

**IMPROVING THE WRITING SKILLS OF THE ENGLISH ARTICLE
WRITERS' TRAINING OF PLUSWRITER COMPANY THROUGH
THE USE OF TIERED ACTIVITIES**

A Thesis

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



Muhammad Shoqiquul Muhib

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

2015

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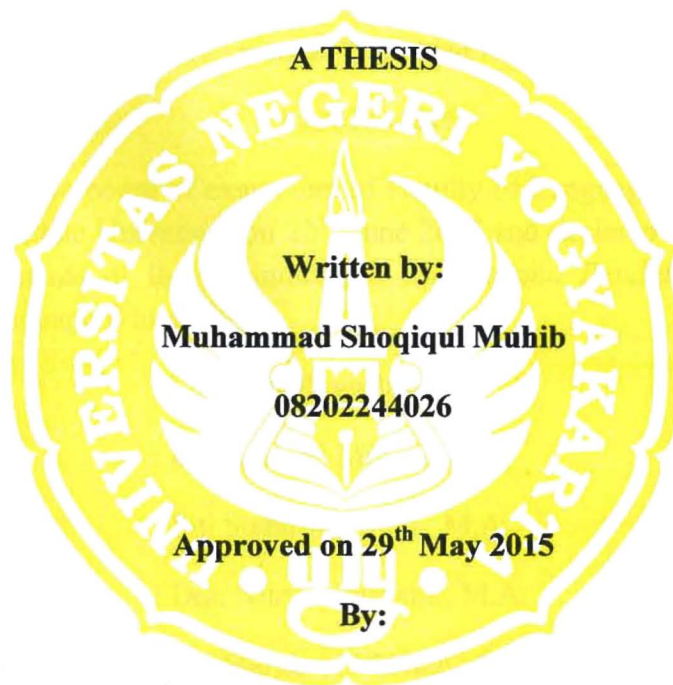
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2015

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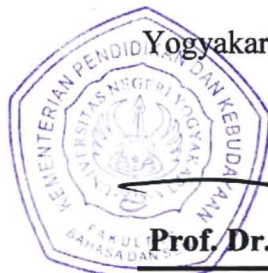


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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata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

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

Yogyakarta, 29 Mei 2015

Penulis,



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MOTTOS

“Setelah kesulitan pasti ada kemudahan.”

(Q.S.Al-Insyirah, 6-7)

“A great future doesn’t require a great past”

William Chapman

“Sometimes, there is no next time, no time-outs, no second chances. Sometimes it’s now or never”

Alan Bennet

DEDICATIONS

I lovingly dedicate my thesis to:

my mother, Hj. Mudrikah, my Father, H. Asrori, my sweet rib, Mita Eka Purwandani, my sweet heart Febresa Evania Rizqi Ramadhani, my parents in-law, Dra. Purwani Sudi Rahayu and Mudji Purnomo, and all of my families and friends who cannot be mentioned one by one. Thanks for your loves, tears and inspiration that always support me.

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Praise to Allah SWT The Most Merciful for the immeasurable blessing so that I could finish this thesis. Peace be upon Muhammad SAW, the Prophet, his family and his followers.

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My deepest thank is also devoted to my mother and my father. My special gratitude is also forwarded to my sweet rib, Mita Eka Purwandani and my sweet heart, Febresa Evania Rizqi Ramadhani. Thanks for everything.

I am grateful to all members of PBI H for the nice friendship and all members of PLUSWRITER Company who always support me.

At last, I realize that this thesis is still far from being perfect. Thus, any criticism and suggestions for the improvement of this thesis are highly appreciated. Hopefully, this thesis can give contribution for the readers and be useful for the English teaching and learning process.

Yogyakarta, 29th May 2015



Muhammad Shoqiquil Muhib

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IMPROVING THE WRITING SKILLS OF THE ENGLISH ARTICLE WRITERS' TRAINING OF PLUSWRITER COMPANY THROUGH THE USE OF TIERED ACTIVITIES

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ABSTRACT

This study deals with the use of tiered activities to improve the writing skills of English article writers' training of PLUSWRITER Company. It is aimed at seeking out the improvement of the writing skills of the English article writers' training of PLUSWRITER Company through the use of tiered activities.

The study is categorized as action research employing four steps which include (1) reconnaissance, (2) planning, (3) conducting action and observation, and (4) reflection. The subjects of the research were 21 English article writers of PLUSWRITER Company who became the participants. Two techniques were applied to gather qualitative data. They were observation and interview. This research also used writing test to gain quantitative data from the subjects. The collected data were analyzed with the use of a descriptive qualitative and quantitative analysis. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In addition, this research applied the time triangulation and the investigator triangulation to get trustworthiness.

In reference to the actions conducted in two cycles, the use of tiered activities could improve the writing skills of the participants as justified in the following results. First, the participants have better understanding in using grammar in their writing and pay more attention in using punctuations. Second, the participants have better writing with better content, richer vocabularies and better arrangement. Third, the quantitative data show that there is a writing skills improvement of the participants presented in the gain score (11.45) obtained by the participants by comparing the mean score of pre-test (70.57) and the mean score of post-test (82.02). In conclusion, the use of tiered activities could improve the writing skills of the participants.

CHAPTER I INTRODUCTION

This chapter presents the general outlines of the initiation of this study including the background of the problems, the identification of the problems, the limitation of the problems, the formulation of the problem, the objective of the study, and the significance of the study.

A. Background of the Problems

The rapid development of information technology facilitates people to acquire and to access information easily. As one of the icons of information technology, internet has a big role in supporting the distribution of the information. Internet is an option that most people prefer because it is affordable and practical to find information on internet. It is capable in providing information for people around the world and also obtains information provided by people around the world. The information can be in the form of written texts and spoken texts. One of the most popular written texts commonly used to provide information is an article. As stated by Sorenson (2010:194), a feature article, for example, covers a broad range of articles for newspaper or magazine both online and in print. It includes everything which is based on human-interest approach to make the readers attracted in finding information they need in the article. Commonly, this article discusses real events, issues, and trends which emphasizes on the people, places or things involved inside.

Excellent English writing skills are the basic requirements for writers to produce a compendious and meaningful article. Fundamental writing skills are the abilities that they need to master. The skills include using acceptable grammatical systems and expressing a particular meaning in different grammatical forms (Brown, 2007: 399). Through these skills, writers can perfectly connect some words into a good sentence. They can also arrange some sentences to be a good paragraph and connect some paragraphs to be a good text. Writers have ability in conveying their ideas stated in different grammatical forms. Next, writing skills also allow the writers to communicate their message with clarity and ease to the audiences.

To provide information in the form of article, people can write the article by themselves and order or buy it from a content article provider, such as PLUSWRITER Company. A content article provider is a company that provides or sells articles. PLUSWRITER Company employs some writers who write some articles based on the order. However, after conducting an observation, interviews, and a pre-test, some problems related to the writers were identified. The main problems were that some of the writers did not have good writing skills. The writers did some mistakes in using grammar. Besides, some of the writers had poor vocabulary mastery so that they could not fully express their thoughts through their articles.

From the observation, the researcher also found some problems of the editors which were also related to the writing skills of the writers. Editors checked the writers' articles by using a simple assessment rubric focusing on only three aspects. The aspects of content, grammar use, and technical writing were not enough to support the writers to write better and better. Technical writing is about the rule of selecting a keyword and writing it down in the article. Another problem was related to how the editors gave feedback. Feedback can actually improve the writers' writing skills, but they did not regularly give feedback. When they gave feedback, they did not give correct examples and notes so that the writers forgot their mistakes. Besides, some problems related to the surrounding situation when the writers were writing their articles were also found. However, it was unnecessary to deal with these problems.

The problems that were directly related to the writing skills were found after the researcher conducted some interviews with editors and writers. According to the result of the interviews, some of the writers used to make mistakes in using grammar. They did not correctly write some sentences with subject-verb agreement, passive voice, and parallelism. Thus, editors suggested them to write some simple sentences. Then, some of the writers avoided using noun clause as the subject, passive voice, compound sentence, and complex sentence. In addition, problem related to the vocabulary mastery was also identified. Some of the writers used repeated words because they have poor

vocabulary mastery. Even, they did some mistakes in explaining something because they wrote some words that were not relevant to the articles.

In addition, after conducting a pre-test, the researcher found more problems that were related to the writers' writing skills. He not only found some problems identified by conducting interviews which include the use of subject-verb agreement, passive voice, and parallelism, but also found some problems related to the use of clause, the punctuation, the content of the articles, and the use of reference. Some of the writers wrote sentences with clause and they made mistakes. They missed some commas and full stop. Some of the writers wrote the content which was not relevant to the title. Then, they also made mistakes in using reference.

Considering the importance of writing skills for the writers, the researcher thought that there should be a certain action to be conducted to improve the writing skills of the writers' training of PLUSWRITER Company. He intended to conduct action research. Since the writers had different English proficiency level, tiered activities were used as the action. Tiered activity is useful to deal with a mixed-level classroom where participants with different English proficiency level exist (Tomlinson, 1999: 83). Tiered activity is also aimed at engaging all of the participants with their special proficiency levels and needs. Each of the participants meets suitable activities since the activities are not too difficult and too easy for them. They enjoy doing their activities and they can have their

writing skills improved. In this study, the participants of the research were the English article writers of PLUSWRITER Company.

B. Identification of the Problems

To identify the problems, a preliminary observation, interviews with editors and participants, and a pre-test were conducted. There were actually some problems causing the participants not able to write good articles. The problems were related to not only the participants' writing skills, but also the surrounding situation. However, it is necessary to only discuss the results of the observation, interviews, and pre-test which are directly related to the participants' writing skills were found. The discussions are as follows.

Based on the Interviews, the researcher found that there were some problems related to the grammar use. Editors said that some of the participants frequently made mistakes in using grammatical forms, such as subject-verb agreement, passive voice, and parallelism. It is supported with the results of the interviews with participants showing that some of them wrote simple sentences to avoid some mistakes. They made some mistakes when they use some grammatical forms so that the editors suggested them to write some simple sentences.

However, based on the pre-test result, the mistakes were not only in using some of those terms of grammatical forms. Some articles were written with unorganized and unstructured content. Even, some of the content of the articles

were not relevant to the titles. Then, some mistakes in using clause were also found. The mistakes showed that the participants did not understand in reducing clauses. Next, some punctuation mistakes were also identified. Some of the participants missed full stop to end their sentences. They also did not put comma in their sentences with adverbial clause. The last mistakes found in the pre-test were the use of reference. Some of the participants used *it* and *this* to refer to a plural noun. The results showed that they did not carefully write their articles.

From both interview and pre-test results, it was found that some of the participants had low vocabulary mastery. They still found difficulties in selecting some vocabularies related to certain topics that they wrote. They were demanded to write some articles based on various themes and issues. Therefore, they should have good vocabulary mastery. Mastering sufficient vocabularies is required to make them perform their jobs in well-done result. As stated by Harrel & Jordan (2003: 38), vocabularies are to provide the writers with the exact references so that they easily express their ideas. Vocabularies would be very helpful for more understanding of what they are going to learn and to write.

In accordance to the result of the preliminary observation, there was another problem that was related to the editors. Editors checked the articles and determined whether the articles were good to be published or not. They checked the articles by using a simple rubric. The rubric was designed to focus on only three aspects i.e. content, grammar use, and technical writing. It did not have

clear assessment grading score. Editors were also not active in giving feedback so that some of the participants were unaware that they actually made some mistakes. Editors called the participants to give some corrections only when they were not busy with their jobs. When they gave corrections to the participants, they did not present models or materials related to the corrections. Consequently, the participants were passive in responding to their corrections.

Considering the identified problems, the researcher assumed that it was necessary to find an action to solve the problems and to improve the writing skills of the participants.

C. Limitation of the Problems

Conducting a research to overcome all of the problems which occurred in PLUSWRITER Company presented earlier would take a long time. Therefore, only some feasible problems were decided to be solved in improving the writing skills of the participants. Besides, in relation to the demands of writing some articles in various lengths and themes, the researcher and the collaborator decided to limit the study on the short articles consisting of 300 words discussing home design. This limitation was necessary because this type of article was the most frequently written article.

Then, they discussed and determined the best action to improve the writing skills of the participants. To meet the differences of the English proficiency level of the participants, both of them agreed to implement tiered

activity. The use of tiered activity was decided to make all of the participants more active in joining the writing activities. Then, because they were active in writing practices, they could achieve the goal that was improving their writing skills.

D. Formulation of the Problem

In reference to the background, identification, and limitation of the problems, the problem in this research was formulated as follows. “How could the implementation of tiered activities improve the writing skills of the English article writers’ training of PLUSWRITER Company?”

E. Objective of the Study

With regard to the formulation of the problem, the objective of the research is to improve the writing skills of English article writers’ training of PLUSWRITER Company through the use of tiered activities.

F. Significance of the Study

This study gives both theoretical and practical significance. Theoretically, this study can support current theory of the significance of tiered activity in improving the writing skills. The data of the study can strengthen the theory that tiered activities are applicable.

Practically, there are some significance of this study that can give advantages for editors, writers, researcher himself, and other researchers.

For editors, this result of the study can be useful information related to the use of tiered activities to improve the writers' writing skills. For writers, this study can be a reflection of the enrichment of their willingness in learning English since they enjoy the activities designed for them. Then, they can get good achievement in learning and using English, especially in writing.

For the researcher himself, this study can be used as an experience on how to conduct action research particularly in improving the writing skills and a development of his knowledge and skills in problem solving process. For other researchers, this result can be one of many research examples to improve English teaching and learning process so that they can be encouraged in doing similar studies.

CHAPTER II LITERATURE REVIEW

This chapter deals with some theories as the bases of the discussion. The purpose of the chapter is to comprehend the basic principles of the research so that the problem stated in the previous chapter can be answered. The discussion is presented in three headings. They are related to the literature review, the review of relevant research studies, and the conceptual framework.

A. Literature Review

1. The Nature of Writing

a. Definitions of Writing

Writing is not a simple linguistic feature since it requires some skills. Writing involves lower-order transcription skills and higher-order composing skills. It is in line with what Sturm and Koppenhaver (2000) in Westwood (2008: 56) tell about composing for writing. It involves complex thinking with multiple components which are well-integrated. The components are the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion, and transcription. Harmer (2007: 255) also states that writing is a language skill which involves a number of conventions including grammar, vocabulary, letters, words, and text formation. It is a complex skill that involves multiple processes and abilities (Westwood, 2008: 57).

Writing also concerns about communication, action, and social interaction. Pattel and Jain (2008: 125) define writing as linguistic behavior which is reflected by representing sounds with visual symbols. Sakolik (2003: 88) argues that writing involves a physical and a mental act. The physical act refers to simply publishing some words or ideas to media which can be online or in print. Then, the mental act is about producing ideas and thinking how to deliver the ideas by organizing them into a good text. In addition, Hyland (2004: 27) states that writing is not simply a matter of looking for ideas and organizing them into a good text. However, writing is also social and interactional. It has certain purpose to be delivered to public which means there is an interaction between writers and readers.

To conclude, writing is one of English skills that requires some abilities such as finding the ideas, transferring them into a good text, and delivering the text to public with certain purpose.

b. Writing Skills

To become a good writer, there are some skills that the participants should master. Proposed by Heaton (1990: 135), there are some skills that they should possess. They include the language use, mechanical skills, treatment of content, stylistic skills, and judgment skills. Language use deals with the ability to write correct sentences. Mechanical skills are related to the use of conventions peculiar to the written language. Treatment of content is about how the participant

creatively develops some ideas. Stylistic skills are in relation with the treatment of content. These skills also require creativity in manipulating sentences and paragraphs and also in using language effectively. Then, the judgment skills are about constructing written products based on certain purpose and audience supported by the ability of selecting, organizing, and ordering related information.

There are three levels of participants' writing skills. As proposed by Oglan in Hirai (2010: 106), the levels are reluctant, developing, and independent. Reluctant participants commonly write in the first person, find some difficulties with the text organization and content, and commonly have much less coherent paragraphs. Developing participants are good in organizing the text, using appropriate conventions, supporting the text with evidences, and structuring the text with various sentence structures. Independent participants are well-read and advanced in using conventions, organizing the text, proofing with some evidences and using various sentence structures.

According to Brown (2007: 399), there are some micro- and macro-skills for writing production. They are as follows.

Microskills

- (1) Produce graphemes and orthographic patterns of English.
- (2) Produce writing at an efficient rate of speed to suit the purpose.
- (3) Produce an acceptable core of words and use appropriate word order patterns.
- (4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.

- (5) Express a particular meaning in different grammatical forms.

Macroskills

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

Brown (2007: 399)

c. Types of Writing Performance

As stated by Brown (2007: 399-402), there are five major categories of classroom writing performance. They are imitative, intensive, self-writing, display writing, and real writing. Each category is explained as follow.

1) Imitative, or writing down

In this level, participants simply write down English letters, words, and sentences in order to learn the conventions of the orthographic code. There are some dictations in this category which involve these steps.

- (a) Teacher reads a short paragraph once or twice at normal speed.
- (b) Teacher reads the paragraph in short phrase, units of three or four words each, and each unit is followed by a pause.
- (c) During the pause, students write exactly what they hear.

- (d) Teacher then reads the whole paragraph one more at normal speed so students can check their writing.
- (e) Scoring of students' written work can utilize a number of rubrics for assigning points. Usually spelling and punctuation errors are not considered as severe as grammatical errors.

Brown (2007: 399-400)

2) Intensive, or controlled

The participants, in this category, are controlled and do not have much creativity. In controlled writing, participants simply alter certain grammar and structure such as changing the present tense verbs to past tense verbs. In guided writing, trainer guides the participants to write something. The trainer guides them with some questions. Another term in this category is a dicto-comp. Here, trainer reads a text two or three times and the participants rewrite the text. Trainer also gives some key words to give the participants cues.

3) Self-writing

Self-writing is when the writing is with only the self in mind as an audience. The example of self-writing is dialog journal. Participants record their thoughts, feelings, and reactions and the trainer reads and responds to them.

4) Display writing

Display writing is usually writing within the school curricular context. There is an element of display in short-answer exercises, essay examinations, and research reports. The participants should master the display writing techniques.

5) Real writing

Real writing is about providing genuine communication between the participants and the audiences. The participants deliver some messages to the audiences who are in need of those messages. There are some subcategories of real writing. They are as follows.

(a) Academic

Trainer can have The Language Experience Approach to give the participants opportunities to convey genuine information to each other, content-based instruction to encourage the exchange of useful information, Group problem-solving activities to support the participants to complete their writing with genuinely sought and conveyed information, and peer-editing work to give opportunity to exchange new information with each other and with the trainer.

(b) Vocational/technical

It is when real writing takes place in classes of participants studying English for advancement in their occupation.

(c) Personal

It is when the informal writing can take place in virtually ESL classes. Informal writing includes diaries, letters, postcards, notes and personal messages.

d. Process of Writing

There are five steps of writing process proposed by Donald Graves (1983) in Johnson (2008: 179-180) which include prewriting, drafting, revising, editing, and publishing and sharing.

1) Prewriting

The goal of this step is to generate ideas. There are some ways to get a clear idea such as listing, brainstorming, outlining, silent thinking, and discussion with other.

2) Drafting

It is where the writers put the first attempt on their paper. Writers should focus on the quantity than quality. The draft can be a disconnected accumulation of ideas. Then, only the ideas on the drafts that the writer feels interesting should be taken to the next step.

3) Revising

It can be the main process of writing. Here, the drafts are revised and reshaped many times. Writer can shape, add parts, take parts away, add parts, and continually mold and change the drafts. After rereading the paragraphs and considering the flow and structure, writer should determine the parts which are taken for the next steps and which others are dropped out.

4) Editing

Editing is where grammar, spelling, and punctuation errors are corrected. Writer should also have the ability to check the grammar, spelling and punctuation.

5) Publishing and sharing

This is the final step when the written product is ready to published or shared. It can be online or in print. It also includes the activity of rechecking the writing before it is finally published.

Another idea is proposed by Harmer (2004: 4-6) who tells that there are only four stages of writing process; they are planning, drafting, editing (reflecting and revising), and final version. The process of writing is not in linear stage. Writer can move from certain step to the other one before going to the final draft. It is presented by the following picture.

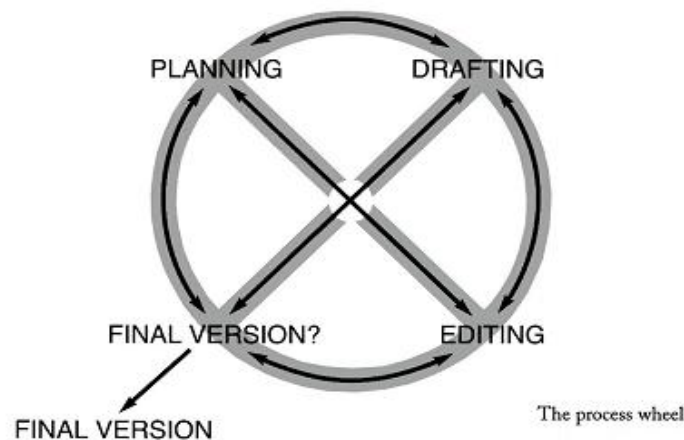


Figure 1: **Stages of Writing Process, Harmer (2004: 6)**

e. Strategies for Writing Process

There are five steps of writing process. They are prewriting, drafting, revising, editing, and publishing, Johnson (2008: 185). There are some strategies and activities for each step.

In prewriting, there are some strategies which include power writing, brainstorming and grouping, outlining, developing web and brainstorming, brainstorming, turning to a neighbor, and listing four. Power writing is where the participants write continuously for one to three minutes. It helps the participants write quickly without thinking. In brainstorm and group strategy, participants firstly start with a writing topic and complete it with some lists of related things. Then, they find a group. In outline strategy, participants start with the writing topic and complete it with two to four main ideas. The main ideas are also completed with more supporting details. Developing web and brainstorming strategy has similar concept to the outline strategy where participants should have a writing topic and complete it with two to four related ideas. In brainstorming strategy, participants can look at an idea then list as many ideas as they can before they begin writing. Turning to neighbor strategy is a simple prewriting strategy. Here, participants ask some questions and ideas to their friend before starting writing. The last, list strategy is also similar to outlining strategy. Participants

begin with a topic and look for some words or ideas related to the topic before the writing process is started.

Partner oral responding, a strategy in drafting phase, is to grab another's ideas related to the draft. Small group oral response is better to have more corrections and ideas because here the participants deal with more than two persons minimally. Besides, by implementing trade and response strategy, participants can work in pair. They trade their writing drafts with a partner and write responses on the drafts. Whole class response is possible to get more ideas from peers. Trainer chooses one or two volunteers to read the drafts and lets others give responses.

For the revising stage, magic circle is really helpful to get feedback from peers. Some participants give response to the other participants' writing. In editing stage, self-editing and peer editing can be selected. Self-editing facilitate participants to edit their own work. Peer editing is when each participant edits the other papers.

For the publishing or sharing step, the author's chair strategy is when participants read their work in front of the class. Trainer should have one or two participants read their work each day. Another strategy is student books where the participants should collect their best writings and create a book. Monthly participants' magazines or newspaper containing participant stories can be also a good strategy. PowerPoint books enable participants to copy and paste pictures

for an interesting story. An e-story is producing longer stories which can be in print or online. Another similar to a PowerPoint book strategy, comic strips or comic books help participants draw the pictures and write dialogue. Bulletin board showcase facilitates participants to write more. Placed the classroom outside, story with pictures can be accessed by more participants. In addition, to display the participants' writings, a website can be an interesting media. More people can read the writings.

2. Teaching Writing

a. Principles for Teaching Writing

There are some principles of teaching writing to make sure that the process of teaching and learning writing run well. Nation (2009: 93) believes that trainer should follow the principles to evaluate the teaching and learning process so that it always runs on the right track. The principles are meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

1) Meaning-Focused Input

This principle tells us that learning should bring experience and knowledge to the participants. The experience and knowledge guide the participants to be able to write well. When the input materials are well-prepared, participants are more easily constructing meaning to be delivered through their writing.

2) Meaning-Focused Output

Participants should be aware that there are many kinds of genre in writing. Therefore, they should learn to write in different kinds of genre. Different genre has different writing conventions which lead to different language feature that should be applied. This principle also helps the participants have some writing practices in the range of genre. Each genre has also its purpose. There is certain message to be delivered by participants through their writing in certain genre. The participants should be able to communicate with the target readers.

In relation to the participants, this principle also tells us that writing activity should be based on their interests. In this case, the writing instruction should be constructed based on the needs analysis which considers the participants' interests, what they can write, and what they want to write. Thus, the writing activity helps them increase their language knowledge, their quality of writing, and the speed in writing.

3) Language-Focused Learning

In this principle, there are some points for participants and trainers to pay attention to. There are some parts of writing process that participants should pass during writing certain text. Participants, especially for those who are not literate in the target language, should pay more attention to clarity and fluency.

Participants should also be aware of ethical issues involved in writing. To get better writing, trainers should arrange for feedback and provide it for the participants.

4) Fluency Development

To increase the participants' writing speed, repetitive activities should be provided by trainer for the participants to work on. Make sure that participants have reasonable speed for a very simple set of material. The material should be familiar for them so that they are encouraged to have some activities and to write more.

b. Constructing Writing Materials

English trainers, especially those who teach English for Specific Purpose, are demanded to develop their own materials. Trainers should understand the context, the participants, the stakeholders, the physical setting, the environment, the time allocation, etc. Understanding them, trainers should develop materials that meet the participants' needs.

As stated by Graves (2000: 150), materials development is creating, choosing or adapting, and organizing materials and activities to help the participants reach the goals of the course. There are some points that the trainer should handle. They are what trainer uses – textbook, text, pictures, worksheets, video, and so on - , what techniques that the trainer uses, and what kinds of activities that the trainer uses.

The developed materials should be in line with the participants' needs as the materials can support their enthusiasm in learning. The materials should be also authentic because they become the models of the target language. Trainers can't give a random material without considering who the participants are, what the learning objectives are, and what kinds of context are. Trainers should choose, adapt, or develop materials based on some considerations. According to Graves (2000: 152-155), there are some bases that trainers should consider as the following points.

- (1) activities should draw on what students know (their experience, their current situation) and be relevant to them
- (2) activities should focus on students' outside of the class needs, if appropriate
- (3) activities should build students' confidence
- (4) activities should allow students to problem solve, discover, analyze
- (5) activities should help students develop specific skills and strategies
- (6) activities should help students develop specific language and skills they need for authentic communication
- (7) activities should integrate the four skills of listening, speaking, reading, and writing
- (8) activities should enable students to understand how a text is constructed
- (9) activities should enable students to understand cultural context and cultural differences
- (10) activities should enable students to develop social awareness
- (11) activities should be as authentic as possible
- (12) activities should vary the roles and groupings
- (13) activities should be of various types and purposes
- (14) activities should use authentic texts or realia when possible
- (15) activities should employ a variety of materials

Graves (2000: 152-155)

Developing materials in ongoing process is what trainers should do. To achieve the goals and objectives that are established by the stakeholder, trainers should follow on what basis trainer constructs materials. Activities are factors that really influence the result of the participants' learning. So, the activities should also meet the participants' needs.

c. Assessing Writing

Scoring the participants activities is important to have a measurement of what they have already achieved. Weigle (2007: 182) proposes three advantages of using scoring rubric to assess writing. First, scoring rubric can role as a teaching tool as well as a testing tool. The participants have their own rubrics to measure themselves by comparing some of the criteria stated on the rubric. Second, the use of scoring rubric can also provide the trainer a standard of consistent scoring. Then, the last is that scoring rubric can simplify the grading process. It is also easy for both trainer and participants to understand.

For this research, the grading scales by Brown and Bailey in Brown (2004: 244-245) were implemented. The criteria were managed into five categories including organization (20%), content (25%), language use (25%), vocabulary (20%), and mechanics (10%) which were scored in four ranges from excellent to very poor.

The rubric shows the highest score (X_t), 100 and the lowest score (X_r), 49. The range of those scores (R) is 51. In this research, the scores were categorized into high, average and low. The class interval (i) is 17. Then, the conversion table is presented as follows.

Table 1: The Conversion Table Based on Range Proposed by Suharto (2006: 53)

No.	Class Interval	Interpretation
1.	83.00 – 99.99	Advanced
2.	66.00 – 82.99	Medium
3.	49.00 – 65.99	Low

Table 1 shows three groups of the participants, i.e. advanced, medium, and low. In this research, it was used to find out how many participants who were in each group from before the action, after Cycle I, and after Cycle II so that the improvement can be clearly seen.

3. Multilevel Language Classroom

The term multilevel classroom refers to certain class that has different kinds of learners in it, Ur (1999: 134). In this classroom, the participants learn across two or more grades and are taught with different leveled materials. This case happens when there are some differences among the participants.

There are some problems of this type of class. In this class, some problems that occur are related to discipline, correcting written assignments, interest, effective learning, materials, individual awareness, and participation, Ur

(1999: 134). Commonly, the participants are difficult to control, they get bored, they do not have an effective learning, they do not get the right materials, not all of the participants are active in the class, and the trainer cannot check the progress of each participants. Ur (1999: 135) also offers some solution to overcome those problems. They are by varying the topics, methods, and texts, making the activities interesting, encouraging collaboration, allowing the participants to choose the activities, adapting activities to meet the participants' needs, using compulsory plus optional instructions, and using open-ended cues.

Meanwhile, there are also some benefits and challenges of the existence of multilevel language classroom. Some advantages of Multi-level classrooms are that participants are able to learn at their own pace, participants learn to work well in a group, participants become independent learners, participants develop strong relationships with their peers, and participants become partners in learning. In addition, multi-level classrooms have also some challenges. They are: finding appropriate teaching resources and material, organizing some groups within the class, building an effective self-access centre in the classroom, determining the individual needs of each participant, ensuring that all participants are challenged and interested, and enforcing English only policies when trainer is occupied and participants are working in small groups or pairs.

Every participant has his own learning style, linguistic background knowledge or individual pace of learning. Hence, the majority of foreign language classes involve participants with various abilities. So, trainers should be able to develop good activities for the participants.

4. Tiered Activity

a. Definitions of Tiered Activity

Tiered activity is defined as a wedding cake which has three tiers, Bowler and Parminster in Richards and Renandya (2002: 59-60). The top tier of the wedding cake gives the most support (the most layer of supporting pillars) and the least freedom for error (the smallest area of cake to move around on). This is a good activity for weaker participants. The bottom tier gives the least support (no pillars) and the most freedom to experiment (the largest area of cake to move around on). This is a good activity for stronger participants. Tiered activity produces the same or similar results for all participants.

In this case, every participant has their own challenge as they can individually choose the level of the activity provided by the trainer without being underestimated. They choose which activity that they think is appropriate with them. Lower participants get the easier activity. This is in line with what Ur (1999: 136) mentions, 'compulsory' + 'optional' tasks. All participants do the compulsory tasks and for the higher participants, optional tasks are available. This is conducive to the convenience of class environment.

As there are some differences in multilevel classroom, tiered activity can be also based on the differences that occur in that class. Heacox (2002: 91-94) mentions some bases of tiering. They are tiering by challenge level, by complexity, by resources, by process, and by product.

In tiering by challenge level, trainer should use bloom's taxonomy as a guide in designing the most appropriate activities. Tiering by complexity is to differentiate the lower to the higher level learners. The more advanced participants have the more complicated materials. For tiering by resources, the differentiated material is based on different resources although the activity is the same. In this case, trainer is to look for some resources which are different in complexity. Or, trainer may also offer two different but related sources.

In tiering by outcome, trainer may have exactly the same source for the participants but the activity should be different. In this part, participants are demanded to have different outcome based on their English proficiency level. Tiering by process requires participants to work on the same outcomes with various processes to result them. The last is tiering by product. Trainer may group the participants based on learning preference, using Gardner's multiple intelligences.

b. The Benefits of Using Tiered Activity

There are some problems that usually occur in multilevel language classrooms since the trainer is not able to precisely design the materials and activities. They are commonly not aware of the different participants' needs. This unawareness leads to the failures in achieving the teaching and learning objectives. There were some proofs that the English article writers of PLUSWRITER Company had some differences so that the class was categorized into a multilevel classroom. In this research, the researcher designed the most appropriate activity for the participants of this research. Tiered activity was offered as one of the appropriate activities to improve language skills of the participants because tiered activities have some benefits.

Graves (2000: 152-153) states that activities should build participants' confidence and allow participants to problem solve, discover, and analyze. Tiered activity lets participants involved well since it meets the participants' needs. The easier activity is for the low participants and the more difficult activity is for the advanced participants. All of the participants are busy doing the activity that meets their English proficiency level. They solve the problems inside the activity, discover and analyze the activity that agrees with their competence. Consequently, all of the participants can do the activity. By doing the activity, the participants actually build their own confidence.

Tiered activity is also able to help trainer alleviate some problems happening in multilevel classroom. By using tiered activity, as what Bowler and Parminter in Richards and Renandya (2002: 59) state, trainer does not need to use three different course books with one class: one for strong participants, one for weak participants, and one for midlevel participants. Tiered activity can engage all of the participants with different proficiency level. Besides, participants are more discipline since all of the participants actively do the activity that is relevant to them. The trainer also easily measures the achievement of each participant because they participate actively in doing the activity. In addition, tiered activity can also produce the same or similar results of all the participants. Both of lower participants and higher participants are interested in doing the activity and in achieving good results.

c. Deciding When to Tier an Activity

In relation to how to tier an activity proposed by Heacox (2002: 95), there are some ways in deciding the appropriate tiered activities based on the participants' characteristics in a classroom situation or context. When some participants need more time to work and other participants are ready for more advanced work, trainer should design tiered activities by challenge or by complexity. When varied resources could be combined based on participants' needs and readiness, trainer should provide tiered activities by resources. When an activity in one material can lead the participants to have both basic and more

advanced outcomes, trainer should give the participants tiered activities by outcomes. When in achieving the same outcome participants are able to work in some kinds of ways, trainer should support the participants with tier activities by process. When the activity allows the participants to show what they have learned, trainer should tier the activities by product.

Furthermore, there are also some options in distributing tiered activity. Everyone may work on Tier 1. In this case, trainer should provide some activities according to certain topic to discuss. All the participants work on the first level of the tiered activities. They are expected to be curious with what the next tiered activities have. Then, they automatically want to have more activities. However, if they don't, trainer should guide them to have the other activities. Another option is participants choose a Tier they want. In this option, the participants can have whichever tiered activities they want to work on. This makes participants enjoy doing the activities although when the activities are actually not suitable for them.

Trainer may also put the participants into cooperative groups. Participants are expected to have further discussion related to the topic they learn in group. This can be beneficial, but when there is a dominant participant in a group, this option may not work well. This option has an error when other participants depend on the dominant one. Besides, the option of all Tiers for all participants can be also implemented to get information about participants' achievement.

Participant can achieve different points of tiered activities. The more participants do the activities correctly is the more points they have. Trainer observes and offers assistance while giving encouragement to participants during their work. The last is that trainer decides which participants get which Tier. To apply this option, trainer should totally understand the participants' achievement of their learning process since miss distributing leads to the failure.

B. Review of Relevant Research Studies

There are some other studies that have been conducted related to the effort of improving participants' writing skills by using tiered activities. One of them is a study that was held by Annatasya (2007) which is entitled *The Implementation of The Principles of Tiered Tasks and Bias Tasks into a mixed-level class at EF – English First – Tanjung Duren*. Through this study, Annatasya (2007) shows the improvement of students' achievement at EF class, a mixed-level class where there were some differences of the students' English proficiency.

Another study of the implementation of tiered activities gave significant influences in improving students' involvement. It was held by Kurnia Ariyanti Solichah in her study of improving the writing learning process by using tiered tasks of eight grade students at SMP N 1 Ngemplak in the academic year of 2012/2013. This study tells about the role of tiered activities in the effort of engaging students' attention to the English writing teaching and learning process.

C. Conceptual Framework

Article can be used to deliver information both online and in print. To write good article, writers should have good writing skills. In the contrary, the writing skills of the English article writers of PLUSWRITER Company as the participants were low. Based on the observation, interviews, and pre-test results, there were some problems that occurred in PLUSWRITER Company. One of the problems was related to different participants' English proficiency level. Some of the participants wrote good articles with some complex sentences while some others did not. Some of the participants also did some mistakes in using subject-verb agreement, passive voice, parallelism, noun phrase, noun clause, punctuation, and reference. Some of them also wrote article with irrelevant content and title.

In addition, participants did not know some mistakes they wrote. The researcher gave feedback only when they were not busy. Before giving feedback, the editors checked the articles first. They used an assessment rubric from the Company. They only checked the content, the use of grammar, and the technical writing. They did not have a clear assessment grading scale.

In order to solve the problems, appropriate materials and activities for the participants were developed. The researcher also supported their writing skill improvement by checking the participants' work and by giving them feedback. The materials and the activities were in accordance to the participants' needs and

English proficiency level. The materials consisted of subject-verb agreement, passive voice, parallelism, and clause. Tiered activities were used to involve all of the participants in writing practices so that they can have their writing skills improved.

Furthermore, the researcher also supported the writing skills improvement of the participants by checking their work and by giving feedback. By checking their work, some mistakes were found. Then, based on the mistakes, feedback was given. These actions made the participants aware of their mistakes so that they did not do the similar mistakes again. The actions also helped the participants improve their writing skills.

CHAPTER III RESEARCH METHOD

This chapter presents the discussion of the research method in seven headings. The discussion includes type of the research, setting of the research, subjects of the research, procedure of the research, instruments of the research, techniques of the data collection, techniques of the data analysis and the validity of the data.

A. Type of the Research

This study is categorized as action research. According to McNiff and Whitehead (2006: 7), action research is a form of enquiry that enables practitioners to investigate and to evaluate their work. This study deals with how to improve something. It is also in line with what Burns (1999: 30) says that action research is evaluative and reflective as it aims to bring about change and improvement in practice. This research was aimed at improving writing skills of the article writers' training of PLUSWRITER Company. Therefore, it was categorized as Action Research (AR).

There were some actions conducted in this study to improve the writing skills of the participants in this research. According to Elliott (1999: 69) in Burns (2010: 5), action research is the study of a social situation with the view to improving the quality of the action in it. Besides, the researcher also conducted this study based on some steps. There were four steps in this action research, i.e.

planning, action, observation, and reflection, (Adapted from Kemmis & McTaggart, 1988, pp. 11-14) in Burns (2010: 8).

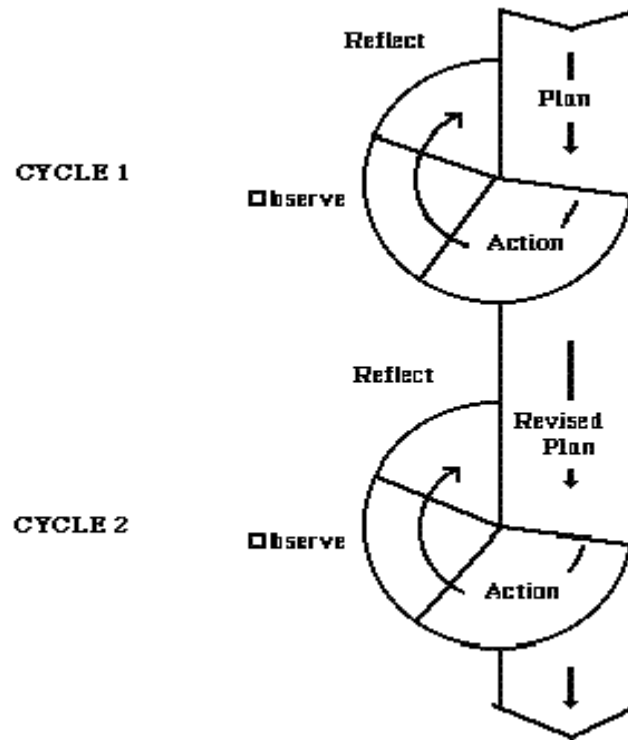


Figure 2: Cyclical AR model based on Kemmis and McTaggart (1988) in Burns (2010: 9)

B. Setting of the Research

This research was conducted for English article writer's training in PLUSWRITER Company. This dealt with the writers as the participants because the researcher found some problems in the articles that they wrote. Based on some considerations such as the number of materials to be discussed and the

available time, the study was held nine times which included pre-test, three meetings for Cycle I, progress test, three meetings for Cycle II, and post-test. They were during 17th November 2014 to 1st December 2014. Each meeting was in 2 X 30 minutes.

C. Subjects of the Research

This study involved the researcher as the trainer, an editor as the collaborator, and 21 writers of PLUSWRITER Company as the participants. The participants were selected based on some reasons. First, it was possible for them to come to office and to join the study. There were some freelance writers who did not live in Yogyakarta and could not join the study. Second, editors suggested them to have this study to improve their writing skills. Some of the participants had a lot of difficulties in writing good articles although some other wrote well. All of them were expected to have better writing skills after joining this study.

D. Procedure of the Research

There are five structural steps of action research suggested by Kemmis and McTaggart in Burns (1999: 32). They are reconnaissance, planning, action, observation, and reflection. Those steps were implemented for the procedure of this research. The explanations are as follow:

1. Reconnaissance

The reconnaissance step was performed by doing an observation, interviews with participants and editors, and pre-test. Conducting these actions

was aimed at seeking out some problems related to the participants' writing skills. Then, the researcher could find obstacles and difficulties to be solved.

2. Planning

In this phase, the researcher identified some feasible problems to be considered in arranging a plan to improve the writing skills of the participants. In collaboration with a collaborator, he discussed and decided the actions to overcome the problems. They also planned when the actions were conducted. The actions were during 17th November 2014 to 1st December 2014. Course grids and lesson plans were designed to complete the actions.

3. Action

The actions were conducted in two cycles. Each cycle was conducted in three meetings and ended with a test. During these cycles, some materials and tiered activities were provided. After providing the materials and activities, the researcher checked the participants' work and gave feedback to them. To support and to check the run of these actions, some interviews with the participants and collaborator were conducted.

4. Observation

Observation was also done during the actions. The results of the observation were combined with the results of the interview. Then, the researcher and the collaborator had some corrections for the previous meetings to be implemented in the next meetings.

5. Reflection

Reflection was done after the implementation of the actions. The researcher reflected on, evaluated, and described the implementation of the actions. Successful actions were applied for the following meetings while the unsuccessful actions were improved for the more suitable actions for the next meetings.

E. Techniques of the Data Collection

In this study, there were two types of data, i.e. qualitative and quantitative data. To collect the data, the researcher employed some techniques. For the qualitative data, interview and observation were used and resulted data in the form of interview transcripts and vignettes. While for the quantitative data, writing tests were used. The results of writing tests were presented in the form of score transcripts.

Interview was conducted before, during and after the implementation of tiered activities in teaching and learning process. This dealt with participants' and collaborator's opinions and suggestions about the actions of the study. With this information, the actions were checked to make sure that they were going on the right track. In conducting the interview, interview guideline was used. It was used to guide the researcher in interviewing some participants and collaborator to get the exact data related to the researcher's behavior and also the participants' behavior before, while, and after the actions.

Besides, observation was done during the actions of the study. There were some points that were checked for the observation to make sure that the actions were implemented correctly in class. This evaluated the researcher in conducting the actions. In conducting observation, observation checklist was used. It was used to guide the collaborator in taking some notes related to how the actions were conducted in this study.

To gain the quantitative data, the researcher conducted some writing tests. There were three writing tests i.e. pre-test, progress test, and post-test. Before the study, pre-test was done to give information about previous achievement of the participants. This also provided information related to the problems that should be solved. Then, after the implementation of tiered activities in Cycle I, the participants had a progress test. This test was to find out whether there was an improvement of participants' writing skills or not. It also became the consideration in planning the actions in Cycle II. After conducting the Cycle II, the participants had a post-test. It was to measure how far the participants learnt from the actions. With the comparison between the results of the pre-test, progress test, and post-test, it is found that the study was successful.

F. Techniques of the Data Analysis

There were two types of data, qualitative data and quantitative data, in this study. To analyze the qualitative data, some stages of data analysis by Burns

(1999: 157-160) were applied. They were assembling the data, coding the data, comparing the data, building interpretation, and reporting outcomes.

1. Assembling the Data

In this step, the data were collected by doing interview and observation. Then, the data were presented in the form of interview transcripts and vignettes.

2. Coding the Data

According to Burns (1999: 157), coding data is a process of reducing all the data and collected them into more manageable categories of concepts, themes or types. In this phase, the data were identified and coded into more specific categories.

3. Comparing the Data

In this stage, comparing some categories of the collected data by using some data collection techniques was implemented. It was aimed at identifying the relationship between different sources of data.

4. Building Interpretation

Researcher, in this phase, dealt with creative thinking responding to what the data imply. He discussed with the collaborator to pose questions, to identify connections, and to develop explanations related to the meaning of the collected data.

5. Reporting Outcomes

In this last stage of data analysis, researcher reported the result of this study by considering some aspects. They were a discussion about the issues related to the study, a description of the context of the research, an analysis of the findings, and an interpretation of how this research leads to the others.

Meanwhile, to analyze the quantitative data which were in the form of score transcripts, the researcher calculated the mean scores of the pre-test, the progress test, and the post-test. Then, the mean scores of each test were compared to find out whether the participants had an improvement on their writing skills or not. The increase of the mean scores indicated that the writing skills of the participants improved.

G. Validity and Reliability of the Data

The validity of the data was by completing the democratic, outcome, process, catalytic, and dialogic validity as cited by Anderson in Burns (1999:161).

1. The democratic validity concerns to the extent to which the research is truly collaborative. Democratic validity is related to the participants' opportunity to give their opinions, ideas and comments about the teaching and learning process. There were some discussions held to support this study. The discussions were done after the meetings and at the end of each cycle. It was aimed at providing clear information of the research progress to make sure

that the study was running well by evaluating the previous meeting and planning for the next meetings or cycle.

2. The outcomes validity is related to notions of actions leading to the successful outcomes within research context. To make sure that the actions were on the right track, there were some indicators that should be passed. They were as follows.
 - a. The researcher focused on the teaching and learning of writing by implementing tiered activities.
 - b. The participants enjoyed the classroom activities.
 - c. The participants were active during the English teaching and learning process.
 - d. Facilitated with some activities, the participants wrote some English texts.
3. The process validity relates to the dependability and competency of the research. It is related to activating participants to be involved in every stages of research process. Researcher was helped by collaborator who observed and note everything happened during the process of this research. The process validity was completed by reflecting on the data collection and modifying the strategies to have better treatment for the next meetings.
4. The catalytic validity is related to the extent to which the study allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. This criterion was completed by

conducting some interviews with the participants and editors related to the positive effects of this study.

5. The dialogic validity is the process of peer review that is commonly used in the academic research. This validity was completed by discussing the research finding with collaborator.

To obtain the trustworthiness, the triangulation technique proposed by Burns (1999: 164) was implemented. There were two forms of triangulation used in this research:

1. Time triangulation

Time triangulation is about the period of time needed in collecting the data. In this study, the data were collected from 17th November 2014 to 1st December 2014. During that period of time, constant data about the implementation of tiered activities to improve the writing skills were presented.

2. Investigator triangulation

There were two observers involved in this study. They were the researcher himself and an editor as collaborator. It was aimed at avoiding bias observations to have clear data for the data they collected were compared.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter presents the process of the study conducted in Cycle I and Cycle II. Each cycle consisted of planning, actions and observations, and reflection. This chapter also presents the results of the study in quantitative data gathered during the research to support the qualitative data. The details of the process are presented as follows.

A. Reconnaissance

1. Identification of the Problems

In identifying the problems, there were some actions done by the researcher. The first action was by doing some interviews with editors and participants. The interviews were conducted on 7th of November 2014. From the interviews with editors, some problems related to both participants and editors were found. Related to the participants, the editor said that grammar mistakes were frequently found. This problem was because some of the participants did not have good writing skill, especially in using grammatical systems. Besides, some participants did not check their articles before submitting them.

R	<p><i>“Yang pertama, apakah menurut Mbake tulisan writer-writer itu cukup memuaskan?”</i></p> <p>(First, do you think that their writings are good enough?)</p>
ED3	<p><i>“Ya ada yang bagus, ada yang cukup bikin kesel Mas. Kadang ada yang hampir tidak ada kesalahan, tapi kadang ada juga yang terlalu banyak salahnya.”</i></p> <p>(“Some writers did well, but some others had some terrible</p>

	articles. Some writers wrote with almost no mistakes, but some others had a lot of mistakes”)
R	<i>“Biasanya, permasalahan apa aja yang kamu temui di hasil tulisan mereka Mbak?”</i> <i>(“What kind of mistakes that you used to find?”)</i>
ED3	<i>“Sebagian besar sih di grammar Mas. Ada yang memang belum paham, ada juga yang sebenarnya sudah paham tapi malas cek ulang sebelum dikirim ke editor.”</i> (“I used to find some grammar mistakes. Some of the writers did not understand about grammar use and some others actually understood but they were lazy editing their articles before being sent”)
R	<i>“Biasanya kesalahan grammarnya dimana Mbak?”</i> (“What kind of grammar mistakes that you commonly find?”)
ED3	<i>“Emmm.. Apa aja ya? Yang biasanya editor sering temui itu adalah permasalahan yang cukup simple seperti subject-verb agreement Mas. Biasanya kalau subjectnya berupa frasa atau klausa, verbnya gak sesuai. Terus, tentang passive voice. Ada beberapa penulis yang masih salah dalam menuliskan kalimat pasif. Sama parallelism. Makanya kita menyarankan mereka untuk menulis kalimat-kalimat sederhana, daripada salah.”</i> (“Emmm.. Editor commonly find some simple mistakes such as one related to subject-verb agreement. It is found when writers write a noun phrase or noun clause for the subject and the verb does not meet the subject. Some writers still make some mistakes in delivering passive meaning. And the last is about parallelism. That is why editors suggest the writers to write simple sentences to avoid more mistakes.”)

(Interview Transcript 1)

Related to the editors, the first problem was about how they checked articles. They used a simple assessment rubric and only checked the content, the use of grammar, and the technical writing of the articles. In this case, the term “technical writing” copied with the rule of PLUSWRITER Company for the writers in selecting certain keyword and to write down the keyword in the article. The following interview transcript can give more evidence.

ED1	<p><i>“Jadi gini Mas, kita punya tiga item untuk kita nilai. Pertama, kita lihat contentnya. Judul, antar kalimat, dan antar paragraph tu nyambung gak. Apa yang dia tulis tu nyambung dengan gambar gak. Terus, kita lihat juga pemakaian grammarnya. Yang terakhir tentang teknik writingnya Mas. Kita kan nulis artikel SEO dan ketentuannya sudah ada tu. Kita nilai pemilihan keyword dan peletakannya.”</i></p> <p>(“We have three items to be accessed. First, we examine the content of the article. We decide whether the title, each sentence, and each paragraph are well connected or not. We also make sure that the article is suitable with the pictures. Then, we also see the grammar use. The last is about the technical writing. We write SEO articles that have certain rule. We check the keyword selection and its placement on the text.”)</p>
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(Interview Transcript 2)

In addition, during the observation, the researcher found that editors gave feedback to participants. The feedback was in accordance to some mistakes that the editors found after checking the articles. However, in giving feedback, editors did not present any model or example of the correct text to participants. They only gave short explanation. Sometimes, they asked the participants to check their own articles to find some mistakes. The evidence can be seen from the following vignette.

The researcher found how the editor gave feedback to the writer. In giving feedback, the editors always called the writers and showed their mistakes. **However, they did not give them any notes or models for them to learn more.** It was because of limited time that the editors have to give a complete feedback because they might finish their job editing some writings.

Finding the way of how editors give feedback to writers, researcher then asked for further information to one of the editors about how editors gave feedback. He told, *“Memang biasanya editor memanggil writer dan memberikan penjelasan mengenai kesalahan yang dia tulis. Tapi, kadang kita juga tidak memberikan penjelasan dan meminta penulis untuk menganalisa kalimatnya sendiri. (However, we sometimes do not give any explanation and ask the writers to check their own articles.)*Kadang ada sedikit permasalahan juga

ketika kitanya udah siap memberikan feedback, tapi writernya belum datang ke kantor. Setelah si writernya datang, kita yang nyamperin writernya dan member penjelasan. Jadi, ngasih feedbacknya gak mesti di ruangan ini.”

Vignette 3

In accordance to the result of interviews with the participants, the researcher also found that some participants had poor vocabulary mastery. Some other problems were found in their articles that they wrote for the pre-test. The problems were related to content of the article and the grammar use that include the use of clause, punctuation, and reference. All of the problems are presented in the Table 2.

Table 2: Lists of Identified Problems

No.	Problems	Code
1.	Some participants did not use grammar correctly, especially when they use subject-verb agreement, passive voice, parallelism, clause, punctuation, and reference.	W
2.	Participants were not active in collecting new words to enrich their vocabulary mastery.	W
3.	Participants did not check their articles before being submitted.	W
4.	There was no exact assessment rubric for editor.	E
5.	Editors did not regularly give feedback.	E
6.	Participants were passive in responding to the editors' explanations and feedback.	W
7.	Editors did not give a model or example of appropriate text to participants.	E
8.	Editors did not create certain materials for participants in relation with their mistakes in articles.	E

Note:

W: Participant

E: Editor

2. Categorizing the Problems

From the Table 2, the problems were then classified into more manageable categories. There were three categories, i.e. writing skills, writing assessment, and feedback. The categories help the researcher specifically identify the patterns.

Table 3: Lists of Categorized Problems

No.	Categories	Determined Problems	Code
1.	Writing Skills	Some participants made some grammar mistakes, especially in using subject-verb agreement, passive voice, parallelism, clause, punctuation, and reference.	W
		Participants were not active in collecting new words.	W
		Participants did not check their articles.	W
2.	Writing Assessment	Editors used a simple assessment rubric.	E
3.	Feedback	Editors did not give feedback regularly.	E
		Some participants did not respond to editors' corrections well.	
		Editors did not give a model and material.	E

After categorizing the problems, it was clear that the writing skills of English article writers of PLUSWRITER Company need to be improved.

B. Research Process

In this part, the process of the research is described in details. There are two cycles of the research. The followings are the discussions about the result of the first cycle.

1. Cycle I

a. Planning

In planning section, the researcher in collaboration with the collaborator determined some feasible problems to be solved. They also determined the actions to overcome the problems. Besides, they grouped participants into low group, medium group, and advanced group. In cycle I, the actions were conducted in three meetings and a progress test. To conduct the action, course grid and lesson plan were developed. The followings are details information about the plan.

1) Determining Feasible Problems

According to observation and interview results, some problems were found. The problems were related to the writing skills of the participants, the writing assessment, and the feedback. After considering the time and energy, it was difficult to overcome all of those problems. Next, some feasible problems were determined. They are presented in the following Table 4.

Table 4: **Lists of Feasible Problems to Solve**

No	Category	Limited Problems
1.	Writing skills	Some participants did not use grammatical systems well, especially in using subject-verb agreement, passive voice, and parallelism.
		Some participants had poor vocabulary mastery.
2.	Writing Assessment	Editors only used simple assessment rubric.
3.	Feedback	Editors did not provide materials for participants.

2) Determining the Actions to Overcome the Problems

In order to improve the participants' writing skills, it was necessary to solve the feasible problems. Both the researcher and the collaborator discussed and decided some actions to overcome the problems effectively. They are presented in the following Table 5.

Table 5: **Lists of Actions to the Problems**

No	Categories of Problems	Actions
1.	Writing Skills	Providing complete materials
		Providing tiered activities
2.	Writing Assessment	Checking participants' work using complete writing assessment rubric
3.	Feedback	Responding to participants' difficulties by giving feedback

There were 3 actions i.e. providing complete materials, providing tiered activities, using complete writing assessment rubric, and giving feedback. The results of the discussions were listed below.

a) Providing complete materials

Responding to the suggestion from the collaborator, the researcher designed materials consisting of subject-verb agreement, passive voice, and parallelism. He relied on the materials in TOEFL-preparation book, Longman Complete Course for the TOEFL Test. The materials were related to some examples of common mistakes and how to correct them. He rolled as the trainer

and guided the participants to not directly write an article but to write correct sentences first.

For the first meeting, some patterns related to subject-verb agreement were planned to be delivered. The patterns consisted of three points i.e. make verbs agree after prepositional phrases, make verbs agree after expressions of quantity, and make verbs agree after certain words. Passive voice were planned to be discussed in the second meeting. The materials were about the use of the correct form of the passive and how to recognize active and passive meaning. Then, parallelism was planned to be discussed in the third meeting. The materials were divided into use parallel structure with coordinate conjunctions, use parallel structure with paired conjunctions, and use parallel structure with comparison.

The researcher and the collaborator decided to give the participants the same materials. The materials were mapped out to be explained in BKOF and MOT stages. First, the researcher presented some pictures and asked some questions based on the pictures to gather some vocabularies. Then, he presented a model text to be discussed with participants. The model text contained some examples of words showing the use of subject-verb agreement, passive voice, and parallelism. The words were printed in different colors in order to make the participants easily identify the examples. For the examples of subject-verb agreement, the words were written in green. Orange color was for the examples of passive voice. The red color was to identify the examples of parallelism.

b) Providing tiered activities

The researcher planned to give the participants tiered activities. The activities were designed in three activities. The first and second activities of each material were for the JCOT stage. Through the first activity, he strengthened the participants' understanding of the materials. He guided the participants to identify correct and incorrect sentences and also helped the participants find some incorrect sentences and correct them. The second activity facilitated the participants to have a writing practice. In this activity, participants were asked to write a paragraph based on a picture. It was also with the researcher's guidance. Then, the third activity was planned for the ICOT stage. In this activity, the participants individually wrote an article.

In addition, the tiered activities were designed for three groups of the participants, i.e. low, medium, and advanced. For the low group, the first activity was to determine whether the sentences were correct or incorrect. For the medium group, the activity was not only to identify correct and incorrect sentences, but also to underline the words that make the sentences incorrect. For the advanced group, the participants analyzed the sentences whether they were correct or incorrect and then corrected the incorrect sentences. For the second activity, the low group was planned to have an incomplete paragraph and to fill in the blanks. For the medium group, they were planned to write a paragraph. They were helped with a provided introductory sentence. For both low and medium groups,

keyword was already decided. However, for the advanced group, they decided a keyword by themselves and developed it into a good paragraph without any clues provided. Then, the third activity was planned to be given after all of the materials had been discussed. It was in the end of the Cycle I. Some pictures were provided. There was no clue provided. The participants wrote an article based on the pictures. They decided the keyword by themselves.

c) Checking participants' work

In every meeting, participants were provided with some activities. While they worked with the first and second activities of each material, the researcher checked their work and took some notes when the participants faced difficulties. He also checked the participants' articles that they individually wrote in the progress test.

d) Giving feedback

Based on the participants' difficulties, the researcher planned to give feedback to the participants. Feedback was delivered at the end of each meeting. It was aimed at letting the participants recognize their mistakes and able to correct them.

3) Grouping the Participants

Before conducting the Actions, there were three groups of the participants were prepared. The grouping was based on the results of the pre-test. It was aimed at providing appropriate activities for all of the participants.

Table 6: The Frequency of Distribution of the Participants' Scores in Pre-test

No.	Class Interval	Frequency			Interpretation
		Absolute	Relative (%)	Cumulative (%)	
1.	83.00 – 99.99	6	28.57	28.57	Advanced
2.	66.00 – 82.99	7	33.33	61.90	Medium
3.	49.00 – 65.99	8	38.10	100	Low
		21	100		

Table 6 shows the frequency of distribution of the participants' scores in pre-test. There were 8 participants in low group, 7 participants in medium group, and 6 participants in advanced group.

b. Actions and Observations

The actions of Cycle I were conducted in three meetings and ended with a progress test. They were on 18th, 20th, 22nd and 24th November 2014. During the meetings, the researcher became the trainer. He was helped by a collaborator who observed the teaching and learning process. The collaborator fulfilled observation checklists and took some notes. The followings are further explanations.

1) Providing complete materials

The materials were developed for the BKOF and MOT stages. In BKOF stage, the researcher distributed some pictures. Then, he asked some questions based on the pictures to stimulate participants to collect some vocabularies. He also asked about the generic structure to the participants. Most of them understood well the generic structure of the article because they already had a

training discussing the generic structure. The explanation ran well without any difficulty. However, some participants had conversations during the explanation.

... **The researcher presented two pictures and asked some questions to participants.** “What pictures are they?”. ...

... Then, **in MOT stage, researcher distributed a model of text.** Before he asked the participants to read the text, he firstly explained that some words were printed in blue, green, orange, and red. ...

Before explaining the subject-verb agreement, researcher reminded the participants about the generic structure of SEO article. “*Coba lihat yang di bagian introduction itu. Di situ ada penjelasan tentang generic strukturenya. Tapi saya kira kalian sudah memahaminya, iya kan?*” “*Iya sih Mas, tapi kadang-kadang kelupaan. Haha..*” **A participant responded to the researcher’s statement.** The researcher asked the participants to pay attention to the blue printed words at the model text. Most of the participants had already understood that the article should be with a keyword which occurs seven times; in title, two subtitles, and each paragraph.

Vignette 9

Then, the participants paid attention to the model text. In the first meeting, he asked the participants to read the text and to pay attention to the words printed in green in order to identify some examples of subject-verb agreement. After they read the model text, he began explaining subject-verb agreement materials. There were three points that he explained i.e. make verbs agree after prepositional phrases, make verbs agree after expressions of quantity, and make verbs agree after certain words. The participants focused on the explanation. Some of them asked about expressions of quantity. The discussion ran well until they were ready to have some following activities.

Then, he explained in more details about the subject-verb agreement. The researcher gave some examples of common mistakes in subject-verb agreement and how they should be corrected. **The participants kept silent and paid attention to the explanation.**

Vignette 9

In the second meeting, the participants paid attention to the words written in orange color. In this meeting, they discussed passive voice. There were two main concerns in this material, i.e. use the correct form of the passive and recognize active and passive meanings. The discussion ran well. Some participants asked questions about how to put the “doer” in a passive sentence. They were confused whether to include it in the sentence or not. Some participants were also confused in determining a sentence whether it has active or passive meaning. The other participants had a chance to answer the questions. After having some discussions, they were ready to get the activities.

... a participant delivered a question to the researcher, “*Jadi sebenarnya dalam menulis kalimat pasif itu, si pelaku itu perlu dimasukkan gak to Mas?*” The researcher explained that actually passive sentence was for strengthening the action, not the doer. Thus, it was not a must to include the doer in the sentence. However, it was also not a fault to include the doer.
... then, another participant asked, “*Jadi, di contoh yang pertama itu kalimat aktif ya Mas, tapi pake mailed. Sedangkan yang kalimat keempat itu pasif ya?*” “*Pertanyaan bagus, ada yang bisa jawab?*” “*Kan bisa dilihat dari pelakunya Mbak. Masa letternya yang ngirim?*” A participant helped answer the question. “*Dan yang perlu dipahami adalah the letter mailed today itu bukan passive voice, tapi itu kalimat yang punya arti pasif. Kalo itu passive voice, pasti verbnya ketambahan be, jadi the letter is mailed or will be mailed today*”

Vignette 10

In the third meeting, the participants read the model text and paid more attention to red printed words because they discussed parallelism. There were three points that they learned i.e. use parallel structure with coordinate conjunctions, use parallel structure with paired conjunctions, and use parallel structure with comparisons. The materials were explained by giving some examples of common mistakes. He also explained how the mistakes should be corrected.

Researcher explained the first section, using parallel structure with coordinate conjunctions, by giving some examples of correct and incorrect sentences. ...

Because there was no question, the researcher continued to his explanation of the second and third sections of parallelism. **He also gave some correct and incorrect examples to let the participants know common mistakes found in parallelism and see how to write parallelism correctly.**

Vignette 11

2) Providing tiered activities

Tiered activities were distributed in three activities. Two activities were designed for the JCOT stage and an activity was designed for the ICOT stage. To do the JCOT stage, the participants were guided by the researcher. Both of the JCOT activities were done in the class after the materials explanation. The ICOT activity was done in the last meeting after all the materials had been discussed.

In the first meeting, the explanation about the activities that were designed in some different levels of difficulty was delivered firstly. It was aimed at providing some activities which met the participants' English proficiency level.

While the participants were doing the activity one, the researcher walked around the class. He was ready to guide them if they found some difficulties. He took some notes related to the participants' difficulties to give more explanation.

After completing the activity one, the participants worked with the activity two. They had a writing practice. They wrote a paragraph based on a picture. The researcher also walked around the class checking the participants' work and he found a problem where a participant wrote "one of" that was not followed with plural noun.

The researcher walked around the class while the participants were doing the activity one. He approached some participants who found difficulties.

... After the discussion, the researcher asked the participants to do the next activity. It was about constructing a paragraph based on a picture. The researcher walked around and checked the participants' writings. Some of them were confused in **making verbs agree after expressions of quantity and some of the participants did also a mistake to follow "one of" with singular noun.**

Vignette 9

In the second meeting, the activities were related to passive voice. There were activity three and activity four which were for the JCOT stage. Doing the activity three, some participants seemed to be confused of identifying active and passive voices. However, after the researcher re-explained how to recognize active and passive meanings, the participants had better understanding. Then, they got the activity four. They wrote a paragraph based on a picture. There were no questions delivered by the participants when they were doing the activity four.

... When a participant raised his hand to ask a question, the researcher then got close to him to give more explanations about the activity. He did this to every participant who needed some helps. Some participants were confused about “**The car parked in a no-parking zone.**” which is not a complete sentence and “**The police investigated him because of his unusual actions.**” which was changed to be “The police is investigated by him because of his unusual actions. They were lack of focus.

Before going to the next activity, the researcher and the participants discussed the activity three first. **Most of the participants seemed understand more the material after doing the activity and having the discussion.** Then, the researcher asked the participants to do the activity four. The participants completed the activity without any questions delivered.

Vignette 10

In the third meeting, the participants enjoyed working with the activities. Further explanation about using parallel structure both with paired conjunctions and with comparisons was delivered. Then, after the explanation, the participants worked on the activity six. Most of the participants wrote sentences with parallelism with coordinate conjunctions. They did not write sentences with parallelism with paired conjunctions and with comparisons.

After the explanation, participants were working with the activity five. The participants did this activity with the help of the researcher. From this activity, some participants asked for **further explanation about using parallel structure both with paired conjunctions and comparisons.** In the discussion section after the participants did the activity five, the researcher re-explained the materials.

... The participants carefully wrote a paragraph and checked their own writings. Some low participants got better understanding about the materials while **some of the medium participants did not explore themselves** by writing some sentences with parallelism. They only wrote some parallel structures with coordinate conjunctions.

Vignette 11

For the ICOT activity, the participants individually wrote an article based on some pictures. The participants had 30 minutes to write the article. Some participants had finished their articles in less than 30 minutes. The researcher asked them to check their articles before submitting them.

At 12.55, the researcher and the collaborator began distributing the test to the participants. The researcher and the collaborator checked the participants' attendance while distributing the test. **They explained that the test should be completed in 30 minutes. They also strengthened that the test should be done individually.**

The participants did the test in the participant room to make them easily write the article on their computer. After getting the test, the participants began their writings. They worked by themselves. **At 13.20, some participants had completed their articles. The researcher and the collaborator reminded them to check before they submitted their articles.** They checked their work and at 13.30, all of the participants had submitted the articles.

Vignette 12

3) Checking participants' work

To make sure that the participants understood the materials, their work on the JCOT activities was checked. While the participants were doing the JCOT activities, their work was checked. Some problems were noted showing the participants' difficulties. Based on the difficulties, feedback was given at the end of the meeting.

In the first meeting, some participants were not sure in making verbs agree after expressions of quantity. In the second meeting, the problem was about recognizing active and passive meanings. In the third meeting, the participants

made some mistakes related to using parallel structure both with paired conjunctions and with comparisons.

Besides, the participants' articles for the progress test were also checked. Some problems related to the use of subject-verb agreement were found.

4) Giving feedback

The researcher gave feedback to the participants. The feedback was in accordance to some mistakes and difficulties that the participants made and found. It was delivered at the end of the meeting. In the first meeting, the feedback was related to make verbs agree after expressions of quantity. In the second meeting, material related to recognize active and passive meanings was re-explained. In the third meeting, the re-explanation about the materials related to use parallel structure both with paired conjunctions and with comparisons was delivered.

c. Reflection

After completing the actions in Cycle I, the implementation of the actions were discussed with the collaborator to make some reflections. The discussions were to fulfill the dialogic validity. During the discussions, both of them analyzed the data collected from the class observation, the interviews with participants and collaborator, and the participants' articles. The results of the reflections are as follows.

1) Providing complete materials

The materials helped the participants improve their writing skills. The materials which were based on common mistakes of grammatical system received good responses from the participants and editors. The participants finally found the suitable materials to learn and to improve their writing skills. Some of them did not find more problems in writing sentences with subject-verb agreement, passive voice, and parallelism.

R	<i>"Terus, ada masukan gak Mbak untuk materi yang saya buat di modul itu?"</i> (<i>"So, is there any suggestion about the material?"</i>)
W10	<i>"Materinya sih bagus Mas, tepat sasaran sesuai permasalahan di kerjaan kita."</i> ("The material was good. It was also suitable to our problems.")

(Interview Transcript 15)

For the editors, the materials helped them more easily give feedback and correction to participants.

R	<i>"Emm.. Saya mau nanya gimana penilaian Mbake terhadap modul yang saya buat untuk writer?"</i> (<i>"Excuse me, I want to know your opinion about the module that I gave to you."</i>)
ED3	<i>"Oiya, saya sudah baca dan itu menurut saya membantu saya juga dalam memberikan koreksi kepada writer. Kemarin saya panggil writer yang salah nulis passive voice dan saya menjelaskan sambil nunjukin modul itu."</i> ("Well, I have read it and I think it is also beneficial for me when I give some corrections to the writers. Yesterday, I called a writer with passive voice errors in his writing and I explained the errors based on that module.")

(Interview Transcript 12)

2) Providing tiered activities

The implementation of providing tiered activities was really helpful. The participants had more opportunities to have writing practices. They were active in doing the activities because the activities met their English proficiency level.

R	<p><i>“Apa Mase lihat ada trend positif dengan penggunaan teknik tersebut?”</i> (“Do you find some positive influences of the use of tiered activities technique?”)</p>
ED1	<p><i>“Cukup terlihat dari mereka yang semakin involved dengan aktifitasnya Mas. Mudah-mudahan memang bisa memberikan sebuah improvement. Dari tulisan-tulisan mereka, setelah adanya pembahasan tentang beberapa latihan tersebut, saya dan mungkin editor lain juga menemukan beberapa kemajuan. Besok Mas lihat dari hasil progress testnya aja.”</i> (“Yes, I do. I can see from how they were involved in the class activities. From their writings, after they got some practices, I and other editors also found an improvement. You can find it by yourself from the progress test.”)</p>

(Interview Transcript 16)

3) Checking participants' work

By checking the participants' work, the participants' difficulties were found. From the articles that the participants wrote for the progress test, it was found that the participants still made mistakes in using subject-verb agreement. The following is an example of participant's article.

Duplex House Design with Contemporary Flexible Glass Walls

Initially, here is a **duplex house design** which will attract any of you who admires modern style. The exterior and interior decoration appear absolutely charming, minimalist yet lavish. Stunning contemporary flexible glass walls become the main attraction for the exterior. (It) brings a tranquil and delicate aura for the whole part. And along with white painted walls in some parts and modern flat roof, the house looks obviously chic.

Duplex House Design with Modern High Ceiling

When we explore more detail inside the residence, we can see that this **duplex house design** accentuates on the presence of white painted high ceiling for the interior decoration. The ceiling apparently produces an authentic modern and magnificent vibe for the dwelling. And along with white theme and glass elements, we can absolutely adore this house as one of the best futuristic decoration prototype. We also can not forget the existence of elegant furniture arrangement for each room. For the living room, black sectional sofas are put along together with lovely minimalist killim rug and metallic pendant lamps.

Moreover, through precise a **duplex house design** composition, the dining room also shows a beautiful decoration. With contemporary theme, the dining room has a sleek glass dining table, white chunky chairs and stylish pendant lamps. White painted wall and wooden floor are the next aspects which eventually bring a warm ambiance for the modern dining room. Near the dining, we also can find a gorgeous modern staircase from concrete, which will escort to the upper level.

A Modern Bedroom for a Contemporary Duplex House Design

The last but not least is about the bedroom. This residence has a very comfy bedroom, of course with modern style. White and wood still dominate the decoration, undeniably they give a genuine homey milieu. Then, a little bit touch of black through bedcover and pillows cushion, the modern style emerges more authentic. Overall, for any contemporary decoration enthusiast this modern **duplex house design** will inspire you in term of composing a stylist composition.

Figure 3: The Sample of Subject-Verb Agreement Mistake

Compared with the result of the pre-test, it can be seen that there was an improvement on the participants' articles. Grammar mistakes related to the use of subject-verb agreement, passive voice, and parallelism decreased. However, there

were still some mistakes in using subject-verb agreement. Besides, they also had some typos. The content was also good enough since the participants' articles were relevant with the provided pictures. They had also good organization without any keyword missed from the paragraph. Then, the use of vocabulary and mechanics were also good enough.

The writing skills improvement of the participants can be seen from the following Table 7 of their writing mean scores.

Table 7: Comparison between Mean Score of Each Aspect of the Participants' Writing in Pre-test and in Progress Test

Aspects	Pre-test	Progress Test	Improvement
Organization	14.81	15.95	1.14
Content	17.05	17.81	0.76
Language Use	16.19	18.38	2.19
Vocabulary	13.81	15.43	1.62
Mechanics	8.71	8.81	0.10

Table 7 shows the improvement of score obtained by the participants by comparing the mean score of pre-test and the mean score of progress test. Overall, all of the aspects of writing improved. The aspect of language use ranks first as shown in the gain score (2.19), followed by vocabulary (1.62), organization (1.14), content (0.76), and mechanics (0.10).

Furthermore, the participants' improvement can also be seen from the following Table 8.

Table 8: The Frequency of Distribution of the Participants' Scores in Progress Test

No.	Class Interval	Frequency			Interpretation
		Absolute	Relative (%)	Cumulative (%)	
1.	83.00 – 99.99	7	33.33	33.33	Advanced
2.	66.00 – 82.99	11	52.38	85.71	Medium
3.	49.00 – 65.99	3	14.29	100	Low
		21	100		

Table 8 shows the frequency of distribution of the participants' scores in progress test. There were 3 participants in low group, 11 participants in medium group, and 7 participants in advanced group. There was an improvement of the frequency of distribution of the participants' scores by comparing the frequency of distribution of the participants' scores in pre-test and the frequency of distribution of the participants' scores in progress test. There were 5 out of 8 participants in low group had better scores. They moved to the medium group. Besides, there was also 1 out of 7 participants in medium group had better score. The participant moved to advanced group. In conclusion, the implementation of tiered activities successfully improved the writers' writing skills.

4) Giving feedback

In reference to the mistakes and difficulties that were found in participants' work, feedback was delivered. Feedback was helpful to make the participants aware of their mistakes. Then, they became more careful in writing. Before the action, most of the participants did not check their articles before

submitting them. After the action, the participants became aware of their mistakes and they checked their articles before submitting them.

2. Cycle II

a. Planning

In the second cycle of the research, the plans of the actions were also decided. The actions were the same as the actions in Cycle I. However, the activity of collecting vocabulary was planned to have longer time. Besides, there were also some changes on the materials to be discussed in Cycle II. The materials were also supported with course grid and lesson plan. All of those actions were done in three meetings and ended with a post-test. They were during 25th November 2014 – 1st December 2014. The followings are details information about the plan.

1) Providing complete materials

The materials for the Cycle II were also taken from the TOEFL-preparation book. There were two broad materials i.e. subject-verb agreement and clause. The researcher and the collaborator agreed to give more activities related to the use of subject-verb agreement. This was because some mistakes related to the use of the subject-verb agreement were still found in participants' articles that they wrote for the progress test. The collaborator also suggested the researcher to discuss clause because some of the participants used to write simple sentences without clauses.

For the subject-verb materials, the researcher gave feedback in accordance to the mistakes that he found in articles of progress test. Besides, he also explained materials related to be careful of objects of appositives and be careful of present participles and past participles in the first meeting. In the second meeting, the materials of adverb clause, noun clause, and adjective clause were discussed. In the last meeting, writing style was emphasized. It was by discussing a set of material related to use reduced adjective clauses correctly and use reduced adverb clauses correctly.

In addition, the researcher helped the participants collect some vocabularies, presented model text, and explained the generic structure. He gave longer time for the collecting vocabularies activity. Then, he presented a model text consisting of some sentences with the use of subject-verb agreement and clause. Next, he explained that participants should write information about the designer, the location, and the name of the project in their articles.

2) Providing tiered activities

Tiered activities were also designed in three different levels. For the low group, the activity was to identify correct and incorrect sentences. It was more complicated for the medium group since the participants should find the problems if they found incorrect sentences. Then, analyzing and correcting incorrect sentences activities were for the advanced group.

The activities in Cycle II were also designed for JCOT and ICOT. There were also two activities for the JCOT stage. Both of them were done with the researcher's guidance. The activities were to make sure that all of the participants understood the material. Then, ICOT activity was provided after all of the materials were delivered. The activity was done individually by the participants so that the researcher could find out whether there was writing skills improvement of the participants or not. Different from the ICOT activity in Cycle I which was only with some pictures, the ICOT activity in Cycle II was also completed with reference/URL. It facilitated the participants to find information related to project, location, and designer on internet.

3) Checking participants' work

The researcher and the collaborator found that the actions of checking participants' work in Cycle I gave a positive impact in improving their writing skills. The plan for the Cycle II was the same as the actions done in Cycle I. He planned to check the participants' work when the participants were doing the JCOT activities. He also checked the ICOT activity done by the participants by using the same assessment rubric as the assessment rubric for the Cycle I.

4) Giving feedback

The action of giving feedback in Cycle II was the same as the action of giving feedback in Cycle I. After checking the participants' work, the researcher planned to give more explanation at the end of each meeting. The explanation

was related to participants' difficulties that he found when the participants were doing the JCOT activities.

b. Actions and Observations

The actions of Cycle II were conducted in three meetings and ended with a post-test. They were on November 25th, 27th, and 29th November 2014 and 1st December 2014. In conducting the actions, the researcher became the trainer. There was also a collaborator who collected some data by observing the teaching and learning process. The followings are the further explanations.

1) Providing complete materials

The materials were designed for the BKOF and MOT stages. In BKOF stage, some pictures were distributed and some questions were delivered to make the participants collect some vocabularies. In Cycle II, the participants had longer time in collecting the vocabularies. It was aimed at letting the participants enrich their vocabulary mastery. Then, the participants completed the generic structure of the text. They were asked to provide information about the designer, the project name, and the location in their articles because the target readers need to know this information.

In the first meeting, the researcher firstly gave feedback based on the progress test. He wrote an example of mistakes related to the use of subject-verb agreement that he found in the participant's article. Then, he told the participants how to correct the mistakes. To get more understanding, a model text was

provided. The participants paid attention to the green printed words. The researcher did not give more explanation because the materials were the same as the materials in Cycle I.

In addition, the participants also learned about introduction of clause in the first meeting. First, two pictures were presented and the participants were asked to collect as many vocabularies as possible. Then, the participants read the model text carefully and to give more focus on the red printed words. The explanation of adding information about the project, the location, and the designer had been delivered before the appositives and participles materials were discussed. In explaining appositives, how the comma should be added was also explained briefly.

The researcher then told the participants that they were going to discuss subject-verb agreement again. It was needed because some of the participants did some mistakes in their progress tests. The researcher gave feedback based on the result of progress tests. The feedback was about **making verbs agree after prepositional phrases and expressions of quantity**. “*Contoh dari kesalahan di progress test kemarin adalah some furniture ease yang harusnya eases, terus this whole pictures prove that yang harusnya these whole pictures sama exterior and interior decoration appear yang harusnya appears.*”, the researcher gave some examples of the mistakes.

... Then, for the MOT stage, **the researcher asked the participants to read the text and to give more focus on the red printed words**. They were some examples of clauses. The researcher then explained appositive, present participle and past participle. **Before the explanation, the researcher reminded the participants to add some information such as name of project, designer and location in their articles**. “*Di teks ini ada contoh bagaimana kalian harus menyertakan informasi tentang nama proyek, nama desainer dan lokasi proyek tersebut.*”, the researcher gave an example. Explaining about appositive, the researcher **strengthened the use of comma**. “*Perhatikan juga penulisan komanya ya! Kalian bisa memberikan style penulisan dengan menggunakan*

appositive ini. Lumayan juga untuk nambah-nambah kata. hehe..” The materials were delivered without any participants asked some questions.

Vignette 14

In the second meeting, the researcher asked some questions to begin the discussion related to clause materials. The materials were divided into adverb clause, noun clause, and adjective clause. To let the participants have more preparation to discuss those materials, he asked them to read the model text and to pay attention to the words written in red. For the adverb clause, the discussion focused on both how to correctly construct a sentence with adverb clause and how to put comma in a sentence with adverb clause.

“As you know, how many clauses are there?”, researcher asked. “Adjective clause”, “noun clause”, “adverb clause”, participants answered. “Can you give me some examples of them?”, researcher asked but there was no participant responded to the question. “*Oke, coba baca model textnya kemudian temukan beberapa contoh dari klausa*”, the researcher asked. “*Yang pake which which itu Mas, which represents sama which utilizes*”. The researcher told that those were the examples of the adjective clause. Then, he started to explain some materials with some examples. The materials consisted of adverb clause, noun clause, and adjective clause. He explained the concept and how to write a sentence with clause. **He also emphasized on how to put comma in a sentence with clause, especially adverb clause.**

Vignette 15

In the third meeting, the researcher began to discuss the materials by reviewing the previous materials. Then, he discussed two materials i.e. use reduced adjective clauses and use reduced adverb clauses. He presented some common mistakes of reducing the clauses. Because some of adjective and adverb

clauses cannot be reduced, the common mistake of the participants was reducing the clauses that should not be reduced. Therefore, the explanation about which clauses that can be reduced and which others that can't be reduced was strengthened.

He then reviewed the previous materials. *“Kadang kita sering nemu momen ketika kita perlu memperpanjang kalimat yang kita tulis. Salah satunya dengan menggunakan?”*, researcher asked. *“Menambah klausa”*, some participants answered. *“Ada klausa apa aja?”*, researcher asked again. *“Noun clause, adjective clause, dan adverb clause”*, some participants responded. *“Selain dengan menulis klausa, di awal pembahasan kemarin Selasa, kita juga bisa memperpanjang kalimat kita dengan menggunakan apa?”*, researcher checked participants' memory. After a moment they kept silent, a participant answered, *“Appositive”*. Then, the researcher told that those ways were to make sentences longer. Then, he told that that day he wanted to discuss how to make sentences shorter by reducing adjective and adverb clause.

Discussing about reducing adjective and adverb clause, researcher explained firstly which sentences which can be reduced and which the other sentences which cannot be reduced. **It looked simple to do with this reducing activity since participants could simply reduce the connector and the *be*. However, it was rather confusing when they should reduce the connector and change the verb into *-ing* form.**

Vignette 16

2) Providing tiered activities

To complete the materials, subject-verb agreement and clause, the researcher also provided tiered activities. The activities were to make sure whether the materials explanations were completely accepted or not. With the activities, the participants also had more chances to practice their writing. Similar to the activities in Cycle I, the activities in Cycle II were also designed for the JCOT and ICOT stage. In doing the JCOT activities, the participants were guided

by the researcher. JCOT activities were done by the participant after the researcher explained the materials. The ICOT activity was done in the last meeting.

In the first meeting, the activities were related to subject-verb agreement and introduction of clause. The participants did not find any difficulties in doing the activities that were related to the subject-verb agreement. Then, they discussed the activities.

Because the materials about subject-verb agreement were the same as the materials in Cycle I, the researcher directly asked the participants to have more practices in activity one. While the participants were working with the activity one, the researcher was walking around the class **but no one asked for more explanations. After the participants had done the activity, they and the researcher discussed the activity one.** Then, going to the activity two, the participants were to write a paragraph based on a picture. They did not have difficulties in writing because they already had a good understanding in using subject-verb agreement.

Vignette 14

In addition, the participants were also asked to do the activities related to appositive and participles after he explained the materials. When the participants were doing the activities, the researcher found that some participants were confused in using present and past participle. Then, more explanation was delivered.

After the explanation, participants did the activity three with the researcher's guidance. The researcher helped the participants who needed more explanations. The researcher gave explanation that in that case, number 6 and 7, should have only one verb. There, **participants need to have present and past participle supporting the subject.** "*Jadi yang are completing dan yang*

was offered *itu gak bisa ya Mas?*”, a participant asked. *“Iya, gak bisa. Itu menerangkan subjeknya Mas. Jadi itu verbnya adalah yang should report dan was Mas. Dalam hal ini gak boleh ada dua verb.”*, the researcher explained. Then, after the activity three had been done, the researcher and the participants discussed it.

Vignette 14

In the second meeting, the activities were related to adverb clause, noun clause, and adjective clause. When the participants were doing the activity four, there were two participants asking questions. The researcher then explained how to recognize that certain words arrangement was a sentence or not. There were two words arrangements that made some participants confused. Then, from the activity five, it can be found that most of the participants seemed to avoid adverb and noun clause. They only wrote some adjective clauses in their paragraphs.

Then, the researcher asked the participants to do the activity four. **When the researcher was walking around the class, a participant raised his hand.** The researcher came to him and he asked, “The manual how the device should be built *tu maksudnya gimana sih Mas?*. *“Bentar, menurut kamu itu kalimat atau bukan?”*, asked the researcher. The participant could not answer and the researcher told that it was not a sentence. It could be a subject or an object of a sentence so that it still needed a verb. Another participant was confused about the number 5 and the researcher explained that it did not have a verb.

After all the participants completed the activity four, the researcher and the participants discussed it together. The discussion ran smoothly with all the participants agreed with the answers delivered by the researcher. **Then, the participants worked with the activity five, writing a paragraph. In writing the paragraph, although they already had learned about noun clause and adverb clause, the participants mostly wrote only about adjective clause.** Thus, the researcher encouraged them to write their articles with noun and adjective clauses next time.

Vignette 15

In the third meeting, the participants did the activity six and activity seven. The materials seemed to be simple but some participants' mistakes were still found. The mistakes were related to using present participle and reducing some words that should not be reduced.

Then, the researcher asked the participants to work with the activity six so that they could check their understanding toward the concept of reducing adjective and adverb clause. The researcher walked around and got closer to those who had some questions. **Some participants were confused of using verb in *-ing* and *-ed* form.** They thought that the sentence "The Children sat in the fancy restaurant found it difficult to behave." was correct. It should be incorrect because the children should be followed by a present participle, "sitting".

... For the writing practice, the participants were writing a paragraph based on a picture, activity seven. **Some participants made some mistakes in reducing some word(s) that should not be reduced.** They wrote, "Once sit there, you can enjoy" which should be "Once you sit there, you can enjoy" Based on some mistakes done by participants in the activity six and seven, the researcher then gave feedback.

Vignette 16

For the ICOT activity, a URL was provided for the participants to refer to. They individually wrote an article based on the pictures and information they found in the URL. They should finish their articles in 30 minutes. Some of them finished their articles before the time was up. Then, the researcher asked them to re-check their articles.

A participant asked, “*Mas, ini berarti suruh masukin informasi-informasi yang kemarin itu atau gak usah?*” The researcher said that there was a URL that participants can refer to. The URL provided the information related to the designer, the project name, and the project location so that participants should add the information in their articles.

... Since some of them had already finished their test before the time was up, the researcher asked them to check again their articles before they submitted them. They have a chance to revise and to edit their article so that they can have better writing.

Vignette 17

3) Checking participants' work

The action was the same as the action conducted in Cycle I. It was by checking the participants' work on JCOT activities. The researcher walked around the class and checked the participants' work. He took some notes when he found some difficulties faced by the participants. For the ICOT activity, a writing assessment rubric which was the same as the writing assessment used in progress test was used. There were five aspects to be assessed, i.e. content, organization, vocabulary, language use, and mechanics.

In the first meeting of Cycle II, some participants were confused of using present and past participle correctly. In the second meeting, they found difficulties in recognizing that certain words arrangement was a sentence or not. In writing activity, they did not write sentences with some adverb and noun clauses. They only write some sentences with adjective clause. In the third meeting, the participants were confused of reducing the connector and changing the verb in to *-ing* form. Some others did some mistakes in reducing some words

which should not be reduced. The researcher then re-explained to correct those mistakes so that the participants more understood the materials. In the post-test, he found that there were a few mistakes related to the use of subject-verb agreement and clause.

4) Giving feedback

After checking the participants' work and finding some mistakes, the researcher gave feedback at the end of each meeting. He explained how to correct the mistakes. In the first meeting, he did not give feedback related to the use of subject-verb agreement. However, he re-explained the use of present and past participle. Some participants had some mistakes in using present and past participle. In the second meeting, the feedback was related to correcting incomplete sentences with clause. In the third meeting, how to reduce clause correctly was re-explained.

c. Reflection

After completing the actions in Cycle II, the researcher and the collaborator made some reflections related to the implementation of the actions. The discussions were to fulfill the dialogic validity. There were some data to discuss such as class observations, interviews, and participants' work. The results of the reflections are as follows.

1) Providing complete materials

There were some mistakes commonly found in the participants' articles. The materials were designed based on those mistakes. The materials were about subject-verb agreement and clause. The materials gave positive influences in supporting participants' achievement in improving their writing skills.

R	<i>"Ada kesulitan gak Mbak?"</i> (<i>"Did you meet any difficulties?"</i>)
W10	<i>"Gak terlalu sulit sih. Dan cukup membantu juga, jadi tahu gimana caranya menyampaikan sebuah maksud dengan tulisan yang gak gitu-gitu aja. Haha.."</i> ("It was not too difficult and helped me enough in understanding how to deliver my thought in some different expressions. Haha..")
R	<i>"Masih bingung ya Mbak, gimana nyusun sebuah kalimat dengan klausa?"</i> (<i>"Are you still confused about writing a sentence with clause?"</i>)
W17	<i>"Sekarang udah gak begitu bingung Mas. Tadi nya bingung, makanya jarang banget nulis pake klausa."</i> ("I was confused and seldom wrote sentences with clauses, but now it is not too difficult.")
R	<i>"Jadi cuma kalimat-kalimat sederhana gitu ya Mbak?"</i> (<i>"So you used to write some simple sentences?"</i>)
W17	<i>"Iya Mas. Editornya juga menyarankan seperti itu."</i> (<i>"That's right. My editor also suggested me to do that."</i>)
R	<i>"Tapi mulai sekarang udah berani kan nulis yang agak kompleks, pake klausa gitu? Hehe.."</i> ("But now, you are brave enough to write some complex sentences using some clauses, right? Hehe..")
W17	<i>"Iya Mas, jadi cukup terbiasa dengan aktifitas-aktifitas di modul itu."</i> ("It is because I worked on the activities in that module.")

(Interview Transcript 22)

The materials also helped the editors more easily give explanation to participants when they gave some corrections. After the actions were conducted, editors also found some improvements showed in the articles submitted to them.

R	<p><i>"Mbak, gimana penilaian Mbak terhadap training yang saya lakukan dengan writer-writer Mbake?"</i></p> <p>("What do you think about the treatment that I did to your writers?")</p>
ED2	<p><i>"Trainingnya sangat membantu Mas. Apalagi ini saya juga dapat semacam ringkasan materinya gitu. Jadi saya akan lebih mudah kalo njelasin permasalahan tulisan ke writer-writer saya Mas."</i></p> <p>("The training is really helpful. Moreover, I also have the module. I will more easily explain some writing problems to my writers.")</p>
R	<p><i>"Mbak juga merasakan improvement di kualitas tulisan anak-anak gak?"</i></p> <p>("Do you also find an improvement of the writers' writing?")</p>
ED2	<p><i>"Iya, sudah jarang ditemui kesalahan. Uda kerasa antara kesalahan yang belum paham dengan kesalahan karena malas cek ulang. Haha.. Masih ada beberapa kesalahan sih, tapi kayaknya itu gara-gara penulisnya males ngecek aja sih."</i></p> <p>("Yup, I seldom find some errors now. I also can identify some errors done by writers who do not understand about how they should write and by writers who are lazy to re-check before submitting the articles. Haha.. There are still a few errors and I think that they are from the lazy writers.")</p>

(Interview Transcript 21)

2) Providing tiered activities

The materials were supported with the tiered activities which were designed in three different levels of complexity. They were for the low group, the medium group, and the advanced group. With the activities, participants had more writing practices. They practiced to write some correct sentences and a paragraph. Through the practices, they could write better article.

According to the results of some interviews with participants and collaborator, tiered activities met the participants' English proficiency level. Tiered activities were also really helpful for them in writing practices. Participants did not find too many difficulties in both constructing some sentences and writing some paragraphs.

R	<i>"Gimana pendapat kalian tentang aktifitas-aktifitas yang kalian kerjakan tadi?"</i> ("What do you think about the activities you did today?")
W16	<i>"Saya sih suka Mas, jadi saya bisa belajar lagi tentang klausa-klausa itu."</i> ("I like it. I can learn more about clauses.")
R	<i>"Kalo menurut kamu?"</i> ("What about you?")
W13	<i>"Kalo saya suka step-step ngerjainnya Mas. Soalnya kan sebelum kita nulis, kita dipastikan dulu memahami materinya."</i> ("I love the steps of how we do the activities. They make sure that we understand the material first before working on the activities.")
R	<i>"Jadi, materi dan latihan-latihannya itu cukup membantu ya?"</i> ("Do you think that they are helpful enough?")
ALL	<i>"Sangat membantu Mas."</i> ("They absolutely are.")

(Interview Transcript 20)

3) Checking participants' work

Through this action, the researcher could directly find the participants' mistakes and help them overcome the mistakes. Besides, it made the participants write carefully to avoid mistakes. Here is an example of participants' articles.

Modern Home Design with the Seafront Location

Having modern home design is much more fun because of the great architectural shape. Nowadays this modern home becomes the trendiest home decoration for people to redecorate their beloved house. Look at the example of this house. In this picture, the house is situated on the large field area which is completed with the vegetation for supporting the appearance of the house. You will see shady tree is situated on the exterior of this fascinating house design.

Unique Idea of Modern Home Design

On the other perspectives, you will get better look to see this house. Unique entrance is available from the top of this house. It becomes the unusual idea in designing gateway for the house. This modern home design is situated on top of the hill facing directly the sea. Although the uneven ground, Sonny, designer of this house creates amazing idea. It seems that the house is completed with the underground area, but it is only the gateway to enter this house from different side. Lighting will always guide you to pass through this entrance especially in the night.

Great Modern Home Design Interior

Stepping inside the house, you can see beautiful arrangement of the house interior. Furniture and many other decorations are arranged well to enhance house look. Tidiness becomes the most important thing in designing this modern home design. Look at the furniture ideas, all of them are completed with the sleek and tidy appearance for supporting the house interior decoration. This can give you more experience in arranging the house interior furniture. Besides that, you will also understand about the selection of the best furniture for house interior.

Last but not the ~~least~~, the bathroom idea is designed well. Modern look appears as a major thing in this bathroom, but when you see the divider design you will be amazed with the granite stone texture. It will make the bathroom look so fantastic because of natural aspect which is combined with the modern look of modern home design idea.

Figure 4: The Sample of Clause and Mechanics Mistakes

There was an improvement that can be seen from the Figure 4. The improvement was in each aspect, except the mechanics. There were fewer grammar errors, good connection of each sentence and paragraph, well

understood content, and richer vocabulary. The mechanics mistakes were because some participants commonly wrote simple sentences before the actions. After the actions, they were asked to write sentences with clause. Besides, the extension of collecting vocabulary activities helped the participants improve their vocabulary mastery. Here is the table of the mean score of the post-test compared to the mean score of the progress test.

Table 9: Comparison between Mean Score of Each Aspect of the Participants' Writing in Progress Test and Post-test

Aspects	Progress test	Post-test	Improvement
Organization	15.95	16.52	0.57
Content	17.81	18.48	0.67
Language Use	18.38	20.76	2.38
Vocabulary	15.43	17.14	1.71
Mechanics	8.81	8.76	-0.05

Table 9 shows the improvement of the mean score obtained by the participants by comparing the mean score of pre-test and the mean score of progress test. There were four out of five aspects of writing that improved. The aspect of language use ranks first as presented in the gain score (2.38), followed by vocabulary (1.71), content (0.67), and organization (0.57). The aspect of mechanics decreased as shown in the gain score (-0,05). It was because most of the participants tried to write some clauses in their articles. They wrote good clauses, but they did not carefully complete the sentences with appropriate punctuation marks, especially comma.

In addition, Table 10 also shows the participants' improvement as presented with the frequency of distribution of their scores in post-test.

Table 10: The Frequency of Distribution of the Participants' Scores in Post-test

No.	Class Interval	Frequency			Interpretation
		Absolute	Relative (%)	Cumulative (%)	
1.	83.00 – 99.99	10	47.62	47.62	Advanced
2.	66.00 – 82.99	11	52.38	100	Medium
3.	49.00 – 65.99				Low
		21	100		

As shown in Table 10, there was no participant in low group. Besides, there were 11 participants in medium group and 10 participants in advanced group. Compared to the frequency of distribution of the participants' scores in progress test, there were 3 participants in low group and 3 participants in medium group had better score.

4) Giving feedback

After receiving feedback, the participants realized their mistakes and more carefully wrote their articles. Because they checked their writing first before submitting it, the writing was better than before.

R	<i>"Gimana Mas, ada komentar tentang research ini?"</i> (<i>"What do you think about this research?"</i>)
W11	<i>"Secara keseluruhan sih sangat membantu Mas."</i> (<i>"It is really helpful."</i>)
R	<i>"Selain materi dan latihan-latihannya, apalagi yang kamu suka?"</i> (<i>"Except the materials and the tasks, do you have any impression from the research?"</i>)
W11	<i>"Saya sangat menghargai ketika saya diberi koreksi Mas. Jadi, saya, mungkin juga sebagian besar writer, suka ketika kita nulis, dicek,</i>

	<p><i>kemudian dikasih feedback secara langsung gitu. Jadi kita tahu salahnya dimana, gimana benerinnya dan otomatis kita akan lebih hati-hati dalam menulis.”</i></p> <p>(“I do appreciate when you give feedback. So, I and also some other writers will love to have our writings checked and when you find some mistakes you can directly give feedback. Then, we realize our mistakes, we understand how to correct them and automatically we will more carefully write our articles.”)</p>
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Interview Transcript 23

C. Research Findings and Discussion

This research was conducted from 17th November 2014 to 1st December 2014 which consisted of pre-test, Cycle I, progress test, Cycle II, and post-test. This research was aimed at improving the writing skills of English article writers’ training of PLUSWRITER Company through the use of tiered activities.

Based on the observation conducted before the actions, there were some problems found in participants’ articles. The problems were related to the use of subject-verb agreement, passive voice, parallelism, and clauses. Besides, participants were also lack of being corrected in a good way. When they had some mistakes, they were sometimes lectured by the editors. However, they did not get some notes about their mistakes. In addition, the way the editors checked the participants’ articles was also not good enough. The editors only paid attention to the content, the use of grammar, and the technical writing.

Considering those problems, researcher had some actions such as providing complete materials, providing tiered activities, checking participants’ work, and giving feedback. After implementing the actions, there were some

positive changes in the writing skills of the participants, the English article writers of PLUSWRITER Company.

The action of providing complete materials gave positive influence in supporting the participants' writing skills. The participants needed some materials such as subject-verb agreement, passive voice, parallelism, and clause. The materials were provided and delivered them in six meetings, three meetings for each cycle. The researcher guided the participants to collect vocabularies. He also provided two model texts for them. With the model texts, the participants got some examples of how they should write a text with correct subject-verb agreement, passive voice, parallelism, and clause.

Furthermore, the implementation of providing tiered activities gave positive results towards the participants' writing skills. For each material, there were two kinds of writing activities. They were constructing correct sentences and writing a paragraph based on a picture. Both of them were for the JCOT stages and done with the researcher's guidance. The JCOT activities let the participants have better understanding of the materials. These activities were designed to make the participants ready in writing for the ICOT activities. Because the participants had different English proficiency level, the JCOT activities were designed in different levels of complexity. The participants were enthusiast doing the activities because the activities were suitable for them. This design also made all of the participants involved so that all of them had the same

opportunities to improve their writing skills. There was also a writing activity at the end of each cycle. The activity was for the ICOT stages. The participants did the activity individually. The ICOT activities were designed to measure the participants' improvement of writing skills.

The next actions were to support participants' improvement of writing skills. They were checking the participants' work and giving feedback. The researcher directly checked the participants' work on the JCOT activities. When the participants found some problems and needed more explanation, he was ready for them. Having some direct corrections and re-explanations, the participants were aware of their mistakes so that they tried to not have the similar mistakes. He not only checked the JCOT activities but also checked the ICOT activities. Using an assessment rubric, he could assess the participants' articles and see whether they had an improvement on their writing skills or not.

With all of those actions, there was an improvement that the participants got. It is presented in Table 11.

Table 11: The Summary of Improvement of Pre-condition, Cycle I, and Cycle II

No	Category	Pre-condition	Cycle I	Cycle II
1.	Writing Skills	Some participants had some difficulties in using the right grammar, vocabulary, content,	Participants had good understanding about grammar, especially subject-verb agreement, parallelism, passive voice, and	Participants had better understanding about grammar, especially subject-verb agreement and clause. Most of them wrote

		organization, and mechanics.	clause. However, some of them did not write some sentences with the use of subject-verb agreement, parallelism, passive voice, and clause. Some of them still made some mistakes in using subject-verb agreement.	sentences with the use of subject-verb agreement, parallelism, passive voice, and clause well.
			Participants wrote the articles with better content, but they did not include information about name of the project, designer's name and location of the project.	Participants wrote the articles with better content without neglecting some important information such as the name of the project, designer's name, and location of the project.
			Some participants did not write the articles in good cohesion.	Participants wrote the articles in well-understood arrangement.
			Participants wrote with common vocabulary. Some participants wrote misleading words.	Participants had more vocabulary mastery and wrote with the right dictions.
			Some participants did not pay attention to the punctuation.	Participants paid more attention to the punctuation.
2.	Writing Assessment	Editors only had three points of assessment. They were	There were five points, grammar, vocabulary, content, organization, and	There were five points, grammar, vocabulary, content, organization, and

		content, grammar, and technical writing.	mechanics, of the participants' writings to be assessed. However, some participants still did not pay more attention to the assessment. Some of them did not check their writings before being submitted.	mechanics, of the participants' writings to be assessed so that they were more careful in writing. Most of them checked their writings before being submitted.
3.	Feedback	Editors did not give feedback to all the participants who did some mistakes. They did not also provide complete notes when they were giving feedback.	Referred to the assessment rubric, there were more detail assessments to be delivered to the participants. There were also a set of materials that participants can refer to after getting feedback. Some participants paid attention to the feedback given by the researcher. However, some of them still made the similar mistakes.	Referred to the assessment rubric, there were more detail assessments to be delivered to the participants. There were also a set of materials that participants can refer to after getting feedback. Most of the participants paid attention to the feedback so that they can learn from their mistakes. They also more carefully wrote their articles.

The participants' improvement can also be seen from Table 12. Table 12 presents the mean scores of pre-test, progress test, and post-test that the participants obtained.

Table 12: Comparison between Mean Score of Each Aspect of the Participants' Writing in Pre-test, progress test, and post-test

Aspects	Pre-test	Progress Test	Post-test	Improvement
Organization	14.81	15,95	16.52	1.71
Content	17.05	17,81	18.84	1.79
Language Use	16.19	18,38	20.76	4.57
Vocabulary	13.81	15,43	17.14	3.33
Mechanics	8.71	8,81	8.76	0.05
Total	70.57	76.38	82.02	11.45

By comparing the mean scores that were obtained by the participants, Table 12 shows the participants' improvement in all aspects of writing as presented by the gain scores, i.e. 1.71 for organization, 1.79 for content, 4.57 for language use, 3.33 for vocabulary, and 0.05 for mechanics.

Furthermore, the frequency of distribution of the participants' scores in pre-test, progress test, and post-test also shows the writing skills improvement of the participants.

Table 13: The Frequency of Distribution of the Participants' Scores in Pre-test, Progress Test, and Post-test

No.	Class Interval	Frequency Absolute			Interpretation
		Pre-test	Progress Test	Post-test	
1.	83.00 – 99.99	6	7	10	Advanced
2.	66.00 – 82.99	7	11	11	Medium
3.	49.00 – 65.99	8	3	0	Low

Table 13 shows the frequency of distribution of the participants' scores in pre-test, progress test, and post-test. By comparing the frequency of distribution of the participants' scores in pre-test and post-test, all of the participants in low group and 4 out of 7 participants in medium group had better scores.

From the Table 12 and Table 13, it can be concluded that the research was successful. The use of tiered activities can improve the writing skills of English article writers' training of PLUSWRITER Company.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents the conclusions, implications, and suggestions from this study. The descriptions are as follows.

A. Conclusions

The research is aimed at improving the writing skills of English article writers' training of PLUSWRITER Company through the use of tiered activities. In accordance to the discussion in the previous chapter, some conclusions were made as follows.

The first action was providing complete materials. The materials, subject-verb agreement, passive voice, parallelism, and clause, met the participants' needs. After the action, the participants had more understanding of those materials. Besides, the participants also learned how to write good sentences with the use of those terms. This was because they had found some examples of correct and incorrect sentences. They also found clear ideas of how they should correct the incorrect sentences. The materials also let the participants have their vocabulary mastery enriched.

Moreover, the implementation of providing tiered activities, also improved the participants' writing skills. The participants had more opportunities in understanding the materials by doing the activities. The activities were designed in different levels of complexity to meet all the participants' English

proficiency levels which were different. Tiered activities engaged all of the participants to do the activities. The activities also facilitated them to practice some writing activities from constructing sentences, writing paragraphs, to writing text. The participants were firstly guided in writing practices. For the final activities, they wrote by themselves.

To support the participants' improvement, their work was checked and feedback was given. The researcher took some notes when he found that participants made some mistakes in doing the activities. In accordance to the mistakes, he gave feedback. In delivering the feedback, he gave some examples of mistakes and he explained how they should be corrected. The participants realized that they made mistakes and became more careful in writing. Consequently, the participants checked their articles first before submitting them. Finally, they wrote better articles for the progress test and post-test. It is presented by the quantitative data. The mean score of the pre-test was 70.57 and the mean score of the post-test was 82.02.

In conclusion, all of the actions that were conducted during the research successfully improved the writing skills of English article writers' training of PLUSWRITER Company.

B. Implications

As regard to the results of the research, the use of tiered activities supported by some actions could improve the writing skills of the participants, English article writers of PLUSWRITER Company. Those actions have some implications.

Providing complete materials could improve the participants' writing skills because they had more understanding in using correct grammatical systems. Besides, the editors could also refer to the materials in giving feedback to participants. It implies that providing complete materials are very beneficial for participants to write better articles and for editors to check their articles. The implementation of tiered activities could support the participants' writing skills improvement. It was because the activities met the participants' English proficiency level. Differentiated level activities made all of the participants engaged and actively have some writing practices. It implies that tiered activities can make the participants have some practices to improve their writing skills. The action of supporting participants' improvements by checking their work and giving feedback gave also positive influences in writing better articles. The participants became aware of their mistakes and understand how to correct them. They were also more careful in writing. It implies that assessing writing and giving feedback can make the participants write more carefully by checking their articles before being submitted.

C. Suggestions

In accordance to the conclusions and implications, there are some recommendations for the Editor and other researchers.

1. Editors

Editors should realize that there are some actions that they can conduct to improve the writers' writing skills. They should develop certain materials that meet the writers' needs. Referring to the materials, they can more easily give feedback and correction to the writers. The materials should also be supported with some activities. The activities should also meet the writers' English proficiency level. Tiered activity is a differentiated activity which is designed based on the participants' differences. Editors should use tiered activity to challenge the writers to have writing practices. In addition, supporting the writers' improvement is also important. Editors should check their articles by using a good writing assessment rubric consisting of five aspects to be assessed, i.e. organization, content, language use, vocabulary, and mechanics. Furthermore, editors should also regularly give feedback to writers. Giving feedback makes the writers aware of their mistakes and also makes the writers write more carefully.

2. Other researchers

This research is a reflection of how tiered activities can improve participants' writing skills. Other researchers can also have the same study with the use of the tiered activities when they find the similar problem of participants with different levels of English proficiency.

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APPENDICES

APPENDIX A: COURSE GRIDS

COURSEGRID DESIGN
OF ENGLISH ARTICLE WRITERS' TRAINING

Theme	Language Skill	Indicators	Learning Materials	Activities	Time Allocation	Sources and Media
Luxury log home	Writing	a. Use relevant vocabularies. b. Use correct social function, language features and generic structures of short article correctly. c. Use correct grammar including subject-verb agreement, passive voice and parallelism. d. Arrange sentences into paragraph of short article.	a. Vocabularies: log home, beach panorama, wood material, wooden furniture. b. Descriptive text: Elegant Luxury Log Home Designs and Plans. c. Generic structures: identification and description. d. Language features: adjective and adverb e. Grammar: subject-verb agreement, passive voice,	Pre-activity a. Greeting b. Checking who is present and absent c. Informing the purpose of study Whilst-activity Building Knowledge of Field a. Participants analyze some pictures given by trainer. b. Participants argue/give opinions about the pictures. c. Trainer and participants collect vocabularies related to the pictures. Modelling of Text a. Trainer distributes an example of short article. b. Trainer and participants analyze the text. c. Participants answer some trainer's questions so that they: <ul style="list-style-type: none"> are able to find and to decide the generic structure of short article. study more about language features applied in short article. study more about grammar use. 	7 x 30 minutes (4 meetings)	1. Complete Course for The TOEFL Test 2. Pictures 3. Laptop 4. LCD

		<p>e. Arrange some paragraphs into a short article.</p>	<p>and parallelism. f. Content: examples of sentences and pictures</p>	<p>d. Participants find and identify some new vocabularies found in the example of short article.</p> <p>Joint Construction of Text</p> <p>a. Guided by trainer, participants do some tiered activities to understand the concept of language feature used in short article.</p> <p>b. Trainer and participants discuss the activities.</p> <p>c. Guided by trainer, participants write a paragraph.</p> <p>Independent Construction of Text</p> <p>Individually, participants practice to:</p> <p>a. Find an idea and develop it.</p> <p>b. Make a list of some points to write.</p> <p>c. Make a short article applying good generic structures and language features of short article.</p> <p>Closing</p> <p>a. Trainer reviews the material.</p> <p>b. Trainer gives feedback</p> <p>c. Trainer ends the class.</p>		
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COURSEGRID DESIGN

OF ENGLISH ARTICLE WRITERS' TRAINING

Theme	Language Skill	Indicators	Learning Materials	Activities	Time Allocation	Sources and Media
Home architecture and design	Writing	a. Use relevant vocabularies. b. Use the social function, language features and generic structures of short article correctly. c. Use correct grammar including subject-verb agreement and clause. d. Arrange sentences into paragraph of short article. e. Arrange some paragraphs into a short	a. Vocabularies: home facade, recycled wood, shutter, airy room, beach view. b. Descriptive text: House Design Architecture with Rustic Texture Applied. c. Generic structures: identification and description. d. Language features: adjective and adverb. e. Grammar: subject-verb	Pre-activity a. Greeting b. Checking who is present and absent c. Informing the purpose of study Whilst-activity Building Knowledge of Field a. Participants analyze some pictures given by trainer. b. Participants argue/give opinions about the pictures. c. Trainer and participants collect vocabularies related to the pictures. Modelling of Text a. Trainer distributes an example of short article. b. Trainer and participants analyze the text. c. Participants answer some trainer's questions so that they: <ul style="list-style-type: none"> are able to find and to decide the generic structure of short article. study more about language features applied in short article. study more about grammar use. 	7x 30 minutes (4 meetings)	1. Complete Course for The TOEFL Test 2. Pictures 3. Internet: http://freshome.com/2014/10/31/modern-greek-house-design-exploring-traditional-and-up-to-date-design/ 4. Laptop 5. LCD

		article.	<p>agreement and clause.</p> <p>f. Content: examples of sentences, pictures, and http://freshome.com/2014/10/31/modern-greek-house-design-exploring-traditional-and-up-to-date-design/</p>	<p>d. Participants find and identify some new vocabularies found in the example of short article.</p> <p>Joint Construction of Text</p> <p>a. Guided by trainer, participants do the activity to understand the concept of language feature used in short article.</p> <p>b. Trainer and participants discuss the activity.</p> <p>c. Guided by trainer, participants write a paragraph.</p> <p>Independent Construction of Text</p> <p>Individually, participants practice to:</p> <p>a. Find an idea and develop it.</p> <p>b. Make a list of some points to write.</p> <p>c. Make a short article applying good generic structures and language features of short article.</p> <p>Closing</p> <p>a. Trainer reviews the material.</p> <p>b. Trainer gives feedback</p> <p>c. Trainer ends the class.</p>		
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APPENDIX B:

LESSON PLANS

LESSON PLAN 1

A. THEME

Luxury Log Home

B. LANGUAGE SKILLS

Writing

C. INDICATOR

- a. Identify the social function, language features and generic structures of short article.
- b. Use subject-verb agreement, passive voice and parallelism correctly in a sentence.
- c. Arrange sentences into paragraph of short article.
- d. Arrange some paragraphs into a short article.

D. LEARNING MATERIALS

1. Short article

Elegant **Luxury Log Home** Designs and Plans

Living in natural environment is what most people currently want, such as living in **luxury log home** with high tranquility inside. **Wooden home with beautiful landscape and forest, mountain and beach panorama is** the right place to have **peaceful and serene** life. **The home is designed** with dominant wood material giving impressive image and warm atmosphere inside.

Luxury Log Home Designs

As mentioned before, the concept of log home is to give environmental living to the homeowners and the occupants. **The house is built with wood home material and featured** with some pieces of wooden furniture inside **to give warm living and to offer** comfort nuance. **The home is also commonly decorated** with some plants and garlands to give strong accent of natural sense. With beautiful landscape surrounding the log home, **the image of the home is** much more beautiful. Then, some large **luxury log home** ideas are also needed to complete the design.

Inspirational **Luxury Log Home** Plans

Home plans and home designs are indeed can't be separated since they **complete each other and work** together for a fascinating result. For a **luxury log home** which is usually in duplex house design, a clear plan for the first and second floors is needed. Besides the need **to decide where to manage the rooms and to determine** which rooms are for the first floor and which are for the second floor should also be completed.

Based on the concept of log home, the design will make the home have strong natural effect with wood material constructing the home, the natural home decorations and the beautiful landscape which can be enjoyed from inside. Completing the design, clear floor plans describing how to manage the rooms. **Some images of large luxury log homes tell** more about the **luxury log home** designs and plans are required.

Note:

Blue : keyword

Orange : passive voice

Green : agreement

Red : parallelism

2. Generic structures

- a) Title is with keyword.
- b) There are four paragraphs.
- c) There are two subheadings.
- d) Keyword occurs seven times in article for title, two subheadings and each paragraph.
- e) Keyword is in each paragraph. For the first paragraph, keyword is in the first sentence while for the fourth paragraph, keyword is in the last sentence. Keyword can be anywhere in second and third paragraph.

3. Language features

- a) Subject verb agreement
- b) Passive voice
- c) Parallelism

E. ACTIVITIES

1. Pre-activity [5']

- a. The trainer greets participants.
- b. The trainer checks who is present and absent.
- c. The trainer leads a prayer.

2. Whilst-activity [50' + 30' last meeting of cycle I]

- a. Building Knowledge of Field [5']
 - i. Participants analyze some pictures given by the trainer.
 - ii. Participants argue/give opinions about the pictures.
 - iii. The trainer and participants collect vocabularies related to the pictures.
- b. Modelling of Text [15']
 - i. The trainer distributes an example of short article.
 - ii. The trainer and participants analyze the text.
 - iii. The trainer gives explanation to participants so that they:
 - are able to find and to decide the generic structure of short article.
 - study more about language features applied in short article.
 - study more about grammar use.
 - iv. Participants find and identify some new vocabularies found in the example of short article.
- c. Joint Construction of Text [30']
 - i. Guided by the trainer, participants do the activity to understand the concept of language feature used in short article.
 - ii. The trainer and participants discuss the activity.
 - iii. Guided by the trainer, participants write a paragraph based on the picture.
- d. Independent Construction of Text [30'-last meeting of cycle I]

Individually, participants practice to:

- i. find an idea and develop it.
- ii. make a list of some points to write.
- iii. make a short article applying good generic structures and language features of short article.

3. Closing [5']

- a. The trainer gives feedback.
- b. The trainer reviews the material.
- c. The trainer ends the class.

F. TIME ALLOCATION

7 x 30 minutes

G. SOURCES AND MEDIA

1. Complete Course for The TOEFL Test
2. Pictures
3. Laptop
4. LCD

H. EVALUATION

Writing rubric

Aspect of Writing	Level	Score	Criteria
Organization	Excellent to Very Good	18-20	- The text structure is well organized
	Good to Average	15-17	- Loosely organization of the text but main ideas stand out
	Fair to Poor	12-14	- Confusing ideas or disconnected
	Very Poor	9-11	- No organization
Content	Excellent to Very	23-25	- Relevant to assigned topic and give detail information

	Good		- Matches the social purpose of the text
	Good to Average	20-22	- Mostly relevant to topic but lacks of detail information - Matches the social purposes of the text but lacks of detail
	Fair to Poor	17-19	- Inadequate development of topic - Almost matches the social purpose of the text
	Very Poor	14-16	- Not related to the topic - Does not match the social purpose of the text
Language Use	Excellent to Very Good	23-25	- Few errors of agreement, tense, word order, articles, pronoun, and preposition
	Good to Average	20-22	- Several errors of agreement, tense, word order, articles, pronoun, and preposition - Meaning seldom obscured
	Fair to Poor	17-19	- Frequent errors of agreement, tense, word order, articles, pronoun, and preposition - Meaning obscured
	Very Poor	14-16	- Dominated by errors of agreement, tense, word order, articles, pronoun, and preposition - Does not communicate or not enough to evaluate
Vocabulary	Excellent to Very Good	18-20	- Uses effective words - Word form mastery
	Good to Average	15-17	- Occasional errors of word form, choice, or usage but meaning not obscured
	Fair to Poor	12-14	- Frequent errors of word form, choice, or usage and meaning not obscured
	Very Poor	9-11	- Little knowledge of English vocabulary and word form, choice or usage
Mechanics	Excellent to Very Good	9-10	- Demonstrates mastery of convention - Few errors of spelling, punctuations, capitalizations, and paragraphing
	Good to Average	7-8	- Occasional errors of spelling, punctuations, capitalizations, and paragraphing

	Fair to Poor	5-6	- Frequent errors of spelling, punctuations, capitalizations, and paragraphing
	Very Poor	3-4	- Dominated by errors of spelling, punctuations, capitalizations, and paragraphing

Yogyakarta, November 2014

PLUSWRITER Editor

Trainer

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LESSON PLAN 2

A. THEME

Home Architecture and Design

B. LANGUAGE SKILL

Writing

C. INDICATOR

- a. Identify the social function, language features, and generic structures of short article.
- b. Use subject-verb agreement and clause correctly in a sentence.
- c. Arrange sentences into paragraph of short article.
- d. Arrange some paragraphs into a short article.

D. LEARNING MATERIALS

1. Short article

House Design Architecture with Rustic Texture Applied

Dezanove house is a dwelling **which represents** stylish **house design architecture**. This private residence **located in A Pobra do Caraminal, Spain**, was accomplished in 2012. Inaki Leite was the talented architecture behind this incredible project. Pay attention to the house design architecture plans **offering** both tranquility and comfort.

House Design Architecture Utilizing Recycled Wood

The use of a very old wood becomes the major characteristic of this **house design architecture**. This house has become a pioneer since its designer could optimize the use of recycled wood from the local fishing industry. No wonder if this house has obtained the highest rating of energy efficiency. To present a bold rustic ambience, the architecture intentionally decided to treat and halved the beams to create two different textures. **The rough outer part of the beams is implied** for the outer facade. In contrast, **the inside cut of the beams is intentionally used** to present comfort and warmth in more visual effect.

House Design Architecture Interior

A relaxing effect is the first impression expressed by the **house design architecture**. The effect is perfectly exuded by the raw materials, natural light and frozen glass in the bathrooms. **Its extended spaces let** the occupants have the interaction with the satisfying spacious sensation. The captivating view of the sea with a naked rock is presented. **Building with two differentiated volumes of naturally reconciled geometries has** intentionally been designed to have the effect.

The private sense is supported by concrete interior **which utilizes the use of shutter** to give privacy and protection from the sun heat. In the public space, the used materials are different with the previous area. Get inspired with this **house design architecture** and wish it can be a refreshing idea!

Note:

Blue : keyword

Red : clause

Green : passive voice

2. Generic structures

- a) Add information related to project, such as name, designer and location.
- b) Title is with keyword.
- c) There are four paragraphs.
- d) There are two subheadings.
- e) Keyword occurs seven times in article for title, two subheadings and each paragraph..
- f) Keyword is in each paragraph. For the first paragraph, keyword is in the first sentence while for the fourth paragraph, keyword is in the last sentence. Keyword can be anywhere in second and third paragraph.

3. Language features

- a) Subject-verb agreement
- b) Clauses

E. ACTIVITIES

1. Pre-activity [5']

- a. The trainer greets participants.
- b. The trainer checks who is present and absent.
- c. The trainer leads a prayer.

2. Whilst-activity [50' + 30' in the last meeting of cycle II]

- a. Building Knowledge of Field [5']
 - i. Participants analyze some pictures given by trainer.
 - ii. Participants argue/give opinions about the pictures.
 - iii. The trainer and participants collect vocabularies related to the pictures.
- b. Modelling of Text [15']
 - i. The trainer distributes an example of short article.
 - ii. The trainer and participants analyze the text.
 - iii. The trainer gives explanation to participants so that they:
 - are able to find and to decide the generic structure of short article.
 - study more about language features applied in short article.
 - study more about grammar use.
 - iv. Participants find and identify some new vocabularies found in the example of short article.
- c. Joint Construction of Text [30']
 - i. Guided by the trainer, participants do the activity to understand the concept of language feature used in short article.
 - ii. The trainer and participants discuss the activity.
 - iv. Guided by the trainer, participants write a paragraph based on the picture.
- d. Independent Construction of Text [30']

Individually, participants practice to:

 - i. find an idea and develop it.

- ii. make a list of some points to write.
- iii. make a short article applying good generic structures and language features of short article.

3. Closing [5']

- a. The trainer gives feedback.
- b. The trainer reviews the material.
- c. The trainer ends the class.

F. SOURCES AND MEDIA

1. Complete Course for The TOEFL Test
2. Pictures
3. Internet: <http://freshome.com/2014/10/31/modern-greek-house-design-exploring-traditional-and-up-to-date-design/>
4. Laptop
5. LCD

G. EVALUATION

Writing rubric

Aspect of Writing	Level	Score	Criteria
Organization	Excellent to Very Good	18-20	- The text structure is well organized
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			text but lacks of detail
	Fair to Poor	17-19	- Inadequate development of topic - Almost matches the social purpose of the text
	Very Poor	14-16	- Not related to the topic - Does not match the social purpose of the text
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	Good to Average	20-22	- Several errors of agreement, tense, word order, articles, pronoun, and preposition - Meaning seldom obscured
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Mechanics	Excellent to Very Good	9-10	- Demonstrates mastery of convention - Few errors of spelling, punctuations, capitalizations, and paragraphing
	Good to Average	7-8	- Occasional errors of spelling, punctuations, capitalizations, and paragraphing
	Fair to Poor	5-6	- Frequent errors of spelling, punctuations, capitalizations, and paragraphing
	Very	3-4	- Dominated by errors of spelling,

	Poor		punctuations, capitalizations, and paragraphing
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Yogyakarta, November 2014

PLUSWRITER Editor

Trainer

Dedy Nur Effendi, S.Pd

Muhammad Shoqiquh Muhib
NIM. 08202244026

APPENDIX C: MATERIALS AND WORKSHEETS

WRITING

In this section, you will learn how to:

- Write a short article related to home design and architecture theme.

After learning the lesson in this section, you are expected to be able to:

- Identify the social function, language features, and generic structures of shortarticle.
- Use agreement, passive voice and parallelism correctly in a sentence.
- Arrange sentences into a paragraph of a shortarticle.
- Arrange some paragraphs into a shortarticle

INTRODUCTION

Read the following explanation carefully.

When you want to inform the readers about current trend of home design and architecture through your short article, you should consider these requirements.

Keyword:

- Title is with keyword
- There are four paragraphs
- There are two subheadings
- Keyword occurs seven times in article for title, two subheadings and each paragraph.
- For the first paragraph, keyword is in the first sentence while for the fourth paragraph, keyword is in the last sentence. Keyword can be anywhere in second and third paragraph.

Keyword _____

_____ keyword _____.

_____.

_____.

_____ keyword _____

_____ keyword _____.

_____.

_____.

_____ keyword _____

_____ keyword _____.

_____.

_____.

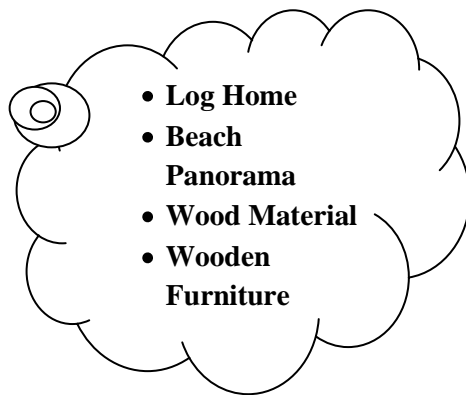
_____ keyword _____.

_____.

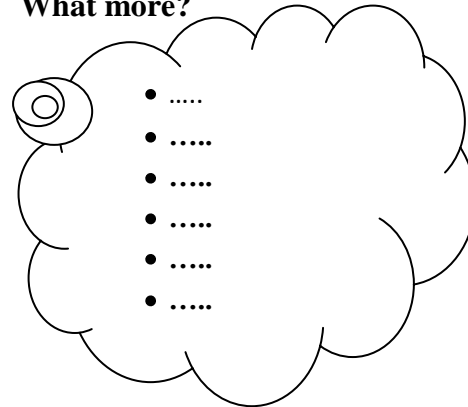
WARM UP

Take a look at the following pictures. Fill in the blanks with some vocabularies related to the pictures.





What more?



MODEL

Read the following text carefully.

Elegant **Luxury Log Home** Designs and Plans

Living in natural environment **is** what most people currently want, such as living in **luxury log home** with high tranquility inside. **Wooden home** with beautiful landscape and forest, mountain and beach panorama **is** the right place to have **peaceful and serene** life. **The home is designed** with dominant wood material giving impressive image and warm atmosphere inside.

Luxury Log Home Designs

As mentioned before, the concept of log home is to give environmental living to the homeowners and the occupants. **The house is built with wood home material and featured** with some pieces of wooden furniture inside **to give warm living and to offer** comfort nuance. **The home is also commonly decorated** with some plants and garlands to give strong accent of natural sense. With beautiful landscape surrounding the log home, **the image of the home is** much more beautiful. Then, some large **luxury log home** ideas are also needed to complete the design.

Inspirational **Luxury Log Home** Plans

Home plans and home designs are indeed can't be separated since they **complete each other and work** together for a fascinating result. For a **luxury log home** which is usually in duplex house design, a clear plan for the first and second floors is needed. Besides the need **to decide where to manage**

the rooms and to determine which rooms are for the first floor and which are for the second floor should also be completed.

Based on the concept of log home, the design will make the home have strong natural effect with wood material constructing the home, the natural home decorations and the beautiful landscape which can be enjoyed from inside. Completing the design, clear floor plans describing how to manage the rooms. Some images of large luxury log homes tell more about the luxury log home designs and plans are required.

Note:

Blue : keyword

Green : agreement

Orange : passive voice

Red : parallelism

LET'S STUDY

LANGUAGE FEATURES

A. SUBJECT-VERB AGREEMENT

Subject-verb agreement is simple; if the subject of a sentence is singular, then the verb must be singular; if the subject of the sentence is plural, then the verb must be plural.

The boy walks to school.

The boys walk to school.

- **Make Verbs Agree After Prepositional Phrases**

Sometimes prepositional phrases can come between the subject and the verb. If the object of the preposition is singular and the subject is plural, or if the object of the preposition is plural and the subject is singular, there can be confusion in making the subject and verb agree.

The key (to the doors) are* in the drawer.

SINGULAR

PLURAL

The keys (to the door) is* in the drawer.

PLURAL

SINGULAR

(* indicates an error)

SUBJECT/VERB AGREEMENT WITH PREPOSITIONAL PHRASES		
S	(prepositional phrase)	V
When a <i>prepositional phrase</i> comes between the <i>subject</i> and the <i>verb</i> , be sure that the <i>verb</i> agrees with the <i>subject</i> .		

- **Make Verbs Agree After Expressions Of Quantity**

A particular agreement problem occurs when the subject is an expression of quantity, such as *all*, *most*, or *some*, followed by the preposition *of*. In this situation, the subject (*all*, *most*, or *some*) can be singular or plural, depending on what follows the preposition *of*.

All (of the *book*) was interesting.

SINGULAR

All (of the *books*) were interesting.

PLURAL

All (of the *information*) was interesting.

UNCOUNTABLE

SUBJECT/VERB AGREEMENT AFTER EXPRESSIONS OF QUANTITY		
$\left(\begin{array}{c} all \\ most \\ some \\ half \end{array} \right)$	OF THE (OBJECT)	V
When an expression of quantity is the subject, the verb agrees with the object.		

- **Make Verbs Agree After Certain Words**

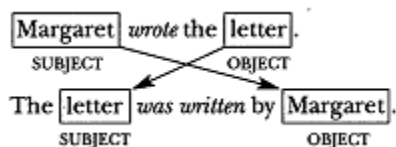
Certain words in English are always grammatically singular, even though they might have plural meanings.

Everybody are going* to the theater.

SUBJECT/VERB AGREEMENT AFTER CERTAIN WORDS				
These words or expressions are grammatically singular, so they take singular verbs:				
anybody	everybody	nobody	somebody	each (+ noun)
anyone	everyone	no one	someone	every (+ noun)
anything	everything	nothing	something	

B. PASSIVE VOICE

Sentences in which the error is an incorrect passive are common. You therefore need to be able to recognize the correct form of the passive and to be able to determine when a passive verb rather than an active verb is needed in a sentence.



The letter was written yesterday *by Margaret*.
 The letter was written yesterday.

- **Use The Correct Form Of The Passive**

One way that the passive can be tested is simply with an incorrect form of the passive. The following are examples of passive errors.

The portrait *was painting** by a famous artist.
 The project *will finished** by Tim.

THE FORM OF THE PASSIVE		
BE	+	past participle (BY + object)

- **Recognize Active And Passive Meanings**

When there is no object (with or without *by*) after a verb, you must look at the meaning of the sentence to determine if the verb should be active or passive.

We mailed the package at the post office.
 The letter was mailed *by us* today before noon.
 The letter was mailed today before noon.
 The letter mailed* today before noon.

ACTIVE AND PASSIVE MEANINGS	
ACTIVE	The subject <i>does</i> the action of the verb.
PASSIVE	The subject receives the action of the verb.

C. PARALLELISM

In good English an attempt should be made to make the language as even and balanced as possible. This balance is called “parallel structure”. You can achieve parallel structure by making the forms of words as similar as possible. The following is an example of a sentence that is not parallel:

I like to sing and dancing.*

It can be corrected in two different ways:

I like to sing and to dance.

I like singing and dancing.

- **Use Parallel Structure With Coordinate Conjunctions**

The job of the coordinate conjunctions (*and*, *but*, *or*) is to join together equal expressions. In other words, what is on one side of these words must be parallel to what is on the other side. These conjunctions can join nouns, or verbs, or adjectives, or phrases, or subordinate clauses, or main clauses; they just must join together two of the same thing.

Here are examples of two nouns joined by a coordinate conjunction:

I need to talk to the manager *or* the assistant manager.

She is not a teacher *but* a lawyer.

You can choose from activities such as hiking *and* kayaking.

Here are examples of two verbs joined by a coordinate conjunction:

He only eats *and* sleeps when he takes a vacation.

She invites us to her home *but* never talks with us.

You can stay home *or* go to the movies with us.

Here are examples of two adjectives joined by a coordinate conjunction:

My boss is sincere *and* nice.

The exam that he gave was short *but* difficult.

Class can be interesting *or* boring.

Here are examples of two phrases joined by a coordinate conjunction:

There are students in the classroom *and* in front of the building.

The papers are on my desk *or* in the drawer.

The checks will be ready not at noon *but* at 1:00.

Here are examples of two clauses joined by a coordinate conjunction:

They are not interested in what you say *or* what you do.

I am here because I have to be *and* because I want to be.

Mr. Brown likes to go home early, *but* his wife prefers to stay late.

PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS			
(same structure)	and but or	(same structure)	
(same structure),	(same structure),	and but or	(same structure)

- **Use Parallel Structure With Paired Conjunctions**

The paired conjunctions *both ... and*, *either ... or*, *neither ... nor*, and *not only ... but also* require parallel structures.

I know *both* where you went *and* what you did.

Either Lark *or* Sue has the book.

The tickets are *neither* in my pocket *nor* in my purse.

He is *not only* an excellent student *but also* an outstanding athlete.

The following is not parallel and must be corrected:

He wants *either* to go by train *or* by plane*.

It can be corrected in several ways.

He wants *either* to go by train *or* to go by plane.

He wants to go *either* by train *or* by plane.

He wants to go by *either* train *or* plane.

PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS			
both either neither not only	(same structure)	and or nor but also	(same structure)

- **Use *Parallel Structure With Comparisons***

When you make a comparison, you point out the similarities or differences between two things, and those similarities or differences must be in parallel form. You can recognize a comparison showing how two things are different from the *-er ... than* or the *more ... than*.

My school is farther *than* your school.

To be rich is better *than* to be poor.

What is written is more easily understood *than* what is spoken.

A comparison showing how two things are the same might contain *as ... as* or expressions such as *the same as* or *similar to*.

Their car is as big *as* a small house.

Renting those apartments costs about *the same as* leasing them.

The work that I did is *similar to* the work that you did.

PARALLEL STRUCTURE WITH COMPARISONS		
(same structure)	<div> more ... <i>than</i> -er ... <i>than</i> less ... <i>than</i> as ... <i>as</i> the same ... <i>as</i> similar ... <i>to</i> </div>	(same structure)

WRITING

In this section, you will learn how to:

- Write a short article related to home design and architecture theme.

After learning the lesson in this section, you are expected to be able to:

- Identify the social function, language features, and generic structures of short article.
- Use agreement, passive voice, and parallelism correctly in a sentence.
- Arrange sentences into paragraph of short article.

INTRODUCTION

Read the following explanation carefully.

When you want to inform the readers about current trend of home design and architecture through your short article, you should consider these requirements.

a. Keyword:

- Title is with keyword
- There are four paragraphs
- There are two subheadings
- Keyword occurs seven times in article for title, two sub titles and each paragraph.
- For the first paragraph, keyword is in the first sentence while for the fourth paragraph, keyword is in the last sentence. Keyword can be anywhere in second and third paragraph.

b. Information:

- Name of project
- Designer
- Location

House Design Architecture/Keyword _____

Dezanove house is a dwelling **which represents us** stylish **house design architecture/keyword**. This private residence **is located in A Pobra do Caraminal, Spain**. It was accomplished in 2012. **Inaki Leite** is the talented architecture behind this incredible project.

_____ House Design Architecture/Keyword _____

_____ house design architecture/keyword _____.

_____ House Design Architecture/Keyword _____

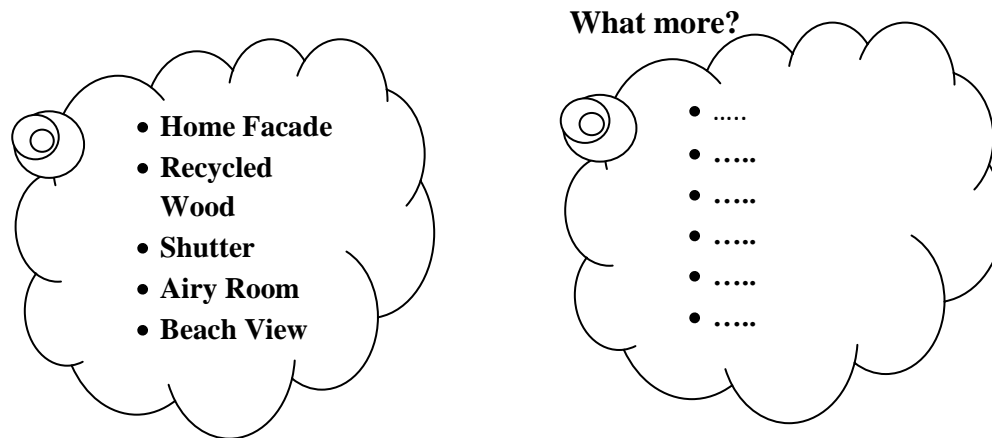
_____ house design architecture/keyword _____.

_____ house design architecture/keyword _____.

WARM UP

Take a look at the following pictures. Fill in the blanks with some vocabularies related to the pictures.





MODEL

Read the following text carefully.

House Design Architecture with Rustic Texture Applied

Dezanove house is a dwelling **which represents** stylish **house design architecture**. This private residence **located in A Pobra do Caraminal, Spain**, was accomplished in 2012. Inaki Leite was the talented architecture behind this incredible project. Pay attention to the house design architecture plans **offering** both tranquility and comfort.

House Design Architecture Utilizing Recycled Wood

The use of a very old wood becomes the major characteristic of this **house design architecture**. This house has become a pioneer since its designer could optimize the use of recycled wood from the local fishing industry. No wonder if this house has obtained the highest rating of energy efficiency. To present a bold rustic ambience, the architecture intentionally decided to treat and halved the beams to create two different textures. **The rough outer part of the beams is implied** for the outer facade. In contrast, **the inside cut of the beams is intentionally used** to present comfort and warmth in more visual effect.

House Design Architecture Interior

A relaxing effect is the first impression expressed by the **house design architecture**. The effect is perfectly exuded

by the raw materials, natural light and frozen glass in the bathrooms. **Its extended spaces let** the occupants have the interaction with the satisfying spacious sensation. The captivating view of the sea with a naked rock is presented. **Building with two differentiated volumes of naturally reconciled geometries has** intentionally been designed to have the effect.

The private sense is supported by concrete interior **which utilizes the use of shutter** to give privacy and protection from the sun heat. In the public space, the used materials are different with the previous area. Get inspired with this **house design architecture** and wish it can be a refreshing idea!

Note:

Blue : keyword

Green : subject-verb agreement

Red : clause

LET'S STUDY

LANGUAGE FEATURES

A. SUBJECT-VERB AGREEMENT

Subject-verb agreement is simple; if the subject of a sentence is singular, then the verb must be singular; if the subject of the sentence is plural, then the verb must be plural.

The boy walks to school.

The boys walk to school.

- **Make Verbs Agree After Prepositional Phrases**

Sometimes prepositional phrases can come between the subject and the verb. If the object of the preposition is singular and the subject is plural, or if the object of the preposition is plural and the subject is singular, there can be confusion in making the subject and verb agree.

The key (to the doors) are* in the drawer.

SINGULAR

PLURAL

The keys (to the door) is* in the drawer.

PLURAL

SINGULAR

(* indicates an error)

SUBJECT/VERB AGREEMENT WITH PREPOSITIONAL PHRASES		
S	(prepositional phrase)	V
When a <i>prepositional phrase</i> comes between the <i>subject</i> and the <i>verb</i> , be sure that the <i>verb</i> agrees with the <i>subject</i> .		

- **Make Verbs Agree After Expressions Of Quantity**

A particular agreement problem occurs when the subject is an expression of quantity, such as *all*, *most*, or *some*, followed by the preposition *of*. In this situation, the subject (*all*, *most*, or *some*) can be singular or plural, depending on what follows the preposition *of*.

All (of the *book*) was interesting.

SINGULAR

All (of the *books*) were interesting.

PLURAL

All (of the *information*) was interesting.

UNCOUNTABLE

SUBJECT/VERB AGREEMENT AFTER EXPRESSIONS OF QUANTITY		
<div style="display: inline-block; vertical-align: middle;"> <i>all</i> <i>most</i> <i>some</i> <i>half</i> </div>	OF THE (OBJECT) <div style="display: inline-block; vertical-align: middle;"> V </div>	
When an expression of quantity is the subject, the verb agrees with the object.		

B. CLAUSE

A clause is a group of words containing a subject and a verb. Sentence in English must have at least one subject and verb; however, there are many sentences in English have more than one clause.

- ***Be careful of objects of prepositions and appositives***

An object of a preposition is a noun, pronoun, gerund or noun clause that comes after a preposition, such as *in*, *at*, *of*, *to*, *by*, *behind*, *on*, and so on, to form a prepositional phrase.

(After his *exams*) Tom will take a trip (by *boat*).

Appositive can be mistaken for the subject of a sentence. An appositive is a noun that comes before or after another noun and has the same meaning.

Sally, the best student in the class, got an A on the exam.

APPOSITIVES		
An <i>appositive</i> is a noun that comes before or after another noun and is generally set off from the noun with commas. If a word is an <i>appositive</i> , it is not the <i>subject</i> . The following appositive structures are both possible in English:		
S, Tom,	APP, a really good mechanic,	V is fixing the car.
	APP, A really good mechanic,	S V Tom is fixing the car.

- ***Be careful of present participles and past participles***

A present participle is the *-ing* form of the verb (*talking*, *playing*). A present participle can cause confusion because it can be either a part of the verb or an adjective. It is part of the verb when it is preceded by some form of the verb *be*.

The man is talking to his friend.
VERB

A present participle is an adjective when it is not accompanied by some form of the verb *be*.

The man talking to his friend has a beard.
ADJECTIVE

PRESENT PARTICIPLES
<p>A <i>present participle</i> is the <i>-ing</i> form of the verb. The present participle can be (1) part of the verb or (2) an adjective. It is part of the verb when it is accompanied by some form of the verb <i>be</i>. It is an adjective when it is not accompanied by some form of the verb <i>be</i>.</p> <ol style="list-style-type: none"> 1. The boy is standing in the corner. 2. The boy standing in the corner was naughty.

Past participle can cause confusion because it can be either an adjective or a part of a verb. The past participle is the form of the verb that appears with *have* or *be*. It often ends in *-ed*, but there are also many irregular past participles in English.

The family has purchased a television.
VERB

The poem was written by Paul.
VERB

A past participle is an adjective when it is not accompanied by some form of *be* or *have*.

The television purchased yesterday was expensive.
ADJECTIVE

The poem written by Paul appeared in the magazine.
ADJECTIVE

PAST PARTICIPLES
<p>A <i>past participle</i> often ends in <i>-ed</i>, but there are also many irregular past participles. For many verbs, including <i>-ed</i> verbs, the <i>simple past</i> and the <i>past participle</i> are the same and can be easily confused. The <i>-ed</i> form of the verb can be (1) the <i>simple past</i>, (2) the <i>past participle</i> of a verb, or (3) an <i>adjective</i>.</p> <ol style="list-style-type: none"> 1. She painted this picture. 2. She has painted this picture. 3. The picture painted by Karen is now in a museum.

There are three clauses that will be discussed, adverb clause, noun clause, and adjective clause.

1. ADVERB CLAUSE

- Use Adverb Time And Cause Connectors Correctly

Sentences with adverb clauses have two basic patterns in English. Study the clauses and connectors in the following sentences:

I will sign the check before you leave.

Before you leave, I will sign the check.

ADVERB TIME AND CAUSE CONNECTORS						
TIME				CAUSE		
<i>after</i>	<i>as soon as</i>	<i>once</i>	<i>when</i>	<i>as</i>	<i>now that</i>	
<i>as</i>	<i>before</i>	<i>since</i>	<i>whenever</i>	<i>because</i>	<i>since</i>	
<i>as long as</i>	<i>by the time</i>	<i>until</i>	<i>while</i>	<i>inasmuch as</i>		
S V		adverb connector		S V		
Teresa went inside		because		it was raining.		
adverb connector		S V,	S V			
Because		it was raining,	Teresa went inside.			

- **Use Other Adverb Connectors Correctly**

Adverb clauses can express the ideas of time and cause.

I will leave at 7:00 if I am ready.

Although I was late, I managed to catch the train.

OTHER ADVERB CONNECTORS			
CONDITION	CONTRAST	MANNER	PLACE
<i>if</i> <i>in case</i> <i>provided</i> <i>providing</i> <i>unless</i> <i>whether</i>	<i>although</i> <i>even though</i> <i>though</i> <i>while</i> <i>whereas</i>	<i>as</i> <i>in that</i>	<i>where</i> <i>wherever</i>
S V		adverb connector	S V
Bob went to school		even though	he felt sick.
adverb connector		S V,	S V
Even though		Bob felt sick,	he went to school.
NOTE: A comma is often used in the middle of the sentence with a contrast connector. <i>The Smith family arrived at 2:00, while the Jones family arrived an hour later.</i>			

2. NOUN CLAUSE

Use Noun Clause Connectors and Noun Clause Connector/Subjects Correctly

A noun clause is a clause that functions as a noun. It is used in sentences as either an object of a verb, an object of a preposition, or the subject of the sentence.

I know

when he will arrive.

NOUN CLAUSE AS OBJECT OF VERB

I am concerned about

when he will arrive.

NOUN CLAUSE AS OBJECT OF PREPOSITION

When he will arrive

is not important.

NOUN CLAUSE AS SUBJECT

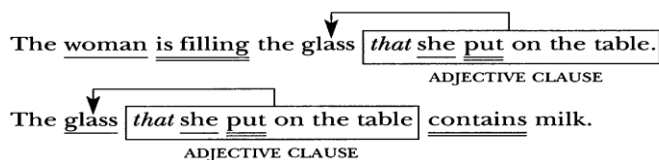
NOUN CLAUSE CONNECTORS		
• what, when, where, why, how • whatever, whenever • whether, if • that		
NOUN CLAUSE AS OBJECT		
S V	noun connector	S V
I know	what	you did.
NOUN CLAUSE AS SUBJECT		
noun connector	S V	V
What	you did	was wrong.

NOUN CLAUSE CONNECTOR/SUBJECTS		
who whoever	what whatever	which whichever
NOUN CLAUSE AS OBJECT		
S V	noun connector/subject	V
I know	what	happened.
NOUN CLAUSE AS SUBJECT		
noun connector/subject	V	V
What	happened	was great.

3. ADJECTIVE CLAUSE

Use Adjective Clause Connectors and Adjective Clause Connector/Subject Correctly

An adjective clause is a clause that describes a noun. It is positioned directly after the noun that it describes.



ADJECTIVE CLAUSE CONNECTORS				
<i>whom</i> (for people)		<i>which</i> (for things)		<i>that</i> (for people or things)
S	V	<div>adjective connector</div>		V
<i>I liked the book</i>		<i>which</i>	<i>you recommended.</i>	
S	<div>adjective connector</div>		S	V
<i>The book</i>	<i>which</i>	<i>you recommended</i>	<i>was interesting.</i>	

NOTE: The adjective connectors can be omitted. This omission is very common in spoken English or in casual written English. It is not as common in formal English or in structure questions on the TOEFL test.

ADJECTIVE CLAUSE CONNECTOR/SUBJECTS		
<i>who</i> (for people)	<i>which</i> (for things)	<i>that</i> (for people or things)
S V	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> adjective connector/subject V </div>	
<i>She needs a secretary</i>	<i>who</i>	<i>types fast.</i>
S	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> adjective connector/subject V V </div>	
<i>A secretary</i>	<i>who</i>	<i>types fast is invaluable.</i>

There are two types of clauses that can reduce in English; they are: (1) adjective clauses and (2) adverb clauses.

- **Use Reduced Adjective Clauses Correctly**

Adjective clauses can appear in a reduced form. In the reduced form, the adjective clause connector and the *be*-verb that directly follow it are omitted.

The woman ~~who is~~ waving to us is the tour guide.

The letter ~~which was~~ written last week arrived today.

The pitcher ~~that is~~ on the table is full of iced tea.

If there is no *be*-verb in the adjective clause, it is still possible to have a reduced form. When there is no *be*-verb in the adjective clause, the connector is omitted and the verb is changed into the *-ing* form.

I don't understand the article ^{appearing} ~~which appears~~ in today's paper.

It should be noted that not all adjective clauses can appear in a reduced form. An adjective clause can appear in a reduced form only if the adjective clause connector is followed directly by a verb. In other words, an adjective clause can only be reduced if the connector is also a subject.

The woman *that I just met* is the tour guide. (*does not reduce*)

The letter *which you sent me* arrived yesterday. (*does not reduce*)

A final point to note is that some adjective clauses are set off the rest of the sentence with commas, and these adjective clauses can also be reduced. In addition, when an adjective clause is set off with commas, the reduced adjective clause can appear at the front of the sentence.

The White House, *which is located in Washington*, is the home of the president.

The White House, *located in Washington*, is the home of the president.

Located in Washington, the White House is the home of the president.

The president, *who is now preparing to give a speech*, is meeting with his advisors.

The president, *now preparing to give a speech*, is meeting with his advisors.

Now preparing to give a speech, the president is meeting with his advisors.

REDUCED ADJECTIVE CLAUSES		
with a be-verb in the adjective clause	(ADJECTIVE CONNECTOR/SUBJECT) (who which that)	(BE)
with no be-verb in the adjective clause	(ADJECTIVE CONNECTOR/SUBJECT) (who which that)	(VERB + ING)
<ul style="list-style-type: none"> • To reduce an adjective clause, omit the adjective clause connector/subject and the be-verb. • If there is no be-verb, omit the connector/subject and change the main verb to the <i>-ing</i> form. • Only reduce an adjective clause if the connector/subject is directly followed by the verb. • If an adjective clause is set off with commas, the reduced clause can be moved to the front of the sentence. 		

• Use Reduced Adverb Clauses Correctly

Adverb clauses can also appear in a reduced form. In the reduced form, the adverb connector remains, but the subject and *be*-verb are omitted.

Although he is rather unwell, the speaker will take part in the seminar.

When you are ready, you can begin your speech.

If there is no *be*-verb in the adverb clause, it is still possible to have a reduced form. When there is no *be*-verb in the adverb clause, the subject is omitted and the main verb is changed into the *-ing* form.

Although he ^{feeling} feels rather sick, the speaker will take part in the seminar.

When you ^{giving} give your speech, you should speak loudly and distinctly.

It should be noted that not all adverb clauses can appear in a reduced form, and a number of adverb clauses can only be reduced if the verb is in the passive form.

Once you submit your thesis, you will graduate.
(active — does not reduce)

Once ~~it is~~ submitted, your thesis will be reviewed.
(passive — does reduce)

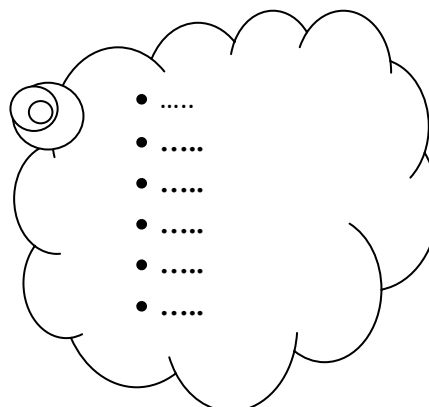
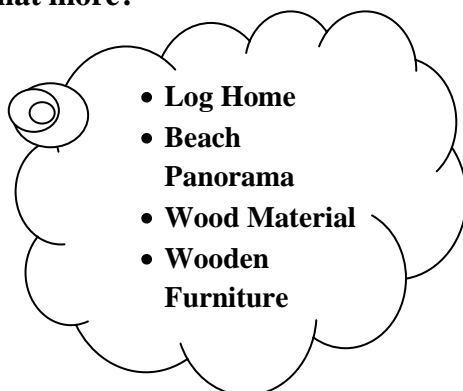
REDUCED ADVERB CLAUSES					
with a be-verb in the adverb clause	(ADVERB CONNECTOR) (SUBJECT) (BE)				
with no be-verb in the adverb clause	(ADVERB CONNECTOR) (SUBJECT) (VERB + ING)				
	Time	Condition	Contrast	Place	Manner
reduces in ACTIVE	<i>after before since while</i>	<i>if unless whether</i>	<i>although though</i>		
reduces in PASSIVE	<i>once until when whenever</i>	<i>if unless whether</i>	<i>although though</i>	<i>where wherever</i>	<i>as</i>
<ul style="list-style-type: none"> • To reduce an adverb clause, omit the subject and the be-verb from the adverb clause. • If there is no be-verb, then omit the subject and change the verb to the <i>-ing</i> form. 					

WARM UP

Take a look at the following pictures. Fill in the blanks with some vocabularies related to the pictures.



What more?



CHECK YOUR UNDERSTANDING (LOW GROUP)

ACTIVITY ONE

Indicate if the following sentences are correct (C) or incorrect (I).

1. ____ The climbers on the sheer face of the mountain need to be rescued.
2. ____ The interrogation, conducted by three police officers, have lasted for several hours.
3. ____ The witnesses saw that most of the fire in the hills was extinguished.
4. ____ Some of the animals from the zoo was released into the animal preserve.

5. ____ It is impossible to believe that somebody actually admire that man.
6. ____ Each of the doctors in the building needs to have a separate reception area.

LET'S WRITE

ACTIVITY TWO

Take a look at the picture. Complete this paragraph by filling in the blanks. Keyword has been chosen for you.



Everyone ____ (love) living in this **private contemporary home**. This one of the best contemporary ____ (home) is located in Gujarat, India. This dwelling designed by Hiren Patel Architects ____ (be) completed in two floor style in L-shaped design. All of the white exterior hue ____ (be) collaborated with refreshing outdoor garden. The garden with green lawn and some palm trees ____ (offer) refreshing nuance. Moreover, in the middle part of the house were seating units where the occupants and guests have relaxing conversation.

CHECK YOUR UNDERSTANDING

ACTIVITY THREE

Indicate if the following sentences are correct (C) or Incorrect (I).

1. ____ The boy had never be stung by a bee.
2. ____ The suits were hung in the closet.
3. ____ The car parked in a no-parking zone.
4. ____ The physics exam began just a few minutes ago.
5. ____ Everything to organize the picnic has already done.
6. ____ The police investigated him because of his unusual actions.

LET'S WRITE

ACTIVITY FOUR

Take a look at the picture. Complete this paragraph individually by filling in the blanks. Keyword has been chosen for you.



What a nice living room this **private contemporary home** has. Some pieces of modern furniture ____ (combine) with some decorations. You can also see how the floral pillows ____ (decorate) the sofas. The sofas with decorative pillows, side tables and arch lamp ____ (accentuate) by light natural lighting. The designer ____ (plan) to have a bright interior. Yes,

this living room _____ (complete) with floor-to-ceiling glass window presenting greeneries outside.

CHECK YOUR UNDERSTANDING

ACTIVITY FIVE

Each of the following sentences has a passive meaning. Indicate if the following sentences are correct (C) or incorrect (I).

1. ____ She held jobs as a typist, a housekeeper, and in a restaurant.
2. ____ The report you are looking for could be in the file or on the desk.
3. ____ According to the syllabus, you can either write a paper or you can take an exam.
4. ____ It would be both noticed and appreciated if you could finish the work before you leave.
5. ____ His research for the thesis was more useful than hers.
6. ____ Dining in a restaurant is more fun than to eat at home.

LET'S WRITE

ACTIVITY SIX

The following paragraph is with some optional verbs which are underlined. Take one of them which you think is correct. Keyword has been chosen for you.



For this bedroom of **private contemporary home**, the designer did not only add low profile bed, but also ____ (seating units). Bold natural accent is supported by both wooden furniture and ____ (natural greens outside). This bedroom has the transparent glass window, similar to ____ (living room). For the focal point decoration, interior designer smartly either added wall mural above the bed or ____ (green on wall desk). Then, for more comfortable nuance, soft ceiling lamps are added to work wit white room painting.

CHECK YOUR UNDERSTANDING (MEDIUM GROUP)

ACTIVITY ONE

Indicate if the following sentences are correct (C) or incorrect (I). If the sentences are incorrect, underline the word(s) that make(s) them incorrect.

1. ____ The climbers on the sheer face of the mountain need to be rescued.
2. ____ The interrogation, conducted by three police officers, have lasted for several hours.
3. ____ The witnesses saw that most of the fire in the hills was extinguished.
4. ____ Some of the animals from the zoo was released into the animal preserve.
5. ____ It is impossible to believe that somebody actually admire that man.
6. ____ Each of the doctors in the building needs to have a separate reception area.

LET'S WRITE

ACTIVITY TWO

Take a look at the picture. Complete this paragraph with your sentences following the introductory sentence. Keyword has been chosen for you.



It is really refreshing to live in this **private contemporary home** which is located in Gujarat, India. This one of modern homes

CHECK YOUR UNDERSTANDING

ACTIVITY THREE

Indicate if the following sentences are correct (C) or incorrect (I). If the sentences are incorrect, underline the word(s) that make(s) them incorrect.

1. ____ The boy had never be stung by a bee.
2. ____ The suits were hung in the closet.
3. ____ The car parked in a no-parking zone.
4. ____ The physics exam began just a few minutes ago.
5. ____ Everything to organize the picnic has already done.
6. ____ The police investigated him because of his unusual actions.

LET'S WRITE

ACTIVITY FOUR

Take a look at the picture. Complete this paragraph with your sentences following the introductory sentence. Keyword has been chosen for you.



What a nice living room this **private contemporary home** has.

Some pieces of modern furniture _____.

_____.

_____.

_____.

CHECK YOUR UNDERSTANDING

ACTIVITY FIVE

Indicate if the following sentences are correct (C) or incorrect (I). If the sentences are incorrect, underline the word(s) that make(s) them incorrect.

1. ____ She held jobs as a typist, a housekeeper, and in a restaurant.
2. ____ The report you are looking for could be in the file or on the desk.
3. ____ According to the syllabus, you can either write a paper or you can take an exam.

4. ____ It would be both noticed and appreciated if you could finish the work before you leave.
5. ____ His research for the thesis was more useful than hers.
6. ____ Dining in a restaurant is more fun than to eat at home.

LET'S WRITE

ACTIVITY SIX

Take a look at the picture. Complete this paragraph with your sentences following the introductory sentence. Keyword has been chosen for you.



For this bedroom of **private contemporary home**, the designer does not only add low profile bed, but also _____.

CHECK YOUR UNDERSTANDING (ADVANCED GROUP)

ACTIVITY ONE

Indicate if the following sentences are correct (C) or incorrect (I). If the sentences are incorrect, underline the word(s) that make(s) them incorrect and correct them.

1. ____ The climbers on the sheer face of the mountain need to be rescued.

2. ____ The interrogation, conducted by three police officers, have lasted for several hours.
3. ____ The witnesses saw that most of the fire in the hills was extinguished.
4. ____ Some of the animals from the zoo was released into the animal preserve.
5. ____ It is impossible to believe that somebody actually admire that man.
6. ____ Each of the doctors in the building needs to have a separate reception area.

LET'S WRITE**ACTIVITY TWO**

Take a look at the picture. Write five or more sentences based on the picture. Don't forget to add a keyword.



CHECK YOUR UNDERSTANDING

ACTIVITY THREE

Indicate if the following sentences are correct (C) or incorrect (I). If the sentences are incorrect, underline the word(s) which make(s) them incorrect and correct them.

1. ____ The boy had never be stung by a bee.
2. ____ The suits were hung in the closet.
3. ____ The car parked in a no-parking zone.
4. ____ The physics exam began just a few minutes ago.
5. ____ Everything to organize the picnic has already done.
6. ____ The police investigated him because of his unusual actions.

LET'S WRITE

ACTIVITY THREE

Take a look at the picture. Write five or more sentences based on the picture. Don't forget to add a keyword.



CHECK YOUR UNDERSTANDING

ACTIVITY FIVE

Indicate if the following sentences are correct (C) or incorrect (I). If the sentences are incorrect, underline the word(s) that make(s) them incorrect and correct them.

1. ____ She held jobs as a typist, a housekeeper, and in a restaurant.
2. ____ The report you are looking for could be in the file or on the desk.
3. ____ According to the syllabus, you can either write a paper or you can take an exam.
4. ____ It would be both noticed and appreciated if you could finish the work before you leave.
5. ____ His research for the thesis was more useful than hers.
6. ____ Dining in a restaurant is more fun than to eat at home.

LET'S WRITE

ACTIVITY SIX

Take a look at the picture. Write five or more sentences based on the picture. Don't forget to add a keyword.

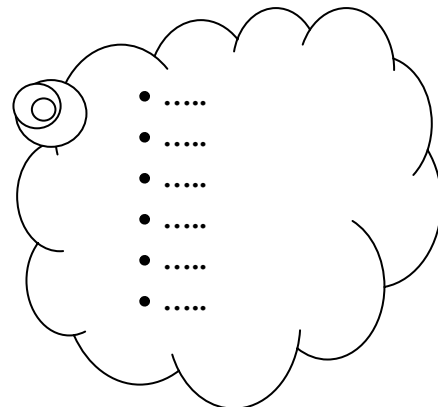
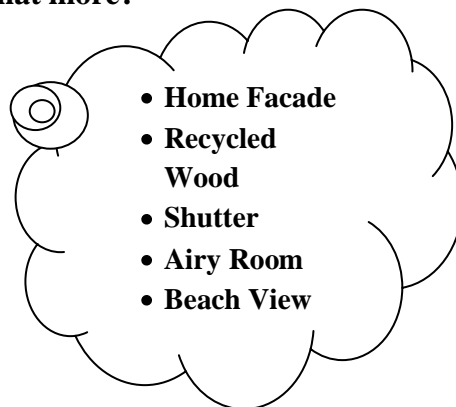


WARM UP

Take a look at the following pictures. Fill in the blanks with some vocabularies related to the pictures.



What more?



CHECK YOUR UNDERSTANDING (LOW GROUP)

ACTIVITY ONE

Indicate if the following sentences are correct (C) or Incorrect (I).

1. ____ The tenants in the apartment next to mine is giving a party this evening.
2. ____ The president, surrounded by Secret Service agents, is trying to make his way to the podium.
3. ____ The buildings destroyed during the fire are being rebuilt at the taxpayers' expense.
4. ____ Because of the seriousness of the company's financial problems, the board of directors have called an emergency meeting.

5. Manufacture of the items that you requested have been discontinued because of lack of profit on those items.
6. ____ All of the students in the class taught by Professor Roberts is required to turn in their term papers next Monday.
7. ____ Half of the food that we are serving to the guests are still in the refrigerator.
8. ____ We believe that some of the time of the employees is going to be devoted to quality control.
9. ____ All of the witnesses in the jury trial, which lasted more than two weeks, have indicated that they believed that the defendant was guilty.
10. ____ She did not know where most of the people in the room was from.

LET'S WRITE

ACTIVITY TWO

Take a look at the picture. Complete the paragraph by filling in the blanks. Keyword has been chosen for you.



What an impressive **modern Greek house design** applied in this private house! Sleek rectangular lining of the home shape ____ (combine) with floor-to-ceiling glass window that presents modernity. It throws off neat look of this dwelling located in the island of Kea. Sleek and rough touches ____ (exude) for the front facade. Stone and greens ____ (surround) the house creating a natural vibe. The natural materials and soft indoor lighting ____ (work) excellently for a calm nuance.

CHECK YOUR UNDERSTANDING**ACTIVITY THREE**

Indicate if the sentences are correct (C) or incorrect (I).

1. ____ The interviews by radio broadcasters were carried live by the station.
2. ____ In the last possible moment before takeoff took his seat in the airplane.
3. ____ The son of the previous owner, the new owner is undertaking some fairly broad changes in management policy.
4. ____ Last semester, a friend, graduated *cum laude* from the university.
5. ____ The companies offering the lowest prices will have the most customers.
6. ____ Those travelers are completing their trip on Delta should report to Gate Three.
7. ____ The money was offered by the client was not accepted.
8. ____ The car listed in the advertisement had already stalled.

ACTIVITY FOUR

Indicate if the sentences are correct (C) or incorrect (I).

1. ____ Since the bank closes in less than an hour, the deposits need to be tallied immediately.
2. ____ It is impossible to enter that program if you lack experience as a teacher.
3. ____ The manual how the device should be built.
4. ____ The game show contestant was able to respond to whatever was asked.
5. ____ The car which I have been driving for five years for sale at a really good price.
6. ____ The cars are trying to enter the freeway system are lined up for blocks.

LET'S WRITE

ACTIVITY FIVE

Take a look at the picture. Complete this paragraph by filling in the blanks. Keyword has been chosen for you.



The architects of this **modern Greek house design** ____ (Marina Stassinopoulos and Konstantios Daskalakis) planned to have a light and an airy interior. Natural lighting is everywhere ____ (come) through the glass windows ____ (combine) with sleek white wall and concrete floor and ceiling. It is also surprising to see the open plan design ____ (apply) for the living and dining. Black sofa is to directly face the panorama ____ (while white sofa is facing the fireplace). Anyone may love sitting there ____ (because both warm and relaxing nuances are smartly developed).

CHECK YOUR UNDERSTANDING

ACTIVITY SIX

Indicate if the sentences are correct (C) or incorrect (I).

1. ____ We will have to return the merchandise purchased yesterday at the Broadway.
2. ____ The Children sat in the fancy restaurant found it difficult to behave.
3. ____ If not completely satisfied, you can return the product to the manufacturer.
4. ____ Steve has had to learn how to cook and clean since left home.

LET'S WRITE

ACTIVITY SEVEN

Take a look at the picture. Complete this paragraph by filling in the blanks. Keyword has been chosen for you.



To complete the **modern Greek house design**, especially for the exterior, bold natural touch is employed. Greens ____ (in front of the house) are matched with stone accent. The existence of stone material ____ (combine) with brick material is completed with soft indoor and outdoor living. Located on steep land ____ (this house) is situated to face a beautiful beach panorama. Sliding glass door ____ (separate) living room with outdoor area enables the occupants enjoy breezy atmosphere when they are sitting on the white or the black sofa. Although already having the living room connected to the outdoor space ____ (this house) has also two relaxing chairs at the terrace. Once ____ (sit there) you can enjoy the breezy air and the beach view.

CHECK YOUR UNDERSTANDING (MEDIUM GROUP)

ACTIVITY ONE

Indicate if the following sentences are correct (C) or Incorrect (I). If the sentences are incorrect, underline the word(s) that make(s) them incorrect.

1. ____ The tenants in the apartment next to mine is giving a party this evening.
2. ____ The president, surrounded by Secret Service agents, is trying to make his way to the podium.

3. ____ The buildings destroyed during the fire are being rebuilt at the taxpayers' expense.
4. ____ Because of the seriousness of the company's financial problems, the board of directors have called an emergency meeting.
5. ____ Manufacture of the items that you requested have been discontinued because of lack of profit on those items.
6. ____ All of the students in the class taught by Professor Roberts is required to turn in their term papers next Monday.
7. ____ Half of the food that we are serving to the guests are still in the refrigerator.
8. ____ We believe that some of the time of the employees is going to be devoted to quality control.
9. ____ All of the witnesses in the jury trial, which lasted more than two weeks, have indicated that they believed that the defendant was guilty.
10. ____ She did not know where most of the people in the room was from.

LET'S WRITE

ACTIVITY TWO

Take a look at the picture. Complete this paragraph with your sentences following the introductory sentence. Keyword has been chosen for you.



What an impressive **modern Greek house design** applied in this private house! _____.

_____.

CHECK YOUR UNDERSTANDING

ACTIVITY THREE

Indicate if the sentences are correct (C) or incorrect (I). If the sentences are incorrect, underline the word(s) that make(s) them incorrect.

1. ____ The interviews by radio broadcasters were carried live by the station.
2. ____ In the last possible moment before takeoff took his seat in the airplane.
3. ____ The son of the previous owner, the new owner is undertaking some fairly broad changes in management policy.
4. ____ Last semester, a friend, graduated *cum laude* from the university.
5. ____ The companies offering the lowest prices will have the most customers.
6. ____ Those travelers are completing their trip on Delta should report to Gate Three.
7. ____ The money was offered by the client was not accepted.
8. ____ The car listed in the advertisement had already stalled.

ACTIVITY FOUR

Indicate if the sentences are correct (C) or incorrect (I). If the sentences are incorrect, underline the word(s) that make(s) them incorrect.

1. ____ Since the bank closes in less than an hour, the deposits need to be tallied immediately.
2. ____ It is impossible to enter that program if you lack experience as a teacher.
3. ____ The manual how the device should be built.
4. ____ The game show contestant was able to respond to whatever was asked.
5. ____ The car which I have been driving for five years for sale at a really good price.

6. ____ The cars are trying to enter the freeway system are lined up for blocks.

LET'S WRITE

ACTIVITY FIVE

Take a look at the picture. Complete this paragraph with your sentences following the introductory sentence. Keyword has been chosen for you.



The architects of this **modern Greek house design**, Marina Stassinopoulos and Konstantios Daskalakis, to have a light and an airy interior. _____.

_____.

_____.

_____.

_____.

CHECK YOUR UNDERSTANDING

ACTIVITY SIX

Indicate if the sentences are correct (C) or incorrect (I). If the sentences are incorrect, underline the word(s) that make(s) them incorrect.

1. ____ We will have to return the merchandise purchased yesterday at the Broadway.
2. ____ The Children sat in the fancy restaurant found it difficult to behave.

3. ____ If not completely satisfied, you can return the product to the manufacturer.
4. ____ Steve has had to learn how to cook and clean since left home.

LET'S WRITE

ACTIVITY SEVEN

Take a look at the picture. Complete this paragraph with your sentences following the introductory sentence. Keyword has been chosen for you.



To complete the [modern Greek house design](#), especially for the exterior, bold natural touch is employed.

CHECK YOUR UNDERSTANDING (ADVANCED GROUP)**ACTIVITY ONE**

Indicate if the following sentences are correct (C) or Incorrect (I). If the sentences are incorrect, underline the word(s) that make(s) them incorrect and correct them.

1. ____ The tenants in the apartment next to mine is giving a party this evening.
2. ____ The president, surrounded by Secret Service agents, is trying to make his way to the podium.
3. ____ The buildings destroyed during the fire are being rebuilt at the taxpayers' expense.
4. ____ Because of the seriousness of the company's financial problems, the board of directors have called an emergency meeting.
5. Manufacture of the items that you requested have been discontinued because of lack of profit on those items.
6. ____ All of the students in the class taught by Professor Roberts is required to turn in their term papers next Monday.
7. ____ Half of the food that we are serving to the guests are still in the refrigerator.
8. ____ We believe that some of the time of the employees is going to be devoted to quality control.
9. ____ All of the witnesses in the jury trial, which lasted more than two weeks, have indicated that they believed that the defendant was guilty.
10. ____ She did not know where most of the people in the room was from.

LET'S WRITE

ACTIVITY TWO

Take a look at the picture. Write five or more sentences based on the picture. Don't forget to add a keyword.



CHECK YOUR UNDERSTANDING

ACTIVITY THREE

Indicate if the sentences are correct (C) or incorrect (I). If the sentences are incorrect, underline the word(s) that make(s) them incorrect and correct them.

1. ____ The interviews by radio broadcasters were carried live by the station.
2. ____ In the last possible moment before takeoff took his seat in the airplane.
3. ____ The son of the previous owner, the new owner is undertaking some fairly broad changes in management policy.
4. ____ Last semester, a friend, graduated *cum laude* from the university.
5. ____ The companies offering the lowest prices will have the most customers.

6. ____ Those travelers are completing their trip on Delta should report to Gate Three.
7. ____ The money was offered by the client was not accepted.
8. ____ The car listed in the advertisement had already stalled.

ACTIVITY FOUR

Indicate if the sentences are correct (C) or incorrect (I). If the sentences are incorrect, underline the word(s) that make(s) them incorrect and correct them.

1. ____ Since the bank closes in less than an hour, the deposits need to be tallied immediately.
2. ____ It is impossible to enter that program if you lack experience as a teacher.
3. ____ The manual how the device should be built.
4. ____ The game show contestant was able to respond to whatever was asked.
5. ____ The car which I have been driving for five years for sale at a really good price.
6. ____ The cars are trying to enter the freeway system are lined up for blocks.

LET'S WRITE

ACTIVITY FIVE

Take a look at the picture. Write five or more sentences based on the picture. Don't forget to add a keyword.



CHECK YOUR UNDERSTANDING

ACTIVITY SIX

Indicate if the sentences are correct (C) or incorrect (I). If the sentences are incorrect, underline the word(s) that make(s) them incorrect and correct them.

1. ____ We will have to return the merchandise purchased yesterday at the Broadway.
2. ____ The Children sat in the fancy restaurant found it difficult to behave.
3. ____ If not completely satisfied, you can return the product to the manufacturer.
4. ____ Steve has had to learn how to cook and clean since left home.

LET'S WRITE

ACTIVITY SEVEN

Take a look at the picture. Write five or more sentences based on the picture. Don't forget to add a keyword.



APPENDIX D: WRITING TESTS

PRE-TEST

Write a short article about home design with four paragraphs! Do not forget to add a keyword.

PROGRESS TEST

Write a short article with four paragraphs based on the following pictures! Do not forget to add a keyword.



POST-TEST

Write a short article with four paragraphs! Do not forget to add a keyword and information about the name, the designer, and the location of the project. You can refer to this URL: <http://freshome.com/2014/10/31/modern-greek-house-design-exploring-traditional-and-up-to-date-design/>

APPENDIX E:

SCORING

RUBRIC

Aspect of Writing	Level	Score	Criteria
Organization	Excellent to Very Good	18-20	- The text structure is well organized
	Good to Average	15-17	- Loosely organization of the text but main ideas stand out
	Fair to Poor	12-14	- Confusing ideas or disconnected
	Very Poor	9-11	- No organization
Content	Excellent to Very Good	23-25	- Relevant to assigned topic and give detail information - Matches the social purpose of the text
	Good to Average	20-22	- Mostly relevant to topic but lacks of detail information - Matches the social purposes of the text but lacks of detail
	Fair to Poor	17-19	- Inadequate development of topic - Almost matches the social purpose of the text
	Very Poor	14-16	- Not related to the topic - Does not match the social purpose of the text
Language Use	Excellent to Very Good	23-25	- Few errors of agreement, tense, word order, articles, pronoun, and preposition
	Good to Average	20-22	- Several errors of agreement, tense, word order, articles, pronoun, and preposition - Meaning seldom obscured
	Fair to Poor	17-19	- Frequent errors of agreement, tense, word order, articles, pronoun, and preposition - Meaning obscured
	Very Poor	14-16	- Dominated by errors of agreement, tense, word order, articles, pronoun, and preposition - Does not communicate or not enough to evaluate
Vocabulary	Excellent to Very Good	18-20	- Uses effective words - Word form mastery

	Good to Average	15-17	- Occasional errors of word form, choice, or usage but meaning not obscured
	Fair to Poor	12-14	- Frequent errors of word form, choice, or usage and meaning not obscured
	Very Poor	9-11	- Little knowledge of English vocabulary and word form, choice or usage
Mechanics	Excellent to Very Good	9-10	- Demonstrates mastery of convention - Few errors of spelling, punctuations, capitalizations, and paragraphing
	Good to Average	7-8	- Occasional errors of spelling, punctuations, capitalizations, and paragraphing
	Fair to Poor	5-6	- Frequent errors of spelling, punctuations, capitalizations, and paragraphing
	Very Poor	3-4	- Dominated by errors of spelling, punctuations, capitalizations, and paragraphing

APPENDIX F: OBSERVATION CHECKLISTS

OBSERVATION CHECKLISTS

NO	ACTIVITIES	MEETING							
		1		2		3		4	
		Y	N	Y	N	Y	N	Y	N
1.	Researcher opens the class, greets and asks Writers' condition	V		V		V		V	
2	Researcher leads the prayer	V		V		V		V	
3	Researcher checks writers attendance	V		V		V		V	
4	Researcher reviews last material		V	V		V			V
5	Researcher asks whether there are any questions about the last material or not		V	V		V			V
6	Researcher gives an example of the text	V		V		V			V
7	Researcher asks some writers to tell information related to the text orally	V		V		V			V
8	Researcher introduces model of text	V		V		V			V
9	Researcher asks writers to read the text	V			V		V		V
10	Researcher explains the generic structure and language features of the text	V		V		V			V
11	Researcher distributes tiered tasks to writers	V		V		V		V	
12	Researcher gives explanations	V		V		V		V	
13	Researcher asks writers to do the tasks	V		V		V			V
14	Researcher guides writers in doing some activities	V		V		V			V
15	Researcher discusses the activities with writers	V		V		V			V
16	Researcher asks writers to do their activities independently		V		V		V	V	
17	Researcher asks writers to		V		V		V	V	

	submit their activities								
18	Researcher gives feedback	V			V	V			V
19	Researcher summarizes the materials	V		V		V			V
20	Researcher closes the class by leading a prayer	V		V		V		V	

NO	ACTIVITIES	MEETING							
		1		2		3		4	
		Y	N	Y	N	Y	N	Y	N
1.	Researcher opens the class, greets and asks Writers' condition	V		V		V		V	
2	Researcher leads the prayer	V		V		V		V	
3	Researcher checks writers attendance	V		V		V		V	
4	Researcher reviews last material	V		V		V			V
5	Researcher asks whether there are any questions about the last material or not	V		V		V			V
6	Researcher gives an example of the text	V		V		V			V
7	Researcher asks some writers to tell information related to the text orally	V		V		V			V
8	Researcher introduces model of text	V		V		V			V
9	Researcher asks writers to read the text	V			V		V		V
10	Researcher explains the generic structure and language features of the text	V		V		V			V
11	Researcher distributes tiered tasks to writers	V		V		V		V	
12	Researcher gives explanations	V		V		V		V	
13	Researcher asks writers to do the tasks	V		V		V			V
14	Researcher guides writers in doing some activities	V		V		V			V
15	Researcher discusses the activities with writers	V		V		V			V
16	Researcher asks writers to do their activities independently		V		V		V	V	
17	Researcher asks writers to submit their activities		V		V		V	V	
18	Researcher gives feedback		V		V	V			V

19	Researcher summarizes the materials		V	V		V			V
20	Researcher closes the class by leading a prayer	V		V		V		V	

APPENDIX G:

VIGNETTES

VIGNETTE 1

DATE : 6th November 2014

TIME : 08.00 – 08.30

Asking For Permission to Conduct Research

The researcher came to PLUSWRITER Company at 07.30. He met the front officer and told that he wanted to meet the CEO. The officer said that he should wait for the CEO. At 08.00, the officer pleased him to enter to the CEO room.

The CEO pleased the researcher to come into his room. He asked about the intention of the researcher's coming. Then, the researcher explained that he wanted to conduct a study in PLUSWRITER Company. He explained that by holding the study, he could collect some data related to some problems occurred in the company. Besides, he also told the CEO that with the study, he wanted to improve the writers' writing skills. He also explained that this study was to complete his thesis.

The CEO was very pleased with the plan since up to that day, there was no study held in his company. He also asked researcher to support the writers to have their writings produced in good quality. **He also told that he had ever found some articles that were not relevant with some pictures that he used to complete his websites.** He asked about when the researcher wanted to start the study and the researcher answered that the sooner was the better because the researcher needed to collect some data first.

The researcher also asked permission to contact some persons to support the process of the research. He would contact the HRD officer, editors and writers. The CEO permitted the researcher to meet them the day after.

VIGNETTE 2

DATE : 7th November 2014

TIME : 08.00 - 08.30

Meeting HRD officer

The researcher came to PLUSWRITER Company at 07.30. Then, he met HRD at 08.00 in HRD room. The HRD officer welcomed the researcher to enter his room. He made sure that the researcher planned to conduct a study. The researcher then explained the objective of the study that was to improve writers' writing skills. He explained that he would do some interviews and observation first to gather some data. Then, based on the data, he would plan some actions and do the actions. He asked HRD officer to give some supports during the study. He also told the HRD officer that he wanted to have some interviews with editors and writers starting that day. Then, HRD officer invited the researcher to meet editors first. Both of them got out from the HRD room and moved to Editor room.

VIGNETTE 3

DATE : 7th November 2014

TIME : 08.30 – 10.00

Meeting Editor

The researcher and the HRD officer came to Editor room at 08.35. There was only an editor while two others were outside the room. The researcher met her and explained that he would have a study to improve the writing skills of the writers. He explained that the study was to complete his thesis. While waiting for the other editors, he interviewed her. After having some questions and answers, another editor came into the room. The researcher greeted him and asked some questions to him.

After having some interviews with two editors, the researcher asked permission to have an observation. The researcher found how the editor gave feedback to the writer. In giving feedback, the editors always called the writers and showed their mistakes. **However, they did not give them any notes or models for them to learn more.** It was because of limited time that the editors have to give a complete feedback because they might finish their job editing some writings.

Finding the way of how editors give feedback to writers, researcher then asked for further information to one of the editors about how editors gave feedback. He told, *“Memang biasanya editor memanggil writer dan memberikan penjelasan mengenai kesalahan yang dia tulis. Tapi, kadang kita juga tidak memberikan penjelasan dan meminta penulis untuk menganalisa kalimatnya sendiri. Kadang ada sedikit permasalahan juga ketika kitanya udah siap memberikan feedback, tapi writernya belum datang ke kantor. Setelah si writernya datang, kita yang nyamperin writernya dan member penjelasan. Jadi, ngasih feedbacknya gak mesti di ruangan ini.”*

Then, the researcher also explained that he needed a collaborator to help them do the study. An editor actually was told by the CEO about this study. The CEO asked him to help the researcher. Thus, he was selected as the collaborator. Then, the researcher accompanied by the collaborator met the writers.

VIGNETTE 4

DATE : 7th November 2014

TIME : 10.00 – 14.00

Observing Participants

The researcher came to the writer room at 10.00. The editor greeted the writers, next would be the participants, and introduced the researcher. He explained that he would conduct a research. *“Halo! Perkenalkan ini ada Mas Muhib yang akan melaksanakan sebuah penelitian untuk skripsinya. Tolong kerjasamanya ya.”* Some participants asked, *“Penelitian tentang apa Mas?”*. The researcher answered that he would conduct an action research to improve participants’ writing skills. The researcher then explained that that day he wanted to collect some data by observing the process of the participants writing the articles and by interviewing them. This was not only to gather some data related to how the participants work, but also in what situation they work whether it is conducive enough or not.

At 10.30, some of the participants had not come. There were 15 participants out of 21 participants. **Some of them were busy in writing their articles, while some others are talking to each other. Some participants were using headset.** It seemed that they were disturbed by the other participants who are chatting while they were writing while listening to music.

When some participants were **busy doing their jobs, some others came inside and greeted others.** “*Halo! Serius banget? Dapat berapa artikel hari ini?*” Some others also came and said hello to others. “*Assalaamu’alaikum!*” There were some participants came to office. There were also some participants who left the office.

There was no rule about what time employees should come and leave. There was also no exact time for the employees to take rest. During 12.00 to 13.00 some participants took a rest. **They had lunch while watching TV while some others were still focusing on their articles.** Even, they also had some conversations and jokes while the others are concentrating on the jobs.

At 14.00, there were some participants already finished their jobs. This caused some other participants in hurry finishing their jobs. **They completed and submitted the articles without checking them first.** The researcher then ended the observation and met the participants who had already submitted their articles to have some interviews.

VIGNETTE 5

DATE : 8th November 2014

TIME : 12.00 – 13.00

Planning Actions with Collaborator

After gathering information and developing materials and activities in the previous day, researcher met the collaborator to have further discussion. The researcher came to PLUSWRITER Company at 11.30 and met the collaborator at 12.00. He entered the editor room. The collaborator welcomed him and let him to take a sit.

The researcher told the collaborator that he wanted to discuss about the plan of the study. “*Jadi gimana Mas langkah selanjutnya?*”, asked the collaborator. The researcher told that he had found some problems related to writing skills, setting and condition, writing assessment and feedback. Then, both of them discussed to decide the **feasible problems** to be overcome. From the discussion, both of them agreed to not include some problems related to the setting and condition in the study.

Both the researcher and the collaborator, then discussed what **materials** to be developed. The researcher offered an action by **implementing tiered** tasks. At

first, the collaborator asked, “... *tiered tasks itu yang gimanaya Mas?*”. The researcher explained that tiered tasks were activities that were designed in some different levels to meet the students’ need so that they were not too difficult and also not too easy for them. Tiered tasks were also to involve the students’ participation in doing the activities so that at the end of the study, the students would have some improvements.

Then, both of the researcher and the collaborator also **planned the time** to conduct the actions. The collaborator asked the researcher to not conduct the study in more than two weeks. They agreed that the study would be conducted from 17th of November.

The collaborator then asked the researcher to make a set of materials which were depended on the most frequently used theme that was home design.

VIGNETTE 6

DATE : 12th November 2014

TIME : 12.00 – 13.00

Planning Actions with Collaborator

The researcher came to PLUSWRITER Company at 11.45 and met the collaborator in editor room at 12.00. The collaborator pleased him to sit down and asked him about his set of course grid, lesson plan, materials, tasks and the pre-test question. While the collaborator was checking them, the researcher told that the materials and tasks were taken from the Longman COMPLETE COURSE FOR THE TOEFL TEST. **It was because the standard of employing some writers was based on TOEFL score.** He also explained that there were three materials. One material would be for one meeting. Then, after he delivered those materials, he need to conduct a cycle I writing test to check the participants’ improvement.

The researcher asked for some suggestion to the collaborator to make the set of course grid, lesson plan, materials, tasks and the pre-test question perfect. The collaborator suggested adding an activity where the participants can **collect and get some vocabularies**. The collaborator said that they would meet when conducting the pre-test. He also made sure that the pre-test would be conducted on Monday, 17th November at 13.00 o’clock.

VIGNETTE 7

DATE : 17th November 2014

TIME : 13.00 – 13.40

Pre-test

The researcher and the collaborator came into the writer room at 12.55. The researcher greeted the participants. Then, he explained some steps of his study that would be conducted in two cycles. He also explained that he would give the participants three tests consisting of pre-test, progress test, and post-test. At that day, he gave the pre-test.

Before starting the pre-test, the researcher and the collaborator checked the participants' attendance. Then, he distributed the test while explaining the participants that they should complete the writing test individually. The test should be completed in 30 minutes. The participants could do the test in their laptop or computer.

The pre-test began at 13.00. In this pre-test, researcher found that most of the participants directly wrote the article. They missed the planning section in writing. Some of them, after writing their articles, reread the text to find and to correct if there were some mistakes. However, **most of them did not do the revising and editing sections and directly submitted their works.** At 13.20, some participants submitted their articles to the researcher by using flashdisk. Some others tried to submit their articles as soon as possible. At 13.30, all of the participants had submitted their articles.

Before closing the pre-test, the researcher reminded the participants to join the study at the day after. The study would be conducted at 13.00 – 14.00 in training room.

VIGNETTE 8

DATE : 18th November 2014

TIME : 12.30 – 12.45

Planning Actions with Collaborator

The researcher came to PLUSWRITER Company office at 12.00. He met the collaborator in Editor Room at 12.30. He wanted to make sure the grouping of the

participants. There were three groups which had been decided by the researcher. They were low, medium, and advanced group. The researcher told the collaborator that he decided to have eight participants for low group, seven participants for medium group, and six participants for advanced group based on the result of the pre-test. He asked the collaborator to consider those groups. The collaborator agreed with that grouping.

VIGNETTE 9

DATE : 18th November 2014

TIME : 13.00 – 14.00

First Meeting – Cycle I

The researcher and collaborator came in to the training room at 12.55. The researcher prepared the materials and the collaborator prepared a chair for him to sit at the back of the room. After all the participants came into the room, at 13.00, the class began. Researcher greeted them, “Good afternoon! How are you?”. “Fine”, some participants answered. “Semua *writer sudah masuk kan?*”, researcher made sure that all the participants were available and then he led a prayer.

For the BKOF stage, researcher gave participants some questions. “*Biasanya dalam menulis artikel, apa saja yang kalian tulis?*”, researcher asked. Some participants responded, “*tentang desainnya Mas*”, “*arsitektur*nya”, “*eksterior dan interiornya*”, “*dekorasinya*”, “*furnishingsnya juga Mas*”. The researcher presented two pictures and asked some questions to participants. “What pictures are they?” some participants answered “beach house”, “traditional house”, “log home”. The researcher again asked, “*Ya, ada beberapa ide yang bisa kita bahas memang. Kalau kita mau bahas tentang log home, what can you say about these pictures?*” Because there was no one answered the question, then the researcher pointed one of the participants. He answered that it was a luxurious log home. It had bold natural touch with wooden wall and greeneries surrounding the house. It had also amazing beach view. Then, the researcher asked for some more ideas. “Anyone wants to add some descriptions?” “*Mas, it has double height design, Mas*”, a participant added. “*itu Mas, dia punya chandelier sama fireplace yang di stone wall itu*”, another participant completed the ideas. Then, the researcher questioned, “What more can you find there?” “red rugs”, “wooden beams”, “glass windows”, “attic”, “greeneries” some participants answered. “*Nah, itu semua adalah kata-kata yang bisa kalian masukkan dalam artikel kalian*”, the researcher replied. “*Berdasarkan masukan dari editor, salah satu common mistakes di artikel*

temen-temen adalah seperti ini, the house surrounded by greeneries were built in two story design, padahal harusnya?”, researcher explained and asked a question. *“Harusnya pake was Mas, bukan were”*. Then researcher said, *“Tepat sekali. Hari ini kita akan membahas subject-verb agreement”*

Then, in MOT stage, researcher distributed a model of text. Before he asked the participants to read the text, he firstly explained that some words were printed in blue, green, orange, and red. *“Mari kita lihat contoh artikelnya. Di situ ada beberapa kata atau kalimat yang saya warnai. Yang biru itu adalah keywordnya, terkait dengan format penulisan. Dan yang lain tentang tata bahasa kepenulisan. Yang hijau itu tentang subject-verb agreement, yang orange itu passive voice, dan yang merah parallelism. Silahkan dibaca teksnya dan karena hari ini kita mau membahas agreement, tolong perhatikan yang warna hijau”*, the researcher explained.

Before explaining the subject-verb agreement, researcher reminded the participants about the generic structure of SEO article. *“Coba lihat yang di bagian introduction itu. Di situ ada penjelasan tentang generic structurenya. Tapi saya kira kalian sudah memahaminya, iya kan?”* *“Iya sih Mas, tapi kadang-kadang kelupaan. Haha..”* A participant responded to the researcher’s statement. The researcher asked the participants to pay attention to the blue printed words at the model text. Most of the participants had already understood that the article should be with a keyword which occurs seven times; in title, two subtitles, and each paragraph. Then, researcher explained the material about subject-verb agreement. There were three points to discuss; they were making verbs agree after prepositional phrases, making verbs agree after expressions of quantity and making verbs agree after certain words.

Then, he explained in more details about the subject-verb agreement. The researcher gave some examples of common mistakes in subject-verb agreement and how they should be corrected. The participants kept silent and paid attention to the explanation.

To make sure that the participants understood those three points, researcher asked them to do the activity one. Some participants were confused of being divided into three groups. The researcher then explained to them that the tasks were designed to meet their need so that the participants did not find too many difficulties in doing the activities. With this design of leveled tasks, the participants were expected to more easily understand the materials.

The researcher walked around the class while the participants were doing the activity one. He approached some participants who found difficulties. *“Mas, ini*

maksudnya gimana?”, ask a participant. *“Jadi, Mbaknya diminta untuk menentukan apakah ini salah atau benar. Kemudian, jika nemu kalimat yang salah, Mbak diminta untuk menggarisbawahi mana sih yang menyebabkan kalimat itu salah”*, the researcher explained. *“Kalimat yang nomor tiga ini benarkan Mas?”*, another participant tried to make sure her opinion. *“yakin?”*, the researcher asked. *“Eemmmm, iyaa sih kayanya, hehe..”* the participant responded to the researcher’s question. *“kenapa kelihat gak yakin gitu Mbak. Memang bener, kalimat itu benar”*, the researcher replied.

After all the questions were finished, the researcher and participants discuss the sentences one by one. *“Jadi **most of the fire** itu dianggapnya singular ya Mas?”*, a participant asked for further explanation. Another participant deliver the same question about the question number six. He wanted to make sure the use of **“each of”**. Then, the participants explained that the fire was an uncountable noun and it should be followed by a verb that met the noun. He also explained again that the use of **“each of”** should be equalized as a singular noun.

After the discussion, the researcher asked the participants to do the next activity. It was about constructing a paragraph based on a picture. The researcher walked around and checked the participants’ writings. Some of them were confused in **making verbs agree after expressions of quantity and some of the participants did also a mistake to follow “one of” with singular noun.**

After all the participants had done the activity two, the research gave feedback based on some mistakes they found in the activity one and two. Then, before ending the class, he reviewed the material. The researcher ended the class by leading a prayer.

VIGNETTE 10

DATE : 20th November 2014

TIME : 13.00 – 14.00

Second Meeting – Cycle I

The researcher and collaborator came in to the class at 12.55. The researcher prepared the materials and the collaborator sit at the back of the room. The class began at 13.00. First, the researcher greeted participants and followed by checking the attendance and leading a prayer.

To get into the materials, the researcher firstly reviewed the previous materials. Most of the participants still remembered the materials they learnt before. It was about subject-verb agreement. Then, the researcher asked the participants to check the model text. The participants were to pay more attention to the orange printed words. The researcher told that they were about passive voice. *“Udah tahu kan kapan kita perlu pake passive voice dan kappan kita tidak perlu pake?”*, asked the researcher. *“Iya Mas, tapi kadang bingung pas nulisnya”*, a participant answer. Then, researcher began to deliver the materials about passive voice which were divided into two sections. They were about using the correct form of the passive and recognize active and passive meanings.

When he was explaining about the first chapter, passive voice form, a participant delivered a question to the researcher, *“Jadi sebenarnya dalam menulis kalimat pasif itu, si pelaku itu perlu dimasukkan gak to Mas?”* The researcher explained that actually passive sentence was for strengthening the action, not the doer. Thus, it was not a must to include the doer in the sentence. However, it was also not a fault to include the doer.

When the researcher was talking about the second chapter about active and passive meanings, another participant asked, *“Jadi, di contoh yang pertama itu kalimat aktif ya Mas, tapi pake mailed. Sedangkan yang kalimat ke empat itu pasif ya?”* *“Pertanyaan bagus, ada yang bisa jawab?”* *“Kan bisa dilihat dari pelakunya Mbak. Masa letternya yang ngirim?”* A participant helped to answer the question. *“Dan yang perlu dipahami adalah the letter mailed today itu bukan passive voice, tapi itu kalimat yang punya arti pasif. Kalo itu passive voice, pasti verbnya ketambahan be, jadi the letter is mailed or will be mailed today”*

After the explanation, the researcher asked participants to do the activity three. Similar to how they did the activity one in the previous meeting, they did the tasks with the help of the researcher. When a participant raised his hand to ask a question, the researcher then got close to him to give more explanations about the activity. He did this to every participant who needed some helps. Some participants were confused about **“The car parked in a no-parking zone.”** which is not a complete sentence and **“The police investigated him because of his unusual actions.”** which was changed to be “The police is investigated by him because of his unusual actions. They were lack of focus.

Before going to the next activity, the researcher and the participants discussed the activity three first. Most of the participants seemed understand more the material after doing the activity and having the discussion. Then, the researcher asked the participants to do the activity four. The participants completed the activity without any questions delivered.

The researcher reviewed the materials after all the participants had finished their writing practice. After that, he ended the class by leading a prayer.

VIGNETTE 11

DATE : 22nd November 2014

TIME : 13.00 – 14.00

Third Meeting – Cycle I

The researcher and collaborator arrived at the class at 12.55. The researcher made some preparations before teaching and the collaborator directly had a seat at the back of the room. As it was planned, the class was started at 13.00. Researcher started the class by greeting the participants and followed with checking their attendance and leading a prayer.

First, the researcher reviewed the previous materials. The researcher then asked participants to check the model text. participants reread the text while paying attention to the red printed words. When researcher asked to them what they were about, most of them answer that they were about parallelism. Then, he asked, “*Apaitu parallelism?*”. Some of them answered, “*kesetaraan*”, “*pokoknya yang balance gitu Mas*”. Then, researcher started his explanation about the materials which were divided into three sections.

Researcher explained the first section, using parallel structure with coordinate conjunctions, by giving some examples of correct and incorrect sentences. “*Di sini sudah dilengkapi dengan contoh-contoh parallelism yang benar. Editor kemarin bilang kalau ada kesalahan dalam penulisan parallelism yang gak match, gabungan antara adjective dan noun. Contohnya, simple yet beauty interior.*”, researcher gave an example. “*Kadang juga penggunaan klausanya tidak lengkap, misal sebagai contoh, lihat kalimat pertama di examples of two clauses. Kesalahan umum itu seperti what you say or you do atau what you say or do.*”, researcher gave another example.

Because there was no question, the researcher continued to his explanation of the second and third sections of parallelism. He also gave some correct and incorrect examples to let the participants know common mistakes found in parallelism and how to write parallelism correctly. After listening to the researcher’s explanation, the participants kept silent for a moment. “*Kalo kaya gini sih paham, tapi kadang kalo pas nulis tu bisa jadi yang harusnya he wants either to go by train or to go by plane jadinya he wants either to go by train or by plane.*

Hahaha..” A participant gave a statement. *“Makanya Mas, perlu dibiasakan dengan latihan. Dan setelah nulis, perlu dicek lagi”*, the researcher replied and smiled.

After the explanation, participants were working with the activity five. The participants did this activity with the help of the researcher. From this activity, some participants asked for **further explanation about using parallel structure both with paired conjunctions and comparisons**. In the discussion section after the participants did the activity five, the researcher re-explained the materials.

With the explanation, the participants were ready to do the activity six, writing a paragraph. The participants carefully wrote a paragraph and checked their own writings. Some low participants got better understanding about the materials while **some of the medium participants did not explore themselves** by writing some sentences with parallelism. They only wrote some parallel structures with coordinate conjunctions.

The researcher’s feedback was about encouraging the participants to gently write some sentences with parallelism. Before ending the meeting by leading a prayer, the researcher reviewed the materials.

VIGNETTE 12

DATE : 24th November 2014

TIME : 13.00 – 13.40

Test – Cycle I

At 12.55, the researcher and the collaborator began distributing the test to the participants. The researcher and the collaborator checked the participants’ attendance while distributing the test. They explained that the test should be completed in 30 minutes. They also strengthened that the test should be done individually.

The participants did the test in the writer room to make them easily write the article on their computer. After getting the test, the participants began their writings. They worked by themselves. At 13.20, some participants had completed their articles. The researcher and the collaborator reminded them to check before they submitted their articles. They checked their works and at 13.30, all of the participants had submitted the articles.

VIGNETTE 13

DATE : 24th November 2014

TIME : 16.00 – 16.30

Planning for Cycle II

The researcher met the collaborator in Editor room at 16.00. He showed the materials that he had designed before for the Cycle II. The collaborator checked the materials and agreed with the researcher **to deliver clause materials in Cycle II**. There were some points to discuss about clauses. The materials were planned to be discussed in three meetings.

“Saya masih menemukan beberapa kesalahan penggunaan subject-verb agreement Mas di pre-test tadi. Karena sepertinya writer sering menulis subject dalam bentuk frasa dan klausa, sepertinya saya perlu memberikan aktifitas tentang subject-verb agreement lagi Mas di Cycle II.”, the researcher explained. He also told the collaborator that the **subject-verb agreement material** would be the same with the material in Cycle I. He only wanted to strengthen the use of subject-verb agreement with some more tasks. The collaborator agreed with the plan.

Then, the researcher made sure that the **actions would be conducted** the day after for the first meeting in Cycle II and would be ended with a test on 1st December.

VIGNETTE 14

DATE : 25th November 2014

TIME : 13.00 – 14.00

First Meeting – Cycle II

The researcher began the class at 13.00 and the collaborator sat at the back of the room to observe the teaching and learning process. The class began with the researcher led a prayer. The researcher did not also forget to check the participants' attendance. The researcher then told the participants that they were going to discuss subject-verb agreement again. It was needed because some of the participants did some mistakes in their Cycle I tests. The researcher gave feedback

based on the result of Cycle I tests. The feedback was about **making verbs agree after prepositional phrases and after expressions of quantity**. “*Contoh dari kesalahan di progress test kemarin adalah some furniture ease yang harusnya eases, terus this whole pictures prove that yang harusnya these whole pictures sama exterior and interior decoration appear yang harusnya appears.*”, the researcher gave some examples of the mistakes.

Then, the researcher distributed a model text and asked the participants to read the green printed words in the text for them to get more examples of using subject-verb agreement correctly. Because the materials about subject-verb agreement were the same with the materials in Cycle I, the researcher directly asked the participants to have more practices in activity one. While the participants were working with the activity one, the researcher was walking around the class but no one asked for more explanations. After the participants had done the activity, they and the researcher discussed the activity one. Then, going to the activity two, the participants were to write a paragraph based on a picture. They did not have difficulties in writing because they already had a good understanding in using subject-verb agreement.

There was still enough time to go to the next material, clause. Then, he presented two pictures after checking and asked some questions to participants. “What pictures are they?” Some participants answered “contemporary house” and a participant added “triplex house”. “*Apa itu triplex house?, Ada yang belum tau?*”, researcher asked. The participant said, “*Rumah dengan tiga lantai itu lho Mas*”. “*Kita bisa pakai duplex, triplex, fourplex untuk 2, 3, dan 4 lantai. Ada tambahan vocab lagi tentang gambar ini?*”, The researcher explained and asked for some more ideas. “wooden shutter”, “floor-to-ceiling glass window”, “airy room”, “wooden ceiling and floor”, some participants mentioned some words. “*Ada lagi?*”, researcher asked.

Then, for the MOT stage, the researcher asked the participants to read the text and to give more focus on the red printed words. They were some examples of clauses. The researcher then explained about appositive, present participle and past participle. Before the explanation, the researcher **reminded the participants to add some information** such as name of project, designer and location in their articles. “*Di teks ini ada contoh bagaimana kalian harus menyertakan informasi tentang nama proyek, nama desainer, dan lokasi proyek tersebut.*”, the researcher gave an example. Explaining about appositive, the researcher **strengthened the use of comma**. “*Perhatikan juga penulisan komanya ya! Kamu bisa memberikan style penulisan dengan menggunakan appositive ini. Lumayan juga untuk*

nambah-nambah kata. hehe..” The materials were delivered without any participants asked some questions.

After the explanation, participants did the activity three with the researcher’s guidance. The researcher helped the participants who needed more explanations. The researcher gave explanation that in that case, number 6 and 7, should have only one verb. There, **participants need to have present and past participle supporting the subject**. “*Jadi yang are completing dan yang was offered itu gak bisa ya Mas?*”, a participant asked. “*Iya, gak bisa. Itu menerangkan subjeknya Mas. Jadi itu verbnya adalah yang should report dan was Mas. Dalam hal ini gak boleh ada dua verb.*”, the researcher explained. Then, after the activity three had been done, the researcher and the participants discussed it. The time was 14.00 and there was no time for the participants to have more writing practices. After the discussion, the researcher ended the class by leading a prayer.

VIGNETTE 15

DATE : 27th November 2014

TIME : 13.00 – 14.00

Second Meeting – Cycle II

The class was begun at 13.00. Researcher firstly checked participants’ attendance and led a prayer. Then, he reviewed previous materials about introduction of clause. He asked some questions to build the participants’ knowledge related to the materials. “As you know, how many clauses are there?”, researcher asked. “Adjective clause”, “noun clause”, “adverb clause”, participants answered. “Can you give me some examples of them?”, researcher asked but there was no participant responded to the question. “*Oke, cobabaca model textnyakemudiantemukanbeberapacontohdariklausa*”, the researcher asked. “*Yang pake which whichitu Mas, which represents sama which utilizes*”. The researcher told that those were the examples of the adjective clause. Then, he started to explain some materials with some examples. The materials consisted of adverb clause, noun clause, and adjective clause. He explained the concept and how to write a sentence with clause. He also emphasized on how to put comma in a sentence with clause, especially adverb clause.

The researcher gave some examples while explaining the materials. The discussion ran well since some participants commonly used clauses in their articles. There was no question that the participants delivered about the pattern.

Then, the researcher asked the participants to do the activity four. When the researcher was walking around the class, a participant raised his hand. The researcher came to him and he asked, **“The manual how the device should be built tu maksudnya gimana sih Mas?. “Bentar, menurut kamu itu kalimat atau bukan?”**, asked the researcher. The participant could not answer and the researcher told that it was not a sentence. It could be a subject or an object of a sentence so that it still needed a verb. Another participant was confused about the number 5 and the researcher explained that it did not have a verb.

After all the participants completed the activity four, the researcher and the participants discussed it together. The discussion ran smoothly with all the participants agreed with the answers delivered by the researcher. Then, the participants worked with the activity five, writing a paragraph. In writing the paragraph, although they already had learned about noun clause and adverb clause, the participants mostly wrote only about adjective clause. Thus, the researcher encouraged them to write their articles with noun and adjective clauses next time.

After all the participants finished their works on the activity five, at 14.25, researcher reviewed the materials. He also previewed the materials for the next meeting. Because there was no question and more discussion, he ended the class by leading a prayer.

VIGNETTE 16

DATE : 29th November 2014

TIME : 13.00 – 14.00

Third Meeting – Cycle II

Researcher started the class at 13.00. He firstly checked the attendance and led a prayer. He then reviewed the previous materials. *“Kadang kita sering nemu momen ketika kita perlu memperpanjang kalimat yang kita tulis. Salah satunya dengan?”*, researcher asked. *“Menambah klausa”*, some participants answered. *“Ada klausa apa aja?”*, researcher asked again. *“Noun clause, adjective clause, dan adverb clause”*, some participants responded. *“Selain dengan menulis klausa, di awal pembahasan kemarin Selasa, kita juga bisa memperpanjang kalimat kita dengan menggunakan apa?”*, researcher checked participants’ memory. After a moment they kept silent, a participant answered, *“Appositive”*. Then, the researcher told that those ways were to make sentences longer. Then, he told that

that day he wanted to discuss how to make sentences shorter by reducing adjective and adverb clause.

Discussing about reducing adjective and adverb clause, researcher explained firstly which sentences which can be reduced and which the other sentences which cannot be reduced. **It looked simple to do with this reducing activity since participants could simply reduce the connector and the *be*. However, it was rather confusing when they should reduce the connector and change the verb into *-ing* form.** “*Apakah penjelasannya cukup jelas? Ada pertanyaan tidak?*”, researcher asked. Participants kept silent but it was not clear whether they understood or were confused.

Then, the researcher let the participants work with the activity six so that they could check their understanding toward the concept of reducing adjective and adverb clause. The researcher walked around and got closer to those who had some questions. **Some participants were confused of using verb in *-ing* and *-ed* form.** They thought that the sentence “The Children sat in the fancy restaurant found it difficult to behave.” was correct. It should be incorrect because the children should be followed by a present participle, “sitting”.

After completing the activity six, the participants with the researcher discussed the activity. The researcher gave the right indications for the sentences and all the participants agreed with him. For the writing practice, the participants were writing a paragraph based on a picture, activity seven. **Some participants made some mistakes in reducing some word(s) that should not be reduced.** They wrote, “Once sit there, you can enjoy” which should be “Once you sit there, you can enjoy” Based on some mistakes done by participants in the activity six and seven, the researcher then gave feedback. Then, he resumed the material and ended the class by leading a prayer.

VIGNETTE 17

DATE : 1st December 2014

TIME : 13.00 – 13.45

Post-test

The researcher and the collaborator distributed the test at 12.55. While distributing the test, they explained that the test was to measure whether the training supported the participants’ writing skills improvement or not. Thus, the test should be done individually.

A participant asked, “*Mas, ini berarti suruh masukin informasi-informasi yang kemarin itu atau gak usah?*” The researcher said that there was a URL that participants can refer to. The URL provided the information related to the designer, the project name, and the project location so that participants should add the information in their articles.

Most participants directly wrote some sentences based on the URL. They wrote a paragraph for each picture. Since they already had enough background knowledge about how to write and what vocabularies should be added, they did not find any difficulties. They focused on the test and did it individually. They also wanted to know whether they had some improvements or not in their writing.

Since some of them had already finished their test before the time was up, the researcher asked them to check again their articles before they submitted them. They have a chance to revise and to edit their article so that they can have better writing. After all participants completed their test, the researcher ended the test. He said thank to participants for their participation.

APPENDIX H: INTERVIEW

INTERVIEW BLUE PRINT

SUBJECT	NO.	TOPIC	ITEM NUMBER	NUMBER OF ITEM
BEFORE IMPLEMENTATION				
EDITOR	1.	Training	6, 7	2
	2.	Writers' writing skills	1, 5	2
	3.	Writers' motivation	3	1
	4.	Problems in writing	2, 4	2
	5.	Writing teaching technique	8	1
	6.	The use of tiered tasks	9	1
	7.	Feedback		
	8.	Writing assessment		
WRITERS	1.	Training	3	1
	2.	Writers' motivation	1, 5	2
	3.	Problems in writing	2, 4	2
	4.	Advise	6, 7	2
	5.	The use of tiered tasks	8	1
AFTER IMPLEMENTATION				
EDITOR	1.	Teaching materials	2	1
	2.	Comments related to teaching learning process	5	1
	3.	Writers' involvement	3	1
	4.	Writers' improvement	1, 6	2
	5.	Implementation of tiered tasks	4	1
WRITERS	1.	Teaching materials	1, 7	2
	2.	Teaching learning process	4, 6	2
	3.	Writers' improvement	5	1
	4.	Problems in writing	3	1
	5.	Comments related to teaching learning process	2	1

Note:

Writer is the participant of this study.

INTERVIEW GUIDELINE

BEFORE IMPLEMENTATION

EDITOR (ED) ED1 = COLLABORATOR

NO	QUESTIONS
1	Menurut pendapat Anda, seberapa penting writing skills dalam menulis artikel?
2	Kesulitan apa saja yang penulis temui dalam menulis?
3	Apakah penulis termotivasi untuk menulis secara kreatif?
4	Permasalahan apa saja yang Anda temui terkait dengan hasil tulisan penulis?
5	Apa pendapat Anda tentang kemampuan menulis yang dimiliki oleh penulis?
6	Apa yang Anda lakukan untuk meningkatkan kemampuan menulis penulis?
7	Apakah di sini sering diadakan pelatihan untuk penulis?
8	Teknik pengajaran seperti apa yang Anda terapkan untuk meningkatkan skill penulis?
9	Apa pendapat Anda tentang implementasi tiered tasks dalam meningkatkan kemampuan menulis?

WRITERS (W)

NO	QUESTIONS
1	Apakah Anda senang menulis artikel?
2	Apakah menurut Anda menulis artikel itu mudah?
3	Apakah Anda pernah mengikuti pelatihan menulis sebelumnya?
4	Kesulitan apa saja yang Anda temui dalam menulis?
5	Apa usaha kalian untuk memenuhi standar penulisan yang telah ditentukan?
6	Apakah Anda sering mendapat koreksi dari atasan Anda?
7	Masukan apa saja yang sering Anda terima?
8	Apa pendapat Anda tentang pelaksanaan training dengan menggunakan tiered tasks?

AFTER IMPLEMENTATION

EDITOR (ED) ED1 = COLLABORATOR

NO	QUESTIONS
1	Apa komentar Anda mengenai kemampuan menulis penulis setelah mengikuti training?
2	Apa pendapat Anda mengenai aktifitas pada implementasi tiered tasks?
3	Apakah penulis menikmati aktifitas yang diberikan?
4	Apa pendapat Anda tentang pengimplementasian tiered tasks dalam training ini?
5	Apa pendapat Anda mengenai penyampaian materi oleh peneliti?
6	Menurut Anda, apakah kemampuan menulis penulis mengalami peningkatan setelah mengikuti training?

WRITER (W)

NO	QUESTIONS
1	Apa pendapat Anda mengenai aktifitas-aktifitas yang diterapkan dalam tiered tasks?
2	Apa pendapat Anda mengenai implementasi tiered tasks?
3	Kesulitan apa saja yang Anda temui?
4	Apakah Anda menikmati training dengan aplikasi tiered tasks ini?
5	Apakah Anda merasa terbantu dengan mengikuti training ini?
6	Apa pendapat Anda mengenai penyampaian materi oleh peneliti?
7	Apa yang Anda sarankan untuk kegiatan belajar menulis ke depannya?

INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPT 1	
7 th November 2014 Preliminary interview with Editor R: Researcher ED3: Editor 3	
R	Pagi Mbak. Sebelumnya gini Mbak. Saya akan melaksanakan penelitian di sini untuk meningkatkan writing skill penulis di sini. Saya mengadakan penelitian ini untuk skripsi saya.
ED3	Wah, kebetulan banget itu Mas.
R	Boleh nanya-nanya sebentar, ganggu gak?
ED3	Monggo Mas, gak ganggu kok.
R	Yang pertama, apakah menurut Mbake tulisan writer-writer itu cukup memuaskan?
ED3	Ya ada yang bagus, ada yang cukup bikin kesel Mas. Kadang ada yang hampir tidak ada kesalahan, tapi kadang ada juga yang terlalu banyak salahnya.
R	Biasanya, permasalahan apa aja yang kamu temui di hasil tulisan mereka Mbak?
ED3	Sebagian besar sih di grammar Mas. Ada yang memang belum paham, ada juga yang sebenarnya sudah paham tapi malas cek ulang sebelum dikirim ke editor.
R	Biasanya kesalahan grammarnya dimana Mbak?
ED3	Emmm.. Apa aja ya? Yang biasanya editor sering temui itu adalah permasalahan yang cukup simpel seperti subject-verb agreement mas. Biasanya kalau subjectnya berupa frasa atau klausa, verbnya gak sesuai. Terus, tentang passive voice . Ada beberapa penulis yang masih salah dalam menuliskan kalimat pasif. Sama parallelism . Makanya kita menyarankan mereka untuk menulis kalimat-kalimat sederhana, daripada salah.
R	Nah, jika Mbak nemu beberapa kesalahan, apa yang dilakukan?
ED3	Biasanya saya panggil orangnya dan saya beri feedback Mas.
R	Pernah ada training tentang penulisan gitu gak sih Mbak? Jadi biar mereka tahu how they should write.
ED3	Dulu ada training, tapi hanya sebatas teknik penulisannya aja. Kemudian tiap bulan ada meeting juga kok. Biasanya di meeting itu kami memberikan review dan feedback tentang artikel dari penulis.
R	Jadi hanya sebatas feedback ya mbak? Dijelaskan juga gak kesalahannya dan gimana koreksinya?
ED3	Iya lah Mas, kita jelasin salahnya gimana dan gimana cara benerinnya.

R	Dikasih latihan-latihan soal gitu juga gak Mbak? Biar mereka semakin paham.
ED3	Gak sih Mas. Waktunya terbatas soalnya.
R	Jadi kalo training yang membahas tentang grammar and structure gitu Mbak?
ED3	Belum ada Mas. Mungkin karena kita anggapnya mereka sudah bisa nulis benar, soalnya kan score TOEFL mereka minimal 500. Tapi kenyataannya kaya gini Mas.
R	Oo gitu. Makasih ya Mbak waktu dan informasinya.
ED3	Sama-sama Mas.

INTERVIEW TRANSCRIPT 2	
7 th November 2014 Preliminary interview with Editor R: Researcher ED1: Editor 1	
R	Gini Mas, berhubung saya mau melaksanakan penelitian di sini, saya perlu beberapa informasi. Boleh saya nyelo waktunya sebentar?
ED1	Oo.. Jadi Mase to yang mau penelitian di sini? Monggo Mas.
R	Iya Mas. Ini Mas, saya mau nanya, kesalahanapasaja sih yang sering kamu temui di tulisan writer?
ED1	Biasanya kesalahan lebih di tata bahasanya Mas. Ada beberapa writer yang lupa, ada yang kurang teliti, tapi ada juga yang memang belum memahami. Maklumlah, tidak semua lulusan bahasa inggris.
R	Selain itu, ada kesalahan lagi gak Mas?
ED1	Jadi gini Mas, kita punya tiga item untuk kita nilai. Pertama, kita lihat contentnya . Judul, antar kalimat, dan antar paragraf tu nyambung gak. Apa yang dia tulis tu nyambung dengan gambar gak. Terus, kita lihat juga pemakaian grammarnya . Yang terakhir tentang writing techniquenya Mas. Kita kan nulis artikel SEO dan ketentuannya sudah ada tu. Kita nilai pemilihan keyword dan peletakannya.
R	Kalo untuk penilaiannya, Mas menggunakan apa?
ED1	Maksudnya?
R	Apakah menggunakan suatu rubrik penilaian tertentu gitu, atau gimana?
ED1	Jadi kita disediakan sebuah kolom dengan tiga item penilaian itu tadi. Nah, kita tinggal masukkan angka 1 - 4 untuk penilaiannya.
R	Ada penilaian yang lebih terperinci gak?
ED1	Nah itu kita pake feeling Mas. Haha..

INTERVIEW TRANSCRIPT 3	
7 th November 2014 Preliminary interview with Writer R: Researcher W3: Writer 3	
R	Minta waktunya sebentar ya Mbak, boleh gak?
W3	Boleh.
R	Mbak, kamu memang suka nulis ya?
W3	Ya lumayan sih Mas, namanya juga kerja.
R	Nulis itu susah gak sih Mbak menurut kamu?
W3	Kalau nulis di sini bisa dibilang lumayan susah Mas, soalnya mesti nyatutin antara teknik penulisan dari kantor dan konten. Tentunya dengan memperhatikan grammarnya.
R	Biasanya, kalau urusan grammar, kesulitan apa yang sering kamu temui?
W3	Sebenarnya tidak begitu sulit sih Mas, tapi saya beberapa kali dapat catatan dari editor mengenai salah tulis verb Mas. Hehe..
R	Terus, biar gak salah lagi gimana Mbak? Hehe..
W3	Saya sering nyatet koreksi dari editor Mas, kemudian saya pelajari lagi.

INTERVIEW TRANSCRIPT 4	
7 th November 2014 Preliminary interview with Writer R: Researcher W8: Writer 8	
R	Misi Mas, mau nanya?
W8	Iya.
R	Mas, kamu pernah ikut semacam pelatihan menulis gitu belum Mas?
W8	Ya, saya pernah ikut. Kan ada training tu di PLUSWRITER sebelum diterima kerja di sini.
R	Berarti udah ada bekal nulis juga ya Mas? Dilatih tentang grammar dan structure gitu juga ya Mas?
W8	Gak Mas, trainingnya lebih fokus ke teknis penulisan artikel SEO. Tentang bagaimana memilih keyword dan memasukkan keyword ke dalam tulisan kita gitu Mas.
R	Ooo.. Jadi bukan tentang tata bahasa bahasa Inggris to?
W8	Bukan Mas. Kalau itu sih biasanya langsung dapat koreksi dari editor kalau kita ada salah tentang tata bahasanya. Atau, kita tiap bulannya ada pertemuan rutin gitu Mas. Biasanya editor membahas kesalahan-kesalahan dari kami.

R	Berarti belum ada training yang khusus tata bahasa ya Mas?
W8	Belum.
R	Menurut kamu, perlu gak?
W8	Perlu sih Mas. Apalagi untuk saya yang bukan lulusan bahasa Inggris. Hehe.. Soale kadang catatan dari editor itu sering ilang. Jadi kan lebih baik ada training gitu dan dikasih modul.

INTERVIEW TRANSCRIPT 5	
7 th November 2014 Preliminary interview with Writer R: Researcher W15: Writer 15	
R	Mas, nanya-nanya bentar ya?
W15	Oke.
R	Mas, sering nemui kesulitan gak dalam menulis?
W15	Kalau saya biasanya terbatas di kosakatanya Mas . Saya tu sering mau nyebutin benda-benda yang ada di gambar, tapi saya tidak tau itu namanya apa. Hehe..
R	Terus, usahanya gimana Mas biar tau.
W15	Minta kamus ke editor Mas. Kan ada itu kumpulan kata dan artinya. Tapi gak update e Mas. Kadang juga malas nyarinya, gak sistematis soale susunannya.

INTERVIEW TRANSCRIPT 6	
7 th November 2014 Preliminary interview with Writers R: Researcher W5: Writer 5 W13: Writer 13	
R	Mbak suka nulis ya?
W13	Iya Mas, daripada ngajar enak nulis. Hehe..
R	Tapi pasti ada dukanya juga kan jadi penulis? Gak Cuma enak-enak terus?
W13	Iya sih Mas.
R	Yang bikin gak enaknya itu apa Mbak?
W13	Yang paling bikin kesel itu kalau pas banyak job belum selesai, keburu deadline, terus listrik mati atau koneksinya error . Wah, nyeseg banget itu Mas.
W5	Sama satu lagi Mas. Kalau kita pas serius ngerjain terus ada

	yang ngobrol, becandaan, atau nonton TV gitu Mas.
R	Trus, kalau seperti itu gimana?
W13&W5	Ya terpaksa ditunda dulu ngerjainnya.
W13	Nah, pas semua uda normal, kadang uda badmood Mas. Idenya udah ilang.
W5	Iya Mas, nek uda habis mati listrik atau rame-rame gitu, wes buyar Mas. Haha..

INTERVIEW TRANSCRIPT 7	
8 th November 2014 Planning with Editor R: Researcher ED1: Editor 1	
ED1	Jadi gimana Mas langkah selanjutnya?
R	Begini mas, kanadabeberapa problem yang saya temukan, termasuk writing skills, situasi dan kondisi pas mereka nulis, penilaian artikel dan bagaimana editor memberikan feedback. Menurutkamu Mas, problem apayang lebihperluuntuksegeraditangani?
ED1	Yaitu mas, lebih fokus ke writing skillnya aja . Kita bahas beberapa kesalahan grammar yang sering mereka lakukan.
R	Jadi yang problem tentang situasi dan kondisinya tidak perlu dimasukkan dulu ya Mas? Saya menemukan permasalahan ketika ada penulis yang sedang fokus nulis dan yang lain ngobrol, nonton TV, dll. Ada juga writer yang mengeluhkan ketika koneksi internetnya mati.
ED1	Itu gak perlu dimasukin Mas. Susah ngatasinnya. Saya kira menyampaikan beberapa materi dan memberikan beberapa latihan itu lebih realistis.
R	Iya Mas. Sama penilaian tulisan writer dan pemberian feedback itu juga terkait dengan improving writing skills. Saya perlu memasukkannya juga ya Mas?
ED1	Iya Mas, gitu aja.
R	Nah, biasanya kesalahan grammarnya itu apa aja ya Mas?
ED1	Ooyaaa.. Emm.. Sering penulis itu salah nulis verb yang harus nya singular (ditambah s/es) tapi malah tidak.
R	Subject-Verb Agreement ya Mas?
ED1	Iya. Terus mereka sering salah juga di pembentukan kalimat pasif. Sama.. Emm.. Tentang parallelism. Kadang writer itu nulis kalimat panjang tapi tidak balance pas ketemu yang compound-compound gitu Mas.
R	Oiya, kemarin juga Mbak Octa juga bilang seperti itu. Ada lagi Mas?

ED1	Itu dulu aja Mas. Jangan terlalu banyak. Yang penting disiapkan dulu aja materi sama latihan-latihannya.
R	Untuk latihan-latihannya itu Mas, saya merencanakan untuk memakai tiered tasks . Gimana menurut Mase?
ED1	Kalo boleh tau, tiered tasks itu yang gimana ya Mas? Hehe..
R	Tiered tasks itu tugas-tugas yang didesain berjenjang berdasarkan kemampuan siswa, dalam hal ini writer yang menjadi siswanya. Kan sering tu ada siswa yang pinter dan merasa malas mengerjakan soal yang terlalu mudah atau siswa yang kurang bisa mengikuti pelajaran dan malas mengerjakan soal-soal yang menurut dia terlalu sulit. Jadi, biar involved semua, kita sediakan aktifitas-aktifitas yang sesuai dengan kemampuan mereka. Yang pas, tidak terlalu mudah dan tidak terlalu sulit. Soalnya, dari interview kemarin saya menangkap tidak semua penulis itu lulusan Bahasa Inggris. Jadi, kemampuan mereka berbeda-beda. Ada yang udah paham, tapi ada juga yang memang belum tahu.
ED1	Wah, bener banget itu Mas. Mudah-mudahan bisa membantu mereka.
R	Saya juga siapkan rubrik penilaiannya juga ya Mas. Biar penilaiannya lebih akurat dan lebih mempermudah dalam menyiapkan feedbacknya.
ED1	Iya Mas, itu juga perlu disiapkan.
R	Untuk waktunya Mas , saya kira-kira bisa mengganggu waktunya berapa lama ya Mas? Maksudnya, berapa lama saya bisa melaksanakan penelitian ini dengan beberapa permasalahan tersebut?
ED1	Kalo dua minggu cukup Mas?
R	Dalam satu minggunya saya perlu minimal tiga kali pertemuan gimana Mas? Paling gak satu pertemuan bahas satu materi. Jadi tiga materi tersebut bisa selesai dalam satu minggu. Gimana Mas?
ED1	Oke Mas.
R	Kira-kira per pertemuannya saya boleh minta waktu berapa lama ya Mas? Kisaran jam berapa writer bisa dikondisikan kira-kira?
ED1	Satu jam aja Mas, nanti malah kerjaan mereka terganggu kalau pertemuannya terlalu lama. Nanti dimulai jam satu aja Mas, setelah mereka istirahat dan solat. Jam dua udah selesai biar mereka lanjut nggarap kerjaan mereka lagi.
R	Oke Mas, Insya Allah cukup. 1 minggu ini saya siapkan materinya dan dimulai minggu depannya lagi boleh Mas?
ED1	Boleh Mas. Oiya, buat materinya yang terkait dengan kerjaan di sini ya Mas. Nanti disesuaikan dengan tema apa yang sering ditulis di sini.
R	Ada tema apa aja Mas ? Atau lebih baik lagi jika ditentukan sekalian satu tema yang paling sering ditulis.
ED1	Kalo begitu, mending yang tema tentang home design aja Mas. Kita juga

	punya aturan sendiri dalam penulisannya. Nanti nulis yang artikel SEO aja. Nanti template tulisannya seperti ini. Ada sebuah keyword yang ditulis di judul, 2 subjudul dan masing-masing paragraf. Panjang tulisannya adalah minimal 300 kata. Selain kita menulis beberapa tema, kita juga menulis artikel dengan panjang artikel yang berbeda-beda. Mase bahas yang itu aja.
R	Iya Mas. Dan sebelum actionnya dimulai, saya perlu mengadakan sebuah pre-test. Berati di pre-testnya saya meminta penulis untuk menuliskan artikel SEO itu aja ya Mas. Untuk soalnya, saya siapkan dulu sekalian besok saya ke sini menemui Masnya lagi untuk mediskusikan soal dan materinya ya Mas.
ED1	Iya Mas. Jadi kapan kira-kira pre-testnya? Biar bisa dikondisikan. Kan semua harus ikut kan ya?
R	Senin lusa itu Mas, tanggal 17. Kalo bisa tanggal 18nya sudah mulai actionnya Mas.
ED1	Iya, biar saya catat dulu.
R	Sekarang cukup dulu ya Mas. Terimakasih banyak.
ED1	Iya Mas, sama-sama.
R	Oiya, besok Rabu bisa ketemu lagi Mas untuk melihat materi, latihan, soal pre-test dllnya?
ED1	Iya Mas. Jam-jam segini juga ya Mas, pas saya istirahat.

INTERVIEW TRANSCRIPT 8	
12 th November 2014 Planning with Editor R: Researcher ED1: Editor 1	
ED1	Gimana Mas, sudah jadi semuanya?
R	Udah Mas, ini silahkan dicek terlebih dahulu. Jika ada kurangnya, nanti saya perbaiki lagi. Oiya, materi dan latihan-latihannya itu saya ambil dari bukunya Longman, COMPLETE COURSE FOR THE TOEFL TEST. Soalnya kan kantor ini menerima karyawan salah satunya berdasarkan skor TOEFL.
ED1	Iya Mas, benar sekali.
R	Jadi itu ada tiga materi dan saya buat dalam tiga pertemuan Mas. Satu pertemuan untuk bahas satu materi.
ED1	Oke Mas.
R	Ternyata saya perlu tambahan satu pertemuan lagi Mas. Setelah tiga pertemuan bahas materi, di pertemuan ke-empatnya saya akan membuat sebuah tes tulis gitu untuk melihat perkembangannya.

ED1	Jadi empat pertemuan ya Mas?
R	Iya Mas. Terus, itu kan saya set dalam satu cycle Mas. Biasanya penelitian seperti ini dilaksanakan dalam dua cycle. Untuk cycle keduanya, kira-kira gimana Mas?
ED1	Kita lihat yang ini dulu aja ya Mas. Baru minggu depannya lagi untuk cycle keduanya, kita lihat apakah kita pakai materi ini lagi atau materi yang baru. Tergantung perkembangannya gimana besok.
R	Iya Mas. Emmm... Gimana Mas, ada tambahan?
ED1	Paling ini Mas. Tolong tambahkan aktifitas untuk mengumpulkan kata-kata terkait dengan gambar yang mau dibahas ya Mas. Pemanasan gitu lah sebelum menulis.
R	Makasih Mas masukannya. Biar nambah vocab juga buat penulis. Nanti akan saya tambahkan. Ada lagi Mas?
ED1	Udah bagus kok Mas. Cukup itu aja.
R	Untuk soal pre-testnya?
ED1	Ya, ini juga udah cukup. Pas, temanya tentang rumah-rumah gitu.
R	Ini saya perbaiki dulu, terus ketemu sama Mas untuk dicek lagi atau gimana?
ED1	Gak perlu Mas. Langsung ketemu pas pre-test aja ya. Jadi besok Senin testnya?
R	Jadi Mas.
ED1	Jam 1 ya Mas. Biar penulis solat dhuhur dan makan dulu.
R	Iya Mas. Saya juga mau nanya tentang pertimbangan saya dalam mengelompokkan penulis ke dalam beberapa kelompok, low, medium dan advanced, itu. Mase ada saran siapa aja yang masuk ke masing-masing kelompok?
ED1	Mending itu nanti dikelompokkan berdasarkan hasil pre-testnya aja Mas.
R	Iya Mas. Terimakasih banget. Emmm.. Kalo gitu, ini sudah cukup dan saya pamit dulu.
ED1	Sama-sama Mas. Monggo.

INTERVIEW TRANSCRIPT 9	
18 th November 2014 Planning with Editor R: Researcher ED1: Editor 1	
R	Maaf Mas, mengganggu sebentar.
ED1	Gimana Mas?

R	Ini Mas, saya sudah membuat penilaian pre-testnya dan mengelompokkan writernya ke dalam tiga kelompok, low, medium dan advanced. Untuk yang low ada 8, yang medium ada 7 dan yang advanced ada 6. Ini Mas daftarnya.
ED1	Oke.
R	Gimana Mas? Gitu aja atau ada perubahan?
ED1	Emm... Bentar lagi ya kelasnya. Sudah Siap?
R	Insya Allah Mas. Makasih ya Mas.
ED1	Sama-sama.

INTERVIEW TRANSCRIPT 10	
18 th November 2014 Interview with Editor after 1 st meeting of Cycle I R: Researcher ED1: Editor 1	
R	Gimana Mas tadi saya menyampaikan materinya?
ED1	Bagus Mas, sesuai yang telah kamu rencanakan di course grid dan lesson plan. Mudah-mudahan, setelah step-step pengajarannya uda bagus, writer bisa memberikan hasil sesuai yang diharapkan.
R	Iya Mas, terimakasih. Ada koreksi tidak Mas buat saya?
ED1	Semuanya sudah cukup Mas. Cuma memang masih ada beberapa writer yang tidak fokus ketika kamu njelasin bagian teknik penulisan.
R	Baik Mas, akan saya perhatikan itu. Terimakasih masukannya.

INTERVIEW TRANSCRIPT 11	
20 th November 2014 Interview with Writers after 2 nd meeting of Cycle I R: Researcher W11: Writer 11 W13: Writer 13 W19: Writer 19	
R	Gimana tadi aktifitas-aktifitas di modulnya? Terlalu sulit atau malah terlalu mudah?
W11	Sempat agak bingung pas nentuin ini benar atau salah, tapi juga gak terlalu sulit kok Mas, Pas.
W19	Kalau aku sih senang dengan tugas yang analisa kalimat itu Mas . Merasa tertantang ketika harus nemuin mana yang salah dan gimana benerinnya.
R	Kalau kamu Mbak?

W13	Cukup untuk membuat saya teringat kembali dengan konsep-konsep grammar itu Mas. Hehe..
R	Emm.. Berarti pengaplikasian tiered tasks itu pas menurut kalian?
W19	Iya Mas, jadi kami bisa practice sesuai dengan kemampuan kita.
R	Kalo penyampaian materinya gimana?
W13	Cukup mengena Mas. Apalagi materi-materinya itu sesuai dengan yang kita butuhkan.

INTERVIEW TRANSCRIPT 12	
20 th November 2014 Interview with Editor after 2 nd meeting of Cycle I R: Researcher ED1: Editor 1	
R	Gimana Mas tadi penyampaian materinya?
ED1	Secara keseluruhan sih udah cukup bagus Mas. Tapi tak perhatikan kok kayanya aktifitas untuk grabbing vocabulariesnya masih kurang ya Mas. Ke depannya agak sedikit ditambah waktu untuk vocabularinya ya Mas.
R	Iya Mas, terimakasih. Ada koreksi yang lain?
ED1	Kalo gak salah tadi lupa ngasih feedback Mas.
R	Oiya to? Tapi kayanya tadi pas di diskusi soal itu cukup bisa dipahami kan ya Mas? Sama pas di activity nulisnya itu juga gak ada pertanyaan dan sepertinya writer udah paham dengan penggunaan passive voice. Iya gak Mas?
ED1	Sepertinya memang mereka sudah paham Mas.

INTERVIEW TRANSCRIPT 13	
22 th November 2014 Interview with Editor after 3 rd meeting of Cycle I R: Researcher ED3: Editor 3	
R	Maaf Mbak, minta waktunya sebentar boleh?
ED3	Iya Mas.
R	Emm.. Saya mau nanya gimana penilaian Mbake terhadap modul yang saya buat untuk writer?
ED3	Oiya, saya sudah baca sekilas dan itu menurut saya membantu saya juga dalam memberikan koreksi kepada writer. Kemarin saya panggil writer yang salah nulis passive voice dan saya menjelaskan sambil nunjukin modul itu.

R	Jadi cukup membantu ya Mbak?
ED3	Iya, sangat membantu malah. Hehe..

INTERVIEW TRANSCRIPT 14	
22 nd November 2014 Interview with Writers after 3 rd meeting of Cycle I R: Researcher W3: Writer 3 W4: Writer 4	
R	Misi Mbak Mas, boleh minta waktunya sebentar ya?
W3&W4	Iya Mas.
R	Menurut kamu, gimana tadi materinya Mbak?
W3	Itu sangat membantu buat saya Mas . Soalnya ada beberapa poin yang saya lupa. Pantas sering dipanggil editor. Hehe..
R	Ada koreksi gak Mbak, biar ke depannya lebih bagus lagi materinya.
W3	Gak ada sih Mas, semuanya menurut saya pas dengan apa yang saya butuhkan.
R	Kalo Mase, gimana komentarnya tentang kelas kita tadi?
W4	Dengan adanya kelas semacam ini, menurut saya akan membantu para writer dalam mengingat kembali materi bahasa inggris dan mengasahnya lagi Mas.
R	Kira-kira membantu Mas gak dalam kerjaan Mas sebagai penulis?
W4	Jelas membantu lah Mas. Apalagi tentang parallelism itu tadi, saya sering kurang teliti di situ Mas.
R	Ada kesulitan gak, Mas Mbak?
W4	Emm.. Ada sih, beberapa. Tapi dengan adanya aktifitas-aktifitas tadi, saya kira sudah sangat membantu.
W3	Iya Mas, saya juga jadi sangat terbantu dengan latihan tadi.

INTERVIEW TRANSCRIPT 15	
22 nd November 2014 Interview with Writer after 3 rd meeting of Cycle I R: Researcher W10: Writer 10	
R	Misi Mbak.
W10	Iya Mas.
R	Boleh minta sedikit komentar tentang kegiatan belajar bareng selama ini?
W10	Emm.. Secara keseluruhan sih asik Mas. Banyak membantu kita-kita

	berlatih lagi.
R	Terus, ada masukan gak Mbak untuk materi yang saya buat di modul itu?
W10	Materinya sih bagus Mas, tepat sasaran sesuai permasalahan di kerjaan kita.
R	Terus, ada masukan? Apa yang kurang dan perlu ditambah gitu?
W10	Kalo menurut saya sih kurang explore kata-kata baru Mas. Aktifitas yang ngumpulin kata-kata itu kurang lama Mas.
R	Oiya, jadi di brainstormingnya itu ya Mbak?
W10	Iya Mas. Lebih banyak kata yang kita siapkan kan lebih siap kita mau nulisnya.

INTERVIEW TRANSCRIPT 16	
22 nd November 2014 Interview with Editor after 3 rd meeting of Cycle I R: Researcher ED1: Editor 1	
R	Gimana Mas, kira-kira materinya sudah cukup?
ED1	Iya Mas, saya kira semuanya sudah tersampaikan dengan baik . Sementara ini menunjukkan hal yang positif, dilihat dari mereka mengikuti kelasnya.
R	Kira-kira untuk cycle IInya ada perubahan materi gak ya?
ED1	Ini temen-temen editor meminta Mase untuk membahas klausa Mas, gimana?
R	Oiya, siap Mas.
ED1	Writer itu biasanya nulis dalam kalimat-kalimat sederhana. Sekali nulis pake klausa, banyak yang salah. haha..
R	Kalo boleh tahu, salahnya biasanya seperti apa Mas?
ED1	Salahnya tu biasanya di pemakaian participle sama kadang gak lengkap nulis klausanya. Seperti “The house which located in Japan was completed in duplex design. Oiya, sama suruh memperhatikan komanya ya Mas. Sama tinggal kita besok lihat hasil test cycle Inya Mas. Mana yang kira-kira perlu dikaji ulang.
R	Siap Mas. Sambil saya siapkan materinya ya Mas. Besok Senin bisa dicek materinya. Kemudian, mengenai proses belajar mengajarnya selama ini ada yang perlu dirubah gak Mas untuk cycle IInya?
ED1	Saya kira sudah cukup bagus sih Mas. Seperti itu aja, tinggal yang saya minta adalah waktu untuk aktivitas pengumpulan kosakatanya aja yang disesuaikan dengan apa yang sudah direncanakan. Soalnya seperti yang kemarin saya sampaikan, masih kurang dimaksimalkan waktunya.

R	Siap Mas. Dan untuk teknik yang kita pakai, tiered tasks, ada komentar Mas?
ED1	Udah bagus Mas.
R	Apa Mase lihat ada trend positif dengan penggunaan teknik tersebut?
ED1	Cukup terlihat dari mereka yang semakin involved dengan aktifitasnya Mas. Mudah-mudahan memang bisa memberikan sebuah improvement. Dari tulisan-tulisan mereka, setelah adanya pembahasan tentang beberapa latihan tersebut, saya dan mungkin editor lain juga menemukan beberapa kemajuan. Besok Mas lihat dari hasil test Cycle Inya aja.
R	Iya Mas, terimakasih.
ED1	Sama-sama Mas, kami juga berterimakasih. Sama ini Mas, untuk cycle II besok, writer diminta untuk sebisa mungkin menyebutkan beberapa informasi seperti nama project, nama designer, lokasi project dll yang terkait dengan apa yang mereka tulis ya Mas. Cuma buat penekanan aja sih. Jika dia nemu url atau sumber yang menyebutkan itu semua, di artikel mereka juga harus disertakan. Soalnya pembaca perlu tahu itu dan tidak semua dari mereka mencantumkan informasi tersebut.
R	Oiya Mas. Berarti ini juga besok saya ngasih tugas nulisnya beserta url sumbernya ya Mas?
ED1	Iya Mas.
R	Saya siapkan Mas.

INTERVIEW TRANSCRIPT 17	
25 th November 2014 Interview with Editor after 1 st meeting of Cycle II R: Researcher ED1: Editor 1	
R	Gimana Mas penilaiannya setelah kita bahas ulang subject-verb agreement?
ED1	Saya lihat tadi writer sudah cukup paham dan tidak banyak bertanya Mas. Mudah-mudahan memang benar mereka sudah paham.
R	Kalau yang materi tentang klausanya Mas?
ED1	Di awal ada beberapa writer yang terlihat bingung dengan present dan past participle. Tapi setelah dijelaskan ulang dan didiskusikan kembali, mereka terlihat lebih memahami.
R	Iya Mas, saya juga merasakan hal yang sama.

INTERVIEW TRANSCRIPT 18	
25 th November 2014 Interview with Writers after 1 st meeting of Cycle II R: Researcher W15: Writer 15 W17: Writer 17 W20: Writer 20	
R	Permisi Mas Mbak. Gimana tadi latihan-latihan di modulnya?
W15	Cukup membantu saya Mas. Jadikan saya berlatih lagi gimana nulis yang benar. Hehe..
W20	Iya Mas, setelah beberapa kali salah nulis, mudah-mudahan mulai sekarang gak salah lagi. Malu kalo sering dipanggil editor. Haha..
W17	Iya Mas, rasanya tu mau ditaruh dimana ni muka kalo dipanggil tu.
R	Iya. Mudah-mudahan bermanfaat ya Mbak.
W15,W20&W17	Iya Mas, makasih.

INTERVIEW TRANSCRIPT 19	
27 th November 2014 Interview with Editor after 2 nd meeting of Cycle II R: Researcher ED1: Editor 1	
R	Gimana Mas tadi saya menyampaikan materinya?
ED1	Sesuai dengan yang kamu tuliskan di course grid dan lesson plannya kok Mas. Dan saya lihat, writer juga memberikan respon yang bagus. Kita lihat aja di hasil tulisannya nanti.
R	Alokasi waktu untuk kegiatan brainstorming kosakatanya sudah cukup Mas?
ED1	Sudah Mas.
R	Jadi, secara keseluruhan, menurut Mase writer cukup tertarik dengan pembahasannya tadi gak ya Mas?
ED1	Iya, mereka terlihat enjoy dengan penjelasan dan activitynya.

INTERVIEW TRANSCRIPT 20	
27 th November 2014 Interview with Writers after 2 nd meeting of Cycle II R: Researcher W13: Writer 13 W16: Writer 16	
R	Mbak, boleh kan nanya-nanya bentar?
W13&W16	Iya Mas.
R	Gimana pendapat kalian tentang aktifitas-aktifitas yang kalian kerjakan tadi?
W16	Saya sih suka Mas, jadi saya bisa belajar lagi tentang klausa-klausa itu.
R	Kalo menurut kamu?
W13	Kalo saya suka step-step ngerjainnya Mas. Soalnya kan sebelum kita nulis, kita dipastikan dulu memahami materinya.
R	Jadi, materi dan latihan-latihannya itu cukup membantu ya?
W13&W16	Sangat membantu Mas.

INTERVIEW TRANSCRIPT 21	
29 th November 2014 Interview with Editor after 3 rd meeting of Cycle II R: Researcher ED2: Editor 2	
R	Misi Mbak, boleh minta waktunya sebentar?
ED2	Boleh Mas.
R	Mbak, gimana penilaian Mbak terhadap training yang saya lakukan dengan writer-writer Mbake?
ED2	Trainingnya sangat membantu Mas. Apalagi ini saya juga dapat semacam ringkasan materinya gitu. Jadi saya akan lebih mudah kalo njelasin permasalahan tulisan ke writer-writer saya Mas.
R	Mbak juga merasakan improvement di kualitas tulisan anak-anak gak?
ED2	Iya, sudah jarang ditemui kesalahan. Uda kerasa antara kesalahan yang belum paham dengan kesalahan karena malas cek ulang. Haha.. Masih ada beberapa kesalahan sih, tapi kayaknya itu gara-gara penulisnya males ngecek aja sih.
R	Padahal sebenarnya mereka sudah paham dan bisa ya Mbak? Haha..
ED2	Iya Mas. Jaann..

INTERVIEW TRANSCRIPT 22	
29 th November 2014 Interview with Writers after 3 rd meeting of Cycle II R: Researcher W5: Writer 5 W10: Writer 10 W17: Writer 17	
R	Mbak Mbak. Menurut kalian, gimana tadi materinya?
W5	Itu pas banget sama yang saya perlukan Mas. Memang saya sering kurang teliti di bab itu.
R	Gimana komentar Mbak tentang pertemuan kita hari ini?
W10	Cukup asik Mas, bisa kembali mengasah pengetahuan tentang klausa-kalusa itu tadi.
R	Ada kesulitan gak Mbak?
W10	Gak terlalu sulit sih. Dan cukup membantu juga, jadi tahu gimana caranya menyampaikan sebuah maksud dengan tulisan yang gak gitu-gitu aja. Haha..
R	Masih bingung ya Mbak, gimana nyusun sebuah kalimat dengan klausa?
W17	Sekarang udah gak begitu bingung Mas. Tadinya bingung, makanya jarang banget nulis pake klausa.
R	Jadi cuma kalimat-kalimat sederhana gitu ya Mbak?
W17	Iya Mas. Editornya juga menyarankan seperti itu.
R	Tapi mulai sekarang udah berani kan nulis yang agak kompleks, pake klausa gitu? Hehe..
W17	Iya Mas, jadi cukup terbiasa dengan aktifitas-aktifitas di modul itu.

INTERVIEW TRANSCRIPT 23	
29 th November 2014 Interview with Writer after 3 rd meeting of Cycle II R: Researcher W11: Writer 11	
R	Gimana Mas, ada komentar tentang research ini?
W11	Secara keseluruhan sih sangat membantu Mas.
R	Selain materi dan latihan-latihannya, apa lagi yang kamu suka?
W11	Saya sangat menghargai ketika saya diberi koreksi Mas. Jadi, saya, mungkin juga sebagian besar writer, suka ketika kita nulis, dicek, kemudian dikasih feedback secara langsung gitu. Jadi kita tahu salahnya dimana, gimana benerinnya dan otomatis kita akan lebih hati-hati dalam menulis.

R	Kalo di kelas kan feedbacknya secara umum ya? Gimana menurut kamu?
W11	Iya sih Mas kalo di kelas. Soale kan waktunya gak memungkinkan kalo mau ngoreksi per orang. Haha..

INTERVIEW TRANSCRIPT 24	
1 st December 2014 Interview with Editor after Post-test R: Researcher ED1: Editor 1	
R	Mas, boleh minta waktunya sebentar?
ED1	Boleh Mas, monggo. Gimana kabar Mas?
R	Alhamdulillah baik Mas. Ditambah lagi penelitiannya sudah selesai. Hehe..
ED1	Monggo monggo, gimana Mas, ada yang bisa dibantu?
R	Gini Mas, saya juga sudah meminta informasi dari beberapa writer dan editor yang lain tentang penelitian saya. Menurut Mase sendiri, apakah penelitian saya ini benar-benar membantu improvement anak-anak dalam menulis?
ED1	Iya Mas, jelas membantu. Ini juga saya lihat dari hasil post-test kemarin, ketika dibandingkan dengan pre-testnya juga banyak kemajuan.
R	Secara keseluruhan, gimana pendapat Mase tentang implementasi tiered tasks?
ED1	Tiered tasks ini membantu writer untuk berlatih gimana menulis yang benar. Bagusnya lagi, aktifitas-aktifitasnya itu sesuai dengan kemampuan siswa. Di situ lah yang membuat mereka lebih bagus lagi sekarang menulisnya.
R	Berarti sudah cukup sampai di sini aja ya Mas trainingnya?
ED1	Iya Mas, kami juga berterimakasih sekali atas bantuan Mase. Permasalahan yang kami temui juga sudah sebagian besar terselesaikan. Hehe..
R	Iya Mas, sama-sama. Yaudah, makasih Mas atas waktunya, bimbingan dan kerjasamanya.
ED1	Sama-sama.

APPENDIX I: WRITING SAMPLES

WRITING SAMPLES

WRITING SAMPLES IN PRE-TEST

Bright Wall Paint for Captivating Decoration inside Your House

Keyword : Bright wall paint

A lot of houses are polished with **bright wall paint** because this element has delightful effect for both indoor and outdoor area. As the interior paint color, bright tone is easy to mix and match with colorful things. Besides, for the exterior paint it will guard the house to look charming and eye catching. In these times, this color becomes very popular since the color type of paints increase and develops.

Choosing the Best Bright Wall Paint

Before you buy the paint for your external and internal sides, it is better to consult to your interior designer. For example, they can give you some alternatives and helps you built the comfortable space with right paint. The most popular tone is the white and then the cream; they can give the warm and light spheres for you. Look up your furniture color as well, because the **bright wall paint** is also wonderful with balance and harmonize decoration.

Adorn the Bright wall paint

Sometimes after the wall is painted the monotone element is too boring and uninteresting. So you can trick it out with some wall arts and decors. You can see the photo above; the orange wall partition made from wood looks very fresh amongst the mono white interior paint. The black cabinet is also awesome and suit with the **bright wall paint** which applied there. Modern dining furniture with dark glass table harmonizes with the white leather dining chairs.

If you are curious, try another color combination that fit with you. Maybe the dove white paint mixes with dark gray for minimalist interior paint will be flawless. The house concept or house type is also determining the color that fit with it. For example, the transitional home design is very nice with the warm white and brown color from wood material. Honestly, the **bright wall paint** is very helpful to accentuate your siding.

Aspects	Organization	Content	Lang Use	Vocab	Mechanics	Total
Nilai	13	15	14	15	8	65

The Sample of Problems in Parallelism, Subject-Verb Agreement, Punctuation, and Content

Open Kitchen Shelves with Unique and Elegant Designs

Today, we want you to look at these **Inspiring Open Kitchen Shelves** which have unique and elegant designs. If you are looking for a contemporary open kitchen shelves, one of these presented open kitchen shelves would be yours. Read and decide which one you love the most, the unique or the elegant one?

Unique Open Kitchen Shelves

Unique open kitchen shelves are one example of the *Inspiring Open Kitchen Shelves*. This sort of open kitchen shelves present surprising lines. You will not find these unique lines of the other open kitchen shelves. The lines are in diagonal and horizontal which meet in a point. In this astounding open kitchen shelves, you may have your wine bottles and some glasses. If you are a bartender, here is the right place for you.

Elegant Open Kitchen Shelves

The elegant open kitchen shelves will be one of the most Inspiring Open Kitchen Shelves you may find. For the example, we found a stunning elegant open kitchen shelves attached on cream wall kitchen. This contemporary kitchen has white kitchen island. And the shelves, combined with the cream wall and white kitchen island, are from glasses so that it can be easily cleaned up. On the shelves, you can put some of your kitchen appliances and find that the appearance is neat and really interesting.

The demand of the open kitchen shelves is indeed now increasing. Besides that it gives easier way to get the kitchen appliances since one should not open any door, it also gives a nice wall decoration to the kitchen. However, one must keep the shelves look neat since the appliances can be directly seen. Inspiring Open Kitchen Shelves, after you get the information about open kitchen shelves ideas, will customize your contemporary kitchen.

Aspects	Organization	Content	Lang Use	Vocab	Mechanics	Total
Nilai	17	23	23	17	7	87

The Sample of Clause and Reference Mistakes

WRITING SAMPLES IN PROGRESS TEST

Duplex House Design with Contemporary Flexible Glass Walls

Initially, here is a duplex house design which will attract any of you who admires modern style. The exterior and interior decoration appear absolutely charming, minimalist yet lavish. Stunning contemporary flexible glass walls become the main attraction for the exterior. It brings a tranquil and delicate aura for the whole part. And along with white painted walls in some parts and modern flat roof, the house looks obviously chic.

Duplex House Design with Modern High Ceiling

When we explore more detail inside the residence, we can see that this duplex house design accentuates on the presence of white painted high ceiling for the interior decoration. The ceiling apparently produces an authentic modern and magnificent vibe for the dwelling. And along with white theme and glass elements, we can absolutely adore this house as one of the best futuristic decoration prototype. We also can not forget the existence of elegant furniture arrangement for each room. For the living room, black sectional sofas are put along together with lovely minimalist killim rug and metallic pendant lamps.

Moreover, through precise a duplex house design composition, the dining room also shows a beautiful decoration. With contemporary theme, the dining room has a sleek glass dining table, white chunky chairs and stylish pendant lamps. White painted wall and wooden floor are the next aspects which eventually bring a warm ambiance for the modern dining room. Near the dining, we also can find a gorgeous modern staircase from concrete, which will escort to the upper level.

A Modern Bedroom for a Contemporary Duplex House Design

The last but not least is about the bedroom. This residence has a very comfy bedroom, of course with modern style. White and wood still dominate the decoration, undeniably they give a genuine homey milieu. Then, a little bit touch of black through bedcover and pillows cushion, the modern style emerges more authentic. Overall, for any contemporary decoration enthusiast this modern duplex house design will inspire you in term of composing a stylist composition.

Aspects	Organization	Content	Lang Use	Vocab	Mechanics	Total
Nilai	19	19	16	17	9	80

Figure : The Sample of Subject-Verb Agreement Mistake

Modern House Design with Stunning Home Facade

This modern house design appears with stunning facade. Volumetric architectures display the appearance of the home facade. Konstantios Daskalakis together with Marina Stassinopoulos have the same purpose to conjure the traditional building into a modern residence. Kea, an island in Greece becomes the proper place to settle down the house. It is a gorgeous island where you can enjoy soothing breeze with the charm of olive trees. Both of the designers decided to rearrange the terracing of the site while preserving the local flora.

Modern House Design Constructed in Sloped Site

Natural contour of the sloped site allowed the designers to create different open areas and courtyard. Both of the spacious areas are integrated with the terraced landscape and the volumetric architecture. A floor plan is utilized to create a cozy, functional and inspiring dwelling for the inhabitants. The main entrance of this modern house design was built in the space between the terrace of the house and the architectural volume. You can appreciate the scenic natural views on a terrace of this house with two comfy sun beds.

Modern House Design with Gorgeous Interiors

This narrow space has elongated cabinets which are mounted on the upper and lower section of the wall. Warm atmosphere is exuded by a stunning built-in fireplace of the living area. Enjoy the intimate conversation with your dearest and nearest in the cozy lounge of this modern house design with the addition of cushy white and black sofas. You can add lovely cushions to enhance your convenience in enjoying your leisure time. You can see the unabated views outside thru the translucent windows with stunning black frames.

At the hind of the building, we will find downstairs that connect us to the residence. There is a pavement with grayish tiles to reach the downstairs. To create a perfect display, especially for the exterior, bold natural touch is employed. Gorgeous olive trees, gentle breezes and also the scenic sea vistas will spoil you with the natural charm that can be relished from this stunning residence. Translucent glass windows showcase us the stunning interior design of this modern house design while preserving the traditional accent of the initial building.

Aspects	Organization	Content	Lang Use	Vocab	Mechanics	Total
Nilai	19	23	23	19	7	91

Figure : The Sample of Mechanics Mistake

WRITING SAMPLES IN POST-TEST

Single Story House for Perfect Living Style in the Tranquil Island

Keyword : single story house

The new look of **single story house** located in island of Kea is very impressive. This project was created by a creative architects; Marina Stassinopoulos and Konstantios Daskalakis. They have a special concept in this project that has been finished in this recent time. Both of the natural and contemporary spheres are seizing this dwell every time and everywhere. In the front side of the house, the brown color which is naturally created from the soil is decorating the wide courtyard.

Natural Effect on Single Story House

The big tree with massive leaves and strong root and branches **become** the focal point there. That spheres are very interesting for holiday; the tranquil and peaceful time to get the best rest time. This **single story house** can be very maximal for couple with two children, they can enjoy the temperate and facilities provided here. The beautiful sea as the focus panorama from the front side **is joined with** natural wind and breezy nuance every time.

Stylish Touches for Single Story House

Kea looks very perfect for living; **this** house with all of modernity proves that clearly. While the exterior is maximally decorated with fresh and natural elements, the interior looks very **catching** with those trendy furnishings. From the living room we will feel the warm of Kea's temperate that surrounds to the entire room. Since this **single story house** has elongated construction idea, the long kitchen countertop is suitable to place there. Black and white colors for modern sofa make this home welcome.

You can see the modernity on the bathroom that is designed with simple monogram colors; black and white. This open plan shower room is freshened up with sliding glass door with coarse charcoal black floor and siding paint. The natural views from the big tree outside can be very enjoyable while showering in the noon. By seeing those photos above, we can conclude that the **single story house** can be adorned with natural and modern elements.

Aspects	Organization	Content	Lang Use	Vocab	Mechanics	Total
Nilai	16	18	16	15	7	72

Figure : The Sample of Subject-Verb Agreement Mistake

Modern House Design with Minimalist Concept and Natural Materials

For you who love [modern house design](#) this prototype could be your potential new reference. The house was build with a bunch of natural materials as well as lovely minimalist design concepts both for exterior and interior. The way the natural elements and modest shapes arrangement appeared absolutely becomes one of the most alluring aspects from this illustration. You can simply rely on this house arrangement and mix with your own inspiration.

Modern House Design with Simple Exterior and Interior

Initially this [modern house design](#) demonstrates a beautiful minimalist exterior concept. With futuristic style, the flat roof top is combined with slate cladding. Some stones appear as the additional material for ground fences. Moreover, the glass element becomes the next crucial part for this residence decoration. Floor to ceiling windows and large glass sliding doors are installed elegantly. Those glass features emerged so chic basically [bring](#) an authentic modern sense and magically blend with the natural materials.

Furthermore, this [modern house design](#) also shows an alluring interior concept. Modern and simple arrangement is the key for the whole part. In the living room, the glass features blend with white painted wall, warm wooden ceiling and cool slate floor. About the furniture choosing, minimalist sofas and a pretty wooden coffee table are arranged along with modern fireplace and wooden cabinets. For another room, for instance the bathroom, the design also appears with natural material and modest shapes without crowded accents.

Modern House Design and Its Minimalist Concept Attraction

If you love something minimalist yet trendy and [deluxe you](#) can start with this suggestion. A modern residence concept basically demonstrating minimalist arrangements always appears very tempting. Of course you also need to play with your own inspirations so you will get the most personal blueprint for your future dwelling. After all, you just need to express your style and combine it with minimalist concept. So, you will surely have a [modern house design](#) which will satisfy your own desire about having a modern chic residence which represents your taste.

Aspects	Organization	Content	Lang Use	Vocab	Mechanics	Total
Nilai	19	24	24	19	8	94

The Sample of Mechanics Mistake

APPENDIX J:

WRITING

SCORES

WRITING SCORES: PRE-TEST

NO	NAMA	NILAI					TOTAL
		Organization	Content	Lang Use	Vocab	Mechanics	
1	Medika	11	14	14	13	8	60
2	Stara	11	14	14	12	9	60
3	Husna	17	18	16	13	9	73
4	Alvan	15	18	18	13	9	73
5	Pinka	15	17	16	15	9	72
6	Dea	13	15	14	10	9	61
7	Purwo	13	15	15	9	7	59
8	Bayu	13	15	15	9	9	61
9	Hilya	15	16	16	14	9	70
10	Dhian	17	23	23	17	7	87
11	Reza	15	17	18	13	9	72
12	Laura	17	22	22	18	9	88
13	Rina	15	18	16	14	9	72
14	Agustina	17	22	23	18	9	89
15	Samuel	15	17	18	16	9	75
16	Yudith	18	20	21	17	9	86
17	Prabasini	13	15	14	15	8	65
18	Endah	13	15	14	10	9	61
19	Kikin	18	23	23	19	9	92
20	Tri	13	15	14	10	9	61
21	Sonny	17	21	22	17	9	86
TOTAL NILAI		311	358	340	290	183	1483
MEAN		14,81	17,05	16,19	13,81	8,71	70,62

WRITING SCORES: PROGRESS TEST

NO	NAMA	NILAI					TOTAL
		Organization	Content	Lang Use	Vocab	Mechanics	
1	Medika	13	14	15	14	9	65
2	Stara	14	15	14	13	8	64
3	Husna	19	19	16	17	9	80
4	Alvan	16	18	20	15	9	78
5	Pinka	15	17	17	15	9	75
6	Dea	15	14	15	13	8	65
7	Purwo	14	17	14	15	8	68
8	Bayu	15	17	16	12	9	69
9	Hilya	15	16	18	14	9	72
10	Dhian	19	23	23	19	7	91
11	Reza	15	15	18	13	9	70
12	Laura	19	22	22	18	9	90
13	Rina	16	18	17	14	9	74
14	Agustina	18	24	23	18	9	92
15	Samuel	17	17	22	16	9	81
16	Yudith	18	20	23	18	9	88
17	Prabasini	14	17	16	15	9	88
18	Endah	15	15	15	14	9	68
19	Kikin	18	23	24	19	9	93
20	Tri	13	14	20	14	9	70
21	Sonny	17	21	22	17	9	86
TOTAL NILAI		335	374	386	324	185	1623
MEAN		15,95	17,81	18,38	15,43	8,81	77,29

WRITING SCORES: POST-TEST

NO	NAMA	NILAI					TOTAL
		Organization	Content	Lang Use	Vocab	Mechanics	
1	Medika	16	18	16	15	7	72
2	Stara	15	16	20	15	9	75
3	Husna	19	19	20	17	9	84
4	Alvan	16	18	22	17	9	82
5	Pinka	16	18	22	16	8	80
6	Dea	15	17	18	18	9	77
7	Purwo	16	17	16	17	8	74
8	Bayu	15	17	20	16	9	78
9	Hilya	15	16	18	18	9	76
10	Dhian	19	24	24	19	9	95
11	Reza	15	17	22	16	9	79
12	Laura	19	22	24	18	9	92
13	Rina	16	18	22	18	9	83
14	Agustina	19	24	24	19	8	94
15	Samuel	17	17	22	18	9	83
16	Yudith	18	22	23	18	9	90
17	Prabasini	14	17	18	16	9	91
18	Endah	15	20	18	16	9	78
19	Kikin	19	24	24	19	9	95
20	Tri	16	20	20	16	9	81
21	Sonny	17	21	23	18	9	88
TOTAL NILAI		347	388	436	360	184	1733
MEAN		16,52	18,48	20,76	17,14	8,76	82,52

APPENDIX K: ATTENDANCE LIST

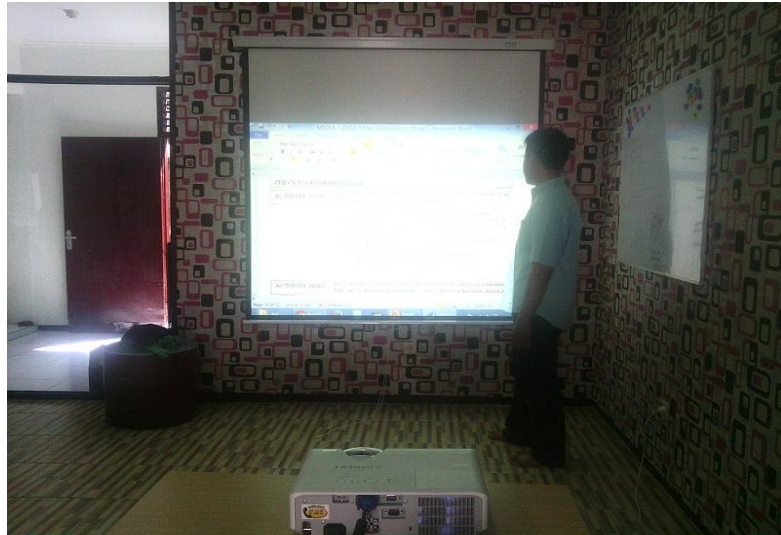
ATTENDANCE LIST

NO	NAMA	PRE-TEST	CYCLE I			CYCLE I TEST
			1 st meeting	2 nd meeting	3 rd meeting	
1	Medika	V	V	V	V	V
2	Stara	V	V	V	V	V
3	Husna	V	V	V	V	V
4	Alvan	V	V	V	V	V
5	Pinka	V	V	V	V	V
6	Dea	V	V	V	V	V
7	Purwo	V	V	V	V	V
8	Bayu	V	V	-	V	V
9	Hilya	V	V	V	V	V
10	Dhian	V	V	V	V	V
11	Reza	V	V	V	-	V
12	Laura	V	V	V	V	V
13	Rina	V	V	V	V	V
14	Agustina	V	V	V	V	V
15	Samuel	V	V	V	-	V
16	Yudith	V	V	V	V	V
17	Prabasini	V	V	V	V	V
18	Endah	V	V	V	V	V
19	Kikin	V	V	V	V	V
20	Tri	V	V	V	V	V
21	Sonny	V	V	V	V	V

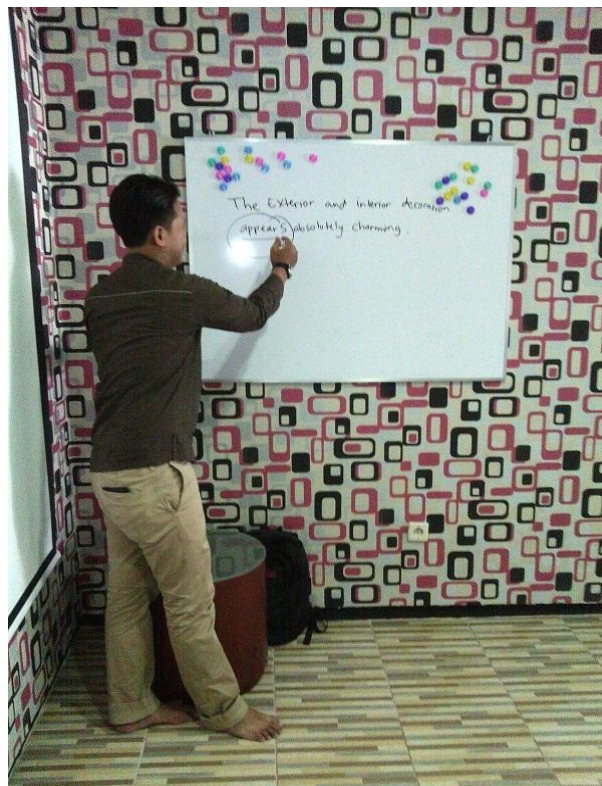
NO	NAMA	CYCLE II			POST-TEST
		1 st meeting	2 nd meeting	3 rd meeting	
1	Medika	V	V	V	V
2	Stara	V	V	V	V
3	Husna	V	V	V	V
4	Alvan	V	V	V	V
5	Pinka	V	V	V	V
6	Dea	-	V	V	V
7	Purwo	V	V	-	V
8	Bayu	V	V	V	V
9	Hilya	V	V	V	V
10	Dhian	V	V	V	V
11	Reza	V	V	V	V
12	Laura	V	V	V	V
13	Rina	-	V	V	V
14	Agustina	V	V	V	V
15	Samuel	V	V	V	V
16	Yudith	V	V	V	V
17	Prabasini	V	V	V	V
18	Endah	V	V	V	V
19	Kikin	V	V	V	V
20	Tri	V	V	V	V
21	Sonny	V	V	V	V

APPENDIX L: PHOTOGRAPHS

The Researcher Explained the Material



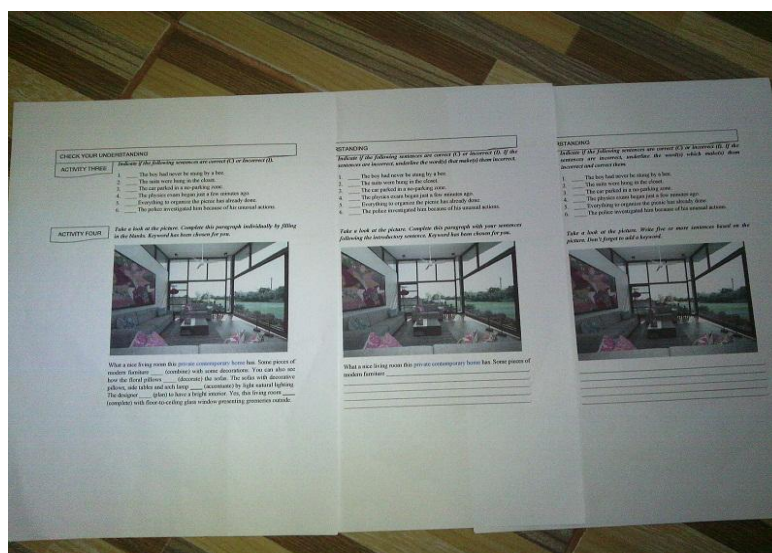
The Researcher Gave Feedback



The Class



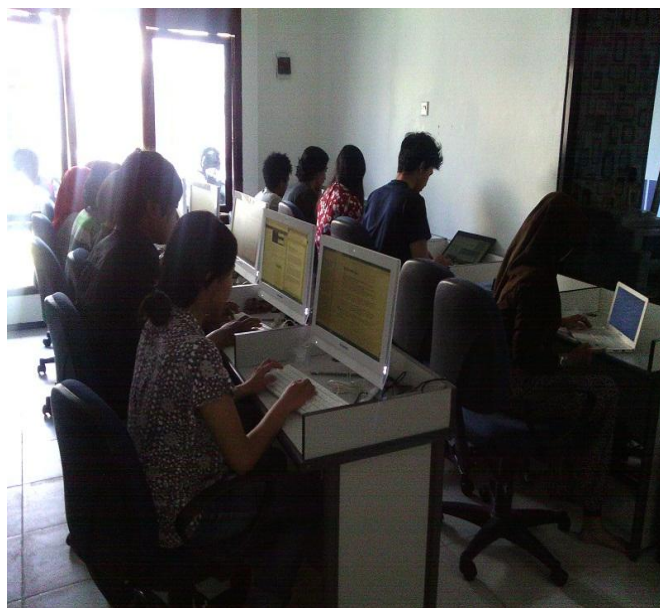
The Example of Tiered Tasks



The Participants Doing the Tiered Task



The Participants Doing a Writing Test



The Participants Doing a Writing Test



APPENDIX M:

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRM/FBS/33-01
10 Jan 2011

Nomor : 3116a/UN.34.12/DT/XI/2014
Lampiran : -
Hal : Permohonan Izin Penelitian

20 November 2014

Kepada Yth.

Kepala Pluswriter Company

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

Improving Writing Skills Of English Article Writers Of Pluswriter Company Through The Use Of Tiered Task

Mahasiswa dimaksud adalah :

Nama : MUHAMMAD SYAHIQUL MUHIB
NIM : 08202244026
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : 17 – 29 November 2014
Lokasi Penelitian : Pluswriter Company

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

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

a.n. Dekan
Kasubag Pendidikan FBS,



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



pluswriter™
Content Provider & Web App Development

Alamat: Jl. Cantel Gg. Satria 2 No. 684 Timoho,
Yogyakarta Kode Pos 55166 Telp. (0274) 555 104 /
HP. 081-126-333-79 website: www.PlusWriter.co.id

SURAT KETERANGAN

Nomor: 0616001/SK/int.PlusWriter/01/2015

Yang bertanda tangan di bawah ini CEO PLUSWRITER Company Yogyakarta menerangkan bahwa:

Nama : Muhammad Shoqiquul Muhib
NIM : 08202244026
Universitas : Universitas Negeri Yogyakarta
Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Telah mengadakan penelitian di PLUSWRITER Company Yogyakarta pada tanggal 07 November 2014 s.d. 01 Desember 2014 dengan judul:

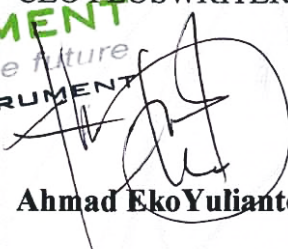
“IMPROVING WRITING SKILLS OF ENGLISH ARTICLE WRITERS OF PLUSWRITER COMPANY THROUGH THE USE OF TIERED TASKS”

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Yogyakarta, 05 Januari 2015

CEO PLUSWRITER

PROWEB INSTRUMENT
seeing the future
CV. AEY PROWEB INSTRUMENT


Ahmad Eko Yulianto