

**IMPROVING STUDENTS' WRITING ABILITY IN WRITING  
DESCRIPTIVE TEXTS THROUGH FIELD TRIP AT SMA N 1 GODEAN**

**A THESIS**

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



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TEXTS THROUGH FIELD TRIP AT SMA N 1 GODEAN**


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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain kecuali pada bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim.

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

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## MOTTOS

*I come, I consult, I examine, I revise and I win!*

*Yes, I can!*

*Genius is 1% of inspiration and is 99% of sweat. Nothing could replace hard work.*

*If you want something you've never had, you must be willing to do something you've never done. Success is a journey, not a destination.*

*People who are successful have learned to make themselves do things to be done when it had be done, whether they like it or not. (Aldus Huxley)*

## **DEDICATIONS**

*I dedicate this thesis to:*

*ALLAH SWT*

*My beloved parents*

*My Consultants*

*My Lecturers*

*My brothers and sisters*

*My best friends*

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Finally, I hope this thesis will be useful for the readers. However, this thesis is far from being perfect. Therefore, I greatly appreciate any criticisms, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, May 2013

The researcher



Saptania Ayu Ramadani

## TABLE OF CONTENTS

	<b>Page</b>
TITLE.....	i
APPROVAL.....	ii
RATIFICATION.....	iii
<i>PERNYATAAN</i> .....	iv
MOTTOS.....	v
DEDICATIONS .....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
ABSTRACT.....	xi
 <b>CHAPTER I: INTRODUCTION.....</b>	 <b>1</b>
A. Background of the Problem.....	1
B. Identification of the Problem.....	4
C. Limitation of the Problem.....	8
D. Formulation of the Problem.....	8
E. Objectives of the Study.....	8
F. Significance of the Study.....	9
 <b>CHAPTER II: LITERATURE REVIEW.....</b>	 <b>10</b>
A. Literature Review.....	10
1. Writing .....	10
a. The nature of Writing.....	10
b. Micro-skills of English Writing.....	11
c. The Process of Writing.....	13
d. Types of Classroom Writing Performance.....	14
e. Forms of Writing.....	17
f. Descriptive Writing.....	22



g. The Purpose of English Instruction in Senior High School.....	23
h. The Writing Instruction in Senior High School.....	25
i. Teacher's Role.....	28
2. Field Trip.....	29
a. Definition of Field trip.....	29
b. Procedure of Field Trip.....	31
c. The Advantages and the Disadvantages of Field Trip.....	34
d. The Ways of Field Trip.....	35
B. Action Research.....	36
C. Conceptual Framework.....	38
<b>CHAPTER III: RESEARCH METHOD.....</b>	<b>41</b>
A. Type of the Research.....	41
B. Setting of the Research.....	41
C. Subjects of the Research.....	42
D. Data Collection Technique.....	42
E. Technique of Data Analysis.....	44
F. Validity of the Data.....	44
G. Procedure of the Research.....	46
<b>CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>49</b>
A. Reconnaissance.....	49
1. Identifying the Field Problems.....	49
2. Planning the Actions to Solve the Field Problems.....	59
3. The Relationship between the Field Problems and the Actions.....	61
B. Report of Cycle I.....	63
1. Planning of Cycle I.....	63

2. Action and Observation of Cycle I.....	64
3. Reflection.....	73
4. Summary.....	88
C. Report of Cycle II.....	89
1. Planning of cycle II.....	89
2. Action and Observation of Cycle II.....	91
3. Reflection .....	98
4. General Findings.....	109
D. Research Discussion.....	111

## **CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND**

<b>SUGGESTIONS.....</b>	<b>114</b>
A. Conclusions.....	114
B. Implications.....	115
C. Suggestions.....	116

## **REFERENCES .....118**

## **APPENDICES.....120**

<b>A. Appendix I: Field Notes .....</b>	<b>121</b>
<b>B. Appendix II: Observation Checklists .....</b>	<b>133</b>
<b>C. Appendix III: Interview Guidelines .....</b>	<b>140</b>
<b>D. Appendix IV: Interview Transcripts .....</b>	<b>143</b>
<b>E. Appendix V: Questionnaires .....</b>	<b>158</b>
<b>F. Appendix VI: Lesson Plans .....</b>	<b>163</b>
<b>G. Appendix VII: Course Grid .....</b>	<b>201</b>
<b>H. Appendix VIII: Pre-test and Post-test .....</b>	<b>208</b>
<b>I. Appendix IX: Students' Writing score .....</b>	<b>213</b>
<b>J. Appendix X: Photographs .....</b>	<b>221</b>
<b>K. Appendix XI: Permit Letters .....</b>	<b>226</b>

# **IMPROVING STUDENTS' WRITING ABILITY IN WRITING DESCRIPTIVE TEXTS THROUGH FIELD TRIP AT SMA N 1 GODEAN**

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## **ABSTRACT**

This action research was aimed to improve the students' writing skills of SMA N 1 Godean in Class X.A through the implementation of field trip. Based on the preliminary observation, there were some problems in the teaching and learning process of writing, namely the students' lack of vocabulary mastery, students' ungrammatical sentences, students' lack of getting and developing ideas, use of media, and students' low motivation in joining the teaching and learning process.

This study was an action research which consisted of two cycles. The researcher worked collaboratively with the English teacher as a collaborator and the students. The subjects of this research were 36 students of Class X.A. The data of this study were qualitative and quantitative. The qualitative data which were in the forms of field notes and interview transcripts, were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented action. Meanwhile, the quantitative data were gained through the pre-test, post-test, classroom tasks and the questionnaire.

The results of Cycle 1 showed that implementation of field trip and other accompanying activities by using media, using group work, and giving feedback improved the students' motivation in writing and the students' skills in acquiring and developing ideas into paragraphs. However, the improvement was still low. The students still produced inaccurate grammar in writing. Therefore, the researcher changed the actions in Cycle 2 by giving grammar exercises related to simple present tense and passive voice. At the end of Cycle 2, the implementation of field trip was considered successful in improving the students' writing skills. Not only did it improve students' ability in some components of writing with which the researcher was concerned, such as content, organization, vocabulary, language use and mechanic but also it increased the students' motivation in writing. The findings were supported by the means of the students' writing score which improved from 9.6 in the pre-test, to 13.6 in Cycle 1 and 15.6 in Cycle 2, and finally to 16.2 in the post-test.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

English is one of the subjects that taught in senior high schools. It is considered by students as one of the difficult subjects to learn. There are many reasons why they consider English as a difficult subject. Raimes (1983:3) mentions that when a second or foreign language is learned, it is learned to communicate with other people: to understand them, talk to them, read what they have written and write to them. Therefore, the students can be said to have mastered English if they are able to use it either receptively through reading and listening or productively through speaking and writing.

Writing skill is one of the language skills that taught to students. It is based on the standard of graduate competency, stated in Kepmendiknas No.23/2006, in the writing skill, the graduate of senior high school must be able to write short written functional texts and simple essays in the forms of recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, explanation, discussion, and review in the daily life context. In line with this policy, the teacher should try hard to encourage the students reach the purpose of English learning, especially in writing.

The students need to learn writing in order to be able to express their ideas, thoughts, and feelings in the best possible ways on the page. There are several reasons as the bases of why writing should be mastered by the students.

First, the effective communication can take place through the medium of writing. It means that writing can be a means of communication. Second, the academic writing is emphasized on much greater accuracy and formal language that can be used by the students to reach their informational level (Riddel, 2003:130).

Writing is very difficult for learners in a foreign language. Therefore, it is possible that the students face many problems in learning second language writing. Richards and Renandya (2002:303) state writing is the most difficult skill for second language learners to master. In line with it, Hamp-Lyons in Nunan, (1991:91) states that writing is clearly a complex process and competent writing is frequently accepted as the last language skill to be acquired.

Writing is a very complex skill. It is not an easy task for English teachers to teach it. Silva in Brown (2001:339) states “writing in a second language tends to be more constrained, more difficult and less effective than writing in the first language: second language writers plan less, revise for content less and less fluently and accurately than first language writers”.

Many students in class X of SMA Negeri I Godean have problems in writing texts. It can be seen from the result of students’ writing in classX.A. There are some aspects relates to their problems in writing. This is one of student’s writing sentence in their writing is shown below.

Taman Pintar	
Identification	Taman Pintar is one of tourist resort in Yogyakarta, where <del>which is visited</del> a lot visited by childrens. It is located near Malioboro or rather in <del>many</del> south east of Malioboro.

The first aspect relates to grammatical errors and capitalization. In the first sentence, the student did mistakes in the using of relative pronoun and passive voice. She used *where* whereas it should be *which*, and she did not use *to be (is)* before past participle (V3) in the passive voice. She also did mistake in the capitalization of the city name that the first letter must be written in capital. Then, in the second sentence, the mistake related to mechanic aspect. She did not use article *the* before the location, *southeast*, and she also did mistake in spelling of *southeast* that must be written without space.

On the other hand, based on the observation of the students, they also have difficulty to explore their ideas as well into written form. Those problems affect the students to be bored in teaching learning process. They could not explore their ideas as well to write although the theme has been already determined clearly.

Therefore, to overcome these problems, the teacher needs to teach writing using activity which is suitable for the students of senior high school and it can improve their writing ability. The researcher considers that the problems in the students' writing skill are important to be solved. The researcher tries to improve English writing skill using action research. The researcher assumes that field trip

is appropriate to apply in teaching learning of writing descriptive texts as the solution to answer the problems which occur in the school. By doing this research, the researcher hopes that significance of field trip can improve the students' writing skills in writing descriptive texts, especially to the students in Class X.A. of SMA N 1 Godean.

## **B. Identification of the Problems**

To identify the existing problems in the field, the researcher observed the teaching-learning process in the first grade of SMA N 1 Godean. Based on the observation, the researcher identified some problems in the teaching-learning process in the class. They are described as follows.

### **1. Students**

There were thirty six students in Class X.A. They have different characteristics, interests, and attitudes toward English writing. Some students were active and the others were passive. Students with these differences learned together in one classroom.

In teaching learning writing, the students did not seem enthusiastic. It indicates that they did not have motivation in learning writing. They thought that English writing was so complex and not easy to learn because it was different from Indonesian writing. That is why the students did not try to improve their writing.

During the teaching learning process, not all students in the class write down the teacher's explanation of descriptive texts that they hear. They did not

aware of the usefulness of writing down the teacher's explanation on their note books as a way to help them write. The students only wrote if the teacher asked them to do it. They did not have initiative to improve their writing. Therefore, the students need motivation to improve their writing.

When the teacher gave them the assignment to write a descriptive text, they felt difficult to start writing because they lack in vocabulary mastery, so they need a long time to explore their ideas. They could not arrange the sentence well. They just combined the sentences without considering the main idea and supporting details. They could not make a well-organized paragraph. They did not know how to start making the next paragraph in order that the paragraphs are coherent. Most of their sentences in a paragraph were not related to each others. In addition, many students got difficulties to make correct sentences. There were many grammatical errors in their writing.

The lack of writing habit also caused them feel burdened to do the writing task. Perhaps, they had very little chance to practice writing in context because they just used English at English lesson. In the class they still felt shame to use English. They were shy if they wrote a wrong text. Therefore, the students needed activities which could motivate them to write English words so they could improve their writing skills.

## **2. Teacher**

According to Harmer (2001:57), one of the teacher's roles is as an organizer. It means that the teacher has to organize students to do various writing learning activities. The problems that related to the teacher at SMAN1 Godean



were the teacher did not apply the effective and appropriate technique to teach the students who have different characteristics. In teaching descriptive writing, the teacher did not use interesting media. The teacher gave an example of descriptive texts and the students ask to write another text directly. The monotonous activities affected the students to be bored because they did the same things when they were learning English writing.

### **3. Method**

The teaching technique is one of important factors which influence the students' writing ability. An appropriate teaching technique can improve the students' motivation to learn, so they will not feel bored with the teaching learning process. Unfortunately, the method used in Class X.A SMA N 1 Godean does not motivate the students to enhance their writing. The students asked to do the writing tasks in the classroom on their desks with the same activities. Besides, they were emphasized to answer the questions based on the book without other learning sources. When such monotonous activities were done for long time without any changes, the students get bored. Occasionally, the students should be invited to outside in order to give different nuance in teaching learning process.

One of teaching learning activities which can be used is field trip. Field trip is an excursion which is used by the teacher to complete certain study experiences and it is the integral part of school curriculum (Sagala, 2011:214). Field trip as a learning activity teaches the students under teacher's guidance to visit certain places with the purpose to learn. It is appropriate to improve learning descriptive writing because bringing the students nearer to the learning object

makes them easily explore their ideas into written language. By field trip, all students have the chances to participate actively during learning process, so it is not dominated by the students who have high achievement.

From the description of the problems above, it can be seen that there were many problems that occurred in the writing teaching learning. The researcher assumes that one of factors, which causes the problems of teaching learning writing process in the first grade students of Class X.A. of SMA N 1 Godean is the use of activity in the teaching learning writing.

#### **4. Media**

In the teaching and learning process, the teacher did not use media to help him explain the lesson to the students. It also happened in the teaching writing. There was no media which related to writing teaching which was used.

The teacher only used Look Ahead book as the sources of writing teaching. It shows that the sources of teaching learning writing are not various. The book consists of four language skills' tasks; they are listening tasks, speaking tasks, reading tasks, and writing tasks. However, it does not provide various writing learning materials which can help the students improve their writing skill. The problems related to the teacher and the students can be overcome if the teacher provides interesting writing activities to encourage the students do not bored. Then, the problem related to the material sources of writing can be solved if the teacher as a facilitator of teaching and learning seeks these with the students. With good activities used in the teaching and learning process of writing, the teacher could help the students improve their writing skills.

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

As stated earlier, the students had problems in writing descriptive text. The problems are influenced by some aspects which have been stated in the identification of the problem. The researcher limits the study on the implementation of field trip as the activity to teach descriptive writing. It is impossible for the researcher to handle all problems identified above because of the broad scope of this study and the limited skill of the writer herself. Therefore, the researcher just focuses on the effort to improve the students' writing skill especially in writing descriptive text by certain activity that is field trip.

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

Based on the background of the problem, identification of the problem, and limitation of the problem, the problem is formulated as follow.

How could field trip be implemented to improve students' writing ability to write descriptive texts?

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

Based on the formulation of the research question above, the objective to be achieved in this research study is to describe the implementation of field trip to improve students writing ability to write descriptive texts.

**F. Significance of the Study**

This research is expected to give some contributions as presented below.

1. For the school, the result of this research can give the contribution to the teaching learning activity especially in English writing.
2. For the English teachers of SMA N 1 Godean, the research can provide some input in making efforts to solve the difficulties in teaching descriptive writing and to design the learning of writing descriptive more creatively and innovatively.
3. For the students of SMA N 1 Godean, the research can provide some input to improve their skill in writing descriptive and to provide interesting nuance in learning process.
4. For researcher herself, the research can develop her mind through the process of problem solving and be a valuable experience related to her knowledge in research on education.
5. For the other researchers, this research gives motivation and information to conduct further research in order to increase the quality of English teaching learning especially in writing.
6. For the readers, this research can be used as a reference in solving problem related to English writing.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents theories which undergird this research. The discussion of this chapter is divided into two main parts: theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories and research studies which relate to the topic. In the conceptual framework, the researcher relates the theory to the study.

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

This subchapter discusses some related theories which are related to the study and are divided into five parts. The discussion of each part will be presented below.

##### **1. Writing**

###### **a. The Nature of Writing**

Writing is one of language skill which is defined by Brown (2001:335) as “the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals”. From the statement, writing means productive skill as spoken skill. Writing is a productive skill as a speaking skill. Written language is produced in written form, whereas spoken language is produced in spoken and understandable with the listening way. Therefore, written language is represented by spoken language.

A sufficient skill is needed to produce a good written language as stated by Brown (2001:335) that “writing products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally”.

In line with it, Anthony Seow cited by Richards and Renandya (2002:315) states that there are four main stages of the process of writing, that is planning, drafting, revising and editing. Planning or prewriting is an activity that encourages the students to write. Drafting is the process of gathering ideas for the first time. Revising is the stage of reviewing the texts on the basis of feedback given. Editing is the process of tidying up the texts for grammar, spelling, punctuation, diction, sentence structure and accuracy for preparing the final draft.

It can be concluded that writing is a written productive language skill. The purpose of writing skill is to share information from spoken language into written language. It needs a great thinking to produce writing which begin from getting main idea, planning, and revising procedure. To reach the whole, it requires the specific skill which not all the people could develop it.

#### **b. Micro-skills of English Writing**

Writing is not a simple thing. A language learner should master the microskills in writing so that they can produce a good result in their writing. Concerning this, Brown (2001: 343), lists the twelve skills that must be mastered by the students to increase the writing skills. They are as follows.

1. Producing graphemes and orthographic pattern of English.

2. Producing writing at an efficient rate of speed to suit the purpose.
3. Producing an acceptable core of words and use appropriate word order patterns.
4. Using acceptable grammatical systems (e.g. tense, agreement, and pluralization) pattern, and rules.
5. Expressing a particular meaning in different grammatical forms
6. Using cohesive devices in written discourse
7. Using the rhetorical forms and conventions of written discourse
8. Appropriately accomplishing the communicative functions of written texts according to form and purpose.
9. Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
10. Distinguish between literal and implied meanings when writing.
11. Correctly conveying cultural specific references in the context of the written text.
12. Developing and using a battery of written strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the details above, those skills must be mastered by students when they are going to write. Those skills must be wholly mastered due to the

fact that writing is not only a process but also a product. Therefore, the writing products can be understood well by readers.

### **c. The Process of Writing**

According to Harmer (2005:4-6), the writing process divide into four stages: planning, drafting, editing, and final draft. All the stages of writing process are explained below:

#### **1) Planning**

It is the first stage of writing process when the writers plan, try, and decide what they are going to say before starting to write. It might involve making detailed notes. There are three issues i.e. purpose, audience, and content structure that must be considered in planning to write. The purpose of writing will influence the type of the text to produce, the language use, and the information. Secondly, the audience will influence the shape of the writing (how it is laid out, how the paragraph are structured), and the choice of language such as formal and informal tone. Thirdly, the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which are decided to include.

#### **2) Drafting**

Draft is the first version of a piece of writing. A number of drafts might be produced on the way to the final version, as the writing process proceeds into editing.



### 3) Editing (reflecting and revising)

It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy.

Reflecting and revising are often helped by other readers who comment and make suggestions. The reaction of readers to a piece of writing will help the author to make appropriate revisions.

### 4) Final Versions

It is the last stage of the writing process when the written text is ready to send to its intended audience.

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

There are many kinds of teaching writing. A teacher should be able to decide a type of teaching which is appropriate to the students. The appropriate teaching writing can help the students to produce a good result in their writing. According to Brown (2001:343), there are five major categories of writing performance in the teaching of writing skill. The following will be described each of the writing performance.

#### 1) Imitative writing

At the beginning level of learning to write, students will write the simple thing, such as: English letters, words, or writing sentences if it enables to do this thing. Some steps are needed to notice bearing on this kind. They are:

- a. Teacher reads a short paragraph once or twice at normal speed.

- b. Teacher reads the paragraph in short phrase units of three or four words each and each unit is followed by a pause.
- c. During the pause, students write exactly what they hear.
- d. Teacher then reads the whole paragraph once more at normal speed so students can check their writing.
- e. Scoring of students' written work can utilize a number of rubrics for assigning points. The evaluation can pay attention on spelling, punctuation and grammatical.

## 2) Intensive writing

This writing level is higher than imitative writing. The process of intensive writing can be carried out into two ways, that is, controlled writing and guided writing. Controlled writing is conducted to know to what extent the students' competence comprehend about field or topic or theme that is given by their teacher.

Some activities of controlled writing in the writing instruction are presented below.

- a. Writing sentence or dialogue form which is read by teacher.
- b. Altering a given structure on paragraph that given by teacher, e.g. students may be asked to alter or change all present tenses into past tenses.
- c. Answering sequences of reading questions into written form.

While guided writing is carried out by giving guidance towards students, they can produce writing. In the guided writing, students are given freedom to write with their own words.

Instruction of guided writing can be realized in the activities below

- a. Teacher plays a videotape and students will be asked to retell by answering serious questions supplied by teacher
- b. Summarizing reading (texts) that have been read
- c. Writing a letter, message, invitation or advertisement where teacher will give guidances: Write a paragraph based on the sequences of pictures
- d. Continuing a story where the story is not complete on the last part
- e. Writing the simple dialogue by using functional structures and expression
- f. Completing a simple dialogue which the dialogue has blank part (two lines or more) that supplied intentionally by teacher.
- g. Making a narrative paragraph from a dialogue.
- h. Making a dialogue from narrative paragraph.
- i. Writing a gap dialogue or one side dialogue.

### 3) Self writing

This writing level will give students opportunity to pour all ideas or notions on a paper. Students are free to determine topics or theme what they will write.

Diary or journal writing is included into this level. However, in many circumstances a dialogue journal, in which a student records thoughts, feelings, and reactions and which a teacher reads and responds to, has two audiences (reader and writer).

#### 4) Display writing

For academic purpose, a whole array of display writing techniques is one of the academic skills that students need to master. The activities of writing fall into display writing are short answer exercises in writing, essay writing, and research reports, etc.

#### 5) Real writing

It is the last level of writing. This level is divided into three subcategories, such as:

- a. Writing is concerned with the academic purpose
- b. Writing is dealt with vocation or occupation, and
- c. Writing is based on personal affair, e.g. diaries, letters, post cards, notes, personal messages, and other informal writing, especially within the context of an interactive classroom.

### **e. Forms of Writing**

According to Troyka (1987:3), writing is divided into four types, namely narration, description, exposition, and argumentation. All the types of writing are explained below.

## 1. Description

Description is writing about the way persons, animals, or things appear (Hefferman and Lincoln, 1986:106). It concentrates primarily on things (nouns) such as a person, a place, and an object, rather than concerning itself with the actions (verbs) in which the things (nouns) participate. Descriptive writing permits people to share their sensual impressions of a person, a place, or an object. The writer vividly describes something so that the reader can form a mental image of it (Risenberg, 1989:79). It appeals to the reader's senses of sight, sound, smell, taste, and touch.

For example:

### **Niagara Falls**

Niagara Falls is a famous area of waterfalls. It is one of the most beautiful natural wonders of North America. It is on the Niagara River, about halfway between Lake Erie and Lake Ontario. The Niagara River forms part of the border between Canada and the United States. At Niagara Falls, Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side. Niagara Falls really has two waterfalls. The Horseshoe Falls are in Canada, and the American Falls are in the United States. The Niagara River drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshoe Falls. They are not as high as the American Falls, but they are 2,600 feet (792 metres) wide—about 0.5 mile (0.8 kilometre). The American Falls are about 1,000 feet (305 metres) wide. Beyond the falls are the Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the rock. At night, colored lights shine on the thundering falls. About 10 million people visit Niagara Falls each year.

(Doddy, 2008:112)

## 2. Narration

In contrast with description, narration is more than description. The description focuses its attention only on nouns whereas narration focuses on both nouns and verbs (the actions). Narrative writing has been defined as the kind of writing that simply records a series of events. Its subject matter is people and actions which it organizes in space and time (Sternglass,1983:111). Therefore, narrative writing tells about what is happening or what happened.

Narrative essay can be really enjoyable to write and to read. According to Rachmadie and Karim (1997:155) the purpose of a narrative may be to reflect, entertain, inform, explain or persuade the readers. A narrative may be told in first or third person. The chronological order such as from what happened first to what happened next is common in narrative.

For example:

### **Three Foolish Sons**

There was a rich man who had three sons. They lived in a large house in the town of Keelung in northern Taiwan. One day, he said to his sons, "You are no longer children. You must do something to earn your own living. When I die, I am not going to leave you very much money. I started with nothing and made a fortune by working hard. You must do the same. Now, here is two hundred dollars for each of you. You can use it to start your own business."

The three sons went off separately. The eldest son met a hunter. He thought that hunting would be fine so he bought a gun from him for two hundred dollars. The second son met a basket maker. He bought a set of tools from him so that he could make baskets. The third son met a doctor who told him that he had a medicine which could cure all diseases. He bought it from him for two hundred dollars. When the rich man heard what his sons had done with the money he had given them, he was very angry. "What stupid sons I have!" He said. One day, the

eldest son tried to shoot a fly on his father's forehead. Instead, he killed his father. The second son picked up his tools and tried to repair the damage to his father's head. The third son tried to cure his father with medicine which he had bought. Everyone said that the three sons were very foolish. They had spent all their money uselessly. (Doddy, 2008:39)

### **3. Exposition**

Expository writing often called informative writing because it seeks to give information and to explain if it is necessary. In line with Langan (1986:111) in expository writing, the writer provides information about a particular subject. It focuses on the subject being discussed whom the writer wants to influence. Exposition writing includes reports of observations, ideas, facts, and statistics. It can be found in textbooks, encyclopedias, technical and business reports, books of nonfiction, magazines, and newspapers.

For example:

#### **Studying a Foreign Language**

I believe that all students in all countries should study a foreign language. First, knowing another language can help you in your life. If you speak more than one language, you have a better chance for a good job. Many businesses today deal with companies in other countries, and they need workers who can speak another language. Also, your life can be more interesting and exciting when you can talk to people from other countries, read their books, watch their movies, and sing their songs. Second, when you study another language, you learn about the world and its cultures. A language is not separate from the people who speak it. When you learn a language, you learn more than words. You also learn how the people think and live. In our small world today, it is very important for world peace that we understand each other. Finally, when you study a different language, you learn about yourself. Learning another language gives you the

chance to look at your own language and culture through someone else's eyes. For example, English uses only one word for you. When an American studies Spanish and learns that Spanish has two words for you, the American may ask, "why does English have only one word for you?" the American is learning about his or her own culture. For all these reasons, I think that the world would be a better place if all students everywhere studied a foreign language. (Jill Singleton, 2005: 27)

#### **4. Argumentation**

Argumentation is often called persuasive writing because it aims at persuading and convincing the reader of the writer's point of view on a particular issue.

According to Stevens (1983:184), argumentation is a form of persuasion that seeks to make us change our beliefs or actions by appealing not to our emotions but our reason, by using logic and evidence to establish the truth of an assertion.

Therefore, it focuses on the reader whom the writer wants to influence. It is in contrast with expository writing that focuses on the subject being discussed. Persuasive writing can be found in editorials, reviews, sermons, research proposals, opinion essay in magazines, and books that argue a point of view.

For example:

##### **Hands-Free, Not Risk-Free**

It's HAZARDOUS to use a handheld mobile phone while driving, so many people turn to hands-free models. But they are also dangerous, say researchers at Israel's Assaf Harofe Medical Centre. They had 41 people sit in front of a bowl, stare at the centre and hit a button when they saw a light twinkle. First they took the test without distractions. Then they did it while using a speakerphone and, on average, missed twice as many lights. "Missing one point



may be important while driving,” says study author Yaniv Barkana, now a fellow at The New York Eye and Ear Infirmary. “That could be a car barking.” To be safe, pull over, park, then chat. (Reader’s Digest, 2005 April:136).

## **f. Descriptive Writing**

### **1. Definition**

Description is writing about the way persons, animals, or things appear (Hefferman and Lincoln, 1986:83). In line with Smalley (1982:51) and Langan (1986:111) in Karim (1997:126), description is verbal picture of a person, place, or object. Thus, a descriptive text is the one that describes a person, place, or object. To describe someone or something, do it as vivid and real as possible. It can be done by observing and recording specific details of the person, place, or object that attract to the readers’ senses.

According to Sternglass (1983:109), the primary function of descriptive writing is to evoke sensory impressions of people and things. On the other hand, Berry (1974:109) states that successful description makes the readers see, hear, smell, taste or feel as the particular situation demands. Description has a purpose to help readers understand the material qualities and fundamental structure of physical objects, organisms, and phenomena. The writers guide the emotional responses of readers by selecting sensory details referring to sight, heard, smell, touch or taste to create a dominant impression.

Berry (1974:110-112) mentions three attributes of effective descriptive writing. The first is clarity of expression. It means that the writer must describe every item so clearly that the reader can see the subject completely on the first

reading. The second attribute is fidelity to actual fact. The writer should tell the truth. There is only a constant and forth right attempt to be accurate. The third attribute of effective description is overall interest or appeal. One can find the qualities that first attract him by looking hard at the subject to be described. One should strive to describe those qualities in a manner that will create the same attraction for his readers.

The characteristic of descriptive is focus on specific participants, elaborate use of sensory language, the series words seems rich, vivid, and lively, and use of simple present tense. Body paragraphs with topic sentences and other sentences that contain sufficient evidence, sensory details, and comparisons to support the dominant impression. And the last, in the final of description is a conclusion. A strong conclusion reinforces the dominant impression and draws the essay.

Generic structure of descriptive consists of (1) identification which is identify phenomenon to be described and (2) description in which describe parts, qualities and characteristics. And then, the language features of descriptive such as (1) focus on specific participants, (2) the use of attributive and identifying processes, (3) the use of simple present tense.

#### **g. The Purpose of English Instruction in Senior High School**

In English lesson of Senior High School, there is the purpose that must be reached by students. The purpose also gives the role to teacher to conduct the teaching learning process. Based on the competency standard and the basic

competence in the School-Based Curriculum (Permendiknas, 2007:356), the purposes of English lesson are stated below:

1. The students are able to develop the communication competence in spoken and written to reach informational literary grade.
2. The students are able to have awareness of the importance of the English to improve competition in global society.
3. The students are able to develop understanding about the relation between language and culture.

Furthermore, the standard of graduate competency based on Permendiknas (2007:358), the students must be able to master four skills, i.e. listening, speaking, reading and writing. They are stated below:

#### 1. Listening

The students are able to understand meaning in the spoken of simple transactional and interpersonal discourse either in formal and informal way in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review, in the context of daily life.

#### 2. Speaking

The students are able to express meaning orally in the simple transactional and interpersonal discourse either in formal and informal way in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review, in the context of daily life.

### 3. Reading

The students are able to understand meaning in the simple transactional and interpersonal discourse either in formal and informal way in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review, in the context of daily life.

### 4. Writing

The students are able to express meaning in the simple transactional and interpersonal discourse either in formal and informal way in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review, in the context of daily life.

#### **h. The Writing Instruction in Senior High School**

Writing is the one of skills that must be taught for students in which concluded in English lesson. According to Permendiknas (2007:41), the standard of competence and basic competence of English writing for the first grade students of Senior High School are presented below.

**Table 1: Standard of Competence and Basic Competence of Writing Skill for Senior High School Students Grade X Semester Two**

Standard of Competence	Basic Competence
12. to express meanings of short functional texts and simple essay in the form of narrative, descriptive, and news item in daily life contexts.	12.2 to express meaning and rhetorical steps in the simple essay by using some kinds of written language accurately, fluently, and communicatively in daily life context accessing science in the form of narrative, descriptive, and news item.

Based on the competency standard, the students are able to express meaning in the short written functional text and simple essay in the form of recount, narrative, procedure, descriptive and news item in the context of daily life.

Based on the syllabus, the material of English writing for the first grade senior high school is about making the text in the form of recount, procedure, news item, narrative, and descriptive. The learning activities involve making drafts, correcting the friends' work, revising, and producing a text.

In this study, the researcher focuses on the teaching descriptive writing for the students in the first grade of senior high school. It is based on basic competency in English lesson of class X of second semester which claims It is expected the students to be able to produce the text in the form of descriptive, beside of narrative and news item.

In fact, the students still face difficulties in producing descriptive text. The product of descriptive text which is constructed by the students did not show the expected competency. Descriptive text needs the harmony and logical thinking. To make the descriptive clear, the writer have to consider the rule of the words use generally, the sentence use, spelling, and punctuation. It needs the logical thinking and the knowledge of the students to make the text understandable.

Cohesive and coherence are needed to write a good paragraph. Cohesive is needed to form a human thinking in forming the words, sentences, and the continuous inter sentences and paragraph. On the other hand, the coherence is needed to provide a human thinking in order to be systematic and logic.

A good paragraph has two rules i.e. cohesive and coherence of paragraph. Cohesiveness of paragraph can be formed with one main idea. The sentences in the paragraph must be arranged and it might not diverge from main idea. Coherence of paragraph could be formed through the arrangement of logical sentences. It needs the word conjunctions to arrange this paragraph appropriately.

Barnett (Nursisto, 2000: 28) states the characteristics of a good paragraph which is consist of meaning, message, thought, or main idea that relevant with the whole idea including one main idea construct the coherence and cohesive sentences logically and systematically.

Based on some theories above, the students are expected to have a good competence in writing. If the students able in producing a good paragraph, it means they also have a good logical thinking which is needed in their lives.

### **i. Teacher's Role**

One factor that influences the students' successes in learning is teacher's role. In education development, teacher's role comes to develop either in class or out of class. The instruction of writing learning will focus to the process of writing that lead to the product of writing. Teachers have responsible to develop the students' proficiency in writing. According to Brown (2001:167), the teacher play some roles in teaching learning process, i.e. the teacher as facilitator, participant, controller, director, manager and resource.

In similar, Harmer (2004:41-42) proposes that the teacher as a demonstrator, motivator, provoker, supporter, responder, and evaluator who help the students during in the teaching learning writing in class. Those are as follows:

#### **a. Demonstrator**

As a demonstrator, the teacher assists their students to comprehend and organize their writings. The teacher should be able to draw the specific types of writing to the students. It involves the writing conventions and the genre of writing.

#### **b. Motivator and Provoker**

As a motivator and provoker, the teacher can help the students to get the ideas because sometimes the students faced difficulties to express their ideas especially in conducting the prewriting and rewriting activities. Enthusing students with the value of tasks and making the process become fun for the students to overcome difficulties.

c. Supporter

The teachers facilitate the students in learning process such as help and guide them to overcome difficulties to reach the learning purpose.

d. Responder

The teachers respond to the content and construction of the students' written work and often make suggestions for improvement. In this phase, the teachers will not judge the work as the finished work, but there is still continuity to revise their work.

e. Evaluator

The teachers should evaluate the students' writing, include how well the students have done and what standard they have reached through progress or achievement test and the teachers can award grades to the students' work.

## **2. Field Trip**

### **a. Definition of Field Trip**

Field trip is an excursion which is arranged by the teacher to complete certain study experiences and it is the integral part of school curriculum (Sagala, 2006:214). Field trip as a learning strategy teaches the students with teacher's guidance to visit certain places with the purpose to learn. Krepel and Duvall (1981) argue that field trip is a trip arranged by the school and undertaken for educational purposes, in which the students go to places where the materials of instruction may be observed and studied directly in their functional setting: for example, a trip to a factory, a city waterworks, a library, a museum etc.



According to Hastuti (1976:38), field trip is intended to recognize more about the public, reality, and matters outside of school or house. Substantively, learning is not confined to the school's wall, but it can be done outdoor. It can offer life interlude for the students who usually feel boredom. She also states that field trip is the excursion which is held by school to learning purpose. The students go to a place where the lesson must be observed and learned directly.

There are various kinds of field trip in teaching learning. Panneerselvam and S. Santhanam (2006) define that there are various types of educational field trips which are conducted by the institution, namely local trips, community trips, tour or journey, imaginary tours, inter-school visits and individual trips.

It is appropriate to improve learning descriptive writing through field trip because by inviting the students near to the learning object, it could make them easily explore their ideas into written language. By field trip activity, all students have the chances to participate actively during learning process, so it is not dominated by the students who have high achievement.

The purpose of field trip in descriptive writing is intended to improve their writing skills in writing descriptive text. Through the observation, the students can develop their knowledge about the real object in the field. They can make a note about information that relate to the object that should be searched.

It can be conclude that field trip is one of strategy in learning writing, because it can improve the students' enthusiastic and motivation. Moreover, the field trip gives the different nuance in their learning in which the writing activity is usually conducted in classroom. The students become enjoy writing based on

their observation in the field. Their ideas will develop when they see the real object. They develop their awareness of circumstance so that it can form the activities such as the ability of observation, research, communication, and note the information which relate to everything that should be searched.

On the other hand, field trip needs preparation accurately and carefully. The teacher must conduct preparation to survey the place. The teacher must choose the facts which relate to the field trip purpose about the kinds of object that will be observed and the concept that is expected to make a conclusion which is appropriate with the students' thinking ability.

#### **b. Procedure of Field Trip**

According to Kartawidjaja (1988:44-46), there are three steps in using field trip.

1) Planning phase which is done by teacher and students together.

Field trip is the effect of need, because what is given in the class is not enough, so it needs direct observation. The objective of this activity should be discussed between the teacher and the students, so the students could choose the data which is relevant with what must be learned.

The objective of field trip should always be oriented. The students must notice and learn everything that must be learned. The students' attention will appear if there is the problem that must be solved. By using the directive, the students can see the matters which help to answer their questions and they have information about the problem which will be solved in their live next.

The teacher should know the place which will be visited through pre study about the transportation such as what are needed and also the cost. The time must

be determined. The trip might take the lesson time, but it might also take the time of another teacher. Therefore, it needs to be treated between fellow teachers in order that there is no misunderstanding between them.

During planning phase which is conducted by students and teachers, it can be determined that the problems just can be answered by collecting the data and information in the field. It could provide the students with the real orientation and also help them to focus their attention to something that must be seen. The problems must be informed so the students can be understood. The students must be trained not only the things that they often see, but also the things that is strange by them, the same and the new thing, and also the same and the different things. The writing descriptive task will encourage the students to search and make a note about the feature and the whole parts of the object, for example a specific place. The students must observe and make a note about the circumstance and the condition there.

Making a good note is making a note what they have seen that is appropriate with the purpose. The students will be familiar bring the notes which easy to bring so they could note, what they have seen. The students can use what they have learned after they have collected and making notes what they have observed. Then, the students will be able to answer the questions and to solve the problems. Sometimes the questions arise so that it can encourage them to go to the field to search information.

2) Conducting the training what is allowed or not when the field trip is held.

Field trip is held by personal or each class. The trip might be a survey to focus something which was determined. The purpose of this activity is to give the concrete orientation to the students. They should know where they will go and what they should do. The teachers divide the students in some groups to do the observation in the field. They must discuss how to see everything that must be seen, how to do the observation, and how to make a note about what they have seen and learned. The students must also discuss to interpret what they have seen in the field so that they can understand the condition in the field briefly.

3) Follow up. The application what had learned to the next activities.

Field trip will be effective if the activity result in the field will be discussed, evaluated, and there is continuity which is conducted in the classroom. Analysis of field trip study must be held as soon as possible after that is finished. The students make a trip evaluation which is appropriate with the purpose of teaching that was determined in the time of planning phase. The important things should get the specific attention and then the students make some notes about the faults done in the trip. The students' attitude must be controlled well by teacher. The teacher asked the students to make a descriptive text based on the object that they have observed in the field.

The evaluation of the field trip result is to measure how far the students get the understanding about the object observed and the problem faced. It is also important to take the side result what is expected from the success of field trip. It

might be the self motivation of students to make the project as the product of field study which have arisen their interest.

### **c. The Advantages and the Disadvantages of Field Trip**

According to Kartawidjaja (1988:48), there are the advantages and the disadvantages directly or indirectly in this technique. The use of field trip has some main advantages. They have a positive effect on learners' motivation. They are stated below.

Firstly, field trips are claimed to bring students nearer to the learning object, because this method faces the students to direct experience. It can stimulate the students to get the real information based on the object which is observed in the field.

Secondly, the experience of field trip might be the base of the other learning activities. By the experience in the field, the students are motivated to learn more.

Thirdly, field trip can influence the students to be aware with the environment. It enables learners to develop their thinking about what is going on in their world around.

Fourthly, field trip can develop the lesson in class to the reality. It enable the students to learn the lesson not only the theory but also the reality which is happening in the daily life.

Fifthly, field trip gives interlude in the boring class. It enables the students to get different nuance when they learn because this method bring them to go outside. They can explore their ideas by observing the object in the field.

Finally, field trip influence the students get the answer of the problems and the questions through seeing, hearing, trying and bearing to the object directly.

However, the field trip also has the disadvantages. They are stated below. First, it needs responsibility that involves any part and all of permissions. Second, sometimes the students' discipline becomes the problem. Third, the transportation is hard to get and almost expensive. Fourth, it needs the serious monitoring. Fifth, if it is not planned seriously, the result will be not useful whereas it spent the worth time of learning activity. Sixth, the improper plan can impress that this method is not effective. Seventh, if the field trip often to be practiced, it could disturb the way of lesson plan. Eighth, the wrong transportation can cause the accident on the way.

#### **d. The Ways of Field Trip**

Kartawidjaja (1988: 48-49) also states some ways holding the field trip in order to the activities will be run well. Therefore, the problems which are explained above must be reduced minimally as possible.

- (1) Planning to do field trip well done.
- (2) The transportation should be planned well done.
- (3) The teacher must believe that the field trip has the high education value which directly relate to what is taught in class.
- (4) In the planning process, the teacher should visit the object area and talk about it there.
- (5) Taking permission to the principal.
- (6) Permission to the students' parents.

- (7) The teacher must explain to the students the objective of field trip such as what should be learned and what should be seen.
- (8) Monitoring the students.
- (9) Handling the minor incidents so what is not intended might not happen.
- (10) What have been learned in field must be reviewed and evaluate in the class.

Field trip gives the chance for students to see the reality world in the real situation and condition so it would expand social attitude and students' academics.

## **B. Action Research**

According to Mills (2003:5), action research is defined as any systematic investigation conducted by teacher researchers, administrators, counselors, or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach, and how their students learn.

Koshy (2010:1) states that action research is a specific method conducting research by professionals and practitioners with the purpose of improving educational practice. It supports practitioners to find ways in which they can provide good quality education by transforming the quality of teaching related activities, thereby enhancing students' learning.

Carr and Kemmis in Burns (1999:30) suggest that action research is a form of self reflective enquiry done by participant in social situations (e.g. teachers,

students, school principal in educational situation) for improving their own social and educational practices, and the situations in which these practices are carried out.

It can be concluded that action research is collaborative efforts to solve the crucial problems in certain school in which all members including teachers, students, principal and administration staff are responsible to alter what is happening in the school.

According to Winter in Suwarsih Madya (2006:27), the action research have some principles that must be guided. They are as follows:

1. The Reflective Critic

This principle has some procedures. The base procedure to construct this principle have three steps such as collecting of field note made by research participant, explaining the reflective of notes, and changing the statement to become the question.

2. The Dialectical Critic

This principle is fulfilled with the whole observation and limited it briefly so that it could be identified as a specific effect. Field notes is an event that is ready to be analyzed and to be proposed as series of tendencies that have ready to be criticized. The characteristic of this critic is the investigation of the whole relation context that is a unit although it is separated and changed. The principal of this critic is separated but still in the relation context, the one but it is vary and also tend to change.



### 3. The Collaborative Resource

The researcher should realize that he or she is also the part that is researched. The researcher is not only the observer but also involved directly in the research process. The difference of view affected something that is truly rich. The research objectivity could be more valid by the collaborative resource.

### 4. The Risk

The research initiator should be ready to take a risk in the research process. It includes the failure of hypothesis.

### 5. The Compound Structure

The compound structure should be fulfilled in action research. If there is many things in learning, the element should join in the study related each other.

### 6. Theory, Practice, and Transformation.

Theory and practice is the world that is not different. Both support each other and interrelate. The researcher action is not absolutely true because the research condition is never complete.

Those principles above should be attentive so that it could control the research.

## **C. Conceptual framework**

Considering the basic competency in English writing of class X of second semester which claims that the students must be able “to express meaning and rhetorical steps in the simple essay accurately, fluently, and acceptable in daily life context in the form of narrative, descriptive, and news item”, the researcher is

convinced that the students should master the writing skill as the basic skill. The writing skill in this research is about writing descriptive text.

Based on the class observation in class X.A of SMAN 1 Godean, the researcher finds some problems appeared in the process of writing descriptive text. There problems arise from the students, teacher, materials, media, method and place. Learning writing especially descriptive writing sometimes seems to be bored for students moreover when the method and media are still conventional. It is due to the English teacher who do not found when the effective teaching activity which could be used to develop the students' writing skills. On the other hand, the classroom condition which is not comfortable can disturb the students' concentration during the teaching learning process. Those cases caused the students to become not interested and passive so that the students' writing skill is still low.

The using teaching strategy is assumed to be able to improve learning activities. The running of writing learning process needs an effective strategy. It needs a period of time and efforts to reach a successful writing instruction. A writing teaching and learning process is said to be good if the teacher provides effective way for the students. Effective ways can be defined as strategy that can attract students' interest in writing descriptive text.

Realizing the problems above, the researcher concludes that there is a learning strategy that should be done to make students interested in doing the writing activity. Field trip is selected as a teaching technique of descriptive writing because it was fun activities. It is believed that the use of field trip will

initiate their participation and interest toward the teaching material, which hopefully can improve their writing skills during the learning process. Through field trip the students are motivated to learn writing. Besides being fun, it also has some other advantages. Field trip could stimulate the students to be more active in exploring their ideas to write. They also develop their interpersonal skills with their friends because the activity requires them to do in groups.

Field trip as one of learning strategy is assumed to be able to improve the activities, especially students' writing skill in writing descriptive text. This technique could help the students linked the knowledge conveyed at school with everything that had been around by the students in daily life. However, description is the writing which the purpose to give the object details so it could give sensitivity effect and the imagination of reader or hearer. Field trip is an activity series which is done outside as a strategy to bring students nearer to the purpose of the object. It has been done because learning descriptive writing needs directly observation to an object as a source of description. By using field trip, it is expected that the students' writing skill will improve.

### **CHAPTER III**

#### **RESEARCH METHODS**

This chapter consists of seven parts namely type of the research, setting of the research, subjects of the research, data collection technique and research instrument, technique of data analysis, validity of the research, and procedure of the research. Each of them will be presented in the following discussion.

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

This research is a classroom action research. The purpose of this action research was to improve students' writing skill. This action research is the collaborative, which involved the English teacher as the collaborator and the researcher. The researcher cooperated with the English teacher of Class X.A in SMA N 1 Godean to improve the students' writing skill in writing descriptive text by giving field trip.

#### **B. Setting of the Research**

This part consists of two issues, the first issue is the place of the research and the second issue is the schedule of the research. Each part is discussed below.

##### **1. Place of the Research**

This research was conducted in SMAN 1 Godean, focusing in Class X.A. It is located at Jl. Sidokarto No.5 Godean, Sleman, Yogyakarta. The school has 15 classes. Each class consists of 36 students. Totally, there were 540 students, one school principal, 36 teachers, two school guards, and three English teachers. There were some problems of students' writing skill in this school. Therefore, the

researcher chose the school as the research place in order that the students' writing skill in this school would be better.

## **2. Schedule of the Research**

The researcher conducted an action research in the second semester of the academic year of 2011/2012. Before the action was implemented, the researcher would conduct the first observation which is expected to find various problems in English writing. The first observation conducted in the teaching learning process on March 2012. Furthermore, the action conducted during two months from April to May 2012. In conducting the actions, the researcher followed the English schedule of class X.A of SMAN 1 Godean because the researcher conducted the action research in this class.

### **C. Subjects of the Research**

This research involved the English teacher, the students of Class X.A which consisted of 36 students and the researcher herself who worked cooperatively as a team in conducting this research.

### **D. Data Collection Technique and Research Instrument**

The data collected were qualitative and quantitative. The qualitative data were the description of the process during the action, interview transcripts, observation, field notes and photograph, whereas the quantitative data was the students' writing test. The instruments for collecting the data were an observation guideline, an interviewing guideline, a camera and students' writing task. To get those data, the researcher collected the data used some data collection techniques as follows:

### 1. Observation

Observation was used to record the teaching learning process relates to the weakness and obstacles that were found in the research. The instrument of observation was observation guideline. The researcher used it to observe the application of the field trip activity in the teaching and learning process of writing. In addition, the researcher and the collaborator could see and take notes of students' writing progress. The data from the observation were field notes.

### 2. Interviews

Interviews were conducted to obtain the data about the problems related to the English teaching and learning process in the class. The instruments of interview were interview guidelines. The interview guidelines were used to gain the opinions and responses from the students and the collaborator before and after the implementation of the research.

### 3. Documentation

Madya (2006:86) states that photographs are beneficial to record necessary events and to support other recordings. In this research, the documentation was done by taking some pictures when the teaching and learning process is running. The instrument that was used in documentation was a camera. The data was in the form of photographs.

### 4. Test

The tests were used as a monitoring instrument which could show the improvement of students' writing skills in descriptive text. The test was pre-test. The pre-test was used to know the students' ability in learning writing before the

actions were implemented. The result of this test was used to support the data of the observation and interview. The data gathered from the test was in the form of the students' scores and it belongs to the quantitative data.

#### **E. Technique of Data Analysis**

The analysis of the data was supported by the field notes, the observation, the interview, the photographs, the questionnaires, and the result of the pre-test and post-tests, which describes the teaching learning process in the classroom. The data analysis was acquired by the reflection of the research cycle. This reflection was useful for the researcher to interpret the data. The result of the reflection was used as the base to determine the process of follow up to the next cycle to achieve the purpose of action research.

#### **F. Validity of the Data**

According to Anderson et al in Burns (1999: 161-162) there are validity criteria namely, democratic, outcome, process, catalytic, and dialogic validity.

##### **1. Democratic Validity**

In this stage, the researcher had the occasion to work collaboratively so that the researcher could receive the complex opinions from the English teacher as a collaborator and the students toward the actions implemented such as teaching learning process inside and outside the class. The researcher interviewed the stakeholders of SMA N 1 Godean (teacher and students) during the research. They were given chances to express their opinions, comments, and suggestion toward the problems faced where the focus was to look for the solution of the

problems. Their opinions, comments and suggestion were important to improve the next actions.

## **2. The Outcome Validity**

In the outcome validity, the researcher and the collaborator saw the result of the actions which were done inside and outside the class. The result might be the data which were positive and negative. The negative data was also taken because it was important as a process to determine the problem to the next actions. On the other hand, some indicators that shown the improvement of the students' writing skill were formulated together, namely the students were willing to explore their ideas, the students were confident to write in English and they were willing to write the descriptive text.

## **3. The Process Validity**

The process validity was fulfilled by reflecting on the data collection from classroom observation, interview with students and English teacher, and discussion with collaborator. The researcher and the English teacher examined and identified the data to answer the questions occurred during the process.

## **4. The Catalytic Validity**

The researcher gave opportunity to the collaborator and the students to deepen their understanding of the research. The participants responded the changes occurring to themselves. The researcher got the catalytic validity by monitoring the cycle of the action plans, implementations and its observation, and reflections that were done at the first grade students of SMA N 1 Godean.



## **5. Dialogic Validity**

In this validity, the researcher and the collaborator have dialogue to evaluate the actions after concluding some actions. They did the reflection to find the weaknesses. The result of this reflection was the suggestion which was important to improve the next actions.

## **G. Procedure of the Research**

### **1. Determining the Thematic Concern-Reconnaissance**

The researcher conducted the Reconnaissance to find out information concerning students' writing ability in producing descriptive text. In the reconnaissance step, some activities conducted. They observed the teaching and learning process, conducted the interviews with some students of X.A in SMA N 1 Godean and the English teacher. Based on the observation and interview, the researcher found and identified the existing problem.

Therefore, the researcher thought that field trip as a strategy technique was needed by the students. The field trip used in the teaching writing by the researcher and collaborator. It was expected to improve students' writing ability in writing descriptive text.

### **2. Planning**

After the problems were identified, the researcher made some planning to determine the actions that were possible to be implemented in the action research. In planning the actions, the researcher cooperated with the English teacher of Class X.A of SMAN 1 Godean. In this step, the researcher and the English teacher as collaborator prepared the teaching learning technique that was considered

suitable to solve the problems, prepare the material to teach and prepare the instruments to collect the data.

### **3. Action and Observation**

After the planning was made, the actions implemented in the class. Based on the agreement between the researcher and collaborators, the actions were implemented in some cycles. Cycle I consisted of three meetings. In the Cycle I the researcher conducted the object observation session of writing activity to the research subject at outside the class. The purpose of the Cycle I was to improve the students' writing abilities in descriptive text. Furthermore the Cycle II was to continue the previous action which was not success, so the researcher would conduct the next action.

The researcher and the English teacher did the observation and recorded the students' activity in teaching learning process and did the interview with some students after the English lesson finished. Based on the observations, field notes and interview with the students' responses in the actions, the researcher and the collaborator discussed the implementation of the actions and analyze the result. The discussion was used as an evaluation that would be used to improve the next actions.

### **4. Reflection**

In this last step, the researcher and the collaborators conducted a reflection of the action implemented. The teacher and the collaborators discussed the reflection that was made. This reflection was used to review the study that had been conducted. It was done to find strengthens and the weakness of the first

cycle. If the actions carried out were considered effective, the researcher continued to implement it by giving different topic of descriptive text to the students. However, if the actions were ineffective, the researcher tried to find the suitable actions to improve students' writing ability in the next cycle.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

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

#### **A. Reconnaissance**

##### **1. Identifying the Field Problems**

In this step, the researcher identified some problems which occurred in the process of writing activities at Class X.A, SMAN 1 Godean Yogyakarta. In identifying the field problems, she observed the classroom activities, interviewed the teacher and the other research team members, and gave a questionnaire and pre-test to the students. The observation and interview were conducted in the third and fourth weeks of March 2012. The result of the classroom observation is presented in the form of vignette below.

Place: SMA N 1 Godean  
 Class of X.A  
 Date: Tuesday, March 20<sup>th</sup>, 2012  
 Time: 08.30 – 09.15  
 R: Researcher  
 ET: English teacher

The researcher met the English teacher and had a discussion about the research. After that, the teacher invited the researcher to see the teaching and learning process in the class directly. The lesson started at 08.35 a.m. The English teacher came to the class with a greeting “*Good morning*”. Some students answered the greeting “*Good morning, Ma’am*” however some other students were noisy. ET introduced R to the students. ET said “*R will teach you for some meetings*”. Then, the R introduced herself to the students.

After that, the lesson was started and ET asked “*Open the book on page 167*”. The students opened their book whereas some students talked with their friends. ET asked the students to read an example of descriptive text in which the topic was describing place. After 10 minutes, ET asked “*Have you finished?*” the students kept quiet, and the other answered “*Not yet*”. Some questions to the students dealing with the topic and language features of the text. The teacher asked “*What type of this text?*” Some students tried to answer the teacher’s question and they said “*Descriptive text, Ma’am*”. ET asked “*What is the text talking about?*”. The students answered “*The Borobudur Temple*”.

Then, ET discussed the topic of the text and explained the language features found in the text. **(1) Some students talked with their friends and did not pay attention to the teacher’s explanation.** ET asked the students to read the text and translate it together. When translating the text, the students were not able to translate some unfamiliar words. **(2) They did not open the dictionary.** Hereafter, ET asked the students to do the task on page 168. “*Please answer the questions on page 168!*”. Some students were interested to do the task, yet some other students were noisy and busy doing other things.

After 15 minutes, ET asked the students to submit their work. ET gave them homework on page 169. “*I will give you homework on page 169*” “*Please submit it in the next meeting!*” **(3) The class was over without summarizing the materials.** The ET did leave-taking to close the meeting. In the next meeting, the R checked the students’ writing. **(4) There were some mistakes in vocabulary usage, grammar, and punctuation in their writing.** In addition, **(5) they also could not develop ideas well by getting stuck in the ideas generation phase.** **(6) They had difficulties to write a simple good paragraph and even a good sentence.** **(7) The teacher checked the students’ written but not all the writing aspects were checked.** Then, ET gave the students’ written work to the researcher because the teacher and the researcher determined to investigate the students’ problems in writing.

From the vignette, it can be implied that the process of English teaching and learning in X.A did not run very well. The students were noisy during the lesson. Besides, they also had difficulty in mastering English, especially writing. It can also be seen from the result of the interview done after observing the teaching and learning process. The following are some interview transcripts which show students' difficulties:

- R: "*Kesulitannya dalam menulis apa, Dik?*"  
 ("What is the difficulty of writing?")
- Ss: "*Kesulitannya ya kata-katanya itu mbak...*" (S5) (S35)  
 ("It is the vocabulary, Miss.")
- R: "*Vocab ya?*"  
 ("It is vocabulary, isn't it?")
- Ss: "*Iya vocabulary itu, Mbak.*" (S5) (S35) (S22)  
 ("Yes, the **vocabulary**, Miss.")
- R: "*Selain kosakata, apalagi yang sulit?*"  
 ("What else?")
- Ss: "*Oya grammar juga susah, mbak.*" (S22)  
 ("I think **grammar is also difficult**, Miss")  
 "Iya, grammar, mbak." (S26) (S35)  
 ("Yes, the grammar, miss")  
 "*Susah nyambungin kata-katanya jadi kalimat.*" (S22)  
 ("**It was difficult to connect the words become a sentence.**")  
 "*Nyusun paragrafnya mbak.*" (S35)  
 ("**It was difficult to arrange the paragraphs**, Miss.")  
 "*Sering bingung mau nulis apa, gak punya ide.*" (S5) (S26) (S31) (S35)  
 ("**I often confused what I want to write, I don't have idea**")
- R: "*Oh begitu ya. Terus kalo pelajaran tadi gimana?*" "Ada kesulitan nggak?"  
 ("Oh, I see. What about the lesson today? Did you have any difficulties?")
- Ss: "*Ya yang seperti kubilang tadi, nulis tu banyak susahnya.*"  
 (S5) (S22) (S35)  
 ("Yes, like what I have said before, **writing has many difficulties.**")  
 "*gak menarik sih, bosenin jadinya.*" (S31) (S26)  
 ("**It was not interesting so that we bored.**")
- R: "*Jadi menurut kalian yang paling susah tu writing ya? Nah, menurut kalian kalau menulisnya nanti pake tahapan gimana? nanti kita pakai gambar dan kunjungan ke suatu tempat untuk observasi? Biar lebih gampang nulisnya.*"  
 ("So, do you think that the most difficult language skill is writing, don't you? What is your opinion if the writing needs some steps? We will use picture and visit a place to conduct observation? So the writing will be easier.")
- Ss: "*Setuju, mbak. Kalo pake gambar terus kunjungan ke suatu tempat kan*

*pasti seru.*” (S22) (S26) (S35)  
 (“We do agree. Using pictures and visiting a place are very interesting.”)  
*“Dibikin yang menarik biar nulisnya nggak kerasa susah.”* (S5) (S31)  
 (“It should be more interesting, so we can enjoy the writing.”)

R: Researcher Ss: Students (Interview 4, March 20<sup>th</sup>, 2012)

R: *“Pelajaran tadi gimana, Adik-adik? Tadi kan disuruh nulis, gimana ada kesulitan?”*

(“OK. What about the lesson today? You were asked to write, weren’t you? Did you have any difficulties?”)

Ss: *“Ya, lumayan sulit, Mbak, lagian kurang menarik.”* (S2) (S13)

(“I think it was **difficult** and **uninterested**, Miss.”)

*“Susah jadi rasanya gak semangat ngikutin pelajaran, Mbak.”*

(S21) (S32)

(“It was difficult so that **I was not excited to join the lesson**, Miss.”)

*“Lumayan sulit, jadinya saya ngantuk.”* (S8)

(“**It was quite difficult so that I felt sleepy.**”)

R: *“Memangnya susahnya dimana?”*

(“Could you show me the difficulty?”)

Ss: *“Susah, Mbak. Pas baru mau nulis aja udah bingung.”* (S21) (S32)

(“It was difficult, Miss. **To begin with writing was just confusing.**”)

*“Nyusun kata-kata sama kalimatnya susah.”* (S2) (S13)

(“**It was difficult to arrange the words and sentences.**”)

*“Pokonya susah Mbak, gak tau kata-kata terus juga gak punya ide buat nulis.”* (S8)

(“It was quite difficult, Miss. **I didn’t know the vocabulary and also I didn’t have idea to write.**”)

R: *“Jadi, kalian bingung tentang kosakata dalam bahasa inggris, ide tulisan, sama susunannya gitu?”*

(“So, you are confused with the vocabulary in English, ideas and organization, aren’t you?”)

Ss: *“Iya, Mbak.”* (S2) (S8) (S13) (S21) (S32)

(“Yes, Miss.”)

R: Researcher Ss: Students (Interview 5, March 20<sup>th</sup>, 2012)

After doing the interview to the students, the researcher gave a questionnaire to the students in the next meeting. It was conducted on March 26<sup>th</sup>, 2012. The results of questionnaires can be seen in Appendix 5 on page 159-160.

Then, the researcher was conducting a pre-test. It was conducted on March 27<sup>th</sup>, 2012. Pre-test was conducted to measure the students' current writing proficiency. The results of pre-test can be seen in Appendix 9 on page 214.

From the sample of students writing in the pre-test below, it can be implied that the students could not generate ideas well. They could not write their writing around 100 words. The students also made some mistakes in vocabulary, grammar, and language use aspects, such as agreement and preposition. The following is an example of the students' works.



Name: Inneke Rin K.F

Cass: XA

Please write your descriptive here, around 100 words.

Taman Pintar

Identification Taman Pintar is one of tourist resort in Yogyakarta, where  
which is visited  
a lot visited by childrens. It is located near Malioboro or rather in  
south east of Malioboro.

Description Generally, the people come with <sup>their</sup> child. The courtyard of Taman  
Pintar <sup>has</sup> there many games for kids, such <sup>as</sup> swimming pool. There <sup>are</sup> 3 buildings  
Paud, memorial, and oval building. In Paud building only the kids can  
enter. <sup>are allowed to enter this place</sup>

Score I (by English teacher):  
50

Score II (by Researcher):  
50

$$\begin{array}{r}
 C: 2 \\
 O: 2 \\
 V: 2 \\
 W: 2 \\
 M: 2 \\
 \hline
 10
 \end{array}$$

Figure 1: The students' writing in pre-test

Name: Yuli Ratnasari

Cass: X A (32)

Please write your descriptive here, around 100 words.

MONJALI

Identification Monjali or Monumen Jogja Kembali is one of some monuments  
in Jogja. It is located  $\pm$  5 km west turn of the Prambanan temple.

Description The form of Monjali is cone. It has 3 floors. In <sup>down stair</sup> under floor  
there are some collection of horse train. There is also a chair <sup>which</sup> ever use  
as Pangeran Diponegoro.

by

Score I (by English teacher):

40

$C = 2$   
 $O = 1$   
 $V = 2$   
 $11 = 1$

40

$C = 2$   
 $O = 2$   
 $V = 2$   
 $LV = 2$   
 $M = 2$

---

10

Score II (by Researcher):

50

Figure 2: The students' writing in pre-test

After doing the reconnaissance, the researcher obtained the problems in the English teaching and learning process especially writing. Those problems can be seen in the following table.

**Table 2. The field problems in English teaching and learning process in Class X.A SMAN 1 Godean Yogyakarta.**

No	Problems	Data sources			
		O	I	Q	P
1	When the teacher came to the class, the students were not ready to study yet.	√	-	√	-
2.	Many students considered English as a difficult subject.	√	√	√	-
3	The teaching and learning process was lack of using media.	√	√	√	-
4	The technique applied was not attractive and interactive.	√	√	√	-
5	Some students played with their classmate while the teaching-learning process was in progress.	√	√	√	-
6	Some students liked walking around the classroom during the activities.	√	-	-	-
7	Some students were afraid of being pointed out.	√	√	-	-
8	The teacher sometimes did not give a warning when some students talked to their friends.	√	-	-	-
9	Most students had difficulties in using the appropriate vocabulary.	√	√	√	-
10	The students had difficulties in pronouncing English words.	√	√	-	-
11	The students were lazy to look up new words in dictionary.	√	√	√	-
12	The teacher did not give any comments to their work.	√	√	-	-
13	Most students had difficulties in generating ideas.	√	√	√	√
14	Most students did mistakes in grammatical	√	√	√	√

	features.				
15	Most students did not pay attention to spelling, capitalization, and punctuation.	√	-	-	-
16	Most students had difficulties in organizing the paragraph.	√	√	√	√
17	The students did not have much time in the process of writing.	√	√	-	-
18	Some students had low motivation to join the class activities.	√	√	√	-

O: Observation

I: Interview

Q: Questionnaire

P: Pre-test

Based on the identification above, there were some problems related to the process of teaching-learning in writing. They are gained based on the data sources such as observation (O), interview (I), questionnaire (Q) and pre-test (P). Since the focus of the study is on the implementation of field trip to improve the students' writing skills, the problems solved in this study were those related to the process of writing teaching-learning especially of the descriptive text.

**Table 3. The problems related to the process of writing teaching learning.**

No	Problems	Data source			
		O	I	Q	P
1	When the teacher came to the class, the students were not ready to study yet.	√	-	√	-
2	The teaching and learning process was lack of using media.	√	√	√	-
3	The technique applied was not attractive and interactive.	√	√	√	-
4	Some students played with their classmate while the teaching-learning process was in progress.	√	-	-	-
5	Most students had difficulties in using the appropriate vocabulary.	√	√	√	√
6	The students were lazy to look up new words in dictionary.	√	√	√	-

7	The teacher did not give any comments to their work.	√	√	√	-
8	Most students had difficulties in generating ideas.	√	√	√	√
9	Most students did mistakes in grammatical features.	√	√	√	√
10	Most students did not pay attention to spelling, capitalization, and punctuation.	√	√	√	√
11	Most students had difficulties in organizing the paragraph.	√	√	√	√
12	The students did not have much time in the process of writing.	√	√	-	-
13	Some students had low motivation to join the class activities.	√	√	√	-

O: Observation

I: Interview

Q: Questionnaire

P: Pre-test

Based on the problems related to the process of writing teaching-learning, the researcher and the teacher discussed the main causes of the problems. The result of the discussion between the researcher and the teacher was used to fulfill the criteria of democratic validity. It was agreed that the main causes of those problems are presented below.

1. The lack of student's motivation in teaching- learning process.
2. The lack of students' vocabulary.
3. An ineffective strategy in teaching-learning process of writing.

The teacher asked the researcher to propose some action plans to overcome the field problems. Since those problems were categorized as motivation and writing skills problems, the students needed activities which can improve their ability. The researcher and the English teacher chose field trip as an activity to solve those problems. This process is said to be valid since it was done in line with the concept of democratic validity in which the researcher worked

collaboratively with the English teacher as the collaborator to determine the problems and find the solution.

## **2. Planning the Actions to Solve the Field Problems**

After the researcher and the English teacher identified the most important problems that needed to solve, they discussed again the main problems. The researcher and the English teacher agreed that those problems above were related to writing skill. Then the researcher and the English teacher tried to look for the appropriate way to improve the students' writing skill. Finally, the English teacher asked the researcher to make some actions plans to overcome the field problems. This was done to fulfill the democratic and dialogic validities. The actions were intended to overcome the problems of the students who had difficulty to generate ideas for writing the descriptive text and the students who lack of grammar and vocabulary. The actions planned are as follows.

- a. Introducing field trip and explaining the topic of the lesson by using power point in the form of slide show.
- b. Improving students' vocabulary by implementing field trip.
- c. Employing stages of English teaching-learning cycle in the process of writing teaching learning.

The focus of the action in this cycle was to improve the students' writing skill. The researcher introduced field trip as a preparation before conducting field trip by using power point in the form of slide show. She had to make them understand about the field trip activity that would be conducted. She used a picture of beach as a media to introduce field trip to the students, because the

beach is one of interesting place that could attract the students' attention. It could be an illustration for the students to do field trip. She also delivered some questions to brainstorm the students about what should they do when conducting field trip. By showing a picture of beach in the slide show, the researcher expected the students could understand about field trip which would be conducted.

The researcher used power point in explaining the materials to the students during teaching learning writing in the class. She used this media because some students' problems in the class that they did not pay attention to the teacher's explanation and they were bored to listen the explanation using text book and white board. By using power point, the researcher could add interesting pictures as illustration to attract the students' attention. She expected that the students were more interested and enjoyed in listening her explanation during writing teaching learning process in the class.

Considering the weaknesses of the students' ability, the researcher decided to implement field trip to improve the students' writing skills. The implementation of field trip was intended to make the students more interested in the topic of teaching-learning process. It would also help the students to express their ideas in writing the descriptive text. Besides, field trip activity which was conducted outdoor would be able to give different nuance in their learning process. It could encourage them to learn directly with the real object. It could also create the classroom management well.

The English teacher suggested that the actions above should be conducted based on the curriculum applied in the school. She showed the materials used for the English subject. After that, she asked the researcher to select the competency and the suitable theme. Because the materials in this research were to teach the students about the descriptive text, the researcher proposed the lesson plan using the text based syllabus in employing the stages of English teaching-learning in teaching and learning process of writing. The text-based syllabus was appropriate in teaching the text type because there were some stages the researcher could use in helping the students comprehend the text. Those stages are BKOF, MOT, JCOT and ICOT. Then, the teacher agreed with the researcher's planning.

### **3. The Relationship between the Field Problems and the Actions**

After the actions were designed, the researcher related the field problems to the actions designed. The following table shows which field problems can be solved with the actions that have been designed by the researcher.



**Table 4. The relationship between the field problems and the action.**

Field Problems	Actions
1. When the teacher came to the class, the students were not ready to study yet.	1. Using power point in the form of slide shows to explain the topic of the lesson.
2. The teaching and learning process was lack of using media	
3. The technique applied was not attractive and interactive.	
4. Some students played with their classmate while the teaching-learning process was in progress.	2. Employing the stages of English teaching-learning cycle in teaching learning process of writing.
5. Most students had difficulties in using the appropriate vocabulary.	
6. The students were lazy to look up new words in dictionary.	
7. The teacher did not give any comments or correct their work.	
8. Most students had difficulties in generating ideas.	
9. Most students did mistakes in grammatical features.	3. Improving students' vocabulary by implementing field trip.
10. Most students did not pay attention to spelling, capitalization, and punctuation.	
11. Most students had difficulties in organizing the paragraph.	
12. The students did not have much time in the process of writing.	
13. Some students had low motivation to join the class activities.	

FP	A
1, 2, 4, 13	1
1, 4, 5, 6, 8, 9, 10, 11, 12, 13	2
3, 5, 6, 8, 13	3

## **B. Report of Cycle I**

### **1. Planning**

The actions plan included some activities, which were addressed to overcome the problems. Three actions planned above were implemented in the teaching and learning of reading using the text-based syllabus. Those actions were implemented based on the time that had been scheduled. The implementations of the three actions were on April 23<sup>rd</sup>, 2012, April 24<sup>th</sup>, 2012, April 30<sup>th</sup>, 2012, May 1<sup>st</sup>, 2012, and May 7<sup>th</sup>, 2012.

The focus of the action in this cycle was to improve the students' writing skill. The researcher implemented field trip technique in order to improve students' writing skill especially in writing the descriptive text. The researcher used this technique as a part of the English teaching learning process. In the first meeting, the descriptive texts used were 1) Pingvellir, 2) The Tower of London, and 3) Niagara Falls.

There were four meetings in this cycle. In the first meeting, the researcher introduced field trip and gave them the materials in the syllabus. In the second meeting, the researcher implemented field trip by giving homework to visit a place. Then, in the third meeting the researcher asked the students to produce descriptive text. In reference to the problems that had been determined, the

researcher and the English teacher hoped that the first cycle could change writing teaching and learning process into the following conditions:

- a. The students could improve their writing skill,
- b. The students became active in writing class activity, and
- c. The students had high motivation in joining the class.

To achieve the expected situation, the researcher and the English teacher planned to implement some actions in Cycle 1. The researcher designed some steps in employing the stages of English teaching learning process of writing to solve the problems related to writing skill above; those are:

- a. Using power point in the form of slide shows in explaining and exploring the descriptive text in BKOF and MOT stages,
- b. Implementing field trip as a pre-writing planning strategy in JCOT stage, and
- c. Employing stages in the teaching learning process of writing descriptive text in ICOT stage.

## **2. Action and Observation in Cycle 1**

In implementing her actions, the researcher worked collaboratively with the English teacher. When the teacher was acting as the teacher, the English teacher sat at the back observing everything that happened in the classroom during the actions. As stated in the planning stage, the whole actions in this cycle focused on using field trip to improve students' writing skills. The description of the actions in Cycle I is explained as follows.

- a. Using power point in the form of slide shows in explaining and exploring the descriptive text in BKOF and MOT stages.

In BKOF stage, the researcher used power point in the form of slide shows as a media to introduce field trip to the students. She presented a picture of beach on the LCD and asked the students some questions that related to the field trip. There were five questions that delivered to the students such as “What picture is it?” “Where do you usually find the beach?” “What can you do if you go to the beach?” “What did you see, hear, smell, and touch there?” “What other places have you ever visited?”. The questions were answered by the students enthusiastically. It can be seen from the following field note and pictures:



**Figure 3. The picture of a beach**

*Ketika Ss siap mengikuti pelajaran, R menampilkan gambar pantai melalui LCD untuk memperkenalkan field trip kepada Ss. Ss menatap gambar tersebut dan berkomentar “Wow, gambar pantainya bagus”. Kemudian R memberikan beberapa pertanyaan kepada mereka, yaitu “what picture is it?” Ss serentak menjawab “beach”, R melanjutkan pertanyaan lainnya. Ss berebutan menjawab pertanyaan, mereka sangat antusias walaupun sebagian dari mereka menggunakan Bahasa Indonesia. R kemudian memperingatkan Ss untuk menggunakan kamus.*

(When the Ss were ready to study, the R displayed a picture of beach through LCD to introduce field trip to the Ss. Ss saw the picture and said “**Wow, what a nice picture!**”. Then, the R delivered some questions to them, namely “What picture is it?” Ss answered “beach”. R continued the next questions and Ss scrambled to answer the questions. They were very enthusiastic although some of them were using Indonesian. Then, R warned them to use

dictionary.)

R: Researcher Ss: Students (Field Note 7, April 23<sup>rd</sup>, 2012)



**Figure 4. One of the students answered the researcher's questions.**

Afterwards, the researcher presented three pictures of tourist resorts such as Niagara Falls, Jaya Wijaya Mountain, and Ujung Kulon. She asked them to match the pictures with the right description. The activity above was described in field note 7.

*Peneliti menampilkan 3 gambar tempat wisata kepada Siswa, yaitu Air Terjun Niagara, Puncak Jaya wijaya, dan Ujung Kulon. Kemudian peneliti meminta Siswa untuk mencocokkan gambar tersebut dengan deskripsi yang tepat. Dalam kegiatan tersebut, siswa sangat antusias, mereka berebut untuk menjawabnya dan mereka pun dapat mencocokkan gambar tersebut dengan deskripsi yang tepat.*

(The R displayed three pictures of tourist resort to the students such as Niagara Falls, Jaya Wijaya Mountain, and Ujung Kulon. She asked them to match the pictures with the right description. In the activity, Ss could match the pictures with the right description. In this activity, **the Ss were very enthusiastically raised their hands up, and they could match the picture with the right description.**)

R: Researcher Ss: Students (Field note 7, April 23<sup>rd</sup>, 2012)

The researcher also had an interview with some students about that. It can be seen in the interview transcript below

R: *Gimana pelajaran dengan tampilan gambar-gambar tadi, dik?*  
 (What do you think about the teaching learning using the pictures?)  
 Ss: *Asik, Miss. Gambarnya banyak dan bagus-bagus.*  
 (**It was interesting**, Miss. **The pictures were nice.**)  
 R: *Terus pertanyaan tadi gimana? gampang nggak?*  
 (And what about the questions which were delivered? Was it easy?)  
 Ss: *Lumayan gampang, Miss. Sampai rebutan jawabnya.*  
 (**It was easy**, Miss. We answered together.)

R: Researcher Ss: Students (Interview 7, April 23<sup>rd</sup>, 2012)

In MOT stages, the researcher displayed an example of descriptive text entitled “Pingvellir” and then distributed handouts which were used to help students understand the lesson. The researcher asked the students to study the text. After that, they discussed the text including the topic, the generic structure, and the grammatical pattern used in the text. She explained the rules of simple present tense. The students paid attention to the researcher’s explanation. Then, they asked to answer five comprehension questions related to the text.

After that, the researcher displayed text entitles “The Tower of London” completed with the picture illustration but without capital letter and punctuation. The purpose of this task is to help the students understand about mechanic aspect in writing, i.e. punctuation and capitalization. The researcher asked the students to rewrite the text with correct punctuation and capitalization. The students paid attention to the text displayed and focused to do the task.

#### b. Implementing field trip as a pre-writing planning strategy (JCOT stage)

In the JCOT stages, the researcher gave the next task to the students to write a descriptive text entitles “Niagara Falls” based on the information provided. Before they started to write, the researcher asked them to read the information first. The students found some difficult terms in the information and checked them

in the dictionary, but they did not get the appropriate meaning. Some students asked the terms to the researcher curiously. Then, the researcher presented some colorful pictures related to the terms. The students paid attention to the researcher explanation. The researcher also asked them some questions related to the information and the students answered enthusiastically, they also said that the pictures are wonderful. The class was handled well by the teacher. The students continued the task and then submitted it when time is up.

Before the students conducted the field trip, the researcher explained it by showing the picture of beach through LCD. The researcher also distributed observation sheet to help the students to make a note in the field. The observation sheet consisted of location, characteristic and the things that can be caught by senses. The researcher explained the purpose of field trip activity to the students. The students paid attention to the researcher's explanation. After that, the researcher gave the students a task to conduct the field trip as their homework. She let them to decide the place to visit. She asked them to bring their observation result in the next meeting. The students were very enthusiast to do the task. It can be seen in the following data.

*Peneliti memberikan tugas field trip kepada siswa sebagai tugas rumah. Siswa diminta untuk mengunjungi suatu tempat dan melakukan observasi. Hasil observasi tersebut ditulis dilembar observasi yang telah diberikan oleh peneliti. Siswa sangat bersemangat untuk melakukan kegiatan field trip. Mereka banyak bertanya pada peneliti.*

(R gave field trip task to the Ss as a home work. Ss were asked to visit a place and observe it. The observation result must be written on the observation sheet that was given by R. **Ss were very enthusiastic to do the field trip. They asked many questions to the R.**)

R: Researcher Ss: Students (Field note 8, April 24<sup>th</sup>, 2012)

In the next meeting, the researcher asked the students about the field trip task in the previous meeting. Most of them finished their task, but there were two male students who have not finished yet. They said that they forgot to do it. The researcher noted their name in the attendance list as a punishment to them. Then, she asked the other students about their feeling when conducting field trip. They answered together with different opinion. Most of them were happy and enthusiastic in conducting field trip. It can be seen in the interview transcript below.

<p>R: “<i>Adik-adik gimana tugas field tripnya sudah selesai?</i>” (Have you had finished the field trip task?) Ss: “<i>Sudah, Miss.</i>” (Already, Miss). R: “<i>Gimana perasaan kalian selama kegiatan field trip?</i>” <b>(How do you feel when conducting the field trip?)</b> Ss: “<i>Senang banget, Miss.</i>” (S16) (S12) (S9) (S26) (S34) <b>(I was very happy, Miss)</b> R: “<i>Kenapa?</i>” (Why?) Ss: “<i>Bisa refreshing.</i>” <b>(I could refresh my mind)</b> (S9) “<i>Menarik.</i>” <b>(It was interesting)</b> (S16) “<i>Mengasyikkan.</i>” <b>(I was enjoy to do that)</b> (S26) “<i>Gak bosenin.</i>” <b>(It was not bored)</b> (S34) “<i>Belum pernah dikasi tugas field trip, jadi ini tuh hal baru buat aku.</i>” (S12) (We have not given the field trip task yet, so <b>it was something new</b> for us.)</p> <p style="text-align: right;">R: Researcher Ss: Students (Interview 10, April 30<sup>th</sup>, 2012)</p>
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After the researcher asked the students, she checked their observation result. The students showed their observation sheet to the researcher and also their photograph in the location when they conducted field trip. They also asked some questions related to vocabularies. Most of them observed rice field because they said that it was near in their living area. After checking their work, the researcher made column and asked the students one by one to write on the whiteboard on the



column provided. The column consisted of things that can be caught by senses, and then location, and characteristics. The students were enthusiastic to fill the columns on the white board. It can be seen in the following data.

*R membuat tabel di papan tulis. Kemudian, R meminta Ss untuk maju dan menuliskan deskripsi tempat di tabel yang sudah tersedia. Tempat tersebut berdasarkan hasil aktivitas field trip yang telah Ss lakukan. Tempat yang dipilih adalah sawah karena sebagian besar SS mengunjungi tempat tersebut. Ss terlihat antusias dan berebut maju untuk mendeskripsikannya.*

(R made table on the white board. Then, she asked students to describe the place on the table provided. The place is based on field trip activity that they have had done. The place is rice field because most of students visited that place. **They looked enthusiastic and raised their hands up in order to be called by R to describe it.**)

R: Researcher Ss: Students (Field note 10, May 1<sup>st</sup>, 2012)



**Figure 6. One of the students participated to write their work on the whiteboard.**

When the students participated to write in the white board, the researcher walked around to monitor the other students' activities. When she monitored them, they were asking to her about some words that they did not know the meaning in English. The researcher asked them to check in dictionary. After the students finished write on the whiteboard, the researcher checked it. The

researcher found some mistakes words and corrected it. The students paid attention to the researcher seriously.

After finishing teaching in the class, the researcher conducted interview some students and the English teacher to support his observation. She interviewed them in the class to know more deeply whether the students were really enthusiastic and interested in joining the writing activity or not. This is one of English teacher's responses in the form of interview transcript.

R: *Menurut Ibu bagaimana penerapan tugas field trip yang saya berikan, Bu?*  
(What do you think about the field trip task that I was given to the students, Ma'am?)

ET: *Menurut saya sangat menarik, mbak. Lagipula saya belum pernah menerapkan aktivitas field trip ini selama mengajar. Saya amati anak-anak sangat tertarik dan antusias mengikuti kelas writing. Mereka aktif maju ke depan kelas, dan mereka tidak malu bertanya. Mereka juga mendapatkan banyak kosakata baru dari aktivitas field trip ini.*

**(I think it was very interesting.** Moreover I never implemented the field trip task before. I saw **the students were interested and enthusiastic in joining the writing class. They were participated actively and they were not shy to ask question. They also got many vocabularies in this activity.)**

R: Researcher ET: English Teacher (Interview 9, April 30<sup>th</sup>, 2012)

To support the previous data showing that the students were interested in joining the writing class by implementing field trip, the researcher also interviewed some students in the class.

R: *"Adik-adik, menurut kalian pembelajaran menulis dari kegiatan field trip gimana?"* (What do you think about writing teaching learning using field trip?)

Ss: *"Menyenangkan, Mbak."* **(It was fun,** Miss.) (S1) (S7) (S27)

*"Menarik."* **(It was interesting.)** (S22) (S13) (S30)

R: *Kalau lembar observasi yang saya kasi kira-kira membantu gak? Kenapa?*  
(What about the observation sheet? Did it help you? Why?)

Ss: *"Membantu sekali, kita jadi tau apa aja yang mesti dicatat, terus kalau gak tau artinya kan tinggal cek di kamus."*

**(It was very helpful. We could understand everything that should be noted.** Then, we checked the meaning in the dictionary if we didn't know.) (S22) (S30) (S7)

*“Iya, sangat membantu, Mbak.” (S1) (S13) (S27)*  
 (Yes, **it was very helpful**, Miss.)

(R: Researcher Ss: Students (Interview 12, May 7<sup>th</sup>, 2012)

c. Writing descriptive text by using the result of field trip (ICOT stage)

In the ICOT stage, the activity was writing a descriptive text. The researcher asked the students to develop their ideas into a descriptive text based on the observation result. The students had to make a draft of descriptive text. Before they began to make a draft, the researcher asked the students about text organization and language feature of descriptive text. The students answered correctly and began to make a draft seriously. The researcher monitored them. It can be seen in the picture below.



**Figure 7. The students wrote a draft seriously.**

Most of the students were active in this activity but some male students were not. Some male students made a joke with their partner and the researcher warned them to write seriously. Most of the students asked to the researcher when the researcher walked around to monitor them. They asked about the grammar in the sentences that they made and also the vocabulary. The researcher answered

the students' question one by one. The researcher also warned the students to focus on the organization of paragraph, present tense, spelling, and punctuation.

Because the time was insufficient, the researcher asked the students to continue their task at home and bring it to the next meeting. In the next meeting, the researcher walked around the class to check the students' work. Most of the students had done it although some male students have not finished yet. After the students finished their work, they discussed it with the researcher. Through this activity, the students were expected to be able to know and understand the meaning of the words and they could memorize the words easily.

Then, the researcher asked one student to write her work on the white board. The student wrote the descriptive text of Godean Market. Meanwhile, the researcher asked the other students to exchange their work each other and make correction. The researcher checked the student's writing on the white board and found some mistakes in spelling and grammar. She gave a chance to all students to correct it, hopefully they could learn from correcting their friends' work. There were many students were actively involved but the other kept silent. When the researcher gave feedback to the students' work seriously, they paid attention to the researcher's explanation.

### **3. Reflection**

After implementing the action, the researcher and the English teacher as a collaborator reflected on the action done. The researcher had a discussion with the English teacher in order to evaluate the actions. The discussion was done based on the observations in the teaching learning process, the students' opinions, and the

comments from each research member. From the reflections, she found the findings that there were some results involving the successful and unsuccessful actions. And there were three main actions in Cycle 1, using power point in the form of slide shows to explain the descriptive text in BKOF and MOT stages, implementing field trip technique in the pre-writing of descriptive text in JCOT stage, and using their observation result in field trip task to write a descriptive in ICOT stage. The results of the reflections of the actions in Cycle 1 are as follows:

- a. Using power point in the form of slide shows to explain and to explore the descriptive text in BKOF and MOT stages.

The first action in employing the stages of writing teaching and learning was using picture through slide shows as a media to introduce field trip to the students. After introducing field trip, the researcher used power point in the form of slide show to explain the descriptive text. The use of power point was aimed to build the students' knowledge about field trip, descriptive text, then to explain the definition of the descriptive text, the examples of descriptive text, and to introduce briefly the generic structure of the descriptive text. Based on the observation which was done through writing in the form of field notes and interview transcripts, in this reflection stage the researcher classified the result into two main results, i.e. improvement and weaknesses. The improvements of the actions will be described as follows.

- 1) Using power point in the form of slide shows was interesting.

Using power point in the form of slide shows in explaining and exploring field trip and descriptive text were successful. It could be seen from the students'

responses who said that the slide shows were interesting because there were some pictures in the slide shows. This result is valid since it accomplished the requirements of the process validity and democratic validity. It is also valid based on the concept of investigator triangulation. The following interview transcripts show that the students were interested in paying attention to the researcher's explanation when she used power point in explaining the materials:

<p>R: "<i>Menurut adik-adik, penjelasan saya dengan power point menarik nggak?</i>" (According to you, was it interesting when I taught you by using power point?)</p> <p>Ss: "<i>Menarik miss, saya suka. Gambarnya bagus-bagus.</i>" (S20) (S33)  <b>(It was interesting, Miss, there were interesting pictures. I liked it.)</b>  <i>"Menarik, nggak bosenin. Gambarnya keren."</i> (S18) (S35) (S15)  <b>(It was interesting, Miss. The pictures were cool.)</b></p> <p>R: Researcher Ss: Students (Interview 8, April 23<sup>rd</sup>, 2012)</p>
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This is the following interview transcript between the researcher and the English teacher.

<p>R: "<i>Menurut Ibu, bagaimana pengajaran saya menggunakan gambar dan power point di kelas writing?</i>" (What do you think about the use of picture and power point in the teaching learning writing in the class?)</p> <p>ET: "<i>Sangat menarik ya, mbak. Saya lihat semua siswa memperhatikan penjelasan mbak Ayu, lagipula gambar-gambarnya bagus dan menarik.</i>"  <b>(It was very interesting, miss. I saw all the students paid attention to your explanation. Moreover the pictures were good and interesting.)</b></p> <p>R: Researcher ET: English teacher (Interview 6, April 23<sup>rd</sup>, 2012)</p>
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## 2) Using power point in the form of slide shows was helpful

Using power point in the form of slide shows in explaining and exploring descriptive text was helpful. It could be seen from the students' responses that when the researcher used power point in the form of the slide shows, they could understand the materials.

The following interview transcripts showed the students who said that power point was helpful in understanding the materials.

R: “*Adik-adik ngerti gak sama penjelasan saya tadi?*”  
 (Did you understand with my explanation?)  
 Ss: “*Paham mbak, kan waktu penjelasan ada contoh teks sama bagan-bagan yang nunjukin organisasi teksnya, jadinya saya ngerti.*”  
 (Yes, I did. **The explanations with example and charts showing the text organization could help me understand the text.**) (S36) (S24)  
 “*Ngerti, mbak. Beda sama guru yang jelasinnya cuma pake buku paket. Kalo mbak kan pakai power point gitu jadi mudah memahaminya.*”  
 (Yes, I did. **I could understand your explanation by using power point** rather than the teacher who explained by using text book.) (S3) (S25) (S32)

R: Researcher Ss: Students (Interview 8, April 23<sup>rd</sup>, 2012)

Although improvements could be gained in Cycle I, the implementation of using power point also had weaknesses that should be improved in Cycle 2. They are as follows:

The slide shows were too small. The problem was that some students who sit in the back line said that the slide shows were small so that they could not see the materials in the slide show clearly. The following is the interview with some students who sit in the back row. They said that it was interesting but they could not see the slide shows clearly because the slide shows were small.

R: “*Gimana penjelasan saya dengan power point tadi?*”  
 (What about my explanation by using power point in the teaching learning process?)  
 Ss: “*Menarik mbak, gambarnya keren. Tapi berhubung aku duduk di deretan belakang, slidanya kelihatan kecil, gak kelihatan jelas gitu.*”  
 (**It was good, miss. The pictures were cool. But I couldn’t see the slide shows clearly because it was small** and I sat in the back row.) (S19)

R: Researcher Ss: Students (Interview 8, April 23<sup>rd</sup>, 2012)

b. Implementing field trip as a pre-writing planning strategy (JCOT stage)

The second action in employing the stages of writing teaching and learning was using field trip technique in JCOT stage. In this stage, the researcher used field trip to help the students became more active in writing the descriptive text and help them to get ideas to write.

Based on the observations and the result of interviews, there were some improvements and weaknesses of the implementation of field trip technique in the first cycle. The improvements are described as follows:

Field trip activity could motivate students in writing vocabulary that would be developed in writing descriptive text. The following transcript is the teacher's response after the researcher asked her about field trip applied in writing descriptive text.

*"Saya lihat siswa termotivasi ya mbak setelah melakukan field trip. Mereka sangat aktif waktu disuruh menuliskan kosakata di papan tulis secara bergantian. Mereka bersemangat menuliskan vocabulary yang berhubungan dengan objek yang akan mereka deskripsikan."*

(I saw **the students were motivated. They participated actively** when they were asked to write the vocabulary on whiteboard. **They were enthusiastic to write the vocabulary related to the object that would be described.**)

(Interview 9, May 1<sup>st</sup>, 2012)

The following is the students' response in the form of interview transcript.

They said that they were more motivated in doing the field trip.

*"Waktu field trip kita semangat banget, bisa refreshing sambil ngerjain lembar observasi."*

(**We were enthusiastic when doing field trip, we could refresh our mind** and doing observation sheet.) (S12)

*"Waktu itu saya field tripnya ke sawah, disitu saya mengamati dan mencatat kosakata yang diperlukan. Saya jadi semangat ternyata kita bisa belajar dari objek nyata yang ada disekitar kita."* (I visited rice field. Then, I observed and noted vocabularies which were needed. **I was enthusiastic because I could**



learn from the real object in our environment.) (S16)

R: Researcher Ss: Students (Interview 10, May 1<sup>st</sup>, 2012)

The implementation of using field trip also had weaknesses that should be improved in Cycle 2. The weaknesses were that some students were confused to choose the suitable words and they needed guide from the researcher. This situation is shown in the following quotation.

R: “Adik-adik ada kesulitan nggak selama kegiatan field trip?”

(Did you find difficulties during field trip?)

Ss: “Gak ada.” (Nothing.)

Ss: “Ya. Bingung yang mau dicatet apa aja kosakatanya, miss. Tapi untungnya ada lembar observasi yang mbak kasi, jadi terbantu.”

**(I was confused with vocabulary that should be noted,** Miss. But there was an observation sheet which was given. It was helpful.) (S28)

“Kita tau bahasa Indonesianya aja, bahasa inggrisnya gak tau, jadinya sering-sering buka kamus.” **(We were confused. We knew the vocabulary in Indonesian but not in English.** So, we opened the dictionary very often.) (S4)

“Nggak ada yang mendampingi, cuma sama teman-teman aja perginya, kalo ada mbak ayu kan enak ada yang mengarahkan.”

**(There was no guiding.** It was better if you could guide us when we conducted field trip.)

R: Researcher Ss: Students (Interview 10, May1<sup>st</sup>, 2012)

c. Writing descriptive text by using the result of field trip in ICOT stage.

The implementation of writing descriptive text by using the result of field trip was successful. The students could use the words they gained in field trip to produce sentences. This activity was one of the activities to measure whether there was an improvement in their writing or not. Based on data from interviews, the researcher and the English teacher agreed that there was an improvement in their writing. This is the following quotation of interview with the students.

- R: “Adik-adik, gimana waktu menulis deskripsi dari hasil kegiatan field trip?”  
(What about writing descriptive after conducted field trip activity?)
- Ss: “Lumayan mudah dan membantu, miss. Kan waktu field trip nulis-nulis kosakatanya. Jadi tinggal nyusun kalimatnya dan ngembangin sampai jadi teks deskripsi.”  
(I think it was easy and helpful, Miss. I gained many vocabularies when conducted field trip. So, it could help me to arrange the sentences and develop it into descriptive writing.) (S12)
- 
- R: “Menurut adik-adik sudah ada peningkatan nggak setelah belajar menulis menggunakan field trip?”  
(According to you, is there any improvement or not if you write through field trip task?)
- Ss: “Lumayan ada peningkatan mbak. Banyak dapet kosakata, terus bisa nyusun kalimatnya juga.” (S33)  
(I think it increases. I got many vocabularies and I could arrange the sentences.)
- R: Researcher Ss: Students (Interview 12, May 7<sup>th</sup>, 2012)

This is the following interview between the researcher and the English teacher.

- R: “Menurut Ibu bagaimana penerapan field trip di Cycle I ini, Bu?”  
(What did you think about the implementation of field trip in the Cycle I, Ma’am?)
- ET: “Menurut saya sangat baik dan menarik, karena dengan penerapan field trip anak-anak sangat termotivasi dan enjoy dalam mengikuti pelajaran.”  
(“I think it was very good and interesting, because the students were motivated and enjoyed in the teaching learning process.”)
- R: “Terus, bagaimana perkembangan menulis siswa setelah kegiatan field trip ini, Bu?”  
(What do you think about the developing of students’ writing after field trip activity?)
- ET: “Saya lihat anak-anak lebih memiliki inspirasi untuk menulis. Karena inspirasi didapatkan langsung dari field trip sehingga memudahkan untuk menulis. Kosakata mereka juga bertambah. Mereka jadi bersemangat menulis, walaupun masih ada siswa yang salah dalam grammar dan penulisan kata karena kurang teliti.”  
(I think the students have inspiration to write. They got inspiration from field trip, so that they could write easily. They could improve their vocabulary mastery. They were also enthusiastic in writing although there were some students who made mistakes in grammar and vocabulary.)
- R: Researcher ET: English Teacher (Interview 15, May 8<sup>th</sup>, 2012)

The implementation of writing descriptive text by using the result of field trip also had weaknesses. Some students made mistakes in grammar and vocabulary in their writing. In addition, the researcher's voice was not so loud. This is the following quotation of interview with the students and English teacher.

<p>R: <i>"Gimana sudah ada peningkatan nggak setelah belajar menulis menggunakan field trip?"</i>          (According to you, <b>is there any improvement or not if you write through field trip task?</b>)</p> <p>Ss: <i>"Hmm belum, Miss. Masih bingung, susah grammarnya."</i>          (Hmm, not yet, Miss. I was confused. The grammar was so difficult.)</p> <p>R: <i>"Sekarang adik-adik suka menulis gak?"</i>          (Do you like writing now?)</p> <p>Ss: <i>"Suka, tapi takut salah."</i> (S21)  <b>(I like it but I am afraid to make mistakes.)</b></p> <p>R: <i>"Kenapa takut salah?"</i> (Why?)</p> <p>Ss: <i>"Karena belum ngerti banget grammarnya."</i>  <b>(Because, I do not understand the grammar well).</b></p> <p>R: <i>"Kan sudah saya jelasin ya, kok belum ngerti, Dik?"</i>          (I have had explained it, haven't I? Why do you not understand?)</p> <p>Ss: <i>"Masih bingung miss sama penggunaan grammarnya."</i>          (I was confused to use the grammar).</p>	<p>R: Researcher Ss: Students (Interview 14, May 8<sup>th</sup>, 2012)</p>
<p>R: <i>"Baiklah, apakah Ibu ada masukan buat saya?"</i>          (Okay, do you have suggestion for me?)</p> <p>ET: <i>"Saya fikir sebaiknya di siklus selanjutnya siswa diberi latihan grammar mbak, biar lebih faham. Oya satu lagi mbak Ayu volume suaranya tolong dikerasin lagi ya, karena akhir-akhir ini suaranya kurang jelas waktu mengajar."</i>          (I think in the next cycle <b>we should give them grammar exercise</b>. By the way, <b>your voice volume should be increased</b>, because recently I noticed your voice was not so loud when you taught in the class.)</p>	<p>R: Researcher ET: English Teacher (Interview 15, May 15<sup>th</sup>, 2012)</p>

In brief, the results of students' writing in Cycle 1 can be seen from the sample of students' writing presented below.



**Task 7. Write a descriptive text using the information you have gathered.**

Desi Puspita Sari

Here are what you should do.

12 / x A

1. Write a clear identification about the place which you have observed. (The name of the place/building/etc, the location, use linking verbs, simple present tense, and adjectives to describe the place).
2. Write the parts, the quality, and special characteristics of the place which make people interested to go there.
3. Glue the picture on a piece of paper.

<b>Title</b>	Rice field
<b>Identification</b>	<p>Rice field is a whole land to plant paddy for farmer. There is also rice field in my village. It is located in north of Paralean Wetan. It is about 100 meters from my house which is in the periphery of the village.</p>
<b>Description</b>	<p>The scenery of rice field is very beautiful. In north of rice field, there is scenery of mountain. In south of rice field, there are many houses of village.</p> <p>The rice field is very large. It is about 3 or 4 hectares. Many paddy sway slowly when there is wind blow. The air is fresh and clean heat.</p> <p>There are plants grow also in the rice field. The plants are papaya trees, banana trees, and grass. And there are animals live in field, such as snail, snake, eel, frog, crickets and many more.</p> <p>The soil of rice field is wet. It is water of irrigation. The sound of water flowing is same with a good music.</p> <p>The farmers work in rice field in the morning. They usually bring sickle, hoe or tractor to help them working.</p>

**Figure 9. Student's writing task in Cycle 1**

**Task 6. Visit a place you want to describe in your town. Take some notes of what you can see, hear, and touch. Collect as much information as possible about the place. Write them in the table provided. Take some pictures of the place.**

**The name of the place:** Progo River

	see	hear	touch
Agricultural Land scenery sand ice field grass tree no bridge visitor	River Mainstream Mount sudoro Mount Nterapi Mount Merbabu Mount Gumbing tributaries Kerinci river Bedog river estuary irrigation	tweet of bird water flowing wind	Sand, water, bridge

**Write the location/parts, the quality and the characteristics of the place that you visit in the table provided below.**

Location / part	Quality	Characteristic
Progo river is one of big river that crosser the city of Yogyakarta  -The area in Progo river is suitable for agricultural land	the wide of river is 2380 km.  The river is Kerinci long 140 km  The river is very amazing	The river is also used as irrigation  there is artwari which is usually called sand mining area.

**Figure 10. Student's observation sheet based on field trip implementation.**

**Task 7. Write a descriptive text using the information you have gathered.**

**Here are what you should do.**

1. Write a clear identification about the place which you have observed. (The name of the place/building/etc, the location, use linking verbs, simple present tense, and adjectives to describe the place).
2. Write the parts, the quality, and special characteristics of the place which make people interested to go there.
3. Glue the picture on a piece of paper.

Zulisha .Z.

XA/36

<b>Title</b>	Progo River
<b>Identification</b>	Progo river is one of big River that crosser the city of Yogyakarta. The wide of river is <sup>about</sup> 2380 km that passed central Java and Yogyakarta. The river is Very long about 140 km.
<b>Description</b>	<p>The mainstream of Progo river is Mount Sindoro, Mount Merapi, Mount Merbabu and Mount Sumbing. There are several tributaries that flow to Progo, namely Krasah River, and Bedog river. There is also estuary which is usually called as sand mining area.</p> <p>The area in Progo river is suitable for agricultural land. The plant of agricultural such as rice field. The river is also used as irrigation to agricultural. In the side of Progo river, there are many stores. Sand, rice field, grass, and trees.</p> <p>The Progo river is always visited by many people, because the river is very amazing. The visitor can enjoy the beautiful scenery from Kreo bridge. The air in this river area is fresh to heal. The wind is away strongly. The visitor can hear the sound of water flowing and tweet of bird. It is a suitable place to refresh our mind.</p>

**Figure 11. Student's writing task in Cycle 1**

From the sample of student's writing above, it can be implied that the students could generate ideas based on their observation in the field. They could gain many vocabularies from observation during field trip. The ideas and vocabulary related to content and vocabulary in the writing aspect. The organization of their writing is in a good arrangement because in the identification paragraph, for example in figure 4, the students could mention the place and the location. Then, in the description paragraph, the students could describe the place with the parts, quality, and characteristics. For example in the first paragraph, the student could describe the environment of the rice field area. Then, in the second paragraph, the student used adjectives to describe the quality of the place. In the third and fourth paragraph, the student could describe the characteristics of the rice field.

Unfortunately, the students made some mistakes in the vocabulary aspect, language use aspect and mechanic aspect. From the sample of student's writing in figure 4, there were some mistakes in the identification paragraph, namely in the grammar, agreement, article and vocabulary. The agreement mistake was in the first sentence that should be written in plural. In the third sentence, there were two mistakes in grammar and missing article. The grammatical mistake was a verb form that must be passive form, whereas the missing article was happen before the adverb of place. Then, in the fourth sentence there were missing vocabulary and inappropriate vocabulary.

The mistakes were happen again the next paragraphs in the part of description. In the second and third sentence of first paragraph, there were the



missing article and plural form. In the third sentence of second paragraph, there was a wrong vocabulary written in adjective form. The agreement mistakes and the missing article were still happen in the next paragraph.

From the second sample of student's writing in Figure 6, the student could generate the ideas well in writing. There were some mistakes in the organization aspect and mechanic aspect. The paragraph mistakes were in the first sentence of the first and second paragraph that should be given space in the first sentence for each paragraph. In the identification paragraph, the student described the size of river that should be in the description paragraph.

Then, the mechanic mistakes were related to capitalization in the name of city and river in the first and second paragraph. In the next paragraph, the mistakes were still happen again in capitalization mistake in the name of bridge in the last paragraph. There were also some mistakes in punctuation in the fourth sentence of the second paragraph in description paragraph. And the last, in the last sentence, there was a missing pronoun.

For the students' writing score in Cycle I, their score were various from lowest to highest. The lowest score is 55 and the highest score is 80. The example of students' writing score after the actions in Cycle I can be seen in the students' writing score in appendix 9 on page 215-216.

**Table 5. The Improvement of the Students' Scores in Cycle I**

<b>Writing Aspect</b>	<b>C</b>	<b>O</b>	<b>V</b>	<b>L U</b>	<b>M</b>	<b>Total</b>
<b>Mean of Cycle I</b>	3	2.45	2.9	2.5	2.8	13.6
<b>Mean of Pretest</b>	2	1.75	2	1.75	2	9.6
<b>Improvement</b>	1	0.7	0.9	0.75	0.8	4

C: Content

O: Organization

V: Vocabulary

LU: Language Use

M: Mechanic

In conclusion, there were improvements in students' motivation and students' writing skills whereas there were still some problems that emerged. The researcher and the English teacher decided to do next cycle to solve the problems and improve students' writing skills. From the result above, it can be said that the result of Cycle 1 is valid based on the concept of triangulation. It means that there are some improvements and weaknesses after the implementation of the actions based on some data in the form of field notes, interview transcripts, and sample of students' writing. It is also reliable because there were more than one observer in gathering the data.

#### **4. Summary**

Based on the reflection above, there were successful and unsuccessful actions in the Cycle I. The researcher describes them as follows.

##### **a. The Successful Actions**

- 1) Using power point in the form of slide shows in explaining and exploring the descriptive text was successful. This action could motivate the students in learning writing. It could also help them to understand the material.
- 2) Implementing field trip as pre-writing learning strategy was successful. This action could motivate the students to enrich vocabulary and to get inspiration to write. Beside, many students participated actively in the class. They were aware to use dictionary.
- 3) Using the observation result of field trip in writing descriptive text can be categorized as a successful action because the students could produce descriptive text based on the result of field trip. They became enthusiastic in producing their writing.

##### **b. The Unsuccessful Actions**

- 1) Using power point in the form of slide shows in explaining and exploring the descriptive text was unsuccessful for the students who sit in the back row. They could not see clearly the slide shows because they were small. There were also some students who did not understand about the material given related to text organization and language features.

2) Implementing field trip as pre-writing learning strategy was unsuccessful for some students. They needed guide because they were confused in conducting the field trip. Besides, two male students did not conduct field trip.

3) Using the result of field trip in writing descriptive text was unsuccessful for some students. They made some mistakes in their writing because they did not understand the grammar well. On the other hand, when the researcher explained in the class, her voice was not so loud.

Because the three actions in Cycle 1 had still weaknesses, she planned to revise and add some actions to improve the three actions above and to solve the problems in Cycle 1. The actions are described in the next report of Cycle 2 below.

## **C. The Report of Cycle 2**

### **1. Planning**

Based on the reflections of the actions implemented in Cycle 1, the researcher found that there were some actions that needed to be improved and problems to be solved in Cycle 1. They were the students sitting in the back row did not see clearly the materials because the slide show was small, some students did not understand about the material given related to text organization and language features, the students needed guide in the field trip, two male students did not do the field trip as a homework, some students could not listen to the researcher's voice clearly because her voice was not so loud, and the last some students made some grammatical mistakes in their writing.

Considering that there were some improvements of writing skill and students' involvement in the teaching learning process, the researcher still implemented some actions in Cycle 1 but she revised and added some new actions to solve the problems that she could not solve yet in Cycle 1. Thus, she and the English teacher planned actions in Cycle 2. The planning are summarized as follows:

- a. Using the power point in the form of slide shows and printed of the slide shows to brainstorm field trip and to explain briefly the descriptive text in BKOF stage.

The researcher still used power point in this cycle because it could attract the students' attention to her explanations. She also distributed the printed of slide shows to solve some students' problem who sit in the back row. By using power point and the printed of slide shows, the students could understand her explanation easily.

- b. Using group work in discussing the exercise in MOT stages.

The researcher used this action to solve the students' problem related to text organization and language features in the previous cycle because there were some students who did not understand about it. By using group work, the students were involved to discuss with their group members about the text organization and language features of descriptive text. It could help the students to understand the material given.

- c. Guiding the students in implementing field trip as pre-writing learning strategy in writing descriptive texts in JCOT stage.

In Cycle I after the field trip was implemented, the students' vocabulary mastery and their involvement in writing class improved, so this activity was still used in Cycle 2. The researcher modified this action because the students needed guide during field trip as mentioned in the previous cycle. To help the students to do observation in field trip, the researcher guided them. She accompanied the students to visit the school facilities in their school area. By guiding the students, she could monitor the students' activities during field trip.

- d. Using the observation sheet of field trip to write descriptive text in ICOT stage.

The researcher still used this action to improve the students' writing skill in Cycle 2 because considering in Cycle 1 that there were some improvements in the writing class. The observation sheet could help the students to start their writing based on their observation. In this action, the researcher also gave feedback to their writing when they had finished it.

## **2. Actions and Observation of Cycle 2**

Cycle 2 was done in four meetings, they were on May 8<sup>th</sup>, 2012, May 14<sup>th</sup>, 2012, May 15<sup>th</sup>, and May 21<sup>st</sup>, 2012. In this cycle, the researcher still did the actions and acted as the teacher in the class as she did in the Cycle I. The implementation of the actions presented as follows.

- a. Using pictures in the form of slide shows and printed of the slides to brainstorm field trip and to explain briefly the descriptive text in BKOF stage.

The researcher started the class by greeting, leading a prayer and checking the students' attendance. Then, she turned the notebook and projector on. In BKOF stage, she brainstormed field trip and described a place to the students by showing some pictures of school facilities. She also delivered some questions to them. They paid attention to the pictures and answered the researcher's questions. There was a good interaction between the researcher and the students which can be seen in the following field note:

*R kemudian menampilkan gambar fasilitas sekolah. Ss memperhatikan dan tampak antusias. Kelas yang semula ramai menjadi hening. R bertanya, "What pictures are they?" Ss menjawab "School Facilities", ada juga yang menjawab dalam Bahasa Indonesia, yaitu "Fasilitas sekolah". R kemudian menampilkan gambar fasilitas sekolah satu per satu sambil bertanya "What picture is it?" Ss menjawab dalam Bahasa Inggris maupun Bahasa Indonesia. R menyuruh Ss untuk selalu menggunakan kamus untuk memperkaya kosakata. Gambar terakhir adalah perpustakaan. R bertanya "What is it?" Ss menjawab "Library". R bertanya "What do you see there?" Ss menjawab chairs, bookshelf, books, lamps. R bertanya lagi "What colour of the wall?" Ss menjawab "White". R melanjutkan "What about the size?" Ss menjawab "big". "What do you think about the library?" Ss menjawab beramai-ramai "Nice" "Clean" "Good order." R menanggapi "Good."*

Then, R displayed some pictures of school facilities. **Ss paid attention, and they looked enthusiastic.** The class became silent. R asked **"What pictures are they?"** Ss answered **"School Facilities"**, some Ss answered in Indonesian **"Fasilitas sekolah"**. R displayed the pictures of school facilities one by one and asked **"What picture is it?"** Ss answered in English and Indonesian. R asked Ss to use dictionary to enrich the vocabulary. And the last picture was library. **R asked "What do you see there?" Ss answered "chairs, bookshelf, books, lamps."** R asked **"What color of the wall?" Ss answered "white".** R continued **"What about the size of library?" Ss answered "big".** **"What do you think about the library?" Ss answered together "Nice" "Clean" "Good order."** R responded **"Good."**

R: Researcher Ss: Students (Field Note 12, May 8<sup>th</sup>, 2012)

b. Using group work in discussing the text in MOT stages.

In MOT stages, the researcher applied group work in the class. She asked the students to make a group of four. It did not take a long time to make a group of four but when the students turned back their chair, the class became a little bit noisy. After that, she distributed the handout to them. The handout was an example of descriptive text entitled “The Library”. The researcher asked the students in groups to study the text. Then, the researcher and the students discussed the text including the topic, the text organization and the grammatical pattern used in the text. She asked each group to answer the questions. This activity could run well although there were some groups whose the members talked each other. Then, she explained the rules of simple present tense, adjectives, and prepositions. The students paid attention to the researcher’s explanation.

After that, the researcher distributed the descriptive text entitled “Istiqlal Mosque”. The text was the task related to verbs in simple present tense. The researcher explained simple present tense and passive voice through power points. The students in groups had to fill in the missing verbs with active verbs and passive verbs. They did the exercise well. In the last session, the researcher asked them to bring dictionary to help them in the next stage of writing.

b. Guiding the students in implementing field trip as pre-writing learning strategy in writing descriptive texts in JCOT stage.

The researcher explained students’ roles in field trip to the students. She distributed an observation sheet to help them making a note during field trip. The



places that would be visited were in the school facilities i.e. library, school health centre, laboratory, and green house. The students had to choose one of them and worked in groups of four or five. They were enthusiastic to find their friends who had the same choice.

After that, the researcher asked each group to tell which place that would be visited. She gave time to them to ask questions if they did not understand. They asked some questions related to observation sheet and time allocation of field trip. The researcher answered their questions and asked their readiness to visit the place. She reminded them to bring their stationery, observation sheet, and dictionary before leaving the classroom. After they looked ready, they were guided to go outside classroom. The researcher accompanied the students to visit school facilities based on their choice.

The researcher and the English teacher monitored the students during field trip. The first place was library in the second floor. The students were enthusiastic in observing the place. They sat in the chair in group, discussed and noted their observation result in observation sheet. It can be seen in the following field note.

*R mendampingi Ss untuk mengawasi mereka selama field trip. Ss memasuki perpustakaan dan mengamati seisi ruangan. Mereka terlihat sangat antusias dan serius. Mereka duduk di kursi secara berkelompok, berdiskusi dan mencatat apa yang mereka amati dalam lembar kerja observasi.*

(R guided Ss to monitor them during field trip. Ss entered the library and observed the whole room. **They sat in group on the chair, discussed and noted what they observed in the observation sheet. They looked enthusiastic and serious.** They asked some questions to the researcher and they looked for vocabulary in the dictionary.)

R: Researcher Ss: Students (Field note 13, May 14<sup>th</sup>, 2012)

Some students asked the researcher about the vocabulary in English. She warned them to check it in dictionary. After that, she visited the other place, namely laboratory. The students were enthusiastic in observing that place. They paid attention, pointed and mentioned the things in Indonesian language to English in the laboratory.



**Figure 12. The students were enthusiastic to observe the laboratory.**

Some students used their hand phone as electronic dictionary to check the vocabulary. She warned them to be careful because there are the practical tools made of fragile there. Next, the researcher also visited green house and school health centre to monitor the students. The field trip could run well. The researcher invited the students to come to the classroom.

In the class, the students showed their observation sheet to the researcher. The class became noisy and the researcher warned them to be quiet. She asked them to stay in their group and checked their observation sheet. There were some vocabularies that have not translated in English. The researcher asked them to find out the meaning in dictionary. Some students used their hand phone that could be used as an electronic dictionary. The class could run well, each

group was busy to discuss their work. They focused on their own work. It can be seen in the following field note.

*Aktivitas belajar berjalan dengan semestinya. Ss tampak sibuk berdiskusi dalam kelompok masing-masing. Mereka menggunakan kamus untuk mentranslate kosakata kedalam bahasa Inggris. Mereka fokus pada pekerjaan mereka.*

**(The learning activity in the class could run well. Ss were busy to discuss their work in each group. They used dictionary to translate vocabulary in English. They focused on their work.)**

R: Researcher Ss: Students (Field note 13, May 14<sup>th</sup>, 2012)



**Figure 13. The students focused and discussed their work in group.**

- c. Writing descriptive text using the observation sheet of field trip in ICOT stage.

Although in Cycle 1 this activity had been done, in this cycle the researcher still used it because this activity could help the students to start their writing. In this stage, the researcher asked the students to write the descriptive text based on their observation in field trip. She distributed work sheet to each student. After all of them got the work sheet, she explained about writing rules as mentioned in the work sheet. They should use linking verbs, simple present tense,

and adjectives in their writing. Each paragraph must consist of the parts, the quality and special characteristic of the place that were observed in field trip.

Then, she reminded the students about text organization and language features of descriptive text. Many students could mention the formula of simple present and the text organization of descriptive text which consists of identification and description. She also explained the use of more than one adjective to describe something. They paid attention to the researcher explanation.

The researcher monitored the students' writing activity. They could generate their ideas easily by using their observation result in field trip. Some students asked her about their writing draft. She found some mistakes in their writing and asked them to revise them. The mistakes on their writing were about grammatical. She explained it by writing on the whiteboard.

Hereafter, they continued their writing. The researcher always reminded them to focus on the paragraph organization, grammar, capitalization, spelling, and punctuation. The students did the task seriously as described in the following photo.



**Figure 14. The students did the task seriously.**

After they finished their work, one of them was asked to write down their work on whiteboard. She asked the students to pay attention and exchange their work each other. When the student finished it, she involved the other students to correct it together. She found some mistakes in the student's writing such as spelling, article, and agreement. However, the students' writing was better than in Cycle 1 because the mistakes were reduced. There was an example of the students' take-home writing tasks in Cycle 2.

### **3. Reflection**

After implementing the actions in Cycle 2, the researcher and the English teacher as a collaborator reflected on the actions done. The researcher had a discussion with the English teacher in order to evaluate the actions. The discussion was done based on the observations in the teaching learning process, the students' opinions, and the comments from each research member in Cycle 2.

From the implementation of the actions in Cycle 2 above, some findings are still focused on implementation of field trip to improve the students' writing skill. And there were four main actions in Cycle 2, using power points in the form of slide shows to explain the descriptive text in BKOF and MOT stages, using group work to do the exercise, guiding the students in implementing field trip technique in the pre-writing of descriptive text in JCOT stage, and using their observation result in field trip task to write a descriptive in ICOT stage. The researcher got the findings from the results of the reflections of the actions in Cycle 2 are as follows.

- a. Using the power point in the form of slide shows and printed of the slides to brainstorm field trip and to explain briefly the descriptive text in BKOF stages.

This action was successful. It could attract the students' attention like the action in Cycle 1. By using pictures of school facilities and asking them some questions related to description, the students could understand what place that would be visited. They were enthusiastic in the teaching learning process. This result was categorized valid since it fulfilled the requirements of process and democratic validity. It is shown in the following interview.

R: *"Menurut kalian pelajaran barusan gimana?"*  
 (What do you think about the teaching learning process?)  
 Ss: *"Menyenangkan. Miss Ayu tuh sering nampilin gambar-gambar sambil ngasi pertanyaan, jadinya kita gak pernah bosan."*  
 (It was fun. You often displayed pictures and asked questions, so we never feel bored in the class.)  
*"Menarik. Pasti ada hubungannya sama tugas menulis selanjutnya, jadinya kita punya gambaran."*  
 (It was interesting. It was related to the next writing task, so we could understand.)

R: Researcher, Ss: Students (Interview 18, May 22<sup>th</sup>, 2012)

The following is the interview between the researcher and the English teacher.

R: *"Menurut Ibu bagaimana action di tahap BKOF?"*  
 (What do you think about the action in BKOF stage?)  
 ET: *"Sama seperti di siklus 1 ya mbak, sangat menarik. Dengan menampilkan gambar, anak-anak semangat mengikuti pelajaran. Mereka aktif dalam menjawab pertanyaan."*  
 (It was same like in Cycle 1. It was very interesting. By showing pictures, the students were enthusiastic to join the class. Most of them participated actively to answer the questions.)

R: Researcher, ET: English teacher (Interview 17, May 15<sup>th</sup>, 2012)

b. Using group work in discussing the text in MOT stages.

The implementation of group work in this action was successful to improve the interaction among the group members. They could share their opinion to finish the exercise. They said that it was easier to do the exercise in groups rather than in individual work. This result was valid since it fulfilled the requirements of process and democratic validity. It is shown in the following interview.

R: "*Gimana waktu disuruh ngerjain latihan berkelompok tadi?*"

(What do you think about doing grammar exercise?)

Ss: "*Lumayan mudah karna ngerjainnya kelompok.*"

(**It was easy** because we did it in group.)

R: Researcher, Ss: Students (Interview 16, May 15<sup>th</sup>, 2012)

c. Guiding the students in implementing field trip as pre-writing learning strategy in writing descriptive texts in JCOT stage.

By guiding the students in implementing the field trip, the process of field trip could run well. The students could concentrate during observation. They were also helped to choose the suitable vocabulary by using dictionary. This result was valid since it fulfilled the requirements of process and democratic validity. It is shown in the following interview.

R: "*Waktu saya dampingin field trip, kira-kira jadi lebih mudah nggak?*"

(After I guided you in field trip, was it easier?)

Ss: "*Iya, miss. Karena ada yang mendampingi dan mengarahkan jadinya lebih mudah.*"

(**Yes, it was easier** because you guided and gave us direct instruction.)

"*Iya, lebih mudah Miss. Jadinya kita gak kebingungan, bisa nanya-nanya langsung ke Miss Ayu.*"

(**Yes, it was easier. So, we were not confused**, we could ask you directly.)

"*Iya lebih mudah. Waktunya jadi lebih efektif, nggak terbuang percuma.*"

(**Yes, it was easier. The time was effective so it did not waste the time.**)

R: "*Terus ada peningkatan lainnya nggak?*"

(Is there any other improvement?)

Ss: “*Yang jelas kosakatanya bertambah, kan kita pakai kamus juga.*”  
 (I think **there was vocabulary improvement**. We also used dictionary.)  
*Peningkatannya di kosakata, kita jadi sering buka-buka kamus.*  
 (There was **vocabulary improvement**. We became often to use dictionary.)

R: Researcher, Ss: Students (Interview 18, May 22<sup>th</sup>, 2012)

This is the following interview with the English teacher.

R: “*Menurut ibu bagaimana kemajuan anak-anak setelah saya mendampingi mereka field trip?*”  
 (How did the students’ progress by guiding them in field trip?)  
 ET: “*Menurut saya anak-anak lebih terarah selama pelaksanaan field trip, mereka bisa memanfaatkan waktu dengan baik, dan serius mengerjakan lembar observasi bersama kelompoknya.*”  
 (I think **the students focused during field trip**. They could manage the time well and they could do the task seriously with the group members.)

R: Researcher, ET: English teacher (Interview 15, May 22<sup>th</sup>, 2012)

- d. Writing descriptive text using the observation sheet of field trip in ICOT stage.

The implementation of writing descriptive text by using the observation sheet of field trip was considered successful. This action could help the students to generate their ideas well in writing descriptive text. There were the improvements of their writing skills related to ideas generation, grammatical features mastery, and paragraph organization. This result accomplished the requirements of process validity and democratic validity. It was also valid based on the concept of investigator triangulation. The interview below supports the argument above.



R: "*Gimana dengan menulis deskripsinya kali ini? Ada kesulitan?*"  
 (What about the writing? Was there any difficulty?)  
 Ss: "*Nggak ada, Miss.*"  
 (No, there was no difficulty, Miss.)  
 R: "*Terus lembar observasinya membantu kalian nggak?*"  
 (What about the observation sheet? Was it helpful?)  
 Ss: "*Membantu sekali.*"  
 (Yes. **It was very helpful.**)  
 R: "*Membantunya gimana, dik?*"  
 (How did it help you?)  
 Ss: "*Idenya. Kita jadi ngerti apa yang mau ditulis di tiap paragraf.*"  
 (**The idea.** We could understand what would be written for each paragraph.)  
 R: "*Maksudnya ide dan organisasi paragrafnya ya?*"  
 (Did you mean idea and paragraph organization?)  
 Ss: "*Ya, mbak.*" (Yes, Miss.)

R: Researcher, Ss: students (Interview 18, May 22<sup>th</sup>, 2012)

This is the following interview with the English teacher.

R: "*Menurut Ibu bagaimana kemajuan menulis siswa di Cycle 2 ini, Bu?*"  
 (How did the improvement of students' writing in Cycle 2?)  
 ET: "*Sudah lebih baik dibanding dengan Cycle I ya mbak. Siswa sudah banyak yang bisa menulis dengan grammar yang benar, dan paragrafnya sudah lebih terorganisir.*"  
 (I think **it was better than Cycle I. The students could write using the right grammar and the good arrangement paragraph.**)

R: Research, ET: English teacher (Interview 20, May 22<sup>th</sup>, 2012)

Based on the reflection, it can be concluded that implementing field trip and activities in Cycle 2 was successful in improving students' writing skill. It was shown by the process of producing descriptive text through field trip. In the process of conducting field trip, the students focused by researcher's guiding. Then, in the activity of producing descriptive text in the class, the students could write easily by using the observation sheet. It can be seen in their writing, most of the students had more vocabulary in writing sentences relate to content and vocabulary of writing aspect. They could also use the right grammar related to language use of writing aspect. Then, they also realized the spelling, punctuation

related to mechanic of writing aspect. The result of students' writing in Cycle II can be seen from the sample of students' writing presented below.

**Task 4. Visit one of school facilities in your school. Write the location/parts, the quality and the characteristics of the place. Collect as much information as possible. Write them in the table provided. Take some pictures of the place.**

**The name of the place:** Biology Laboratory

Desi Puspita Sari

12/X A

Location/parts	It is located between green house and music room.
Qualities	The biology laboratory is very wide. The size = $10 \times 12 \text{ m}^2$ The room is very clean and tidy. The air is fresh. The room is comfort.
Characteristics	It is usually used for Biology practice. There are many practical tools.
Things (what you can see/hear/touch)	<del>White</del> White Wall, White Ceramics floor, Windows, grey door. 10 rectangular brown wooden tables, 40 round white iron chairs, brown wooden cupboards, practical tools, skull, skeleton chemical glass, 1 table, wash basin, ten lamps.
Additional information	The biology laboratory is divided into 2 rooms, i.e. practical room and staff room.

**Figure 15. Student's observation sheet based on field trip implementation in Cycle II**

**Task . Write a descriptive text using the information you have gathered.**

**Here are what you should do.**

Desi Puspita Sari  
12 / X A

1. Write a clear identification about the facilities of school which you have observed. (The name of the place/building/etc, the location, use linking verbs, simple present tense, and adjectives to describe the place.)
2. Write the parts, the quality, and special characteristics of the place.
3. Glue the picture on a piece of paper.

<b>Title</b>	Biology <u>Laboratorium</u> <sup>Laboratory</sup>
<b>Identification</b>	There is Biology <u>Laboratorium</u> <sup>Laboratory</sup> in my school. It is located between green house and music room. It is usually used for Biology practice.
<b>Description</b>	<p>The biology <u>Laboratorium</u> <sup>Laboratory</sup> is very wide. It is about <math>10 \times 12 \text{ m}^2</math>. The biology <u>Laboratorium</u> <sup>Laboratory</sup> room is divided in two rooms, i.e., practical room and staff room. The practical room has white wall, white ceramics floor, grey windows and grey door. There are ten rectangular brown wooden tables and forty round white iron chairs in this room.</p> <p>In the corner of this room, there <sup>are</sup> many brown wooden cupboards <sup>to</sup> put the practical tools. The practical tools such as <del>skull</del> <sup>skull</sup>, skeleton, chemical glass, tube, wash basin and animals <sup>that</sup> were <sup>preserved</sup> <del>dus</del> <sup>are</sup> <del>kept</del> <sup>are</sup> clean and safely by laboratory staff.</p> <p>The biology laboratory is very clean and tidy. The room is also bright because there are ten lamps on the plafond. The air is also fresh from the air <u>circulation</u> <sup>air-circulation</sup>. It is very comfort for the students to practice and to study in this room.</p>

$$\begin{array}{r}
 C = 4 \\
 O = 3,5 \\
 V = 3,5 \\
 LU = 3,5 \\
 M = 3,5 \\
 \hline
 18
 \end{array}$$

90

**Figure16. Student's writing task in Cycle II**

**Task . Write a descriptive text using the information you have gathered.**

**Here are what you should do.**

1. Write a clear identification about the facilities of school which you have observed. (The name of the place/building/etc, the location, use linking verbs, simple present tense, and adjectives to describe the place.)
2. Write the parts, the quality, and special characteristics of the place.
3. Glue the picture on a piece of paper.

Zulisha .Z.

XA / 36

<b>Title</b>	Library
<b>Identification</b>	the library in my school is located in the second floor between reading room and classroom. This room is usually used to read books, to borrow books and to study.
<b>Description</b>	<p>The library has a big room to provide many books to the students. The books are various based on subject lesson in the school. There are also magazines and newspapers available.</p> <p>The library room is rectangular about 10 x 15 m, the floor is <del>covered</del> with white ceramics. The wall is white. Many pictures of Indonesian hero and scientists are hang on in this wall. There are ten lamps on the plafond to light this room.</p> <p>The library room is very comfort zone to study. There are eight rectangular brown wooden tables and twenty five brown wooden chairs. There are also four unit computers beside table. It helps the students to search information about the books and also access internet.</p> <p>The library staff is work in the library. They are very kind. they help the students to borrow the books and to return it. The students can ask the staff about the books information that they want to search.</p>

C = 4  
D = 3.5  
V = 3.5  
W = 3.5  
M = 3.5

18

90

**Figure 17. Student's writing task in Cycle II**

From the sample of student's writing above, it can be implied that the students could generate ideas based on their observation in the field. They could gain many vocabularies from observation during field trip. The ideas and vocabulary were related to content and vocabulary in the writing aspect. The organization of their writing is good because in the identification paragraph, for example in Figure 16, the students could mention the name of the place and the location. Then, in the description paragraph, the student could describe the place with the parts, characteristics and qualities. For example, in the first paragraph, the student could describe the size and the parts of the laboratory. Then, in the second paragraph, she used adjectives to describe the characteristics of the place. In the third paragraph, she could describe the quality of the laboratory.

From Figure 16, it could be seen that the writing mistakes in Cycle II were reduced. The mistakes in the writing were related to vocabulary aspect, language use aspect and mechanic aspect. In the identification paragraph, there was a mistake related to vocabulary. It was also happened in the description paragraph in the first and second sentence. In the second paragraph, the mistakes related to missing to be and wrong preposition in the first sentence. In the second sentence, the mistakes were only two inappropriate vocabularies.

From the second sample of student's writing in Figure 17, the student could generate the ideas well in writing. She could mention the name of the place and the location in identification paragraph. Then, in the description paragraph, she could describe the part of the library in the first paragraph. In the second

paragraph, she could describe the size of library. In the third paragraph, the student could describe the quality.

On the other hand, the student still had a little mistakes related to vocabulary, paragraph, and mechanic aspect. The paragraph mistakes were in the first sentence of the first paragraph that should be given space in the first sentence. Then, there were three the wrong capitalizations in the first paragraph of identification. The wrong preposition was in the second sentence of second paragraph of description. The wrong vocabulary was in the third sentence of the third paragraph.

From the Figure 16 and the Figure 17 of the students' writing, it can be concluded that their writing were better than in the previous Cycle. Their writing mistakes were reduced and their writing skill could improve.

The example of students' writing score after the researcher applied some action in Cycle II can be seen in the students' writing score in appendix 9 on page 217-218. The lowest score is 65 and the highest score is 90. Their writing score were better in this cycle.

**Table 6. The Improvement of the Students' Scores in Cycle II**

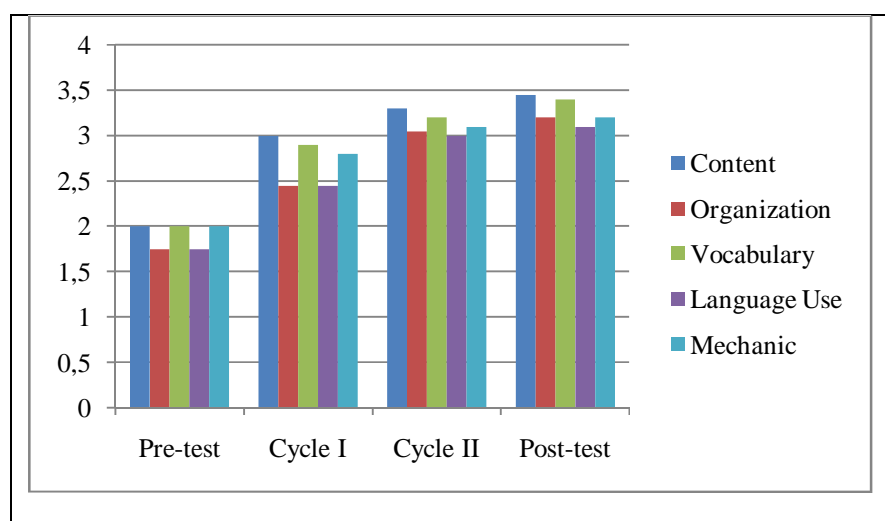
<b>Writing Aspect</b>	<b>C</b>	<b>O</b>	<b>V</b>	<b>L U</b>	<b>M</b>	<b>Total</b>
<b>Mean of Cycle II</b>	3.3	3 .05	3.2	3	3.1	15.6
<b>Mean of Cycle I</b>	3	2.45	2.9	2.45	2.8	13.6
<b>Improvement</b>	0.3	0.6	0.3	0.55	0.3	2

C: Content O: Organization V: Vocabulary LU: Language Use  
M: Mechanic

The researcher and the English teacher agreed that the actions implemented were successful to improve students' writing skill. Since the objective of the research was attained, the researcher and the English teacher agreed to stop the research in this cycle.

#### 4. General Finding

The result of this study shows the improvement of mean score in the students' writing skills from pre-test, Cycle I, Cycle II, and post-test. The improvement of students' writing skills involved five aspects, namely content, organization, vocabulary, language use, and mechanic. It can be seen in the following chart.



#### Mean Scores of Students' Writing Skills

In pre-test, the mean score was 2 for the content, 1.75 for the organization, 2 for the vocabulary, 1.75 for the language use, and 2 for the mechanics. It can be implied that before the actions implemented the students'



writing skills was low in each aspect. It can be implied that the students face the problems in generating ideas, organization, grammatical features, and mechanic. Then, the researcher and the collaborator implemented the actions.

In Cycle I, the average was 3.00 for the content, 2.45 for the organization, 2.90 for the vocabulary, 2.45 for the language use, and 2.80 for the mechanics. The improvement between Cycle I and pre-test was 4. It can be implied that the actions implemented in Cycle I could improve the students' motivation and students' writing skills especially in ideas generation, vocabulary, punctuation and capitalization. However, there were still some problems related to students' grammatical mastery and writing organization. Consequently, the researcher and the collaborator continued the cycle.

In Cycle II, the average was 3.30 for the content, 3.05 for the organization, 3.20 for the vocabulary, 3.00 for the language use, and 3.10 for the mechanics. In post-test, the average was 3.40 for the content, 3.20 for the organization, 3.30 for the vocabulary, 3.10 for the language use, and 3.20 for the mechanic. It can be implied that the implementation of field trip was successful to improve students' motivation and students' writing skills related to ideas generation, grammatical features mastery and paragraph organization. Thus, the researcher and the collaborator decided to stop the cycle.

## **D. Research Discussion**

The researcher and the English teacher as the collaborator discussed the result of the research in the final reflection. They concluded that field trip can be the effective activity to help students in doing the writing project. In other words, field trip can improve students' writing skills. Therefore, after the result of the last cycle showed good improvement in students' writing skills, the researcher and the collaborator decided to stop the cycle. It can be seen from these data:

### **1. Qualitative Data**

The sources of the qualitative data were gained from the observation in the form of field notes, interview transcripts, photographs, and samples of students' works. Those data gave the significant result of this research.

Based on the observation and interview at the reconnaissance stage, the students assumed that English as a difficult subject, particularly writing. The researcher and the English teacher decided to solve the problems by applying some strategic solutions. The solutions were by implementing field trip and using power point, and also by employing stages of writing teaching learning. The purpose of this solution is to motivate students to do their writing well with enjoyment.

Based on the students' problems, they had difficulties in using appropriate vocabulary, punctuation, and capitalization. They also had difficulties in generating ideas and organizing them into good paragraphs. Moreover, they had low grammatical features mastery. Therefore, the researcher and the English teacher agreed to implement field trip combined with group work and pair work.

The purpose of this solution is to solve the writing problems in terms of ideas, grammatical features, and organization.

## 2. Quantitative Data

The quantitative data were gained from the scores of five writing aspects. Here, the researcher presents table that consist of six categories, namely “very poor”, “poor”, “fair”, “good”, “very good”, and “excellent”. The table is presented as follows.

**Table 7. Conversion table of students’ writing scores**

No	Class interval	Categorization	Frequency			
			Pre-test	Cycle I	Cycle II	Post-test
1.	17.5 – 19.9	Excellent	0	0	4	4
2.	15.0 – 17.4	Very good	0	8	26	30
3.	12.5 – 14.9	Good	4	19	5	0
4.	10.0- 12.4	Fair	12	9	0	0
5.	7.5 – 9.9	Poor	18	0	0	0
6.	5.0 – 7.4	Very poor	0	0	0	0

Based on the table above, it can be interpreted that in the pre-test, there were many students who were in the “fair” and “poor” categories, and there were two students absent. In the Cycle I, none of them were in “poor” categories and 8 students in “very good category”. In the Cycle II, there were 4 students who were in the “excellent” category, yet in the cycle I, none of them in that category. In this cycle there was one student absent. Finally, in the post-test, 30 students were

in the “very good” category, yet in the cycle II, there were 26 students in that category, unfortunately there were two students absent.

On the other hand, the quantitative data also gained from the students’ responses of the questionnaires that can be seen in appendix 5 on page 161-162. After the implementation of field trip, most of the students responded that English writing is not difficult, it can be seen on number 1 of questionnaire. The students’ vocabulary increased which is shown on number 2, 3 and 9. The students became enjoy, motivate, enthusiastic which is shown on number 5, 6 and 7. The students could write the descriptive text easier which is shown on number 4, 8 and 10.

## **CHAPTER V**

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

This chapter is divided into three sections. They are conclusions, implications and suggestions. The explanation of each point is presented below.

#### **A. Conclusions**

The research is about improving students' writing skills through field trip. Based on the discussion in the previous chapter, it can be concluded that the implementing of field trip is believed to be effective to improve students' writing skills. It can be seen as follows.

The researcher and the English teacher did the writing lesson by implementing field trip to improve students' writing skill. This research was implemented in two cycles. In Cycle I the main project was writing descriptive text after implementing field trip and supported by some activities. The accompanying activities were using interesting media (providing some pictures and power point), implementing classroom discussion and pair work, implementing field trip activity (visiting a place), writing the description of place based on the field trip activity, and giving feedback.

The implementation of field trip was effective to improve the students' writing skill in writing descriptive text. It could give different nuance to get the idea and inspiration to write so their enthusiasm improved. First, the students were passive in joining the teaching and learning process, after the researcher

implementing this activity the students were more actively engaged in the teaching and learning process. They could generate ideas well which affected the content and vocabulary aspect. In addition, it was also supported by some activities such as grammar exercise, class discussion, and teacher's feedback to improve the students writing skill that related to the aspect of organization, language use and mechanic. The improvement of students' writing skill can be seen from the mean scores of each writing aspects, from the categorization based on the conversion table, and from the samples of students' works in the pre-test, two cycles and post-test.

## **B. Implications**

Based on the discussion of the research, it can be implied that field trip can be applied in the writing teaching and learning process. The implications of the actions were:

1. The implementation of field trip could improve students' motivation in doing writing activities. It is because the implementation of field trip and writing practice could increase students' enthusiastic and students' involvement. It implies that the English teacher needs to use field trip in order to improve students' motivation in writing.
2. The implementation of field trip could improve students' writing skills in terms of ideas generation. On the other hand, there were also some activities which supported to improve the students' grammatical mastery and paragraph organization which influence the five aspects of writing namely content,

organization, vocabulary, language use, and mechanics. It is because the implementation of field trip could help students to gain ideas and manage them to plan the creative writing. In conclusion, field trip could help students to generate ideas, encourage creativity, and organize the ideas. It implies that the English teacher needs to implement field trip in order to improve students' writing skills.

### **C. Suggestions**

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

#### **1. For the English Teacher**

It is essential for the teacher especially an English teacher in SMAN 1 Godean to improve the students' writing ability. The teacher needs to give enjoyable nuance in the writing teaching learning, so that the students became motivated in writing. It is better for them to implement field trip in teaching writing.

#### **2. For the Students**

The students are suggested to practice English writing actively. Field trip is one of the alternative ways to practice writing. It could help the students to generate their ideas and explore their knowledge by observing through their five senses.

#### **3. For Other Researchers**

This study is intended to describe how writing through field trip can be applied to improve the students' writing skill. This study may be used as one of

the sources before the researchers do action research related to the improvement of the students' writing skill or another skill.



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## **APPENDICES**

## Appendix I

### Field Notes

## FIELD NOTE

### Field Note 1

**Tuesday, March 14<sup>th</sup>, 2012 at 09.00 am**

**R: Researcher**

**ET: English Teacher**

R datang ke SMA N 1 Godean untuk menyerahkan surat Ijin Observasi dan untuk menemui Guru Bahasa Inggris kelas X. Setibanya di sekolah, R melapor dahulu ke guru piket yang sedang bertugas pada hari itu. R menyampaikan maksud kedatangannya untuk bertemu dengan guru bahasa Inggris kelas X. R mengisi buku tamu dan setelah itu dipersilahkan ke ruang T.U. untuk menyerahkan Surat Ijin Observasi.

Sesampainya di ruang TU, R memberikan surat ijin tersebut kepada petugas TU. R kemudian dipersilakan untuk menemui guru Bahasa Inggris kelas X di ruang tunggu. R bertemu dan memperkenalkan diri. R menyampaikan maksud kedatangannya untuk melakukan observasi di kelas X. Setelah R dan ET berbincang-bincang agak lama, ET menentukan kelas X yang akan diobservasi yaitu kelas X.A. R membuat janji dengan ET untuk melakukan observasi di kelas X.A. yaitu pada hari Selasa, tanggal 20 Maret 2012.

### Field Note 2

**Tuesday, March 20<sup>th</sup>, 2012 at 08.30 am-10.00 am**

**R: Researcher**

**ET: English Teacher**

**S(s): Student(s)**

R tiba di sekolah jam 08.00. Sesampainya di sekolah, R bertemu petugas piket dan dipersilakan menunggu ET di ruang tunggu. Sepuluh menit kemudian, ET menemui R di ruang tunggu. R dan ET berbincang-bincang mengenai pelajaran yang akan disampaikan pada hari itu. Tidak terasa jam 08.30 bel tanda masuk berbunyi, ET mengajak R untuk melihat secara langsung proses belajar mengajar di kelas.

Pelajaran dimulai pukul 08.35. ET masuk kelas dan menyapa “Good Morning”, beberapa siswa menjawab “Good morning, ma’am” meskipun murid yang lain asyik bercerita dengan teman sebangkunya. ET memperkenalkan R kepada Ss, ia mengatakan bahwa R akan mengajar di kelas selama beberapa pertemuan. Kemudian R memperkenalkan dirinya kepada Ss.

Setelah itu, pelajaran dimulai ET menyuruh Ss untuk membuka buku. “*Open the book on page 167*”. Ss membuka buku sesuai dengan halaman yang dimaksud. Beberapa Ss asyik berbicara dengan teman sebangku. ET menyuruh Ss untuk membaca contoh teks deskripsi dengan topic deskripsi tempat. Setelah 10 menit, ET bertanya “Have you finished?” Ss hanya diam, dan Ss yang lainnya menjawab “Not yet”. T memberikan waktu 5 menit lagi kepada Ss. T bertanya “What type of this text?”. Ss menjawab serempak “Descriptive Text”. ET bertanya lagi “What is the text talking about?”. Ss menjawab “The Borobudur temple”.

Kemudian, ET mendiskusikan topik teks dan menjelaskan *language features* dalam teks. Beberapa Ss berbicara dengan temannya dan tidak memperhatikan penjelasan T. ET menyuruh Ss untuk membaca teks dan menerjemahkan teks bersama-sama. Ketika menerjemahkan teks, Ss tidak bisa menerjemahkan beberapa kata-kata yang sulit. Mereka tidak membuka kamus untuk mencari arti kata yang sulit. Setelah itu, ET menyuruh Ss untuk mengerjakan tugas halaman 168 “*Please answer the questions on page 168!*”. Beberapa Ss tertarik mengerjakan tugas, sementara Ss lainnya asik mengobrol dan sibuk sendiri.

Setelah 15 menit, ET menyuruh mereka untuk mengumpulkan pekerjaan mereka. ET memberikan PR (pekerjaan rumah) di halaman 169. “*I give you homework on page 169, please submit in the next meeting!*” pelajaran diakhiri tanpa kesimpulan. ET tidak mengucapkan salam penutup untuk mengakhiri pertemuan. Di pertemuan berikutnya, R mengamati hasil pekerjaan menulis Ss. Mereka melakukan kesalahan dalam penggunaan kosakata, tata bahasa, dan tanda baca dalam tulisan mereka. Mereka juga tidak dapat mengembangkan ide dengan baik. Mereka kesulitan menulis paragraf sederhana dan juga kalimat. ET memeriksa tulisan Ss, tetapi tidak semua aspek penulisan yang diperiksa. Kemudian, ET memperlihatkan pekerjaan Ss kepada R karena ET dan R menyelidiki masalah Ss dalam menulis.

### Field Note 3

**Tuesday, March 27<sup>th</sup>, 2012 at 08.30-10.00 am**

**R: Researcher**

**ET: English Teacher**

**S(s): Student(s)**

ET dan R memasuki kelas X.A. kemudian ET menyapa “*Good Morning Everybody, how are you today?*”. Ss menjawab “*Good Morning, Ma’am, I’m fine, and you?*” ET membalas “*I’m fine too. Thank you.*” ET memberitahu Ss jika R akan memberikan tes menulis deskriptif. ET membahas sebentar tentang pelajaran bahasa Inggris sebelumnya yaitu mengenai Descriptive text, ada beberapa yg menjawab dan yang lainnya tidak memperhatikan. Kemudian ET menjelaskan lagi tentang Descriptive text yang pernah mereka pelajari di pertemuan sebelumnya.

ET kemudian menerangkan kembali tentang Descriptive text dan menyuruh Ss untuk membuka buku Look Ahead halaman 167. ET menyuruh Ss untuk mengidentifikasi Descriptive text berjudul “*The Borobudur temple*” bersama-sama. Setelah selesai berdiskusi, R mempersiapkan soal pretest dan lembar kerja siswa. R memberikan instruksi kepada Ss dalam mengerjakan soal Descriptive text. R membagikan soal dan lembar kerja kepada masing-masing Ss. Pretest berlangsung selama 60 menit. Setelah bel berbunyi, R mengumpulkan hasil kerja Ss. Setelah R mengumpulkan tugas Ss, R berbincang-bincang dengan ET. R meminta ET untuk mengoreksi tugas Ss lebih dahulu, akan tetapi ET menyuruh R mengoreksi lebih dahulu. R kemudian membawa pulang pekerjaan Ss untuk dikoreksi.

**Field Note 4****Thursday, March 29<sup>th</sup>, 2012 at 09.00 am****ET: English Teacher                      R : Researcher****S(s): Student(s)**

R menemui ET di ruang tamu SMA N 1 Godean. R dan ET berbincang-bincang tentang hasil koreksi pretest. R menyapa ET “Selamat pagi, Bu.” ET menjawab “Selamat pagi, mbak. Gimana sudah dikoreksi semua ya mbak?”. R menunjukkan lembar kerja Ss yang sudah dikoreksi dan dinilai oleh R. “Iya, Bu. Ini sudah saya koreksi semuanya, Bu.” ET memperhatikan pekerjaan Ss dan hasil koreksi R. ternyata nilai Ss banyak yang sangat rendah. Ss melakukan banyak kesalahan dalam tata bahasa, isi, tanda baca, dan kapitalisasi. R menyerahkan seluruh pekerjaan Ss kepada ET untuk dikoreksi ET. R membuat janji dengan ET untuk bertemu lagi hari Sabtu tanggal 2 April.

**Field Note 5****Saturday, March 31<sup>st</sup>, 2012 at 10.00 am****R: Researcher                                      ET: English Teacher****S(s): Student(s)**

R menemui ET di ruang tamu sekolah. R menyapa “Selamat pagi, bu.” sambil menjabat tangan ET. ET menjawab “Selamat pagi, mbak.” R menanyakan hasil pekerjaan Ss, “Gimana bu, hasil pekerjaan mereka?”. ET mengatakan bahwa anak-anak melakukan banyak kesalahan dalam menulis deskripsi, mulai dari grammar (tata bahasa), vocabulary (kosakata), tanda baca (punctuation), organisasi (organization), dan penulisan huruf kapital (capitalization).” Oleh karena itu, nilai Ss banyak yang rendah. ET memperlihatkan hasil koreksiannya kepada R.

Kemudian R bertanya kepada ET tentang jadwal penelitian yang akan dilaksanakan. Karena tanggal 16 -18 April 2012 Ss diliburkan, maka penelitian dimulai tanggal 23 April 2012. Setelah mendapatkan jadwal penelitian, R kemudian membahas materi untuk penelitian. R menunjukkan buku paket bahasa Inggris dan BSE. ET dan R memilih beberapa teks deskriptif yang akan digunakan untuk penelitian di kelas XA. R mengcopy BSE ke USB milik ET. R membuat janji dengan ET untuk bertemu lagi di sekolah.

**Field Note 6****Saturday, April 21<sup>st</sup>, 2012 at 09.00 am****R: Researcher                                      ET: English Teacher**

R menemui ET di sekolah. R menunggu ET di ruang tamu. R menyerahkan Lesson Plan untuk penelitian siklus 1 di kelas XA. R juga mengcopykan soft file Lesson Plan ke dalam laptop ET. R dan ET berdiskusi tentang pelaksanaan penelitian yang akan dimulai pada hari senin, tanggal 23 april 2012. Setelah itu, R memasuki ruang TU untuk menyerahkan surat Ijin Penelitian.

R bermaksud ingin menemui kepala sekolah, tetapi beliau baru saja keluar karena ada acara. R berbicara sebentar dengan petugas TU lalu menyerahkan Surat Ijin Penelitian.

### Field Note 7

**Monday, April 23<sup>rd</sup>, 2012 at 07.00 am – 07.45 am**

**R: Researcher**

**ET: English Teacher**

**S(s): Student(s)**

Pukul 06.55 R tiba di sekolah. R menunggu ET di ruang tamu. Setelah ET datang dan bel tanda masuk berbunyi, ET dan R menuju ke kelas X.2. Sampai dikelas ET menyapa Ss, “*Good Morning...!*”. Ss masih rame, kemudian menjawab “*Good Morning too*”. ET menyuruh Ss untuk tenang. Meminta satu dari Ss untuk memimpin doa. Setelah berdoa, ET menjelaskan jika pelajaran Bahasa Inggris akan diampu oleh R untuk beberapa waktu ke depan.

ET meminta kepada Ss untuk mengikuti R dengan baik. Setelah ET mempersilahkan R mengambil alih kelas, R maju kedepan, menyapa dan menanyakan kabar Ss “*Good morning, class. How are you today?*”. Ss menjawab sapaan dari R “*Good Morning, miss. I’m fine and you?*”. R menanyakan siswa yang tidak hadir di kelas dan menanyakan kesiapan Ss untuk mengikuti pelajaran “*Are you ready to join this class?*” Ss menjawab serempak “*Yes*”.

R meminta bantuan salah satu siswa untuk menyalakan Projector. Salah seorang Ss membantu R untuk menyalakan projector. Setelah projector terpasang dengan laptop, dan Ss terlihat siap untuk mengikuti pelajaran, R menampilkan sebuah foto pantai dan memberikan beberapa pertanyaan tentang itu. R menampilkan gambar pantai melalui LCD untuk memperkenalkan *field trip* kepada Ss. Ss menatap gambar tersebut dan berkomentar “*Wow, gambar pantainya bagus*”. Kemudian, Ss memberikan beberapa pertanyaan kepada mereka, yaitu “*what picture is it?*” Ss serentak menjawab “*beach*”, R melanjutkan pertanyaan lainnya. Ss berebutan menjawab pertanyaan, mereka sangat antusias walaupun sebagian dari mereka menggunakan Bahasa Indonesia. R kemudian memperingatkan Ss untuk menggunakan kamus.

Kemudian R menampilkan 3 gambar yaitu gambar air terjun Niagara, gunung Jaya Wijaya, dan Ujung Kulon. R menanyakan ketiga objek wisata tersebut sesuai dengan namanya. Kemudian R menampilkan beberapa informasi yang terkait dengan gambar tersebut. R meminta Ss untuk mencocokkan gambar tersebut dengan deskripsi yang tepat.

Dalam kegiatan tersebut, ss sangat antusias, mereka berebutan menjawabnya dan mereka pun dapat mencocokkan gambar tersebut dengan deskripsi yang tepat. Kemudian R menampilkan Teks Deskriptif berjudul Pingvellir. R menyuruh Ss untuk mengidentifikasi jenis teks apa yang ditampilkan. Ss menjawab serentak “*Descriptive Text*”. lalu R menjelaskan fungsi descriptive text. R bertanya pada Ss tentang organisasi teks dalam teks deskriptif. Ss menjawab “*Identification and description*”.

R bertanya mengenai paragraf pertama dalam teks tersebut. S menjawab “*Identification*”. R kemudian bertanya mengenai paragraf selanjutnya kepada Ss.



Ss menjawab "Description". R bertanya tentang bagian-bagian yang disebutkan dalam Description. Ss hanya terdiam. Kemudian R menjelaskan bagian dalam description yaitu *part*, *quality*, and *characteristics*. R menyuruh siswa menunjukkan bagian mana yang menunjukkan *part*, namun Ss tidak ada yang menjawab.

R kemudian menunjukkan bagian description mengenai "*part*, *quality*, dan *characteristic*" dalam teks tersebut. Kemudian R menanyakan *tenses* yang digunakan dalam Teks Deskripsi tersebut. Ss menjawab "*Simple Present tense*". R meminta salah satu Ss untuk menyebutkan bagian kalimat yang menggunakan "*Simple present tense*". Salah satu Ss menyebutkan kalimat pertama pada paragraf pertama dan membacanya. Kemudian pada kalimat pertama di paragraf kedua, dalam teks tersebut menyebutkan tahun pembuatan pingvellir national park.

R bertanya kepada Ss, *tenses* yang digunakan pada bagian tersebut. Ss menjawab "*Past Passive*". R menyuruh Ss untuk membaca dan mempelajari teks tersebut, kemudian menjawab 5 pertanyaan tentang teks tersebut. Akan tetapi, bel berbunyi, tanda jam pelajaran Bahasa Inggris di kelas tersebut telah usai. R menutup pelajaran dan mengatakan bahwa pelajaran dilanjutkan keesokan harinya, yaitu pada hari Selasa tanggal 24 april 2012. R dan ET keluar kelas menuju ruang guru. R meminta pendapat ET mengenai proses belajar mengajar yang baru saja dilaksanakan.

## Field Note 8

**Tuesday, April 24<sup>th</sup>, 2012 at 08.30 am – 10.00 am**

**R: Researcher**

**ET: English Teacher**

**S(s): Student(s)**

Pukul 08.10 R telah sampai di sekolah. R menunggu bel tanda masuk berbunyi. Tepat jam 08.30 bel berdering, R bergegas masuk kelas X.A. R mengucapkan salam dan menanyakan kabar Ss. Ss menjawab sapaan R. R menanyakan Ss yang tidak masuk pada hari itu dan ternyata Ss hadir semua. Namun, ada 2 orang Ss meminta izin untuk mengikuti kompetisi sehingga tidak dapat mengikuti pelajaran Bahasa Inggris ppada hari itu. R memberi izin kepada mereka. R bertanya pada Ss pelajaran Bahasa Inggris di pertemuan sebelumnya. Ss menjawab "*Descriptive text*".

R menanyakan kesiapan Ss untuk mengikuti pelajaran. Ss pun siap untuk mengikuti pelajaran. R menyalakan *projector* dan kembali menampilkan text yang kemarin. R menampilkan slide selanjutnya dan menyuruh Ss mencatat 5 soal yang berhubungan dengan teks tersebut. R menyuruh Ss untuk melanjutkan pekerjaan kemarin yang belum selesai. Ss mengerjakan dengan tenang. R memberikan kesempatan Ss untuk bertanya. Ss bertanya tentang soal nomor 5. R menjelaskannya kepada Ss. R berkeliling memeriksa pekerjaan Ss. Kemudian setelah Ss selesai mengerjakan, R menyuruh Ss untuk membahas jawaban bersama-sama.

R memberikan feedback. Setelah itu, R menanyakan kesiapan Ss untuk membahas descriptive text yang lain, yang berjudul "*The Tower of London*". R menampilkan teks tersebut yang seluruh teksnya tidak terdapat huruf kapital dan

tanda baca. R bertanya kepada Ss “*What’s wrong with the text?*”, Ss menjawab “*tidak ada huruf kapitalnya, titik, koma, Mbak.*” R kemudian menyuruh siswa membenahi paragraf tersebut dengan benar, seperti penggunaan huruf kapital dan tanda baca. R memberikan kesempatan Ss untuk bertanya. Ss tidak ada yang bertanya.

R berkeliling mengamati pekerjaan Ss. Tidak ada kesulitan yang dialami Ss. Setelah Ss selesai mengerjakan, R mengajak Ss untuk membahas bersama-sama. Ternyata masih ada sedikit kesalahan. R memberikan *feedback* kepada mereka. Setelah itu, R mengajak Ss untuk mengartikan tiap-tiap kalimat tersebut dalam bahasa Indonesia secara bergiliran. Beberapa Ss yang mendapatkan giliran, bertanya kepada R mengenai kata-kata yang tidak mereka tahu dalam teks tersebut. R menyuruh mereka untuk mencarinya dalam kamus, hal ini agar Ss biasa menggunakan kamus dalam belajar Bahasa Inggris. Setelah itu, R memberikan 3 soal yang berhubungan dengan teks tersebut. Soal-soal tersebut menanyakan tentang fungsi tanda baca. R memberikan kesempatan Ss untuk bertanya. R dan Ss membahas bersama-sama. Setelah itu, R menampilkan Gambar Air terjun Niagara, yang dibawahnya terdapat informasi lengkap tentang Niagara Falls. R menyuruh siswa untuk menulis Teks Deskriptif berjudul *Niagara Falls* dengan informasi yang tersedia. Ss mengajukan pertanyaan.

R menjawab pertanyaan Ss dengan mereview tentang *organisasi teks* dalam teks deskriptif dan *language featurenya*. Ss mengerjakan teks tersebut. Setelah mereka selesai dan mengumpulkan pekerjaan, R memberi tugas field trip kepada Ss sebagai tugas rumah. Ss diminta untuk mengunjungi suatu tempat dan melakukan observasi. Hasil observasi tersebut ditulis dilembar observasi yang telah diberikan oleh peneliti.

Ss sangat bersemangat untuk melakukan kegiatan field trip. Mereka banyak bertanya pada peneliti. Untuk menjawab pertanyaan Ss, R menampilkan tabel observasi dan menjelaskan kepada Ss untuk mencatat hasil observasi di tabel yang telah tersedia. Kemudian, R menanyai Ss satu-satu mengenai tempat yang akan mereka kunjungi. R memberikan lembar kerja observasi dan menyuruh Ss untuk mengcopy sendiri. Bel istirahat berbunyi, jam pelajaran Bahasa Inggris berakhir pada hari itu.

### **Field Note 9**

**Monday, April 30<sup>th</sup>, 2012 at 07.00 am – 07.45 am**

**R: Researcher**

**ET: English Teacher**

**S(s): Student(s)**

R datang ke sekolah pukul 06.45. R menemui ET di ruang guru, dan kemudian berbincang-bincang di ruang tamu. ET dan R membahas tentang pelajaran yang akan berlangsung. Setelah bel berbunyi, ET dan R bergegas masuk ke kelas. R menyapa Ss “*Good morning class, how are you today?*” Ss menjawab “*Good morning, Miss. I am fine, and you?*” R menjawab “*I am fine too.*” R kemudian bertanya kepada Ss mengenai tugas field trip yang diberikan. Ss menunjukkan hasil observasi mereka kepada R, R mengeceknya satu per satu. Namun ada dua Ss laki-laki yang tidak mengerjakan tugas tersebut dengan alasan

lupa. Ss banyak bertanya kepada R mengenai kosakata yang sulit. R menyuruh mereka untuk mengeceknya dalam kamus. Kebanyakan dari Ss mengunjungi sawah karena tempat tersebut dekat dengan tempat tinggal mereka.

#### **Field Note 10**

**Tuesday, May 1<sup>st</sup>, 2012 at 08.30 am – 10.00 am**

**R: Researcher**

**ET: English Teacher**

**S(s): Student(s)**

R dan ET masuk kelas. Seperti biasa R menyapa Ss dan menanyakan kondisi Ss. Ss menjawab sapaan R. mereka tampak siap mengikuti pelajaran. R kemudian mengingatkan mereka mengenai tugas yang diberikan kemarin. Ss menunjukkan pekerjaan mereka di lembar observasi yang diberikan kemarin. Setelah mengecek pekerjaan Ss, R membuat tabel di papan tulis. Kemudian R menyuruh mereka untuk maju dan menuliskan deskripsi tempat di tabel yang sudah tersedia. Tempat tersebut berdasarkan hasil aktifitas field trip yang telah Ss lakukan.

Tempat yang dipilih adalah sawah karena sebagian besar Ss mengunjungi tempat tersebut. Ss terlihat antusias dan berebut maju untuk mendeskripsikannya. Satu per satu Ss melengkapi kolom-kolom tersebut secara bergantian. Saat Ss berpartisipasi menulis di papan tulis, R berjalan berkeliling untuk memonitor aktivitas Ss lainnya. Ketika R memonitor Ss, Ss bertanya tentang beberapa kosakata yang mereka tidak tahu artinya dalam bahasa Inggris. R menyuruh Ss untuk mengecek kata-kata tersebut dalam kamus.

Setelah Ss selesai mengerjakan di papan tulis, R mengecek pekerjaan mereka. R menemukan beberapa kesalahan kata dan kemudian mengoreksinya. Kata-kata yang salah adalah *bufalo*, *tracktor*, yang kemudian dikoreksi menjadi *buffalo* dan *tractor*. R juga menjelaskan sinonim dari *rice* dan *shack*, yaitu *paddy* dan *hut*. Ss memperhatikan penjelasan R dengan serius. Setelah itu, R menyuruh Ss untuk mengembangkan kosakata tersebut ke dalam tulisan deskripsi.

R menjelaskan lagi organisasi teks dan language feature dari teks deskripsi. R menyuruh Ss untuk membuat draft dan kemudian memonitor seluruh Ss. Ss tampak tidak kesulitan dalam membuat draft, mereka mulai berkonsentrasi menulis. Hampir seluruh Ss aktif menulis, sementara beberapa Ss laki-laki asyik mengobrol dan bercanda dengan teman sebangkunya. R memperingati Ss laki-laki tersebut untuk membuat draft. Ss banyak yang bertanya kepada R selama proses penulisan. R mendatangi Ss yang bertanya, R selalu memperingati Ss untuk fokus terhadap organisasi paragraf, tenses, ejaan, dan tanda baca. Baru sekitar 25 menit menulis, bel berbunyi, R menyuruh Ss untuk menyelesaikan pekerjaan mereka di rumah dan membawanya minggu depan yaitu tanggal 7 Mei 2012.

#### **Field Note 11**

**Monday, May 7<sup>th</sup>, 2012 at 07.00 am – 07.45 am**

**R: Researcher**

**ET: English Teacher**

**S(s): Student(s)**

R dan ET memasuki kelas. R seperti biasa menyapa dan menanyakan kondisi Ss. R menanyakan tugas menulis minggu lalu kepada Ss. Ss menunjukkan hasil pekerjaan mereka kepada R. Beberapa Ss laki-laki ada yang belum selesai mengerjakan, R menyuruh mereka untuk menyelesaikan. Lalu R menyuruh salah satu Ss untuk menuliskan pekerjaannya di papan tulis. Salah satu S perempuan maju dan menuliskan pekerjaannya di papan tulis. Sementara itu, R menyuruh Ss untuk menukarkan pekerjaan mereka kepada teman sebangku untuk dikoreksi.

Setelah S selesai menulis pekerjaannya, R menyuruh Ss untuk memperhatikan tulisan S tersebut, R mengajak Ss untuk mengoreksi bersama, beberapa Ss aktif tetapi yang lain hanya terdiam. Kemudian R mulai mengoreksi per kalimat. Dalam mengoreksi, terdapat beberapa kesalahan. Kesalahan terjadi pada pengejaan (spelling), grammar, dan huruf kapital. Ss memperhatikan feedback dari R. Setelah itu, R menyuruh Ss untuk mengumpulkan pekerjaan mereka dan menutup pelajaran.

**Field Note 12**

**Tuesday, May 8<sup>th</sup>, 2012 at 08.30 am – 10.00 am**

**R: Researcher**

**ET: English Teacher**

**S(s): Student(s)**

**Cycle 2**

R datang ke sekolah pukul 07.30. R menemui ET di ruang guru dan kemudian berbincang-bincang di ruang tamu mengenai siklus 2. Setelah bel berbunyi, R dan ET bergegas masuk ke kelas X.A. R menyapa Ss, menanyakan kondisi Ss, memimpin doa, dan mengecek kehadiran Ss. Setelah itu, R menyalakan projector dan laptop untuk menampilkan gambar. R menampilkan gambar fasilitas sekolah. Ss memperhatikan dan tampak antusias. Kelas yang semula ramai menjadi hening. R bertanya, "*What pictures are they?*" Ss menjawab "*School Facilities*", ada juga yang menjawab dalam Bahasa Indonesia, yaitu "Fasilitas sekolah".

R kemudian menampilkan gambar fasilitas sekolah satu per satu sambil bertanya "*What picture is it?*" Ss menjawab dalam Bahasa Inggris maupun Bahasa Indonesia. R menyuruh Ss untuk selalu menggunakan kamus untuk memperkaya kosakata. Gambar terakhir adalah perpustakaan. R bertanya "*What is it?*" Ss menjawab "*Library*". R bertanya "*What do you see there?*" Ss menjawab *chairs, bookshelf, books, lamps*. R bertanya lagi "*What colour of the wall?*" Ss menjawab "*White*". R melanjutkan "*What about the size?*" Ss menjawab "*big.*" "*What do you think about the library?*" Ss menjawab beramai-ramai "*Nice*" "*Clean*" "*Good order.*" R menanggapi "*Good.*"

Kemudian, R membentuk *group work* agar Ss berpartisipasi aktif dalam kelas. R menyuruh Ss untuk membentuk kelompok yang masing-masing terdiri dari 4 Ss. Hal ini tidak memerlukan waktu yang lama, karena Ss langsung berbaur dengan teman-temannya. Ketika mereka mengatur tempat duduknya,

kelas menjadi agak ramai. Setelah Ss membentuk kelompoknya masing-masing, R memberikan handout kepada mereka. Handout tersebut adalah teks deskripsi yang berjudul ‘library.’

R menyuruh Ss mempelajari teks bersama teman satu kelompok mengenai topic, organisasi teks, dan grammar. R menyuruh masing-masing Ss untuk menjawab pertanyaan tersebut. Kegiatan ini berjalan dengan baik walaupun ada 2 kelompok yang asik mengobrol dengan teman-temannya. Setelah itu, R menjelaskan tentang *simple present tense*, *adjective* dan *preposition*. Ss memperhatikan penjelasan R.

Setelah itu, R membagikan teks deskripsi berjudul “Istiqlal Mosque”. Dalam teks tersebut, terdapat 15 *missing verbs* dalam *simple present tense* dan *passive voice* yang harus dilengkapi oleh Ss. R menjelaskan *simple present tense* dan *passive voice* melalui power point. R menyuruh Ss untuk mengerjakannya dengan teman sebangku. Mereka mengerjakan dengan baik. Setelah mereka selesai, R menyuruh Ss untuk menjawab satu per satu. Ss sangat antusias, mereka berebutan ingin menjawab. R menunjuk S yang mengangkat tangan duluan. Jawaban yang mereka berikan benar semua. Hal ini menunjukkan bahwa Ss sudah mengerti mana yang kalimat aktif, dan mana yang kalimat pasif dalam suatu teks deskripsi. Di sesi terakhir, R mengingatkan Ss untuk membawa kamus di pertemuan berikutnya. R juga menjelaskan bahwa di pertemuan berikutnya akan diadakan field trip mengunjungi fasilitas sekolah. Ss bersorak mendengar hal tersebut. Kemudian bel berbunyi, R menutup pelajaran.

### Field Note 13

**Monday, May 14<sup>th</sup>, 2012 at 07.00 am – 07.45 am**

**R: Researcher**

**ET: English Teacher**

**S(s): Student(s)**

Upacara bendera dimulai pukul 07.00 sehingga, jam pelajaran Bahasa Inggris diundur menjadi jam 08.00. R menunggu di ruang tamu. Setelah upacara selesai, ET menemui R di ruang tamu. Kemudian bel berbunyi, ET dan R bergegas masuk ke kelas X.A. Ss langsung duduk di kursinya masing-masing. Seperti biasa R menyapa Ss, menanyakan kondisi Ss, memimpin doa dan mengabsen kehadiran mereka. Setelah itu, R membagikan lembar observasi kepada Ss. Lembar observasi tersebut untuk memudahkan mereka mencatat point-point penting selama field trip.

Kemudian, R menjelaskan tujuan kegiatan field trip dan aturan Ss selama kegiatan field trip. Tempat yang akan dikunjungi adalah fasilitas-fasilitas sekolah didalam lingkungan sekolah mereka, yaitu perpustakaan, ruang UKS, laboratorium, dan rumah kaca. Ss harus memilih salah satu dari fasilitas tersebut dan membentuk kelompok yang terdiri dari empat orang. Ss sangat antusias memilih temannya yang memiliki pilihan yang sama. Ss bertanya tentang lembar observasi dan waktu yang diberikan selama field trip. R menjawab pertanyaan mereka dan menanyakan kesiapan Ss. R mengingatkan mereka untuk membawa alat tulis dan kamus sebelum meninggalkan ruang kelas. Setelah Ss siap, R

mendampingi mereka mengunjungi fasilitas sekolah. R dan ET memonitor Ss selama kegiatan field trip.

Sewaktu R mendampingi Ss di perpustakaan, R melihat Ss sangat antusias mengamati ruangan tersebut. Ss duduk dikursi secara berkelompok, lalu berdiskusi dan mencatat apa yang mereka amati di lembar observasi. Ss sangat antusias dan serius. Mereka banyak bertanya kepada R dan mereka mencari kosakata yang tidak mereka ketahui dalam kamus. Setelah memonitor Ss di perpustakaan, R pergi ke laboratorium. Disana, Ss sangat bersemangat mengamati ruangan. Mereka memperhatikan, menunjuk dan menyebut point-point penting dari bahasa Indonesia ke bahasa Inggris. Beberapa Ss menggunakan kamus elektronik yang terinstal dalam handphone. R memperingati mereka agar berhati-hati karena banyak alat-alat praktik yang terbuat dari pecah belah disana. Setelah itu, R mengunjungi rumah kaca dan ruang UKS untuk memonitor Ss. Kegiatan observasi berjalan dengan baik. Setelah Ss selesai melakukan pengamatan, mereka disuruh kembali ke kelas.

Di dalam kelas, Ss menunjukkan lembar kerja observasi kepada R. Kelas menjadi ramai kemudian R memperingati mereka untuk tenang. R menyuruh mereka untuk tetap bersama kelompok dan kemudian mengecek pekerjaan mereka. Ada beberapa kosakata yang belum mereka terjemahkan dalam bahasa Inggris. R menyuruh Ss untuk mengeceknya kembali dalam kamus. Aktivitas belajar berjalan dengan semestinya. Ss tampak sibuk berdiskusi dalam kelompok masing-masing. Mereka menggunakan kamus untuk menerjemahkan kosakata ke dalam bahasa Inggris. Mereka fokus pada pekerjaan mereka. Kemudian, bel berbunyi, R menyuruh Ss untuk membawa pekerjaan mereka di pertemuan esok hari.

#### **Field Note 14**

**Tuesday, May 15<sup>th</sup>, 2012 at 08.30 am – 10.00 am**

**R: Researcher**

**ET: English Teacher**

**S(s): Student(s)**

R datang ke sekolah pukul 08.00 dan menemui ET di ruang guru. Kemudian ET dan R berbincang-bincang di ruang tamu mengenai kegiatan belajar yang akan dilaksanakan. Setelah bel berbunyi, R dan ET bergegas masuk ke kelas X.A. Seperti biasa, R menyapa Ss, menanyakan kondisi Ss, memimpin doa dan mengecek kehadiran Ss. Setelah itu, R menanyakan pelajaran di pertemuan sebelumnya. R menghampiri Ss untuk mengecek lembar observasi, ternyata mereka sudah menyelesaikannya.

Kemudian, R menyuruh Ss untuk menulis teks deskripsi berdasarkan pengamatan mereka saat field trip kemarin. R membagikan lembar kerja untuk Ss. Setelah Ss mendapatkan lembar kerja, R menjelaskan aturan menulis yang tercantum di lembar kerja. Ss harus menggunakan *simple present tense*, *adjective*, dan *linking verb* dalam menulis. Bagian paragraf deskripsinya harus terdiri dari parts, quality, dan special characteristic.

Kemudian, R bertanya pada Ss tentang *text organization* and *language features* dari *descriptive text*. Kebanyakan Ss dapat menyebutkan rumus *simple present tense* dan *text organization* dari *descriptive text* yang terdiri dari *identification* dan *description*. R juga menjelaskan penggunaan lebih dari satu adjective untuk menulis deskripsi. Ss memperhatikan penjelasan R.

Kemudian Ss mulai menulis, dan R memonitor mereka. Ss dapat menuangkan ide mereka dengan menggunakan hasil pengamatan selama field trip. Selama kegiatan menulis, Ss banyak yang menunjukkan tulisannya kepada R. Ternyata masih terdapat kesalahan sedikit dalam tulisan mereka. R langsung memberikan feedback dengan menerangkan di papan tulis agar semua Ss bisa mengerti. Lalu, R menyuruh Ss untuk merevisi kesalahan dalam penulisan. R juga selalu memperingati mereka untuk fokus pada *paragraph organization*, *grammar*, *capitalization*, *spelling* dan *punctuation*. Ss mengerjakan dengan serius. Setelah mereka menyelesaikan pekerjaannya,

R menyuruh salah satu Ss untuk menulis pekerjaannya di papan tulis. R menyuruh Ss yang lainnya untuk memperhatikan dan menukar pekerjaan dengan teman sebangku. Setelah S tersebut selesai menulis pekerjaannya di papan tulis, R mengajak seluruh Ss mengoreksi bersama. Beberapa Ss aktif memberikan tanggapan, yang lainnya hanya diam saja. R menemukan beberapa kesalahan dalam tulisan S, yaitu *spelling* dan *article*. Meskipun demikian, tulisan Ss sudah lebih baik dibandingkan di *Cycle I* karena kesalahan penulisan semakin sedikit atau berkurang. Lalu, bel berbunyi tanda pelajaran telah usai, R menyuruh Ss untuk mengumpulkan pekerjaan mereka.

### Field Note 15

**Monday, May 21<sup>st</sup>, 2012 at 08.00 am – 08.45 am**

**R: Researcher**

**ET: English Teacher**

**S(s): Student(s)**

ET dan R bergegas masuk kelas saat bel masuk berbunyi. R seperti biasa mengawali kelas dengan menyapa Ss, menanyakan kondisi Ss, memimpin doa dan mengecek kehadiran Ss. Setelah itu, R memberi tahu kepada Ss bahwa hari itu mereka akan diberikan soal post-test. Lalu, R membagikan soal dan lembar kerja kepada Ss. Kelas sempat agak ramai, lalu R menyuruh mereka untuk tenang dan mengerjakan dengan serius. Ss mulai tenang dan mengerjakan, sementara R mengawasi mereka. Beberapa Ss meminta R untuk mengecek tulisan mereka. R selalu memperingati mereka untuk fokus terhadap organisasi paragraf. Ss semuanya bisa menulis dengan baik, yang dulunya tampak kesulitan, sekarang sudah lebih mudah menuangkan ide dalam menulis. Saat bel berbunyi, R menyuruh Ss untuk mengumpulkan pekerjaan mereka. R mengakhiri pelajaran dengan salam.

## Appendix II

### Observation Checklists



### Observation Sheet

#### Cycle I

#### First meeting

**Date:** April 23<sup>rd</sup>, 2012.

**Time:** 07.00-07.45

No	Activities	Yes	No
1.	The researcher greets the students.	√	
2.	The students respond to the greeting.	√	
3.	The researcher asks the students' condition.	√	
4.	The students tell their condition to the researcher.	√	
5.	The researcher does warming up by giving the picture of beach and some questions.	√	
6.	The students pay attention to the picture and answer the questions.	√	
7.	The teacher asks the students to match the pictures of tourist resort with the information in the box. (Task 1)	√	
8.	The students match each picture of tourist resort with the correct information in the box.	√	
9.	The researcher introduces a descriptive text entitles "Pingvellir" to the students.	√	
10.	The researcher and the students read and identify the organization of the text. (Task 2)	√	
11.	The researcher explains the organization and language feature of a descriptive text to the students.	√	
12.	The researcher gives time to students to deliver their questions about a descriptive text.	√	
	The students ask question about a descriptive text.		√
13.	The researcher gives Task 3 to the students.	√	
14.	The students answer the questions about the text. (Task 3)	√	
15.	The researcher reviews what the students have learned.	√	
16.	The researcher asks the students to submit their work.	√	
17.	The researcher ends the lesson.	√	

#### Cycle I

#### Second meeting

**Date:** April 24<sup>th</sup>, 2012.

**Time:** 08.30-10.00

No	Activities	Yes	No
1.	The researcher greets the students.	√	
2.	The students respond to the greeting.	√	
3.	The researcher asks the students' condition.	√	
4.	The students tell their condition to the researcher.	√	
5.	The researcher gives a text entitles "The Tower of London" to the	√	

	students. (Task 4)		
6	The students punctuate and capitalize the text and answer the questions.	√	
7	The teacher asks the students to write a descriptive text entitled “Niagara Falls” based on the information provided. (Task 5)	√	
8.	The students write a descriptive text entitled “Niagara Falls” based on the information provided.	√	
9.	The researcher gives time to students to deliver their questions about the material given.	√	
10	The researcher answers the students’ questions.	√	
11	The researcher asks the students to exchange their work with their partner to do the correction.	√	
12	The researcher asks them to submit their work.	√	
13	The researcher explains the procedure of field trip which will be conducted as a home work.	√	
14	The researcher gives an observation sheet to each student.	√	
15	The students answer the questions about the text. (Task 6)	√	
16	The researcher asks the students to observe an interesting place as a home work and write it on the observation sheet.	√	
17	The researcher asks the students’ problem.	√	
18	The researcher reviews what the students have learned.	√	
19	The researcher ends the lesson.	√	

## Cycle I

### Third and fourth meeting

**Date:** April 30<sup>th</sup>, and May 1<sup>st</sup>, 2012.

**Time:** 07.00-07.45, 08.30-10.00

No	Activities	Yes	No
1.	The researcher greets the students.	√	
2.	The students respond to the greeting.	√	
3.	The researcher asks the students’ condition.	√	
4.	The students tell their condition to the researcher.	√	
5.	The students show their observation result to the researcher.	√	
6.	The researcher asks the students to write their work on the whiteboard.	√	
7	The researcher and the students discuss the observation result.	√	
8	The researcher gives feedback to the students’ work.	√	
9.	The researcher gives time to students to deliver their questions about the material given.	√	
10	The researcher answers the students’ questions.	√	
11	The researcher gives a work sheet to the students. (Task 7)	√	
12	The researcher asks the students to make a draft of descriptive text based on the place which is observed.	√	

13	The researcher explains again about text organization and language feature of descriptive text.	√	
14	The students paid attention to the researcher explanation.	√	
15	The students make a draft of descriptive text.		
16	The students use <i>simple present tense</i> and <i>linking verbs</i> to write descriptive text.	√	
17	The researcher checks their writing draft.		
18	The researcher asks the students to revise their draft and develop it into paragraph.	√	
19	The researcher asks the students to focus in the paragraph organization	√	
20	The researcher asks the students to continue their writing at home and bring it to the next meeting.	√	
21	The researcher ends the lesson.	√	

### Cycle I

#### Fifth meeting

**Date: Monday, May 7<sup>th</sup>, 2012**

**Time: 08.00-08.45**

No	Activities	Yes	No
1.	The researcher greets the students.	√	
2.	The students respond to the greeting.	√	
3.	The researcher asks the students' condition.	√	
4.	The students tell their condition to the researcher.	√	
5.	The students show their writing to their writing to the researcher.	√	
6.	The researcher checks their writing.	√	
7	The researcher asks the students to exchange their work with their friends.	√	
8	The researcher gives feedback to the student's work.	√	
9.	The researcher gives time to students to deliver their questions about the descriptive text.	√	
10	The students ask some questions.	√	
11	The researcher reviews what the students have learned.	√	
12	The reseacher asks the students to submit their work.	√	
13	The researcher ends the lesson.	√	

**Cycle II****First meeting****Date: Tuesday, May 8<sup>th</sup>, 2012.****Time: 08.30-10.00**

No	Activities	Yes	No
1.	The researcher greets the students.	√	
2.	The students respond to the greeting.	√	
3.	The researcher asks the students' condition.	√	
4.	The students tell their condition to the researcher.	√	
5.	The researcher does warming up by giving the picture of school facilities and some questions.	√	
6	The students pay attention to the picture and answer the questions.	√	
7	The researcher introduces a descriptive text entitles "Library" to the students.	√	
8.	The researcher asks the students work in group to read and identify the organization and language feature of the descriptive text. (Task 1)	√	
9.	The students can identify the organization and language feature of the descriptive text.	√	
10	The researcher explains the organization and language feature of a descriptive text to the students	√	
11	The researcher asks the students to answer the comprehension question. (Task 2)	√	
12	The researcher gives time to students to deliver their questions about a descriptive text.	√	
13	The students ask questions about a descriptive text.		√
13	The researcher asks the students work in pairs to fill the descriptive text entitles "Istiqlal Mosque" with the simple present tense and passive voice. (Task 3)	√	
	The researcher asks the students to submit their work.		
14	The students understand about the simple present tense and passive voice.	√	
15	The researcher informs the students about the field trip that will be conducted in the next meeting.	√	
16	The researcher ends the lesson.	√	

**Cycle II****Second meeting****Date: Monday, May 14<sup>th</sup>, 2012.****Time: 08.00-08.45**

No	Activities	Yes	No
1.	The researcher greets the students.	√	
2.	The students respond to the greeting.	√	
3.	The researcher asks the students' condition.	√	
4.	The students tell their condition to the researcher.	√	
5.	The researcher explains the field trip that will be conducted in the school facility.	√	
6.	The researcher explains the students' roles during field trip.	√	
7.	The researcher distributed the observation sheet to the students. (Task 4)	√	
8.	The researcher asks the students to make a group with 4 or 5 members.	√	
9.	The researcher gives time to students to deliver some questions.	√	
10.	The researcher answers the students' questions.	√	
11.	The researcher monitored the students during field trip.	√	
12.	The students visit and observe the school facility.	√	
13.	The students write their observation result in the observation sheet	√	
14.	The students bring a dictionary.	√	
15.	The researcher asks the students to come to the classroom after they finished doing field trip.	√	
16.	The students show their observation result to the researcher.	√	
17.	The researcher checks the students' observation result.	√	
18.	The researcher reviews what the students have learned.	√	
19.	The researcher ends the lesson.	√	

**Cycle II****Third meeting and fourth meeting****Date: Tuesday, May 15<sup>th</sup>, 2012 and Monday, May 21<sup>st</sup>, 2012****Time: 08.30-10.00, 07.00-07.45**

No	Activities	Yes	No
1.	The researcher greets the students.	√	
2.	The students respond to the greeting.	√	
3.	The researcher asks the students' condition.	√	
4.	The students tell their condition to the researcher.	√	
5.	The researcher reminds the students about the material that was given in the previous meeting.	√	
6.	The researcher asks the students to write a descriptive text based on the observation result.	√	

7	The researcher reminds the students about text organization and language feature of descriptive text.	√	
8	The researcher gives time to students to deliver their questions about the material given.	√	
10	The researcher answers the students' questions.	√	
11	The researcher gives a work sheet to the students. (Task 7)	√	
12	The reseacher asks the students to make a draft of descriptive text based on the place which is observed.	√	
13	The researcher explains again	√	
14	The students paid attention to the researcher explanation.	√	
15	The students make a draft of descriptive text.	√	
16	The students use <i>simple present tense</i> and <i>linking verbs</i> to write descriptive text.	√	
17	The researcher checks their writing draft.	√	
18	The researcher asks the students to revise their draft and develop it into paragraph.	√	
19	The researcher asks the students to focus in the paragraph organization	√	
20	The researcher asks the students to continue their writing at home and bring it to the next meeting.	√	
21	The researcher ends the lesson.	√	

## Appendix III

### Interview Guidelines

### **Pedoman Wawancara**

#### **a. Wawancara dengan Guru Bahasa Inggris**

1. Bagaimana pembelajaran Bahasa Inggris secara umum di SMA N 1 Godean ini, Bu?
2. Apakah kondisi sekolah ini mendukung proses pembelajaran Bahasa Inggris, misalnya fasilitas-fasilitas apakah tersedia dengan baik?
3. Dari empat skill ; membaca, menulis, berbicara dan mendengarkan, skill mana yang sering ibu ajarkan kepada siswa?
4. Bagaimana kemampuan Bahasa Inggris mereka, Bu?
5. Kesulitan secara umum dalam pembelajaran Bahasa Inggris ini apa, Bu?
6. Bagaimana potensi anak-anak di kelas X.A, Bu?
7. Apakah Ibu menggunakan media pada saat mengajar?
8. Buku pegangan apa yang Ibu gunakan?
9. Materi pembelajaran seperti itu biasanya inputnya diambil dari mana saja, bu?
10. Apakah para siswa diwajibkan membawa kamus saat pelajaran bahasa Inggris?
11. Selama ini pengajaran seperti apa yang Ibu terapkan dalam pembelajaran menulis di kelas?
12. Penyebab pembelajaran menulis kurang memuaskan, menurut Ibu kira-kira apa penyebabnya?
13. Bagaimana dengan kemampuan menulis anak-anak, bu? Apakah sudah sesuai dengan harapan?
14. Bagaimana motivasi anak-anak dalam pembelajaran menulis?
15. Bagaimana mengatasi kesulitan siswa dalam hal menulis?
16. Selain masalah siswa, adakah masalah lain yang Ibu hadapi?
17. Dalam penugasan, apakah siswa dibagi dalam kelompok atau perorangan?
18. Bagaimana jika diberikan aktivitas yang bervariasi dalam kegiatan mengajar?
19. Apakah boleh, jika dalam kegiatan belajar mengajar diadakan kegiatan observasi diluar kelas?
20. Kira-kira berapa lama kegiatan tersebut dapat dilakukan?
21. Kemudian ke depannya pembelajaran seperti apa yang Ibu harapkan?

#### **Pedoman Wawancara dengan Guru (Setelah Siklus 1 Selesai)**

1. Menurut Ibu, apakah langkah-langkah dalam kegiatan menulis dengan menggunakan field trip sudah berjalan dengan baik?
2. Menurut Ibu, bagaimana langkah-langkah kegiatan pendahuluan kegiatan menulis dengan menggunakan field trip?
3. Apakah kegiatan menulis menggunakan field trip dapat efektif digunakan dalam kegiatan menulis?
4. Menurut Ibu, apakah dengan kegiatan pembelajaran menggunakan field trip dapat meningkatkan kemampuan menulis siswa?



5. Kendala apa saja yang dihadapi dalam kegiatan pembelajaran menggunakan field trip?

**b. Wawancara dengan Siswa**

1. Apakah adik-adik suka dengan pelajaran bahasa Inggris?
2. Kesulitan apa yang adik-adik hadapi dalam belajar bahasa Inggris?
3. Apakah selama ini adik-adik mengerti dengan penjelasan guru?
4. Apakah guru memakai media saat mengajar?
5. Apakah adik-adik diharuskan membawa kamus?
6. Keterampilan berbahasa yang mana yang sering diajarkan?
7. Diantara keempat keterampilan, yang mana yang adik-adik suka?
8. Apakah adik-adik suka menulis dalam bahasa Inggris?
9. Apakah adik-adik menemui kesulitan dalam menulis?
10. Kesulitan seperti apa yang adik-adik hadapi dalam menulis?
11. Apa yang adik-adik lakukan bila menemui kesulitan dalam menulis?
12. Selama ini, apakah guru kalian pernah memberikan permainan (game)?
13. Apakah adik-adik pernah mendengar istilah field trip?
14. Bagaimana jika dalam pelajaran menulis selanjutnya dilakukan di luar kelas?

**Wawancara dengan Siswa (Setelah Siklus 1 Selesai)**

1. Menurut adik-adik, bagaimana pengajaran mbak yang kemarin?
2. Apakah adik-adik sudah mengerti dengan langkah-langkah menulis yang sudah mbak ajarkan? Apakah materinya susah?
3. Apakah sudah ada peningkatan setelah belajar dengan menggunakan field trip?
4. Sekarang adik-adik sudah suka menulis belum?
5. Lebih mudah mana, belajar menulis bahasa Inggris dengan kegiatan pembelajaran melalui field trip atau menulis dengan pembelajaran seperti biasanya?
6. Hambatan atau kendala apa saja yang terjadi selama adik-adik mengikuti pembelajaran melalui field trip?
7. Bagaimana cara mengatasi hambatan-hambatan atau kendala tersebut?

**Wawancara dengan Siswa (Setelah Siklus 2 Selesai)**

1. Menurut adik-adik pelajaran kemarin sudah jelas belum?
2. Apakah kegiatan pembelajaran melalui field trip sudah dapat meningkatkan kemampuan menulis adik-adik sekarang?
3. Menurut adik-adik, lebih enak mana belajar menulis bahasa Inggris dengan kegiatan pembelajaran melalui field trip atau menulis dengan kegiatan pembelajaran seperti biasanya? Mengapa?
4. Apakah adik-adik merasa senang waktu disuruh melakukan pengamatan kemarin? Menurut adik-adik, ribet nggak?
5. Adik-adik punya masukan apa buat mbak?

## Appendix IV

### Interview Transcripts

## Interview Transcript

### Interview 1

**Wednesday, March 14<sup>th</sup>, 2012**

**Time: 09.00 am**

**R: Researcher**

**ET: English Teacher**

R: "Selamat pagi, Bu".

ET: "Ya, selamat pagi, ada apa ya?"

R: "Perkenalkan, nama saya Ayu, mahasiswa jurusan Pendidikan Bahasa Inggris dari UNY, yang akan melakukan penelitian di sekolah ini. Jika diizinkan, dan Ibu juga menyetujui, saya beniat untuk mengambil data di sini."

ET: "Oh bisa mbak, silahkan saja." Skillnya apa ya?"

R: "Writing, Bu."

ET: "Oh skillnya writing, ya. Untuk kelas berapa?"

R: "Iya, Bu. Iya untuk kelas X. Disini kelas X ada berapa kelas ya, Bu?"

ET: "Ada 5 kelas mbak."

R: "Kira-kira kelas X yang kemampuan menulisnya masih kurang kelas X berapa ya, Bu?"

ET: "Sebenarnya sih tiap kelas muridnya heterogen, dari nilai yang mereka dapat ada yang tinggi dan ada juga yang rendah" Jadi, tiap kelas begitu mbak, gak ada kelas yang didominasi sm anak yang keseluruhannya pintar atau sebaliknya. Kelas X.A saja gimana?"

R: "Oh, begitu ya, bu. Kalau begitu saya mau observasi kelas X.A. Jadwalnya kapan ya, Bu?"

ET: "Tiap hari senin dan Selasa. Ini mbaknya bisa liat jadwalnya atau foto copy juga boleh."

R: "Tiap senin jam 07.00- 07.45 kemudian Selasa jam 08.30-10.00, ya Bu?"

ET: "Iya, mbak."

R: "Kalau begitu nanti hari Selasa saya mau observasi di kelas XA."

ET: "Ya mbak, silahkan saja."

### Interview 2

**Monday, March 19<sup>th</sup>, 2012**

**Time: 09.00 am**

**R: Researcher**

**ET: English Teacher**

R: "Menurut Ibu bagaimana pembelajaran Bahasa Inggris secara umum di SMA N 1 Godean ini, Bu?"

ET: "Secara umum berjalan dengan baik walaupun masih banyak siswa yang mengalami kesulitan. Ada yang kemampuannya tinggi dan ada juga yang rendah."

- R: "Apakah kondisi sekolah ini mendukung proses pembelajaran Bahasa Inggris, misalnya fasilitas-fasilitas apakah tersedia dengan baik?"
- ET: "Ya, fasilitas-fasilitas di sekolah ini mendukung, apa yang dibutuhkan anak-anak itu sudah cukup, seperti misalnya buku-buku di perpustakaan cukup lengkap, akses internet, kemudian bacaan bahasa inggris seperti Jakarta post dan majalah remaja Bahasa Inggris "Use Speak."
- R: "Termasuk fasilitas laboratorium Bahasa ya, Bu?"
- ET: "Ya, mbak."
- R: "Dari empat skill; membaca, menulis, berbicara dan mendengarkan, skill mana yang sering ibu ajarkan kepada siswa?"
- ET: "Saya khusus mengampu skill reading dan writing. Dan ada satu lagi guru yang mengampu skill speaking dan listening. Jadi ada 2 guru, begitu mbak."
- R: "Oh, begitu. Lalu bagaimana dengan kemampuan menulis siswa, Bu?"
- ET: "Kalau kemampuan menulis mereka ya ada yang baik ada juga yang kurang."
- R: "Apakah Ibu menggunakan media saat mengajar?"
- ET: "Saya kadang-kadang menggunakan LCD mbak untuk menampilkan soal dari sumber lain."
- R: "Buku pegangan apa yang Ibu gunakan?"
- ET: "Saya menggunakan Buku Look Ahead, karena sejak awal masuk itu Kepala Sekolah menyuruh atau menghendaki semua siswa untuk memiliki buku itu. Jadi semua anak mempunyai buku Look Ahead."
- R: "Kenapa harus buku Look Ahead, Bu?"
- ET: "Kalau saya yang melihat ya itu sistematis, kemudian ya urut-urutannya itu enak untuk pembelajaran dibandingkan dengan buku paket lain. disamping itu text bacaannya itu sesuai dengan tingkatan mereka."
- R: "Adakah materi pembelajaran lain, bu? Kalau ada, inputnya diambil dari mana saja, Bu?"
- ET: "Ada, Saya menggunakan BSE, hanya saja anak-anak kan tidak punya, jadi ya kalau saya menemukan teks dari situ saya ketik kemudian saya print, dan sekolah nanti yang menggandakan, karena kalau anak tidak punya bukunya, maka saya bagikan lembaran itu."
- R: "Apakah anak-anak diwajibkan membawa kamus pada saat pelajaran Bahasa Inggris?"
- ET: "Sejak awal dari kelas 1 untuk pembelajaran Bahasa Inggris, mereka harus membawa kamus. Tapi yang namanya anak sekarang itu ya mbak, ada yang alasannya berat, mereka sudah cukup percaya diri dengan membawa Handphone yang bisa mendukung untuk mencari kata-kata yang sulit, ada yang cukup praktis membawa alfa link, laptop. Sebenarnya sebagian siswa ada juga yang rajin membawa kamus, sedangkan yang lain lebih suka membawa kamus elektronik."
- R: "Selama ini pengajaran seperti apa yang Ibu terapkan dalam pembelajaran menulis di kelas?"
- ET: "Selama ini saya menyuruh anak-anak untuk membuat draft, misalnya dalam menulis Narrative, saya minta mereka untuk membuat draft, dimana dalam pembuatan draft tersebut saya pancing-pancing dengan pertanyaan, siapa tokohnya, dimana kejadiannya, dan kapan peristiwanya. Seperti itu, Mbak."

R: "Oh begitu, lalu bagaimana dengan hasil tulisan mereka, Bu?"

ET: "Ya ini, permasalahannya, untuk hasil dari tulisan anak-anak itu ya menurut saya masih jauh dari harapan."

R: "Oh jadi hasilnya kurang memuaskan ya, Bu. Penyebabnya apa?"

ET: "Banyak ya mbak penyebabnya, seperti kurangnya ide, penguasaan grammar. Penggunaan grammarnya kebanyakan masih salah, kemudian pemilihan kosakata kadang-kadang kurang pas, kemudian mungkin karena kelamaan mengeluarkan ide itu ya jadi waktu yang disediakan tidak efektif. Disediakan waktu 1 jam pelajaran misalnya tapi nanti yang ditulis juga masih sedikit, kalau sudah waktunya saya suruh kumpulin tapi jawaban mereka "nanti Bu, belum selesai, masih mikir, dll." Yah, saya rasa itu cuma kurang latihan saja, mungkin dari dulunya memang kurang latihan, ini kan masih kelas 1 juga jadi mungkin dari SMP tidak semua sering berlatih menulis."

R: "Terus menurut Ibu bagaimana motivasi anak-anak tersebut dalam pembelajaran menulis?"

ET: "Menurut saya motivasi anak-anak sudah cukup bagus. Ya, itu tergantung juga sih ada anak yang senang kalau dilatih menulis, ada juga yang tidak."

R: "Lalu bagaimana mengatasi kesulitan siswa dalam menulis, Bu?"

ET: "Yang pernah saya lakukan selama ini ya contohnya saya pernah menyuruh mereka untuk menulis diary atau buku harian, pokoknya apa yang ingin mereka tulis dituangkan disitu. Saya pernah menyuruh mereka untuk menyediakan 1 buah buku, khusus untuk menulis, apapun yang ingin ditulis, mulai dari apa yang sedang dialami, lagi sedih, atau sedang happy. Jadi tujuan saya ya supaya anak itu agak membiasakan diri berlatih menulis Bahasa Inggris. Karena dengan memberikan tugas semacam diary kan mereka bebas untuk mengekspresikan apa yang ingin mereka tulis. Cuma ya kendalanya waktu ngoreksinya ini, mbak gak ada. Karena saya juga sibuk."

R: "Selain masalah dari siswa, adakah masalah lain yang Ibu hadapi?"

ET: "Mungkin dalam pemilihan materi yang tepat buat siswa agar mereka bisa lebih tertarik dalam pembelajaran menulis, sehingga mereka bisa berlatih untuk menuangkan ide. Karena selama ini walaupun saya sudah tetapkan judul untuk menulis, tapi mereka maunya yang bebas sesuai selera mereka. Saya sebenarnya ingin menentukan tema apa yang sesuai, tapi kebanyakan mereka lebih suka tema yang bebas."

R: "Kalau dalam penugasan, apakah siswa dibagi dalam kelompok atau perorangan?"

ET: "Kalau untuk writing dalam penugasan dikelas in pairs atau berpasangan, sehingga ide dari temannya bisa membantu mereka dalam menulis. Tapi kalau tugas dirumah ya individu."

R: "Kalau untuk kelompok, Bu?"

ET: "Kalau untuk kelompok saya belum pernah mbak. Paling selama ini ya berpasangan saja."

R: "Oh begitu, bagaimana jika diberikan aktivitas yang bervariasi dalam kegiatan mengajar?"

ET: "Maksudnya, jenis variasi seperti apa, Mbak?"

- R: "Ibu tadi mengatakan kalau anak-anak sering mengalami kesulitan atau lama dalam mengeluarkan ide walaupun diberikan waktu yang lama untuk menulis. Sehingga hasil menulisnya belum sesuai harapan. Seperti yang ibu katakan tadi, disuruh menulis 100 kata, tapi ternyata masih 50 kata, karena ide mereka kurang tereksplor. Jadi sebaiknya ada suatu aktivitas yang lain yang bisa membuat mereka merasa senang dan termotivasi dalam menulis, contohnya itu Field Trip."
- ET: "Oh, Field Trip. Berarti maksudnya anak-anak itu diajak keluar kelas ya?"
- R: "Iya bu, yang dimaksud field trip itu kunjungan ke suatu tempat untuk mempelajari tempat tersebut secara langsung melalui pengamatan. Jadi jika diterapkan dalam pembelajaran menulis deskripsi tempat, anak-anak saya ajak keluar kelas untuk mengunjungi suatu tempat yang akan ditulis. Jadi waktu mengunjungi tempat tersebut mereka bisa melihat tempat tersebut secara langsung seperti apa wujudnya, lokasinya, bagian-bagiannya, karakteristik, jadi mereka betul-betul mengamati sesuatu yang real atau nyata dari kunjungan ke tempat tersebut, Bu."
- ET: "Oh, jadi maksud mbak ayu itu diterapkan dalam menulis deskripsi ya. Kebetulan materi kelas 1 di semester 2 ini ada materinya mbak. Berarti fokusnya untuk *descriptive*? Bagus itu, mbak. Karena selama ini kalau anak belajar dalam kelas terus ada kecenderungan bosan, apalagi waktu mengeluarkan ide dalam menulis. Mungkin dengan *Field Trip* anak-anak akan lebih mudah menuangkan ide dalam tulisan daripada mengandalkan imajinasi mereka. Kalau dikelas kan mereka menulis berdasarkan imajinasi, padahal mereka sangat tertarik dengan pembelajaran visual. Sepertinya menarik ya mbak, walaupun saya sendiri belum pernah menerapkan aktivitas seperti itu."
- R: "Jadi, apakah boleh, jika dalam kegiatan belajar mengajar diadakan kegiatan observasi diluar kelas, Bu?"
- ET: "Ya, apa salahnya mbak, jika memang *Field Trip* sangat membantu anak-anak dalam meningkatkan kemampuan dalam menulis, silahkan saja. Kira-kira berapa lama kegiatan tersebut dapat dilakukan?"
- R: "Mungkin kalau 1 jam pertemuan tidak memungkinkan, nanti bisa dilanjutkan di pertemuan selanjutnya. Jadi bisa saja 2x45 menit, Bu. "
- ET: "Oh begitu, iya mbak silahkan saja."
- R: "Terima kasih, Bu. Oya kemudian untuk ke depan, pembelajaran seperti apa yang Ibu harapkan?"
- ET: "Saya berharap pengajaran Bahasa Inggris bisa lebih baik lagi khususnya dalam menulis, anak-anak lebih termotivasi untuk belajar, kemampuan mereka bisa meningkat sesuai harapan, dan sebagai guru saya ingin sekali bisa mengatasi kendala atau kesulitan yang mereka hadapi."

### Interview 3

Tuesday, March 20<sup>th</sup>, 2012

Time: 10.00 am

R: Researcher

Ss: Students

- R: "Hai Dek, mbak mau ngobrol nih sama kalian, mo tanya-tanya aja, gak papa?"  
 Ss: Ya, gak papa mbak. (S4, S7, S25, S33, S36)  
 R: "Apa kalian suka sama pelajaran Bahasa Inggris?"  
 Ss: "Suka." (S4)  
     "Aku suka kalau ngajarnya asik." (S25, S33)  
     "Kadang-kadang mbak, gak terlalu." (S36)  
     "Gak begitu suka, mbak hehe." (S7)  
 R: "Jadi alasannya karena gak asik nih jadinya gak suka?"  
 Ss: "Saya suka karena bahasa Inggris penting, mbak." (S25)  
 R: "Kalau yang lainnya?"  
 Ss: "Iya mbak kalo asik aja sukanya, hehe. (S4, S7, S33, S36)  
 R: "Kesulitan apa yang kalian alami dalam belajar bahasa Inggris?"  
     "Kosakata, terus grammar." (S4, S25, S36)  
     "Semuanya mbak, masalahnya nggak ngerti, hehe." (S7, S33)  
 R: "Selama ini apa kalian mengerti dengan penjelasan guru?"  
 Ss: "Lumayan ngerti mbak." (S25, S36)  
     "Kadang ngerti, kadang nggak, mbak. (S4, S7, S33)  
 R: "Kalau dalam kegiatan Menulis, gurunya mengajar pake media apa? Misalnya dengan menggunakan Projector, atau alat peraga gitu."  
 Ss: "Gurunya ngajar ya pake buku mbak." (S4, S25)  
     "Gurunya pake buku paket *Look Ahead* mbak, pernah dulu pake projector pas ulangan aja, buat menampilkan soal." (S7, S33, S36)  
 R: "Apakah adik-adik diharuskan membawa kamus?"  
 Ss: "Gak tuh, mbak." (S4, S7, S33)  
     "Gak mbak, tapi ada juga 1 atau 2 orang yang bawa. (S25)  
     "Gak diharuskan kok, mbak." (S36)  
 R: "Diantara 4 keterampilan, keterampilan mana yang adik suka?"  
     "Speaking." (S25)  
     "Yang mana ya mbak? Susah semua e hehe." (S7, S33)  
     "Membaca." (S36)  
     "Listening karna di lab belajarnya hehe." (S25)  
 R: "Kalo keterampilan menulis gimana? Suka gak?"  
 Ss: "Hmmm ya lumayan suka juga, tapi susah mbak hehe." (S4)  
     "Tergantung sih mbak, kalo asik ngajarnya ya saya suka." (S25)  
     "Saya ga terlalu suka, sulit mbak." (S7)  
     "Gak terlalu suka." (S33, S36)  
 R: "Kok banyak yang gak begitu suka? Kesulitannya dimana?"  
 Ss: "Penggunaan tenses, terus kata-katanya mbak, kalau disuruh nulis kadang bingung nggak punya ide." (S25)  
     "Semuanya susah mbak. Bosen masalahnya. (S4, S7)  
     "Bingung mau nulisnya, nggak punya ide." (S33)  
     "Bingung apa yang mau ditulis, terus grammar sama kosakatanya juga susah." (S36)  
 R: "Terus kalo udah nemuin kesulitan, apa yang kalian lakukan?"  
 Ss: "Tanya teman yang pinter." (S25)  
     "Iya mbak, tanya-tanya teman." (S4, S33)

- “Baca penjelasan dibuku, tapi ya kadang juga nggak ngerti-ngerti banget.”  
(S7, S36)
- R: “Oya kalian pernah dengar istilah *field trip* gak? Kunjungan ke suatu tempat, tapi tujuannya untuk belajar.”
- Ss: “Ya, pernah mbak. (S4, S7, S25, S33, S36)
- R: “Gimana kalau kita melakukan field trip dalam pelajaran menulis? Setuju gak?”
- Ss: “Setuju mbak.” (S4, S25)  
“Manut mbak hehe.” (S7)  
“Setuju mbak, biar gak bosen.” (S33, S36)
- R: “Ok, makasih ya adik-adik.”
- Ss: “Ya, sama-sama, mbak.”

#### **Interview 4**

**Tuesday, March 20<sup>th</sup>, 2012**

**Time: 10.30 am**

**R: Researcher**

**Ss: Students**

- R: “Kesulitannya dalam menulis apa, Dik?”
- Ss: “Kesulitannya ya kata-katanya itu, Mbak.” (S5) (S35)
- R: “Vocab ya?”
- Ss: “Iya vocabulary itu, Mbak.” (S5) (S35) (S22)
- R: “Selain kosakata, apalagi yang sulit?”
- Ss: “Oya grammar juga susah, mbak.” (S22)  
“Iya, grammar, mbak” (S26) (S35)  
“Susah nyambungin kata-katanya jadi kalimat.” (S22)  
“Nyusun paragrafnya mbak.” (S35)  
“Sering bingung mau nulis apa, gak punya ide.” (S5) (S26) (S31) (S35)
- R: “Oh begitu ya. Terus kalo pelajaran tadi gimana?” “Ada kesulitan nggak?”
- Ss: “Ya yang seperti kubilang tadi, nulis tu banyak susahnyanya.” (S5) (S22) (S35)  
“Gak menarik sih, bosenin jadinya.” (S31) (S26)
- R: “Jadi menurut kalian yang paling susah tu writing ya? Nah, menurut kalian kalau menulisnya nanti pake tahapan gimana? nanti kita pakai gambar dan kunjungan ke suatu tempat untuk observasi? Biar lebih gampang nulisnya.”
- Ss: “Setuju, mbak. Kalo pake gambar terus kunjungan ke suatu tempat kan pasti seru.” (S22) (S26) (S35)  
“Dibikin yang menarik biar nulisnya nggak kerasa susah.” (S5) (S31)

#### **Interview 5**

**Tuesday, March 20<sup>th</sup>, 2012**

**Time: 10.45 am**

**R: Researcher**

**Ss: Students**



- R: "Pelajaran tadi gimana, adik-adik? Tadi kan disuruh nulis, gimana ada kesulitan?"
- Ss: "Ya, lumayan sulit, Mbak, lagian kurang menarik." (S2) (S13)  
 "Susah jadi rasanya gak semangat ngikutin pelajaran, Mbak." (S21) (S32)  
 "Lumayan sulit, jadinya saya ngantuk." (S8)
- R: "Memangnya susahnya dimana?"
- Ss: "Susah, Mbak. Pas baru mau nulis aja udah bingung." (S21) (S32)  
 "Nyusun kata-kata sama kalimatnya susah." (S2) (S13)  
 "Pokonya susah Mbak, gak tau kata-kata terus juga gak punya ide buat nulis." (S8)
- R: "Jadi, kalian bingung tentang kosakata dalam bahasa inggris, ide tulisan, sama susunannya gitu?"
- Ss: "Iya, Mbak." (S2) (S8) (S13) (S21) (S32)

### **Interview 6**

**Monday, April 23<sup>rd</sup>, 2012**

**Time: 08.00 am**

**R: Researcher,**

**ET: Teacher**

- R: "Menurut Ibu, bagaimana pelajaran hari ini Bu, setelah melihat saya mengajar? Saya minta masukan dari Ibu."
- ET: "Menurut saya mbaknya bagus mengajarnya. Apalagi waktu pas pertamanya menunjukkan gambar, masuk banget."
- R: "Oh ya? Maksudnya masuk, Bu?"
- ET: "Ya maksud saya mbaknya kan pendahuluannya menampilkan gambar tentang pantai, terus anak-anak dikasi pertanyaan, itu bagus lo jadi anak-anak lebih mudah mengerti dan lebih siap untuk mengikuti proses pembelajaran." Mereka juga jadi punya gambaran untuk field trip di pertemuan berikutnya."
- R: "Menurut Ibu bagaimana pengajaran saya menggunakan gambar dan power point?"
- ET: "Saya lihat sangat menarik ya mbak. Seluruh siswa sangat memperhatikan penjelasan mbak ayu, lagipula gambarnya bagus dan menarik. mungkin karena mbaknya mengajar menggunakan projector, dan materi yang mbak sampaikan juga menarik ada ilustrasi gambarnya sehingga anak-anak senang mengikuti pelajaran tadi. Kalau saya kan tidak pernah menampilkan yang begitu, cuma dari buku saja. Atau kalau saya ambil dari sumber lain juga saya print dan saya bagikan print outnya jadi saya tidak menampilkan lewat projector."
- R: "Oh begitu ya, Bu. Oya Bu, tadi kan mereka belum selesai mengerjakan karena waktunya sudah habis, jadi dilanjut besok, ya Bu?"
- ET: "Iya mbak, tapi anak-anak sudah mengerti kan sama perintah mbaknya? Itu kan tidak di printout ya? Apa mereka bisa mengerjakan?"
- R: "Sudah mengerti bu, iya saya memang tidak memrintnya, jadi besok saya tampilkan lagi sehingga mereka bisa mengerjakan kelanjutannya."

ET: "Iya begitu saja gak papa kok mbaknya."

R: "Besok jam ke 3 dan ke 4 ya bu, jadwalnya?"

ET: "Iya mbak, itu 2 jam pelajaran mulai jam 08.30-10.00 setelah itu mereka istirahat."

R: "Baik bu, besok saya datang lebih awal ya."

ET: "Iya mbak, sampai ketemu besok ya."

R: "Iya, Bu."

### **Interview 7**

**Monday, April 23<sup>rd</sup>, 2012**

**Time: 08.00 am**

**R: Researcher,**

**S(s): Students**

R: "Gimana pelajaran dengan tampilan gambar-gambar tadi, Dik?"

Ss: "Asik, Miss. Gambarnya banyak dan bagus-bagus." (S13)

R: "Terus pertanyaan tadi gimana? Gampang nggak?"

Ss: "Lumayan gampang, Miss. Sampai rebutan jawabnya." (S13)

### **Interview 8**

**Monday, April 23<sup>rd</sup>, 2012**

**Time: 08.00 am**

**R: Researcher,**

**S(s): Students**

R: "Menurut adik-adik, penjelasan saya dengan power point menarik nggak?"

Ss: "Menarik miss, saya suka. Gambarnya bagus-bagus." (S20) (S33)

"Menarik, nggak bosenin. Gambarnya keren." (S18) (S35) (S15)

"Menarik mbak, gambarnya keren. Tapi berhubung aku duduk di deretan belakang, slidennya kelihatan kecil, gak kelihatan jelas gitu." (S19)

R: "Terus ngerti gak sama penjelasan saya tadi?"

Ss: "Paham mbak, kan waktu penjelasan ada contoh teks sama bagan-bagan yang nunjukkan organisasi teksnya, jadinya saya ngerti." (S36) (S24)

"Ngerti, mbak. Beda sama guru yang jelasinnya cuma pake buku paket. Kalo mbak kan pakai power point gitu jadi mudah memahaminya." (S3) (S25) (S32)

### **Interview 9**

**Monday, April 30<sup>th</sup>, 2012**

**Time: 08.00 am**

**R: Researcher,**

**ET: English Teacher**

R: "Menurut Ibu bagaimana penerapan tugas *field trip* yang saya berikan, Bu?"

ET: "Menurut saya sangat menarik, mbak. Lagipula saya belum pernah menerapkan aktivitas *field trip* ini selama mengajar. Saya amati anak-anak sangat tertarik dan antusias mengikuti kelas writing. Mereka aktif maju ke depan kelas, dan mereka tidak malu bertanya. Mereka juga mendapatkan banyak kosakata baru dari aktivitas *field trip* ini."

### Interview 10

Monday, April 30<sup>th</sup>, 2012

Time: 08.00 am

R: Researcher

S(s): Students

R: “Adik-adik gimana tugas *field trip*nya sudah selesai?”

Ss: “Sudah miss.”

R: “Gimana perasaan kalian selama kegiatan *field trip*?”

Ss: “Senang banget, Miss.” (S16) (S12) (S9) (S26) (S34)

R: “Kenapa?”

Ss: “Bisa refreshing.” (S9)

“Menarik.” (S16)

“Mengasyikkan.” (S26)

“Gak bosenin.” (S34)

“Belum pernah dikasi tugas *field trip*, jadi ini tuh hal baru buat aku.” (S12)

R: “Terus kegiatan *field trip* kemarin seperti apa?”

Ss: “Waktu *field trip* kita semangat banget, bisa refreshing sambil ngerjain lembar observasi. (S12)

“Waktu itu saya *field trip*nya ke sawah, disitu saya mengamati dan mencatat kosakata yang diperlukan. Saya jadi semangat ternyata kita bisa belajar dari objek nyata yang ada disekitar kita.” (S16)

R: “Terus ada kesulitan nggak selama kegiatan *field trip*?”

Ss: “Gak ada.”

“Ya. Bingung yang mau dicatet apa aja kosakatanya, Miss. Tapi untungnya ada lembar observasi yang mbak kasi, jadi terbantu.” (S28)

“Kita tau bahasa Indonesianya aja, Bahasa Inggrisnya gak tau, jadinya sering-sering buka kamus.” (S4)

“Nggak ada yang mendampingi, cuma sama teman-teman aja perginya, kalo ada mbak Ayu kan enak ada yang mengarahkan.” (S7)

### Interview 11

Monday, April 30<sup>th</sup>, 2012

Time: 08.15 am

R: Researcher

S(s): Students

R: “Adik-adik, menurut kalian pembelajaran menulis dari kegiatan *field trip* gimana?”

Ss: “Menyenangkan, Mbak.” (S1) (S7) (S27)

“Menarik.” (S22) (S13) (S30)

R: “Kalau lembar observasi yang saya kasi kira-kira membantu gak?” “Kenapa?”

Ss: “Membantu sekali, kita jadi tau apa aja yang mesti dicatat, terus kalau gak tau artinya kan tinggal cek di kamus.” (S22) (S30) (S7)

“Iya, sangat membantu, Mbak.” (S1) (S13) (S27)

**Interview 12****Monday, May 7<sup>th</sup>, 2012****Time: 08.00 am****R: Researcher****S(s): Students**

R: “Adik-adik, gimana waktu menulis deskripsi dari hasil kegiatan field trip?”

Ss: “Lumayan mudah dan membantu, Miss. Kan waktu field trip nulis-nulis kosakatanya. Jadi tinggal nyusun kalimatnya dan ngembangin sampai jadi teks deskripsi.” (S12)

R: “Terus sudah ada peningkatan nggak setelah belajar menulis menggunakan field trip?”

Ss: “Lumayan ada peningkatan mbak. Banyak dapet kosakata, terus bisa nyusun kalimatnya juga.” (S33)

“Hmm belum, Miss. Masih bingung, susah grammarnya.” (S23)

R: “Sekarang adik-adik suka menulis gak?”

Ss: “Suka, tapi takut salah.” (S21)

R: “Kenapa takut salah?”

Ss: “Karena belum ngerti banget grammarnya.” (S21) (S23)

R: “Kan sudah saya jelasin ya, kok belum ngerti, dik?”

Ss: “Masih bingung Miss, sama penggunaan grammarnya.” (S21) (S23)

**Interview 13****Monday, May 7<sup>th</sup>, 2012****Time: 08.15 am****R: Researcher****S(s): Students**

R: “Adik-adik, menurut kalian pembelajaran menulis dari kegiatan field trip gimana?”

Ss: “Menyenangkan, Mbak.” (S1) (S7) (S27)

“Menarik.” (S22) (S13) (S30)

R: “Kalau lembar observasi yang saya kasi kira-kira membantu gak?” “Kenapa?”

Ss: “Membantu sekali, kita jadi tau apa aja yang mesti dicatat, terus kalau gak tau artinya kan tinggal cek di kamus.” (S22) (S30) (S7)

“Iya, sangat membantu, Mbak.” (S1) (S13) (S27)

**Interview 14****Monday, May 7<sup>th</sup> 2012****Time: 08.30 am****R: Researcher****S(s): Students**

R: “Menurut adik-adik, bagaimana pengajaran saya selama ini?”

Ss: “Menyenangkan.” (S25)

- “Menarik.” (S9)  
 “Bagus, asik.” (S16) (S28)  
 “Asik, tapi banyak tugas.” (S20) (S3)  
 “Enak, I’m really happy, Miss.” (S27)
- R: “Apakah adik-adik sudah mengerti dengan langkah-langkah menulis yang sudah saya ajarkan? Materinya susah nggak?”
- Ss: “Langkah-langkahnya jelas, bisa dimengerti. Kalau materinya lumayan mudah mbak.” (S25) (S16) (S3) (S20)  
 “Langkah-langkahnya membantu untuk menulis deskripsi, tapi materinya susah.” (S28)  
 “Belum mengerti, materinya susah, grammarnya saya belum mengerti.” (S9)
- R: “Terus sudah ada peningkatan nggak setelah belajar menulis menggunakan field trip?”
- Ss: “Lumayan meningkat mbak. Bisa nyusun kalimat terus mulai ngerti grammarnya.” (S25)  
 “Kosakata meningkat.” (S9)  
 “Grammar.” (S16) (S20)  
 “Kosakata, tapi grammarnya susah.” (S28) (S3)  
 “Kosakata dan grammar.” (S27)
- R: “Sekarang adik-adik suka menulis belum?”
- Ss: “Suka, padahal dulu males banget nulis karena nggak ngerti.” (S25)  
 “Senang tapi takut salah.” (S9)  
 “Suka, karena asik.” (S16)  
 “Nggak begitu suka, masih sulit karena grammarnya susah.” (S28)  
 “Sekarang sudah suka nulis, mbak. Lagian mbak sering ngasi tugas jadinya saya terlatih buat menulis.” (S20)  
 “Suka mbak, daripada speaking, hehe. (S3)  
 “Sudah suka sekarang, karena mbak jelas banget menjelaskan materinya.” (S27)
- R: “Lebih mudah mana, belajar menulis Bahasa Inggris dengan field trip atau dengan pembelajaran seperti biasanya?”
- Ss: “Menurut saya, dengan field trip lebih mudah, kita belajar tentang lingkungan, sesuai kenyataan yang kita temui.” “Mbak juga membaur banget sama kita.” (S25)  
 “Lebih mudah pake field trip, langkah-langkahnya teratur, jadi tiap pertemuan itu nyambung.” (S9) (S3)  
 “Mbak ngajarnya lebih seru, jadi murid-murid nggak tegang. Apalagi pas kita dikasi tugas field trip, kita belajar tentang objek nyata disekitar kita.” (S16)  
 “Lebih mudah dengan field trip.” (S28)  
 “Lebih mudah dengan field trip, karena kita jadi tau objeknya bisa ditemui langsung.” (S20)  
 “Lebih mudah dengan field trip, kosakatanya nambah, karena kita bisa menambah wawasan dari objek yang realistis.” (S27)
- R: “Hambatan atau kendala apa saja yang adik-adik alami selama field trip?”
- Ss: “Waktunya kurang.” (S9) (S25)

“Waktu lagi mengamati objek, mau nulis kosakatanya tapi nggak tau Bahasa Inggrisnya apa.” (S16) (S20)

“Saya nggak menguasai kosakata dalam Bahasa Inggris.” (S28)

“Gak tau grammarnya pas mau nulis kalimat tentang lokasi tempat.” (S3)

“Gak ada kendala kok, Mbak.” (S27)

### **Interview 15**

**Monday, May 7<sup>th</sup>, 2012**

**Time: 08.00 am**

**R: Researcher,**

**ET: English Teacher**

R: “Menurut Ibu, apakah langkah-langkah dalam kegiatan menulis dengan menggunakan *field trip* sudah berjalan dengan baik?”

ET: “Ya, sudah berjalan dengan baik, mbak. Langkah-langkahnya jelas berhubungan dari step awal sampai yang selanjutnya. Anak-anak juga mengerti dengan instruksi yang mbak perintahkan.”

R: “Apakah kegiatan menulis menggunakan *field trip* dapat efektif digunakan dalam kegiatan menulis?”

ET: “Ya, sangat efektif. Karena *field trip* dapat membantu siswa mengeluarkan ide dengan mudah waktu menulis. Mereka mendapat banyak kosakata dari kegiatan *field trip*, sehingga hal itu memudahkan siswa dalam menulis.”

R: “Menurut Ibu, apakah dengan kegiatan pembelajaran menggunakan *field trip* dapat meningkatkan kemampuan menulis siswa?”

ET: “Ya, tentu saja. Dulu mereka tidak antusias dalam menulis, tetapi setelah diadakan *field trip* mereka semangat menulis. Dan dari tulisan siswa juga ide atau gagasannya lumayan banyak. Walaupun masih banyak kesalahan dalam penulisan mereka, setidaknya jauh lebih baik dibandingkan sebelum action.”

R: “Baiklah, apakah Ibu ada masukan buat saya?”

ET: “Saya fikir sebaiknya di siklus selanjutnya siswa diberi latihan grammar mbak, biar lebih faham. “Oya satu lagi mbak Ayu, volume suaranya tolong dikerasin lagi ya, karena akhir-akhir ini suaranya kurang jelas waktu mengajar.”

R: “Baik, Bu. Terima kasih.”

### **Interview 16**

**Tuesday, May 15<sup>th</sup>, 2012**

**Time: 08.00 am**

**R: Researcher**

**S(s): Students**

R: “Menurut kalian pelajaran barusan gimana?”

Ss: “Menyenangkan. Miss Ayu tuh sering nampilin gambar-gambar sambil ngasi pertanyaan, jadinya kita gak pernah bosan.”

“Menarik. Pasti ada hubungannya sama tugas menulis selanjutnya, jadinya kita punya gambaran.”

R: “Gimana waktu disuruh ngerjain latihan berkelompok tadi?”

Ss: “Lumayan mudah karna ngerjainnya kelompok. Jadi bisa nanya-nanya sama teman sekelompok yang bisa.”

### **Interview 17**

**Tuesday, May 15<sup>th</sup>, 2012**

**Time: 10.00 am**

**R: Researcher**

**ET: English Teacher**

R: “Menurut Ibu bagaimana action di tahap BKOF?”

ET: “Sama seperti di siklus 1 ya mbak, sangat menarik. Dengan menampilkan gambar, anak-anak semangat mengikuti pelajaran. Mereka aktif dalam menjawab pertanyaan.”

### **Interview 18**

**Tuesday, May 22<sup>th</sup>, 2012**

**Time: 08.00 am**

**R: Researcher**

**S(s): Students**

R: “Waktu saya dampingin *field trip*, kira-kira jadi lebih mudah nggak?”

Ss: “Iya, miss. Karena ada yang mendampingi dan mengarahkan jadinya lebih mudah.” (S1) (S4)

“Iya, lebih mudah Miss. Jadinya kita gak kebingungan, bisa nanya-nanya langsung ke miss Ayu.” (S18) (S28)

“Iya lebih mudah. Waktunya jadi lebih efektif, nggak terbuang percuma.” (S21)

R: “Terus ada peningkatan lainnya nggak?”

Ss: “Yang jelas kosakatanya bertambah, kan kita pakai kamus juga.” (S1) (S4) (S21)

“Peningkatannya di kosakata, kita jadi sering buka-buka kamus.” (S18) (S28)

R: “Terus gimana dengan menulis deskripsinya kali ini? Ada kesulitan?”

Ss: “Nggak ada, Miss.” (S1) (S4) (S21) (S18) (S28)

R: “Terus lembar observasinya membantu kalian nggak?”

Ss: “Membantu banget, Miss.” (S1) (S4) (S21) (S18) (S28)

R: “Membantunya gimana, Dik?”

Ss: “Idenya. Kita jadi ngerti apa yang mau ditulis di tiap paragraf.” (S1) (S4) (S21) (S18) (S28)

R: “Maksudnya ide dan organisasi paragrafnya ya?”

Ss: “Ya, mbak.” (S1) (S4) (S21) (S18) (S28)

### Interview 19

Tuesday, May 22<sup>th</sup>, 2012

Time: 08.00 am

R: Researcher

S(s): Students

R: “Menurut adik-adik pelajaran yang selama ini saya ajarkan sudah jelas belum?”

Ss: “Sudah jelas kok, Mbak.” (S7) (S15) (S22)

R: “Apakah kegiatan pembelajaran melalui field trip sudah dapat meningkatkan kemampuan menulis adik-adik sekarang?”

Ss: “Ya, miss. Kita jadi suka menulis Bahasa Inggris dan lebih terlatih. Lagian dengan *field trip*, kita mempelajari objek secara langsung dan nyata, kita mendapat kosakata, dan itu sebagai tahapan awal sebelum menulis.” (S22)  
 “Ya, meningkat miss. Dulu saya gak semangat kalau pelajaran menulis. tapi sejak diadakan *field trip*, saya suka menulis, karena dapat idenya banyak.” (S15) (S7)

R: “Apakah adik-adik merasa senang waktu disuruh melakukan pengamatan kemarin? “Menurut adik-adik, ribet nggak?”

Ss: “Senang banget, nggak ribet kok, karena didampingi miss Ayu.” (S22) (S7) (S15)

R: “Menurut adik-adik, lebih enak mana belajar menulis bahasa inggris dengan kegiatan pembelajaran melalui *field trip* atau menulis dengan kegiatan pembelajaran seperti biasanya? Mengapa?”

Ss: “Lebih enak field trip, karena seru, gak bikin bosan.” (S7)

“Lebih enak field trip, lebih mudah dapat ide buat menulis.” (S15) (S22)

R: “Adik-adik punya masukan apa buat mbak?”

Ss: “Mbak kalau ngajar suaranya dikerasin aja, soalnya saya gak begitu jelas dengar suara mbak, mklum saya duduk di deretan belakang.” (S7) (S15)  
 “Tetap semangat ya, mbak mengajari kami.” (S22)

### Interview 20

Tuesday, May 22<sup>th</sup>, 2012

Time: 10.00 am

R: Researcher

ET: English Teacher

R: “Menurut Ibu bagaimana kemajuan menulis siswa di Cycle 2 ini, Bu?”

ET: “Sudah lebih baik dibanding dengan Cycle I ya mbak. Siswa sudah banyak yang bisa menulis dengan grammar yang benar, dan paragrafnya sudah lebih terorganisir.”



## Appendix V

### Questionnaires

**Students' Responses of English Teaching Learning Process in the Class  
before Actions**

No	Questionnaire	Response		
		Option	Total	%
1.	Pelajaran Bahasa Inggris merupakan pelajaran yang sulit. a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	6	16.6
		b	24	66
		c	6	16.6
		d	-	-
2.	Saya kesulitan untuk mengungkapkan idea tau gagasan menjadi sebuah karangan deskripsi yang runtut dalam Bahasa Inggris. a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	7	19.4
		b	25	69.4
		c	4	11.1
		d	-	-
3.	Saya kesulitan untuk memilih dan mengkombinasikan kosakata ( <i>vocabulary</i> ) untuk menyusun menjadi sebuah kalimat yang benar dalam Bahasa Inggris. a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	5	13.8
		b	23	62.8
		c	8	22.2
		d	-	-
4.	Tekhnik pengajaran yang digunakan guru selama ini mampu meningkatkan motivasi saya dalam proses belajar mengajar Bahasa Inggris khususnya di kelas <i>writing</i> . a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	-	-
		b	6	16.6
		c	22	61.1
		d	8	22.2
5.	Saya dapat memahami penjelasan yang disampaikan guru pada proses belajar mengajar Bahasa Inggris khususnya di kelas <i>writing</i> . a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	-	-
		b	7	19.4
		c	24	66.6
		d	5	13.8
6.	Pada proses belajar mengajar Bahasa Inggris khususnya di kelas <i>writing</i> guru menggunakan beberapa media atau alat bantu pembelajaran untuk mengajar. a. selalu b. sering	a	-	-
		b	-	-

	c. hampir tidak pernah d. tidak pernah	c d	5 31	13.8 86.1
7.	Pada proses belajar mengajar Bahasa Inggris khususnya di kelas <i>writing</i> , guru pernah mengadakan <i>field trip</i> . a. selalu b. sering c. hampir tidak pernah d. tidak pernah	a b c d	- - - 36	- - - 100
8.	Saya bertanya pada guru apabila tidak mengerti tentang materi yang dijelaskan guru. a. selalu b. sering c. hampir tidak pernah d. tidak pernah	a b c d	2 5 9 20	5.55 13.8 25 55.5
9.	Saya bertanya kepada teman apabila tidak mengerti tentang materi yang dijelaskan guru. a. selalu b. sering c. hampir tidak pernah d. tidak pernah	a b c d	6 9 8 13	16.6 25 22.2 36.1
10.	Saya membuka kamus apabila tidak mengerti arti kosakata ( <i>vocabulary</i> ) Bahasa Inggris yang saya temui. a. selalu b. sering c. hampir tidak pernah d. tidak pernah	a b c d	7 6 8 15	19.4 16.6 22.2 41.6

**Students' Responses in Class X.A in the Writing Learning through Field Trip Activity**

No	Questionnaire	Response		
		Option	Total	%
1.	Pelajaran Bahasa Inggris merupakan pelajaran yang sulit. a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	-	-
		b	2	6
		c	14	42
		d	17	51
2.	<i>Field trip</i> dapat membantu saya untuk mengungkapkan ide tau gagasan menjadi sebuah deskripsi yang runtut dalam Bahasa Inggris khususnya di kelas <i>Writing</i> . a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	5	15
		b	25	76
		c	2	6
		d	1	3
3.	Saya dapat mengatasi kesulitan dalam memilih dan mengkombinasikan kosakata ( <i>vocabulary</i> ) untuk disusun menjadi sebuah kalimat yang benar dalam Bahasa Inggris setelah kegiatan <i>field trip</i> khususnya di kelas <i>writing</i> . a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	12	36
		b	18	54
		c	3	9
		d	-	-
4.	Dengan <i>field trip</i> , saya dapat mendeskripsikan suatu tempat dengan baik secara runtut menggunakan kata-kata sendiri dalam Bahasa Inggris. a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	6	18
		b	25	76
		c	2	6
		d	-	-
5.	Suasana proses belajar mengajar Bahasa Inggris khususnya di kelas <i>writing</i> menjadi semakin menarik dan menyenangkan dengan kegiatan <i>field trip</i> . a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	10	30
		b	20	60
		c	3	10
		d	-	-

6.	<i>Field trip</i> dapat meningkatkan motivasi belajar saya dalam proses belajar mengajar Bahasa Inggris khususnya di kelas <i>writing</i> . a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	12	36
		b	19	58
		c	2	6
		d	-	-
7.	Saya merasa antusias mengikuti proses belajar mengajar Bahasa Inggris khususnya di kelas <i>writing</i> dengan <i>field trip</i> a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	9	27
		b	21	63
		c	2	6
		d	1	3
8.	<i>Field trip</i> membantu menumbuhkan rasa ingin tahu saya untuk dapat menyusun teks deskripsi dengan runtut. a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	13	39
		b	18	55
		c	2	6
		d	-	-
9.	Dalam proses belajar mengajar Bahasa Inggris, saya dapat menambah kosakata ( <i>vocabulary</i> ) yang saya temui pada saat pelaksanaan <i>field trip</i> . a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	10	30
		b	21	63
		c	2	6
		d	-	-
10.	Lembar observasi yang diberikan peneliti sangat membantu saya dalam mencatat hasil observasi dalam pelaksanaan <i>field trip</i> . a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju	a	15	45
		b	16	48
		c	1	3
		d	1	3

## Appendix VI

### Lesson Plans

## LESSON PLAN

### Cycle I

School	: SMA
Subject	: English
Grade/Semester	: X/2
Text type	: Descriptive
Language Skill	: Writing
Time Allotment	: 4 X 45 minutes

#### A. Standard of Competence:

12. To express meanings of short functional texts and simple essays in the form of *narrative*, *descriptive* and *news item* in daily life contexts.

#### B. Basic Competence:

12.2 To express meanings and rhetorical steps in simple essay by using some kinds of written language accurately, fluently, and communicatively in daily life contexts accessing science in the form of *descriptive*.

#### C. Indicators:

The students are able to:

1. identify a descriptive text.
2. mention the organization of descriptive text.
3. find or make a note about location, qualities, and characteristics by observing a place.
4. make a draft of descriptive text based on the observation result.
5. use *simple present tense* and *linking verbs* to make sentences of descriptive text.
6. organize and revise the draft of descriptive text.
7. produce a descriptive text.

### **D. Learning Objectives**

At the end of the session, the students are able to produce a descriptive text.

### **E. Teaching Method:**

Text-Based Instructions.

### **F. Materials**

Enclosed (Appendix)

### **G. Teaching learning activities**

#### **1. Introduction**

- The teacher greets the students.
- The teacher asks a student to lead the prayer.
- The teacher checks students' attendance.

#### **2. Main Activities**

BKOF:

- The teacher does warming up by giving the picture of beach and some questions.
- The students pay attention to the picture and answer the questions.
- The teacher asks the students to match the pictures of tourist resort with the information in the box. (*Task 1, Appendix 1*)
- The students match each picture of tourist resort with the correct information in the box.

MOT:

- The teacher gives a descriptive text entitled "Þingvellir" to the students. (*Task 2, Appendix 2*)
- The teacher and the students read and identify the organization of the text, language features, mechanics, capitalization, and punctuation.
- The teacher explains the organization, language features, mechanics, capitalization and punctuation of descriptive text.



- The teacher gives Task 3 to the students.
- The students answer the questions about the text. (*Task 3, Appendix 3*)

### **Second meeting**

- The teacher gives a text entitles “The Tower of London” to the students.  
(*Task 4, Appendix 4*)
- The students punctuate and capitalize the text, and then answer the questions.

### **JCOT:**

- The teacher gives Task 5 to the students. (*Task 5, Appendix 5*)
- The students write a descriptive text entitle “Niagara Falls” based on the information provided. They work in pairs.
- The teacher gives the chance to the students to ask some questions.
- The teacher answers the questions.
- The teacher asks the students to exchange their work with their partner to do the correction.
- The teacher asks them to submit their work.
- The teacher explains the procedure of writing activity which will be conducted as a home work.
- The teacher explains students’ roles in the field trip activity.
- The teacher divides students into some groups.
- The teacher gives an observation sheet to the students. (*Task 6, Appendix 6*)
- The teacher asks the students to observe an interesting place as a home work.
- The students observe an interesting place and make a note what they see, hear, touch or feel over there.
- The students gather information as many as possible to the place which is observed.

### **Third meeting**

- The students show their observation result to the teacher.
- The teacher and the students discuss the observation result.
- The teacher gives work sheet to the students. (*Task 7, Appendix7*)

- The students make a draft of descriptive text based on the place which is observed.
- The students ask some questions.
- The teacher answers the students' questions.
- The students make a draft of descriptive text.
- The students make sentences by using *simple present tense* and *linking verbs*.
- The students use Simple present tense (Subject+Verb1(s)+Object) and linking verbs (S+has/have+Object).

#### ICOT

- The teacher asks the students to produce a descriptive text individually.
- The students produce a descriptive text.
- The teacher asks the students to focus in the organization of paragraph.
- The students revise the draft and develop it into the paragraph.
- The teacher checks their writing draft.
- The teacher asks them to exchange the work.
- The students exchange their work with their friends.
- The teacher explains how to revise the draft.
- The students correct the work.
- The teacher gives feedback for the students' writing when the students finished their work.

### 3. Closing

- The teacher asks the students' problem
- The teacher reviews what the students have learned.
- The teacher asks the students to submit their work.
- The teacher ends the lesson.

## **H. Material Resources:**

### **a. Textbooks:**

- English for a Better life, Yuliani et all, Pakar Raya, bandung, 2008, page 112-129.
- Developing English Competencies, Doddy M, BSE Depdiknas, 2008, page 126-128.

### **b. Camera**

## **I. Assessment**

**1. Task 1:** Match each picture with the correct information!

**2. Task 2:** Read the text and study its structure.

**3. Task 3:** Answer the questions based on the text.

**4. Task 4:** Study the following text. Discuss with your friend to punctuate and capitalize it well. Then, answer the questions.

**5. Task 5:** Work in pairs. Write a descriptive text based on the picture and the information.

**6. Task 6:** Visit a place you want to describe. Take some notes of what you can see, hear, touch or smell. Collect as much information as possible about the place. Write them in the table provided.

**7.Task 7:** Write a descriptive text using the information you have gathered.

### J. Scoring Guide

Aspect of writing	Level	Score	Criteria
Content	Excellent to very good	30-27	Relevant to assign topic and give detail description. Match the purpose of a descriptive text.
	Good to average	26-22	Mostly relevant to topic but lacks of detail description. Match the purpose of a descriptive text.
	Fair to poor	21-17	Inadequate development of topic. Almost match the purpose of a descriptive text.
	Very poor	16-13	Does not match the purpose of a descriptive text. Not enough to evaluate
Organization	Excellent to very good	20-18	Ideas clearly stated Well-organized of a descriptive text. Logical sequencing Cohesive
	Good to average	17-14	Loosely organized of a descriptive text. Logical but incomplete sequencing.
	Fair to poor	13-10	Ideas confused or disconnected. Lacks logical sequencing and development.
	Very poor	9-7	No organization Not enough to evaluate.
Vocabulary	Excellent to very good	20-18	Effective words choice Word form mastery Appropriate register
	Good to average	17-14	Occasional errors of words form, choice, usage but meaning not obscured.
	Fair to poor	13-10	Frequent errors of words form, choice, usage. Meaning confused or obscured.
	Very poor	9-7	Little knowledge of English vocabulary, idioms, word form Not enough to evaluate
Language use	Excellent to very good	25-22	Few errors of agreement, tense, articles, word order, pronouns, prepositions.
	Good to average	21-18	Several errors of agreement, tense, articles, pronouns, prepositions, but meaning seldom obscured.

	Fair to poor	17-11	Frequent error of agreement, tense, articles, pronouns, prepositions. Meaning confused or obscured.
	Very poor	10-5	Dominated by errors Does not communicate, or Not enough to evaluate
Mechanics	Excellent to very good	5	Demonstrate mastery of conventions Few errors of spelling, punctuation, capitalization, paragraphing.
	Good to average	4	Occasional errors of spelling, punctuation, capitalization, paragraphing.
	Fair to poor	3	Frequent errors of spelling, punctuation, capitalization, paragraphing Poor hand writing.
	Very poor	2	Dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting illegible, or Not enough to evaluate

*Taken from: Jacobs et al in Weigle (2002)*

Maximum score = 100

Yogyakarta, April 23<sup>th</sup> 2012.

Acknowledge by:

Teacher

Researcher

Iswardani, S. Pd

Saptania Ayu Ramadhani

NIP.

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## APPENDICES

**Description**

The purpose of descriptive text is to describe a particular place.

The text organization of description is identification (mention the special participant)

And description (mention the part, quality, and characteristics of the subject being described)

The language features of descriptive text are

- The use of adjectives and compound adjectives  
e.g.: Thousands of people come there every year to see this *smashing nature* and its *beautiful surroundings*.
- The use of linking verbs/relating verbs  
e.g.: Pingvellir *is* also a very famous place.
- The use of Simple Present Tense  
Formula: Subject+V1(Vs)+Object

**BKOF**

Look at the picture and answer the questions orally.



<http://goafrica.about.com/od/africatraveltips/tp/bestbeachesafrica.htm>

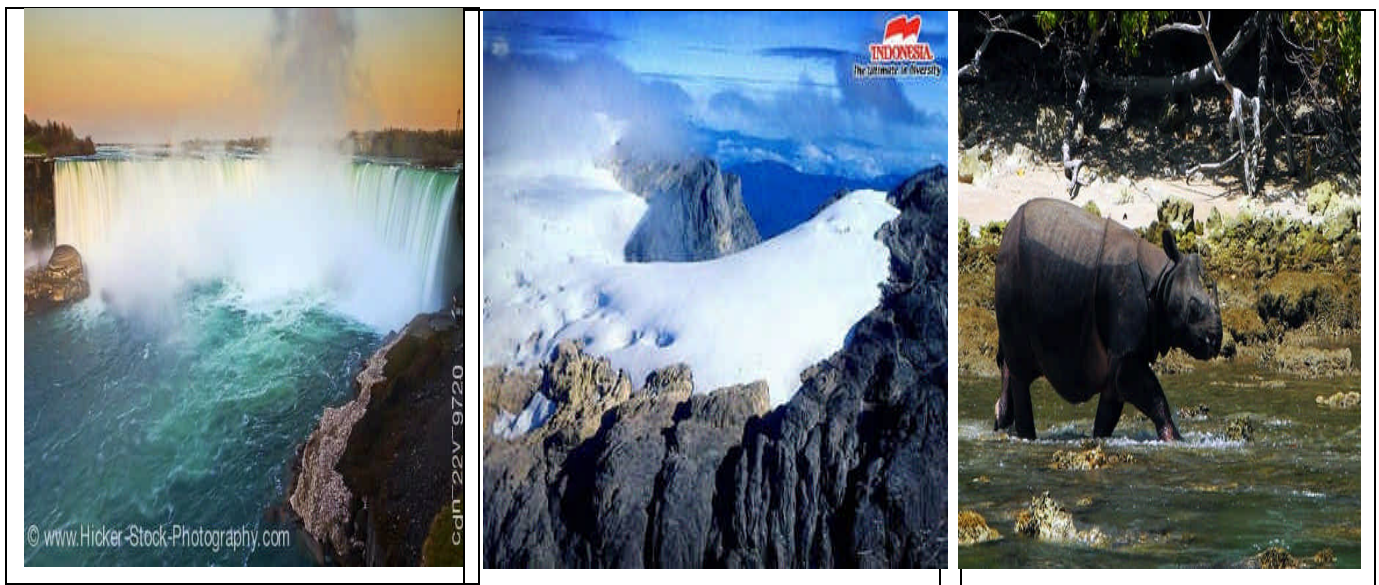
1. What picture is it?
2. Where do you usually find that place?
3. What can you do if you go to that place?
4. What other places have you ever visited?
5. What did you see, hear, smell and touch there?

### Task 1

Look at the pictures.

Read and try to understand the paragraphs.

Match each picture with the correct information.



Ujung Kulon is one of the protected forests in Indonesia. It is located in the west coast of Java Island. Ujung Kulon is famous for the habitat of Javanese rhinos.

The Niagara Falls are spectacular waterfalls on the Niagara River in southern Ontario, Canada, on the border with the United States. They are one of the greatest waterfalls in the world, measured by the volume of water.

Mount Puncak Jaya is located in Papua. With its 16,023 feet height, it makes Puncak Jaya the highest mountain in the Pacific Basin. Mount Puncak Jaya rises from Papua's steep and rugged Sudirman Mountain range.

Picture sources: <http://www.dimensionsguide.com/wp-content/uploads/2009/11/Mount-Jaya-Wijaya.jpg>

<http://www.rhinosourcecenter.com/pictures/l/1189703660/Ujung-Kulon.jpg>

Picture source: [http://www.reservekosher.com/images/listing\\_photos/1706\\_falls1.jpg](http://www.reservekosher.com/images/listing_photos/1706_falls1.jpg)



**Task 2****Read the text and study its structure.****Pingvellir****Identification**

Pingvellir is a famous historic place in Iceland, where a lot of things have happened which have influenced the Icelandic history.

**Description**

Pingvellir was reserved in 1928 and became a national park. Now there is a fence all around Pingvellir to protect it from sheep and other animals which can destroy the vegetation.

Pingvallavatn, which is in Pingvellir, is the largest lake in Iceland. It is 83.7 square kilometers, and 114 metres deep. There are many kinds of fish in the lake, like trouts, charrs and tiddlers.

Picture source:

[http://www.reservekosher.com/images/living\\_photos/1706\\_falls1.jpg](http://www.reservekosher.com/images/living_photos/1706_falls1.jpg)

Pingvellir is also a very famous place, and thousands of people come there every year to see this smashing nature and its beautiful surroundings.

Men have tried to do anything they can to protect this old, famous place. They have put fence all around Pingvellir and there are special rules. They have also made many path and you are only allowed to camp on special places, to protect the vegetation. They have rebuilt the houses and many things for the travel industry.

*Taken from: English for a Better Life*

**Task 3**

**Answer the questions based on the text.**

1. What is the text talking about?
2. What is the purpose of the text?
3. When was Pingvellir reserved?
4. How is the large of Pingvallavatn lake in Pingvellir?
5. Underline the adjectives that describe things in the text!

**Task 4. Study the following text. Discuss with your friend to punctuate and capitalize it well. Then, answer the questions.**

### the tower of london



**Source:** *The World Book Student Discovery Encyclopedia*, 2000

the tower of london was first built in the 11th century within the roman city walls its purpose was to protect and control the city

since then it has been a fortress a palace and a prison the scene of murder execution ceremonies and years of imprisonments

the tower is one of the UK's finest castles and as one of the strongest fortresses in the land is the home of the crown jewels it also houses a fine collection of armour and many other displays showing nine centuries of british history

*Taken from: Developing English Construction*

**Answer these questions.**

1. Can you explain the function of period (.), comma (,) and apostrophe (')?
2. What is the topic sentence of the first paragraph?
3. What is the topic sentence of the third paragraph?

**Task 5. Work in pairs. Write a descriptive text based on the picture and the information below.**



### **Niagara Falls**

- The Niagara Falls are spectacular waterfalls. Located on the Niagara River in southern Ontario, Canada, on the border with the United States. They are one of the greatest waterfalls in the world, measured by the volume of water.

Formed some 10,000 years ago when the last continental glacier retreated. “Niagara”, means “neck” because the Niagara River makes a cut through the Niagara Peninsula.

Became a tourist attraction in the early 1800’s.

- In 1846 the Maid of the Mist began taking tourists to the base of the falls.
- The railway arrived in 1853, bringing many more sightseers.
- The area took on a carnival atmosphere, with hotels, taverns, fortune tellers, souvenir stands, and hucksters competing for the tourists’ money.

In 1885 Queen Victoria Park was created to preserve an open space around the falls.

A natural site for the first great hydroelectric development in North America. Water was first diverted for hydroelectricity from the Canadian side in 1893.

- When the Adam Beck Generating Station Number 1 opened in 1921, it was the largest power house in the world.

- This powerhouse diverts water from the falls into tunnels. In 1950 an agreement was signed between Canada and the United States to make sure that much of the water continues to flow over the falls.

Daradevils have defied the falls in barrels, boats, rubber balls, and tightropes. The most famous of the daradevils was the Great Blondin, who walked a rope across the gorge in 1859.

- One of the great tourist attractions in the world.

Over 12 million visitors each year. People can view the falls from several towers, an aerocar over the whirlpool, the latest Maid of the Mist, and tunnels behind the Horseshoe Falls.

*Taken from: English for a Better Life*

**Task 6. Visit a place you want to describe in your town. Take some notes of what you can see, hear, touch or smell. Collect as much information as possible about the place. Write them in the table provided. Take some pictures of the place.**

**The name of the place:** (for example: Parangtritis Beach)

see	hear	touch
Beach	Wind	Water
Waves	Splash of waves	Sand
Ashore	.....	.....
Sand	.....	.....
People	etc	etc
Food stall		
.....		
etc		

**Write the location/parts, the quality and the characteristics of the place that you visit in the table provided below.**

Location / part	Quality	Characteristic
35 km to the south of Yogyakarta	One of the famous beach in Yogyakarta ..... ..... ..... etc	Beautiful scenery  Big waves  The mysterious legend of the queen of the South sea  Beautiful sunset ..... etc

**Task 6. Visit a place you want to describe in your town. Take some notes of what you can see, hear, and touch. Collect as much information as possible about the place. Write them in the table provided. Take some pictures of the place.**

**The name of the place:** \_\_\_\_\_

see	hear	touch

**Write the location/parts, the quality and the characteristics of the place that you visit in the table provided below.**

Location / part	Quality	Characteristic

**Task 7. Write a descriptive text using the information you have gathered.****Here are what you should do.**

1. Write a clear identification about the place which you have observed. (The name of the place/building/etc, the location, use linking verbs, simple present tense, and adjectives to describe the place.)
2. Write the parts, the quality, and special characteristics of the place which make people interested to go there.
3. Glue the picture on a piece of paper.

**Title****Identification****Description**



### Key answer

#### Task 1

#### Task 2

1. B. The Niagara falls.
2. C. Mount Puncak Jaya.
3. A. Ujung kulon.

#### Task 3

1. The text is talking about the Pingvellir.
2. The purpose of the text is to describe a particular place.
3. Pingvellir was reserved in 1928.
4. It is 83.7 square kilometers, and 114 metres deep.
5. famous place, beautiful surroundings, historic place, special rules.

#### Task 4

#### The Tower of London

The tower of London was first built in the 11th century within the roman city walls. Its purpose was to protect and control the city.

Since then it has been a fortress, a palace, and a prison, the scene of murder execution ceremonies and years of imprisonments.

The tower is one of the UK's finest castles, and as one of the strongest fortresses, in the land is the home of the crown jewels. It also houses a fine collection of Armour and many other displays showing nine centuries of British history.

1. Can you explain the function of period (.), comma (,) and apostrophe (')?  
 The function of period is to stress the sentence that no further discussion is possible.  
 The function of comma is to indicate a slight pause or break between parts of a sentence.  
 The function of apostrophe is to show that one or more letters or numbers have been committed (I am : I'm), the possessive form of nouns.
2. What is the topic sentence of the first paragraph?  
 The topic sentence of the first paragraph is the tower of London was first built in the 11th century within the roman city walls.
3. What is the topic sentence of the third paragraph?  
 The topic sentence of the third paragraph is the tower is one of the UK's finest castles, and as one of the strongest fortresses.

### Task 5

The Niagara falls are spectacular waterfall on the Niagara River in southern Ontario, Canada, on the border with the United States. They are one of the greatest waterfalls in the world, measured by the volume of water.

The falls were formed some 10,000 years ago when the last continental glacier retreated. The word “Niagara” is a neutral word, meaning ‘neck’, because the Niagara River makes a cut through the Niagara Peninsula.

The falls became a tourist attraction in the early 1800’s. In 1846 the *Maid of the Mist* began taking tourist to the base of the falls. The railway arrived in 1853 bringing many more sightseers. The area took on a carnival atmosphere with hotels, taverns, fortune tellers, souvenir stands, and hucksters competing for the tourists’ money. At one time it was impossible to view the falls without paying a fee.

Finally, in 1885 Queen Victoria Park was created to preserve an open space around the falls. It was Canada’s first provincial park. Niagara Falls were a natural site for the first great hydroelectric development in North America. Water was first diverted for Hydroelectricity from the Canadian side in 1893.

When the Adam Beck generating Station Number 1 opened in 1921, it was the largest powerhouse in the world. This powerhouse divert water from the falls into tunnels, so in 1950 an agreement was signed between Canada and United States to make sure that much of water continues to flow over the falls. One important thing related to Niagara Falls is about daredevils. They have defied the falls in barrels, boats, rubber balls and tightropes. The most famous of these was the Great Blondin, who walked a rope across the gorge in 1859. Another time he carried a terrified man on his back.

Niagara Falls remains one of the great tourist attractions in the world, with over 12 million visitor each year. The people view the falls from several towers, an aerocar over the whirlpool, the latest Maid of the Micanst and tunnels behind the Horseshoe Falls.

*Adapted from: English for a better life*

## LESSON PLAN

### Cycle II

School	: SMA
Subject	: English
Grade/Semester	: X/2
Text type	: Descriptive
Language Skill	: Writing
Time Allotment	: 5 X 45 minutes

#### **A. Standard of Competence:**

12. To express meanings of short functional texts and simple essays in the form of *narrative*, *descriptive* and *news item* in daily life contexts.

#### **B. Basic Competence:**

12.2 To express meanings and rhetorical steps in simple essay by using some kinds of written language accurately, fluently, and communicatively in daily life contexts accessing science in the form of *descriptive*.

#### **C. Indicators:**

The students are able to:

1. identify a descriptive text.
2. mention the organization of descriptive text.
3. find and make a note about the location, qualities, and characteristics by observing a school facility.
4. make a draft of descriptive text based on the observation result.
5. use *simple present tense* and *relating verb* to make sentences of descriptive text.
6. organize and revise the draft of descriptive text.
7. produce a descriptive text.

### **D. Learning Objectives**

At the end of the session, the students are able to produce a descriptive text.

### **E. Teaching Method:**

Text-Based Instructions.

### **F.Materials**

Enclosed (Appendix)

### **G. Teaching learning activities**

#### **1. Introduction**

- The teacher greets the students.
- The teacher asks a student to lead the prayer.
- The teacher checks students' attendance.

#### **2. Main Activities**

BKOF:

- The teacher does warming up by giving the picture of school facilities.
- The students pay attention to the picture and answer the questions.

*(Appendix 1)*

MOT:

- The teacher gives a descriptive text entitles "Library" to the students.  
*(Task 1, Appendix 2)*
- The teacher and the students read and identify the organization of the text.
- The teacher explains the organization of descriptive text.
- The teacher gives Task 3 to the students.
- The students work in group to answer the questions about the text.

*(Task 2, Appendix 3)*

### Second meeting

- The teacher gives a text entitles “Istiqlal Mosque” to the students.  
(Task 3, Appendix 4)
- The students work in pairs to complete the text with the appropriate verbs in the simple present tense and passive voice.

JCOT:

- The teacher explains the procedure of writing activity which will be conducted.
- The teacher explains students’ roles in the field trip activity.
- The teacher divides students into some groups.
- The teacher gives an observation sheet to the students.  
(Task 4, Appendix 5)
- The teacher asks the students to visit and to observe school facilities.
- The students guide the students to observe a school facility.
- The students gather information as many as possible to the place which is observed.
- The students work in group to write their observation on the observation sheet.

### Third meeting

- The students show their observation result to the teacher.
- The teacher and the students discuss the observation result.
- The teacher gives work sheet to the students. (Task 5, Appendix6)
- The students make a draft of descriptive text based on the place which is observed.
- The students ask some questions.
- The teacher answers the students’ questions.
- The students make a draft of descriptive text.
- The students make sentences by using *simple present tense* and *relating verb*.
- The students use Simple present tense (Subject+Verb1(s)+Object) and relating verbs (S+has/have+Object).

## ICOT

- The teacher asks the students to produce a descriptive text individually.
- The students produce a descriptive text.
- The teacher asks the students to focus in the organization of paragraph.
- The students revise the draft and develop it into the paragraph.
- The teacher checks their writing draft.
- The teacher asked them to exchange the work.
- The students exchange their work with their friends.
- The teacher explains how to revise the draft.
- The students correct the work.
- The teacher gives feedback for the students' writing when the students finished their work.

## 3. Closing

- The teacher asks the students' problem
- The teacher reviews what the students have learned.
- The teacher asks the students to submit their work.
- The teacher ends the lesson.

## H. Material Resources:

- a. Textbooks:
- b. OHP

## I. Assessment

- 1. Task 1:** Study the following text.
- 2. Task 2:** Discuss with your friend about the text organization and language features.
- 3. Task 3:** Answer the questions based on the text.
- 4. Task 4:** Put the correct forms of the verbs in the Simple Present Tense and passive voice.

**5. Task 5:** Visit one of your school facilities. Take some notes of what you can see, hear, touch or smell. Collect as much information as possible about the place. Write them in the table provided.

**6. Task 6:** Write a descriptive text using the information you have gathered.

### J. Scoring Guide

Aspect of writing	Level	Score	Criteria
Content	Excellent to very good	4	Relevant to assign topic and give detail description. Match the purpose of a descriptive text.
	Good to average	3	Mostly relevant to topic but lacks of detail description. Match the purpose of a descriptive text.
	Fair to poor	2	Inadequate development of topic. Almost match the purpose of a descriptive text.
	Very poor	1	Does not match the purpose of a descriptive text. Not enough to evaluate
Organization	Excellent to very good	4	Ideas clearly stated Well-organized of a descriptive text. Logical sequencing Cohesive
	Good to average	3	Loosely organized of a descriptive text. Logical but incomplete sequencing.
	Fair to poor	2	Ideas confused or disconnected. Lacks logical sequencing and development.
	Very poor	1	No organization Not enough to evaluate.
Vocabulary	Excellent to very good	4	Effective words choice Word form mastery Appropriate register
	Good to average	3	Occasional errors of words form, choice, usage but meaning not obscured.
	Fair to poor	2	Frequent errors of words form, choice, usage. Meaning confused or obscured.

	Very poor	1	Little knowledge of English vocabulary, idioms, word form Not enough to evaluate
Language use	Excellent to very good	4	Few errors of agreement, tense, articles, word order, pronouns, prepositions.
	Good to average	3	Several errors of agreement, tense, articles, pronouns, prepositions, but meaning seldom obscured.
	Fair to poor	2	Frequent error of agreement, tense, articles, pronouns, prepositions. Meaning confused or obscured.
	Very poor	1	Dominated by errors Does not communicate, or Not enough to evaluate
Mechanics	Excellent to very good	4	Demonstrate mastery of conventions Few errors of spelling, punctuation, capitalization, paragraphing.
	Good to average	3	Occasional errors of spelling, punctuation, capitalization, paragraphing.
	Fair to poor	2	Frequent errors of spelling, punctuation, capitalization, paragraphing Poor hand writing.
	Very poor	1	Dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting illegible, or Not enough to evaluate

*Taken from: Jacobs et al in Weigle (2002)*

Score = total of all aspects x 5

Maximum score = 100



Yogyakarta, May 8<sup>th</sup> 2012.

Acknowledge by:

Teacher

Iswardani, S. Pd  
NIP.

Researcher

Saptania Ayu Ramadhani  
NIM.06202244077

## APPENDICES

**Description**

The purpose of descriptive text is to describe a particular place.

The text organization of description is identification (mention the special participant)  
And description (mention the part, quality, and characteristics of the subject being described)

The language features of descriptive text are

- The use of linking verbs/relating verbs

It connects a noun or pronoun with words that identify or describe the noun or pronoun. It also involves states of being and having. They are used to identify something (identifying) or to assign a quality to something (attributive).

e.g.: Istiqlal Mosque *is* Largest Mosque in Indonesia and South East Asia.

- The use of Simple Present Tense

Formula: Subject+V1(Vs)+Object

e.g.: The mosque also *provides* facilities for social and cultural activities

- The use of passive voice

Formula: Subject+(to be)+V3

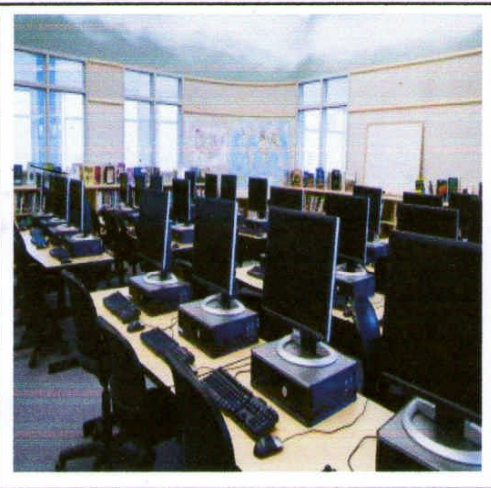
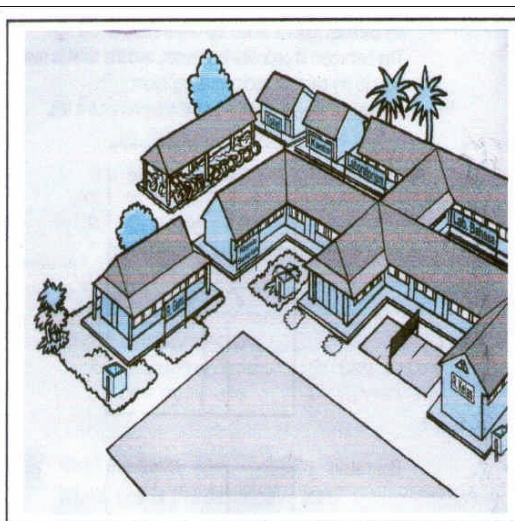
e.g.: The rectangular main prayer hall building *is covered* by a 45 meter diameter central spherical dome.

- The uses more than one adjective to describe something.

e.g.: A big old brown wooden table.

The adjectives must put in this order.

determiner	Opinion	fact							
		size	age	shape	color	origin	material	purpose	noun
A	beautiful	small	old	square	brown	Jepara	wooden	dining	table
The									



**BKOF**

1. What pictures are they?
2. Do you often visit the library in your school?
3. What do you see there?
4. What is the color of the wall?
5. What about the size?
6. What do you think about the library?

## MOT

**I. Study the text. Then, write the text organization and language features on the box provided.**

....

....

**The Library**

The Flinders University Library consists of a Central Library and three branch libraries, like the Law, Sturt and Gus Fraenkel Medical Libraries. The Central Library is situated on the plaza of the southern campus, with the Law Library located on the western side of level 3. The Sturt Library is found in the Sturt Buildings, while the Gus Fraenkel Medical Library is on the fifth floor of the Flinders Medical Centre.

The Central Library is the largest, and holds materials to serve the whole University community. The Law Library holds materials relevant to the law and legal studies courses offered by the University, and includes legislation, law reports and specialist books and journals. The Sturt Library specializes in the fields of nursing and education, while the Gus Fraenkel Medical Library services both students and Flinders Medical Centre staff.

The library system contains more than 1 million books and periodicals on all subjects related to the teaching and research interests of the University staff and students. There are extensive reading and study areas in all the libraries, and each library offers borrowing facilities to any student in the University.

In the Central Library and the branch libraries the Voyager Information System provides details of the books, periodicals and other materials held by each library. Training is offered in the use of the catalogue at the beginning of the academic year, and help is always available from the Information Desk. The Voyager Information System also offers access to other South Australian university library catalogues, and most students are automatically registered to borrow from the libraries of the other universities in South Australia under the terms of the Reciprocal Borrowing arrangement.

Facilities are provided for the use of microform and audio visual materials, while computers and photocopiers are also available for student use. Charges apply for photocopiers and laser prints. The photographic service is part of the multimedia unit in the Central Library.

Staff and students requiring materials not available on campus may take advantage of the document delivery service. This service can deliver items from around the world. Library staff are available at all times to assist students to make the best use of the library's resources. Copies of the library rules and a Guide to the Library are available at

....

....

<http://www.flinders.edu.au/library/info/description.cfm>

**II. Answer the following questions about the text.**

1. What is the text talking about?
2. What is the purpose of the writer in this text?
3. Where is the location of central library?
4. Which is the largest library?
5. Mention some sentences that show linking verbs!
6. What tense is mostly used in the text?

**JCOT**

**III. Put the correct forms of the verbs which appropriate to the simple present tense or passive voice.**



Istiqlal Mosque (1) (be) \_\_\_\_\_ the Largest Mosque in Indonesia and South East Asia. The interior of Istiqlal mosque (2) (be) \_\_\_\_\_ the grand domed prayer hall supported by 12 columns.

The rectangular main prayer hall building (3) (cover) \_\_\_\_\_ by a 45 meter diameter central spherical dome. The dome (4) (support) \_\_\_\_\_ by twelve round columns and the prayer hall (5) (surround) \_\_\_\_\_ by rectangular piers carrying four levels of balcony. Staircases at the corners of the building (6) (give) \_\_\_\_\_ access to all floors. The main hall (7) (reach) \_\_\_\_\_ through an entrance covered by a dome 10 meters in diameter. The interior design (8) (be) \_\_\_\_\_ minimalist, simple and clean cut, with minimal adornment of aluminum geometric ornaments. The 12 columns (9) (cover) \_\_\_\_\_ with aluminum plates. On the main wall, there (10) (be) \_\_\_\_\_ a large metalwork of Arabic calligraphy spelling the name of Allah on the right side and Muhammad on the left side, and also the calligraphy of Surah Thaha 14th verse in the center.

The latter structure (11) (be) \_\_\_\_\_ directly connected to the arcades which run around the large courtyard. The mosque also (12) (provide) \_\_\_\_\_ facilities for social and cultural activities, including lectures, exhibitions, seminars, conferences, bazaars and program for women, young people and children.

The mosque can (13) (accommodate) \_\_\_\_\_ up to 120,000 people. The prayer hall (14) (support) \_\_\_\_\_ by 12 columns and (15) (cover) \_\_\_\_\_ by 45-meter central spherical dome. It (16) (design) \_\_\_\_\_ to be cooled without air conditioning by blocking sunlight and ensuring a free flow of winds.

**Task 4. Visit one of school facilities in your school. Write the location/parts, the quality and the characteristics of the place. Collect as much information as possible. Write them in the table provided. Take some pictures of the place.**

**The name of the place:** \_\_\_\_\_

Location/parts	<p>Example: The library is next to the laboratory.</p> <p>Doors, windows, tables, chairs, and walls</p>
Qualities	<p>The library room is very clean and comfort.</p>
Characteristics	<p>Size : big, small</p> <p>Color : white, grey</p> <p>The wall is white.</p>
Things (what you can see, hear and touch)	<p>There are six round brown wooden tables and twenty four chairs.</p>



Additional information	
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**Task 5. Write a descriptive text using the information you have gathered.****Here are what you should do.**

1. Write a clear identification about the school facility which you have observed.  
(The name of the place/building/etc, the location, use linking verbs, simple present tense, and adjectives to describe the place.)
2. Write the parts, the quality, and special characteristics of the school facility.
3. Glue the picture on a piece of paper.

**Title****Identification****Description**

**Key Answer**

I.

Identification	Simple present tense
Description	Relating verbs

II.

1. The text is talking about the Flinders Library.
2. The purpose is to describe the Flinders library.
3. The location of central library is situated on the plaza of the southern campus.
4. The largest library is the central library.
5. The sentences are
  - The Flinders University Library consists of a Central Library and three branch libraries, like the Law, Sturt and Gus Fraenkel Medical Libraries.
  - The library system contains more than 1 million books.
6. The tense mostly used in the text is simple present tense.

III.

1. Is
2. Is
3. Is covered.
4. Is supported.
5. Is surrounded.
6. Give.
7. Is reached.
8. Is.
9. Are covered.
10. Is.
11. Is.
12. Provides.
13. Accommodate.
14. Is supported.
15. Is covered.
16. Is designed.

Appendix VII  
Course Grid

## COURSE GRID

School : SMA N 1 Godean

Subject : English

Class/ grade : X

Semester : 2

STANDARD OF COMPETENCE	BASIC COMPETENCE	LEARNING MATERIAL	LEARNING ACTIVITIES	INDICATORS	TIME ALLOCATION	ASSESSMENT	SOURCES	MEDIA
12. To express meanings of short functional texts and simple essays in the form of <i>descriptive</i> in daily life contexts.	12.2 To express meanings and rhetorical steps in simple essay by using some kinds of written language accurately, fluently, and communicatively in daily life contexts accessing science in the form of <i>descriptive</i> .	<p>Texts : Input some descriptive texts : Pingvellir, The Tower of London, and Niagara Falls.</p> <p>Text organization of descriptive text: Identification and Description. Language features of descriptive text: <i>simple present tense</i> and <i>relating verbs</i>.</p> <p>Grammar:</p>	<p>Opening activities : lead-in</p> <p>Main Activities : BKOF Warming up by giving a picture of beach with some questions. Matching each picture of tourism resort with the correct information.</p> <p>MOT: Introducing descriptive texts. Identifying the organization of descriptive</p>	<p>The students are able to identify the organization of descriptive text.</p> <p>The students are able to observe a place to gather information as many as possible.</p> <p>The students are able to make a draft of descriptive text based on the place observed.</p> <p>The students are able to make and to arrange the sentences by using language features.</p> <p>The students are able to organize paragraph.</p> <p>The students are able to revise their written descriptive texts.</p> <p>The students are able to produce a descriptive text.</p>	4x45 minutes	<p>Group work assessment</p> <p>Written assessment</p>	<p>Look Ahead</p> <p>English for a Better Life</p> <p>Developing English Competencies</p>	<p>Pictures</p> <p>OHP</p>

		<p>Simple Present Tense (S+V1/s-es+O)</p> <p>Vocabulary list: Place, famous, vegetation, path, beautiful, large, surrounding, prison, fortress, waterfall, sightseer, etc.</p> <p>Mechanic: punctuation and capitalization .</p>	<p>text pairs. Explaining the text organization and language features of descriptive text. Punctuating and capitalizing the text entitle 'The Tower of London'.</p> <p>JCOT: Writing the descriptive text entitled 'Niagara Falls' based on the information provided. Explaining the students' roles in the field trip activity. Observing an interesting place and making a note. Discussing the observation result. Making a draft</p>					
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			<p>of descriptive text based on the observation result.</p> <p>ICOT: Organizing the paragraphs. Revising their written descriptive text. Producing a descriptive text. Exchanging their work with their partner and correcting the work. Giving feedback to their written.</p> <p>Closing activities: Summarizing, reflecting to the activities, closing.</p>					
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### COURSE GRID (Cycle II)

**School : SMA N 1 Godean**

**Subject : English**

**Class/ grade : X**

**Semester : 2**

STANDARD OF COMPETENCE	BASIC COMPETENCE	LEARNING MATERIAL	LEARNING ACTIVITIES	INDICATORS	TIME ALLOCATION	ASSESSMENT	SOURCES	MEDIA
12. To express meanings of short functional texts and simple essays in the form of <i>narrative</i> , <i>descriptive</i> and <i>news item</i> in daily life contexts.	12.2 To express meanings and rhetorical steps in simple essay by using some kinds of written language accurately, fluently, and communicatively in daily life contexts accessing science in the form of <i>descriptive</i> .	Text: Input some descriptive text : Library and Istiqlal Mosque.  Vocabulary list based on the observation to the school facilities: library, laboratory, school health centre, and green house.  Text organization of descriptive text: Identification and	Opening activities : lead-in  Main Activities : BKOF Warming up by giving the pictures of school facilities and some questions. Mention each picture of school facilities.  MOT Introducing the text which is entitled library. Identifying the organization and language features of descriptive text. Explaining the generic structure	The students are able to identify the organization of descriptive text.  The students are able to observe school facilities to gather information as many as possible.  The students are able to make a draft of descriptive text based on the place observed.  The students are able to make and to arrange the sentences by using language features.  The students are able to organize paragraph.  The students are able to revise their writing of descriptive text.  The students are able to	5x45 minutes	Group work assessment.  Pair work assessment.  Written assessment.	<a href="http://www.flinders.edu.au/library/info/description">http://www.flinders.edu.au/library/info/description</a> .  <a href="http://www.flickr.com/photos/cramero/">http://www.flickr.com/photos/cramero/</a>  <a href="http://www.smartenglishcours.com/">http://www.smartenglishcours.com/</a>	Pictures  OHP



		<p>Description</p> <p>Grammar : the Simple Present Tense (S+V1/s- es+O)</p> <p>Passive Voice: (S+to be (is/am/are)+ V3)</p>	<p>and language features of descriptive text. Writing the correct forms of the verbs in the descriptive text.</p> <p>JCOT Explaining the students' roles in the field trip activity. Guiding the students to visit school facilities to gather information in groups. Observing the school facility and making a note on the observation sheet. Discussing the observation result in the class. Making a draft of descriptive text based on the observation result.</p> <p>ICOT</p>	produce a descriptive text.				
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			<p>Developing the draft into some paragraphs. Organizing the paragraphs. Revising their writing of descriptive text. Producing a descriptive text. Exchanging their work with their partner and correcting the work. Giving feedback to their writing.</p> <p>Closing activities: Summarizing, reflecting to the activities, closing.</p>					
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Appendix VIII  
Pre-Test and Post-Test

Name : \_\_\_\_\_

Class: \_\_\_\_\_

### **Pre-test**

**Make a short paragraph describing a place. You can describe an interesting place that you have ever visited, for example Monjali, Malioboro, Parangtritis Beach, etc.**

**Don't forget that your descriptive text should consist of two paragraphs.**

- Paragraph 1: Identification (identifying the subject to be described).
- Paragraph 2: Description (describing the object appearance which involves parts, characteristics, quality, etc).

**The aspects to assess are:**

- The content which is relevant to the topic.
- The words choice.
- The right grammar (tenses, pronoun, etc).
- The right mechanic (capital letter, punctuation, spelling, etc).
- Coherent and cohesive paragraph.

**Please write your descriptive here around 100 words.**

Identification

Description

**Score I (by English Teacher):**

**Score II (by Researcher):**

### **Post-test**

**Make a short descriptive text about a place. You can describe your favorite place that you often visit with your family or your friends.**

**Don't forget that your descriptive text should consist of at least two paragraphs.**

- Paragraph 1: Identification (identifying the subject to be described).
- Paragraph 2: Description (describing the object appearance which involves parts, characteristics, quality, etc).

**The aspects to assess are:**

- The content which is relevant to the topic.
- The words choice.
- The right grammar (tenses, linking verbs, pronoun, etc).
- The right mechanic (capital letter, punctuation, spelling, etc).
- Coherent and cohesive paragraph.

**Please write your descriptive here around 150 words.**

Identification

Description

**Score I (by English Teacher):**

**Score II (by Researcher):**

Appendix IX  
Students' Writing Score



**Students' Writing Performance**  
**Pre-test Score**

No	Ss	Aspects															Score			
		Content			Organization			Vocabulary			Language Use			Mechanic						
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A				
1.	S1	2	2	2	1	2	1.5	2	2	2	2	1	1.5	2	2	2	9			
2.	S2	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	8			
3.	S3	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	8			
4.	S4	3	2	2.5	2	3	2.5	2	3	2.5	3	2	2.5	2	2	2	12			
5.	S5	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	8			
6.	S6	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10			
7.	S7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
8.	S8	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10			
9.	S9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10			
10.	S 10	2	2	2	1	2	1.5	2	1	1.5	1	1	1	2	2	2	8			
11.	S11	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10			
12.	S12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15			
13.	S13	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10			
14.	S14	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	8			
15.	S15	2	2	2	1	1	1	2	2	2	1	1	1	1	2	2	8			
16.	S16	2	2	2	2	1	1.5	2	2	2	1	2	1.5	2	2	2	9			
17.	S17	2	2	2	2	1	1.5	2	2	2	2	1	1.5	2	2	2	9			
18.	S18	2	2	2	1	2	1.5	2	2	2	2	1	1.5	2	2	2	9			
19.	S19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
20.	S20	2	2	2	2	1	1.5	2	2	2	1	2	1.5	2	2	2	9			
21.	S21	2	1	1.5	1	2	1.5	2	1	1.5	1	2	1.5	2	2	2	8			
22.	S22	3	3	3	2	3	2.5	3	3	3	3	2	2.5	3	3	3	14			
23.	S23	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10			
24.	S24	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10			
25.	S25	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	9			
26.	S26	3	2	2.5	2	2	2	2	3	2.5	2	2	2	2	2	2	11			
27.	S27	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10			
28.	S28	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10			
29.	S29	3	3	3	2	3	2.5	3	3	3	2	3	2.5	3	3	3	14			
30.	S30	2	2	2	2	1	1.5	2	2	2	2	1	1.5	2	2	2	9			
31.	S31	2	2	2	1	2	1.5	2	2	2	2	1	1.5	2	2	2	9			
32.	S32	2	1	2	1	2	1.5	2	1	1.5	1	2	1.5	2	1	1.5	8			
33.	S33	2	2	2	1	2	1.5	2	2	2	1	2	1.5	2	2	2	9			
34.	S34	2	2	2	2	1	1.5	1	2	1.5	2	1	1.5	2	1	1.5	8			
35.	S35	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12			
36.	S36	2	2	2	2	1	1.5	2	2	2	2	1	1.5	2	2	2	9			
Total				72.5				59				71				57.5			70	330
Mean				2.13				1.7				2.08				1.69			2	9.6

S(s): students

R: researcher

T: teacher

A: average

**Students' Writing Performance**  
**Cycle I Score**

No	Ss	Aspects															Score
		Content			Organization			Vocabulary			Language Use			Mechanic			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1.	S1	3	3	3	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	13
2.	S2	3	3	3	2	3	2.5	3	3	3	2	3	2.5	3	3	3	14
3.	S3	3	3	3	2	3	2.5	3	3	3	2	3	2.5	3	3	3	14
4.	S4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
5.	S5	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
6.	S6	3	3	3	3	2	2.5	3	3	3	2	3	2.5	3	3	3	14
7.	S7	3	3	3	3	2	2.5	3	3	3	3	2	2.5	3	3	3	14
8.	S8	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
9.	S9	3	3	3	3	2	2.5	3	3	3	2	3	2.5	3	3	3	14
10.	S 10	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	12
11.	S11	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	12
12.	S12	4	4	4	3	3	3	4	4	4	3	3	3	3	3	3	17
13.	S13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
14.	S14	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	12
15.	S15	3	3	3	2	3	2.5	3	3	3	2	3	2.5	3	3	3	14
16.	S16	3	3	3	2	2	2	3	3	3	2	2	2	3	3	3	13
17.	S17	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	11
18.	S18	3	3	3	3	2	2.5	3	3	3	2	3	2.5	3	3	3	14
19.	S19	3	3	3	2	3	2.5	3	3	3	3	2	2.5	3	3	3	14
20.	S20	3	3	3	3	2	2.5	3	3	3	3	2	2.5	3	3	3	14
21.	S21	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
22.	S22	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
23.	S23	3	3	3	2	2	2	3	3	3	2	2	2	3	3	3	13
24.	S24	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
25.	S25	3	3	3	2	3	2.5	3	3	3	2	3	2.5	3	3	3	14
26.	S26	3	3	3	3	2	2.5	3	3	3	3	2	2.5	3	3	3	14
27.	S27	3	3	3	3	2	2.5	3	3	3	2	3	2.5	3	3	3	14
28.	S28	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
29.	S29	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
30.	S30	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
31.	S31	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	11
32.	S32	3	3	3	2	3	2.5	3	3	3	2	3	2.5	3	3	3	14
33.	S33	3	3	3	3	2	2.5	3	3	3	3	2	2.5	3	3	3	14
34.	S34	3	3	3	2	2	2	3	3	3	2	2	2	3	3	3	13
35.	S35	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
36.	S36	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
Total				109	86.5			103.5			86.5			99.5			485
Mean				3.02	2.4			2.875			2.4			2.76			13.6

S(s): students

R: researcher

T: teacher

A: average

**The Students' Writing Score in Cycle I**

<b>Students' Number</b>	<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanic</b>	<b>Total</b>
1	3	2.5	2.5	2.5	2.5	13
2	3	2.5	3	2.5	3	14
3	3	2.5	3	2.5	3	14
4	3	3	3	3	3	15
5	3	2	3	2	2	13
6	3	2.5	3	2.5	3	14
7	3	2.5	3	2.5	3	14
8	3	2	3	2	2	12
9	3	2.5	3	2.5	3	14
10	3	2	2	2	3	12
11	3	2	2	2	3	12
12	3	3	3	3	3	15
13	3	3	3	3	3	15
14	3	2	2	2	3	12
15	3	2.5	3	2.5	3	14
16	3	3	3	3	3	15
17	3	2	2	2	2	11
18	3	2.5	3	2.5	3	14
19	3	2.5	3	2.5	3	14
20	3	2.5	3	2.5	3	14
21	3	2	3	2	2	12
22	3	3	3	3	3	15
23	3	2	3	2	3	13
24	3	2	3	2	2	13
25	3	2.5	3	2.5	3	14
26	3	2.5	3	2.5	3	14
27	3	2.5	3	2.5	3	14
28	3	2	3	2	2	12
29	3	3	3	3	3	15
30	3	2	3	2	2	12
31	3	2	3	2	2	12
32	3	2.5	3	2.5	3	14
33	3	2.5	3	2.5	3	14
34	3	2.5	3	2.5	3	14
35	3	3	3	3	3	15
36	4	3	3	3	3	16

**Total: 490**

**Mean: 13.6**

**Students' Writing Performance**  
**Cycle II Score**

No	Ss	Aspects															Score				
		Content			Organization			Vocabulary			Language Use			Mechanic							
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A					
1.	S1	3	3	3	3	3	3	4	3	3.5	3	3	3	4	3	3.5	16				
2.	S2	3	4	3.5	3	4	3.5	3	4	3.5	3	3	3	3	4	3.5	17				
3.	S3	3	3	3	3	2	2.5	3	3	3	3	2	2.5	3	3	3	14				
4.	S4	4	3	3.5	3	3	3	3	3	3	4	3	3.5	3	3	3	17				
5.	S5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
6.	S6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
7.	S7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
8.	S8	3	3	3	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	13				
9.	S9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
10.	S10	3	3	3	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	13				
11.	S11	3	3	3	2	3	2.5	3	3	3	2	3	2.5	3	3	3	14				
12.	S12	4	4	4	3	4	3.5	4	4	4	3	3	3	4	3	3.5	18				
13.	S13	4	4	4	4	3	3.5	4	4	4	3	3	3	4	3	3.5	18				
14.	S14	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
15.	S15	4	3	3.5	3	3	3	3	4	3.5	3	3	3	3	3	3	16				
16.	S16	3	4	3.5	3	3	3	3	4	3.5	3	3	3	3	3	3	16				
17.	S17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
18.	S18	3	4	3.5	3	3	3	3	3	3	3	3	3	4	3	3.5	16				
19.	S19	3	4	3.5	4	3	3.5	4	3	3.5	3	3	3	4	3	3.5	17				
20.	S20	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
21.	S21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
22.	S22	4	3	3.5	4	3	3.5	4	3	3.5	3	3	3	4	3	3.5	17				
23.	S23	2	3	2.5	3	3	3	2	3	2.5	2	3	2.5	2	3	2.5	13				
24.	S24	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
25.	S25	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
26.	S26	4	3	3.5	3	3	3	3	3	3	3	3	3	4	3	3.5	16				
27.	S27	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
28.	S28	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
29.	S29	3	4	3.5	3	4	3.5	3	4	3.5	3	3	3	4	3	3.5	17				
30.	S30	3	3	3	3	3	3	4	3	3.5	3	3	3	4	3	3.5	16				
31.	S31	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
32.	S32	3	4	3.5	3	3	3	4	3	3.5	3	3	3	3	3	3	16				
33.	S33	3	4	3.5	3	3	3	4	3	3.5	3	3	3	3	3	3	16				
34.	S34	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
35.	S35	4	4	4	4	3	3.5	4	3	3.5	4	3	3.5	4	3	3	18				
36.	S36	4	4	4	4	3	3.5	4	3	3.5	4	3	3.5	4	3	3	18				
Total				116				107				112				107				109	547
Mean				3.3				3.05				3.2				3				3.1	15.6

S(s): students

R: researcher

T: teacher

A: average

**The Students' Writing Score in Cycle II**

<b>Students' Number</b>	<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanic</b>	<b>Total</b>
1	3	3	3.5	3	3.5	16
2	3.5	3.5	3.5	3	3.5	17
3	3	2.5	3	2.5	3	14
4	3.5	3.5	3.5	3	3.5	17
5	-	-	-	-	-	-
6	3	3	3	3	3	15
7	3	3	3	3	3	15
8	3	2.5	2.5	2.5	2.5	13
9	3	3	3	3	3	15
10	3	2.5	2.5	2.5	2.5	13
11	3	2.5	3	2.5	3	14
12	4	3.5	3.5	3.5	3.5	18
13	4	3.5	3.5	3.5	3.5	18
14	3	3	3	3	3	15
15	3.5	3	3.5	3	3	16
16	3.5	3	3.5	3	3	16
17	3	3	3	3	3	15
18	3.5	3	3.5	3	3	16
19	3.5	3.5	3.5	3	3.5	17
20	3	3	3	3	3	15
21	3	3	3	3	3	15
22	3.5	3.5	3.5	3	3.5	17
23	3	2.5	2.5	2.5	2.5	13
24	3	3	3	3	3	15
25	3	3	3	3	3	15
26	3.5	3	3.5	3	3	16
27	3	3	3	3	3	15
28	3	3	3	3	3	15
29	3.5	3.5	3.5	3	3.5	17
30	3	3	3.5	3	3.5	16
31	3	3	3	3	3	15
32	3.5	3	3.5	3	3	16
33	3.5	3	3.5	3	3	16
34	3	3	3	3	3	15
35	4	3.5	3.5	3.5	3.5	18
36	4	3.5	3.5	3.5	3.5	18

**Total: 547**

**Mean: 15.6**

**Students' Writing Performance**  
**Post-test Score**

No	Ss	Aspects															Score				
		Content			Organization			Vocabulary			Language Use			Mechanic							
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A					
1.	S1	4	3	3.5	4	3	3.5	4	3	3.5	3	3	3	4	3	3.5	17				
2.	S2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
3.	S3	3	3	3	3	3	3	4	3	3.5	3	3	3	4	3	3.5	16				
4.	S4	4	3	3.5	3	3	3	4	3	3.5	3	3	3.5	4	3	3.5	17				
5.	S5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
6.	S6	4	3	3.5	3	4	3.5	4	3	3.5	4	3	3.5	3	3	3	17				
7.	S7	4	3	3.5	3	3	3	4	3	3.5	4	3	3.5	4	3	3.5	17				
8.	S8	3	4	3.5	3	3	3	4	3	3.5	3	3	3	3	3	3	16				
9.	S9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
10.	S10	3	3	3	3	3	3	4	3	3.5	3	3	3	3	3	3.5	16				
11.	S11	3	3	3	3	3	3	3	4	3.5	3	3	3	3	4	3.5	16				
12.	S12	4	4	4	3	4	3.5	4	4	4	3	3	3	4	3	3.5	18				
13.	S13	4	4	4	4	3	3.5	4	4	4	3	3	3	4	3	3.5	18				
14.	S14	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	16				
15.	S15	4	3	3.5	3	4	3.5	3	4	3.5	3	3	3	4	3	3.5	17				
16.	S16	3	4	3.5	3	3	3	3	4	3.5	3	3	3	3	3	3	16				
17.	S17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
18.	S18	3	4	3.5	3	3	3	3	3	3	3	3	3	4	3	3.5	16				
19.	S19	3	4	3.5	4	3	3.5	4	3	3.5	3	3	3	4	3	3.5	17				
20.	S20	4	3	3.5	3	3	3	3	4	3.5	3	3	3	3	3	3	16				
21.	S21	4	3	3.5	3	3	3	3	4	3.5	3	3	3	3	3	3	16				
22.	S22	4	3	3.5	3	3	3	4	3	3.5	4	3	3.5	4	3	3.5	17				
23.	S23	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
24.	S24	4	3	3.5	3	3	3	4	3	3.5	3	3	3	3	3	3	16				
25.	S25	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
26.	S26	4	3	3.5	3	3	3	3	4	3.5	3	4	3.5	4	3	3.5	17				
27.	S27	3	4	3.5	3	4	3.5	3	3	3	3	3	3	3	3	3	16				
28.	S28	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
29.	S29	3	4	3.5	3	4	3.5	3	3	3	3	4	3.5	4	3	3.5	17				
30.	S30	3	3	3	3	3	3	3	4	3.5	3	3	3	3	4	3.5	16				
31.	S31	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
32.	S32	3	4	3.5	3	3	3	3	3	3	4	3	3.5	3	3	3	16				
33.	S33	3	4	3.5	3	3	3	3	3	3	4	3	3.5	3	3	3	16				
34.	S34	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
35.	S35	4	4	4	4	3	3.5	4	4	4	3	3	3	4	3	3.5	18				
36.	S36	4	4	4	4	3	3.5	4	4	4	3	3	3	4	3	3.5	18				
Total				116				108				112				106				109	554
Mean				3.4				3.2				3.3				3.1				3.2	16.2

S(s): students

R: researcher

T: teacher

A: average

**The Students' Writing Score in Post-test**

<b>Students' Number</b>	<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanic</b>	<b>Total</b>
1	3.5	3.5	3.5	3	3.5	17
2	-	-	-	-	-	-
3	3	3	3.5	3	3.5	16
4	3.5	3	3.5	3.5	3.5	17
5	3	3	3	3	3	15
6	3.5	3.5	3.5	3.5	3	17
7	3.5	3	3.5	3.5	3.5	17
8	3.5	3	3.5	3	3	16
9	3	3	3	3	3	15
10	3	3	3.5	3	3.5	16
11	3	3	3.5	3	3.5	16
12	4	3.5	4	3	3.5	18
13	4	3.5	4	3	3.5	18
14	3	3	3	3	3	16
15	3.5	3.5	3.5	3	3.5	17
16	3.5	3	3.5	3	3	16
17	-	-	-	-	-	-
18	3.5	3	3	3	3.5	16
19	3.5	3.5	3.5	3	3.5	17
20	3.5	3	3.5	3	3	16
21	3.5	3	3.5	3	3	16
22	3.5	3	3.5	3.5	3.5	17
23	3	3	3	3	3	15
24	3.5	3	3.5	3	3	16
25	3	3	3	3	3	15
26	3.5	3	3.5	3.5	3.5	17
27	3.5	3.5	3	3	3	16
28	3	3	3	3	3	15
29	3.5	3.5	3	3.5	3.5	17
30	3	3	3.5	3	3.5	16
31	3	3	3	3	3	15
32	3.5	3	3	3.5	3	16
33	3.5	3	3	3.5	3	16
34	3	3	3	3	3	15
35	4	3.5	4	3	3.5	18
36	4	3.5	4	3	3.5	18

**Total: 554**

**Mean: 16.2**

## Appendix X

### Photographs

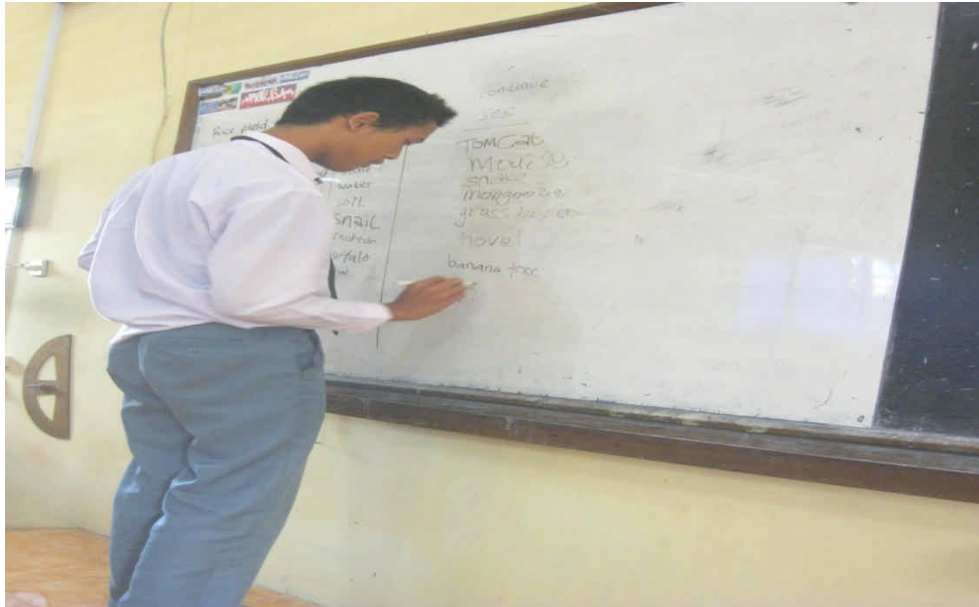




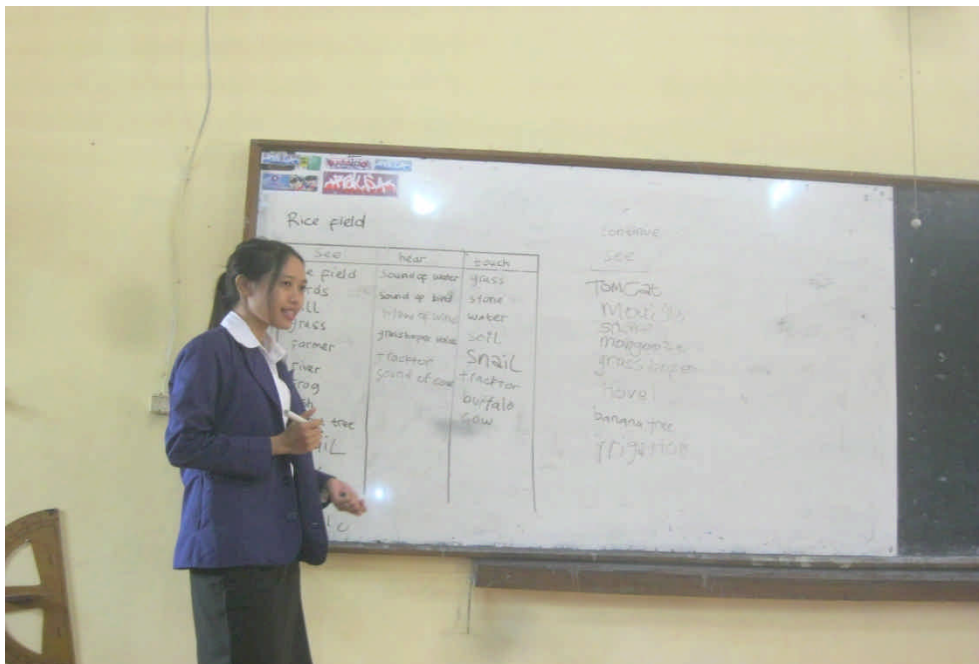
**One of the students participated actively to answer the researcher's question.**



**The students concentrated to write a descriptive text.**



One of the students participated to write their work on the whiteboard.



The researcher gave feedback to their work on the whiteboard.



**The researcher guided the students to do field trip in the laboratory.**



**The students visited and observed the laboratory.**



**The students visited and observed the green house.**



**The students focused and discussed their work in group.**

## Appendix XI

### 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

16 April 2012.

Nomor : 588b/UN.34.12/PP/IV/2012  
 Lampiran : 1 Berkas Proposal  
 Hal : Permohonan Izin Penelitian

Kepada Yth.  
 Gubernur Daerah Istimewa Yogyakarta  
 c.q. Kepala Biro Administrasi Pembangunan  
 Sekretariat Daerah Propinsi DIY  
 Komplek Kepatihan-Danurejan, Yogyakarta 55213

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

*Significance of Field Trip in Improving Students' Writing Skills in Writing Descriptive Texts to the First Grade Students of SMA N 1 Godean*

Mahasiswa dimaksud adalah :

Nama : SAPTANIA AYU RAMADHANI  
 NIM : 06202244077  
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
 Waktu Pelaksanaan : April – Mei 2012  
 Lokasi Penelitian : SMA N 1 Godean

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

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

a.n. Dekan  
 Wakil Dekan I,

Dr. Widyastuti Purbani, M.A.  
 NIP 19610524 199001 2 001



PEMERINTAH KABUPATEN SLEMAN  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**  
**( BAPPEDA )**

Alamat : Jl. Parasmya No. 1 Beran, Tridadi, Sleman 55511  
 Telp & Fax. (0274) 868800 e-mail : bappeda@slemanKab.go.id

**SURAT PERNYATAAN BERSEDIA MENYERAHKAN**  
**HASIL - HASIL SURVEY/PENELITIAN/PKL**  
 NO. : 070/1202

Kami yang bertanda tangan dibawah ini saya :

- |                                    |  |
|------------------------------------|--|
| 1. Nama                            | : SAPTANIA AYU RAMADHANI   |
| 2. No. Mahasiswa/NIP/NIM           | : 06202244077  |
| 3. Tingkat (D1, D2, S1, S2, S3)    | : S1   |
| 4. Universitas/Akademi             | : UNY  |
| 5. Dosen Pembimbing                | : G. Suharto, M.Pd   |
| 6. Alamat Rumah Peneliti           | : Jl. Godean km 8.5 Perum Alam Mulia blok 2<br>No 1b, Sidokarto, Sleman Yogyakarta |
| 7. No. Telp/HP                     | : 085246030609   |
| 8. Tempat Lokasi Penelitian/Survey | : SMA N 1 Godean, Sleman   |

Menyatakan dengan ini kami bersedia untuk menyerahkan hasil - hasil PKL/ Research/ Penelitian/ pencarian data tentang/judul :

"Significance of Field Trip In Improving Students' Writing Skills in  
 Writing Descriptive Texts to the First Grade Students of SMA N 1  
 Godean"

Kepada BAPPEDA Kabupaten Sleman

Pernyataan ini merupakan bagian yang tidak terlepas dari  
 Pernyataan perijinan Research/Penelitian/PKL yang kami lakukan dalam  
 Wilayah Kabupaten Sleman DIY.



Sleman, 18 April 2012

Yang menyatakan

Saptania Ayu R.

(Nama Terang)



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

070/3730/VI/4/2012

Membaca Surat : Dekan Fakultas Bahasa dan Seni UNY Nomor : 588b/UN.34.12/PP/IV/ 2012  
Tanggal : 16 April 2012 Perihal : Permohonan Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : SAPTANIA AYU RAMADHANI NIP/NIM : 06202244077  
Alamat : Karangmalang, Yogyakarta  
Judul : SIGNIFICANCE OF FIELD TRIP IN IMPROVING STUDENTS WRITING SKILLS IN WRITING DESCRIPTIVE TEXTS TO THE FIRST GRADE STUDENTS OF SMA N 1 GODEAN  
Lokasi : - Kec. GODEAN, Kota/Kab. SLEMAN  
Waktu : 17 April 2012 s/d 17 Juli 2012

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 17 April 2012

A.n Sekretaris Daerah

Asisten Perencanaan dan Pembangunan

ib.

Rm. Kepala Biro Administrasi Pembangunan



Drs. Supriyanto, M.Kes.  
NIP. 19620226 198803 1 008

**Tembusan :**

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman cq. Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga Provinsi DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan





PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( **BAPPEDA** )

Alamat : Jl. Parasmya No. 1 Beran, Tridadi, Sleman 55511  
Telp. & Fax. (0274) 868800. E-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 07.0 / Bappeda/ 1283 / 2012

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

- Dasar : Keputusan Bupati Sleman Nomor: 55 /Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.  
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta Nomor: 070/3730/V/4/2012. Tanggal: 17 April 2012. Hal: Permohonan Ijin Penelitian.

**MENGIZINKAN :**

Kepada	:	
Nama	:	<b>SAPTANIA AYU RAMADHANI</b>
No. Mhs/NIM/NIP/NIK	:	06202244077
Program/ Tingkat	:	S1
Instansi/ Perguruan Tinggi	:	UNY
Alamat Instansi/ Perguruan Tinggi	:	Karangmalang, Yogyakarta
Alamat Rumah	:	Jl. Godean Km. 8,5 Perum. Alam Mulia Blok 2 No. 1 B, Sidokarto, Godean, Sleman, Yogyakarta
No. Telp/ Hp	:	085246030609
Untuk	:	Mengadakan penelitian dengan judul: <b>"SIGNIFANCE OF FIELD TRIP IN IMPROVING STUDENTS' WRITING SKILLS IN WRITING DESCRIPTIVE TEXTS TO THE FIRST GRADE STUDENTS OF SMA N 1 GODEAN KABUPATEN SLEMAN"</b>
Lokasi	:	SMA N 1 Godean, Kab. Sleman
Waktu	:	<b>Selama 3 (tiga) bulan mulai tanggal: 18 April 2012 s/d 18 Juli 2012</b>

**Dengan ketentuan sebagai berikut :**

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.*
5. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*

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.

**Tembusan Kepada Yth :**

1. Bupati Sleman (sebagai laporan)
2. Ka. Kantor Kesatuan Bangsa Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Godean
6. Wakil Dekan I Fak. Teknik – UNY.
7. Ka. SMA N 1 Godean
8. Peringgal.

**Dikeluarkan di : Sleman**

**Pada Tanggal : 18 April 2012**

**A.n. Kepala BAPPEDA Kab. Sleman**

**Ka. Bidang Pengendalian & Evaluasi  
u.b.**

**Ka. Sub Bid. Litbang**

**SRI NURHIDAYAH, S.Si, MT**



**PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
SMA NEGERI 1 GODEAN**

*Alamat : Jalan Sidokarto No. 5 Godean Sleman Yogyakarta 55564  
Telepon ( 0274 ) 798128 Fak.6496411 E-mail : sma1godean@yahoo.com*

**SURAT KETERANGAN**

Nomor : 422 /201

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Godean Kabupaten Sleman Provinsi Daerah Istimewa Yogyakarta menerangkan bahwa :

Nama	: SAPTANIA AYU RAMADHANI
NIM	: 06202244077
Jenjang	: S 1
Program Studi/Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni
Perguruan Tinggi	: Universitas Negeri Yogyakarta

Mahasiswa yang tersebut di atas benar-benar telah melaksanakan penelitian di SMA Negeri 1 Godean pada bulan April s/d Mei 2012 dengan judul :

**“Significances of Field Trip in Improving Students Writing Skills in Writing Descriptive Texts to The First Grade Students of SMA Negeri 1 Godean”**

Demikian surat keterangan ini kami berikan agar dapat dipergunakan sebagaimana mestinya.

Godean, 13 Juni 2012  
Kepala Sekolah

**DR. SHOBARIMAN**  
 NIP.19631207 199003 1 005