

**IMPROVING STUDENTS' WRITING SKILLS THROUGH PROJECT-  
BASED LEARNING TECHNIQUE AT GRADE XI OF SMA N 2 SLEMAN  
IN THE ACADEMIC YEAR OF 2014/2015**

**A Thesis**

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



**by :**

**Andyani Larasati**

**11202241031**

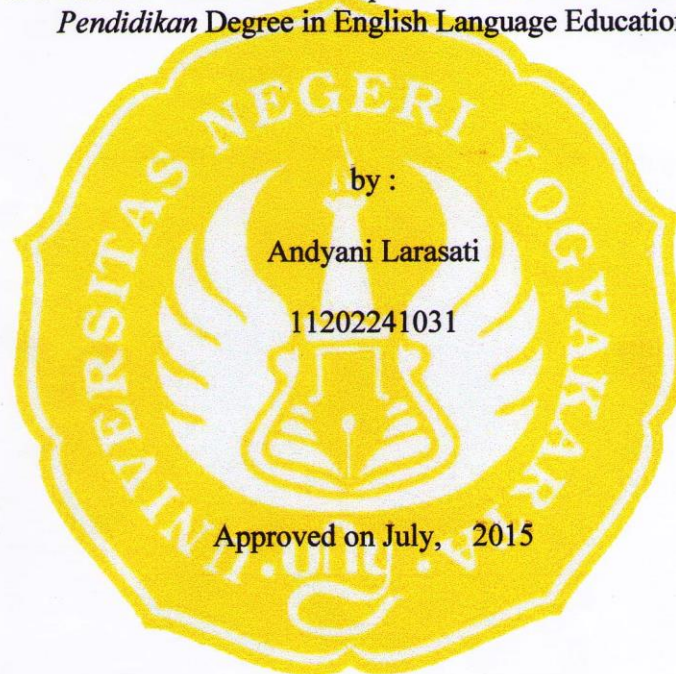
**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
2015**

**APPROVAL SHEET**

**IMPROVING STUDENTS' WRITING SKILLS THROUGH PROJECT-  
BASED LEARNING TECHNIQUE AT GRADE XI OF SMA N 2 SLEMAN  
IN THE ACADEMIC YEAR OF 2014/2015**

**A Thesis**

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



by :

Supervisor,

A handwritten signature in black ink, appearing to be 'Siti', is written over the printed name.

Siti Sudartini, M.A.

NIP. 19760311 200501 2 001




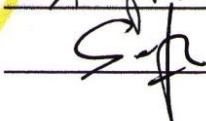
**RATIFICATION SHEET**

**IMPROVING STUDENTS' WRITING SKILLS THROUGH PROJECT-BASED LEARNING TECHNIQUE AT GRADE XI OF SMA N 2 SLEMAN IN THE ACADEMIC YEAR OF 2014/2015**

**A Thesis**

**Accepted by the board of examiners of the Faculty of the Languages and Arts of Yogyakarta State University on July 2015 and declared to have fulfilled the requirements for the attainment of Sarjana Pendidikan Degree in English Language Education**

**Board of Examiners**

<b>Chairperson</b>	<b>: Samsul Ma'arif, M.A.</b>	1. 
<b>Secretary</b>	<b>: Dwiyani Pratiwi, M. Hum.</b>	2. 
<b>First Examiner</b>	<b>: Dr. Agus Widyantoro, M. Pd.</b>	3. 
<b>Second Examiner</b>	<b>: Siti Sudartini, M.A.</b>	4. 

**Yogyakarta, July 2015**

**Faculty of Languages and Arts**

**Yogyakarta State University**

**Dean,**



**Prof. Dr. Zamzani, M. Pd.**

**NIP. 19550505 1980 11 1 001**

## STATEMENT

Yang bertandatangan di bawah ini, saya:

Nama : Andyani Larasati  
NIM : 11202241031  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : *Improving Students' Writing Skills through Project-Based Learning Technique at Grade XI of Sma N 2 Sleman in The Academic Year of 2014/2015*

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

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

Yogyakarta, Juli 2015

Penulis



Andyani Larasati

## MOTTOS

*“O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient.”*

- Al-Baqarah: 153

*“You may say I’m a dreamer, but I’m not the only one.”*

- John Lennon

*“A miracle is another name for hardwork”*

- Anonymous

## **DEDICATIONS**

I sincerely dedicate this thesis to:

My beloved father, Setya Adi Hernowo, and mother, Listya Harini

(I could never be able to express how much I am grateful to both of you.

Thank you for your prayers, support, and unconditional love.

No words can ever compare how huge my affection is towards you.)

## **ACKNOWLEDGEMENT**

Alhamdulillah, all praises be to Allah SWT, the Almighty and the Merciful, whom without giving me His blessings and guidance in every step I take in my life, I could never be able to finish this thesis and my study at Yogyakarta State University.

I would like to send my greatest appreciation and gratitude towards my supervisor, Siti Sudartini, M.A., who kindly and warmly taught, motivated, supported, and guided me during the completion of this thesis.

I want to deliver my deep gratitude to my beloved parents, Setya Adi Hernowo and Listya Harini who never stop giving me all their love, prayer, care, support and encouragement. I would like to say thank you to my big family too, to my grandfather, aunts, uncles, and cousins who never forget to send me their best prayer and support.

My sincere gratitude goes to S. Tri Budiyati, M. Hum., the English teacher of SMA N 2 Sleman who gave me permission, cooperation and assistance during the research. I also thank all the students of XI IPA 1 of SMA N 2 Sleman for their participation and cooperation in the process of research I did.

I addressed many thanks to my collaborator, Miss Apsari Murbiyani. Thank you very much for lending me a helping hand and accompanying me during the research.

Last, but not least, I thank all dear friends of mine in PBI B class: Wiwik, Sarah, Hanan, Ann, and others, and my friends whom I share a boarding house with: Elga, Elly, Yeni, Amal, and Ola. I feel so lucky to have all of you as my friends.

Finally, I do hope that this thesis will be useful for all readers and for the English teaching and learning process. I realize that this thesis is far from perfection. Therefore, any future criticism, idea, and suggestion will be appreciated.

Yogyakarta, July 2015

Andyani Larasati



## TABLE OF CONTENTS

<b>TITLE PAGE .....</b>	<b>i</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>RATIFICATION SHEET .....</b>	<b>iii</b>
<b>STATEMENT.....</b>	<b>iv</b>
<b>MOTTOS .....</b>	<b>v</b>
<b>DEDICATIONS .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>ABSTRACT .....</b>	<b>xv</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Study .....	1
B. Identification of the Problems .....	6
C. Limitation of the Problems .....	8
D. Formulation of the Problem .....	8
E. Objective of the Research .....	8
F. Significance of the Research .....	8
<b>CHAPTER II THEORETICAL REVIEW.....</b>	<b>10</b>
A. Theoretical Review .....	10
1. The Nature of Writing .....	10
a. The Definition of writing .....	10
b. The Characteristics of Written Language .....	12
c. Sub-skills of Writing.....	14
d. The Process of Writing.....	16
2. Teaching Writing in English as a Foreign Language.....	18
a. The Teaching of Writing .....	18
b. Types of Classroom Writing Performance .....	20

c. Teaching Writing in Senior High School.....	21
d. Assessing Writing .....	24
3. Project-based Learning .....	26
a. The Definition of Project-based Learning.....	26
b. The Characteristics of Project-based Learning .....	28
c. Significances of Project-based Learning .....	30
d. The Steps of Conducting Project-based Learning in a Language Classroom.....	32
e. The Roles of the Teacher and Students in Project-Based Learning..	35
B. Relevant Studies .....	37
C. Conceptual Framework .....	38
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>41</b>
A. The Type of the Research .....	41
B. Research Setting.....	42
C. Data Collection and Data Analysis Technique .....	43
D. Data Validity .....	47
E. Data Reliability .....	49
F. Research Procedure.....	50
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....</b>	<b>54</b>
A. Reconnaissance .....	54
1. Identification of the Field Problems .....	54
2. Selecting the Problems .....	66
B. Research Process.....	70
1. Report of Cycle 1 .....	70
a. Planning .....	71
b. Action and Observation.....	75
c. Reflection .....	85
2. Report of Cycle 2 .....	92
d. Planning .....	92
e. Action and Observation.....	95
f. Reflection .....	101
C. Research Findings .....	108
D. Discussion .....	123
<b>CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION .....</b>	<b>126</b>
A. Conclusions .....	126
B. Implications .....	128

C. Suggestions .....	129
<b>REFERENCES .....</b>	<b>133</b>
<b>APPENDICES .....</b>	<b>136</b>

## LIST OF APPENDICES

A. Field Notes .....	137
B. Interview Guidelines and Transcripts .....	149
C. Course Grid .....	164
D. Lesson Plans .....	179
E. Writing Scoring Rubric .....	191
F. Observation Checklists .....	195
G. Learning Materials .....	208
H. The Students' Scores .....	223
I. The Students' Writing .....	240
J. Photographs .....	245
K. Permit Letters .....	249

## LIST OF FIGURES

Figure 1: The chart of writing process .....	16
Figure 2: The steps of action research .....	51
Figure 3: The result of pre-test done by one of the students .....	62
Figure 4: The result of writing pre-test .....	64
Figure 5: The students making the poster .....	78

## LIST OF TABLES

Table 1: The standard of competence and basic competence of SMA and SMA grade XI .....	23
Table 2: Research schedule .....	43
Table 3: The field problems of grade XI IPA 1 of SMA N 2 Sleman .....	65
Table 4: Feasible writing problems of grade XI IPA 1 to be solved .....	67
Table 5: Field problems and contributing factors .....	67
Table 6: The actions proposed to solve field problems .....	68
Table 7: The comparison before and after the implementation of the research ...	90
Table 8: The comparison of the teaching and learning process of writing skills in class XI IPA 1 between cycle 1 and cycle 2 .....	107
Table 9: The comparison of the pre-condition, cycle 1, and cycle 2.....	113
Table 10: The students' progress in the aspects of writing.....	118
Table 11: The students' mean score in the aspect of grammar .....	120
Table 12: The students' mean score in the aspect of vocabulary .....	121
Table 13: The students' mean score in the aspect of mechanics .....	121
Table 14: The students' mean score in the aspect of fluency .....	121
Table 15: The students' mean score in the aspect of organization .....	121
Table 16: The students' mean score in the pre-test and post-test covering the aspects of writing .....	122

**IMPROVING STUDENTS' WRITING SKILLS THROUGH PROJECT-  
BASED LEARNING TECHNIQUE AT GRADE XI OF SMA N 2 SLEMAN  
IN THE ACADEMIC YEAR OF 2014/2015**

**Andyani Larasati  
11202241031**

**ABSTRACT**

This research aims at improving the students' writing skills at grade XI of SMA N 2 Sleman through the use of project-based learning technique in the academic year of 2014/2015.

This research is classified as action research. It was conducted in two cycles, from April 23<sup>rd</sup>, 2015 to May 9<sup>th</sup>, 2015 in which each cycle consisted of two meetings. The procedures of the research were reconnaissance, planning, action and observation, and reflection. The subjects of the research were 32 students of grade XI IPA 1 of SMA N Sleman. The data obtained during the research are in qualitative and quantitative forms. The qualitative data were acquired by observing the teaching and learning process, interviewing the students and the collaborators, and taking pictures of the teaching and learning process. Meanwhile, the quantitative data were collected from the results of students' pre-test and post-test as well as from the texts the students made during the implementation of the actions which were analyzed to get the mean scores to be compared and to determine the gain score.

The research showed that the use of project-based learning was able to improve the students' writing skills based on the several evidences. Firstly, the use of project-based learning enhanced students' motivation in writing as the students showed enthusiastic and active participation during the teaching and learning process of writing. Secondly, the implementation of project-based learning empowered students' creativity since it enabled students to explore themselves while developing the product. Thirdly, project-based learning made the bond between the teacher and the students closer as the teacher monitored and supervised the students throughout the project work. Forthly, there were some significant improvements in the aspects of writing as shown in each text which the students wrote. The students' score in the pre-test was 14.82 and it increased to 19.42 in their post-test with the gain score 4.6.

Keywords: writing skills, project-based learning

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Writing skill is very significant because nowadays, people use not only verbal communication to communicate with each other, but also non-verbal communication. In other words, writing is an essential form of communication and is used as a means of communication to connect people regardless time and places. A good writing skill enables students to convey their thoughts and communicate their ideas so that those can be well-perceived by others. Hence, writing is one of the most prominent skills which must be mastered by the English language learners.

In addition, writing skill is important because it determines students' success in learning English. On the other hand, writing skill is one of the indicators which can be used to measure students' English ability. This idea is further supported by Kingston et al (2002:3) who stated that the achievement of students while learning English is measured by the productive skills, particularly their writing performance. Ferris (2002:328) said that students of ESL will not be able to succeed outside the ESL class until they are able to produce a good writing product and learn how to reduce their writing errors. Therefore, students of English as a foreign language are required to be able to write in English to internalize the English language that they learn.

Although the importance of mastering writing skill is clear, in fact, students' writing skill can be said far from being satisfactory. Writing is



considered as the most difficult skill to be mastered by the second language learners (Richards and Renandya, 2002:303). It could be called so since there are many problems and matters arise during the teaching and learning process of writing in the EFL classroom.

Based on the preliminary observation conducted at grade XI of SMA N 2 Sleman, in which the students learn English as their foreign language, there were many difficulties in the teaching and learning process of writing which can be identified. This writing difficulty was caused by several factors, those are:

### **1. Factors related to students**

First of all, the factor during the teaching and learning process of writing came from the students. This factor aroused because students had lack motivation in writing. Most students already have a thought that writing is a difficult skill to perform. Therefore, when it came to them for writing activities, they seemed reluctant to do the tasks. The low motivation in writing also made students to have a limited source of ideas as when they were asked to write, it took quite a long time for them to think about what they were about to write. They were not able to generate any ideas because of their unwillingness towards writing. Students also had bad attitudes towards the English teaching and learning process. Some students did not pay attention when their teachers explained the materials.

In addition, some other students were busy with their gadgets, playing games or texting. They also talked to their friends during the English class. Moreover, some students got sleepy and yawned for several times. Other than

that, they tended to be passive to participate in the teaching and learning activities. On the other hand, they had no strong desire to learn about writing.

## **2. Factors related to the aspects of writing**

In the teaching and learning process of writing, there were several aspects to be fulfilled by students, such as vocabulary, grammar, and organization. However, in fact, students were still not able to fulfill those requirements.

Vocabulary is one crucial aspect to be considered in writing. However, while writing, the students often found it difficult to express what they wanted to state because they lacked of vocabulary buildings. Most students often failed to choose the best word to describe what they mean. The students found it confusing in picking up the right words for their writing. They could not differentiate the meanings of the words and most of them only directly translated the words from the dictionary without considering whether the word is appropriate for the context or not. As a result, students' writing was difficult to understand and caused misunderstanding to the readers of their writing. Moreover, the lack of vocabulary also made students to be slow writers as it took time for them to find the right words for the writing and it hindered students to be a good writer.

Another aspect which needs to be fulfilled in writing is grammar. A good grammar is often reflected as a good writing. The major problems related to grammar were students' failure to use the correct tenses and their inability in terms of Subject–Verb agreement. Students did not understand when they have

to change the tenses. They could not consider which tenses they should use. Sometimes, they used past tense to describe the present event, and vice versa. Furthermore, they often missed grammatical rules related to subject-verb agreement. As an example, they often misused to be “is” for plural subjects like “you and we”. They also used the infinitive forms for singular subject, they sometimes wrote “she have” instead of “she has”.

In addition, the other aspect which needs to be concerned is organization. Most students ignored the organization of the text when it came to writing. Students found it hard to develop their ideas into a well-organized paragraph. Often times, they put jumbled sentences in their writing. The supporting details that they made in their writing sometimes did not support the topic or the main idea. Furthermore, what mostly happened was that students often wrote down sentences without considering whether the sentences were organized well and whether they were in a good unity. As a result, it could be difficult for the readers to get what the students meant.

### **3. Factors related to the teacher**

The other factor which contributed to the difficulty in the students' writing came from the teacher. When explaining the materials, the teacher did it in a traditional way. She did not involve the students to participate actively in the teaching and learning activities. The teacher used direct Indonesian to English translation technique while teaching writing. She often asked the students to make use of their dictionary, gadget, or mobile phone to translate the words. Whereas, the tools that the students used were not reliable and

helpful because they translated only words by words and sometimes the result of the translation was not suitable with the context of the writing. This kind of teaching technique could not help the students to improve their writing skill and minimize mistakes while making their writing.

In addition, the teacher rarely gave writing task to the students. Compared to the speaking activities, the writing activities were less given. She preferred asking students to express their ideas through speaking activities than writing. Other than that, in delivering the materials, the teacher mostly used *LKS (Lembar Kerja Siswa)* as the main source of reference. She rarely combined and developed the activities found in *LKS* with the other interesting and interactive activities. Therefore, the tasks and activities seemed to be monotonous.

#### **4. Factors related to the teaching media**

Lastly, the factor which causes difficulty in writing was related to the teaching media. The use of teaching media is very prominent in teaching writing because it can help students to grow their motivation during the teaching and learning process. However, the use of the teaching media, particularly in writing, was very limited. The teacher rarely used attractive teaching media to deliver the materials. Mostly, she only asked students to do the activities found in *LKS* rather than creating attractive teaching media by herself. Although there is an LCD projector in the classroom, the teacher almost never used it to deliver the materials whereas the LCD projector can be very useful to be used in the classroom to get students' attention.

Due to the problems which aroused in the teaching and learning process of writing, it is clear that there was an urgent need of an instructional technique which could overcome the problems of writing. Hence, the researcher looked for an appropriate way which could solve it. The researcher noticed that the use of project-based learning in the English instructional process has become more popular and taken into account recently. There were several studies which suggest the use of project-based learning to enhance the English teaching and learning process. Project-based learning is believed to be able to increase students' higher order thinking skills (Fragoulis: 2009). It potentially enhances students' motivation towards the teaching and learning process and it also works well for the classroom with mixed-ability students which enables the students to share ideas and thoughts to one another (Stoller: 2002; Phillips: 1999). Related to these matters, the researcher figured out that there might be a possibility to improve the writing skills of students by employing project-based learning.

Based on the explanation above and the factors which contributed to writing difficulty at grade XI of SMA N 2 Sleman, Yogyakarta, the researcher was interested to conduct a research using project-based learning technique as one of the effective treatments to improve students' writing skill.

## **B. Identification of the Problem**

Based on the observation conducted by the researcher in the teaching and learning process of English at grade XI of SMA N 2 Sleman, Yogyakarta, and the interview with the English teacher, as well as based on what has been discussed in the background of the study, there are some problems during the teaching and

learning process in writing found. Those problems particularly related to the students themselves, the teacher, and the use of teaching media. Those problems, then, can be identified as the following:

1. Students' motivation in learning writing was low. Students already kept in mind writing as a difficult skill. Thus, they felt unwilling and not enthusiastic to do the writing tasks given to them. Furthermore, students' low motivation caused students to be a slow writer.
2. Students could not fulfill the requirements needed for writing. In writing there are some aspects which must be considered, such as vocabulary, grammar, and organization. However, students' mastery of those aspects was very limited.
3. The teacher applied an old way of teaching which made the students bored. She used direct Indonesian-English translation method in teaching writing which could not develop students' skill.
4. The teacher depended too much on *LKS* as the main source of reference. Whereas, the *LKS* did not offer various types of interactive and interesting activities, causing the teaching and learning process to be monotonous.
5. The very limited use of teaching media caused the lesson seemed less attractive that it could not draw students' attention to writing. The teacher almost never made use of the teaching facilities in the classroom, like the LCD projector.

### **C. Limitation of the Problem**

From what has been explained previously in the background of the study and the identification of the problems, the researcher found that doing research covering all the things which have been stated before was not possible to do. Therefore, the researcher and the English teacher decided to limit the problems by conducting research focusing on a more specific one that is improving students' writing skill at grade XI of SMA N 2 Sleman through project-based learning technique.

### **D. Formulation of the Problem**

Based on what has been stated earlier in the identification of the problem and the focus of the study, the problem in this research is formulated as follows :  
How can students' writing skill at grade XI of SMA N 2 Sleman in the academic year of 2014/2015 be improved through project-based learning technique?

### **E. Objectives of the Study**

The objective of this research based on the formulation of the problem is to improve students' writing skills through the use of project-based learning technique at grade XI SMA N 2 Sleman, Yogyakarta in the academic year of 2014/2015.

### **F. Significance of the Study**

This research is expected to give contributions to:

1. The English teachers of SMA N 2 Sleman.

The findings of this research can hopefully be used as a reference to improve the quality of the English teaching and learning process.

2. The Students of SMA N 2 Sleman.

It is expected that this research is able to help them drawing interests towards English and improving their writing skill.

3. The English education students of Yogyakarta State University.

The finding of this research is hoped to become a source of materials which can be used as a reference while writing their thesis and a resource to get information dealing with the English teaching and learning process.



## **CHAPTER II**

### **LITERATURE REVIEW**

As what has been stated previously, this research study aims at improving students' writing skill. In line with the purpose of the study, this chapter presents the theoretical review, review of related studies and conceptual framework. In the theoretical review, the research examines some theories that become the frames of thoughts of the study. In the review of related studies, the research presents some reviews of previous studies taken by several researchers. In the conceptual framework, the research relates the theories to the study.

#### **A. Theoretical Review**

The theoretical review presents theories of the study. It is presented in three subheadings. The first part discusses about the nature of writing. The second part presents the teaching of writing. The third part is about the project-based learning.

##### **1. The Nature of Writing**

This sub-chapter of writing covers four main topics; they are the definition of writing, the characteristics of written language, the sub-skills of writing, and the process of writing.

##### **a. The Definition of Writing**

Generally, language is divided into two major skills, receptive skills and productive skills. Receptive skills are skills needed to perceive and understand the language. Receptive skills consist of reading and listening. Meanwhile, writing and speaking belong to the productive skill of the

language. Productive skills are skills which enable students to produce language by themselves (Harmer, 2007: 265). On the other hand, productive skills are required for learners to be able to build communication through the language.

Writing is a productive skill of the English language which needs to be mastered by the English language learners because writing is a means of communication and is considered as the indicator of communication competence of the target language. A good writing skill represents learners' ability in communicating through English. Written language is used to communicate with others who are removed in time and space (Nunan, 1999:275).

Furthermore, Harmer (2004) states that writing is the only skill which enables learner to produce a real product, in which the product is touchable, readable, as well as keep able for a long period of time. Written language can be re-read again in accordance with what the readers need. According to Nunan (1999: 275) people also need permanent records which could be referred to over and over again. Furthermore, written language tends to be more exact and precise rather than spoken language. Therefore, it will not cause any confusion, misunderstanding, or misinterpretation to the readers.

Other than that, writing can be defined a learning process which involves critical thinking to convey one's ideas and thoughts. It is also an action or a process of discovering and organizing ideas into a paper as well as reshaping and revising. It is something which can be learnt through. Oates

(2000) claims that writing is a unique way of learning since writing is integrative, requiring the active participation of both the right and left hemispheres of the brain, resulting in the production of meaning.

Therefore, it can be concluded that writing is a productive of a language which requires critical thinking process and is used as a means of communication to aspire someone's thoughts. Students of EFL can learn about writing in order to be able to be a good writer as well as convey and express their ideas as it is a learning process.

#### **b. The characteristics of Written Language**

According to Brown (2001: 341), there are at least seven characteristics of writing based on the perspective of a writer:

##### **1) Permanence**

When a writing product is finalized and is delivered to the intended audience, a writer abdicates a chance to correct, to clarify, and to deprive the writing.

##### **2) Production time**

To be able to complete a writing product, the writer is given appropriate stretches of time. Through the given time, the writer can become a good writer by developing efficient processes to achieve the final goal. However, writing in the context of education usually demands students to write within the time limits.

### **3) Distance**

In making a writing text, a writer must anticipate the readers in the way of how words, phrases, sentences and paragraphs will be interpreted. The distance factor demands the writer to have an ability to read their writing from the perspective of the reader. The writer will have to predict the reader's general knowledge, cultural and literary schemata, and how their language choice will be interpreted.

### **4) Orthography**

In writing, everything is captured through the manipulation of letters and written symbols.

### **5) Complexity**

In the written language, the writers should be able to know how to move redundancy, how to combine sentences, and how to make references to other text elements, etc.

### **6) Vocabulary**

Written language requires more vocabulary use than spoken language. The richness of vocabulary is very helpful for writers since their writing will be interesting and not be monotonous as they do not repeat the same words over again.

### **7) Formality**

When dealing with any writing activity, the writer has to consider about the convention of the writing form. In the context of ESL, students commonly find out that the most difficult convention can be found in

academic writing in which they are required to learn how to describe, explain, compare, contrast, defend, argued etc.

### **c. Sub-Skills of Writing**

In dealing with the writing skills, there are things which need to be highlighted. They include: 1) micro and macro skills of writing 2) aspects of writing skill.

Students' writing competence is represented through some skills, namely micro skills and macro skills of writing. According to Brown (2004), there are several micro and macro skills to consider in writing. Those skills can be used as a measurement to students' writing competence. The followings are the micro and macro skills of writing:

Micro skills of writing:

- 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, and pluralisation), patterns and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macro skills of writing:

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

The micro skills of writing focus more on the writing mechanics and the word level, such as cohesive devices, tenses, etc. On the contrary, the macro skills of writing deal with a wider area of writing, for example the form and the communicative purpose of a written text, the main idea and the supporting idea of a text, the literal and implied meaning writing, etc. Therefore, the writing process and activity must require the mastery of micro and macro skills of writing as it aims at helping students to construct the idea effectively and making it easier for them to write various kinds of texts.

Furthermore, Brown (2001) argues that there are six aspects of writing skill which must be taken into account. They are content, organization, discourse, syntax, vocabulary, and mechanics. Firstly, the content aspect of writing pays attention to the thesis statement, related ideas, ideas development through personal experience, illustration, facts, and opinions. Secondly, the term organization concerns on the effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length of writing. Thirdly, discourse takes care of the topic sentences, paragraph unity, transitions, cohesion, fluency, and variation. Fourthly, vocabulary aspect deals with the word choice, or diction, throughout the writing. Lastly, syntax is related to the sentence structure or word order in a writing text.

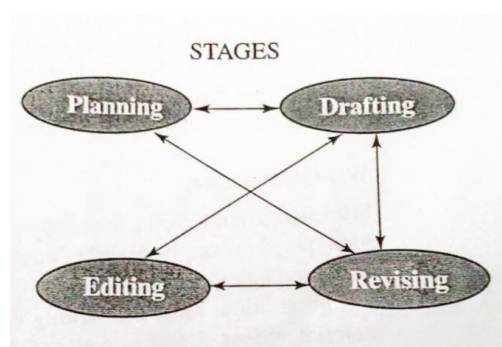
In addition, Spratt et al. (2005: 16) claim that writing includes several sub skills to fulfil. They are related to accuracy and communicating ideas. The writing sub skills related to accuracy involve spelling correctly, forming and joining letters correctly, writing legibly, punctuating correctly, joining

sentences and using paragraphs correctly. Meanwhile, those related to communicating ideas are using appropriate style and register, organising ideas in helpful way, using the text features and appropriate functions.

Based on the explanation above, many experts propose their ideas regarding with the aspects of writing. It can be concluded that there are several points to pay attention while writing, such as the micro and macro skills of writing and the aspects of writing which involve content, organization, discourse, syntax, vocabulary, mechanics, and accuracy.

#### **d. The Process of Writing**

Nunan (1999:273) sees writing process as a complex, cognitive process which requires sustained intellectual effort within a period of time. Seow (2002) argues that writing process provides the learners with sequences of planned learning experiences to help them understand the nature of writing. In order to make a good writing quality, there are several steps which need to concern about. These stages of writing are related one to another, forming a cycle of writing in which one stage will influence the next stage. The following is the chart of writing process as what is proposed by Seow (2002):



**Figure 1: The chart of writing process**

The further explanation of the writing process chart proposed by Seow may be described as follows:

### **1) Planning**

At the stages of writing, planning can be referred to the pre-writing activity. Pre-writing activity is any kinds of activity which can stimulate students to start writing. The pre-writing stage concentrates on stimulating students' creativity and letting them think about what they are going to write and how to approach the chosen topic (Bae: 2011). This very first step of writing is prominent because it may help students to generate ideas and collect information for writing. Providing students with various ways of getting information students in the pre-writing activity will encourage them to write.

### **2) Drafting**

Harmer (2004) states that drafting is a form of raw writing which needs to be revised before the final product is completed. At the drafting stage of writing, the students drive their focus on the fluency of their writing without devoting their thoughts too much on the grammatical accuracy and the neatness of their writing draft. At this stage, students must also pay attention to the content of their writing. As said by Bae (2011), students need to emphasize more on global issues, which are topic, organization, and evidence, while ignoring surface problems, like spelling, punctuation, and wordiness.



### **3) Revising**

When dealing with making revision for their writing, students need to re-examine and recheck what they write to make sure that they communicate their meanings to the readers in an effective way. At the stage of revising, the students must pay attention to not only the language errors but also to the content and organisation of ideas.

### **4) Editing**

The editing stage is the stage in which the students put their pieces of writing into final form (Bae, 2011). Ferris (2002) states that editing process refers to correcting grammatical, lexical, and mechanical errors, before turning in the final product of writing. At this stage, students ought to tidy up their writing and prepare the final product of their writing to be evaluated by their teacher. They need to take care of their grammar, spelling, punctuation, diction, sentences structure and the accuracy.

## **2. Teaching Writing in English as A Foreign Language**

### **a. The Teaching of Writing**

It is very prominent for students to be taught about writing skill. Teaching writing to students is significant because it can reinforce students' language acquisition, support students' language and learning development, and help students to master the basic skills of language (Harmer, 1998:79).

According to Nunan (1999: 272), there are two basic approaches underlying the teaching of writing. They are product-oriented approach and process-oriented approach. The very first approach, that is product-oriented

approaches, concerns on the result or the final product of students' writing, the coherent, and the error-free text. Meanwhile, the process-oriented approach focuses on the steps involved in drafting and redrafting a piece of work.

The teaching of writing for many years concerns more on the writing product than the writing process, in which this is called as product approach (Harmer: 2007). As cited from Brown (2001: 335), a half century ago, the teaching of writing is emphasized more on the final product, such as the essay, the report, the story, and what that product should be like. However, the teacher needs to pay attention more on the writing process as students will not only concern about what text they can produce but also how to construct a writing text. Students will have to focus on both the process of making the text and the final product of their writing.

Regarding with this issue, Harmer (2007) proposes some strategies which can be considered by teachers in dealing with the teaching of writing:

**1) The way the teacher gets students to plan**

Before starting to write, the teacher may support students to think about what they want to write. The teacher can help students in building their knowledge before they start writing.

**2) The way the teacher encourages students to draft, reflect, and revise**

The teacher can involve students to collaborative writing activity as it allows students to draft, reflect, and revise. This way enables students to respond to other students' writing.

### **3) The way the teacher responds to students' writing**

At this point, the teacher can help students by giving suggestions to students' draft. Teacher's suggestion can be very useful to make some betterment in students' writing. Other than the teacher's feedback, peer response is one alternative to give some suggestions to students' writing.

#### **b. Types of Classroom Writing Performance**

According to Brown (2001: 343), there are five types of writing performance:

##### **1) Imitative, or writing down**

At this stage of writing, students only need to write down English letters, words, and sentences to learn the conventions of the orthographic code. At some points, the teacher may do some dictations to students as well.

##### **2) Intensive, or controlled**

Intensive writing commonly appears in controlled-written grammar exercises and does not offer much creativity on the writer's side. Intensive writing usually presents students with a paragraph in which they need to correct a given structure. Other than that, intensive writing often appears in the form of dicto-comp in which students need to rewrite the paragraph. Controlled writing may loosen the teacher's controls but can function as stimulators.

### **3) Self-writing**

Self-writing is writing with only the self in mind as the audience. There are several forms of writing which fall into this writing category, such as note-taking and journal writing.

### **4) Display writing**

Display writing is highly related to academic world. It is a requirement in which the students need to master in the school context as at school they need to be able to take short answer exercises, essay examinations, as well as the research methods. Those short of things can be categorized into display writing.

### **5) Real-writing**

Real-writing aims at transferring and communicating information and messages to the audience who needs the messages.

## **c. Teaching Writing in Senior High School**

When it comes to the discussion of teaching writing in senior high school, there are several things which need to take into accounts. The first one is the regulation of ministry of education in the form of content standard and the other one is the age range of senior high school students.

Writing is one of the indicators of measuring students' communication competence in learning English. According to BSNP (2006), one of the scopes of English language teaching and learning is students' communicative competence, including students' ability to understanding and

producing text, either written or spoken, that is carried out through four language skills, they are: reading, listening, writing, and speaking.

BSNP also urges students to be taught literacy which covers the following levels:

### **1) Performative**

At this level, students are hoped to masters the skills of English, which are reading, writing, listening, and speaking.

### **2) Functional**

At the functional level, students are supposed to be able to make use the language as a tool to fulfil their needs in daily life, as an example to read news or manual.

### **3) Informational**

At the informational level, students should be able to access knowledge by making use their knowledge in English. Students are expected to reach informational level since they need to be prepared for their further educational level, whether it is in university or college.

Related to this, the curriculum in SMA N 2 Sleman is developed based on the School-Based Curriculum. The standard of competence and and the basic competence in this school are also derived from the Standard of Content released by the Ministry of Education. According to the regulation by the Ministry of Education, the Standard of Competence and Basic Competence of English learning at SMA and MA grade XI (2006) are set as the following:

**Table 1: The Standard of Competence and the Basic Competence of SMA and MA grade XI**

Standard of Competence	Basic Competence
<p>Writing</p> <p>12. Expressing meaning in short functional written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.</p>	<p>12.2 Expressing meaning in simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.</p>

The standard of competence and the basic competence are the basis to develop the indicators of assessment, the materials, and the teaching and learning activities.

Another point which needs to be highlighted in teaching writing in senior high school is the students' age range. The students of senior high school's age range falls between twelve to eighteen years old, in which that age range is commonly called as puberty (Brown, 2001:91). Students which are in that age range are known as teenagers. At this phase, students experience the process of transition, confusion, self-consciousness, growing, as well as changing bodies and minds. Students at this phase start to develop attention span. However, it can be shortened easily due to many diversions which happen in their lives.

Therefore, there are some considerations which the teacher should take when they teach the students. As cited from Brown (2001: 92), the high school teacher needs to put concerns to keep students' self-esteem high by: a) avoiding embarrassment of students at all costs, b) affirming each person's talents and strengths, c) allowing mistakes and other errors to be accepted, d)

emphasizing competition between classmates, and e) encouraging small-group work where risks can be taken more easily by a teen.

Further, writing helps engaging students to language acquisition as it aids students' language and learning development as well as facilitating students in mastering the basic skills of language (Harmer, 1998: 79). In other words, a good writing skill helps students to master the target language as well as the other skills of the language. It is for this reason that teaching writing is very prominent and plays an important role toward students' language acquisition.

To sum up, in the teaching and learning process of English in senior high school, writing is a compulsory subject to be taught. In addition, writing needs to be taught since it helps students acquiring the language and so does the other language skills. Therefore, teaching writing undoubtedly plays an undeniable role toward students' success in learning English.

#### **d. Assessing Writing**

In the teaching and learning process of writing, assessment needs to be done to measure students' writing abilities. Moreover, the success and the effectiveness of the teaching and learning process of writing can also be measured through an assessment activity.

Hyland (2003: 213) states that assessment refers to the ways of collecting information on learners' language ability or achievement. Additionally, it is said that there are five main reasons to evaluate learners:

**1) Placement**

This kind of evaluation is generated to provide information that helps to place the students into appropriate classes based on their level and ability.

**2) Diagnostic**

Diagnostic evaluation is used to identify the students' strengths and specific weaknesses on writing. This assessment is usually to be used as a part of needs assessment.

**3) Achievement**

Evaluation on achievement is done to measure the progress that the students have made on their writing.

**4) Performance**

Performance evaluation is used as a source to give information about the students' ability in performing particular writing tasks.

**5) Proficiency**

Proficiency test measures students' general level of competence in relation to a certain task which they are required to perform.

There are two types of scoring approaches which are usually used to assess students' writing ability, holistic scoring and analytic scoring. According to Hughes (2003:94) holistic scoring is a type of scoring which involves the assignment of a single score to a piece of writing, on the basis of an overall impression on it. The advantage of using this kind of scoring in writing is that the scoring process can be done quickly.



On the other hand, analytical scoring requires separated score for each of a number of aspects of a task, Hughes (2003: 100). In analytic scoring, students' writing is assessed based on detail grades for aspects of writing, such as vocabulary, grammar, organization, etc. This approach of scoring has several advantages. First, it disposes of problem of uneven development of sub skills in students. Second, it considers the aspects of performance and third, because the scorer has to give an exact number of score, this scoring approach tends to be more reliable. However, this kind of scoring takes a lot of time.

Based on the reviews between the holistic and the analytic approaches of scoring, the researcher decided to implement analytic approach on her research because analytic approach provides more details information on writing aspects and therefore, it was easier for the researcher to analyse the aspects in which the students lack and need improvement.

### **3. Project-Based Learning**

#### **a. Definition of Project-Based Learning**

Project-based learning is a learning method which is not new in the field of English as a Second Language and is thought to be relevant with the teaching and learning of English in the 21<sup>st</sup> century. Poonpon (2011) states that project-based learning is suitable with the English teaching and learning need as project based learning is an instructional approach that contextualizes learning by presenting learners with problems to solve or product to develop. Furthermore, Solomon (2003) emphasizes that project-based learning focuses

on learning through student-centred, interdisciplinary, and integrated activities in real world situations.

In project-based learning, students are responsible fully for their own learning. They work collaboratively to solve problems. Project-based learning concerns on the learning activity based on real world problems and challenges that require students to work as a team through meaningful activities and result in a final product, Simpson (2011). Stoller (2002) adds that project work is a part of cooperative learning. It allows students to work on their own, in a small group, or as a whole-class. Throughout the process, the students share their ideas, resources, and expertise.

Project based learning helps students to inquire. Students drive their own learning through inquiry, as well as work collaboratively to create projects that reflect their knowledge (Bell, 2010). Moreover, project-based learning fosters students to critical thinking. It causes students to get engaged in critical thinking in order to construct their own meaning by applying what they learn (Krauss and Boss, 2013).

In addition, according to Phillips et al. (1999), Project-based learning consists of recognizable units of work with a beginning, middle, and end which are linked to form a tangible final-product in which the students can gain a real sense of achievement. Project-based learning is an individual or group activity which is done within the determined time line, resulting in a product, presentation, or performance.

Based on the theories defined by the experts above, it can be inferred that project-based learning is a teaching technique in which students are given a problem or challenge as means of gaining new knowledge or skills. Project-based learning is a student-centred approach as it requires students to be an active learner and gives them a chance to explore knowledge and skills through the given project. It engages students to critical thinking and also enables students to work cooperatively with others. The term of technique is used throughout this thesis because technique is the specific activities manifested in the teaching and learning process in the classroom to realize the learning objective (Brown, 2001).

#### **b. Characteristics of Project-Based Learning**

Project-based learning shares the following features:

##### **1) Project-based learning is an authentic learning.**

Project-based learning is an experiential learning (Phillips et al., 1999). It enables students to experience relevant and real-world task. Through project-based learning, students are exposed to the real world situations while they complete their project (Markham et al., 2003). Project-based learning makes students' learning meaningful as they link their prior knowledge to their current study based on the real situation.

##### **2) Project-based learning is student-centred.**

Project-based learning focuses on students to be an active learner. It gives students wide opportunities to discover the solution to the given project using their skills and knowledge. In project-based learning,

students are responsible for their own learning (Savery, 2006). Moreover, through project-based learning, students are urged to plan, complete, and present the task (Simpson, 2011).

### **3) Project-based learning is cooperative.**

Through project-based learning, students can work together as a group. Project-based learning allows students to work collaboratively and cooperatively to solve problems and investigate what they learn. They work together and share resources ideas, resources, and expertise. Projects lend themselves to students' working and learning collaboratively. In project-based learning, students are exposed to motivating and challenging activities which require collaboration as well as motivation (Herrington and Herrington, 2006).

### **4) Project-based learning leads to the integration of skills.**

Project-based learning assimilates students' skills and knowledge. Stoller (2002) states that through project-based learning, students need to process information from various sources. The tasks given project-based learning also mirrors real-life tasks. Project-based learning entails students to merge their knowledge and skills to be able to complete the given task. The integration of skills is an essential component of project-based learning and should be identified in the project outcomes. Students need to learn, practice, apply, and extend these skills as part of the project design.

Furthermore, through project-based learning, language which is introduced and practiced within a project is directly related to the tasks

that the students do. Thus, the project introduces and practices language, as well as integrates language skills in a natural way (Phillips et al., 1999).

#### **5) Project-based learning culminates in an end product.**

Project-based learning results in the tangible product. The result of the product can be shared and shown with others. The products can be in the form of presentation, poster, bulletin board, wall magazine, report, or performance. The value of the product lies both in the final product and in the process of making the product as the project work has a process and product orientation (Stoller, 2002). Other than that, through the final product that the students produce, the students will get the real sense of achievement as they have something which can be shown as the indication of the progress they make (Phillips et al., 1999).

#### **c. Significances of Project-Based Learning**

Project-based learning has several advantages, particularly when it is conducted in the context of learning English as a foreign language. Here are some benefits of implementing project-based learning in the English teaching and learning process:

##### **1) Project-based learning increases autonomous learning.**

Project-based learning fosters students to learn independently. In project-based learning, the students are asked to work on their own while the teacher's role is limited as students' facilitator. Project work necessitates students to take responsibility for their own work, (Phillips et al., 1999).

## **2) Project-based learning develops higher order thinking skills.**

In project-based learning, students will have to deal with problem-solving activities which reflect the real-world situation. Project-based learning requires students to solve problems using a higher order critical thinking skill (Fragoulis, 2009). Thomas (2000) reported that problem-based learning can have a positive effect on students' acquisition of critical thinking skills. Project-based learning helps students to think critically to solve the problems as well as to produce the final product. The students need to decide how to complete tasks, how to get information, and how to evaluate their final product (Phillips, 1999).

## **3) Project-based learning increases motivation.**

Project-based learning increases students' motivation to learn and to study. Through the project that the students work on, they are stimulated to work hard to be able to produce the final product. Stoller (2002) states that project work is potentially motivating, stimulating, empowering, and challenging. Project-based learning is said to have great influence in enhancing students' motivation and supporting information collection and presentation (Blumenfeld et al., 1991).

Since project-based learning is based on the authentic learning and real-world situation, the students will find that the given project is meaningful to them. Hence, it can draw students' interest, motivation, engagement, and enjoyment towards the activities and the learning process (Fragoulis, 2009). Furthermore, project-based learning builds students'

intrinsic motivation and commitment which leads students to get involved in the learning process (Simpson, 2011). Project-based learning usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities (Ponpooon, 2011).

#### **4) Project-based learning is suitable for mixed-ability classes**

A classroom may consist of students with different kinds of ability, interests, and needs. Project work is suited to the classroom with varied-ability students as it can bridge students to work together. Project work enables students to give different contributions, based on their capabilities and interests (Phillips et al., 1999). By doing so, each student will be able to take parts in the lesson and participate well in the project.

#### **d. The Steps of Conducting Project-Based Learning in a Language Classroom**

Project-based learning has a procedure to follow in order to help the teacher to develop the project as well as to guide students with the project that they take. The procedure consists of the phases on how to implement project-based learning and functions as the foundation to carry out the project-based learning process in the classroom. There are different steps in developing the project-based learning which are proposed by the researchers, education practitioners and higher institutions, such as Stoller (2002) and The George Lucas Educational Foundation (2005). Nevertheless, the steps of project development proposed by The George Lucas Educational Foundation seem to

be the most effective and appropriate procedure to be implemented in this research. For that reason, the researcher decided to employ this procedure in conducting her research. The procedures are explained as follows:

**1) Start with the essential question**

At this phase, the teacher starts the teaching and learning process by giving students essential questions. The questions need to be the ones which engage the students and relevant to the goals that the students must achieve during the project development. The questions must be in relation to the knowledge that the students must construct and the topic must fit to their proficiency level. It ought to be related with students' daily life.

**2) Design a plan for the project**

The design of a plan for the project involves not only the teacher but also the students. In designing the plan for the project, the teacher gives students chance to participate by sharing their ideas on the projects which they are about to work on in order to make the project meet with the students' interest, capability, and expectation. The design of plan for the project includes the explanation about the rules of the project development, the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project.



**3) Create a schedule**

At this stage, the teacher and students discuss about the time allocation of working on the project. The teacher and students make an agreement /about the deadline of the project development in which the students must submit their end product.

**4) Monitor the students and the progress of the project**

Monitoring students' progress on the project is the most crucial stage of project development. It is very prominent since the success of project accomplishment is determined by how good the students do their project. Moreover, it is at this stage in which the teacher is required to play the role as a monitor. The teacher is responsible to facilitate the learning process, to guide the students during the project development, to help students when they find difficulties, and to ensure that the student is involved in the project.

**5) Assess the outcome**

After the students turn in their end product, the teacher conducts assessment to measure the students' achievement. It can be product-oriented or process-oriented. The teacher also provides students with feedback at this phase. Assessing the outcome helps teacher in designing instruction to teach more effectively.

**6) Evaluate the experience**

This is the last stage of project development where the teacher and students reflect on the project they have done. At this stage, the teacher

needs to make sure that the students are able to find answers of essential question. The teacher and students share their experience of conducting the project and discuss about the projects, what needs change and improvement for the following project, as well as share ideas on the new projects.

#### **e. The Roles of the Teacher and Students in Project-Based Learning**

Teacher's roles in project-based learning are different from the teachers' role in the traditional learning. In the traditional learning, the teaching and learning process is teacher-centred, it focuses more on the teacher as the centre of the teaching and learning activity and the students tend to be passive. Meanwhile, project-based learning requires students to be an active learner. It focuses more on the students rather than the teacher.

Project-based learning alters the role of the teacher from content provider to learning coordinator. If in the traditional method, the teacher transfers the material directly to students. Thus, the teacher spends more time to give explanation to students. However, in project-based learning the teacher spends less time to explain or to lecture the material. The teacher spends more time to observe and coach the students. The teacher plays a role as a facilitator and gives guidance to students.

While creating the project, the students may find some difficulties on their way of making the final product, and this is the teacher's duty to model, guide, and support the students to be able to do their projects successfully (Simpson, 2011). Other than that, the teacher should monitor the progress

which the students make and give them feedback and suggestions for better ways to achieve the end product (Savery, 2006).

Students also play a very important role in project-based learning. According to Simpson (2011), students play three major roles in project-based learning. Firstly, the student is as a self-directed learner. It is because they need to select the topic which is in line with their areas of interests as well as their experiences. Moreover, they have to assign the tasks within the groups, undertake projects, find resources and information, and both evaluate and revise the projects.

Secondly, students work as a team member or as a collaborator. Every student in the group is responsible for different duty based on their capabilities and interests. The students need to work in team and support each other to succeed the project (Simpson, 2011).

Thirdly, students play a role as knowledge manager or leader. In the context of project-based learning, students need to be able to manage their own learning. They are responsible to collect information, analyse and interpret data, and present them as the outcome of their learning (Simpson, 2011).

In brief, it is clear that the teacher role in project-based learning is as a facilitator which supports students to be able to do the project successfully. Other than that, the teacher provides guidance and monitors the project that the students undertake. Beside the roles that the teacher takes, the students also responsible to take care of several roles, they are: 1) acting as a self-

directed learner, 2) working as a collaborator, and 3) becoming knowledge manager.

## **B. Relevant Studies**

There are several studies related to project based learning to improve students' writing skills. One of the researchers who conducted the research about project-based learning and writing is Bayu Pratomo (2014). The research investigated the implementation of project-based learning in teaching writing through collaborative classroom action research. The subjects of his research were junior high school students. The study was conducted because he found out that the students' writing ability was far from being satisfactory, particularly in writing descriptive text. Based on the research, it is found that project-based learning could effectively improve students' writing skill.

The other relevant research study about the implementation of project-based learning is a study conducted by Kornwipa Ponpoon (2011). The researcher conducted the research in an English course at a Thai university in 2009 to find out about students' opinions towards the implementation of project-based learning in English language class and how project-based learning could enhance their four language skills (listening, speaking, reading, and writing). The findings show that by using an interdisciplinary-based project, most students thought that the interdisciplinary-based project should be retained in the English course because it was appropriate and useful for them. Furthermore, it is stated that through the use of the project-based learning, students' English skills were successfully enhanced.

Therefore, based on the successful implementation of project-based learning in the previous relevant study, the researcher decided to investigate the implementation of project-based learning in writing hortatory exposition text at grade XI of SMA N 2 Sleman, in which the students were required to do the projects collaboratively.

### **C. Conceptual Framework**

Writing is one of English productive skills which should be mastered by the English language learners. Students' achievement in learning English can be seen from their mastery of English productive skills, especially the writing performance. Hence, it is very important for students to master writing skill.

Although writing skill has undoubtedly-significant role, students' writing skill is still far from being satisfactory. Most students still find it hard to find ideas to start their writing. Other than that, students often fail to choose the appropriate vocabulary for their writing. Furthermore, it is also confusing for students to organize the ideas and details for their writing. In addition, students' grammar mastery can be said as low since most of them cannot use the right form of grammar. Some cannot differentiate when to use present tense or past tense.

This situation gets even worse because students have bad attitude towards learning. They have no motivation to learn further about English. Therefore, to overcome this situation, the use of teaching technique which can prompt students to writing is needed. One of the teaching techniques which

can be used to improve students' writing skill is project-based learning technique. Project based learning technique is good to improve students' writing skill due to some reasons.

Project-based learning technique is very useful in engaging students to writing activities. The projects given by teachers help prompting students to start and gather ideas for their writing. Project-based learning generates students' interest to the projects or challenges the students should fulfil. Based on projects that they work on, students can find ideas to contribute in their writing product.

Moreover, the projects can make students interested and motivated towards writing. Project-based learning technique is a way of learning in which it requires students to actively participated and involved in the teaching and learning process. Through the given projects, students are stimulated to writing.

Furthermore, project-based learning is beneficial to help students understand the subject better. Project-based learning requires students to experiment and explore with the projects. It helps students to be an active and creative learner as well as supports students to be a critical thinker.

To conclude, writing is an important skill which needs to be mastered by students. Since the students have not met the requirements needed for a good writing, using project-based learning as a way to improve students' writing might be very helpful. Project-based learning helps engaging students

to writing activities, motivating students, making students to understand the subject well, and training students to be critical, creative and active thinkers.

## **CHAPTER III**

### **RESEARCH METHOD**

In the previous chapter, there has been reviewed the theories which are relevant to the research. In this chapter, it is aimed to explain about how the research was conducted. It consists of the type of the research, the setting of the research, the subject of the research, the data collection, data validity and reliability, and the procedure of the research.

#### **A. The Type of the Research**

This study belongs to the field of action research. Action research is regarded as a research which aims at identifying problematic situation and finding a deliberate way of solution to bring about changes and better improvements for the problems, (Burns, 2010: 2). Furthermore, Burns (1999:30) states that action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action in it, involving collaboration and cooperation of the researchers, practitioners and laymen.

This classroom action research was conducted to find a way of improving the writing skills of the XI IPA 1 students of SMA N 2 Sleman. This research was conducted collaboratively. It was performed by the researcher herself with the help of the collaborators. There were two collaborators who cooperated with her in implementing the actions of the research. The first collaborator was the researcher's colleague who was in



charge of observing the implementation of the research and the second collaborator is the English teacher who helped her in interpreting the data. This research involved two cycles in its implementation.

## **B. Research Setting**

### **1. Place**

The research was performed at grade XI IPA 1 of SMA N 2 Sleman which is located in Brayut, Pandowoharjo, Sleman, D.I. Yogyakarta. The classroom is already equipped with LCD projector. The school has 12 classrooms and several laboratories, such as computer laboratory, language laboratory, chemistry laboratory, physics laboratory, and biology laboratory. The school has three grades, in which each grade consists of four parallel classes. For grade X, there are 4 parallel classes, XA, XB, XC, and XD. For grade XI and XII, the classes are classified into IPA & IPS classes, with two classes of IPA and two classes of IPS for each grade. Each class accommodates 32 students in average.

### **2. Time**

This research was carried in the second semester of the academic year of 2014/2015 from March 19<sup>th</sup> to May 9<sup>th</sup> 2015. The research was conducted by following the school's calendar and considering the English teacher's schedule and syllabus of English lesson which was taught in grade XI IPA 1 of SMA N 2 Sleman.

Meanwhile, the schedule of actions implementation can be seen in the figure below.

Table 2: **Research schedule**

No.	Day/Date	Time	Material
1.	Thursday, April 23 <sup>rd</sup> , 2015	08.45-10.30	Hortatory Text    Exposition
2.	Saturday, April 25 <sup>th</sup> , 2015	11.15-13.15	Hortatory Text    Exposition
3.	Thursday, April 30 <sup>th</sup> , 2015	08.45-10.30	Hortatory Text    Exposition
4.	Thursday, May 7 <sup>th</sup> , 2015	08.45-10.30	Hortatory Text    Exposition

### 3. Participants

The main subjects of this research were the students of grade XI IPA 1 of SMA N 2 Sleman, Yogyakarta in the academic year of 2014/2015. In total, there are 32 students in the classroom, consisting of 12 male students and 20 female students.

### C. Data Collection and Data Analysis Techniques

#### 1. The types of the data

The data obtained from the results of the research are classified into two. They are qualitative and quantitative data.

The qualitative data were in the forms of the transcripts of the interview, observation checklists, field notes and the photographs. Such kinds of data were collected through class observation and interview.

Furthermore, the quantitative data were obtained from the series of writing tests given to students during the research. The writing tests were in the forms of pre-test conducted before the implementation of project-based

learning and the post-test after the implementation of project-based learning. Besides, there were two texts generated by each student during the implementation of project-based learning being analysed one by one to get another quantitative data presenting the progress which the students made in each meeting.

## **2. Data collection Techniques**

As it is stated earlier in this chapter, the qualitative data in this research were gained through observations and interviews. Furthermore, those techniques are explained as follows:

### **a. Classroom observation**

The classroom observation was conducted before the implementation of the actions to get information about the students' and the English teacher's behaviours during the English teaching and learning process.

Furthermore, the first collaborator in this research also conducted classroom observations during the actions of the research to observe and monitor students' attitude when the researcher replaced the English teacher's place to teach in the classroom by implementing project-based learning.

In addition, to encourage the trustworthiness of the study, the photographs were used to capture every important moment which happened during the research.

**b. Interview**

The interview was first conducted with the English teacher and the students to discover the problems during the teaching and learning of English. In addition, the interview was performed to know what the students felt about the implementation of project-based learning. The interview was useful to know the students' opinions towards the progresses they made. It was also held to find out the collaborators' opinions about the implementation of the actions, the obstacles found during the implementations. Other than that, it was done to look for solution and suggestion to be implemented in the next action.

**3. The instruments of the research.**

The instruments used as parts of the research were:

**a. Observation checklists**

Observation checklists were used to make sure that the researcher did the research as what it had already planned before. Other than that, observation checklists were used to monitor the students' acts and behaviour which were required as the data to be compared from time to time. The observation checklists were used to decide whether there were any improvements or not and whether the improvements were significant or not.

**b. Writing tests**

Writing tests were used to measure students' achievement and progress in their writing. The tests consisted of pre-test and post-test.

**c. Interview guidelines**

Interview guidelines helped the researcher to take care of the interviews as it enabled the researcher to hold the interview in a sequenced order. In addition, it helped the researcher to explore the collaborator's and students' view point towards the action.

**d. A recorder**

A recorder was very helpful for the researcher while conducting the interview as it recorded the interview and made it easier for the researcher to transform the interview into transcripts.

**e. A camera**

A camera enabled the researcher to document the action and important moments. Furthermore, it could be used to describe the sequences of the research.

**4. The techniques of the data analysis**

The data analysis technique used to analyse the qualitative and quantitative data in this research study is adapted from Burns (2010 : 104-105). The stages of the data analysis technique are discussed as what follows:

**a. Assembling the data**

In this stage, the researcher collected the data through various kinds of resources and looked for the broad patterns of the data that seemed to be able to answer the research question.

**b. Coding the data**

After the data were collected and the broad patterns of the data were identified, the data were then reduced into more specific patterns. It could be done by grouping the data into categories.

**c. Comparing the data**

In this stage of analysis, the data categories were compared to one another to see whether they represent or say the same thing or not.

**d. Building meanings and interpretations**

The following step of analysing the data after comparing the data was making interpretations based on the data. The interpretations were made based on the process of critical thinking by reflecting from the surface details.

**e. Reporting the outcomes**

In this part of data analysis, the researcher decided how the research is organised and presented.

**D. Data Validity**

Validity plays a prominent part in determining the research's quality and acceptability. According to Burns (1999:161), there are five types of validity which can be used to examine an action research:

**1. Democratic validity**

Democratic validity is related to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In democratic validity, the research can be said as valid when it includes all

the participants to share their perspective. Democratic validity gives participants chances to share their personal opinion, ideas, and comments about the employment of the research. The democratic validity in this research was gained from the interviews done with the collaborators and the students of XI IPA 1 to see their thoughts on the actions during the implementation of the research.

## **2. Outcome validity**

The research can be said as having outcome validity when the actions conducted in the action research help to overcome the problems. It is related to the results of the actions implemented during the research which are expected to be successful. This outcome validity deals with the efforts which were made to improve students' writing skills through project-based learning.

## **3. Process validity**

Process validity urges that a research study needs to be dependable and competent. It requires the data in the research to be believable. In order to fulfil the process validity, the researcher with the help of collaborator monitored the teaching and learning process by doing observation as well as taking notes during the observation. The researcher also recorded the interviews done with both the collaborators and the students. Other than that, the data were also supported by some evidences like photographs.

#### **4. Catalytic validity**

Catalytic validity concerns with how the research leads the participants to better understanding and takes further actions or changes. Catalytic validity deals with how the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. This validity was accomplished as there were some positive impacts and changes after the implementation of the actions.

#### **5. Dialogic validity**

Dialogic validity deals with the process of peer reviews in the action research. In this case, the researcher and the collaborators conducted discussions related to the findings of the research before and after the implementation of the action.

### **E. Data Reliability**

A research needs to be not only valid but also reliable. Reliable means that a research study is meant to be trustworthy. It is used to avoid the subjectivity in the research and maintain trustworthiness in analysing the data. To examine the trustworthiness of a research, triangulations principle is usually implemented (Burns, 2010 : 97). However, this particular research only applied two of them.

#### **1. Time triangulation**

Time triangulation means that the data are collected through different points in time. In this study, the data were collected from the month of March until the beginning of May. During that period of time, the research



was done in two cycles, in which each cycle consists of two meetings. In total, there were four meetings needed to conduct this research.

## 2. Researcher triangulation

The data are collected by more than one researcher. The researcher did not stand independently since this principle requires more than one researcher to avoid the biased interpretation. During the research, the researcher was accompanied by two collaborators. The first one is the researcher's colleague and the other one is the English teacher.

## F. Research Procedure

This research follows the steps of action research designed by Kemmis and McTaggart in Burns (2010:8). The steps of the research are represented based on the following chart:

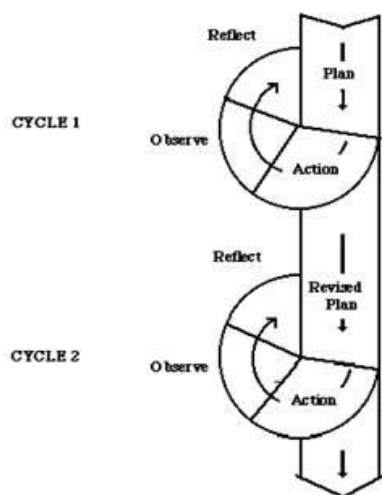


Figure 2: **The steps of action research**

However, before implementing the cycle of action research, the researcher undertook reconnaissance phase to determine the focus of the study. At this stage, the problems were investigated from the field through some observations on the

teaching and learning process, interviews with the teacher and students, and some discussions with the teacher.

Based on the observations, interviews, and discussions, the existing problems were identified. Furthermore, these processes led the researcher to select the focus of the research, which were some problems related to the writing learning process. Those were lack of knowledge in some aspects in writing such as vocabulary, grammar, form, fluency, etc. In addition, students' motivation towards writing could be said as low, the teacher did not provide appropriate media while teaching writing and she applied a traditional way in teaching writing which caused the students to be uninterested in writing. Other than that, there were also lacks of activities which could support the students in writing. This situation caused students a little opportunity to learn and absorb the target language, particularly the writing skill of the target language, properly and effectively.

Therefore, the researcher examined the use of project-based learning technique which was believed to be an alternative to improve students' writing skills.

After the reconnaissance process was fulfilled, the researcher started to apply the steps of action research proposed by Kemmis and mcTaggart as what has been started and illustrated earlier. Furthermore, the steps of the research represented on can be explained as follows:

### **1. Planning**

In this phase, when the problems had been identified, the researcher started to develop plans of action to bring improvements on the treated problems after some discussions with the collaborators. The researcher and the collaborators work to prepare the instruments, the materials needed, and the technique performed in the classroom. The teaching aids such as the media, and the tools required were also prepared at this stage.

### **2. Action**

The next step is action. In this stage, the researcher put the plans into action. After deciding the plans, the actions were performed in the field. The plans were done in two cycles in which each cycle took two-times classroom meetings.

### **3. Observation**

In the observation stage, the implemented action is being observed. During the implementation of the action, both the researcher and the collaborator observed and monitored the students' attitudes and behaviours towards the teaching and learning activity as well as took notes about everything which happened in the classrooms. The effects of the actions were all observed. The observation helped the research collaboration to make reflection on the actions applied and determine the following actions.

### **4. Reflection**

At this phase, the researcher reflected, evaluated and described the effects that the action brought. The researcher and the collaborators discussed to

draw a conclusion whether the action was successfully implemented and was proven to be able to improve the students' writing skills as well as the teaching and learning process. If the actions which were carried out were successful, the research would continue to implement with different topic. However, if it was proven to be unsuccessful, the actions would be modified into the ones which were more suitable.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents the process and findings of the research. There are four main sections in this chapter. The first section of this chapter describes the reconnaissance process conducted by the researcher. Meanwhile, the second section reports the process of the action research cycles consisting of plans, actions, observation, and reflections. The action research was done in two cycles. The third section shows the findings of the study in quantitative data obtained in the research to support the qualitative data and the last section is about the discussions of the findings interpretation. The details of the process are presented as follows:

#### **A. Reconnaissance**

##### **1. Identification of the Problems**

In the reconnaissance process, the researcher observed the English teaching and learning process in the classroom. In identifying the problems of the teaching and learning process of English writing skills in class XI IPA 1 of SMA N 2 Sleman, the researcher conducted several activities. First of all, a preliminary observation was conducted by the researcher to know the teaching and learning process of English at SMA N 2 Sleman, particularly in XI IPA 1 class. Second, the researcher had some interviews with the English teacher and the students of XI IPA 1 in order to get further information about the teaching and learning process, and lastly, the researcher conducted a pre-test to know how far the students' ability in writing is.

The situation of the teaching and learning process in XI IPA 1 class can be seen through the vignette below. The vignette is the result of the researcher's observation during the teaching and learning process before the actions of the research were implemented. It describes how the teaching and learning process went through and how the classroom activities were conducted by the teacher during the English lesson. It also shows the students' attitudes and behaviours toward the teaching and learning of writing skills. The details are presented as follows:

<b>VIGNETTE</b>	
<b>English Lesson at Grade XI IPA 1 of SMA N 2 Sleman</b>	
<b>(Duration 2x45')</b>	
Day/Date	: Thursday, March 19 <sup>th</sup> , 2015
Time	: 08.45 a.m. - 11.00 a.m.
Place	: XI IPA 1 class of SMA N 2 Sleman
Activity	: Observation
<p>The English lesson at SMA N 2 Sleman took approximately 90 minutes in each meeting. The researcher observed one of the English classes at SMA N 2 Sleman that was XI IPA 1. The class was taught by Mrs Susan, one of the English teachers at SMA N 2 Sleman.</p> <p>The English class was begun at 08.45 a.m. and was started by the greeting between the English teacher and students. The interaction can be seen below:</p> <p>Teacher : Good morning everyone.            Students : Good morning, mam.                      (Some students did not answer the greeting)</p> <p>Teacher : How are you today?            Students : I am fine, thank you, and you?            Teacher : I am fine too, thank you. Are you ready for the class?            Students : Yes ma'am. (Few students answer 'not yet').            Teacher : Now, please keep your belongings first and prepare your English book and your <i>LKS</i>. I don't want to see any other things, except your book and your <i>LKS</i>.</p> <p>Some students were not ready for the English lesson. They played with their belongings and some others played with their smartphone. Some students also talked to their friends. The teacher needed to ask the students to keep their belongings and take out their English book and <i>LKS</i>.</p> <p>After greeting the students, the teacher checked the attendance list by asking, "Who is absent today?", in which the students replied "No one, mam".</p>	

continued...

**...continued**

After checking students' attendance, the teacher continued the lesson about biography text by asking the students to open their *LKS*. The teacher asked the students to read aloud a biography text about Dewi Santika by taking turns. After reading aloud a few lines, the teacher asked the students to translate the meaning of the text to Indonesian. Some students made use of dictionary to help them translating the text. The teacher continued to do so until the whole text was read by the students.

After the students had finished reading the text, the teacher asked students to write down some information they could find in the text in the whiteboard. The students who had not been given a chance to read aloud the text were chosen.

The teacher and students then continued to discuss about the text. When the teacher explained about the text, some students were reluctant to listen to the teacher's explanation and they chose to talk with their friends.

When the teacher had finished explaining about the text, the teacher asked the students to work together in pairs. The teacher told the students to interview their partner. Then, the students were asked to make a biography text about their partner. Most students griped about the activity which they needed to be done. They seemed reluctant to write in English. Some students refused to write as they felt burdened and not confident to write.

In doing this activity, the students met some problems. They found it difficult to find appropriate words to be used in the text because they had limited vocabulary mastery. Moreover, they were still confused about the grammar. Most of them did not know how to use the tenses properly and their subject-verb agreement was still far from being satisfactory too. They also had problems in finding the ideas on what they should write next. Furthermore, most students tended to use electronic and online dictionaries to help them write in English. Whereas, these tools were not dependable as the students had a tendency to translate all sentences in one go. The results of the translation were very poor because there were found several errors in grammar and dictions.

The students were asked to collect the task when the bell rang. However, most students had not finished their tasks. As a result, they run out of time and went around and copied their friends' works so that they could submit their work to the teacher. The teacher ended the lesson after all students handed their work, by saying:

Teacher : Okay, because the time is up, you have to submit your work now.  
(the students were in hurry to submit their work).  
Well, thank you very much. See you on Saturday.

Students : See you.

Afterwards, the teacher left the class.

FN.01

Thursday, March 19, 2015

The vignette above indicates that the teaching and learning process of writing at grade XI IPA 1 of SMA N 2 Sleman was not successful as there were

several problems found during the writing teaching and learning process. The vignette shows that the teacher used a conventional method in teaching writing which tended to be teacher-centred. During the instruction process the students were likely to be passive participants. The teacher did not provide the students with activities which demanded their active participation. It could be seen from the vignette that the teacher asked one student to read a few lines of the text then translate the lines into Indonesian language. Thus, the other students had nothing to do, except to read and listen to their friends. This situation led to another problem as the students got bored with the lesson. The teacher failed to draw their attention. The students were not able to focus. They started to chat with their friends or play with their gadgets. Only few of them listen to their teacher and friends enthusiastically.

In addition, the activities provided by the teacher were monotonous. The teacher rarely combined the activities with the other interesting teaching activities and media, such as using pictures to stimulate students in their writing. Other than that, the teacher almost never made use the teaching media provided in the classroom, like the LCD projector. Therefore, it caused students to have low motivation towards to get involved in the teaching and learning activity.

Furthermore, the teacher did not provide the students with enough learning materials. In the teaching and learning process, the teacher only used an *LKS* to teach. The content of the *LKS* was also not good as it offered limited tasks of writing. Besides, the *LKS* used by the teacher was not compatible with the curriculum implemented at the school. The curriculum applied at the school is



school-based curriculum. Meanwhile, the *LKS* used by the teacher was the one which adapted 2013 curriculum. As a result, there were several topics which were not covered in the *LKS*. If the materials were not fulfilled in the *LKS*, sometimes the teacher explained the materials on the whiteboard. However, it took much time for the students to write. This problem got worse when some students were reluctant to write the teacher's explanation in their books. The interview transcript below shows the proof:

R	: <i>Ibu, selama ini sumber belajar bahasa Inggris anak-anak darimana? (During the teaching and learning process, what are the learning sources used by the students?)</i>
T	: <i>Untuk sumber belajarnya saya gunakan LKS, mbak. Hanya saja kemarin kan kurikulumnya kembali ke KTSP lagi, nah saya sudah terlanjur menggunakan LKS yang menggunakan kurikulum 2013. (I use LKS as the main source of the materials. However, the curriculum that we use is back to school-based curriculum and I already use the LKS which the curriculum is 2013 curriculum)</i>
R	: <i>Tapi saya lihat ada beberapa materi yang tidak ter-cover dalam LKS tersebut ya bu. Bagaimana pendapat Ibu? (But I think that not all materials were covered in the LKS. What is your opinion?)</i>
T	: <i>Iya memang mbak. Garis besarnya sebetulnya sama. Kalau tidak tercover di LKS, biasanya saya minta anak-anak menulis materinya (Yes, it is. Therefore, I usually ask the students to write down the materials which were not covered in the LKS)</i>
Interview Transcript 1	

Moreover, when the teacher asked the students to translate the text from English to Indonesian language, the students preferred to use electronic or online dictionaries, Google translate for instance, and they tended to translate some sentences directly. This situation also occurred when the students were asked to write in English. The case was that the result of the translation was far from being satisfactory. Often, the translation was not reliable and suitable with the context as it was only suitable to translate word by word, not sentences. Besides, it caused

students to work instantly. Sometimes, they did not know the exact meaning of a particular word as they translated a whole sentence or even a whole text. This phenomenon caused students to work instantly without knowing the accurate meaning of the word. It could not help students improve their skills in writing. They were unable to arrange the words and the sentences by themselves as they depended too much on those tools. It is justified by the transcript of interview below:

- R : *Kalau kemampuan menulis siswa itu sendiri bagaimana, Ibu? Kira-kira apakah mereka bisa menulis essay yang cukup panjang?*  
(What do you think of students' writing ability, mam? In your opinion, can they make a long essay?)
- T : *Ya bisa mbak. Tapi masalahnya mereka sering menggunakan google translate atau kamus elektronik lainnya. Masih susah untuk mandiri dan membuat kalimat sendiri. Jadi ya bahasanya bahasa mesin. Kalau bahasa mesin itu kan jelas beda ya. Grammar dan kosakatanya juga banyak yang tidak sesuai.*  
(Yes, they can. But the problem is that they often use google translate or the other electronic dictionaries. It is difficult for them to work independently and to create sentences by themselves. Therefore, the language they use is the machine language and of course, it is very different. There are so many grammatical errors and inadequate vocabularies.)

Interview Transcript 1

Another problem found during the preliminary observation was that the students did not get enough chance and time to practice writing during the English lesson. Practicing to write in English can improve students' writing skill. It can make students more familiar with the aspects of writing. However, students had limited time to practice writing and were not given enough chances to write. One meeting for English lesson at SMA N 2 Sleman lasted for about 2X45 minutes. Yet, many students had not finished creating the text during the given time. Additionally, the English teacher also rarely gave writing tasks to students.

Compared to the speaking activities, writing activities were less given in the classroom. The teacher preferred asking students to state their ideas through speaking activities. It can be seen from the interview transcript below.

R	: <i>Biasanya sering ada aktivitas menulis dalam bahasa Inggris, nggak?</i> (Is there usually writing activity during English lesson?)
S19	: <i>Jarang miss. Ya ada sih tapi sedikit.</i> (No miss. We are rarely given writing activity.)
R	: <i>Aktivitas menulisnya apa saja?</i> (What kind of writing activities which you usually perform?)
S19	: <i>Paling cuma suruh bikin kalimat aja di papan tulis, atau melanjutkan bikin kalimat gitu.</i> (We are asked to make sentences in the whiteboard or to complete some sentences in a text)
R	: <i>Nah, biasanya aktivitas di pelajaran bahasa Inggris gimana?</i> So, what kind of activities which you do in English lesson?
S19	: <i>Paling kebanyakan speaking miss, bikin dialog gitu. Malah kebanyakan suruh hafalan teks. Pusing Miss, nanti suruh maju satu-satu.</i> (Mostly speaking, miss. We are asked to make a dialogue. Often times, we are required to memorize a text and we perform it one by one)
Interview Transcript 2	

In addition, the vignette explains the situation of the class where the students' attitudes and behaviours towards writing were negative. They neglected the teacher's explanation and preferred to talk and chat with their friends. They were reluctant to start writing as they felt writing is a difficult skill to perform. Their motivation in writing turned into desperation and they had no confidence in writing. Based on the interview conducted by the researcher after the students had done the pre-test, it was also concluded that the students were afraid to perform a new type of text that was hortatory exposition text. The students admitted that they preferred to write a recount text or a narrative text as those types of text were more familiar to them. It is represented in the following transcript of interview:

R	: <i>Bagaimana pendapatmu mengenai menulis dalam bahasa Inggris?</i> (What is your opinion about writing in English?)
---	--

- S32 : *Sulit bu.*  
(That is difficult miss.)
- R : *Sulit bagaimana? Apa yang membuat sulit?*  
(Why do you think it is difficult?)
- S32 : *Grammarnya itu bu, bingung. Kadang nggak tau tensesnya, nggak tau bedanya. Terus kosakatanya juga, habisnya cuma tau sedikit aja, bu.*  
(I get confused with the grammatical rule, miss. Sometimes, I don't know which tenses which should be used. I cannot differentiate the tenses well. Furthermore, I only have limited vocabulary mastery, miss.)
- R : *Nah terus pendapat kamu mengenai hortatory text tadi gimana? Sulit nggak?*  
(So, what do you think of hortatory exposition text? Is it difficult for you or not?)
- S32 : *Sulit sekali itu bu. Nggak pernah bikin paragraph yang isinya argument. Lebih gampang suruh nulis cerita atau pengalaman. Ya itu tadi bu, kosakatanya susah-susah. Bingung juga yang mau ditulis apa.*  
(Very difficult, miss. I never made a paragraph which states about our argumentation before. It is easier for me to write about recount or narrative texts. I found it hard to find the right vocabulary. I did not know what to write too.)

Interview Transcript 3

After the writing tasks given to the students, the teacher also rarely gave any correction to the tasks. Therefore, the students did not know what mistakes they made in their writing. This situation prevented the students to reflect on their work. It is justified from the following transcript of interview:

- R : *Biasanya guru memberikan koreksi nggak buat writing kalian?*  
(Does the teacher usually give correction on your writing.)
- S05 : *Nggak miss, jarang lah. Biasanya dikumpulin aja.*  
(No miss, almost never. We usually just submit our work.)
- R : *Berarti nggak dibagikan lagi?*  
(So the teacher does not turn in your work?)
- S05 : *Nggak miss.*  
(No, miss.)
- R : *Menurut pendapatmu, koreksi dalam writing perlu nggak? Kenapa?*  
(Do you think there needs to be a correction on your writing? Why?)
- S05 : *Perlu banget miss. Biar kita juga tau salahnya di mana dan bisa benerin.*  
(Yes miss. It is very important so that we know where our fault is and we can reflect on it.)

Interview Transcript 4

According to the vignette, it could be seen that the students' ability in writing was low. They lacked knowledge in the aspects of writing, such as the aspects of grammar, organization, vocabulary, and mechanics. Most students admitted that they felt writing was a difficult skill to do. They confessed that they did not have adequate knowledge in grammar. They did not know how to use the tenses and how to construct the sentences correctly. Most students neglected the subject and verb agreement while they wrote in English. It could be seen from the following result of one of the students' pre-test below:

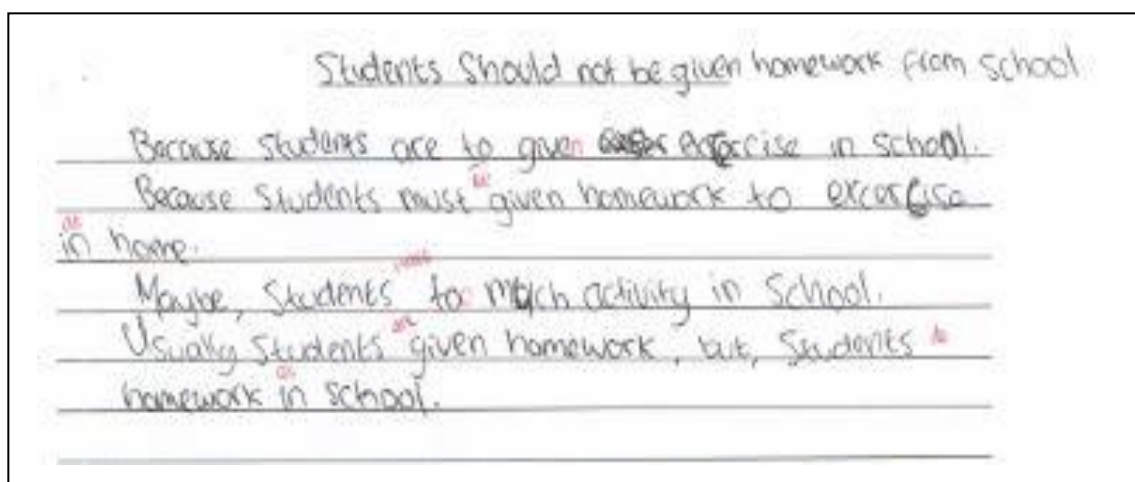


Figure 3: The result of pre-test done by one of the students

From the figure above, it could be said that the students' writing skill was still far from being satisfactory. There was not only one student who made that kind of grammatical error, but there were also some students who had a similar problem. Most students neglected the subject and verb agreement while they wrote in English. Sometimes, there was no predicate in one sentence. The students did not fully understand how to use modals in sentences. They made several mistakes in making passive sentences too. In addition, most students failed to use the right forms of preposition, pronouns and articles.

Other than that, the students could not develop the topic of writing. Most students could only develop some sentences which had little details. Moreover, the organization of the ideas in the text was somehow unclear. Sometimes, the students chose inappropriate conjunction to connect one sentence to the others. The students often did not realize that they wrote ideas which did not support the topic. Instead, they wrote down the ideas which went against the topic. As a result, their organization of ideas was intersected and the message of their writing could not be delivered properly.

Another aspect in which the students lack is the vocabulary mastery. The students often used inappropriate words which were not related to the context to express their ideas. Furthermore, as what has been stated earlier, the students relied on the online or electronic dictionaries too much in which they tended to translate directly a sentence or a paragraph which caused the students' vocabulary mastery did not develop as they would not know the exact meaning of a word. Moreover, the translation tools found in the smartphone were also not 100% correct and the students tended to trust only one source of translation tools without checking the meaning in the other dictionaries.

The mechanization aspect of writing also needs to be concerned. Students often ignored and made both errors and mistakes in capitalization, punctuation and spelling.

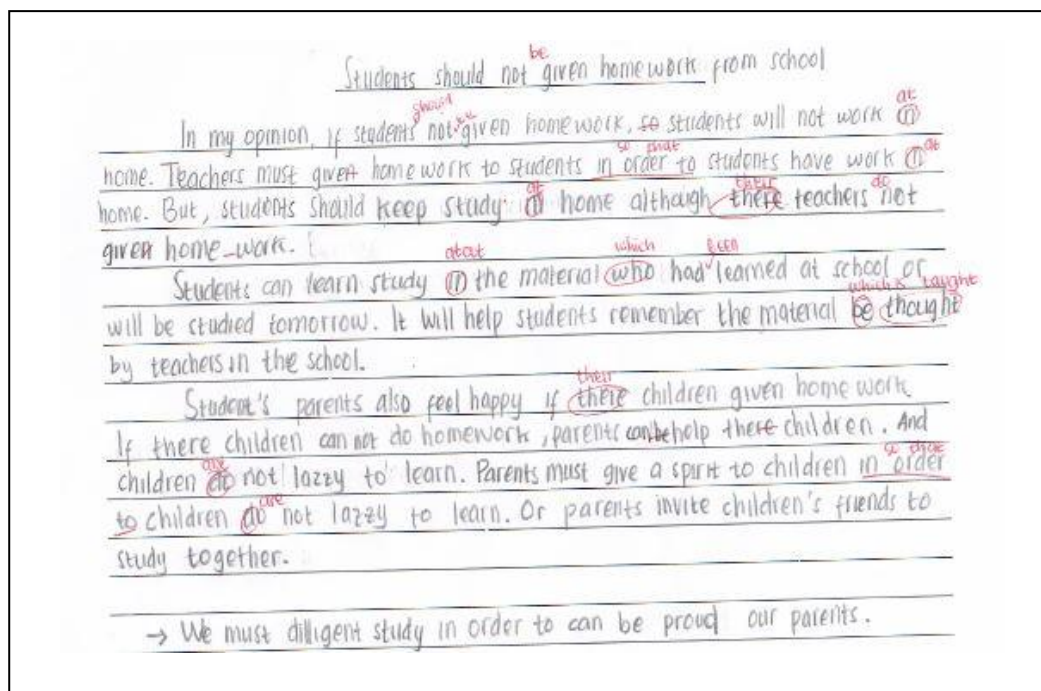


Figure 4: The result of writing pre-test

Based on the pre-test result above, students often made error by misspelling word. For example, they meant to write 'their' but they wrote there. It happened not only to one student but several students. They also often did not know where to put the right punctuation.

Therefore, there was a necessity to bring the students into a new idea of writing activity which was interesting and did not make the students frightened and stressful so that it could change students' perspective towards writing and help students to make a good piece of writing, particularly in hortatory exposition text.

From the identification of the problems above, there were several problems which occurred during the teaching and learning process in the classroom. The following table presents the identified problems:

Table 3: The field problems of grade XI IPA 1 of SMA N 2 Sleman

No.	Problems	Code*
1.	In the beginning of the class when the teacher was about to start the lesson, the students were not ready.	S
2.	The students did not pay attention to the teacher's explanation during the teaching and learning process. Some of them preferred to talk and chat with their friends about something which was not related to the lesson. Some of them were busy playing with their gadget.	S
3.	The teacher used conventional method of teaching which did not give the students enough chance to take part actively during the lesson.	T
4.	The interesting teaching media were rarely used during the instructional process.	M
5.	The teaching and learning activities were monotonous which caused the students to get bored.	CA
6.	The source of the materials was only from LKS and not all materials were covered in the LKS.	LM
7.	The teacher explained the additional materials in the whiteboard and it was time-consuming for students to write down the materials.	LM
8.	The knowledge and materials in hortatory exposition text were incomplete and inadequate to support students.	LM
9.	The students had bad attitudes and behaviours towards writing.	S
10.	The students met several difficulties related to the aspects of writing, such as grammar, vocabulary, etc.	S
11.	It was difficult for students to generate ideas.	S
12.	The students depended too much on translating tools. They tended to translate all sentences at once. It did not help students to develop their writing skills as they did not arrange the words and the sentences by themselves.	S
13.	The students could not finish the writing task during the given time.	S
14.	The writing skills were given less attention compared to the speaking skills.	T
15.	The students lacked writing practices.	S
16.	The teacher almost never gave correction on writing done by the students.	T

Note \*

S : Students

CA : Classroom Activities

T : Teacher

LM : Learning Materials

M : Media



After determining the problems, it was clear that the process of writing teaching and learning at grade XI IPA 1 needed to be improved. Hence, the researcher and the English teacher as a collaborator worked together to make plans for the actions which were meant to improve the students' writing skills and overcome the problems of the field.

There was also a colleague of the researcher who her as another collaborator to observe and control the classroom. This was aimed to prepare if there were uncontrollable situations occurred during the implementation of the actions. This collaborator was also expected to assist her in taking photographs, notes, and recordings which functioned as genuine evidences and proofs of the research.

## **2. Selecting the Problems**

Based on the preliminary observation, interview, and pre-test conducted in the classroom, the researcher and the English teacher found that the writing skills of grade XI IPA 1 students were still far from being satisfactory. The teaching and learning process at grade XI IPA 1 seemed to be monotonous and it lacked practices. The techniques used by the teacher was not interesting and failed to draw students' attention as she only gave explanation and rarely made use of attractive teaching media.

Considering the time, energy, priority, and feasibility of the problems to solve, it was hard to overcome all problems found in the field. As stated in the beginning of chapter I, the researcher and the English teacher decided to only focus the research at improving the students' writing skills through the use of

project-based learning technique. Therefore, the lists of feasible problems to solve were formulated and presented as follows:

**Table 4: Feasible writing problems of grade XI IPA 1 to be solved**

No.	Problems	Code
1.	The knowledge and materials in hortatory exposition text were incomplete and inadequate to support the students.	LM
2.	The teacher used conventional method of teaching which did not give the students enough chance to take part actively during the lesson.	T
3.	The interesting teaching media were rarely used during the instructional process.	M
4.	The students lacked writing practices.	S
5.	It was difficult for students to generate ideas.	S
6.	Students met several difficulties related to the aspects of writing, such as grammar, vocabulary, etc.	S
7.	The students had bad attitudes and behaviours towards writing.	S

After determining the field problems which would be solved, the researcher and the collaborators analysed the factors contributing to the problems. This step was conducted to recognize the obstacles and the weaknesses in relation to the field problems found.

**Table 5: Field problems and contributing factors**

No.	Field Problems	Factors
1.	The knowledge and materials in hortatory exposition text were incomplete and inadequate to support the students.	The source of materials was taken mostly from the <i>LKS</i> . The <i>LKS</i> adapted 2013 curriculum while the school implemented school-based curriculum. Therefore, some of the materials were not covered in the <i>LKS</i> .
2.	The teacher used conventional method of teaching which did not give the students enough chance to take part actively during the lesson.	The teaching and learning activities were monotonous. The teacher focused on the materials found in <i>LKS</i> and rarely provided activities which attracted the students.
3.	The interesting teaching media were rarely used during the instructional process.	The teacher rarely made use the teaching media in the classroom, like the LCD projector. She merely gave explanation while teaching.
4.	The students lacked writing practices.	The teacher rarely provided students with writing tasks. Writing activities were less given than speaking activities. Furthermore, it took

**continued...**

...continued

		only 2X45' in one meeting for a teacher to deliver the teaching and learning activity during the English class.
5.	It was difficult for students to generate ideas.	The students were not familiar with exposition text. They had limited background knowledge related to exposition text. It was difficult for students to find ideas. The students did not know how to arrange the ideas into good organization.
6.	Students met several difficulties related to the aspects of writing, such as grammar, vocabulary, etc.	They had poor knowledge in writing aspects, like grammar. They also had limited vocabulary mastery.
7.	The students had bad attitudes and behaviours towards writing.	The students had low motivation in writing. They felt reluctant when they needed to do writing tasks as they did not feel confidence about their writing skills.

After the field problems had been identified and analysed, the researcher and collaborators planned some actions in order to solve the field problems. The actions are proposed in the table below:

Table 6: **The actions proposed to solve field problems**

No.	Field Problems	Factors	Actions
1.	The materials were limited and inadequate.	The source of materials was taken mostly from the <i>LKS</i> . The <i>LKS</i> adapted 2013 curriculum while the school implemented school-based curriculum. Therefore, some of the materials were not covered in the <i>LKS</i> .	Giving handouts and extra materials to the students in order to help them learn the materials.
2.	The teacher used conventional method of teaching which did not give the students enough chance to take part actively during the lesson.	The teaching and learning activities were monotonous. The teacher focused on the materials found in <i>LKS</i> and rarely provided activities which attracted the students.	Creating interesting classroom activities by implementing project work.
3.	The interesting teaching media were rarely used during the teaching and	The teacher rarely made use the teaching media in the classroom, like the LCD projector. She merely	Using interesting teaching media such as pictures and making use of LCD.

continued...

**...continued**

	learning process of writing.	gave explanation while teaching.	Implementing the use of the project-based learning in the classroom.
4.	The students lacked writing practices.	The teacher rarely provided students with writing tasks. Writing activities were less given than speaking activities. Furthermore, it took only 2X45' in one meeting for a teacher to deliver the teaching and learning activity during the English class.	Providing the students with writing tasks and exercises. The writing tasks and practices were given during the implementation of the project-based learning.
5.	It was difficult for students to generate ideas.	The students were not familiar with exposition text. They had limited background knowledge related to exposition text. It was difficult for students to find ideas. The students did not know how to arrange the ideas into good organization.	Implementing project-based learning in the classroom in which the students were required to work in a group to accomplish the project work. The project work could help students to dig ideas and think creatively. Within the group, the students could share and exchange ideas.
6.	Students met several difficulties related to the aspects of writing, such as grammar, vocabulary, etc.	They had poor knowledge in the aspects of writing, like grammar. They also had limited vocabulary mastery.	Providing the students with knowledge related to writing, particularly exposition text. It involved the knowledge about grammar, vocabulary, mechanics, etc. In addition, giving correction to students based on the result of their writing so that they know which parts which they need to correct could be done to cope with this problem. Moreover, the

**continued...**

**...continued**

			students' writing activities were monitored during the implementation of project-based learning technique.
7.	The students had bad attitudes and behaviours towards writing.	The students had low motivation in writing. They felt reluctant when they needed to do writing tasks as they did not feel confident about their writing skills.	Giving the rewards to students and implementing the use of the project-based learning technique to increase the students' motivation towards the teaching and learning process of writing.

To implement the actions, the researcher and the collaborators did several preparations and plans to make the actions successful, they were:

- a. developing the research instrument
- b. selecting the materials
- c. developing integrated materials for students
- d. selecting the teaching media
- e. deciding the teaching and learning activities
- f. preparing the course grid and lesson plans.

## **B. Research Process**

In this part, the process of the research is described in details. The discussions of the report of the first cycle are described in the explanation that follows.

### **1. Report of Cycle 1**

In the first cycle of the research, the researcher and the collaborators planned to perform the first cycle in two meetings. Furthermore, after considering

the field problems which had been identified previously, the researcher and the collaborators planned some efforts to solve them. The efforts were focused at improving students' writing skills through project-based learning technique. The plans of the first cycle that would be performed are presented in the following discussions.

**a. Planning**

**1) First Meeting**

In the first meeting, there were some plans made by the researcher and the collaborators. They are:

- a) giving lead in activities before continuing to the main activities. The leading activities were done by providing students some interesting pictures and questions.
- b) explaining about the hortatory exposition text.
- c) providing the students a model text functioning as the input of language.
- d) giving explanation about the generic structure of hortatory exposition text and the language features of the text.
- e) giving the students tasks related to the hortatory exposition text and the generic structure of the text.
- f) providing opportunities for students to enrich their vocabulary mastery.
- g) implementing project work. The details are as follows:

- (1) The researcher and the students designed and discussed a plan for the project work. For the first project, the teacher and the researcher planned to ask the students to make a poster about environment. This project was later to be discussed with the students. In doing the project work, the students were divided into a group of four.
  - (2) The researcher and the students created schedule on time allocated to do the project.
  - (3) The researcher monitored the students and the progress of the project.
  - (4) The researcher assessed the outcome of the project.
  - (5) The researcher and students reflected the experience.
- h) agreeing to ask the students to make a writing based on the project work they made. The writing assignment was done within the group.
  - i) correcting and giving feedback on the results of the students' writing to make them know their mistakes and to make them do better in the next writing activity.
  - j) providing observation sheet to her colleague as another collaborator in this research to observe and record the teaching and learning process in the classroom.

## **2) Second Meeting**

The plans made by the researcher and the collaborators in the second meeting are:

- a) deciding to review the previous meeting material by asking some questions related to it.
- b) giving students some rewards to group who did the best on their project work in the previous meeting. This reward was aimed at motivating students to do well in the activities that followed.
- c) giving the students lead in activity by providing some pictures and questions to be discussed together in order to get them ready for the lesson.
- d) focusing the meeting into the generic structure of hortatory text that was recommendation. The researcher would explain about the language features of the text, particularly the use of modal verbs such as 'should' and 'must' as well as their passive forms because they are commonly found in the recommendation part of the text.
- e) providing the students with the lists of verbs to students to make sure that the students would get better and deeper understanding in writing hortatory text.
- f) providing the students with another model of hortatory exposition text as their input of language.
- g) giving the students tasks and exercises related to the use of modals.
- h) implementing project-based learning. The details are presented below:
  - (1) The students were to work in a group of 4. The researcher and the students designed and discussed the plan for the project. The second project work would be about making a tourism brochure



and later the researcher as well as the students made an agreement about it.

(2) The researcher and the students were to make a schedule on how long it would take to carry out the second project.

(3) The researcher guided the students while they made the project and monitored their progress.

(4) The researcher assessed the result of the project.

(5) Both the researcher and the students reflected their experience based on the second project.

i) asking the students to make a writing based on the project work they made. The writing assignment was done individually.

j) Giving correction and feedback on the students' writing to make the students know their mistakes and to make them do better in the next writing activity.

k) Providing an observation sheet to her colleague as another collaborator in this research to observe and record the teaching and learning process in the classroom during the research.

#### **b. Action and Observation**

The implementation of the actions in cycle 1 was done in two meetings. The first meeting was carried out on Thursday, April 23<sup>rd</sup>, 2015 and second meeting was on Saturday, April 25<sup>th</sup>, 2015. During the research, the researcher acted as the teacher and she was accompanied by her colleague as the collaborator who became the observer. Before the English lesson, the

researcher gave the collaborator an observation checklist. Furthermore, in this Cycle, while the researcher implemented the action, the collaborator took notes in the back of the classroom to observe the teaching and learning process. The details of the actions are discussed as follows:

### **1) The First Meeting**

The class was begun by saying greeting and asking students' condition followed by praying. Then, the researcher checked the students' attendance in which students responded that everyone was present. Before entering the main material on that day, the researcher explained to the students what they were about to learn.

The lesson started with the researcher showing some pictures about people and environments. She asked the students what the pictures were about. Some students kept silence, while the others answered quietly. She asked one of them by taking turns to tell their opinion about the picture. It was followed by asking whether the actions in the pictures should or should not be done by the people. The researcher occasionally asked why such things should not be done and asked the students to share their opinions on how to solve the problems. This was the introduction to give the students background knowledge. After that, the students were given a list of situations and advices in which the students were required to match the situation with the suitable advices which was in relation to whether something should or should not be done by people. Then, the students were asked to read aloud their answers.

The students seemed to feel strange with the new class situation in which the researcher acted as the teacher. However, the class could be well-managed because the students seemed very curious about the new materials which they learnt. Soon afterwards, the researcher gave a model of hortatory exposition text as a language input for them. The students were asked to read the text and looked for the words that they felt them difficult to understand. The researcher helped the students to find the meaning of the words while the other students could not answer. Sometimes, she also asked the students about the meaning of several words which were thought to be hard for them. Then, she wrote down the meanings of the words in the whiteboard while the students wrote them in their books. When the students had finished their reading activity, they were asked to answer some questions related to the reading passage that they just read to check their understanding about the content of the text. The researcher asked if there was one of the students who wanted to be a volunteer to read their answers. At the beginning, none of the students volunteered themselves so that she pointed at one of them to read the answer. After that, the student was asked to choose one of their friends to read their answer.

Next, the researcher told students that the text which they read was a kind of hortatory exposition text. She gave explanation about what hortatory exposition was as well as what its purpose and its social function were. The explanation was continued by telling the students the generic structure of the text and a brief of the language features of the hortatory text. The students

seemed to have a better understanding. To confirm this, she asked them some questions related to the hortatory text, such as what are the structures, the purpose, and the function. She also asked the students about what tenses should be used in writing this kind of text in which the students could answer all the questions correctly. The researcher then asked the students whether they met some confusing parts and told them to ask questions. Since none of the students asked questions, she guided students to the next activity.

In the activity that followed, the students were provided with an example of hortatory exposition text. The students were asked to decide which part of the text which was the title, the thesis, the arguments and the recommendation. While reading the text, the researcher also helped the students with the difficult vocabulary which the students might find. In doing this activity, the students were permitted to work together in pairs with their seatmate. After the students were done with this activity, both the researcher and the students discussed the text together to check the answer.

In the production stage, the researcher told students that they were about to do a project work. The researcher and the students made an agreement on what kind of project work to do and when to submit the project work. The project work was about making a poster related to global warming. Then, the researcher gave an example of the project to the students. The researcher provided the students with the tools needed for the project, such as the papers with the picture of global warming and some markers. The students were required to work together in a group of four. As the drawing of

global warming had been given to them, the students needed to put some notes and decorate it to make a poster.



Figure 5: **The students making the poster**

Along with the poster, the students were asked to make an outline of hortatory exposition text based on the project that they did. Still, the students ought to do the writing within the group so that they could share information and help one another with the writing. The researcher told them that they could use their electronic dictionary to help them write. However, they were not allowed to translate all the sentences at one because it would not help them to be able to produce the text by themselves. She told the students that if they were caught to translate the sentences using the electronic dictionary, the score of their writing would be reduced.

The students looked enthusiastic when they were required to do the project. However, when they were asked to write, some of them looked reluctant. Fortunately, the writing was done within the group so that the students felt less anxious. The researcher also helped the students when they

found some difficulties about writing by giving them suggestions and feedback. It can be justified based on the following situation:

The students discussed about their project work with their group members. The researcher monitored them and gave them feedback on their project development.

The students looked enthusiastic to write. The researcher observed and monitored them. However, there were several students who seemed confused and felt reluctant to write. The researcher approached the students and asked them whether they found any difficulties. The students told their difficulties to the researcher and she gave them some suggestions and feedback. The researcher also asked them to share ideas, opinions, and suggestions within the group.

FN.03  
Thursday, April 23<sup>rd</sup>, 2015

Most groups were successful to do their writing within the given time but some others were only able to finish their writing until the argumentation part. Due to the limited time, the project and the writing were to be submitted on the next day, Friday, April 24<sup>th</sup>, 2015 since the students wanted to add some decoration on their project. However, the groups who had finished their writing were willing to submit their writing on that day. Finally, after making a conclusion on the lesson of the day, the class was closed by praying.

## **2) The Second Meeting**

The second meeting was started by greeting the students, asking their condition, and praying. The researcher who acted as the English teacher then checked their attendance list to know whether there were students who were absent. After checking the attendance, she asked the students several questions related to the previous meeting to check their understandings about lesson. The students were given several questions about what the generic structures of

the hortatory exposition text were. Furthermore, she asked the students what kind of tenses used in the text. Most of the students were able to answer the questions correctly; however, some of them seemed quiet and did not answer the question.

After reviewing the lesson, the researcher displayed some pictures related to the topic of that day. The topic of the day was about tourism. The students seemed to be very interested because the pictures were about some popular and beautiful tourism places which could be found in Indonesia and abroad. She asked the students to mention what the names of the tourism spots in the picture were and asked them whether they wanted to go there, which places they wanted to visit as well as their opinion towards travelling. At this phase, most students were very enthusiastic. Some of them raised their hands to answer the questions and to share their opinions without the researcher asking them to. It is justified from the following situation:

The researcher showed several pictures about the famous tourism spots in Indonesia and abroad. The researcher asked the students “Do you know what this place is?” The students responded enthusiastically to each picture displayed by the researcher. The researcher then confirmed the name of the places. The researcher asked, “Have you been to these places?” Some of the students responded “Yes, miss.”, meanwhile some others only shook. The researcher continued to ask questions related to the picture.

FN.05

Saturday, April 25<sup>th</sup>, 2015.

Afterwards, the researcher gave the students another model of a hortatory exposition text. The students were required to read the text and asked the teacher if they found any difficulty while reading. Some students read the text and consulted their dictionary when they did not know the meaning of the words. If they were not sure with the meaning, they would ask

the researcher or the collaborator to check the meaning. She also helped the students with the vocabulary which might be new and difficult to students. She asked the students the meaning of the words. Some students answered the researcher. However, sometimes, the students seemed clueless about the meaning of the words. Then, the researcher wrote down the words and the meanings on the whiteboard. Meanwhile, the students wrote them down on their handouts, notes or their books.

When the students had finished their reading, they were asked to do the task related to the text they had just read. They needed to decide whether the given statements were true or false and gave correction to the false statement. After the students had done the task, the researcher and the students checked the answers. She asked whether there were some students who volunteered to answer the question but none of them raised their hands. Therefore, she chose the students randomly to answer and asked the student to choose one of their friends to answer the next question.

The researcher then continued to explain about the language features of the hortatory exposition text. In the previous meeting, the researcher had already told the students one of the language features of the hortatory exposition text that was the use of the tenses. In the second meeting, she added some information, like the characteristics of a hortatory text which usually used connectors, action verbs, passive voice, and modals such should and must. Before moving to the next part, she gave students time to ask questions about some difficulties they might find related to the explanation about the



hortatory exposition text which she delivered in that meeting. They told her that they had understood the explanation and they found no difficulty.

The researcher further explained about the use of modals in hortatory exposition text, particularly the use of modals 'must' and 'should' which are commonly found in the recommendation part of the text. She explained the patterns of the verb to the students and gave them some examples based on the situation in the classroom in order to make it easier for students to understand. She also asked students to make an example by themselves. After that, she continued to explain about the passive forms of the sentences. Some students looked confused with the active and passive forms of the sentences. A student asked the researcher when it is to use passive form of the sentence that uses modal verb. The student asked when it is to use the verb infinitive and when it is to use the past participle in composing sentences. The researcher told her that when they made an active sentence, they needed to put verb 1 (infinitive) after the modals. Meanwhile the past participle or the verb 3 was used when they made a passive voice and the verb 3 was put after the modal and be. Therefore, the researcher gave them a list of verbs which was expected to be able to help them in overcoming their confusion. The list of verbs consisted of the simple present verbs, past forms of verbs, both regular and the irregular, as well as the past participle so that when the students did not know the past participle forms, they could take a look at the list of verbs.

The students were required to do some tasks related to the use of modals. In the tasks, the students were asked to choose the right verb form to

use. In addition, they needed to change the active forms of modals sentences to the passive voice. In this task, the students were permitted to work together in pairs. The researcher said to students that they could make use the list of verbs given earlier. The researcher and the classroom collaborator went around the classroom and asked the students if they found difficulty. Both the researcher and the collaborators guided the students while they were doing the task. Some students asked questions related to the tasks and the researcher gave more explanation to them. Then, the researcher and the students checked the answers of the task. Some students were willing to write their answers on the whiteboard, however, some of them were pointed by her to write their answer on the whiteboard.

Before continuing to the next project work, the researcher gave the students the corrections of the writing which they had submitted on the last meeting. She asked them to read the correction. After that, she announced the best project work submitted by the students in the previous meeting. She then gave the group of students who successfully made the best project work a reward. This was done to motivate the students to be able to do better in the next project work. She told the students to do their best in the next project work because there would be another reward waiting for them.

Afterwards, the researcher grouped the students into a group of four because they needed to do the second project work. She told the students the project work they needed to do. The project was to make a tourism brochure about Yogyakarta. She showed an example of the brochure to the students.

After the researcher and the students made an agreement on the project, they decided when the students had to submit their project. Because the time was limited, the students needed to submit the project on Monday, April 27<sup>th</sup>, 2015. She gave the students the tools needed to do the project, such as the papers, the markers, and the glues.

The researcher also told students that after they had done the project, they needed to make a writing related to the project. She gave a writing sheet for each student. For their writing, the students were asked to make a hortatory text. She already provided the students with the thesis part of the text and they were required to complete the text by making the argumentation paragraphs and the recommendation. They could share the ideas and opinions on what they should write with the members of the group. However, they were not permitted to cheat. The researcher told them if they were caught cheating and having the same writing with their friends, their writing would not be scored.

After giving explanation on what the students should do, the researcher asked the students to discuss about the project and their writing. Some of the groups already started to make their project. Some students made use their smartphones to find some pictures for their brochure. The researcher monitored their progress by going around the classroom. The students also consulted to the researcher about their project and asked her opinions about their ideas. She encouraged them and gave some additional ideas on their work if it was needed. She also gave compliments to students to motivate them.

When the time was almost up, the researcher and the students summarized the lesson together. She also reminded the students to submit their work on Monday. After that, the researcher ended the lesson.

### c. Reflection

Reflection was done after implementing the actions. The purpose of the reflection was to evaluate the action in order to decide whether the research needed to be re-implemented in the next cycle with some modifications or not. Overall, based on the reflection, both the researcher and the collaborators found out that in cycle 1, they were successful to make considerably positive change in their writing through project-based learning. There was also a good change in their performances during the classroom activities. Moreover, the students' attitudes and behaviours towards writing changed as well. It could be seen from their positive attitudes. This conclusion can be inferred from the following data:

R : *Berdasarkan hasil writing individu siswa pada cycle 1 ini, menurut Anda apakah kemampuan menulis siswa meningkat? Bagaimana peningkatannya?*

*(Based on the results of student' writing in cycle 1, do you think that the students' skills in writing were improved? How do you think about the improvement?)*

C : *Dari yang saya lihat, kemampuan menulis siswa meningkat ya.. Terutama dari panjangnya tulisan. Kemarin sebelum treatment, sewaktu masih pre-test, anak-anak hanya mampu membuat beberapa kalimat saja. Ini sudah bisa membuat beberapa paragraph. Kemudian dari segi organizationnya juga ada peningkatan. Waktu pre-test itu banyak sekali teks yang belum ada recommendationnya, ini sudah hampir ada recommendationnya semua. Paling hanya beberapa saja yang lupa.*

*(In my opinion, students' writing skills were improved, particularly in the lengths of their writing. When the pre-test was conducted before the treatment, the students were only able to produce few sentences and now they can make some paragraphs on their writing. Furthermore, in terms of organization, there was also a significant improvement compared to*

the results of the pre-test. In the pre-test, there were so many texts which had no recommendation part. In this cycle, the students enclosed recommendation in their text although few of them still forgot to give the recommendation.)

Interview Transcript 5

R : *Kemudian, selanjutnya, apakah menurut Yuna, pembelajaran menggunakan project kemarin mempengaruhi kemampuan menulis Yuna?*

(Okay then, in your opinion, do you think that the use of project-based learning influenced your writing ability, Yuna?)

S14 : *Iya, miss.*

(Yes, miss.)

R : *Pengaruhnya gimana?*

(How does it affect you?)

S14 : *Merasa lebih meningkat gitu miss, banyak belajar hal baru juga.*

(I think that my writing skill is improved miss, I also learn a lot of new things)

Interview Transcript 7

R : *Menurut Monita, pembelajaran berbasis project ini gimana? Meningkatkan kemampuan menulis nggak?*

(What do you think of the implementation of project-based learning during the lesson? Did it improve your writing ability?)

S19 : *Iya miss, seru juga.*

(Yes miss, it was fun too.)

Interview Transcript 8

During the implementation of the action, there were several things which needed to be highlighted. In the implementation of the first cycle, there were two projects which must be accomplished by the students. The first project's theme was "Stop Global Warming" and the second project was "Visit Jogja". In the first project, the students were required to make an environmental poster. Meanwhile, in the second project, they were required to make a tourism brochure. The students had to go through some activities while developing these projects and eventually came up with their final product.

While doing these projects, there were found some noticeable improvements on students. First of all, the students' attitudes and behaviours towards English were getting better. At this cycle, the students looked motivated when they worked on their project. It could be seen from their enthusiasm in doing the project. They actively participated in the group. Sometimes, they asked questions to the researcher or the observer if they found something which made them confused. The researcher also provided students with the handouts of the materials. The handouts helped students as a guidance to learn better about the materials.

Furthermore, the activities during the project implementation facilitated the students in understanding the language meanings and constructions taught to the students. It was because the students were given more time and chances to practice writing. In addition, the students were given many opportunities to discuss with the members of their group. Through the group discussion, the students were able to share information, opinions, and gave suggestion to each other. They also had many chances to ask the researcher and the collaborator when they were developing their project.

Moreover, the individual writing composed by the students in the first cycle showed that they were able to compose a better hortatory exposition text. It could be seen based on the improvement they made in relation to the aspects of writing, such as organization, vocabulary, grammar, mechanics, etc. The students were able to compose a longer text compared to the text

they produced in the pre-test. Other than that, the organization of their ideas was better than before. Previously, most of the students' ideas were not related to one another. Therefore, it was hard to get the message from their writing. At this cycle, the students' ideas were neatly arranged. There was also some progress related to their vocabulary mastery. They also used some of the new words they found during the lesson. Students also showed improvement in terms of grammar as their sentences were able to perceive compared to their earlier writing.

In addition, the teaching aids, like the LCD, employed by the researcher could support the implementation of PBL as well as it facilitated the students to be able to understand the input of language easily. It could raise the students' involvement and motivation towards the teaching and learning process. The researcher made use the LCD to draw the students' attention towards the materials by showing some pictures and presentation slides. Further, in the first project work, the students were given a picture and asked to complete the pictures by giving some notes. It was proven that it could stimulate the students with the project and helped them to find ideas. Other than that, the students were also asked to find some pictures to stick on their second project. This could raise students' curiosity while dealing with the project work.

To add this, the researcher also provided the students with feedback on their writing. The feedback was in the form of written correction on

students' writing. The feedback was believed to be able to help students to do better on their writing and reflect from their errors or mistakes.

However, during the implementation of the action it also worked with some problems occurring. Some activities, particularly the group discussion could not be managed well. There were found some students, especially the male students who did not pay attention. They were noisy and often talked to their friends about something which was not related to the lesson and discussion. One of them was also caught playing game during the discussion. This required the researcher more efforts to discipline them. Sometimes, the researcher needed to use gesture or utter something to remind them. She also pointed one of the noisy students to answer the questions.

Furthermore, the time allocation planned before was not implemented precisely since the activities took more time than what had been planned previously. As a consequence, the students were unable to finish their final product in the classroom and therefore they did it at home. It was for this reason that the researcher was not able to fully supervise and monitor them.

Moreover, although they had shown improvement on their skills of writing, there were also several mistakes and errors found in students' writings, particularly those related to the aspects of writing, such as grammar, vocabulary organization, etc. Some students were still bad at constructing sentences. Often times, there was no predicate found in their sentences. Some students also still misused the use of vocabulary. Their diction was sometimes



improper. Related to the organization of the text, there were also a few students who forgot to make a recommendation paragraph for their text.

Overall, it could be said that there were significant changes before and after the implementation of cycle 1. The obvious changes between the process of teaching and learning writing skills before and after the implementation of the first cycle could be seen from the comparison of both as follows:

**Table 7: The comparison before and after the implementation of the research**

No.	Before the Implementation	After the Implementation
1.	The materials were limited and inadequate	The students were given handouts as guidance for them to learn the materials enriched by the tasks and activities. It helped the students to learn the materials better. The students were given complete knowledge and materials adapted from eminent sources on hortatory exposition text. They were supported with the knowledge of grammar and vocabulary mastery. These efforts were successful to give some noticeable improvements on their writing.
2.	The teacher used conventional method of teaching which did not give the students enough chance to take part actively during the lesson.	The project-based learning technique was implemented. The students actively participated in the teaching and learning process in the classroom. They looked enthusiastic to learn during the instructional process.
3.	The interesting teaching media were rarely used during the teaching and learning process of writing.	The project-based learning technique was implemented in the teaching and learning process. During the implementation of project-based learning, the researcher employed the use of the teaching media in the classroom. The students' motivation was elevated by the use of the teaching media.
4.	The students lacked writing	The implementation of project-

**continued...**

...continued

	practices.	based learning technique in the teaching and learning process provided students with writing practices. The students were enthusiastic to write because the writing activity was integrated in the project-based learning technique. The students were also given various tasks and exercises to facilitate them to understand the lesson more easily.
5.	It was difficult for students to generate ideas.	The use of project-based learning technique helped students to find ideas for their writing. Project-based learning technique enabled the students to work in a group to share their ideas, thoughts, and expertise.
6.	The students met several difficulties related to the aspects of writing, such as grammar, vocabulary, etc.	The students made significant progress related to the aspects of writing. Furthermore, the researcher also gave the students feedback on their writing as one of the series in the implementation of project-based learning which helped them recognize their own and their friends' mistakes.
7.	The students had bad attitudes and behaviours towards writing.	After implementing project-based learning technique in the instructional process, the students actively participated in the classroom activities. They looked enthusiastic to do the group works and the project work. Their confidence towards writing activity increased as they did not complain when they were required to write. It made the students' attitude towards the writing class more positive. However, sometimes there were several noisy students who bothered the teaching and learning activities.

## **2. Report of Cycle 2**

Similar to the first cycle, the second cycle also consisted of two meetings. To achieve the purpose of improving the teaching and learning process of writing skills on hortatory text, the researcher with the collaborators tried to make better plans for the actions which would be performed in the second cycle. After having some discussions, several steps were determined. The field notes and observation checklists were also prepared for this cycle as they did in the previous one.

### **a. Planning**

#### **1) The Third Meeting**

In the third meeting, the researcher and the collaborators made several plans, they are:

- a) empowering more controls on students' attitudes and behaviours during the meeting to make the class run more effectively.
- b) reviewing on the previous materials by asking several questions related to it.
- c) giving a lead in activity by showing a campaign poster and asking students some questions and their opinions about the poster.
- d) giving the students more explanation on several language features of hortatory exposition text in order to give the students more details and complete knowledge about this text. It was done to help students to be able to compose a good writing.
- e) giving the students some rewards during the class meeting to enhance their motivation and involvement.

- f) giving tasks and exercises after explaining materials to students so that they were able to apply the knowledge that they got.
- g) encouraging students to consult their dictionary to have better vocabulary mastery. However when it dealt with writing practice, they were not allowed to translate the whole text all at once using their dictionary.
- h) giving the model of hortatory text.
- i) giving one project work for the third and fourth meeting with the hope that the time allocation could be fulfilled. The details of the project work are as follows:
  - (1) The students were divided into groups of 4.
  - (2) The researcher and the students discussed the project work. The project work for the second cycle was making a wall magazine.
  - (3) The students were asked to compose a draft of article in the form of hortatory text to be posted on their wall magazine.
  - (4) The researcher and the students determined time allocation to do the project.
  - (5) The students designed the project and reported their progress to the researcher.
  - (6) The researcher monitored the progress of the students' project.
  - (7) The students collected the draft of the article to the researcher.
- j) The researcher and the classroom collaborator planned to continue using field notes and observation checklists during the English lesson to record

the details of the teaching and learning process. A camera was also included to document the actions.

## **2) The Fourth Meeting**

The plans made for the fourth meeting are:

- a) reviewing the previous materials.
- b) giving lead in activity to draw students' attention.
- c) giving another model of hortatory exposition text.
- d) giving several tasks on the hortatory text to reinforce the students' understanding towards hortatory exposition text.
- e) giving the students opportunity to ask questions related to the knowledge which they still found difficult to understand.
- f) continuing the project work done. The details are presented below:
  - (1) The students continued to work on their project.
  - (2) The researcher returned the draft of the students' writing by giving some notes of correction. The students were asked to revise their writing.
  - (3) The students reported the progress of their work.
  - (4) The researcher monitored the students and gave feedback on their work.
  - (5) The students submitted their final product.
- g) using the field notes and observation checklists to document the research.

## **b. Action and Observation**

The researcher and collaborators agreed to hold two classroom meetings for the cycle two, similar to what had been done in the first cycle. In the second cycle, the researcher continued giving tasks and exercises to students so that they were able to experience the language by themselves. Other than that, the field notes and observation checklists were still used to monitor the whole activities in the classroom. The students were also required to do another project work. However, unlike the previous cycle, in this cycle the students were only supposed to do one project work within two meetings after considering the time allocation which was not enough in the previous cycle. The details of the actions are discussed as follows:

### **1) The Third Meeting**

The third meeting was held on Thursday, April 30<sup>th</sup>, 2015. The class was begun by greeting and asking students' condition. Then, the researcher checked the attendance followed by reviewing the previous materials, which were related to the language features of the text and the use of modal verbs. The students were able to answer all the questions although some students seemed to forget and took a look at their notes.

After reviewing the materials, the activity moved on to the leading activity to prepare the students for the main lesson. The students were given an input of a campaign poster and were asked several questions related to the poster. They seemed enthusiastic while answering the questions and sharing their opinions.

The main lesson of that day was begun by giving students the model of hortatory text. However, the text was still in the jumbled paragraphs. The students arranged the text into a good order and named the generic structure of the text. The researcher and the collaborators monitored the students and helped the students if they found any difficulties. Sometimes, the researcher checked the students' vocabulary mastery by asking the meaning of the words found in the text. If they could not answer, she told them to consult their dictionary. When they already knew the meaning, she asked them one more time and wrote down the meaning in the whiteboard. Meanwhile, the students wrote them on their book.

The researcher continued to give explanation on the language features of hortatory text, particularly the simple present tense. She explained about the use and the sentence patterns of the simple present tense. The students were also provided with some examples of sentences using simple present tenses. She guided students to make the other examples of the sentences. While the students mentioned the sentences, she wrote them on the whiteboard. The students looked curious about the use of simple present-tense. Some of them asked the questions to the researcher related to the simple present tense. The situation can be seen as follows:

The researcher gave the students opportunity to ask about something which they have not fully understood. One of the students asked questions about the differences of verb used in the simple present tense and in the modal verb. The researcher explained that in the modal

auxiliaries, the verb is always in the form of infinitive. Meanwhile, in the simple present, the use of verb depended on the subject. One of the students asked another questions whether for the negative forms of sentence, is the verb back to the infinitive form? The researcher said yes and explained further.

FN.05  
Thursday, April 30<sup>th</sup>, 2015

The next session was the students were given several tasks on simple present tenses. The students were allowed to do the tasks in pairs. While the students were doing the tasks, the researcher and the classroom collaborator were monitoring them. In doing this task, the researcher told the students that they could make use the list of verbs given in the previous meeting to help them. After the students completed the tasks, she and the students discussed the answer together.

The following session was about the implementation of the project work. Before the implementation, the researcher announced the students the winner of the previous project and gave the rewards to the students who won the project. Then, she continued to explain the project that the students needed to do. She planned to group the students based on their extracurricular clubs in which each group consisted of four students. However, it took a long time to group the students. Most of them did not want to be grouped based on the extracurricular activities that they joined. Therefore, the researcher divided the group based on the seat arrangement. Then, the researcher and the students made an agreement on when they had to submit the project.



The researcher told the students the project they needed to do on that day's meeting. The project work was about making a wall magazine. In the wall magazine, the students were required to post their articles in the form of hortatory exposition text to persuade people to join their extracurricular. Each student must contribute one article for the wall magazine.

After meeting an agreement with the students about the project they had to do, the researcher explained the tools and materials needed by the students. She had already provided students with papers, glues, scissors, markers, and other things needed for the project. She told the students that they would have two meetings to finish the project. Afterwards, she gave the students time to discuss about the project. She asked the students to name their extracurricular clubs.

The researcher monitored the students and told them to determine the articles that they were about to put for the wall magazine project. The students consulted her about their ideas on the articles and the wall magazine. After determining the articles, the researcher told the students to make a draft of their articles. The drafts were supposed to be collected at the end of the meeting because the drafts had to be given feedback by the her. The researcher and the collaborator monitored the students when they dealt with their project and helped them when they found difficulty.

The students were given time to prepare the drafts until the lesson was over. They handed their drafts to get responses from the researcher.

She reminded them to bring the tools needed to make the wall magazine in the next meeting. After concluding the lesson of that day, the researcher ended the class and said goodbye.

## **2) The Fourth Meeting**

The fourth meeting was held on Thursday, May 7<sup>th</sup>, 2015. It was supposed to be held on May 2<sup>nd</sup>, 2015. However, due to the national day of education, the meeting was postponed to May 7<sup>th</sup>. As usual, the class was begun by greeting and asking the students' condition, continued by checking the attendance list. The collaborator sat in the corner of the classroom and observed the teaching and learning process. The researcher gave several questions related to the previous materials. After reviewing materials, she displayed some pictures as the lead in activity.

Soon after that, the researcher gave students a model of hortatory text to enrich their knowledge. The students were asked to read the text and the researcher checked their vocabulary mastery. As usual, the researcher asked the meaning of the vocabulary and wrote them on the whiteboard. After the students had finished reading, they were given the task related to the text. They needed to find the main idea of each paragraph of the text. Then, the researcher and the students discussed the answers. She asked whether there was a volunteer to answer the questions. Some students raised their hands and the researcher chose one of them to answer. The researcher also asked for the opinions' of other students about their answers. This was continued until all numbers were discussed.

After discussing the text, the researcher welcomed the students to ask anything they wanted to know related to the materials on hortatory exposition text. She also asked students if they still had difficulties in understanding the materials from the first meeting until that day. She gave the students opportunity to ask anything they did not understand so that they would have full knowledge on composing a good hortatory text as it was the last meeting they discussed about hortatory text. Some students asked questions curiously. Meanwhile, the others preferred to listen to the explanation of what others asked. It can be seen based on the following situation:

The researcher gave the students chance to ask questions about the things they have not fully understood in relation to the hortatory exposition text. Some of the students asked questions about the generic structure of the text and the language features of the text. The other student asked questions related to what words can be used to write recommendation except the use of the modal auxiliaries like must and should. They also asked questions related to the use of simple present tense.

FN.06  
Thursday, May 7<sup>th</sup>, 2015

The activity then moved on to the project development. The students were asked to group and prepare their project. The students then took out the scissors, cutters, papers, markers, pictures, and other things needed for their project development. The researcher turned the students' drafts and the students were asked to revise their drafts based on the researcher's feedback. She told the students to work cooperatively during the project development. She also supervised and monitored the students. The classroom collaborator helped her in monitoring the students.

Sometimes, the students asked questions related to the difficulties which they found when they were writing. The students were busy finishing their projects and finalizing articles for the wall magazine.

When the time was almost up, the researcher concluded the lesson and the students were asked to submit the end product of the project. She told the students that she would assess the end product and as usual, announced the winner of the project. The winner would be announced on the next meeting before the post test was held. The researcher said goodbye and left the class.

### **c. Reflection**

At the end of the second cycle, the researcher and the collaborators reflected the actions of the cycle. All participants were free to reflect on the actions. The reflections were conducted through interviews with the collaborator and the students as well as the discussions with the English teacher. The results of the reflection showed that at the end of the cycle, the teaching and learning process, the students' writing skills and the students' motivation improved.

In cycle 2, the researcher found no significant difficulties in asking the students to write. At this cycle, the students were able to practice writing by following the process of writing which involved planning, drafting, and revising the drafts into the final writing. These activities were inserted in the development of the project to provide the students with more opportunities in practising and building their understanding towards the writing. While

composing the drafts, the students were given chances to experiment with the use of vocabulary and grammatical rules to make a hortatory text. They were not afraid to make mistakes in their writing as the researcher gave them supervision. Furthermore, their writing was not assessed when they made the draft. Instead, they would receive feedback on their writing so that they could revise their writing to be a good one.

The students realized that they succeeded at making some improvements and progresses at their writing. They were willing to make efforts to improve their skills of writing. They admitted that the use of project-based learning during the instructional process could elevate their motivation towards writing and make writing easier as they could also discuss with their group members. It positively affected their attitudes and behaviours towards writing. The students actively participated during the lesson. They seemed enthusiastic and focused on writing. Their improvement is justified by the following transcripts of interview:

R : *Jadi menurut pendapat kamu, penggunaan project ini membantu nggak dalam menulis?*

(So, based on your opinion, does the use of project-based learning help you to write?)

S17: *Membantu miss. Apalagi kan kelompokan gitu, jadi bisa tukeran ide sama kasih masukan. Terus jadi terbiasa nulis juga.*

Yes miss, it does. Furthermore, we also did group activities so that we could share ideas and opinions to each other. We are also accustomed to writing.

R : *Terus pengaruhnya apa aja ke tulisan kamu?*

(How does it affect your writing?)

S17: *Lebih lancar nulisnya miss. Nggak terlalu bingung juga sekarang. Bisa nulis banyak juga dibanding sebelumnya.*

(I could write more fluently, miss. I am not confused too when I am asked to write. I can also write better and longer than before.)

Interview Transcript 11

- R : *Apa sih pendapat kalian mengenai project-based learning?*  
What do you think of the use of project-based learning?
- S06 : *Asyik, miss. Bikin nggak bosen. Melatih kita buat kreatif juga dan bisa kerja kelompok, saling melengkapi kekurangan satu sama lain.*  
It was fun, miss. It does not make us bored. We are trained to be creative and to work in groups. We also fulfil each other.
- S07 : *Iya miss, sama.*  
Yes miss, I do feel the same way.
- R : *Kemudian, merasa nggak kalau kemampuan menulis kalian meningkat?*  
Then, do you think that your writing ability is improved?
- S07 : *Ngerasa walaupun nggak tau banyak atau sedikit. Hehehe.. lebih berani nulis yang jelas.*  
Yes, I do miss but I'm not sure whether it improves a lot or not. I feel more confident in writing.
- R : *Kalau kamu, gimana?*  
And what do you think of that?
- S07 : *Meningkat miss, apalagi kegiatannya macem-macem, jadi inspirasinya banyak.*  
I think that it improves miss. Moreover, we also did so many activities which help us to get more inspiration.

Interview Transcript12

Compared to the days when they did not get enough opportunity to practice writing, the students were more confident to write, especially when they wrote a hortatory exposition text. In this cycle, their writing skills were improved a lot. It could be seen from the aspects of writing such as grammar, vocabulary, fluency, mechanics, and organization. They could produce sentences using simple present tense better and they started to consider the subject and verb agreement in a sentence. They used various new words as they learnt many words during the research. They paid attention to the punctuation. The students became more fluent too in writing because they felt free to write at this cycle without thinking too much of the mistakes. They could express their ideas on their writing better. They were able to compose a

good hortatory text with ideas which were highly related to one another. The evidences from the interview are presented as follows:

**R** : *Kemarin setelah menyelesaikan text 1 dan 2, apakah ada kemajuan di antara keduanya?*

After writing text 1 and text 2, do you think there is any improvement in between?

**C** : *Iya. Saya rasa kemajuan anak-anak cukup signifikan ya. Mereka sudah bisa menulis panjang-panjang dilihat dari segi kuantitasnya.*

*Yes, I think the students' improvement was quite significant. They could write a longer text.*

**R** : *Bagaimana dengan hasil dari aspek menulisnya? Apakah bisa dikatakan ada perubahan?*

What about the aspects of writing? Is there any change on that?

**C** : *Tentu saja ada sekali. Nilai siswa meningkat ya. Dari sisi grammar mereka sudah banyak kemajuan, apalagi dibanding dulu waktu baru pre-test. Kosakatanya juga semakin variatif, tanda baca diperhatikan. Kemudian, mereka semakin lancar menulisnya, tidak takut salah, tidak seperti dulu yang kebingungan kalau diminta menulis. Organisasinya juga lumayan, idenya sudah tersusun rapi, dari sisi strukturnya kan di cycle 1 banyak yang lupa recommendation, ini saya lihat semuanya sudah memakai recommendation.*

Of course, there is. Their score increased. In the grammatical aspect, they made significant improvement compared to the pre-test. Their vocabulary is varied. They paid attention to the punctuations. Then, they are more fluent to write, they are not afraid of making mistakes and do not seem confused to write. Their organization of ideas is good too. In the first text, they often forgot to put recommendation. At this second text, almost everyone wrote recommendation.

**R** : *Baik, terimakasih banyak miss Apsari, kemudian mengenai penggunaan project-based learning selama ini bagaimana?*

Okay, thank you very much, Miss Apsari. Then, what do think of the use of project-based learning?

**C** : *PBL menurut saya benar-benar bisa membantu meningkatkan kemampuan siswa dalam pembelajaran writing. Mereka kan bisa saling tukar pendapat dan keahlian ya. Lebih antusias juga di kelas.*

In my view point, PBL could really help the students to improve their skills in the teaching and learning process of writing. They could share their opinions and expertise. They looked more enthusiastic in the classroom.

Interview Transcript 9

Moreover, the students were able to make improvements in spite of the more complex project work they needed to develop. The project was more

challenging because they needed to put their articles on the project, unlike the previous projects in which they needed to add only a few notes. The students were also required to work cooperatively to complete the project within the allotted time. They needed to discuss how to divide the article and the topic of the article. They had to think and create the design of the wall magazine to attract the readers. Other than that, the language proficiency, intelligence, and characteristics of the students in each group were different from each other. Therefore, they must accustom themselves well with the other members of the group.

Furthermore, related to the feedback given by the researcher, the feedback worked well as it was in the first cycle. The researcher gave the feedback in the written forms and sometimes discussed the feedback in the classroom when it was needed. The feedback was given on the students' writing. It includes the grammatical forms, words choice, punctuation, and organization of ideas. After the students received their feedback from the researcher, they generally could avoid the mistakes they made before the feedback was given. The feedback made most students more aware of the mistakes that they made and there were only some students who did the same mistakes in their final writing like they did while writing the drafts.

R : *Apakah kalian suka diberikan feedback terhadap writing kalian? Kenapa?*  
Do you like it when the teacher gives you feedback on your writing? Why?  
S17: *Suka. Karena kita jadi tahu letak salahnya di mana. Kemudian bisa memperbaiki.*



I like it because we know where our mistakes are. We can also revise our writing.

Interview Transcript 11

S : *Bagaimana menurut pendapat Anda mengenai pemberian feedback terhadap hasil menulis siswa?*

What do you think of the feedback given to students?

C : *Baik sekali. Mereka jadi mengetahui kesalahannya. Terlebih lagi, mereka mau memperbaiki dan terbukti hasilnya jadi lebih baik. Terutama di teks 2 ini, setelah diberi feedback pada draftnya, hasil akhirnya bagus. Mereka mengikuti saran yang diberikan.*

It is very satisfying. It makes the students aware of the mistakes they made. Furthermore, they want to correct their writing. It is proven that the results get better. Particularly in the second text, after they were given feedback on their draft, their final writing's result is good. They follow the suggestions given to them.

Interview Transcript 9

In addition, the media used by the researcher in the second cycle helped students to understand the lesson and the target language better. The teaching aids raised the students' motivation when they did the tasks given. It was shown through their active participation and enthusiasm during the teaching and learning process. The students were also provided with a poster and pictures to gain their attention towards the lesson. They were given various language inputs, such as new vocabulary and knowledge on grammar.

There were several problems occurring during the implementation of the second cycle. However, the problems were tolerable and did not interfere with the teaching and learning process. The students sometimes chatted with their friends and laughed but when the researcher reminded them to focus, they would pay attention. Therefore, the classroom was easy to manage and effective for the students to write. Other than that, the time management ran properly and the activities could be done within the allotted time.

After the implementation of project-based learning in the writing instructional process of grade XI IPA 1, the students felt that writing became easier for them. The students showed significant progresses in the aspects of grammar, vocabulary, and organization on their writing. Meanwhile, the aspects of mechanics and fluency were managed to make decent improvements.

The situation of the teaching and learning process in the second cycle shows a better progress than the teaching and learning process in the first cycle. There were positive changes found in the implementation of the second cycle. Some problems found during the implementation of the first cycle were able to handle in the second cycle. The following table shows the comparison of the situations in the first cycle and the second cycle, including the changes found there.

**Table 8: The comparison of the teaching and learning process of writing skills in class XI IPA 1 between cycle 1 and cycle 2**

Cycle 1	Cycle 2
It was hard to control the students in the first cycle. They were noisy. Some of them loved to talk and joked around.	The classroom situation in which the students hard to manage was tried to be given more attention and control with the help of the classroom collaborator. The students who did not pay attention were given a warning by the researcher or were asked to answer the questions. The researcher approached the noisy students and asked whether they faced difficulties while performing the tasks, trying to find the causes why they became noisy. The classroom atmosphere got better as the class was watched closely and strictly which could make the students focus on the lesson.
The students were shy to ask questions	The students were willing to ask

**continued...**

**...continued**

about something they had not fully understood. They tended to be quiet when they were asked to answer the tasks.	questions about something they had not understood. During the teaching and learning activity, the students were willing to volunteer in answering the questions without having to be called on by the researcher.
The time allocation was not enough to cover the project development and writing. As a result, the students continued their work at home and the researcher could not monitor directly in the classroom.	The time was manageable. The students were able to finish the project and the writing punctually. The researcher could monitor the students while performing the project and the writing tasks.
The students' knowledge was still inadequate in several aspects of hortatory text. However, the students made some considerable improvements in some aspects of writing.	The students got complete knowledge on hortatory text which resulted on the improvements of their writing. They made further improvements regarding aspects of writing, such as grammar, vocabulary, organization, mechanics and fluency.

In conclusion, project-based learning technique had been successful to bring the students into better performance of the teaching and learning process of writing skills. Besides the students' skills of writing were improved significantly, the motivation of the students was enhanced.

### **C. Research Findings**

In this part, the data of the finding are discussed in details. There are two types of data obtained from the research, namely qualitative and quantitative data. The qualitative data dealt with the general findings of research on each cycle. Meanwhile, the quantitative data explained the exact numbers of the results on the students' works on writing. The findings found during the research were elaborated as follows:

## 1. Cycle 1

- a. Giving the learning materials in the form of handouts to students could help the students in learning the materials. The students were already provided with the complete knowledge in the handout.
- b. The implementation of project-based learning technique could enhance the students' motivation in the teaching and learning process of writing. The students actively participated in the teaching and learning process of writing.
- c. The use of interesting teaching media during the implementation of project-based learning technique in the teaching and learning process of writing could draw the students' attention towards the lesson.
- d. The implementation of project-based learning technique provided students with more writing practices.
- e. Project-based learning helped students to generate ideas for their writing as it enabled the students to work in a group to share ideas, thoughts, and suggestions.
- f. The students made noticeable improvements in the aspects of writing. the improvements could be seen as follows:
  - a) In the grammatical aspect, most students showed some improvements. Based on the result of the first text which they composed, they succeeded in attaining considerable improvements. Most of them were able to use modals in the right forms. They could express their ideas in longer sentences than they did previously in the pre-test although they

still made some mistakes in determining the right verbs to express certain sentences. It was definitely better than before the implementation.

- b) In the aspect of vocabulary, most of students wrote new vocabulary that they got during the teaching and learning process. Particularly, after they were given the lists of verbs by the researcher, they used the verbs in their sentences. Their vocabulary choice was getting better. However, in general, the students were successful to make considerable improvements.
- c) In the aspect of mechanics, involving spelling and punctuation, the students were initially unaware of these aspects. Previously, they tended to neglect and rarely paid attention to these aspects. Often times, they forgot to put a full stop or comma at the sentences. After the researcher told them that these aspects were very important as these could affect the readers in understanding their writing, they put more consideration on these aspects. As a result, their writing became better and clearer to read.
- d) In terms of fluency in writing, the students were able to write easily and they had good flow of ideas while writing. The students looked confused and frustrated when they were urged to write before the implementation of the research. Although some students still found it difficult to write because they did not really accustom themselves into

writing, it could be said that they made a significant improvement in this term.

- e) In the organization aspect, both in the terms of sentence and text levels, most students were able to determine the form of their texts. Most of them were successful to group and arrange the ideas into a good order but some students still forgot to put the recommendation part on their writing. Overall, it was concluded that they were successful in attaining considerable progress.
- g. The students showed positive attitude towards writing during the implementation of project-based learning. They looked enthusiastic during the lesson. However, there were several students who were noisy and bothered the teaching and learning activity.

## **2. Cycle II**

- a. Giving the students the learning materials in the form of handout helped the students get whole knowledge about hortatory exposition text. They could make use the knowledge that they got to compose a hortatory exposition text.
- b. The use of project-based learning technique made the students more curious towards the lesson. They showed active participations towards the learning activities. They looked motivated as they were very enthusiastic during the teaching and learning process.

- c. The teaching media used made the students more attracted and stimulated towards the lesson. The teaching media facilitated the students to understand the language meaning and construction more easily.
- d. The implementation of project-based learning techniques facilitated the students with more writing practices. The students were getting used to the writing activities.
- e. The use of project-based learning technique helped students to find and generate ideas for their writing. It was easier for the students to write. It did not take a long time for them to start writing and they could write a longer text compared.
- f. The students made a further improvement related to the aspects of writing. they could compose a better text and minimize their mistakes. The improvements in the aspects of writing could be seen as follows:
  - a) In terms of the grammatical aspect, it could be said that almost all students made significant progress. They knew that in composing a hortatory exposition text, they needed to write the text in the simple present tense. Their subject and verb agreement got better rapidly at this cycle. They were able to use the right form of verbs in the simple present tense. Only very few of them still had difficulties in determining the right use of verbs for their text at this cycle. Hence, these efforts could be said as successful at improving students' grammatical aspect.

- b) In the aspect of vocabulary, the students did far much better compared to the first cycle and the days before the research was implemented as they showed another decent improvement. The students were able to use various vocabulary at their text which made their writing was more interesting to read. They were able to use new words obtained from the lesson and consulted the dictionary to find the word. Unlike the days before the implementation of the action, they did not depend their writing on the translation tools too much. They only used the translation tools to translate a word and were able to work autonomously. As the reader, the researcher and the collaborator found that the improvement in the vocabulary mastery was satisfactory.
- c) In the mechanics aspect, such as, the spelling and punctuation, the students could be said as successful in making efforts. The students were aware of this aspect. They paid attention to the feedback given on their drafts and checked their writing before the final versions were submitted. There were very few mistakes found at this cycle compared to the previous one. The students were able to make decent improvement related to this aspect.
- d) In terms of fluency in writing, the students did a great job. They could write longer. They could take care of their anxiety in writing and their ideas flew very well, indicating that their fluency increased. Even though few of the students still felt burdened to write along text, their



slight progresses could be seen when they were compared to the first cycle. Thus, it could be stated that the students' fluency in their writing recognizably improved.

- e) In the terms of organization or form, the students seemed to get full understanding on how to organize a hortatory text. They made the organization of the text properly by giving thesis statement of what the text was about to discuss, arguments to support the thesis, and the recommendation to persuade the readers to follow their arguments. In brief, the students' work during the second cycle really improved.
- g. There were positive changes in the students' behaviours and attitudes towards writing. The students looked motivated in doing writing tasks. They were very enthusiastic. The classroom situation was more manageable compared to the previous cycle.

There were also several additional findings found by the researcher and the collaborators during the research. The details were presented below:

- a. The implementation of project-based learning enhanced students' motivation which improved the classroom atmosphere as well. The students were enabled to work cooperatively within the groups and shared their knowledge and information. They worked enthusiastically to create the final product. They completed and fulfilled each other's roles within the project development. Hence, they felt less nervous and awkward and were able to work at their best performance. Furthermore, there were

rewards for the groups with the best project work. It made the students appreciated and wanted to do better on the project.

- b. The implementation of project-based learning empowered students' creativity. They could explore themselves while developing the project work. They were supported to think creatively and critically when they worked on their project.
- c. The implementation of project-based learning caused the bond between the researcher and the students closer as the researcher monitored the students' work and gave them feedback. In addition, she supervised the students by going around the classroom and approaching the students personally to ask about their project and the difficulties they might find. The researcher helped and guided students to find solution upon their difficulties. The students were also willing to share and asked the researcher if they found something they did not understand.

### 3. Summary of Cycle I and Cycle II

The overall results of the actions of the research were summarized in the following table:

Table 9: **The comparison of the pre-condition, cycle 1, and cycle 2**

<b>No.</b>	<b>Pre-condition</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
1.	The materials were limited and inadequate	The students were given handouts as guidance for them to learn the materials enriched by the tasks and activities. It helped the students to learn the materials better. The students were given complete knowledge and	The students got whole knowledge about hortatory exposition text. They were able to use the knowledge that they got to write a hortatory exposition text. Their writing results show significant

**continued...**

...continued

		materials adapted from eminent sources on hortatory exposition text. They were supported with the knowledge of grammar and vocabulary mastery. These efforts were successful to give some noticeable improvements on their writing.	improvement in the second cycle.
2.	The teacher used conventional method of teaching which did not give the students enough chance to take part actively during the lesson.	The project-based learning technique was implemented. The students actively participated in the teaching and learning process in the classroom. They looked enthusiastic to learn during the instructional process.	The implementation of the project-based learning made the students involved and engaged in the teaching and learning activity. They actively took part in the instructional process and were curious about the lesson.
3.	The interesting teaching media were rarely used during the teaching and learning process of writing.	The project-based learning technique was implemented in the teaching and learning process. During the implementation of project-based learning, the researcher employed the use of the teaching media in the classroom. The students' motivation was elevated by the use of the teaching media.	The teaching media became interesting for students that they were more attracted to the teaching and learning process of writing. Furthermore, the media facilitated the students to understand the language meaning and construction more easily.
4.	The students lacked writing practices.	The implementation of project-based learning technique in the teaching and learning process provided students with writing practices. The students were enthusiastic to write because the writing activity was integrated in the project-based learning technique. The students were also given various tasks and exercises to	The students were given writing practices in the implementation of project-based learning technique. They were getting used to the writing activity. Their motivation to write was enhanced.

continued...

...continued

		facilitate them to understand the lesson more easily.	
5.	It was difficult for students to generate ideas.	The use of project-based learning technique helped students to find ideas for their writing. Project-based learning technique enabled the students to work in a group to share their ideas, thoughts, and expertise.	The students were able to generate ideas easily. They could write a longer text. They were no longer afraid of writing activities because they got help from their friends in their group. They could help each other by sharing ideas, thoughts, and suggestions.
6.	The students met several difficulties related to the aspects of writing, such as grammar, vocabulary, etc.	The students made significant progress related to the aspects of writing. Furthermore, the researcher also gave the students feedback on their writing as one of the series in the implementation of project-based learning which helped them recognize their own and their friends' mistakes.	They made further improvements regarding aspects of writing, such as grammar, vocabulary, organization, mechanics and fluency. They were also able to make a better text and minimize their mistakes after the feedback was given.
7.	The students had bad attitudes and behaviours towards writing.	After implementing project-based learning technique in the instructional process, the students actively participated in the classroom activities. They looked enthusiastic to do the group works and the project work. Their confidence towards writing activity increased as they did not complain when they were required to write. It made the students' attitude towards the writing class more positive. However, sometimes there were several noisy students who bothered the teaching and learning activities.	The students were motivated to do writing activities. They showed enthusiasm towards writing. The students were willing to ask questions about something they had not understood related to their writing. The classroom atmosphere got better as the class was watched closely and strictly which could make the students focus on the lesson.

Furthermore, the students also made significant progress in the aspects of writing after the implementation of project-based learning technique which signified that there were improvements in their writing. The progress can be seen in the following table:

**Table 10: The students' progress in the aspects of writing**

<b>Aspects of Writing</b>	<b>Pre-condition</b>	<b>Cycle I</b>	<b>Cycle II</b>
Grammar	The students' ability in grammar was very low. They were unable to produce sentences in the right form because of their lack of knowledge in the grammatical aspect. Their subject and verb agreement could also be categorized as poor.	The students made considerable improvements in the grammatical aspect of their writing. After being taught about the use of modal verbs, they were able to make better sentences and minimize their mistakes.	The students succeeded at making significant improvements in grammar in this cycle. They were able to use the simple present tense properly in their text and their subject and verb agreement was getting a lot better.
Vocabulary	The students had very limited vocabulary mastery which hindered them to express their ideas. They depended too much on the translation tools and liked to translate the whole text in one go without knowing the real meaning of the words which prevented them to enrich their vocabulary mastery.	Most of the students made decent improvements in terms of vocabulary. They got the new words and the list of verbs which enriched their vocabulary mastery. They also used the words in their text which made it better.	The students got more improvements in vocabulary after the progresses they had in the previous cycle. They used variety of words in their text far better before the research was implemented. They started to be autonomous and did not translate the whole text using translating tools. They only

**continued...**

...continued

			translated the words which they did not know the meaning. They were able to create sentences independently.
Mechanics	The students were unaware of the mechanics aspects in their writing. The text that they composed was lack of good mechanics. Thus, it was sometimes difficult for the readers to understand the text.	The students started to be aware of the use of mechanics in writing text. The students paid attention to their mechanics by checking their spelling and punctuation. They also took into account the feedback which was given by the researcher. They made significant progress though few of them still made mistakes.	The students made satisfying change related to mechanics aspect. Their writing got better and they paid attention to the mechanics aspects of their writing by checking their text before submitting the final version of the writing. They were successful to make considerable improvement in this cycle.
Fluency	The students had limited knowledge on writing. They were not confident enough when they had to deal with writing activity. This situation caused their fluency in writing low. They were afraid to make mistakes and errors. Furthermore, they were not accustomed with the writing habit.	Most students were able to compose a hortatory text easily. They were not afraid to make mistakes. However, some of them still found it hard to write confidently.	Almost all students in the classroom were successful in making considerable progress in their writing fluency. Their ideas flew very well and the lengths of their writing enhanced.
Organization	The students were not able to compose a good hortatory exposition text since they were not familiar with the generic	Most of the students found no difficulty in forming the organization of hortatory text based on the correct generic	The students did well in the organization of the text. They were able to compose a good

continued...

**...continued**

	structure of the text. Furthermore, they were unable to organize the ideas of the text into a good order.	structure. However, some students still forgot to put recommendation part of the text.	hortatory exposition text based on the right generic structure. They were successful in making recognizable improvements.
--	---	--	---

#### **4. Students' Score**

In this section, the details of the students' scores during the research are presented to support the qualitative data of the research. It starts from the first texts and then continues to the second texts:

This part also includes the explanation of students' mean score of each aspect on writing skills, such as: grammar, vocabulary, mechanics, fluency, and organization. To make it more efficient, those are presented in the following table:

**Table 11: The students' mean score in the aspect of grammar**

Aspect	Text 1	Text 2
Grammar	3.31	3.57

The table above shows the mean scores of grammar aspect achieved by the students comparing the first text in the first cycle and the second text in the second cycle. Significant changes happened during each meeting seen from the hortatory exposition texts which the students wrote during the implementation of project-based learning. The students' mean score in the first text is 3.31 and this score increased to 3.57 in the second text. The gain score was acquired from the comparison of the mean scores of the two texts which is 0.26.

**Table 12: The students' mean score in the aspect of vocabulary**

Aspect	Text 1	Text 2
Vocabulary	3.45	3.92

The results of the mean scores in the vocabulary aspect of writing presented in the table above shows the progresses that the students made. The students scored 3.45 in the first text. The progress can be seen from the results of the second text which scored 3.92. The gain score obtained is 0.47.

**Table 13: The students' mean score in the aspect of mechanics**

Aspect	Text 1	Text 2
Mechanics	3.40	3.57

From the mechanic aspect which covers punctuation and spelling, the students successfully made an improvement too. The table shows the change of mean scores in the two texts composed by the students. In text 1, the mean score is 3.40. This score increases in the second cycle to. The gain score obtained in this aspect is 0.17.

**Table 14: The students' mean score in the aspect of fluency**

Aspect	Text 1	Text 2
Fluency	3.03	3.09

The table above presents the comparison of the two texts on the fluency aspect. The students can be said slightly making progress in terms of fluency. In the first text, the students reached the mean score of 3.03. They did a change in the second text as they were able to score 3.09. The gain score is 0.06.

**Table 15: The students' mean score in the aspect of organization**

Aspect	Text 1	Text 2
Organization	3.31	3.65

The table depicts the progress made by the students in the last aspect of writing that is organization. Compared to the first text, the mean score of the second text increased. In text 1, the main score is 3.31 which increased up



to 3.65 in the second text. The gain score is numbered 0.34 which shows that the improvement was able to be achieved in the aspect of organization.

After several days of research where the researcher applied the planned actions to improve the students' writing skills, the students made recognizable improvements. By comparing the two texts they wrote in cycle one and in cycle two. The gain score of the grammar aspect is 0.26. On the other hand, the vocabulary aspect gained 0.47 while the mechanics got 0.17. In the aspect of fluency, they obtained 0.06 and in the organization aspect 0.34.

From the results of the pre-test and the post-test held before and after the research, there can be seen some considerable improvements that show the use of project-based learning can improve students' skills of writing. The following table shows the students' scores in the aspects of writing of the pre-test and post-test.

**Table 16: The students' mean score in the pre-test and post-test covering the aspects of writing**

<b>Aspects</b>	<b>Pre-test</b>	<b>Post-test</b>
Grammar	2.82	3.76
Vocabulary	3.23	4.01
Mechanics	3.14	3.85
Fluency	2.93	3.57
Organizations	2,68	4.2
<b>Mean</b>	<b>14.82</b>	<b>19.42</b>

The students' pre-test mean score is 14.82 and it increased to 19.42 in the post-test with the gain score of 4.6 which indicated that they were successful in making significant improvements. The results of the pre-test and post-test in the grammatical aspect show that there is an increase in the students' mean score from 2.82 to 3.76 with the gain score of 0.94.

Meanwhile, in the aspect of vocabulary, the pre-test score is 3.23 and it progressed to 4.01 with the gain score of 0.78. In terms of mechanics, the students scored 3.14 in their pre-test and it changed to 3.85 in the post-test, while the gain score acquired 0.71. Furthermore, there was a decent increase in the aspect of fluency in which the pre-test score is 2.93 and the post-test score reached 3.57. The gain score obtained in the fluency aspect is 0.64. Lastly, the organization aspect shows pleasant progress in which the pre-test managed to score 2.68 and in the post-test, it scored 4.2 with the gain score 1.52. In conclusion, the use of project-based learning technique was effective to improve the students' writing skills.

#### **D. Discussions**

In this section, the researcher provides the analysis of the findings obtained in the first and second cycles. This part is aimed to give explanation on how the use of project-based learning technique can improve students' writing skills.

The researcher conducted a preliminary observation before performing the research to gain information and description about the situation in the classroom during the teaching and learning process of writing. This observation was held to get some ideas on the problems and the difficulties which were usually faced by the students when they had to deal with the English writing skill. The preliminary observation led the researcher to propose some plans of actions to improve the students' skills of writing. With the collaborators, the researcher determined the

action which would be implemented during the research. The research itself consisted of two cycles, in which each cycle covered two classroom meetings.

It was found then that the various actions and the use of project-based learning technique could improve students' writing abilities, particularly in the hortatory exposition text. The students were successful in making considerable improvements in the first cycle and continued to make significant progresses in the cycle two. The students showed positive changes and improvements on their aspects of writing, such as the grammar, vocabulary, mechanics, fluency, and organization. It was justified based on the gain score that they got since the beginning until the end of the research which showed improvements on students' writing skills before and after the implementation of the research. The gain score was the real evidence which displayed that the students' writing skills were significantly improved. The materials and the use of the teaching aids which provided the students with various activities, tasks, and exercises also became the contributing factors which helped the students to understand the language meanings and construction better.

The implementation of project-based learning during the English teaching and learning process enhanced the students' motivation. Project-based learning offered motivating and challenging series of activities to students which stimulated them to be enthusiastic, critical and creative towards the teaching and learning process. Project-based learning technique also gave students more chances to practice writing. This technique facilitated the students to understand

the lesson effectively and easily as they solved the real-world problem while developing the project.

In addition, the group activities which the students had during the project development enhanced their involvement in the learning activities. The group activities enabled the students to work by sharing their knowledge, experience, and information to each other. They were able to work and contribute to the project based on their expertise. The group was consisted of student with different levels of proficiency. It encouraged them to help and learn from each other. It also built positive bound of relationship among students.

Based on the facts and explanations, it could be concluded that the use of project-based learning technique can improve the writing skills of grade XI IPA 1 students at SMA N 2 Sleman. The actions conducted during the implementation of the research enriched students with more knowledge and understanding. The activities, tasks, and exercises also gave students more opportunities to practice the target language.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

In this chapter, three aspects are presented. They are conclusions, implications, and suggestions. Each point is described as follows:

#### **A. Conclusions**

This research was action research. It was conducted at grade XI IPA 1 of SMA N 2 Sleman. It was held from March 19<sup>th</sup>, 2015 to May 9<sup>th</sup>, 2015. The participants involved in the research were the researcher herself, the researcher's colleague as the first collaborator, the English teacher as the second collaborator, and the students of class XI IPA 1.

The data obtained from the research were in the forms of qualitative and quantitative data related to the use of the project-based learning technique to improve the students' writing skills on the hortatory exposition text. Based on the results of the data analyzed in this research, it shows that the use of project-based learning was very successful to improve students' writing skills. The detailed discussion of the conclusions is given below:

1. The implementation of project-based learning in the English teaching and learning process of writing was successful to improve the students' writing skills. The qualitative and quantitative data showed that the students' writing improved in the aspects of grammar, vocabulary, mechanics, fluency, and form or organization.
2. The students' motivation during the English teaching and learning process was enhanced when they dealt with the project development. Their

attitudes and behaviours towards writing were changed. They looked enthusiastic to write and were not afraid to start writing.

3. The group discussions and the group works done during the implementation of project-based learning brought positive influence to the students' involvement in teaching and learning activities. The group consisted of students with different levels of proficiency. It enabled them to complete each other based on their expertise. It also created positive relationship among the students.
4. The use of the teaching aids and various activities were interesting for students so that it could drive students' attention towards the lesson. The students did their best in doing the activities in the classroom. They were involved actively in every activity during the teaching and learning process. It helped the students to understand the language meanings and constructions easier.
5. The students were provided with frequent feedback during the implementation of project-based learning. The researcher supervised and monitored them thorough the project development. Other than that, the students also shared ideas and opinions with the other members of the group. This situation produced peer-feedback among students. The students were also given feedback on their writing which helped them to get better understanding on the aspects of writing such as grammar, vocabulary, mechanics, fluency, and organization.

6. The implementation of project-based learning in the classroom also brought several drawbacks. It costed a lot, took too much time, and sometimes caused loud noise when it dealt with the group work.

From the facts presented above, it can be concluded that the research taken on the use of project-based learning technique to improve the students' writing skills at grade XI of SMA N 2 Sleman was successful.

## **B. Implications**

According to the conclusion which is previously stated, some further considerations were made in order to improve the students' writing skills. The implications of the actions applied during the research are presented in the following:

1. The implementation of project-based learning technique can be an alternative way of teaching English, particularly in teaching the skill of writing. Moreover, students' knowledge on the aspects of writing which they got thorough the teaching and learning process suggests that the actions were effective to give them better understanding. It is seen from their good writing product.
2. The students' positive attitudes and behaviors towards the implementation of project-based learning implicates that they were motivated by the way it improved their writing skill.
3. The group works facilitated students to share their thoughts, ideas, knowledge, information, and expertise to one another. They were able to do discussion to solve the problem and were successful in doing project

development together. They looked less nervous than when it compared to the time they needed to work alone. It implies that they were happy with the group work and this makes their relationship closer.

4. The students' active participation towards the teaching and learning activities showed that a teacher must have various activities during the teaching and learning process to draw the students' focus and attention towards the lesson. The variety of activities also provides the students opportunities to practice.
5. The feedback and correction provided to students indicates that they had better understanding in composing a text. It implies that it is necessary for the teachers to give the students feedback as frequently as possible. It helped them to learn and notice about language meanings and constructions.
6. The implementation of project-based learning had several drawbacks, such as it needed full guidance, cost a lot of money, and spent time. It implies that the actions needed to be implemented with careful planning to achieve the goal of the lesson effectively. It included deciding the cheap and safe choices of project materials and tools, arranging relatively short-timed project development which is relevant to and doable for the students.

### **C. Suggestions**

After covering up the conclusions and the implications, several suggestions were proposed to the English teacher, the students, the next researches on these subjects are presented as follows:



**1. To the Teacher**

- a. The teacher must be aware of the students' needs in mastering the skills of writing as writing skill will be very prominent for students in the future.
- b. The teacher should give opportunities for the students to practice the writing skills as the students learn best when they experience the language by themselves.
- c. The teacher should provide the students with appropriate tasks and practices for effective learning.
- d. The teacher needs to consider at giving feedback to students. Feedback is crucial for the students' learning development. It is better if the teacher provides frequent feedback to students.
- e. The teacher should provide the students knowledge by giving them complete explanation and information on the subject that they study.
- f. The teacher should enrich the learning materials and the teaching media and vary the activities to get students' attention towards the teaching and learning process as well as to enhance their motivation in learning.
- g. It would be better for the teacher to implement the use of project-based learning to improve the teaching and learning process.

**2. To the Students**

- a. Although the findings of the research show that the students' writing had improved, particularly in the aspects of writing covering grammar, vocabulary, mechanics, fluency, and organization, it does not mean that

their writing skills have been sufficient. they still need to learn more about English writing to enhance their writing skills.

- b. The students must have more practices on writing inside or outside the school frequently to develop their writing skills.
- c. The students need to be active and confident in the classroom so that when they find any difficulties during the teaching and learning process, they can get clear explanation about the lesson.
- d. The students should pay attention towards the lesson, particularly when they work in a group so that when there is another implementation of the project-based learning technique, they can absorb the knowledge maximally.

### **3. To the Next Researcher**

- a. The next researcher can use this study as the basis of conducting the research on project-based learning to investigate its use to improve the teaching and learning process and to enrich the literature in the use of project-based learning.
- b. The researcher can employ the use of project-based learning with different kinds of activities in the classroom which match better with the students' preferences and needs.
- c. The researcher needs to be careful before implementing the project-based learning in the classroom as it needs thorough preparation such as designing the project, arranging the materials, determining the group,

choosing the topic and the media, as well as planning for the time allocation and classroom management.

## REFERENCES

- Badan Standar Nasional Pendidikan( BSNP). 2006. *Standar Kompetensi dan Kompetensi Dasar SMA/MA*. Jakarta: Depdikbud
- Bae, Jungnan. 2011. *Teaching Process Writing for Intermediate/Advanced Learners in South Korea*. A Master's Paper: University of Winconsin-River Falls.
- Bell, Stephanie. 2010. *Project-based learning for the 21th century: skill for the future..* The Clearing House, (pp.39-43). Routledge: Taylor & Francis Group
- Blumenfeld, P., Soloway, E., Marx, R., Krajcik, J., Guzdial, M., & Palincsar, A. 1991. *Motivating project-based learning: Sustaining the doing, supporting the learning*. Educational Psychologist, 26 (3&4), 369-398.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. New York : A Pearson Education Company.
- Brown, H. Douglas. 2001. *Teaching by Principles: and Interactive Approach to Language Pedagogy*. New York: A Pearson Education Company.
- Brown, H. Douglas. 2004. *Language assessment: Principles and classroom practices*. White Plains, New York: Pearson Education
- Burns, A. 2010. *Doing Action Research in English Language Teaching. A Guide for Practitioners*. New York: Routledge.
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*.Cambridge: Cambridge University Press.
- Ferris, D. 2002. Teaching students to self-edit. In Richards J. C. & Renandya W. A. (eds.). *Methodology in language teaching: An anthology of current practice* (pp. 328-34) .Cambridge: Cambridge University Press.
- Fragoulis, L. (2009). *Project-Based Learning in Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to practice*. (A Journal). English Language Teaching. Vol. 2 September 2009.
- Harmer, Jeremy. 1998. *How to Teach English*. Essex: Pearson Education Limited.
- Harmer, Jeremy. 2004. *How to Teach Writing*. Essex: Pearson Education Limited.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. Essex: Pearson Education Limited.

- Herrington, A., & Herrington J. 2006. What is an authentic learning environment? In A. Herrington & J. Herrington (Eds.), *Authentic Learning Environments in Higher Education* (pp. 1-14). Hershey PA: Idea Group.
- Hughes, Artur. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Hyland, Ken. 2003. *Second Language Writing*. New York: Cambridge University Press.
- Kingston et al. 2002. *Problems in Writing Disability Among the School Children.Tamil.* Bharathiar University. [http://sitemaker.umich.edu/varanasidesember2005/conference schedule](http://sitemaker.umich.edu/varanasidesember2005/conference_schedule). Retrieved on October 12th, 2014 at 11.43 am.
- Krauss, J.& Boss,S. 2013. *Thinking Through Project-Based Learning: Guiding Deeper Inquiry*. Thousand Oaks, CA : Corwin.
- Markham, T. et al. 2003. *Project Based Learning Handbook*. Canada: Buck Institute for Education.
- McKay, Sandra. 2006. *Researching Second Language Classrooms*. Mahwah: Lawrence Erlbaum Associates
- Meyers, Alan. 2005. *Gateways to Academic Writing*. New York : A Pearson Education Company.
- Nunan, D. 1999. *Second Language Teaching and Learning*. MA : Heinle & Heinle
- Oates, L.C. 2000. *Beyond Communication: Writing as a Means of Learning*. The Journal of the Legal Writing Institute. 1-25.
- Phillips, Dianne et al. 1999. *Project with Young Learners*. Oxford: Oxford University Press.
- Poonpon, Kornwipa. 2011. *Enhancing English Skill through Project Based Learning*. The English Teacher Vol. XL: 1-10 Journal. (pp. 1-10).
- Savery, John R. 2006. *Overview of problem based learning: Definitions and Distinctions*. Interdisciplinary Journal of problem-based learning; Vol. 1: Iss. 1, Article 3
- Seow, Antony. 2002. The Writing Process and Process Writing. In Richards J. C. & Renandya W. A. (eds.). *Methodology in language teaching: An anthology of current practice* (pp. 315-320) .Cambridge: Cambridge University Press.

- Simpson, J. 2011. *Integrating project-based learning in an English language tourism classroom in a Thai university institution*. Doctoral Thesis, Australian Catholic University
- Stoller, Frederica L. 2002. Project-Work: A Means to Promote Language and Content. In Richards J. C. & Renandya W. A. (eds.). *Methodology in language teaching: An anthology of current practice* (pp. 107-120) .Cambridge: Cambridge University Press.
- Solomon, G. 2003. *Project-based learning: A primer*. Technology & Learning, 23, 20-27.
- Spratt, M., A. Pulverness, and M. Williams. 2005. *The TKT Course*. Cambridge: Cambridge University Press.
- The George Lucas Educational Foundation. 2005. *Instructional Module Project-based Learning*, <http://www.edutopia.org/modules/PBL/whatpbl.php> Retrieved on February 28th, 2015 at 01.50 pm.
- Thomas, J.W. 2000. *A Review of Research on PBL*. <http://www.bobpearlman.org/BestPractices/PBL.Research.pdf>. Retrieved on February 28<sup>th</sup>, 2015 at 01.55 pm.

# **APPENDICES**

**APPENDIX A**  
**FIELD NOTES**



No	: FN.01
Hari/Tanggal	: Kamis, 19 Maret 2015
Jam	: 08.45
Tempat	: Kelas XI IPA 1
Kegiatan	: Observasi kelas
Responden, P	: Peneliti
S	: Siswa
GBI	: Guru Bahasa Inggris
<p>P datang ke sekolah pada pukul 08.30 WIB dan langsung menemui GBI. P dan GBI berbincang-bincang seputar keadaan kelas hingga pukul 08.45. P dan GBI kemudian masuk kelas bersama. GBI memulai kelas dengan mengucapkan salam. Beberapa S tidak menjawab salam dan masih terlihat sibuk sendiri. Beberapa sibuk dengan barang bawaannya masing-masing, beberapa lainnya masih menggunakan smartphone, dan masih ada yang berbicara dengan temannya. Setelah mengucapkan salam, GBI mengecek daftar kehadiran siswa. S menjawab bahwa semua siswa hadir.</p>	
<p>GBI kemudian melanjutkan pelajaran mengenai teks biografi. GBI meminta S untuk membuka LKSnya kemudian meminta S untuk membaca teks tentang Dewi Santika secara bergantian. Setelah membaca beberapa baris kalimat, GBI meminta S untuk menterjemahkan kalimat tersebut ke dalam bahasa Indonesia. Beberapa S menggunakan kamusnya untuk membantu mereka menterjemahkan teks. GBI meminta S melakukan hal tersebut hingga seluruh teks dibaca.</p>	
<p>GBI kemudian meminta S untuk menulis informasi-informasi yang mereka temukan dalam teks di papan tulis. S yang belum mendapat kesempatan membaca teks dipilih untuk maju ke depan dan menulis informasi yang mereka dapatkan. GBI dan S mendiskusikan tentang teks biografi tersebut. Ketika GBI menjelaskna, beberapa S terlihat enggan mendengarkan dan beberapa mengobrol dengan temannya.</p>	
<p>Setelah memberikan penjelasan, GBI meminta S untuk bekerja secara berpasangan. GBI meminta S untuk mewawancarai partner mereka. S kemudian diminta untuk membuat biografi teks mengenai partner mereka. Kebanyakan S mengeluh tentang aktivitas yang harus mereka kerjakan. Mereka terlihat enggan menulis. Beberapa S menolak menulis karena mereka merasa terbebni dan tidak percaya diri untuk menulis.</p>	
<p>Ketika melakukan aktivitas ini, S menemui beberapa masalah. Mereka mengaku bahwa sangat sulit untuk menemukan kata-kata yang tepat untuk digunakan dalam tulisan mereka karena mereka mempunyai kosakata yang terbatas. Terlebih lagi, mereka seringkali bingung tentang penggunaan grammar. Kebanyakan dari mereka tidak mengerti bagaimana caranya menggunakan tenses secara tepat. Mereka juga kesulitan menemukan ide untuk menulis. Mereka cenderung menggunakan kamus elektronik untuk menulis dan cenderung menterjemahkan satu kalimat bahkan satu paragraf sekaligus. Hasil terjemahan kamus tersebut pun tidak terlalu baik. Hal ini juga membuat siswa malas membuat kalimat sendiri sehingga skill menulis dalam bahasa Inggris mereka tidak berkembang.</p>	
<p>Ketika bel berbunyi, S diminta untuk mengumpulkan tugas mereka. Akan tetapi banyak S yang belum menyelesaikan tugasnya. Mereka kehabisan waktu dan pada</p>	

akhirnya mencontek pekerjaan temannya. GBI kemudian menutup pelajaran setelah semua S mengumpulkan tugas mereka. Setelah itu GBI dan P meninggalkan kelas.

No	: FN.02
Hari/Tanggal	: Kamis, 2 April 2015
Jam	: 08.45
Tempat	: Kelas XI IPA 1
Kegiatan	: Pre-test
Responden, P	: Peneliti
S	: Siswa
K	: Kolaborator Kelas
GBI	: Guru Bahasa Inggris
<p>P dan K datang ke sekolah pada pukul 08.30 WIB dan langsung menemui GBI. GBI mempersilakan P dan K untuk duduk dan menunggu di ruang tamu kepala sekolah hingga bel pergantian pelajaran berbunyi.</p>	
<p>Pada pukul 08.45 WIB, setelah bel berbunyi, GBI, P, dan K bersama-sama menuju kelas XI IPA 1 untuk mengadakan pre-test.</p>	
<p>GBI membuka pelajaran bahasa Inggris dengan mengucapkan salam kemudian mengajak berdoa. GBI menjelaskan bahwa jam pertama pelajaran bahasa Inggris akan dihandle oleh P untuk melaksanakan pre-test. GBI kemudian menyerahkan kelas pada P dan meninggalkan ruangan.</p>	
<p>P kemudian mengambil alih kelas dan menjelaskan bahwa mereka akan mengadakan pre-test untuk mengetahui kemampuan menulis S. S diminta untuk menulis sebuah hortatory exposition text. P menjelaskan secara sekilas bahwa hortatory teks merupakan suatu argumentative paragraph di mana S diminta untuk menuliskan pendapatnya mengenai sesuatu, dan menuliskan rekomendasi atau ajakan agar pembaca mau mengikuti pemikiran S. P kemudian membagikan soal pre-test. P memberikan instruksi bahwa soal pre-test terdiri dari 3 macam topik yang berbeda dan S diminta memilih salah satu topik yang dirasa mudah dan menarik bagi mereka untuk dikembangkan menjadi sebuah teks. P memberi waktu 1 jam pelajaran untuk menulis teks. P mengizinkan S menggunakan kamus, namun tidak mengizinkan S menggunakan google translate maupun alat penerjemah lainnya yang dapat membuat S menerjemahkan satu teks secara langsung karena hal tersebut tidak dapat membantu S untuk bisa menyusun kalimat dalam bahasa Inggris.</p>	
<p>S terlihat mengeluh diminta untuk mengerjakan soal writing. Beberapa dari mereka mengatakan bahwa menulis dan mencari idenya sangat sulit. Setelah menunggu beberapa menit, masih ada S yang sama sekali belum mulai menulis satu patah kata pun. P mendekati S tersebut, kemudian S tersebut mengatakan tidak tahu apa yang harus ditulis.</p>	
<p>Saat waktu hendak berakhir, P memperingatkan S bahwa mereka harus segera mengumpulkan writingnya. Beberapa dari S terlihat tidak siap. Bahkan, ada beberapa dari S yang mencontek pekerjaan temannya. P memperingatkan S agar mereka bekerja secara mandiri.</p>	
<p>Ketika bel berbunyi, P meminta S mengumpulkan pekerjaannya. P kemudian berterimakasih atas kerjasama mereka dan mengucapkan salam serta meninggalkan kelas. P mengembalikan kelas kepada GBI.</p>	

No	: FN.03
Hari/Tanggal	: Kamis, 23 April 2015
Jam	: 08.45
Tempat	: Kelas XI IPA 1
Kegiatan	: Tindakan Kelas
Responden, P	: Peneliti
S	: Siswa
K	: Kolaborator Kelas
GBI	: Guru Bahasa Inggris
<p>P dan K datang ke sekolah pada pukul 08.30 WIB dan langsung menuju kantor guru untuk bertemu dengan GBI. GBI mempersilakan P dan K untuk menunggu terlebih dahulu di ruang tamu hingga pukul 08.45 saat pelajaran dimulai. Setelah jam pergantian pelajaran berbunyi, P, K, dan GBI menuju kelas XI IPA 1. GBI memberi salam dan menjelaskan bahwa P akan mengadakan penelitian di kelas XI IPA 1 selama kurang lebih hingga dua minggu ke depan. GBI berpesan agar S mendengarkan penjelasan P dengan baik kemudian menyerahkan kelas kepada P dan meninggalkan kelas.</p>	
<p>P memberikan observation checklist pada K. P mempersiapkan LCD projector kemudian membuka kelas, berdoa dan menanyakan kabar S. P menanyakan siapa yang berhalangan hadir pada hari tersebut. S menjawab nihil. P kemudian memberikan handout pada S dengan dibantu salah satu dari S. P kemudian mengatakan bahwa mereka akan belajar dengan teknik pembelajaran berbasis project dan pada pembelajaran bahasa Inggris nanti akan ada banyak project yang dilakukan. P menjelaskan sekilas bahwa mereka hendak mempelajari tentang hortatory text. P bertanya apakah sebelumnya apakah S pernah mendengar mengenai hortatory text. Beberapa dari S menjawab mereka hanya mendengarnya pada saat pre-tes dilaksanakan.</p>	
<p>P kemudian memulai lead-in activity dengan menunjukkan beberapa gambar melalui LCD projector. P bertanya mengenai gambar tersebut satu-persatu, tentang apakah seseorang semestinya melakukan atau menghindari perbuatan yang ada pada gambar, "Do you think we should do this kind of thing? Is there any volunteer? Ada yang mau menjawab?". S diam dan terlihat berdiskusi dengan temannya secara berbisik. Kemudian P meminta pendapat dari salah satu S.</p>	
<p>Setelah menyelesaikan lead-in activity, P meminta siswa untuk mengerjakan latihan yang terdapat pada handout. Setelah selesai, P dan S mencocokkan jawabannya.</p>	
<p>P meminta siswa untuk membaca salah satu contoh bacaan hortatory text yang terdapat pada handout. S membaca dengan seksama, P memonitor sambil sesekali mengecek kemampuan vocabulary siswa dengan menanyakan arti dari beberapa kata. S kemudian mengisi pertanyaan yang terkait dengan isi bacaan. P dan S kemudian mencocokkan jawaban mereka.</p>	
<p>P menjelaskan mengenai hortatory text, penmgertiannya, fungsi sosialnya, dan generic structure teksnya. P kemudian mengajak S untuk mengamati model teks hortatory yang mereka baca sebelumnya dan mengidentifikasi bagian-bagian teks tersebut. P bertanya apakah S mempunyai pertanyaan dan S menggeleng.</p>	
<p>P meminta S untuk mengerjakan latihan selanjutnya yakni menamai generic</p>	

structure dari teks tersebut.
P membagi S menjadi 8 kelompok, di mana 1 kelompok terdiri dari 4 anak.
P kemudian menjelaskan mereka akan membuat suatu proyek di mana siswa menambahkan catatan pada suatu gambar dan membuatnya menjadi poster dan S di minta untuk membuat suatu outline hortatory exposition text yang sesuai dengan projectnya. P menunjukkan contoh dari project yang harus S buat.
S menyetujui proyek tersebut. P dan S mendiskusikan waktu pengumpulan proyek.
S berdiskusi di dalam grup tentang desain proyek mereka. P mengamati dan sesekali memberikan umpan-balik terhadap hasil proyek.
S terlihat antusias untuk menulis. Namun, beberapa dari S terlihat enggan menulis dan bingung. P mendekati S, kemudian menanyakan kesulitan apa yang S hadapi. P kemudian memberikan saran kepada S dan meminta S untuk bertukar pendapat dan saran dalam grup.
Karena waktu yang terbatas, P mempersilakan S melanjutkan tugasnya di rumah dan pada esok harinya, Jumat, 24 April, S diminta untuk mengumpulkan project pada istirahat pertama.
P dan S mereview pembelajaran pada hari tersebut. P kemudian memberitahu mengenai topik dan pembelajaran pada pertemuan selanjutnya. P kemudian menutup kelas dan mengucapkan salam, kemudian meninggalkan kelas.

No	: FN.04
Hari/Tanggal	: Sabtu, 25 April 2015
Jam	: 11.00
Tempat	: Kelas XI IPA 1
Kegiatan	: Tindakan Kelas
Responden, P	: Peneliti
S	: Siswa
K	: Kolaborator Kelas
GBI	: Guru Bahasa Inggris
<p>P dan K datang ke sekolah pada pukul 10.45 WIB kemudian menuju ruang piket. P menjelaskan kepada guru piket bahwa ia sedang mengadakan penelitian dan GBI sudah memberi ijin untuk langsung masuk kelas karena GBI sedang sibuk mempersiapkan lomba debat Bahasa Inggris. P meminta ijin kepada guru piket untuk langsung menuju dan menunggu di depan kelas XI IPA 1 hingga pergantian jam pelajaran.</p>	
<p>Ketika bel tanda pergantian jam berbunyi, P menunggu guru yang sedang mengajar keluar kelas, kemudian masuk dan mempersiapkan LCD projector serta handout yang akan dibagikan. P memberikan observation checklist pada K, kemudian membagikan handout dengan bantuan S.</p>	
<p>P membuka kelas dengan mengucapkan salam dan diikuti dengan berdoa dan menanyakan kabar. Setelah itu, P bertanya apakah ada yang absen pada hari tersebut. S serempak menjawab bahwa semua siswa hadir. P menjelaskan bahwa pada hari tersebut, mereka akan melanjutkan belajar tentang hortatory exposition text. P dan S kemudian mereview materi sebelumnya untuk mengetahui pemahaman siswa dengan melemparkan beberapa pertanyaan pada S mengenai generic structure dan fungsi dari hortatory text. Beberapa siswa terlihat lupa dan diam, sedangkan yang lain menjawab dengan penuh antusias. Setelah mereview pertemuan sebelumnya, S menunjukkan beberapa gambar mengenai tempat-tempat wisata terkenal, baik di Indonesia maupun dunia. P bertanya pada S “Do you know what this place is?” S menjawab dengan antusias pada setiap gambar yang ditayangkan. P kemudian mengkonfirmasi nama tempat tersebut. P kemudian bertanya “Have you been to these places?”. Beberapa siswa menjawab, “Yes, miss”. Beberapa lainnya menggelengkan kepala. Kemudian P melanjutkan pertanyaan seputar gambar-gambar tersebut.</p>	
<p>Setelah selesai dengan lead-in activity, P meminta S untuk membaca salah satu model hortatory text mengenai tourism. Ketika S membaca, P mempersilakan mereka untuk bertanya tentang kata-kata yang tidak mereka ketahui, atau mereka bisa menggunakan kamus untuk mencari arti dari kata-kata tersebut. Sesekali P bertanya tentang beberapa arti kata, kemudian menulisnya di papan tulis. Setelah selesai membaca, S diminta untuk mengerjakan latihan yang berkaitan dengan teks tersebut. P dan S kemudian mencocokkan jawaban dari latihan yang S kerjakan.</p>	
<p>P melanjutkan memberi penjelasan mengenai language features dari hortatory text. Salah satunya adalah penggunaan modal auxiliaries. P bertanya pada S apakah mereka tahu bagaimana cara memberikan recommendation. P menjelaskan bahwa mereka bisa memberikan recommendation dengan menggunakan modal</p>	

<p>auxiliaries. P kemudian menjelaskan tentang penggunaan modal auxiliaries dan meminta S memberi contoh. P memberikan pujian kepada S.</p>
<p>P kemudian menjelaskan bentuk passive dari kalimat yang menggunakan modal auxiliaries. P kemudian memberikan kesempatan pada S untuk bertanya. S hanya diam dan mengatakan telah paham. Setelah itu, S diminta mengerjakan soal yang terkait dengan penggunaan modal auxiliaries. P membekali S dengan list of verbs untuk mempermudah S dalam mengerjakan. P mengatakan pada S agar list of verbs tersebut tetap dibawa hingga minggu depan. Selama S mengerjakan, P dan K memonitor S. Beberapa dari S bertanya mengenai modal auxiliaries. Mereka masih malu untuk bertanya di kelas sehingga bertanya langsung pada P maupun K ketika sedang berkeliling sambil memonitor.</p>
<p>Setelah S dan P mencocokkan jawaban, P memberitahukan bahwa mereka akan melakukan project lagi. Sebelum memberikan instruksi tentang project yang akan mereka buat, P mengumumkan pada S kelompok dengan project terbaik dan memberikan reward pada kelompok tersebut. S juga membagikan feedback berupa koreksi untuk teks writing yang mereka kumpulkan. P melanjutkan penjelasan mengenai project hari itu. Tema project pada hari tersebut adalah Visit Jogja di mana S diminta membuat brosur wisata mengenai Jogja. P dan S menyepakati waktu pengumpulan project dan membagi S dalam 8 kelompok dengan masing-masing anggota berjumlah 4 orang. Kemudian S diminta membuat suatu hortatory text secara individu dan mereka boleh bertukar ide atau pendapat dengan teman sekelompoknya. Mereka diperbolehkan menggunakan kamus, tetapi hanya untuk mentranslate per kata, bukan per kalimat maupun paragraf.</p>
<p>P memonitor S sambil berkeliling dan menanyakan konsep mereka tentang project yang mereka buat kemudian memberikan masukan mengenai ide mereka. Karena waktu yang terbatas, project dan writing dikumpulkan pada hari Senin, 27 April 2015.</p>
<p>5 menit sebelum bel pergantian pelajaran berbunyi, P dan S menyimpulkan tentang apa yang mereka pelajari pada hari tersebut. P mengingatkan S untuk mengumpulkan project pada hari Senin. P memberitahu sekilas apa yang akan S pelajari pada pertemuan selanjutnya kemudian menutup kelas dengan salam.</p>

No	: FN.05
Hari/Tanggal	: Kamis, 30 April 2015
Jam	: 08.45
Tempat	: Kelas XI IPA 1
Kegiatan	: Tindakan Kelas
Responden, P	: Peneliti
S	: Siswa
K	: Kolaborator Kelas
GBI	: Guru Bahasa Inggris
<p>P dan K datang ke sekolah pada pukul 08.30 WIB kemudian meminta izin pada guru piket untuk menunggu di depan ruang kelas XI IPA 1. Begitu bel jam pergantian pelajaran berbunyi, P dan K masuk ke kelas, menyiapkan LCD dan materi. P kemudian membuka kelas dan memimpin doa. Setelah itu, P menanyakan kabar S dan apakah ada siswa yang absen. P dibantu K dan S membagikan handout materi. P menjelaskan materi yang akan mereka pelajari hari itu dan memberitahu bahwa S masih mempunyai project work untuk dilakukan. P kemudian mengajak S untuk mereview pertemuan sebelumnya.</p>	
<p>P kemudian memperlihatkan salah satu contoh poster mengenai pemilihan ketua OSIS untuk lead in activity. P kemudian melontarkan beberapa pertanyaan mengenai poster tersebut dan beberapa S mau menjawab dengan sukarela tanpa harus ditunjuk terlebih dahulu.</p>	
<p>Setelah lead-in activity, P meminta S untuk membaca hortatory text yang masih rumpang. S diminta untuk mengurutkan teks tersebut dan mengidentifikasi generic structurenya. P menanyakan beberapa kata dalam teks untuk mengecek perbendaharaan kata S, S menjawab P dan mencatat kata yang masih asing bagi mereka.</p>	
<p>Setelah itu, P menanyakan pada S tentang simple present tense, yang merupakan salah satu unsur kebahasaan pada hortatory teks. P menanyakan tentang kegunaan simple present tense, beberapa siswa menjawab, kemudian P menyimpulkan jawaban mereka dan memberi penjelasan secara lebih rinci. P meminta S membuat contoh mengenai simple present tense kemudian memuji S karena berhasil memberikan contoh kalimat. P memberikan kesempatan pada S untuk bertanya mengenai hal yang belum mereka pahami. Salah satu S bertanya tentang beda verb pada simple present dan modal verb. P menjelaskan bahwa pada modal auxiliaries, verb selalu dalam bentuk infinitive, sedangkan pada simple present, penggunaan verb tergantung pada subjeknya. Kemudian salah satu S bertanya lagi, untuk kalimat negative dan interrogative apakah verb kembali pada bentuk infitive kembali, P mengiyakan dan menjelaskan setelah do/does/don't/doesn't, maka verb yang mengikuti kembali pada bentuk infinitive.</p>	
<p>P kemudian mengembalikan hasil menulis siswa pada pertemuan sebelumnya dengan memberikan koreksi. P kemudian mengumumkan grup dengan project terbaik. P melanjutkan memberi instruksi mengenai project yang akan mereka lakukan, yakni membuat wall-magazine. P memberikan contoh project yang mereka harus kerjakan. S diminta untuk menulis sendiri artikelnya dan atikelnya ditulis dalam bentuk hortatory teks. S diminta mengumpulakn draft artikel pada akhir pelajaran. P dan S menyepakati waktu mengumpulkan project dan jika S</p>	



terlambat mengumpulkan project maka akan ada penalti yang diberikan.
P membagi S menjadi 8 kelompok dengan 4 anggota pada masing-masing kelompok. P memberi kesempatan pada S untuk berdiskusi mengenai project mereka dan membagi artikel yang hendak mereka kerjakan. S sesekali berkonsultasi mengenai konsep projectnya dan P memberikan feedback. Setelah menentukan konsep projectnya, S mulai membuat draft tentang artikel yang akan mereka posting dan beberapa kali bertanya pada P ketika mereka menemukan kesulitan.
Ketika jam pelajaran hampir usai, P mengajak S untuk menyimpulkan pelajaran mereka pada hari tersebut. P kemudian memberitahukan S bahwa mereka akan melanjutkan project pada meeting selanjutnya dan P meminta agar S mengumpulkan draft artikelnya. P kemudian menutup kelas.

No	: FN.06
Hari/Tanggal	: Kamis, 7 Mei 2015
Jam	: 08.45
Tempat	: Kelas XI IPA 1
Kegiatan	: Tindakan Kelas
Responden, P	: Peneliti
S	: Siswa
K	: Kolaborator Kelas
<p>P dan K datang ke sekolah pada pukul 08.30 kemudian meminta izin untuk menunggu di depan kelas XI IPA 1. Setelah bel berbunyi, P dan K masuk ke kelas dan menyiapkan LCD. P meminta bantuan salah satu S untuk membagikan handout materi. P kemudian membuka kelas serta memimpin doa dan menanyakan siapa yang absen. P menjelaskan bahwa pada pertemuan tersebut, mereka akan melanjutkan membahas tentang hortatory text dan mengerjakan project wall-magazine. P dan S mereview pertemuan sebelumnya dan kemudian berpindah pada lead-in activity di mana siswa ditunjukkan beberapa gambar kemudian diminta untuk memberikan rekomendasi saran atas gambar tersebut.</p>	
<p>S diberikan model tentang hortatory teks dan diminta untuk membacanya. Setelah itu, S diminta untuk mencari main idea dari setiap paragraf. P dan S kemudian mencocokkan jawaban mereka. Setelah selesai dengan teks tersebut, P memberikan kesempatan kepada S untuk menanyakan hal-hal yang belum mereka pahami mengenai hortatory teks. Beberapa S menanyakan tentang struktur teks maupun unsur bahasa hortatory teks, seperti apa saja yang bisa digunakan untuk menulis recommendation selain menggunakan modal auxiliaries must maupun should dan penggunaan simple present-tense.</p>	
<p>Setelah tidak ada yang ditanyakan lagi, P membagikan feedback berupa koreksi terhadap draft yang dikumpulkan oleh S. P meminta S merevisi tulisan mereka dan menyalinnya untuk ditempelkan pada wall-magazine. P kemudian memonitor sejauh mana perkembangan yang mereka buat pada wall-magazinenya. P kemudian kembali memberikan feedback atas project yang S kerjakan. P memberikan waktu hingga akhir jam pelajaran untuk mengumpulkan project mereka.</p>	
<p>Ketika jam pelajaran hampir usai, P meminta S untuk mengumpulkan projectnya. P kemudian mereview pertemuan hari tersebut dan mengingatkan S bahwa mereka akan melakukan post-test pada pertemuan selanjutnya. P kemudian menutup dan meninggalkan kelas.</p>	

No	: FN.07
Hari/Tanggal	: Sabtu, 9 Mei 2015
Jam	: 11.00
Tempat	: Kelas XI IPA 1
Kegiatan	: Post-test
Responden, P	: Peneliti
S	: Siswa
K	: Kolaborator Kelas
GBI	: Guru Bahasa Inggris
<p>P dan K datang ke sekolah pada pukul 10.45 WIB dan menuju ruang guru untuk menemui GBI. P mengatakan dan meminta izin bahwa mereka akan mengadakan post-test selama 1 jam pelajaran. GBI memberi izin dan mempersilakan P dan K duduk terlebih dahulu sembari menunggu.</p>	
<p>Pukul 11.00 WIB, P dan K masuk ke kelas XI IPA 1. P membuka pelajaran dengan memberi salam dan mengajak S berdoa. P bertanya apakah ada siswa yang absen pada hari tersebut. Kemudian P mengatakan jika mereka akan mengadakan post-test menulis hortatory teks. P menjelaskan bahwa sistem pada saat post-test serupa dengan pada saat pre-test di mana S disediakan 3 topik dan diperbolehkan memilih salah satu dari topik tersebut untuk dikembangkan menjadi hortatory teks. S diberikan waktu 1 jam pelajaran untuk mengerjakan post-test dan dilarang menggunakan google translate maupun alat penerjemah lainnya yang dapat menerjemahkan 1 teks sekaligus. S juga dilarang mencontek pekerjaan temannya.</p>	
<p>Begitu P selesai memberikan instruksi dan memberikan writing sheet kepada S. S kemudian membaca dan memilih topik serta mulai menulis. Salah satu dari S terlihat kebingungan. P mendatangi S tersebut dan mendorong S agar menulis. S terlihat serius saat menulis. Mereka tidak ribut maupun memberikan protes saat diminta menulis seperti pada waktu pre-test. P mengawasi S ketika menulis dan sesekali bertanya apakah ada kesulitan berarti yang dihadapi oleh S. S mengatakan tidak ada.</p>	
<p>Ketika waktu hampir habis, P memperingatkan S dan mempersilakan apabila ada S yang telah selesai mengerjakan post-test untuk mengumpulkan pekerjaannya. Beberapa dari S mengumpulkan hasilnya pada P. P meminta kepada S yang telah menyelesaikan pekerjaannya untuk tetap tenang sambil menunggu teman yang lainnya selesai mengerjakan. Ketika bel berbunyi, P meminta semua S mengumpulkan pekerjaannya.</p>	
<p>P berterimakasih atas kerjasama S selama proses penelitian berlangsung dan meminta maaf apabila banyak terdapat hal yang kurang berkenan selama proses penelitian. P kemudian mengucapkan salam dan mengembalikan kelas kepada GBI.</p>	

**APPENDIX B**

**INTERVIEW**

**GUIDELINES &**

**TRANSCRIPTS**

## **INTERVIEW GUIDELINES**

### **A. BEFORE THE IMPLEMENTATION**

#### **1. FOR THE TEACHER**

- a. Menurut ibu, apakah siswa kelas XI IPA 1 menyukai mata pelajaran bahasa Inggris, terutama dalam skill writing?
- b. Apakah menurut ibu writing skill penting bagi siswa?
- c. Permasalahan apa saja yang sering Ibu temui dalam proses belajar dan mengajar siswa, terutama dalam kelas writing?
- d. Menurut Ibu, bagaimana kemampuan menulis siswa?
- e. Kesulitan apa saja yang sering siswa temui dalam skill menulis?
- f. Kegiatan apa saja yang biasa dilakukan dalam kelas writing?
- g. Sejauh ini, apa usaha yang Ibu lakukan untuk meningkatkan skill writing siswa?
- h. Bagaimana pendapat Anda mengenai penggunaan project-based learning untuk meningkatkan kemampuan menulis siswa, terutama dalam menulis teks eksposisi?

#### **2. FOR THE STUDENTS**

- a. Apakah kalian senang belajar bahasa Inggris, terutama kemampuan menulis, kenapa?
- b. Apakah kalian merasa menulis dalam bahasa Inggris itu mudah?
- c. Apakah kalian sering melakukan aktifitas menulis dalam bahasa Inggris?
- d. Apakah kalian merasa percaya diri untuk menulis dalam bahasa Inggris?
- e. Apakah guru memfasilirasi kalian dengan aktifitas yang membantu kalian menulis dalam bahasa Inggris?
- f. Apa saja kesulitan yang kalian hadapi dalam belajar bahasa Inggris, terutama dalam belajar menulis?

- g. Apa saja usaha yang kalian lakukan untuk mengatasi kesulitan yang kalian temui selama belajar menulis?
- h. Apakah kalian suka diberi koreksi mengenai tulisan kalian? Kenapa?

**B. AFTER THE IMPLEMENTATION OF THE ACTIONS  
AT CYCLE 1**

**1. FOR THE COLLABORATORS**

- a. Menurut pendapat Ibu, bagaimanakah kemampuan siswa dalam menulis setelah cycle 1 ini?
- b. Bagaimana pendapat Ibu mengenai kegiatan yang dilakukandan penggunaan project-based learning di cycle 1 ini?
- c. Bagaimana dengan penyampaian materi yang saya lakukan di kelas?
- d. Menurut Ibu, apa saja kekurangan yang ada pada cycle 1 ini?
- e. Apakah saran yang Ibu berikan untuk cycle yang selanjutnya?
- f. Apakah kemampuan menulis siswa mengalami kemajuan?

**2. FOR THE STUDENTS**

- a. Apa pendapat kalian mengenai kelas menulis yang kita laksanakan?
- b. Bagaimana pendapat kalian mengenai pemberian tugas proyek oleh guru?
- c. Apa saja kesulitan yang kalian temui selama pembelajaran di kelas?
- d. Bagaimana penyampaian materi oleh guru? Apakah mudah dipahami dan jelas?
- e. Kekurangan apa saja yang kalian temui dalam pembelajaran di kelas?
- f. Bagaimana pendapat kalian tentang pemberian feedback?
- g. Kegiatan seperti apa yang kalian harapkan di kelas writing?

## **AT CYCLE 2**

### **1. FOR THE COLLABORATORS**

- a. Menurut pengamatan Ibu, bagaimana kemampuan menulis siswa pada cycle 2 ini?
- b. Apa saja kekurangan pada cycle 2 ini?
- c. Apakah menurut Ibu, kegiatan yang dilakukan pada cycle 2 sudah baik?
- d. Bagaimana penilaian Ibu mengenai penggunaan project-based learning untuk meningkatkan kemampuan writing siswa dalam cycle 2 ini?
- e. Apakah menurut Ibu project-based learning dapat meningkatkan kemampuan menulis siswa?
- f. Kemajuan dari segi mana saja yang berhasil dicapai siswa dalam implementasi project-based learning ini?
- g. Apakah kekurangan dari project-based learning selama kegiatan pembelajaran bahasa Inggris, terutama dalam mengajarkan skill menulis?

### **2. FOR THE STUDENTS**

- a. Bagaimana pendapat kalian mengenai kegiatan di kelas menulis yang telah kita laksanakan?
- b. Apa sajakah kesulitan yang kalian hadapi pada cycle 2 ini?
- c. Apa pendapat kalian tentang penggunaan project-based learning ini?
- d. Apakah kalian merasa bahwa penggunaan project-based learning dapat meningkatkan kemampuan menulis kalian dalam bahasa Inggris?
- e. Bagaimana pendapatmu mengenai pemberian feedback?
- f. Kemajuan apa saja yang kalian rasakan selama pelaksanaan kegiatan menulis melalui project-based learning?

### Interview Transcript 1

**Date** : Thursday, March 19<sup>th</sup>, 2015

**Place** : Teacher Room

**Interviewee** : Drs. S. Tri Budiyati, M. Hum/English Teacher (ET)

**Interviewer** : Andyani Larasati/Researcher (R)

R : Selamat pagi, ibu.

ET : Selamat pagi mbak Laras

R : Mohon maaf ya bu, saya minta waktunya sebentar untuk wawancara.

ET : Oh iya tidak apa-apa.

R : Jadi begini bu, saya membutuhkan data dan informasi mengenai bagaimana KBM di kelas XI IPA 1, terutama untuk pembelajaran writing. Menurut ibu, apakah anak kelas XI IPA 1 menyukai pembelajaran bahasa Inggris, terutama writing?

ET : Kalau anak kelas XI IPA 1 sendiri itu rasa ingin tahunya sebenarnya besar ya mbak. Rata-rata saya rasa suka bahasa Inggris, hanya saja terkadang malas memperhatikan. Tapi beberapa anak memang tidak begitu suka kelihatannya, karena susah mengikuti pelajaran. Kalau dari skill writing itu kemampuannya juga masih bisa dibilang belum cukup baik, mbak. Semangat menulisnya kurang. Tapi kalau ditingkatkan terus dan ditekankan, saya rasa akan ada peningkatan yang bagus untuk writingnya karena pada dasarnya rasa ingin tahu mereka tinggi.

R : Baik terimakasih bu, lanjut ke pertanyaan berikutnya ya bu. Menurut ibu, kesulitan apa yang biasa ditemui siswa?

ET : Ya sebenarnya masalah umum ya mbak Laras, tensesnya masih sering sekali amburadul. Kemudian vocabularynya kurang.

R : Kemudian ibu, biasanya kesulitan apa yang sering ibu alami ketika mengajar writing?

ET : Mereka susah sekali kalau disuruh menulis, mbak. Kegiatannya kan juga memakan waktu.

R : Kalau kemampuan menulis siswa itu sendiri bagaimana, Ibu? Kira-kira apakah mereka bisa menulis essay yang cukup panjang?

ET : Ya bisa mbak. Tapi masalahnya mereka sering menggunakan google translate atau kamus elektronik lainnya. Masih susah untuk mandiri dan membuat kalimat sendiri. Jadi ya bahasanya bahasa mesin. Kalau bahasa mesin itu kan jelas beda ya. Grammar dan kosakatanya juga banyak yang tidak sesuai.

R : Usaha dan upaya apa saja yang ibu lakukan untuk meningkatkan kemampuan menulis siswa?

ET : Saya biasanya memberi 1 paragraf dulu mbak. Nanti anak-anak diminta melanjutkan paragrafnya.

R :Kemudian Ibu, selama ini sumber belajar bahasa Inggris anak-anak darimana?



- ET : Untuk sumber belajarnya saya gunakan LKS, mbak. Hanya saja kemarin kan kurikulumnya kembali ke KTSP lagi, nah saya sudah terlanjur menggunakan LKS yang menggunakan kurikulum 2013.
- R : Tapi saya lihat ada beberapa materi yang tidak ter-cover dalam LKS tersebut ya bu. Bagaimana pendapat Ibu?
- ET : Iya memang mbak. Garis besarnya sebetulnya sama. Kalau tidak tercover di LKS, biasanya saya minta anak-anak menulis materinya.
- R : Kalau pendapat Ibu mengenai penggunaan project-based learning untuk meningkatkan skill writing bagaimana, bu?
- ET : Bagus sekali, mbak. Saya mendukung. Itu membuat siswa lebih aktif dan kreatif. Apalagi kan bisa dikerjakan di luar kelas juga. Kemudian siswa XI IPA 1 itu seperti saya bilang tadi, anaknya punya rasa ingin tahu yang tinggi, jadi pasti mereka akan tertarik sekali.
- R : Baik ibu, terimakasih sekali. Sepertinya sudah cukup wawancara hari ini, bu. Terimakasih waktunya. Mohon maaf saya mengganggu.
- ET : Nggak papa mbak Laras, sama-sama, jadi nanti bisa sharing bareng malah, saling melengkapi.
- R : Baik ibu, kalau begitu saya permisi dulu bu, selamat siang.
- ET : O iya.. selamat siang.

## **Interview Transcript 2**

**Date : Thursday, March 19<sup>th</sup>, 2015**

**Place : Classroom**

**Interviewee : Monita Yanka R (S19)**

**Interviewer : Andyani Larasati (R)**

- R : Halo, selamat siang Monita.
- S19 : Siang miss.
- R : Maaf ya mengganggu sebentar, minta waktu wawancara sebentar ya.
- S19 : Oh ya ya miss, boleh.
- R : Okay, langsung aja mulai ya. Monita suka belajar bahasa Inggris?
- S19 : Suka miss.
- R : Kalau nulis pake bahasa Inggris, suka nggak?
- S19 : Nggak miss, nggak terlalu sih hehehe.
- R : Emangnya kenapa?
- S19 : Susah aja miss, bingung.
- R : Jadi ngerasa nggak pede gitu kalo nulis?
- S19 : Iya e miss, gimana ya, hasilnya jelek ah miss palingan.
- R : Yang bikin susah apanya sih?
- S19 : Banyak miss, grammarnya terutama. Susah cari idenya juga. Sama sedikit kosakatanya.
- R : Biasanya sering ada aktivitas menulis dalam bahasa Inggris, nggak?
- S19 : Jarang miss. Ya ada sih tapi sedikit.
- R : Aktivitas menulisnya apa saja?

- S19 : Paling cuma suruh bikin kalimat aja di papan tulis, atau melanjutkan bikin kalimat gitu.
- R : Nah, biasanya aktivitas di pelajaran bahasa Inggris gimana?
- S19 : Paling kebanyakan speaking miss, bikin dialog gitu. Malah kebanyakan suruh hafalan teks. Pusing Miss, nanti suruh maju satu-satu
- R : Nah terus usahanya apa untuk mengatasi kesulitan?
- S19 : Paling nonton film miss. Baca subtitlenya pake bahasa Inggris.
- R : Terus sekali lagi ya, biasanya kalau nulis dikasih koreksi nggak?
- S19 : Nggak miss nggak pernah e.
- R : Kalau dikasih koreksian mau?
- S19 : Mau banget miss, jadi tau salahnya di mana.
- R : Okay deh, makasih banyak ya waktunya
- S19 : Iya miss sama-sama.

### **Interview Transcript 3**

**Date** : Thursday, April 2<sup>nd</sup>, 2015

**Place** : Classroom

**Interviewee** : Yosafat Frandian R. H. (S32)

**Interviewer** : Andyani Larasati (R)

- R : Selamat siang, Yosa. Miss Laras tanya-tanya sebentar ya.
- S32 : Iya bu, baik.
- R : Langsung mulai ya. Bagaimana pendapatmu mengenai menulis dalam bahasa Inggris?
- S32 : Sulit bu.
- R : Sulit bagaimana? Apa yang membuat sulit?
- S32 : Grammarnya itu bu, bingung. Kadang nggak tau tensesnya, nggak tahu bedanya. Terus kosakatanya juga, habisnya cuma tau sedikit aja, bu.
- R : Nah terus pendapat kamu mengenai hortatory text tadi gimana? Sulit tidak?
- S32 : Sulit sekali itu bu. Nggak pernah bikin paragraf yang isinya argumen. Lebih gampang suruh nulis cerita atau pengalaman. Ya itu tadi bu, kosakatanya susah-susah. Bingung juga yang mau ditulis apa.
- R : Kalau mengalami kesulitan gitu kamu menghadapinya gimana?
- S32 : Cari di kamus paling bu, atau tanya ke guru.
- R : Sering nggak ada kegiatan menulis di kelas?
- S32 : Jarang banget bu. Kebanyakan speakingnya. Menulisnya ada. Tapi kami hanya diminta membaca teks terus menulis poin-poin informasinya di papan tulis, maju gantian satu-satu.
- R : Kemudian apakah guru bahasa Inggris sering memberikan kalian koreksi terhadap tulisan kalian?
- S32 : Hampir tidak pernah, bu. Biasanya hanya dikumpulkan saja.
- R : Jika kalian diberi koreksi atas tulisan kalian, bagaimana?

- S32 : Setuju sekali bu. Jadi kami bisa belajar tentang kesalahan kami.  
 R : Okay, baik. Terimakasih waktunya, yosafat.  
 S32 : Iya bu. Sama-sama.

#### **Interview Transcript 4**

**Date** : Thursday, April 2<sup>nd</sup>, 2015

**Place** : Classroom

**Interviewee** : Bobby Hartanto Arif S. (S05)

**Interviewer** : Andyani Larasati (R)

- R : Maaf ya ganggu waktunya sebentar. Ini Bobby, ya?  
 S05 : Iya miss, nggak apa-apa. Ada apa miss?  
 R : Miss Laras mau wawancara sebentar, boleh ya?  
 S05 : Iya miss, silakan.  
 R : Langsung mulai ya. Bobby suka nggak pelajaran bahasa Inggris, terutama menulis?  
 S05 : Suka miss, kalau menulis kurang suka.  
 R : Alasannya kenapa?  
 S05 : Soalnya jarang menulis.  
 R : Menurut kamu, menulis dalam bahasa Inggris susah nggak?  
 S05 : Susah, miss. Tergantung juga sebenarnya miss. Misal menulis pengalaman pribadi, soalnya dari SMP sudah biasa. Tapi yang seperti tadi susah, baru pertama kali.  
 R : Yang membuat writing susah, apa menurut kamu?  
 S05 : Kosakatanya, grammarnya, miss. Terkadang ide juga, nyusunnya.  
 R : Kalau guru sendiri, sering memberi tugas writing?  
 S05 : Terkadang, miss. Kemarin–kemarin baru aja ada writing, nerusin bikin cerita dongeng.  
 R : Biasanya guru memberikan koreksi nggak buat writing kalian?  
 S05 : Nggak miss, jarang lah. Biasanya dikumpulin aja.  
 R : Berarti nggak dibagikan lagi?  
 S05 : Nggak miss.  
 R : Menurut pendapatmu, koreksi dalam writing perlu nggak? Kenapa?  
 S05 : Perlu banget miss. Biar kita juga tau salahnya di mana dan bisa benerin.  
 R : Oh ya.. Sepertinya sudah cukup wawancaranya, terimakasih bantuannya ya.

### Interview Transcript 5

**Date** : Tuesday, April 28<sup>th</sup>, 2015

**Place** : Yogyakarta State University

**Interviewee** : Apsari Murbiyani (C1)

**Interviewer** : Andyani Larasati (R)

R : Miss Apsari, saya ingin bertanya sebentar mengenai pembelajaran di kelas kemarin. Berdasarkan hasil writing individu siswa pada cycle 1 ini, menurut Anda apakah kemampuan menulis siswa meningkat? Bagaimana peningkatannya?

C1 : Dari yang saya lihat, kemampuan menulis siswa meningkat ya.. Terutama dari panjangnya tulisan. Kemarin sebelum treatment, sewaktu masih pre-test, anak-anak hanya mampu membuat beberapa kalimat saja. Ini sudah bisa membuat beberapa paragraph. Kemudian dari segi organizationnya juga ada peningkatan. Waktu pre-test itu banyak sekali teks yang belum ada recommendationnya, ini sudah hampir ada recommendationnya semua. Paling hanya beberapa saja yang lupa.

R : Kemudian bagaimana pendapat Anda mengenai kegiatan yang dilakukan dalam implementasi project-based learning ini?

C1 : Menurut saya, bagus sekali. Anak-anak kelihatan bersemangat juga, berpartisipasi aktif. Kejadiannya juga mendorong siswa untuk berpikir kritis dan kreatif. Waktu group writing di meeting 1 mereka juga antusias. Kemudian waktu menulis secara individu, sudah tidak banyak keluhan seperti waktu pre-tes. Mereka juga asyik membuat project.

R : Lalu bagaimana dengan penyampaian materi yang saya lakukan di kelas, miss?

C1 : Sudah baik ya. Sudah bisa handle anak-anak untuk menulis juga. Tapi volume suaranya sebaiknya ditambah sedikit lebih keras.

R : Bagaimana dengan kekurangan di cycle ini?

C1 : Mungkin manajemen waktunya ya, tidak sesuai dengan planning. Projectnya memakan banyak waktu sehingga tidak cukup. Apalagi padat sekali. Oh ya, kemudian ada anak yang cenderung jadi trouble-maker, yang kelompok laki-laki duduk di depan, sudah baik kadang ditegur, hanya menurut saya perlu lebih ditegasi lagi.

R : Kemudian bagaimana saran Anda untuk cycle selanjutnya?

C1 : Mungkin untuk cycle berikutnya lebih baik dibuat 1 project untuk 2 meeting sehingga kegiatan di kelas bisa dipantau seluruhnya.

R : Baik, miss Apsari, saya rasa cukup sekian interviewnya. Terimakasih banyak.

C1 : Iya, sama-sama.

### Interview Transcript 6

**Date** : Thursday, April 30<sup>th</sup>, 2015

**Place** : Teacher Office

**Interviewee** : Drs. S. Tri Budiyati, M. Pd. (ET)

**Interviewer** : Andyani Larasati (R)

R : Selamat siang ibu, mohon maaf mengganggu, saya ingin mewawancarai ibu sehubungan dengan kegiatan pada cycle 1 kemarin.

ET : Baik, silakan mbak Laras, welcome.

R : Jadi ibu, saya sudah mengajar selama satu minggu kemarin sebanyak 2 kali pertemuan. Dari hasil writing individu siswa, ditemukan peningkatan yang cukup baik pada aspek-aspek writing yang berupa grammar, vocabulary, mechanics, fluency dan organization. Hanya saja di aspek fluency, masih terbilang rendah kemajuannya di banding dengan aspek lainnya.

ET : Berdasarkan hasil itu berarti bisa dikatakan teknik yang mbak Laras gunakan berhasil, sekecil apapun kemajuannya, itu tetap kemajuan. Untuk fluency kan dibutuhkan latihan berkali-kali hingga siswa nanti fluent. Lama-lama mereka juga akan bisa, mbak, jika terus-menerus diminta practice.

R : Kemudian ibu, untuk project-based learningnya, anak-anak terlihat antusias saat mengerjakan project. Mereka juga aktif berdiskusi dan menyampaikan ide. Hasil projectnya pun bagus-bagus bu, mereka kreatif sekali.

ET : Nah itu berarti teknik pembelajaran project berhasil meningkatkan kegiatan belajar mengajar juga mbak Laras, ada perubahan sikap kan?

R : Iya sih bu, dibanding sebelumnya mereka terlihat mengantuk kadang menguap. Dengan project mereka jadi lebih aktif, dan bisa bekerja sesuai dengan keahlian masing-masing, saling melengkapi. Tapi bu, ada beberapa anak laki-laki yang memang suka ribut, ya?

ET : Iya mbak, tetap ada. Setiap kelas pasti ada, ditegur saja mbak anaknya.

R : Oh ya lalu ibu, untuk implementasinya sendiri, saya rasa memakan cukup banyak waktu ya bu. Project dan writing tidak bisa diselesaikan di kelas.

ET : Sebenarnya tidak apa-apa mbak. Kan project memang bisa dibawa pulang. Tapi mungkin mengingat waktu penelitian yang terbatas juga ya, mbak.

R : Iya bu, jadi saya berencana pada cycle selanjutnya untuk menerapkan 1 project dalam 2 meeting sehingga bisa terpenuhi target waktunya, bagaimana menurut Ibu?

ET : Iya mbak tidak apa-apa. Seperti itu saja bisa, jika malah lebih simple.

R : Baik bu, saya rasa sudah cukup. Terimakasih banyak ya, ibu untuk waktunya.

ET : Iya mbak, nggak apa-apa.

### **Interview Transcript 7**

**Date** : Monday, April 27<sup>th</sup>, 2015

**Place** : Classroom

**Interviewee** : Fatimah Zahra Ayunani (S14)

**Interviewer** : Andyani Larasati (R)

- R : Selamat siang Yuna, miss Laras ijin interview sebentar ya, boleh?  
 S14 : Boleh, boleh, miss.  
 R : Okay, langsung mulai ya, bagaimana pendapatmu tentang kelas menulis dan pembelajaran project yang kita laksanakan minggu kemarin?  
 S14 : Seru, miss. Nggak bikin bosan, jadi rasanya cepat banget. Biasanya rasanya lama.  
 R : Kemudian, selanjutnya, apakah menurut Yuna, pembelajaran menggunakan project kemarin mempengaruhi kemampuan menulis Yuna?  
 S14 : Iya, miss.  
 R : Pengaruhnya gimana?  
 S14 : Merasa lebih meningkat gitu miss, banyak belajar hal baru juga.  
 R : Terus, kesulitan apa saja yang kalian alami selama pembelajaran di kelas?  
 S14 : Nggak ada sih, miss. Kan dipandu terus juga sama miss Laras, jadi enak bisa tanya.  
 R : Kemudian penyampaian materinya menurut Yuna gimana? Mudah dipahami?  
 S14 : Iya miss, asyik kok, gampang ngertinya, jelas.  
 R : Kemudian, menurut kalian kekurangan apa yang masih ditemui dalam pembelajaran? Waktunya kurang juga, miss.  
 S14 : Paling itu miss grup cowok suka rame kadang, jadi berisik.  
 R : Okay, yang terakhir ya, kegiatan apa yang kalian harapkan di kelas writing?  
 S14 : Hehe yang kaya gini aja miss, kelompokan, jadi bisa tuker pikiran.

### **Interview Transcript 8**

**Date** : Monday, April 27<sup>th</sup>, 2015

**Place** : Classroom

**Interviewee** : Monita Yanka R (S19)

**Interviewer** : Andyani Larasati (R)

- R : Siang, Monita, ijin wawancara lagi ya?  
 S19 : Lagi, miss? Okay deh..  
 R : Yap langsung aja ya, menurut Monita, pembelajaran berbasis project ini gimana? Meningkatkan kemampuan menulis nggak?

- S19 : *Iya miss, seru juga.*  
 R : Terus, kesulitan apa aja yang Monita temui selama pembelajaran di kelas?  
 S19 : Apa ya miss, kalau menulisnya sih ya masih sama kadang bingung tensesnya, cuma kan bisa tanya juga kalo bingung. Tapi udah lebih lancar, miss. Dibandingkan dulu, udah nggak takut lagi mau nulis atau bingung.  
 R : Lalu, gimana pendapat Monita tentang penyampaian materi oleh guru?  
 S19 : Enak, miss, gampang dipahami, sip deh.  
 R : Selama pembelajaran di kelas kekurangan apa aja yang masih ditemui?  
 S19 : Barisan cowok suka ribut, miss. Kadang ganggu konsentrasi.  
 R : Kemudian, kegiatan apa yang kamu harapkan untuk kelas writing?  
 S19 : Banyak nulisnya aja miss, tapi jangan mboseenin juga. Kaya pake project kemarin asik  
 R : Okay. Miss Laras rasa cukup interviewnya. Thank you ya, Mon.  
 S19 : Iya miss, you are welcome.

### **Interview Transcript 9**

**Date** : Saturday, May 9<sup>th</sup>, 2015

**Place** : Classroom

**Interviewee** : Apsari Murbiyani (C1)

**Interviewer** : Andyani Larasati (R)

- R : Kemarin setelah menyelesaikan text 1 dan 2, apakah ada kemajuan di antara keduanya?  
 C : Iya. Saya rasa kemajuan anak-anak cukup signifikan ya. Mereka sudah bisa menulis panjang-panjang dilihat dari segi kuantitasnya.  
 R : Bagaimana dengan hasil dari aspek menulisnya? Apakah bisa dikatakan ada perubahan?  
 C : Tentu saja ada sekali. Nilai siswa meningkat ya. Dari sisi grammar mereka sudah banyak kemajuan, apalagi dibanding dulu waktu baru pre-test. Kosakatanya juga semakin variatif, tanda baca diperhatikan. Kemudian, mereka semakin lancer menulisnya, tidak takut salah, tidak seperti dulu yang kebingungan kalau diminta menulis. Organisasinya juga lumayan, idenya sudah tersusun rapi, dari sisi strukturnya kan di cycle 1 banyak yang lupa recommendation, ini saya lihat semuanya sudah memakai recommendation.  
 R : Baik, terimakasih banyak miss Apsari, kemudian mengenai penggunaan project-based learning selama ini bagaimana?  
 C : PBL menurut saya benar-benar bisa membantu meningkatkan kemampuan siswa dalam pembelajaran writing. Mereka kan bisa saling tukar pendapat dan keahlian ya. Lebih antusias juga di kelas.  
 R : Lalu, bagaimana dengan kekurangan pada cycle 2 ini?

- C : Menurut saya, cycle ini sudah baik. Tidak ada kekurangan yang signifikan. Mungkin ada beberapa yang masih ribut, tapi sudah bagus lebih tegas menegurnya hingga mereka mau lebih fokus dan memperhatikan.
- R : Selanjutnya, bagaimana menurut pendapat Anda mengenai pemberian feedback terhadap hasil menulis siswa?
- C : Baik sekali. Mereka jadi mengetahui kesalahannya. Terlebih lagi, mereka mau memperbaiki dan terbukti hasilnya jadi lebih baik. Terutama di teks 2 ini, setelah diberi feedback pada draftnya, hasil akhirnya bagus. Mereka mengikuti saran yang diberikan.
- R : Yang terakhir, apakah kekurangan dari project-based learning ini?
- C : Mungkin time consuming ya, tapi pada meeting ini sudah baik. Time managementnya. Lalu di group work itu kadang anak-anak ribut sendiri.
- R : Okay, baik miss Apsari, saya rasa cukup wawancaranya. Terimakasih atas bantuannya ya.

### **Interview Transcript 10**

**Date** : Saturday, May 9<sup>th</sup>, 2015

**Place** : Teacher Room

**Interviewee** : Dra. S. Tri Budiyati, M. Hum. (ET)

**Interviewer** : Andyani Larasati (R)

- R : Selamat siang, ibu. Mohon maaf saya mengganggu lagi. Saya ingin meminta waktu ibu sebentar untuk wawancara terkait dengan cycle 2, apakah ibu ada waktu?
- ET : Selamat siang, mbak Laras. Welcome, welcome, dear.
- R : Baik bu, langsung di mulai saja ya.. berdasarkan skor menulis siswa di 5 aspek, yakni grammar, vocabulary, mechanics, fluency, dan organization, ditemukan bahwa nilai rata-rata siswa secara keseluruhan pada kelima aspek tersebut meningkat, terutama jika dilihat antara perbandingan teks 1 dan teks 2. Monggo ibu, silakan dilihat ini saya bawaan tabel nilainya.
- ET : Oh ya, baik baik. Dari sini memang terlihat ya nilainya mengalami peningkatan, terutama grammar dan organizationnya. Fluency meningkat sedikit tapi sudah baik ini, mbak. Mereka kan tadinya susah sekali menulis. Jadi semua aspek mengalami peningkatan ya memang.
- R : Kemudian ibu, pada cycle 2 ini, saya memutuskan untuk membuat 1 project yang dilakukan dalam 2 meeting. Hasilnya signifikan bu, manajemen waktunya terpenuhi. Kemudian, siswa juga bisa menyetorkan draft mereka dan merevisi hasilnya berdasarkan masukan atau feedback.
- ET : Bagus sekali itu mbak, mereka jadi tahu di mana kesalahannya.



- R : Jadi menurut Ibu, apakah project-based learning dapat meningkatkan kemampuan siswa dalam menulis?
- ET : Berdasarkan laporan ini ya mbak, saya rasa PBL memang dapat meningkatkan kemampuan menulis siswa, terbukti dari skor ini. Kemudian mereka yang sudah mau menulis tanpa takut.
- R : Kemudian ibu, berdasarkan hasil laporan pada cycle kemarin dan cycle 2 ini, menurut ibu apa kekurangan PBL?
- ET : Sudah baik ya mbak. Mungkin kalau waktu group-work itu susah handle semuanya ya sekaligus. Kan ada 8 kelompok. Yang cycle kemarin malah makan waktu sekali. Tapi ini sudah dimanage dengan baik waktunya.
- R : Baik bu, terimakasih, saya rasa cukup sekian interviewnya, maaf bu saya banyak sekali merepotkan.
- ET : Iya mbak, ah tidak kok, yang penting cepat selesai skripsinya saja.
- R : Baik bu, terimakasih banya. Amin.

### **Interview Transcript 11**

**Date : Saturday, May 9<sup>th</sup>, 2015**

**Place : Classroom**

**Interviewee : Meilany Fortinas br S. (S17)**

**Interviewer : Andyani Larasati (R)**

- R : Selamat siang, Meilani ya?
- S17 : Wah iya, miss. Kenapa ya?
- R : Miss Laras minta waktunya buat wawancara sebentar ya?
- S17 : Iya miss, boleh.
- R : Okay, kita mulai ya. Bagaimana pendapatmu mengenai kegiatan menulis di kelas?
- S17 : Asyik, miss. Terutama sejak pake project.
- R : Oh ya, lalu gimana pendapatmu tentang penggunaan project?
- S17 : Seru, miss. Tidak membosankan.
- R : Jadi menurut pendapat kamu, penggunaan project ini membantu nggak dalam menulis?
- S17 : Membantu miss. Apalagi kan kelompokan gitu, jadi bisa tukeran ide sama kasih masukan. Terus jadi terbiasa nulis juga.
- R : Terus pengaruhnya apa aja ke tulisan kamu?
- S17 : Lebih lancar nulisnya miss. Nggak terlalu bingung juga sekarang. Bisa nulis banyak juga dibanding sebelumnya.
- R : Jadi, kamu merasa kemampuan menulismu meningkat ya sejak implementasi project?
- S17 : Iya, miss.
- R : Kemudian lagi, ya. Apakah kalian suka diberikan feedback terhadap writing kalian? Kenapa?

- S17 : Suka. Karena kita jadi tahu letak salahnya di mana. Kemudian bisa memperbaiki, miss.  
 R : Oh ya, ya sudah segini dulu ya. Makasih ya waktunya Meilany.  
 S17 : Sama-sama, miss.

### **Interview Transcript 12**

**Date** : Saturday, May 9<sup>th</sup>, 2015

**Place** : Classroom

**Interviewee** : Deby Aulia T. N (S06)

Catur Kurnia W. (S07)

**Interviewer** : Andyani Larasati (R)

- R : Halo, siang. Ini Deby ya? Satunya lagi siapa?  
 S07 : Catur, miss.  
 R : Oh iya, Deby dan Catur. Miss Laras ijin wawancara sebentar boleh ya?  
 S06 : Boleh aja, miss, nggak susah kan?  
 R : Enggak kok, cuma ngobrol biasa aja. Nah, kita mulai ya.. Apa sih pendapat kalian mengenai project-based learning?  
 S06 : Asyik, miss. Bikin nggak bosan. Melatih kita buat kreatif juga dan bisa kerja kelompok, saling melengkapi kekurangan satu sama lain.  
 S07 : Iya miss, sama.  
 R : Kemudian, merasa nggak kalau kemampuan menulis kalian meningkat?  
 S06 : Ngerasa walaupun nggak tau banyak atau sedikit. Hehehe.. lebih berani nulis yang jelas.  
 R : Kalau kamu, gimana?  
 S07 : Meningkat miss, apalagi kegiatannya macem-macem, jadi inspirasinya banyak.  
 R : Terus, kesulitan apa yang kalian hadapi dalam menulis di cycle ini?  
 S07 : Masih kadang bingung grammarnya miss. Tapi udah mending daripada dulu. Dulu kan bener-bener nggak tau tenses apa yang harus dipakai.  
 S06 : Sama miss, kadang suka lupa-lupa grammar gitu, tapi udah lebih mudeng sejak diterangin.  
 R : Nah kalian kan kemarin dikasih feedback ya buat tulisan kalian. Gimana pendapat kalian?  
 S06 : Suka miss, jadi tau kesalahannya.  
 S07 : Membantu banget, miss, terutama buat nulis teks selanjutnya.  
 R : Sip deh.. okay, rasanya interviewnya udah cukup ya. Makasih banget waktunya, Deby, Catur.  
 S06 : Iya, miss.  
 S07 : Sama-sama, miss.

**APPENDIX C**  
**COURSE GRID**

## COURSE GRID

**SCHOOL : SMA N 2 SLEMAN**

**SUBJECT : BAHASA INGGRIS**

**CLASS/SEMESTER : XI/2**

Cycle	Standard of competence	Basic competence	Materials	Indicators	Activities	Media	Time	Sources
Pre-test								
1								
Meeting 1	Expressing meaning in short functional written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the	Expressing meaning in simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of	<ul style="list-style-type: none"> <li>• Hortatory exposition text entitled “Every School Needs a Park”</li> <li>• Theme: Environment</li> <li>• Text : Monologue</li> <li>• Vocabulary:</li> </ul>	<ol style="list-style-type: none"> <li>1. Students are able to identify the structure of hortatory exposition text.</li> <li>2. Students are able to identify the language features of</li> </ol>	<p><i>Starting with the essential questions:</i></p> <ul style="list-style-type: none"> <li>• The researcher offers the essential questions.</li> <li>• The students answer the leading questions.</li> <li>• The students</li> </ul>	Whiteboard, handout, pictures	2x45’	<p>Setiawan, Otong. 2014. <i>Bahasa Inggris untuk SMA-MA/SMK Kelas XI</i>. Bandung : Yrama Widya.</p> <p>Sudarwati, M. Th. 2014.</p>

	context of everyday life.	everyday life.	<p>Garbage :</p> <p>Fertilizer :</p> <ul style="list-style-type: none"> <li>• The generic structure of hortatory exposition text:</li> <li>• Thesis</li> <li>• Argument(s)</li> <li>• Recommendation</li> <li>• The language features of the text: <ul style="list-style-type: none"> <li>a. Focus on the writer</li> <li>b. Using temporal connectors, such as first, second, then, finally, etc</li> <li>c. Using</li> </ul> </li> </ul>	<p>the hortatory text.</p> <p>3. Students are able to write a hortatory exposition text.</p>	<p>read a model of hortatory exposition text</p> <ul style="list-style-type: none"> <li>• The students discuss the social function of hortatory text</li> <li>• The students discuss the generic structure of hortatory text</li> </ul> <p><i>Design a plan for the project:</i></p> <ul style="list-style-type: none"> <li>• The students listen to the instruction of developing the project.</li> </ul> <p><i>Create a Schedule:</i></p> <ul style="list-style-type: none"> <li>• The researcher and the students discuss about</li> </ul>			<p><i>Pathway to English for Senior High School Grade XI General Programme.</i>  Jakarta : Penerbit Erlangga.</p> <p>Priyana, Joko, et al. 2008. <i>Interlanguage : English for Senior High School Students XI Science and Social Study Programme.</i>  Jakarta: PusatPerbukuan, Departemen PendidikanNasi</p>
--	---------------------------	----------------	--	--	---	--	--	--

			<p>simple present tense</p> <p>d. Using thinking verb (think, believe)</p> <p>e. Using passive voice</p> <ul style="list-style-type: none"> <li>• A hortatory exposition text entitled "People Should Start Doing Recycling."</li> </ul>		<p>the deadline of the project</p> <p><i>Monitor the students and the progress of the project:</i></p> <ul style="list-style-type: none"> <li>• The students work in group to do the project development</li> <li>• The students decide the notes to put on the given picture to make a poster</li> <li>• The students work in group to write the outline of hortatory exposition text.</li> <li>• The students report the development</li> </ul>		<p>onal</p> <p>Priharini, A.W.D., et al. 2013. Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2013/2014 untuk SMA/MA Program IPA, IPS, Bahasa, dan Keagamaan. Klaten : PT Intan Pariwara.</p> <p>Hidayati, Arina, et al. 2015. Detik-Detik Ujian Nasional Bahasa Inggris Tahun</p>
--	--	--	--	--	---	--	---

					<p>of the project to the researcher.</p> <ul style="list-style-type: none"> <li>•The students listen to the feedback given by the researcher.</li> </ul> <p><i>Assess the outcome</i></p> <ul style="list-style-type: none"> <li>•The researcher assesses the students' writing and end product.</li> </ul> <p><i>Evaluate the experience:</i></p> <ul style="list-style-type: none"> <li>•The teacher and students reflect on the project.</li> </ul>			<p>Pelajaran 2013/2014 untuk SMA/MA Program IPA, IPS, Bahasa, dan Keagamaan. Klaten : PT IntanPariwara.</p>
Meeting 2	Expressing meaning in short functional written texts and	Expressing meaning in short functional	<ul style="list-style-type: none"> <li>• A Hortatory exposition text entitled "Tourism Should</li> </ul>	1. Students are able to identify the structure of	<p><i>Start with the essential questions</i></p> <ul style="list-style-type: none"> <li>•Students</li> </ul>	Whiteboard, handout, picture	2x45'	<p>Setiawan, Otong. 2014. <i>Bahasa Inggris untuk</i></p>

	<p>simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.</p>	<p>written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.</p>	<p>Benefit Local People”</p> <ul style="list-style-type: none"> <li>• Theme : Tourism</li> <li>• Text : Monologue</li> <li>• Vocabulary: Excursion :</li> </ul> <p>Policy :</p>	<p>hortatory exposition</p> <p>2. Students are able to identify the language features of the hortatory text</p> <p>3. Students are able to write a hortatory exposition text</p>	<p>review the previous meetings</p> <ul style="list-style-type: none"> <li>•The teacher offers essential questions</li> <li>•The students answer lead in questions</li> <li>•The students read the model of hortatory text</li> <li>•The students discuss the language features of hortatory text</li> <li>•The students discuss about the use of modal verbs</li> </ul> <p><i>Design a plan for the project</i></p> <ul style="list-style-type: none"> <li>•Students listen to the instruction of</li> </ul>		<p>SMA-MA/SMK Kelas XI. Bandung: Yrama Widya.</p> <p>Sudarwati, M. Th. 2014. <i>Pathway to English for Senior High School Grade XI General Programme.</i> Jakarta: Penerbit Erlangga.</p> <p>Priyana, Joko, et al. 2008. <i>Interlanguage : English for Senior High School</i></p>
--	--	--	---	--	---	--	--



					<p>developing the project.</p> <p><i>Create a schedule</i></p> <ul style="list-style-type: none"> <li>•The teacher and the students discuss the deadline of the project</li> </ul> <p><i>Monitor the students and the progress of the project</i></p> <ul style="list-style-type: none"> <li>•The students discuss about the project they are working on</li> <li>•The students work in group develop the project 'Visit Jogja'</li> <li>•The students report the project to the</li> </ul>			<p>Students XI Science and Social Study Programme.</p> <p>Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional</p> <p>Priharini, A.W.D., et al. 2013. Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2013/2014 untuk SMA/MA Program IPA, IPS, Bahasa, dan Keagamaan.</p>
--	--	--	--	--	---	--	--	---

					<p>teacher</p> <ul style="list-style-type: none"> <li>•The teacher gives feedback on the students' work</li> <li>•The students make a hortatory exposition text related to the theme of the project</li> </ul> <p><i>Assess the outcome</i></p> <ul style="list-style-type: none"> <li>•The teacher assesses the students' writing and end products</li> </ul> <p><i>Evaluate the experience</i></p> <ul style="list-style-type: none"> <li>•The teacher and the students reflect on the project</li> </ul>			<p>Klaten : PT IntanPariwara.</p> <p>Hidayati, Arina, et al. 2015.</p> <p>Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2013/2014 untuk SMA/MA Program IPA, IPS, Bahasa, dan Keagamaan.</p> <p>Klaten : PT IntanPariwara.</p>
--	--	--	--	--	---	--	--	---

					development			
Cycle 2								
Meeting 1	Expressing meaning in short functional written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.	Expressing meaning in short functional written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.	<ul style="list-style-type: none"> <li>• A hortatory exposition text entitled Mobile Phone Should not be Banned at School</li> <li>• Theme : School Life</li> <li>• Text : Monologue</li> <li>• Vocabulary : Banned : Network : Accessing :</li> <li>• Simple present tense patterns : affirmative</li> </ul>	<ol style="list-style-type: none"> <li>1. Students are able to identify the structure of hortatory exposition</li> <li>2. Students are able to identify the language features of the hortatory text</li> <li>3. Students are able to write a hortatory exposition text</li> </ol>	<p><i>Start with the essential questions</i></p> <ul style="list-style-type: none"> <li>• The students review on the previous meeting</li> <li>• The teacher offers essential questions</li> <li>• The students answer lead-in questions</li> <li>• The students read the model of hortatory exposition text</li> <li>• The students discuss about the use of simple present tense</li> </ul> <p><i>Design a plan</i></p>	Whiteboard, handout, picture	2x45'	<p>Setiawan, Otong. 2014. <i>Bahasa Inggris untuk SMA-MA/SMK Kelas XI</i>. Bandung : Yrama Widya.</p> <p>Sudarwati, M. Th. 2014. <i>Pathway to English for Senior High School Grade XI General Programme</i>. Jakarta : Penerbit Erlangga.</p> <p>Priyana, Joko, et</p>

			forms, negative forms, interrogative forms.		<p><i>for the project</i></p> <ul style="list-style-type: none"> <li>• The students listen to the instruction of developing the project</li> </ul> <p><i>Create a schedule</i></p> <ul style="list-style-type: none"> <li>• The teacher and the students discuss the deadline of the project</li> </ul> <p><i>Monitor the students and the progress of the project</i></p> <ul style="list-style-type: none"> <li>• The students work in group and discuss the concept of their project</li> </ul>		<p>al. 2008. Interlanguage : English for Senior High School Students XI Science and Social Study Programme. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional</p> <p>Priharini, A.W.D., et al. 2013. Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2013/2014 untuk</p>
--	--	--	---	--	--	--	---

					<ul style="list-style-type: none"> <li>•The students develop their wall magazine project</li> <li>•The students make a draft of article for their wall magazine project</li> <li>•The students consult the teacher about their articles and concept</li> <li>•The teacher gives feedback on the students' work</li> </ul>			<p>SMA/MA Program IPA, IPS, Bahasa, dan Keagamaan. Klaten : PT IntanPariwara.</p> <p>Hidayati, Arina, et al. 2015. Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2013/2014 untuk SMA/MA Program IPA, IPS, Bahasa, dan Keagamaan. Klaten : PT Intan</p>
--	--	--	--	--	---	--	--	--

								Pariwara.
Meeting 2	Expressing meaning in short functional written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.	Expressing meaning in short functional written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.	<ul style="list-style-type: none"> <li>• A hortatory exposition text entitled “Why You Should Eat a Healthy Breakfast”</li> <li>• Theme : Good Habit</li> <li>• Text : Monologue</li> <li>• Vocabulary : Maintain :</li> <li>Requirement :</li> <li>Slump :</li> </ul>	<ol style="list-style-type: none"> <li>1. Students are able to identify the structure of hortatory exposition</li> <li>2. Students are able to identify the language features of the hortatory text</li> <li>3. Students are able to write a hortatory exposition text</li> </ol>	<ul style="list-style-type: none"> <li>• The teacher and the students review on the previous materials.</li> <li>• The teacher offers essential questions</li> <li>• The students answer lead in questions</li> <li>• The students read the model of hortatory exposition text</li> </ul> <p><i>Monitor the students and the progress of the project</i></p> <ul style="list-style-type: none"> <li>• The students consult their</li> </ul>	Whiteboard, handout, picture	2x45'	<p>Setiawan, Otong. 2014. <i>Bahasa Inggris untuk SMA-MA/SMK Kelas XI</i>. Bandung : Yrama Widya.</p> <p>Sudarwati, M. Th. 2014. <i>Pathway to English for Senior High School Grade XI General Programme</i>. Jakarta: Penerbit Erlangga.</p>

					<p>drafts and concept of the project</p> <ul style="list-style-type: none"> <li>• The teacher gives feedback on the students' writing and project</li> <li>• The students revise the drafts of their writing</li> </ul> <p><i>Assess the outcome</i></p> <ul style="list-style-type: none"> <li>• The teacher assess the students' writing and end product</li> </ul> <p><i>Evaluate the experience</i></p> <ul style="list-style-type: none"> <li>• The teacher and the students</li> </ul>			<p>Priyana, Joko, et al. 2008. <i>Interlanguage: English for Senior High School Students XI Science and Social Study Programme</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional</p> <p>Priharini, A.W.D., et al. 2013. <i>Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran</i></p>
--	--	--	--	--	--	--	--	--

					reflect on the project.			<p>2013/2014  untuk  SMA/MA  Program IPA,  IPS, Bahasa,  danKeagamaa  n. Klaten : PT  IntanPariwara.</p> <p>Hidayati, Arina,  et al. 2015.  Detik-Detik  Ujian  Nasional  Bahasa  Inggris Tahun  Pelajaran  2013/2014  untuk  SMA/MA  Program IPA,  IPS, Bahasa,  dan  Keagamaan.  Klaten : PT</p>
--	--	--	--	--	-------------------------	--	--	--



								Intan Pariwara.
Post-test								

**APPENDIX D**  
**LESSON PLANS**

## LESSON PLAN

### Cycle 1 (1<sup>st</sup> Meeting)

School	: SMA Negeri 2 Sleman
Subject	: English
Class/Semester	: XI/2
Time Allocation	: 45X2
Topic	: Hortatory Exposition

#### A. Standard of Competence

- 12 Expressing meaning in short functional written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.

#### B. Basic Competency

- 12.2 Expressing meaning in simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.

#### C. The Indicators of Competencies' Achievement

- Students are able to identify the structure of hortatory exposition
- Students are able to identify the language features of the hortatory text
- Students are able to write a hortatory exposition text

#### D. Materials

Enclosed

#### E. Teaching Method

Project-based learning

#### F. Teaching Procedure

##### 1. Pre-teaching

- The teacher greets the students.
- The teacher checks students' attendance.

- The teacher explains the goal of teaching and learning.

## 2. Whilst teaching

### *Start with essential questions*

- The teacher gives lead-in question.
- The teacher gives a model of hortatory exposition text.
- The students read the given text.
- The teacher explains about the communicative purpose of generic structure of the text of hortatory exposition text.
- The students listen to the researcher's explanation carefully.

### *Design a plan for the project*

- The teacher tells students about the project work the students need to do.
- The students listen to the teacher's instructions about the project.
- The teacher and students make an agreement on the project work which the students need to fulfil.
- The students make a group of four.
- The students discuss in their group about the object of their poster project.

### *Create a Schedule*

- The teacher and students determine the time duration to do the project and when to submit the final product.
- The teacher shows an example of the final product of the project.

### *Monitor the students and the progress of the project*

- The students report their project progress to the teacher
- The teacher gives feedback on students' project
- The students revise their project within the group

### *Collect the project and present the final product*

- The students present their project work to their classmates

- The students submit their final product

*Evaluate the experience*

- The students write a hortatory exposition text based on the project that they do
- The students reflect on their project work

### **3. Post-teaching**

- The teacher summarizes and reflects the lesson
- The students reflect their learning
- The teacher previews on the upcoming materials
- The teacher ends the class by praying.

### **G. Media**

Picture

Handout

### **H. The Sources**

Setiawan, Otong. 2014. *Bahasa Inggris untuk SMA-MA/SMK Kelas XI*. Bandung : Yrama Widya.

Sudarwati, M. Th. 2014. *Pathway to English for Senior High School Grade XI General Programme*. Jakarta : Penerbit Erlangga.

Priyana, Joko, et al. 2008. *Interlanguage : English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional

Priharini, A.W.D., et al. 2013. *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2013/2014 untuk SMA/MA Program IPA, IPS, Bahasa, dan Keagamaan*. Klaten : PT Intan Pariwara.

Hidayati, Arina, et al. 2015. *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2013/2014 untuk SMA/MA Program IPA, IPS, Bahasa, dan Keagamaan*. Klaten : PT Intan Pariwara.

## LESSON PLAN

### Cycle 1 (2<sup>nd</sup> Meeting)

School	: SMA Negeri 2 Sleman
Subject	: English
Class/Semester	: XI/2
Time Allocation	: 45X2
Topic	: Hortatory Exposition

#### A. Standard of Competency

- 12 Expressing meaning in short functional written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.

#### B. Basic Competency

- 12.2 Expressing meaning in simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.

#### C. The Indicators of Competencies' Achievement

- Students are able to identify the structure of hortatory exposition
- Students are able to identify the language features of the text
- Students are able to write a hortatory exposition text

#### D. Materials

Enclosed

#### E. Teaching Method

Project-based learning

#### F. Teaching Procedure

##### 1. Pre-teaching

- The teacher greets the students.
- The teacher checks students' attendance.
- The teacher and the students review on the previous meeting.

## 2. Whilst teaching

### *Start with essential questions*

- The teacher shows some pictures related to tourism and gives lead-in questions.
- The teacher and the students discuss about the picture.
- The teacher gives students a hortatory exposition text
- The teacher and the students discuss the given text
- The teacher explains about the language features of the text and how to give recommendation (the use of modal auxiliary (should, must)).
- The students listen to the researcher's explanation carefully.

### *Design a plan for the project*

- The teacher tells students about the project work the students need to do.
- The students listen to the teacher's instructions about the project.
- The teacher and students make an agreement on the project work which the students need to fulfil.
- The students make a group of four.
- The students discuss in their group about the object of their brochure project.

### *Create a Schedule*

- The teacher and students determine the time duration to do the project and when to submit the final product.
- The teacher shows an example of the final product of the project.

### *Monitor the students and the progress of the project*

- The students report their project progress to the teacher
- The teacher gives feedback on students' project
- The students revise their project within the group

*Collect the project and present the final product*

- The students present their project work to their classmates
- The students submit their final product

*Evaluate the experience*

- The students write a hortatory exposition text based on the project that they do
- The students reflect on their project work

**3. Post-teaching**

- The teacher summarizes and concludes the lesson
- The students reflect their learning
- The teacher previews on the upcoming materials
- The teacher ends the class by praying.

**G. Media**

Handout

Picture

**H. The Sources**

Setiawan, Otong. 2014. *Bahasa Inggris untuk SMA-MA/SMK Kelas XI*. Bandung : Yrama Widya.

Sudarwati, M. Th. 2014. *Pathway to English for Senior High School Grade XI General Programme*. Jakarta : Penerbit Erlangga.

Priyana, Joko, et al. 2008. *Interlanguage : English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional



## LESSON PLAN

### Cycle 2 (1<sup>st</sup> Meeting)

School	: SMA Negeri 2 Sleman
Subject	: English
Class/Semester	: XI/2
Time Allocation	: 45X2
Topic	: Hortatory Exposition

#### A. Standard of Competency

- 12 Expressing meaning in short functional written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.

#### B. Basic Competency

- 12.2 Expressing meaning in simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.

#### C. The Indicators of Competencies' Achievement

- Students are able to identify the structure of hortatory exposition
- Students are able to identify the language features of the hortatory exposition text
- Students are able to form sentences in simple present tense
- Students are able to determine verbs in simple present tense
- Students are able to write a hortatory exposition text

#### D. Materials

Enclosed

#### E. Teaching Method

Project-based learning

#### F. Teaching Procedure

##### 1. Pre-teaching

- The teacher greets the students.
- The teacher checks students' attendance.
- The teacher reviews on the previous meeting by asking some questions.

## 2. Whilst teaching

### *Start with essential questions*

- The teacher gives some pictures and lead in questions related to hortatory exposition text
- The teacher explains about the language feature of the text (the use of simple present tense)
- The students listen to the researcher's explanation carefully.

### *Design a plan for the project*

- The teacher tells students about the wall magazine project work the students need to do.
- The students listen to the teacher's instructions about the project.
- The teacher and students make an agreement on the project work which the students need to fulfil.
- The students make a group of five to six.
- The students discuss in their group about the object of their project.

### *Create a Schedule*

- The teacher and students determine the time duration to do the project and when to submit the final product.

### *Monitor the students and the progress of the project*

- The students discuss within the group about the plan of their project.
- The students consult the ideas to the teacher.
- The students make article drafts for their wall magazine project.

- The teacher gives feedback on the students' work.

#### 4. Post-teaching

- The teacher summarizes and reflects the lesson
- The students reflect their learning
- The teacher previews on the upcoming materials
- The teacher ends the class by praying.

#### 1. Media

Handout

Picture

#### 2. The Sources

Setiawan, Otong. 2014. *Bahasa Inggris untuk SMA-MA/SMK Kelas XI*. Bandung : Yrama Widya.

Sudarwati, M. Th. 2014. *Pathway to English for Senior High School Grade XI General Programme*. Jakarta : Penerbit Erlangga.

Priyana, Joko, et al. 2008. *Interlanguage : English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional

<http://misropi.blogspot.com/2014/09/a.html>

## LESSON PLAN

### Cycle 2 (2<sup>nd</sup> Meeting)

School	: SMA Negeri 2 Sleman
Subject	: English
Class/Semester	: XI/2
Time Allocation	: 45X2
Topic	: Hortatory Exposition

#### A. Standard of Competency

- 12 Expressing meaning in short functional written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.

#### B. Basic Competency

- 12.2 Expressing meaning in simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.

#### C. The Indicators of Competencies' Achievement

- Students are able to identify the structure of hortatory exposition
- Students are able to identify the language features of the text
- Students are able to write a hortatory exposition text

#### D. Materials

Enclosed

#### E. Teaching Method

Project-based technique

#### F. Teaching Procedure

##### 1. Pre-teaching

- The teacher greets the students.
- The teacher checks students' attendance.
- The teacher reviews on the previous meeting by asking some questions.

- The teacher gives the students some lead-in questions

### 5. Whilst teaching

*Monitor the students and the progress of the project*

- The students consult their article to the teacher
- The students report their project progress to the teacher
- The teacher gives feedback on students' project
- The students revise their project and articles within the group

*Collect the project and present the final product*

- The students present their project work to their classmates
- The students submit their final product

*Evaluate the experience*

- The students reflect on their project work

### 6. Post-teaching

1. The teacher summarizes and concludes the lesson
2. The students reflect their learning
3. The teacher ends the class by praying.

### G. Media

Handout

Picture

### H. The Sources

Setiawan, Otong. 2014. *Bahasa Inggris untuk SMA-MA/SMK Kelas XI*. Bandung : Yrama Widya.

Sudarwati, M. Th. 2014. *Pathway to English for Senior High School Grade XI General Programme*. Jakarta : Penerbit Erlangga.

Priyana, Joko, et al. 2008. *Interlanguage : English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

**APPENDIX E**  
**WRITING**  
**SCORING**  
**RUBRIC**

## WRITING RUBRIC

**The rubric of writing assessment adapted from Anderson in Hughes (2003)**

ASPECT	SCORE	DESCRIPTION
Grammar	6	<ul style="list-style-type: none"> <li>Few, (if any) noticeable errors of grammar or word order.</li> </ul>
	5	<ul style="list-style-type: none"> <li>Some errors of grammar or word order which do not, however, interfere with comprehension.</li> </ul>
	4	<ul style="list-style-type: none"> <li>Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension</li> </ul>
	3	<ul style="list-style-type: none"> <li>Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Errors of grammar or word order very frequent; reader often has to rely on own interpretation</li> </ul>
	1	<ul style="list-style-type: none"> <li>Errors of grammar or word order so severe as to make comprehension virtually impossible.</li> </ul>
ASPECT	SCORE	DESCRIPTION
Vocabulary	6	<ul style="list-style-type: none"> <li>The use of vocabulary and idiom is appropriate and related to the context; expression of ideas is delivered. Few (if any) errors of words choice.</li> </ul>
	5	<ul style="list-style-type: none"> <li>Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.</li> </ul>
	4	<ul style="list-style-type: none"> <li>Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Limited vocabulary and frequent errors clearly hinder expression of ideas.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Vocabulary so limited and so frequently misused that reader must often rely on interpretation</li> </ul>
	1	<ul style="list-style-type: none"> <li>Vocabulary limitations so extreme as to make comprehension virtually impossible.</li> </ul>
ASPECT	SCORE	DESCRIPTION
Mechanics	6	<ul style="list-style-type: none"> <li>Few (if any) noticeable lapses in punctuation or spelling.</li> </ul>

	5	<ul style="list-style-type: none"> <li>Occasional lapses in punctuation or spellings which do not, however, interfere with comprehension.</li> </ul>
	4	<ul style="list-style-type: none"> <li>Errors in punctuation or spelling fairly frequent, occasional re-reading necessary for full comprehension.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Frequent errors in spelling or punctuation; lead sometimes to obscurity.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Errors in spelling or punctuation so severe as to make comprehension virtually.</li> </ul>
ASPECT	SCORE	DESCRIPTION
Fluency	6	<ul style="list-style-type: none"> <li>Choice of structures and vocabulary consistently appropriate</li> </ul>
	5	<ul style="list-style-type: none"> <li>Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.</li> </ul>
	4	<ul style="list-style-type: none"> <li>Patchy with some structures or vocabulary items noticeably inappropriate to general style.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Structures and vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Communication often impaired by completely inappropriate or misused structures or vocabulary items.</li> </ul>
	1	<ul style="list-style-type: none"> <li>A hotchpotch of half learned misused structures and vocabulary items rendering communication almost impossible.</li> </ul>
ASPECT	SCORE	DESCRIPTION
Form (organization)	6	<ul style="list-style-type: none"> <li>Highly organized; clear progression of ideas well-linked.</li> </ul>
	5	<ul style="list-style-type: none"> <li>Material well-organized; links could occasionally be clearer but communication not impaired.</li> </ul>
	4	<ul style="list-style-type: none"> <li>Some lack of organization; re-reading required for clarification ideas.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Little or no attempt at connectivity,</li> </ul>



		though reader can deduce some organization.
	2	<ul style="list-style-type: none"><li>• Individual ideas may be clearer, but very difficult to deduce connection between them.</li></ul>
	1	<ul style="list-style-type: none"><li>• Lack of organization so severe that communication is seriously impaired.</li></ul>

**APPENDIX F**  
**OBSERVATION**  
**CHECKLISTS**

### OBSERVATION CHECKLIST

Date : April 23<sup>rd</sup>, 2015

Cycle : 1

Meeting : 1

Observer : Apsari Murbiyani

No.	Observation Item	Yes	No	Comment
	<b>Pre-teaching</b>			
1.	The teacher greets the students.	✓		
2.	The students respond to the greeting addressed by the teacher.	✓		
3.	The teacher asks the students' condition.	✓		
4.	The students tell their condition to the teacher.	✓		
5.	The teacher leads the prayer.	✓		
6.	The teacher explains the goal of teaching and learning.	✓		
	<b>Whilst-teaching</b>			
1.	The teacher gives lead-in question.	✓		
2.	The students are ready to learn the materials.	✓		
3.	The teacher introduces a model of hortatory exposition text by giving them an input text.	✓		
4.	The students read the text.	✓		
5.	The teacher asks the students whether they find some new words in the text.	✓		
6.	The teacher and the students discuss the generic structure of the text.	✓		
7.	The teacher gives chances to students to ask questions.	✓		The students are shy to ask

				questions. However, they ask question personally to the researcher when she goes around the classroom.
8.	The students ask questions to the teacher		✓	
9.	The teacher introduces project work to the students, that is, making a poster.	✓		
10.	The teacher and students make an agreement on the project work, including the time allocation to do the project.	✓		
11.	The students do the project work and consult it to the teacher.	✓		
12.	The teacher monitors the students while doing the project	✓		
13.	The students make a writing based on their project work	✓		
14.	The students are motivated in doing the writing tasks given by the teacher.	✓		
	<b>Post-teaching</b>			
1.	The teacher summarizes and reflects the lesson	✓		
2.	The students reflect their learning	✓		
3.	The teacher previews on the upcoming materials	✓		
4.	The teacher ends the class by praying.	✓		
	<b>Class Situation</b>			
1.	The students actively take parts in each class activity	✓		
2.	The time allocation is appropriate		✓	The time allocation is very limited to

				do the project.
3.	The teacher's instruction is clear	✓		

## OBSERVATION CHECKLIST

Date : April 25<sup>th</sup>, 2015

Cycle : 1

Meeting : 2

Observer : Apsari Murbiyani

No.	Observation Item	Yes	No	Comment
	<b>Pre-teaching</b>			
1.	The teacher greets the students.	✓		
2.	The students respond to the greeting addressed by the teacher.	✓		
3.	The teacher asks the students' condition.	✓		
4.	The students tell their condition to the teacher.	✓		
5.	The teacher leads the prayer.	✓		
6.	The teacher explains the goal of teaching and learning.	✓		
7.	The teacher asks the students some questions related to the previous meeting and review it together.	✓		
	<b>Whilst-teaching</b>			
	The teacher gives lead-in question.	✓		
1.	The students are ready to learn the materials.	✓		
2.	The teacher gives away the model of hortatory exposition text about tourism.	✓		
3.	The students read the text.	✓		
4.	The teacher asks the students whether they find some new words in the text.	✓		
4.	The teacher and the students discuss the language features of the text.	✓		

5.	The teacher gives chances to students to ask questions.	✓		
6.	The students ask questions to the teacher	✓		
7.	The teacher continues the class about the use of modals	✓		
8.	The students listen to the teacher's explanation	✓		
9.	The teacher divides the students into a group of 4 and gives project work to the students that is making a tourism brochure.	✓		
10.	The teacher and students make an agreement on the project work, including the time allocation to do the project.	✓		
11.	The students do the project work and consult it to the teacher.	✓		
12.	The teacher monitors the students while doing the project	✓		
13.	The students make a writing based on their project work	✓		
14.	The students are motivated in doing the writing tasks given by the teacher.	✓		
	<b>Post-teaching</b>			
1.	The teacher summarizes and reflects the lesson	✓		
2.	The students reflect their learning	✓		
3.	The teacher previews on the upcoming materials	✓		
4.	The teacher ends the class by praying.	✓		
	<b>Class Situation</b>			
1.	The students actively take parts in each class activity	✓		

2.	The time allocation is appropriate		✓	The project work consumes more time than what had been planned. One meeting cannot cover one project. It is supposed to take more than one meeting to carry the project and the writing activity.
3.	The teacher's instruction is clear	✓		



### OBSERVATION CHECKLIST

Date : April 30<sup>th</sup>, 2015

Cycle : 2

Meeting : 1

Observer : Apsari Murbiyani

No.	Observation Item	Yes	No	Comment
	<b>Pre-teaching</b>			
1.	The teacher greets the students.	✓		
2.	The students respond to the greeting addressed by the teacher.	✓		
3.	The teacher asks the students' condition.	✓		
4.	The students tell their condition to the teacher.	✓		
5.	The teacher leads the prayer.	✓		
6.	The teacher explains the goal of teaching and learning.	✓		
7.	The teacher asks the students some questions related to the previous meeting and review it together.	✓		
	<b>Whilst-teaching</b>			
1.	The teacher gives lead-in question.	✓		
2.	The students are ready to learn the materials.	✓		
3.	The teacher gives away the model of hortatory exposition text about mobile phones at schools.	✓		
4.	The students read the text.	✓		
5.	The teacher asks the students whether they find some new words in the text.	✓		

6.	The teacher and the students discuss the language features of the text, that is, the simple present tense.	✓		
7.	The teacher explains about the simple present tense.	✓		
8.	The students pay attention to the teacher's explanation.	✓		
9.	The teacher gives chances to students to ask questions.	✓		
10.	The students ask questions to the teacher	✓		Some of the students are not shy to ask questions about something they think is still unclear.
11.	The teacher divides students into a group of 4 and gives project work to students.  The project work is making a wall magazine.	✓		
12.	The students discuss about the project.	✓		
13.	The teacher monitors the students.	✓		
14.	The students decide the articles to be posted in the project and consult them to the teacher.	✓		
15.	The teacher gives feedback on the students' work.	✓		
16.	The students report the progress of the project.	✓		
17.	The students are motivated in doing the projects and writing the articles.	✓		
	<b>Post-teaching</b>			
1.	The teacher summarizes and reflects the lesson	✓		

2.	The students reflect their learning	✓		
3.	The teacher previews on the upcoming materials	✓		
4.	The teacher ends the class by praying.	✓		
	<b>Class Situation</b>			
1.	The students actively take parts in each class activity	✓		
2.	The time allocation is appropriate	✓		The time allocation is enough compared to the previous meeting as the project needs to be done in two meetings.
3.	The teacher's instruction is clear	✓		

## OBSERVATION CHECKLIST

Date : April 30<sup>th</sup>, 2015

Cycle : 2

Meeting : 2

Observer : Apsari Murbiyani

No.	Observation Item	Yes	No	Comment
	<b>Pre-teaching</b>			
1.	The teacher greets the students.	✓		
2.	The students respond to the greeting addressed by the teacher.	✓		
3.	The teacher asks the students' condition.	✓		
4.	The students tell their condition to the teacher.	✓		
5.	The teacher leads the prayer.	✓		
6.	The teacher explains the goal of teaching and learning.	✓		
7.	The teacher asks the students some questions related to the previous meeting and review it together.	✓		
	<b>Whilst-teaching</b>			
1.	The teacher gives lead-in question.	✓		
2.	The students are ready to learn the materials.	✓		
3.	The teacher gives away the model of hortatory exposition text about good habits	✓		
4.	The students read the text.	✓		
5.	The teacher asks the students whether they find some new words in the text.	✓		

6.	The teacher and the students discuss the main ideas of the text.	✓		
7.	The teacher gives students opportunity to ask questions about something they still find difficult related to hortatory exposition text.	✓		
	The students ask questions.	✓		Most students are willing to ask questions. Some others prefer to listen and take notes.
8.	The teacher asks students to report the progress of their article writing for their wall-magazine project.	✓		
9.	The students report the progress of the project to the teacher.	✓		
10.	The teacher gives feedback on students' project.	✓		
11.	The students continue working on their project	✓		
12.	The teacher guides and monitors the students while they are working on their project.	✓		
13.	The students are motivated in doing the projects and writing the articles.	✓		
14.	The students submit their project work.	✓		
	<b>Post-teaching</b>			
1.	The teacher summarizes and reflects the lesson	✓		
2.	The students reflect their learning	✓		
3.	The teacher ends the class by praying.	✓		
	<b>Class Situation</b>			
1.	The students actively take parts in each	✓		

	class activity			
2.	The time allocation is appropriate	✓		The time allocation covers all activities done in the classroom.
3.	The teacher's instruction is clear	✓		

**APPENDIX G**  
**LEARNING**  
**MATERIALS**

**THE MATERIALS-MEETING 1**

**1. Look at the following pictures. Think of each picture whether people should or should not do the actions below.**



**2. Give advice or recommendation to the following people about something they should or should not do by matching the situation and the advice. There are two pieces of advice for each situation.**



I always get stuck in the traffic jam lately.

You should go on a tropical island and enjoy the beauty of the island.

You need to water the flowers



I plan to go on a vacation

I recommend you to visit Bali. It is a very interesting place.

You should take a walk for work. Your office is close to your house

I start doing gardening. It is fun.

You should not ride car for work.



You should not forget to fertilize the plants.



**3. Read the text below carefully and answer the questions.**

**Every School Needs a Park**

A park is important for schools. Therefore, every school should have a park, at least one park. There are several reasons why schools need a park.

First of all, the teacher and students can use park for outdoor lessons or individual study. Studying in a park will vary lessons and increase enthusiasm. Moreover, because a park is usually not located close to the classrooms, students can play games freely during the outdoor lessons without being afraid of disturbing other classes.

Second, a park will help students to take care of the environment well. The school can oblige each class to water the plants and flowers in the park. Furthermore, students may be asked to collect garbage, such as dry leaves of fallen flowers, to make fertilizer.

Third, students may relax in the park. By enjoying trees and flowers, students will be freshened after dealing with difficult lessons or tests. Several studies also suggest that seeing trees and plants help people have good feelings.

In conclusion, based on the several reasons stated above, every school should at least have a park.

*(Adapted from Detik-Detik Ujian Nasional Bahasa Inggris TA 2013/2014)*

**Questions:**

- a. What is the text about?

---

- b. What are the reasons why schools need a park?

---

- c. Why can students play freely in the park?

---

- d. How can the students relax in the park?

---

- e. What kind of garbage that students can collect to make fertilizer?

---

### *Hortatory Exposition Text*

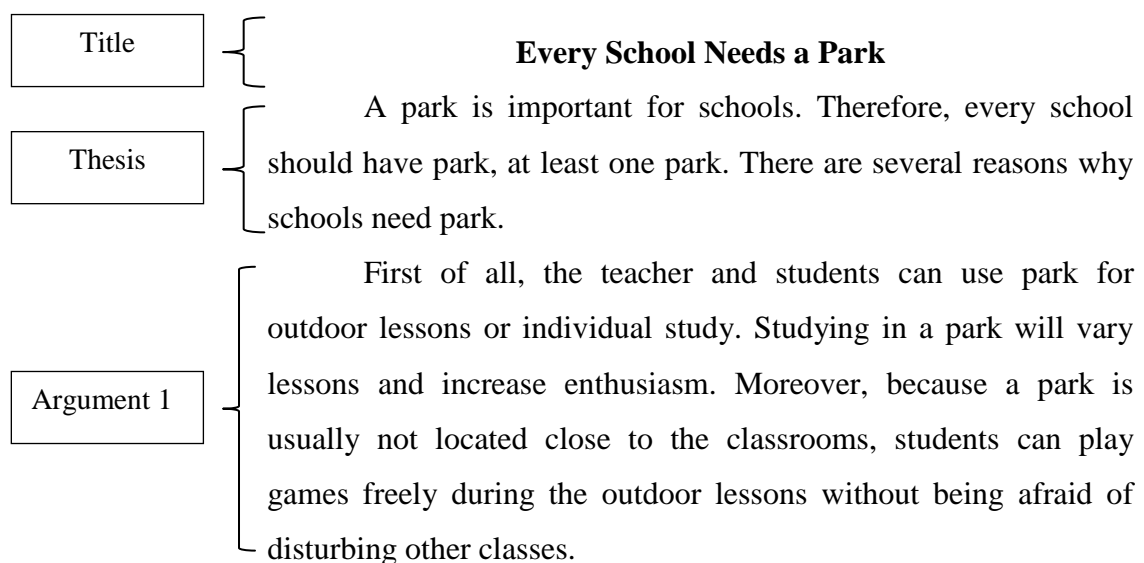
A hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

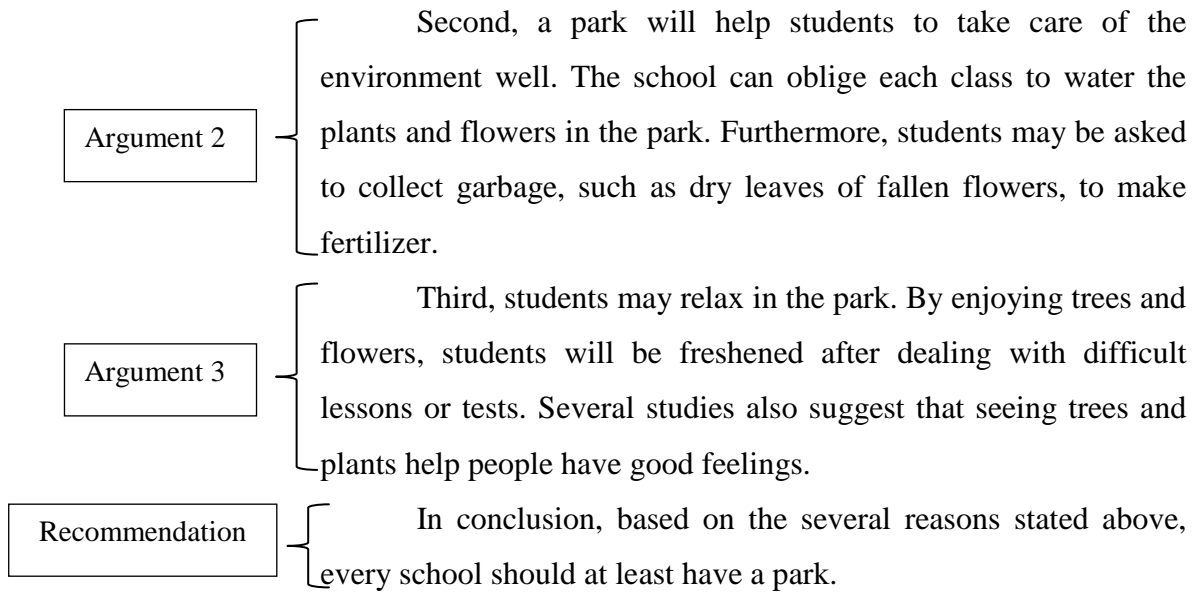
The social function of Hortatory Exposition texts is to persuade the reader or listener that something should or should not be the case. Therefore, the communicative purpose is driving the readers to act like what the writer thought as stated in the text.

The generic structure of hortatory exposition text :

1. Thesis
  - ➔ Stating an issue of concern
2. Arguments
  - ➔ giving reasons for concern, leading to recommendation
3. Recommendation
  - ➔ Stating what should or should not happen based on the arguments.

**Read again the following text and take a look at its structure.**





**4. Match the generic structures in the box to each paragraph they represent. Write them on the given space.**

- |            |            |        |                |       |            |
|------------|------------|--------|----------------|-------|------------|
| Argument 1 | Argument 2 | Thesis | Recommendation | Title | Argument 3 |
|------------|------------|--------|----------------|-------|------------|

**People Should Start Doing Recycling** } \_\_\_\_\_

Recycling is simply the process of reusing the items from which utility can still be derived. It is important to recycle waste so that we can at least conserve some of our natural resources for our generations to come. Here are the reasons why we should do recycling. } \_\_\_\_\_

Firstly, recycling saves our natural resources. Many products such as paper, cardboard and cups come from trees. By recycling the paper products, we can minimize the number of trees which are cut down in a year. It can save our forests. } \_\_\_\_\_

Secondly, recycling is good for natural environment. To recycle waste is to simply reduce pollution. Plastic factories } \_\_\_\_\_

produce a large amount of smoke. By recycling plastic material, we can reduce air pollution as well as water pollution.

Thirdly, recycling also helps us to save energy. Recycling requires much less energy and therefore helps preserve natural resources. The example can be taken with plastic items. A large amount of energy can be saved by simply reusing the plastic items.

In simple words, recycling is essential to both natural environment and human beings. People need to know the importance of recycling and they should start doing recycling because it can help our planet to be a better place to live in.

## THE MATERIALS-MEETING 2

1. Look at the pictures. Which place do you want to visit the most?



2. Work together in pairs. Discuss the following questions with your partner.

- Do you like travelling?
- Do you think travelling is important?
- Do you think people should go on a travelling? Tell the reasons why.
- If you are given a chance to travel somewhere, where do you want to travel?

3. Read the following text carefully and answer the questions. Write T if the statement is True and F if the statement is false. Then, give corrections for the false statement.

### Tourism Should Benefit Local People

Tourism is now a huge contributor to the economies of most countries. Tourism industries can bring many advantages, such as money, job vacancy and advancement especially to developing regions. However,

these advantages often go into the pockets of foreign investors, and only rarely benefits for local people because of some reasons.

First of all, tourism industries will not give much benefit for local people if, for example, multinational hotel chains do not care about the surrounding nature when they build new hotels. This can cause many social, cultural and geographical problems. Some local people may get job and money from that International hotel chain. However in case of missing that opportunity, some of them still have their own environment.

Second, some facts show that tourists tend to go, visit and spend their money in restaurants, bars and even luxury hotels of those multinational chains. They less go to such places; restaurant, bar, hotel, shop which are owned by local people. This can prevent the local people's business from becoming even larger.

Third, tours or excursions of tourism have little effect on nature. Even it can disrupt or destroy ecosystems and environments, and if it does, the local people will get the risk.

Therefore, the local government policies should be put in place to ensure that tourism will make the benefit spreading widely. The policies should guarantee that tourism will not cause any harm to any local people or places.

No.	Statement	T/F	Correction
1.	Tourism industries can bring money, job vacancy, and advancement in the region.		
2.	Multinational hotel chains can bring social, cultural, and geographical problems.		
3.	Many tourists love to visit restaurants and bars which are owned by local people.		

4.	Tourism can destroy local environment if it is not take care of properly.		
5.	Local government policies do not need to make sure that tourism benefits spread fairly.		

#### 4. Study the language features of a hortatory exposition text below.

The language features of hortatory exposition text :

- Focus on the writer
- Using temporal connectors, such as first, second, then, finally, etc
- Using simple present tense
- Using thinking verb (think, believe)
- Using passive voice
- Using modal auxiliaries, such as should,

#### 5. Study the use of modal auxiliaries 'should' and 'must' below.

Modal merupakan kata kerja bantu dalam bahasa Inggris yang digunakan untuk menunjukkan pandangan/sikap si penutur: apakah sesuatu itu dibutuhkan (*necessary*), disarankan (*advisable*), diijinkan (*permissible*), dimungkinkan (*possible*), dll.

Pada umumnya, modal langsung diikuti kata kerja bentuk infinitive (kata kerja bentuk dasar/V1).

The Pattern of Modal:

**S + Modal + V Infinitive**

e.g. She should do the test well.

S    Modal    V1    O        A

Kegunaan modal 'should' dan 'must' :

Modals	Kegunaan
Should	Menyatakan anjuran

Must	Menyatakan keharusan
------	----------------------

Modal : Passive Voice

<b>S + Modal + Be + V3</b>
----------------------------

e.g. Active : Marsha must buy a new dress.

Passive : A new dress must be bought by Marsha.

**6. Complete the following sentences with the right verb form in the bracket.**

- a. Diana must \_\_\_\_\_ her grandmother in Mataram. (visit/visits)
- b. Harry should \_\_\_\_\_ his car in the backyard. (park/parks)
- c. Katherine must \_\_\_\_\_ for breakfast every morning (cook/cooks/cooking)
- d. William and George should \_\_\_\_\_ to a football match this afternoon. (go/went/goes)
- e. Charles must \_\_\_\_\_ a novel because he is a brilliant writer. (write/wrote/writes/writing)

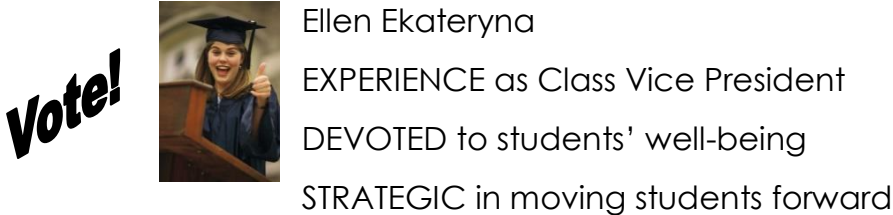
**7. Change the following sentences into the passive form.**

- a. The government should promote tourism.  
\_\_\_\_\_
- b. The traditional dancers must introduce Indonesian culture to foreigners.  
\_\_\_\_\_
- c. People should follow the rules.  
\_\_\_\_\_
- d. Tourists should visit Jogja.  
\_\_\_\_\_
- e. Adeline and Amanda must pick some vegetables.  
\_\_\_\_\_



### THE MATERIALS-MEETING 3

#### 1. Read this campaign picture and answer the question.


--

Questions:

- a. What is the campaign poster about?
- b. What is the purpose of the poster
- c. Why should we vote for Ekateryna?
- d. Do you think this poster is a kind of hortatory exposition? Why?

#### 2. Arrange the paragraphs of a text below into a good order and decide which one(s) is the thesis, argument(s), and recommendation.

##### Mobile Phones Should Not be Banned at School

In addition, students can use mobile phones as a tool to gain knowledge and information. As an example, when they try to find answers for difficult tasks at school, mobile phones can be used as a tool to connect to the internet and to browse information.	
First of all, mobile phones enable students to call their parents for their needs. By mobile phone, student can call or their close relative if they need something to be brought to school. Parents also may call students to pick them up after school.	
Hence, I think mobile phone should not be banned in school. But, use your phone in the time and right	

place so that no one was disturbed.	
Mobile phones is not used just for calling, but sending text, taking pictures, accessing internet, and others. Many students bring their phones to school as mobile phones can give many advantages for them. Due to its benefits, mobile phones should not be banned at school. Why do I say that?	
Finally, mobile phone can expand the network of friendship among students. School is the right place to find friends and one of the ways to keep communication between friends is by using a mobile phone	

### 3. Study the following patterns of simple present tense.

(+)	<b>S</b>	+	<b>V<sub>1/s/es</sub></b>	+	<b>O</b>
	<b>S</b>	+	<b>am/is/are</b>	+	<b>n/adj/adv</b>

e.g. *I go to the bookstore in the weekend.*  
*She is a teacher.*

(-)	<b>S</b>	+	<b>do/does</b>	+	<b>not</b>	+	<b>V<sub>1(inf)</sub></b>	+	<b>O</b>
	<b>S</b>	+	<b>am/is/are</b>	+	<b>not</b>	+	<b>n/adj/adv</b>		

e.g. *I do not go to the bookstore in the weekend.*  
*She is not a teacher.*

(?)	<b>Do/Does</b>	+	<b>S</b>	+	<b>V<sub>1(inf)</sub></b>	+	<b>O?</b>
	<b>Am/is/are</b>	+	<b>S</b>	+	<b>n/adj/adv?</b>		

e.g. *Do you go to the bookstore in the weekend?*  
*Is she a teacher?*

### 4. Fill in the blanks with the right verb forms.

- a. Amanda \_\_\_\_\_ (believe) that English is very important.

- b. \_\_\_\_ you \_\_\_\_\_ (like) mathematics?
- c. My sister and I always \_\_\_\_\_ (watch) movie on Saturday night.
- d. \_\_\_\_\_ (be) your father a headmaster?
- e. Carla \_\_\_\_\_ (be) the smartest student in our school. She always \_\_\_\_\_ (get) the highest scores and the first rank

**5. Change the following sentences into the positive (+), negative (-) or interrogative form of simple present tense.**

- a. (+) Sheryl wins singing competition often.  
 (-) \_\_\_\_\_  
 (?) Does Sheryl win singing competition often?
- b. (+) \_\_\_\_\_  
 (-) \_\_\_\_\_  
 (?) Is One Direction a popular boy band among students?
- c. (+) \_\_\_\_\_  
 (-) Chris and Santana do not study in Korea.  
 (?) \_\_\_\_\_

**THE MATERIALS-MEETING 4**

1. Look at the following pictures. Give your suggestion or recommendation on how to overcome the problems.



2. Read the following questions. Then, write down your opinions about it.  
Number 1 is already done for you.

a

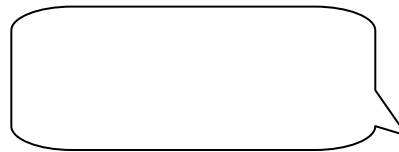
Do you think students should join scout extracurricular?

Yes, I think they should because it can develop their social skill.



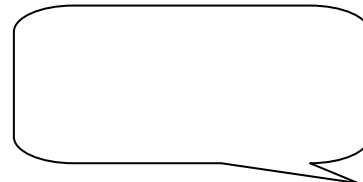
Students must join at least one organization at school. What is your opinion about it?

b.



c.

Do you think we need to wake up early in the morning? What is the benefit of it?



**3. Read the article and write the main ideas of each paragraph in the text.**



**Why You Should Eat a Healthy Breakfast**

✓ Breakfast is the most important meal of the day. Breakfast provides you with the energy and nutrients that lead to increase concentration in the classroom.

✓ Studies show that breakfast can be important in maintaining a healthy body weight. Many people who skip breakfast will feel hungry quickly and then eat snacks that contain high fat and sugar. This makes them gain weight quickly.

✓ People who skip breakfast are unlikely to make up their daily requirement for some vitamins and minerals that a simple breakfast would have provided.

✓ Breakfast provide energy for the activities during the morning and helps to prevent that mid-morning slump. Therefore, we should never skip breakfast and we have to make sure that we always have breakfast before we go to school.



Paragraph	Main Idea

**APPENDIX H**  
**THE STUDENTS'**  
**SCORES**

**PRE TEST**  
**Researcher's Rate**

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (Organization)	
1	2494	ALDE SATRIA AYU P.N	S1	3	3	3	3	2	14
2	2466	ARINI TRIRAHAYU R.	S2	2	3	3	2	2	12
3	2467	BADIATUSSOLIHAN M.	S3	2	3	3	2	2	12
4	2531	BAYU SULTAN AJI B.	S4	2	2	2	2	2	10
5	2532	BOBY HARTANTO ARIF S.	S5	1	2	1	2	1	7
6	2468	CATUR KURNIA WAHYU	S6	2	3	2	3	3	13
7	2469	DEBY AULIA TRI N.	S7	2	3	3	2	2	12
8	2470	DESIANA NOVITA V.	S8	4	4	5	5	4	22
9	2471	DESTYA RIANA RISTU	S9	2	3	3	3	3	14
10	2472	DEWANTORO TRI W.	S10	2	2	3	2	2	11
11	2473	DIAH IKA ARIYANTI	S11	3	4	3	3	3	16
12	2536	ESTU PANUNTUN	S12	2	2	2	2	2	10
13	2503	FAJRI DAYA SAKTI	S13	4	4	4	4	4	20
14	2537	FATIMAH ZAHRA A.	S14	2	3	3	3	3	14
15	2510	ISNANTO BUDI N.	S15	2	2	2	2	2	10
16	2511	MAYA AFNI OCTAVIA	S16	4	3	3	3	2	15
17	2512	MEILANY FORTINAS br S.	S17	3	4	5	3	2	17
18	2513	MONICATARINA	S18	5	5	5	5	4	24

19	2541	MONITA YANKA R.	S19	3	4	4	3	2	16
20	2542	MUHAMMAD FADEL A.	S20	5	4	4	5	5	23
21	2579	NANDA MUTIARA S.	S21	2	2	3	2	2	11
22	2485	NURMALITA DEWI M.	S22	3	3	3	4	4	17
23	2487	PANDHIKA WIRA A.	S23	4	4	3	4	3	18
24	2554	PANJI ATH THAARIQ	S24	2	3	2	2	2	11
25	2490	RICKY WAHYU N.	S25	3	3	3	2	3	14
26	2491	SALSAABILA KAAMALIA	S26	4	5	4	4	4	21
27	2492	SHINTA ELLY SUBEKTI	S27	3	4	3	3	4	17
28	2584	TATA NURUL SUSANTI	S28	2	3	3	2	2	12
29	2585	TITUS PERDANA PUTRA	S29	3	4	3	4	4	18
30	2522	VITIA TRI ASTUTI	S30	2	3	2	2	2	11
31	2523	WAHYU KURNIAWAN AJI	S31	3	3	3	3	3	15
32	2525	YOSAFAT FRANDIAN R. H.	S32	2	2	3	3	2	12



**TEXT 1****Researcher's Rate**

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (Organization)	
1	2494	ALDE SATRIA AYU PUTRI NADEK	S1	3	3	3	2	3	14
2	2466	ARINI TRIRAHAYU RAMADHANI	S2	3	4	3	3	4	17
3	2467	BADIATUSSOLIHAN MIFTAKHULANI	S3	3	3	3	3	3	15
4	2531	BAYU SULTAN AJI BAGASKARA	S4	2	3	3	3	3	14
5	2532	BOBY HARTANTO ARIF SAPUTRO	S5	3	4	3	3	3	16
6	2468	CATUR KURNIA WAHYU	S6	2	2	2	2	3	11
7	2469	DEBY AULIA TRI NURRAHMA	S7	4	4	4	3	3	18
8	2470	DESIANA NOVITA VIVIANI	S8	3	3	3	3	3	15
9	2471	DESTYA RIANA RISTU	S9	2	3	3	2	3	13
10	2472	DEWANTORO TRI WICAKSONO	S10	4	4	4	4	3	19
11	2473	DIAH IKA ARIYANTI	S11	3	3	3	3	3	15
12	2536	ESTU PANUNTUN	S12	4	3	3	3	3	16
13	2503	FAJRI DAYA SAKTI	S13	4	4	4	4	5	21
14	2537	FATIMAH ZAHRA AYUNANI	S14	5	4	5	4	4	22
15	2510	ISNANTO BUDI N.	S15	2	3	3	2	2	12
16	2511	MAYA AFNI OCTAVIA	S16	4	4	5	4	4	21
17	2512	MEILANY FORTINAS br SARAGIH	S17	5	4	4	4	4	21
18	2513	MONICATARINA	S18	5	5	4	5	5	24

19	2541	MONITA YANKA RAMADHANA	S19	3	4	3	3	3	16
20	2542	MUHAMMAD FADEL ASSIDIQ	S20	3	4	3	3	4	17
21	2579	NANDA MUTIARA SEJATI	S21	3	3	3	3	3	15
22	2485	NURMALITA DEWI MEITASARI	S22	3	4	3	2	3	15
23	2487	PANDHIKA WIRA ARDHANA	S23	2	2	3	3	2	12
24	2554	PANJI ATH THAARIQ	S24	2	3	2	2	2	11
25	2490	RICKY WAHYU NUGRAHA	S25	2	3	2	2	3	12
26	2491	SALSAABILA KAAMALIA	S26	5	4	5	4	4	22
27	2492	SHINTA ELLY SUBEKTI	S27	5	4	5	4	5	23
28	2584	TATA NURUL SUSANTI	S28	4	4	4	3	4	19
29	2585	TITUS PERDANA PUTRA	S29	3	3	3	2	3	14
30	2522	VITIA TRI ASTUTI	S30	3	4	3	3	3	16
31	2523	WAHYU KURNIAWAN AJI	S31	3	3	3	2	3	14
32	2525	YOSAFAT FRANDIAN R.H.	S32	4	4	3	4	4	19

**TEXT 2****Researcher's Rate**

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (Organization)	
1	2494	ALDE SATRIA AYU PUTRI N.	S1	3	3	3	2	2	13
2	2466	ARINI TRIRAHAYU RAMADHANI	S2	4	5	4	4	5	22
3	2467	BADIATUSSOLIHAN M.	S3	3	3	3	2	2	13
4	2531	BAYU SULTAN AJI BAGASKARA	S4	4	4	4	3	4	19
5	2532	BOBY HARTANTO ARIF S.	S5	4	5	4	4	5	22
6	2468	CATUR KURNIA WAHYU	S6	2	3	3	2	2	12
7	2469	DEBY AULIA TRI NURRAHMA	S7	4	5	4	4	5	22
8	2470	DESIANA NOVITA VIVIANI	S8	3	4	3	2	3	15
9	2471	DESTYA RIANA RISTU	S9	3	4	3	2	3	15
10	2472	DEWANTORO TRI WICAKSONO	S10	4	4	4	3	4	19
11	2473	DIAH IKA ARIYANTI	S11	4	4	3	4	4	19
12	2536	ESTU PANUNTUN	S12	3	4	3	3	3	16
13	2503	FAJRI DAYA SAKTI	S13	4	4	4	4	5	21
14	2537	FATIMAH ZAHRA AYUNANI	S14	5	5	5	4	5	24
15	2510	ISNANTO BUDI N.	S15	3	3	3	2	2	13
16	2511	MAYA AFNI OCTAVIA	S16	4	4	3	3	4	18
17	2512	MEILANY FORTINAS br S.	S17	4	4	4	4	5	21
18	2513	MONICATARINA	S18	5	5	5	5	6	26

19	2541	MONITA YANKA RAMADHANA	S19	4	5	5	4	5	23
20	2542	MUHAMMAD FADEL ASSIDIQ	S20	4	5	4	4	5	22
21	2579	NANDA MUTIARA SEJATI	S21	3	4	3	3	3	16
22	2485	NURMALITA DEWI MEITASARI	S22	3	3	3	2	2	13
23	2487	PANDHIKA WIRA ARDHANA	S23	3	3	3	2	3	14
24	2554	PANJI ATH THAARIQ	S24	2	3	3	3	3	14
25	2490	RICKY WAHYU NUGRAHA	S25	3	3	3	2	2	13
26	2491	SALSAABILA KAAMALIA	S26	4	4	4	3	4	19
27	2492	SHINTA ELLY SUBEKTI	S27	4	4	4	3	4	19
28	2584	TATA NURUL SUSANTI	S28	4	3	3	3	3	16
29	2585	TITUS PERDANA PUTRA	S29	3	4	3	3	3	16
30	2522	VITIA TRI ASTUTI	S30	3	3	4	3	3	16
31	2523	WAHYU KURNIAWAN AJI	S31	4	4	3	3	3	17
32	2525	YOSAFAT FRANDIAN R. H.	S32	4	4	4	4	4	20

## POST-TEST

### Researcher's Rate

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (Organization)	
1	2494	ALDE SATRIA AYU PUTRI N.	S1	4	4	4	4	5	21
2	2466	ARINI TRIRAHAYU R.	S2	4	5	4	4	4	21
3	2467	BADIATUSSOLIHAN M.	S3	4	4	4	3	4	19
4	2531	BAYU SULTAN AJI B.	S4	4	4	4	4	4	20
5	2532	BOBY HARTANTO ARIF S.	S5	4	4	4	4	5	21
6	2468	CATUR KURNIA WAHYU	S6	3	4	3	3	4	17
7	2469	DEBY AULIA TRI N.	S7	5	5	5	4	5	24
8	2470	DESIANA NOVITA VIVIANI	S8	4	4	4	4	4	20
9	2471	DESTYA RIANA RISTU	S9	3	4	4	3	4	18
10	2472	DEWANTORO TRI W.	S10	3	4	3	3	4	17
11	2473	DIAH IKA ARIYANTI	S11	3	4	3	3	4	17
12	2536	ESTU PANUNTUN	S12	3	3	3	3	4	16
13	2503	FAJRI DAYA SAKTI	S13	4	4	4	4	4	20
14	2537	FATIMAH ZAHRA AYUNANI	S14	5	5	5	5	6	26
15	2510	ISNANTO BUDI N.	S15	3	3	3	3	4	16
16	2511	MAYA AFNI OCTAVIA	S16	4	5	4	3	5	21
17	2512	MEILANY FORTINAS br S.	S17	4	5	4	4	5	22
18	2513	MONICATARINA	S18	6	5	5	5	6	27

19	2541	MONITA YANKA R.	S19	4	5	4	4	5	22
20	2542	MUHAMMAD FADEL A.	S20	5	5	5	5	5	25
21	2579	NANDA MUTIARA SEJATI	S21	3	3	3	4	4	17
22	2485	NURMALITA DEWI M.	S22	3	3	3	3	2	14
23	2487	PANDHIKA WIRA ARDHANA	S23	3	3	3	2	4	15
24	2554	PANJI ATH THAARIQ	S24	3	3	3	3	3	15
25	2490	RICKY WAHYU NUGRAHA	S25	3	3	3	2	3	14
26	2491	SALSAABILA KAAMALIA	S26	5	5	5	5	6	26
27	2492	SHINTA ELLY SUBEKTI	S27	4	4	4	3	4	19
28	2584	TATA NURUL SUSANTI	S28	3	3	4	3	2	15
29	2585	TITUS PERDANA PUTRA	S29	3	3	3	2	3	14
30	2522	VITIA TRI ASTUTI	S30	3	4	5	4	4	20
31	2523	WAHYU KURNIAWAN AJI	S31	4	4	4	4	4	20
32	2525	YOSAFAT FRANDIAN R. H.	S32	5	4	4	4	5	22

**PRE-TEST****Collaborator's Rate**

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (Organization)	
1	2494	ALDE SATRIA AYU P. N.	S1	3	3	3	3	2	14
2	2466	ARINI TRIRAHAYU R.	S2	3	3	3	2	2	13
3	2467	BADIATUSSOLIHAN M.	S3	3	3	3	2	2	13
4	2531	BAYU SULTAN AJI B.	S4	2	3	2	2	2	11
5	2532	BOBY HARTANTO ARIF S.	S5	1	1	2	2	1	7
6	2468	CATUR KURNIA WAHYU	S6	2	3	3	3	3	14
7	2469	DEBY AULIA TRI NURRAHMA	S7	2	3	3	3	2	13
8	2470	DESIANA NOVITA VIVIANI	S8	4	5	5	4	3	21
9	2471	DESTYA RIANA RISTU	S9	3	4	3	4	3	17
10	2472	DEWANTORO TRI WICAKSONO	S10	2	2	3	2	2	11
11	2473	DIAH IKA ARIYANTI	S11	3	4	3	3	3	16
12	2536	ESTU PANUNTUN	S12	3	2	2	2	2	11
13	2503	FAJRI DAYA SAKTI	S13	4	5	4	4	5	22
14	2537	FATIMAH ZAHRA AYUNANI	S14	2	3	3	2	3	13
15	2510	ISNANTO BUDI N.	S15	2	2	2	1	1	8
16	2511	MAYA AFNI OCTAVIA	S16	3	3	4	3	2	15
17	2512	MEILANY FORTINAS br S.	S17	3	5	5	3	2	18
18	2513	MONICATARINA	S18	5	5	5	5	4	24

19	2541	MONITA YANKA RAMADHANA	S19	3	4	4	3	2	16
20	2542	MUHAMMAD FADEL ASSIDIQ	S20	4	4	4	5	5	22
21	2579	NANDA MUTIARA SEJATI	S21	2	2	3	2	2	11
22	2485	NURMALITA DEWI M.	S22	3	4	3	3	3	16
23	2487	PANDHIKA WIRA ARDHANA	S23	4	3	3	3	4	17
24	2554	PANJI ATH THAARIQ	S24	3	2	2	2	1	10
25	2490	RICKY WAHYU NUGRAHA	S25	3	3	3	3	3	15
26	2491	SALSAABILA KAAMALIA	S26	4	5	4	5	5	23
27	2492	SHINTA ELLY SUBEKTI	S27	3	4	3	3	3	16
28	2584	TATA NURUL SUSANTI	S28	3	3	3	3	2	14
29	2585	TITUS PERDANA PUTRA	S29	3	4	3	4	4	18
30	2522	VITIA TRI ASTUTI	S30	3	2	3	2	2	12
31	2523	WAHYU KURNIAWAN AJI	S31	3	3	3	4	3	16
32	2525	YOSAFAT FRANDIAN R. H.	S32	2	3	4	2	2	13



**TEXT 1****Collaborator's Rate**

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (Organization)	
1	2494	ALDE SATRIA AYU PUTRI N.	S1	3	2	3	2	3	13
2	2466	ARINI TRIRAHAYU R.	S2	3	4	3	3	3	16
3	2467	BADIATUSSOLIHAN M.	S3	3	3	3	3	3	15
4	2531	BAYU SULTAN AJI B.	S4	3	3	3	3	3	15
5	2532	BOBY HARTANTO ARIF S.	S5	3	4	4	3	3	17
6	2468	CATUR KURNIA WAHYU	S6	2	2	3	2	2	11
7	2469	DEBY AULIA TRI NURRAHMA	S7	4	3	4	3	3	17
8	2470	DESIANA NOVITA VIVIANI	S8	3	3	3	3	4	16
9	2471	DESTYA RIANA RISTU	S9	2	3	3	2	3	13
10	2472	DEWANTORO TRI W.	S10	4	4	4	3	3	18
11	2473	DIAH IKA ARIYANTI	S11	4	3	3	3	3	16
12	2536	ESTU PANUNTUN	S12	4	4	4	3	3	18
13	2503	FAJRI DAYA SAKTI	S13	4	4	4	4	4	20
14	2537	FATIMAH ZAHRA AYUNANI	S14	4	4	4	4	4	20
15	2510	ISNANTO BUDI N.	S15	2	3	3	2	2	12
16	2511	MAYA AFNI OCTAVIA	S16	4	4	4	4	4	20
17	2512	MEILANY FORTINAS br S.	S17	5	4	4	4	4	21
18	2513	MONICATARINA	S18	5	5	5	5	4	24

19	2541	MONITA YANKA R.	S19	4	4	3	3	3	17
20	2542	MUHAMMAD FADEL A.	S20	3	3	4	3	4	17
21	2579	NANDA MUTIARA SEJATI	S21	3	3	3	3	3	15
22	2485	NURMALITA DEWI M.	S22	3	4	3	3	3	16
23	2487	PANDHIKA WIRA ARDHANA	S23	2	3	3	3	3	14
24	2554	PANJI ATH THAARIQ	S24	2	3	3	2	2	12
25	2490	RICKY WAHYU NUGRAHA	S25	2	2	2	2	2	10
26	2491	SALSAABILA KAAMALIA	S26	4	4	5	4	4	21
27	2492	SHINTA ELLY SUBEKTI	S27	4	4	4	4	5	21
28	2584	TATA NURUL SUSANTI	S28	4	4	4	3	4	19
29	2585	TITUS PERDANA PUTRA	S29	3	3	3	2	4	15
30	2522	VITIA TRI ASTUTI	S30	3	3	4	3	3	16
31	2523	WAHYU KURNIAWAN AJI	S31	3	3	3	3	3	15
32	2525	YOSAFAT FRANDIAN R. H	S32	4	4	3	3	4	18

**TEXT 2****Collaborator's Rate**

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (Organization)	
1	2494	ALDE SATRIA AYU PUTRI N.	S1	3	3	3	2	3	14
2	2466	ARINI TRIRAHAYU R.	S2	4	4	4	4	4	20
3	2467	BADIATUSSOLIHAN M.	S3	3	3	3	2	3	14
4	2531	BAYU SULTAN AJI B.	S4	4	4	4	3	4	19
5	2532	BOBY HARTANTO ARIF S.	S5	4	4	4	4	5	21
6	2468	CATUR KURNIA WAHYU	S6	3	3	3	2	3	14
7	2469	DEBY AULIA TRI NURRAHMA	S7	5	5	4	4	4	22
8	2470	DESIANA NOVITA VIVIANI	S8	3	4	3	3	3	16
9	2471	DESTYA RIANA RISTU	S9	3	4	3	2	4	16
10	2472	DEWANTORO TRI W.	S10	3	4	4	3	4	18
11	2473	DIAH IKA ARIYANTI	S11	4	4	4	4	4	20
12	2536	ESTU PANUNTUN	S12	3	4	4	3	3	17
13	2503	FAJRI DAYA SAKTI	S13	4	4	4	4	4	20
14	2537	FATIMAH ZAHRA AYUNANI	S14	4	5	4	4	5	22
15	2510	ISNANTO BUDI N.	S15	3	3	3	2	3	14
16	2511	MAYA AFNI OCTAVIA	S16	4	4	4	3	4	19
17	2512	MEILANY FORTINAS br S.	S17	4	4	4	4	4	20
18	2513	MONICATARINA	S18	5	5	5	5	5	25

19	2541	MONITA YANKA R.	S19	4	5	4	4	5	22
20	2542	MUHAMMAD FADEL A.	S20	4	5	4	4	4	21
21	2579	NANDA MUTIARA SEJATI	S21	3	4	4	3	3	17
22	2485	NURMALITA DEWI M.	S22	3	3	3	2	3	14
23	2487	PANDHIKA WIRA ARDHANA	S23	3	3	3	2	3	14
24	2554	PANJI ATH THAARIQ	S24	3	4	3	3	3	16
25	2490	RICKY WAHYU NUGRAHA	S25	3	3	3	2	3	14
26	2491	SALSAABILA KAAMALIA	S26	4	4	3	3	4	18
27	2492	SHINTA ELLY SUBEKTI	S27	4	4	4	3	4	19
28	2584	TATA NURUL SUSANTI	S28	4	4	4	3	3	18
29	2585	TITUS PERDANA PUTRA	S29	3	4	4	3	3	17
30	2522	VITIA TRI ASTUTI	S30	3	4	3	3	4	17
31	2523	WAHYU KURNIAWAN AJI	S31	4	4	3	3	4	18
32	2525	YOSAFAT FRANDIAN R. H.	S32	4	4	3	3	3	17

## POST-TEST

### Collaborator's Rate

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (Organization)	
1	2494	ALDE Satria Ayu P. N	S1	4	4	5	4	5	22
2	2466	ARINI TRIRAHAYU R.	S2	4	5	4	4	5	22
3	2467	BADIATUSSOLIHAN M.	S3	4	4	4	3	4	19
4	2531	BAYU SULTAN AJI B.	S4	4	4	4	4	4	20
5	2532	BOBY HARTANTO ARIF S.	S5	4	4	4	3	4	19
6	2468	CATUR KURNIA WAHYU	S6	3	4	4	3	4	18
7	2469	DEBY AULIA TRI NURRAHMA	S7	5	4	5	4	5	23
8	2470	DESIANA NOVITA VIVIANI	S8	4	4	4	4	4	20
9	2471	DESTYA RIANA RISTU	S9	3	4	4	3	4	18
10	2472	DEWANTORO TRI W.	S10	3	4	4	4	4	19
11	2473	DIAH IKA ARIYANTI	S11	3	4	3	3	4	17
12	2536	ESTU PANUNTUN	S12	4	3	3	3	4	17
13	2503	FAJRI DAYA SAKTI	S13	4	4	3	4	4	19
14	2537	FATIMAH ZAHRA AYUNANI	S14	5	5	5	4	5	24
15	2510	ISNANTO BUDI N.	S15	3	3	3	3	4	16
16	2511	MAYA AFNI OCTAVIA	S16	4	5	4	4	5	22
17	2512	MEILANY FORTINAS br S.	S17	4	5	4	4	4	21

18	2513	MONICATARINA	S18	6	5	5	5	5	26
19	2541	MONITA YANKA R.	S19	4	5	4	4	5	22
20	2542	MUHAMMAD FADEL A.	S20	4	5	4	5	5	23
21	2579	NANDA MUTIARA SEJATI	S21	3	3	3	3	4	16
22	2485	NURMALITA DEWI M.	S22	3	3	3	3	4	16
23	2487	PANDHIKA WIRA ARDHANA	S23	3	3	3	3	4	16
24	2554	PANJI ATH THAARIQ	S24	4	3	3	3	4	17
25	2490	RICKY WAHYU NUGRAHA	S25	3	3	3	3	3	15
26	2491	SALSAABILA KAAMALIA	S26	4	5	5	5	5	24
27	2492	SHINTA ELLY SUBEKTI	S27	4	4	4	4	4	20
28	2584	TATA NURUL SUSANTI	S28	3	4	4	3	3	17
29	2585	TITUS PERDANA PUTRA	S29	3	3	3	3	3	15
30	2522	VITIA TRI ASTUTI	S30	3	4	5	3	4	19
31	2523	WAHYU KURNIAWAN AJI	S31	4	4	4	3	4	19
32	2525	YOSAFAT FRANDIAN R. H	S32	4	5	4	4	4	21

**APPENDIX I**  
**THE STUDENTS'**  
**WRITING**

**Boby Hartanto A. S.**

**Pre-test**

Name : BOBY HARTANTO ARIF S  
 Student Number : 5  
 Class : XI IPA 1

**PRE-TEST**

**STUDENTS' WRITING WORKSHEET**

Read the following topics carefully. Choose a topic which interests you and write a hortatory exposition text ( $\pm 150 - \pm 200$  words) based on it.

1. Students should not be given homework from school.
2. People should wear helmet while riding.
3. Parents should watch kids while using Internet.

Write your hortatory exposition text on the given space below.

Students Should not be given homework from school

Because students are to given ~~exercise~~ exercise in school.

Because students must <sup>be</sup> given homework to exercise <sup>at</sup> in home.

Maybe, students <sup>have</sup> to much activity in school.

Usually students <sup>are</sup> given homework, but, students <sup>do</sup> homework in school.



## Text 1

## WRITING WORKSHEET

Name : Boby Hartanto Arif

Student Number : 5

Read the following text carefully. Develop the text into a good hortatory exposition text.

## JOGJA IS A TOURISM CITY

Jogja is one of the most popular tourist destinations in Java, Indonesia. It is famous for its cultural performances and tourism spots. Many people say that a single visit to Jogja is never enough. There are several reasons why Jogja is an interesting place to visit.

Firstly, Many people <sup>in</sup> Jogja <sup>are</sup> known friendly by <sup>foreign</sup> tourist mancanegara or tourist local. Jogja Society is still using Javanese culture and conserve their culture.

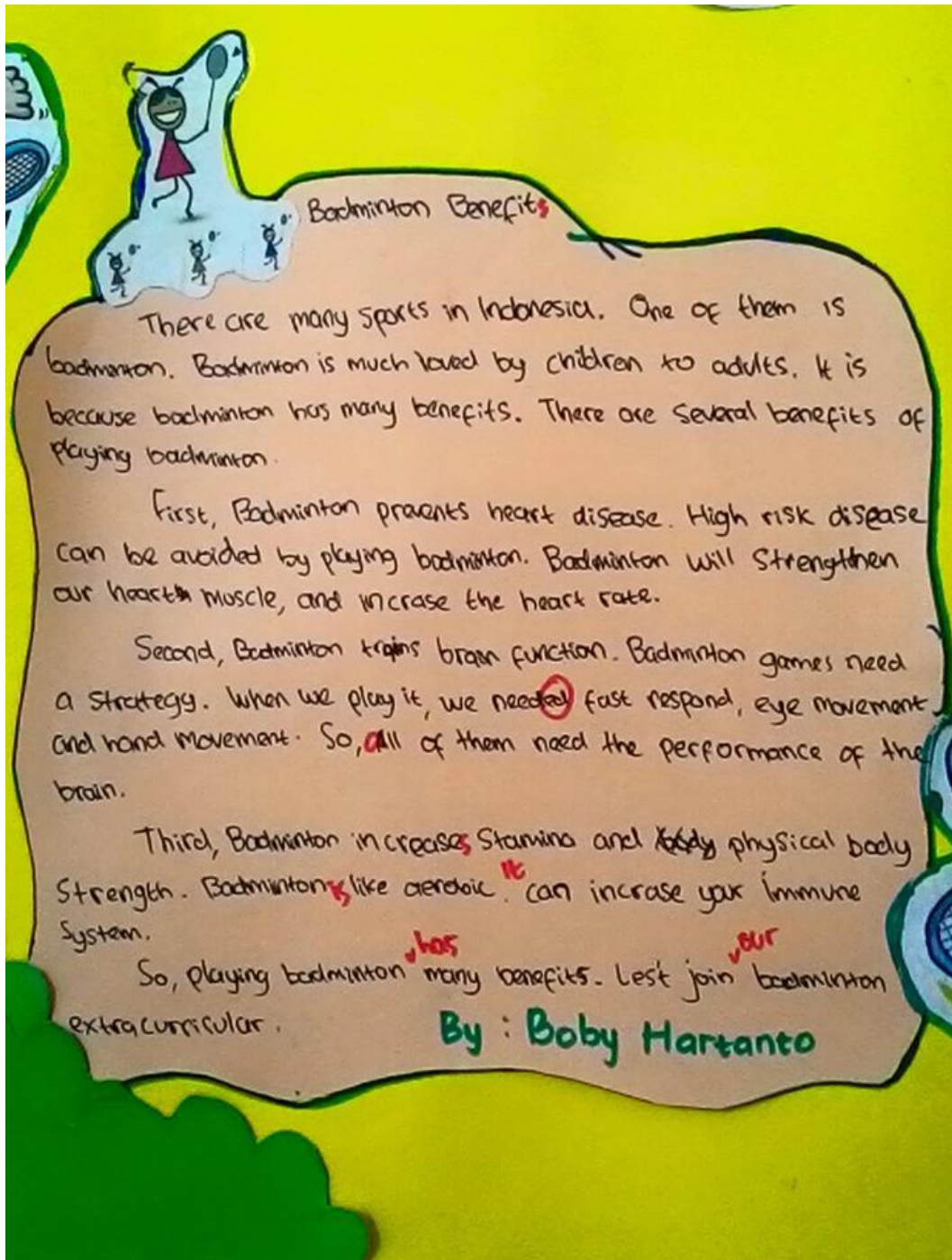
Second, in Jogja there are many beautiful places. Such as, in the north, <sup>here is</sup> Merapi mountain, in the south there is a Parangtritis beach, <sup>in the</sup> eastern and western parts, <sup>here</sup> are mountains. In this place there are temples. Such as, Prambanan temple, Borobudur temple, Kalasan temples etc. Jogja city icon is Malioboro.

Third, food at Jogja is not inferior to food in another city. Many original food at Jogja that <sup>have</sup> sweet taste. Jogja food sweet taste is gudek, kipo, geplok, Tiwul, gatat, gudek etc.

Therefore, if you travelling in Jogja don't forget to visit recommended place to holiday.

Turis asing / mancanegara : foreign tourists , foreigners

## Text 2



**Badminton Benefits**

There are many sports in Indonesia. One of them is badminton. Badminton is much loved by children to adults. It is because badminton has many benefits. There are several benefits of playing badminton.

First, Badminton prevents heart disease. High risk disease can be avoided by playing badminton. Badminton will strengthen our heart muscle, and increase the heart rate.

Second, Badminton trains brain function. Badminton games need a strategy. When we play it, we need fast response, eye movement and hand movement. So, all of them need the performance of the brain.

Third, Badminton increases stamina and ~~body~~ physical body strength. Badminton is like aerobic. It can increase your immune system.

So, playing badminton has many benefits. Let's join our badminton extracurricular.

**By : Boby Hartanto**

## Post-test

Name

: Bobby Hartanto Arif S

Student Number

: 05

### POST-TEST

Read the following topics carefully. Choose one of the topics which attracts you and make a hortatory exposition text based on it.

1. People should not litter on the street.
2. Foreigners should visit Indonesia to spend their vacation.
3. Students must join at least one organisation at their school.

Write your hortatory exposition text below.

Foreigners should visit Indonesia to spend their vacation.

<sup>There are</sup> Many Beautiful places in Indonesia. Therefore, Foreigners should visit Indonesia. There are several reasons why Foreigners should visit Indonesia.

First, In Indonesia there are many cultures. One of them, <sup>is</sup> Wayang. There are 2 kinds of Wayang; Wayang Kulit & Wayang Orang. In Java Wayang usually is played by human. but, in West Java Wayang is not played human. there, wayang is also called <sup>called</sup> as wayang golek.

Second, <sup>in</sup> Indonesia, there are many interesting places. They are beach, Temple, mountain, such as, Kuta beach, Borobudur temple, Merapi mountain.

So, Come and spend your holiday in Indonesia

**APPENDIX J**  
**PHOTOGRAPHS**



The researcher is explaining the material.



The students are doing the project work.



The students are doing the tasks.



The students are enthusiastically answering questions.



The students are writing.



The students are developing their project.

**APPENDIX K**  
**PERMIT**  
**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 : 360j/UN.34.12/DT/III/2015  
 Lampiran : 1 Berkas Proposal  
 Hal : **Permohonan Izin Penelitian**

Yogyakarta, 19 Maret 2015

**Kepada Yth.**  
**Bupati Sleman**  
**c.q. Kepala Kantor Kesatuan Bangsa Kab.**  
**Sleman**  
**Jl. Candi Gebang, Beran, Tridadi, Sleman**

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

**IMPROVING STUDENTS' WRITING SKILLS THROUGH PROJECT-BASED LEARNING TECHNIQUE  
 AT GRADE XI OF SMA N 2 SLEMAN IN THE ACADEMIC YEAR OF 2014/2015**

Mahasiswa dimaksud adalah :

Nama : ANDYANI LARASATI  
 NIM : 11202241031  
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
 Waktu Pelaksanaan : Maret - Mei 2015  
 Lokasi Penelitian : SMA N 2 Sleman

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

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

a.n. Dekan  
 Kasubbag Pendidikan FBS,  
  
 Indun Probo Utami, S.E.  
 NIP 19670704 199312 2 001

Tembusan:  
 - Kepala SMA N 2 Sleman



**PEMERINTAH KABUPATEN SLEMAN**  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
 Telepon (0274) 868800, Faksimilie (0274) 868800  
 Website: www.bappeda.slemankab.go.id, E-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 1239 / 2015

**TENTANG  
 PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,  
 Dan Izin Praktik Kerja Lapangan.  
 Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman  
 Nomor : 070/Kesbang/1209/2015 Tanggal : 20 Maret 2015  
 Hal : Rekomendasi Penelitian

**MENGIZINKAN :**

Kepada :  
 Nama : ANDYANI LARASATI  
 No.Mhs/NIM/NIP/NIK : 11202241031  
 Program/Tingkat : S1  
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
 Alamat instansi/Perguruan Tinggi : Karangmalang, Sleman, Yogyakarta  
 Alamat Rumah : Perumahan GSP Sokaraja Kidul Sokaraja Banyumas  
 No. Telp / HP : 08562965097  
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**IMPROVING STUDENTS' WRITING SKILLS THROUGH PROJECT-BASED  
 LEARNING TECHNIQUE AT GRADE XI OF SMA N 2 SLEMAN IN THE  
 ACADEMIC YEAR OF 2014/2015**  
 Lokasi : SMA N 2 Sleman  
 Waktu : Selama 3 Bulan mulai tanggal 20 Maret 2015 s/d 20 Juni 2015

**Dengan ketentuan sebagai berikut :**

1. *Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 20 Maret 2015

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Statistik, Penelitian, dan Perencanaan

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial & Pemerintahan Bappeda Kab. Sleman
4. Camat Sleman
5. Ka. SMA N 2 Sleman
6. Dekan FBS - UNY
7. Yang Bersangkutan



PRNY MARVATIIN S IP MT