyenangkan. karena kita dapat belajar menulis dg benar, dan ketekunan materi yg diberikan untuk menulis cukup menarik.
2. Bagaimana menurut Anda tentang keterampilan *Writing* Anda setelah saya mengimplementasikan *Portfolio and Self-assessment*? Apakah sudah ada peningkatan? Seberapa besar? Kalau belum, mengapa?
 Ya, tata penulisan saya menjadi lebih baik, namun masih ada beberapa kesulitan.
3. Ada kesulitan tidak selama ini? Kalau ada, dalam hal apa?
 Ada. Biasanya dalam hal Verb Tense dll.
4. Apakah dengan melakukan *Self-assessment* Anda bisa mengukur/menilai kemampuan *Writing* Anda sendiri? Menurut Anda pada aspek *Writing* apa, Anda mempunyai kelebihan? Dan pada aspek *Writing* apa, Anda mempunyai kekurangan? (Isi, organisasi, kosa kata, tata bahasa ataukah mekanik (tanda-tanda baca)?)
 Ya, pada menulis procedure text, saya cukup ahli pada narrative text. khususnya tentang VT (Verb Tense)
5. Apakah sekarang Anda lebih aware (sadar/waspada) terhadap aspek-aspek *Writing* (mis: isi, organisasi, kosa kata, tata bahasa, dan mekanik (tanda-tanda baca)) setelah melakukan *Self-assessment*?
 Ya, saya merasa lebih berhati-hati dalam memilih kata dalam penulisan saya.
6. Apakah anda mempunyai jiwa *ownership* (merasa memiliki), tanggung jawab terhadap karya-karya Anda dengan melakukan *portfolio* (mengumpulkan/menyimpan tugas dari tugas pertama sampai terakhir)?
 Ya, meskipun belum maksimal, tp saya punya jiwa tanggung jawab sayaumpulkan & simpan itu.

Name : Eufaria Firdranacari

REFLECTION SHEET

Jawablah dengan jujur.

1. Bagaimana pendapat Anda tentang pembelajaran *Writing* selama saya mengimplementasikan *Portfolio and Self-assessment*? Apakah secara keseluruhan membosankan atau menyenangkan? Mengapa membosankan dan mengapa menyenangkan?
Secara keseluruhan menyenangkan. saya senang ketika mengerjakan writing karena itu dapat meningkatkan kemampuan saya.
2. Bagaimana menurut Anda tentang keterampilan *Writing* Anda setelah saya mengimplementasikan *Portfolio and Self-assessment*? Apakah sudah ada peningkatan? Seberapa besar? Kalau belum, mengapa?
Ada, peningkatan yang saya alami belum terlalu besar tapi setidaknya sudah ada kemajuan dalam writing.
3. Ada kesulitan tidak selama ini? Kalau ada, dalam hal apa?
Ya, kesulitan saya dalam menyusun satu kalimat kadang masih belum benar.
4. Apakah dengan melakukan *Self-assessment* Anda bisa mengukur/menilai kemampuan *Writing* Anda sendiri? Menurut Anda pada aspek *Writing* apa, Anda mempunyai kelebihan? Dan pada aspek *Writing* apa, Anda mempunyai kekurangan? (isi, organisasi, kosa kata, tata bahasa atukah mekanik (tanda-tanda baca)?)
Ya bisa - Pada writing procedural text keturangan pada kosa kata dan tata bahasa.
5. Apakah sekarang Anda lebih *aware* (sadar/waspada) terhadap aspek-aspek *Writing* (mis: isi, organisasi, kosa kata, tata bahasa, dan mekanik (tanda-tanda baca)) setelah melakukan *Self-assessment*?
Ya, saya lebih sadar terhadap aspek-aspek tersebut.
6. Apakah anda mempunyai jiwa *ownership* (merasa memiliki), tanggung jawab terhadap karya-karya Anda dengan melakukan *portfolio* (mengumpulkan/menyimpan tugas dari tugas pertama sampai terakhir)?
Ya, karena saya merasa itu adalah karya saya yg perlu diingat dan disimpan.

Name: Khoiruddin

REFLECTION SHEET

Jawablah dengan jujur.

1. Bagaimana pendapat Anda tentang pembelajaran *Writing* selama saya mengimplementasikan *Portfolio and Self-assessment*? Apakah secara keseluruhan membosankan atau menyenangkan? Mengapa membosankan dan mengapa menyenangkan?
Mempunyai keahliatatan disertai dengan film dan animas
2. Bagaimana menurut Anda tentang keterampilan *Writing* Anda setelah saya mengimplementasikan *Portfolio and Self-assessment*? Apakah sudah ada peningkatan? Seberapa besar? Kalau belum, mengapa?
Ya sedikit ada peningkatan, khususnya tentang Simple past tense.
3. Ada kesulitan tidak selama ini? Kalau ada, dalam hal apa?
Ada dalam hal vocabulary
4. Apakah dengan melakukan *Self-assessment* Anda bisa mengukur/menilai kemampuan *Writing* Anda sendiri? Menurut Anda pada aspek *Writing* apa, Anda mempunyai kelebihan? Dan pada aspek *Writing* apa, Anda mempunyai kekurangan? (isi, organisasi, kosa kata, tata bahasa ataukah mekanik (tanda-tanda baca)?)
Menurut saya mempunyai kelebihan pada tata bahasa dan kekurangan pada kosa kata
5. Apakah sekarang Anda lebih aware (sadar/waspada) terhadap aspek-aspek *Writing* (mis: isi, organisasi, kosa kata, tata bahasa, dan mekanik (tanda-tanda baca)) setelah melakukan *Self-assessment*?
Ya
6. Apakah anda mempunyai jiwa *ownership* (merasa memiliki), tanggung jawab terhadap karya-karya Anda dengan melakukan *portfolio* (mengumpulkan/menyimpan tugas dari tugas pertama sampai terakhir)?
Ya

Name: Widiana Arniati

REFLECTION SHEET

Jawablah dengan jujur.

1. Bagaimana pendapat Anda tentang pembelajaran *Writing* selama saya mengimplementasikan *Portfolio and Self-assessment*? Apakah secara keseluruhan membosankan atau menyenangkan? Mengapa membosankan dan mengapa menyenangkan?
Menyenangkan karena dengan implementasi portofolio saya banyak mengetahui tentang tata cara writing.
2. Bagaimana menurut Anda tentang keterampilan *Writing* Anda setelah saya mengimplementasikan *Portfolio and Self-assessment*? Apakah sudah ada peningkatan? Seberapa besar? Kalau belum, mengapa?
Keterampilan writing saya ada peningkatan yang cukup besar.
3. Ada kesulitan tidak selama ini? Kalau ada, dalam hal apa?
Ada, tenses.
4. Apakah dengan melakukan *Self-assessment* Anda bisa mengukur/menilai kemampuan *Writing* Anda sendiri? Menurut Anda pada aspek *Writing* apa, Anda mempunyai kelebihan? Dan pada aspek *Writing* apa, Anda mempunyai kekurangan? (Isi, organisasi, kosa kata, tata bahasa ataukah mekanik (tanda-tanda baca)?)
Iya, saya bisa mengukur nilai kemampuan writing saya sendiri. Kekurangan pada aspek tata bahasa.
5. Apakah sekarang Anda lebih aware (sadar/waspada) terhadap aspek-aspek *Writing* (mis: Isi, organisasi, kosa kata, tata bahasa, dan mekanik (tanda-tanda baca)) setelah melakukan *Self-assessment*?
Iya, saya lebih sadar terhadap aspek writing setelah melakukan self assessment.
6. Apakah anda mempunyai jiwa *ownership* (merasa memiliki), tanggung jawab terhadap karya-karya Anda dengan melakukan portofolio (mengumpulkan/menyimpan tugas dari tugas pertama sampai terakhir)?
Iya, saya mempunyai tanggung jawab terhadap karya saya dengan melakukan portofolio.

L

PERMIT LETTERS



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

Jln. Robert Wolter Monginai No. 1 Bantul 55711, Telp. 387533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 /1816

- Menunjuk Surat** : Dari : **Sekretaris Daerah Prov. DIY** Nomor : 070/6604/V/2011
Tanggal : 26 Agustus 2011 Perihal : Ijin Penelitian
- Mengingat** : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 18 Tahun 2008 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada :

Nama : **MEITA DAMAYANTI**
P.Tinggi/Alamat : **UNY Karangmalang Yogyakarta**
NIP/NIM/No. KTP : **06202241038**
Tema/Judul Kegiatan : **SIGNIFICANCES OF REFLECTIVE PORTOFOLIO IN IMPROVING WRITING SKILL FOR GRADE X STUDENTS OF SMA N 2 BANTUL**
Lokasi : **SMA NEGERI 2 BANTUL**
Waktu : Mulai Tanggal : 26 Agustus 2011 s.d 26 Nopember 2011
Jumlah Personil :

Dengan ketentuan sebagai berikut:

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

Dikeluarkan di : B a n t u l
Pada tanggal : 26 Agustus 2011

A.n. Kepala
Sekretaris,
Uj.
Subbag Umum

Tembusan disampaikan kepada Yth.

1. Bupati Bantul
2. Ka. Kantor Kesbangpolinmas Kab. Bantul
3. Ka. Dinas Dikmenof Kab. Bantul
4. Ka. SMA Negeri 2 Bantul
5. Yang Bersangkutan





2

PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN MENENGAH DAN NON FORMAL
SMA NEGERI 2 BANTUL
Alamat : Jalan RA.Kartini, Trirenggo, Bantul, Telp. 367309

SURAT KETERANGAN
Nomor : 304/I.13.2/SMA.02/LL/2011

Yang bertanda tangan di bawah ini Kepala SMA Negeri 2 Bantul menandatangani dengan sesungguhnya bahwa :

Nama : **MEITA DAMAYANTI**
NIM : 06202241038
Mahasiswa : UNY Karangmalang Yogyakarta

Benar-benar telah melakukan penelitian di SMA Negeri 2 Bantul dengan judul :

" SIGNIFICANCES OF REFLECTIVE PORTOFOLIO IN IMPROVING WRITING SKILL FOR GRADE X STUDENTS OF SMA N 2 BANTUL "

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Bantul, 11 November 2011



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