

**IMPROVING WRITING SKILL BY USING PROCESS WRITING  
APPROACH FOR GRADE X STUDENTS OF SMA N 1 KASIHAN  
BANTUL YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/ 2013**

**A THESIS**

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



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**APPROVAL**

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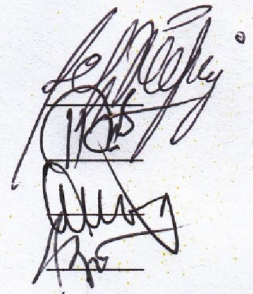
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## PERNYATAAN

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## **MOTTOS**

**Menjadi yang pertama bukan yang terhebat**

**Tapi menjadi yang terakhir bukan berarti kalah!**

**(beloved brother)**

**Lahaula wa la quwata illabillah.....**

**Tiada daya dan kekuatan selain Allah**

## DEDICATIONS

**This Thesis is specially dedicated to:**

- **My beloved family**

- **My mother and father**

Who give me the priceless love, beautiful lessons and continuous prayers.

- **My brother**

Who gives me so much love, support, and prayer.

- **My beloved girlfriend**

Who helps and supports in every moment.



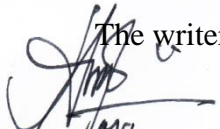
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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis

Yogyakarta, 18 October 2013

The writer,  
  
Arya Budi Wibowo

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**ABSTRACT**

This research was aimed at improving the students' writing skill in class X E of SMA N 1 Kasihan Bantul Yogyakarta in the academic year of 2012/ 2013 by using process writing approach.

This research was an action research study. There were two types of data collected in this study, namely qualitative and quantitative data. The qualitative data were used to describe the progress of the actions. These data were obtained from the daily observation which the results of the observation were written in the form of field notes, interviews, and discussions with the students of X E, English teacher, and the collaborator. To support the qualitative data, the quantitative data were in the form of number. The quantitative data were obtained by doing pre-test and post-test.

The result of the research showed that process writing approach could improve the students' writing skill in class X E of SMA N 1 Kasihan Bantul Yogyakarta. The students became more active and enjoyable in the teaching and learning process. All of them were able to write in right steps and they were more enthusiastic in joining the lesson. Furthermore, there was also improvement in students' achievement. It can be seen from the result of students' mean scores in five aspects, namely vocabulary, contents, language use, organization, and mechanics. From the students' pre-test mean score in term of vocabulary was 2.53 increased to 3.21. Meanwhile, in the content score was 3.00 increased to 4.00 in the post-test. In the language use, their pre-test score was 2.96 increased to 3.80 in the post-test. In addition, the students' mean score in term of mechanics were 2.31 increased to 3.00 in the post-test, and in the term of organization their scores increased from 2.25 to 3.33. The result of the quantitative analysis indicates that the improvement of students' writing skill was significantly gained.

# CHAPTER I

## INTRODUCTION

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

In this modern era, written language is more popular than spoken language. It can be seen in many daily life activities that people do in this world. Most people in this world prefer to use written language to communicate with others and to make their activities easier and more efficient. For example the use of text-messaging and e-mail, both of them are more efficient than telephone or face to face communication, because they can save the energy, time and space. Besides, the written form tends to be more permanent and durable for a long time. It means that written language can be significantly more precise than spoken language. As one of the language products as well as the means of communication, written language needs a special skill. As a result, writing skills become important skills in developing a written product. Therefore, people need to master these skills to be able to write and communicate with others well.

It is clear that writing becomes an important thing that must be well mastered by all people to be able to write and communicate. In the context of education, writing becomes an important skill to learn, because it is a part of four prominent skills that must be mastered well by the students, but it is not easy to master this skill. This statement is in line with Richards and Renandya (2002: 303) who state that writing is the most difficult skill for second or foreign language learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text. The difficulty becomes more

noticeable if their language proficiency is weak. The difficulty is also caused by several inadequate sub-skills of writing skills. Spratt, Pulverness, and Williams (2005:26) suggest that some of the sub-skills are related to accuracy, i.e. using the correct forms of language. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly. These sub-skills are quite complex so that they create some problems for students in the writing class.

Based on the statement above, it is clear that writing is not an easy skill to master. It is also supported by the following reasons. Firstly, the writing skill is placed in the last part after three skills namely listening, speaking and reading. Secondly, writing is important for students to communicate in their daily lives such as writing a letter, a story and short messages. Although the students are familiar with writing, it has many important points that make writing not as easy as it is assumed. For example when the students are asked to write a short story, they are expected to consider at least the content, organization, vocabulary, punctuation, and grammar. It demands them to learn this skill deeper before formulating their writings.

Learning writing is not easy for the senior high school students, but they have to master this skill well to reach the goal of their future. Therefore, as a compulsory subject in senior high school, in teaching English, the teacher has to teach writing for the students intensively. In this stage the students are targeted to reach the informational level to communicate in written and spoken texts to solve the daily problems. To reach that goal, a special way to solve some problems in

writing is needed. The use of an appropriate way in teaching writing will give a contribution to the success of students' writing ability, in terms of developing a writing product. It is true that teaching writing will be influenced by the teaching technique which is used by the teacher.

Based on the preliminary classroom observation that researcher did on Wednesday, December 19<sup>th</sup>, 2012 at class XE of SMA N 1 Kasihan Bantul, the researcher found that the students' writing ability in that class was still low. They made many mistakes in writing, such as not correctly in using punctuation, appropriate tenses, vocabulary, grammar, spelling, and arranging words into a sentence.

According to the reasons above, the researcher decided that the students' writing ability in class XE of SMA N 1 Kasihan Bantul needed to be improved. Therefore, the researcher was interested in conducting research on improving writing skills by using process writing approach for grade X students of SMA Negeri 1 Kasihan Bantul Yogyakarta as a solution to improve students' writing skills.

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

Based on the background of the study, there were some problems that could be identified in learning writing skills. To identify the existing problems, the researcher observed the English teaching and learning process in class XE of SMA N 1 Kasihan, and then interviewed the English teacher and some students in the class to gain more information.



After doing the observation and interview, the researcher obtained information about the major problems faced by the students related to the teaching and learning of writing in the classroom. The problems found in the classroom which contributed to the students' low performance in writing were classified into 3 categories.

The first was related to the teacher. The English teacher in this school was the major factor that influenced the success of the teaching and learning process of English. The teacher's technique in providing learning materials and steps in delivering the lesson was the problems which influence the teaching and learning of writing. She used a traditional method in the teaching learning process. Students' course book and *LKS* were used by the teacher as the main resources, because she had no other reference books. As a result, the activities of writing were based on those resources and the students were lazy and uninterested to learn English. It was caused by the method that was not enjoyable. According to the information gained from the observation, the teacher's teaching step in delivering the materials did not reflect the teaching sequence recommended in the language teaching and learning process. Ideally the teacher taught the materials to the students step by step to make the students understand with her explanations. However, in this class the teacher directly asked the students to write something that they have not mastered before. In addition, the technique that the teacher used was not clear and grammar was taught explicitly. Thus, most of students' English proficiency in that class was still low.

The second problem was related to the students. The students in class XE of SMA N 1 Kasihan were still confused to arrange the words to be a good sentence.

It was caused by their lack of comprehension in understanding the meaning of the words. On the other hand, the lack of vocabulary mastery also influenced the students' skills in writing. Besides, they were confused to change the verbs into the past forms. In fact, both of the elements are very important in writing. Furthermore, the lack of motivation in learning English was found in the observation. Motivation is one of important factors that contribute to the success of learning writing. However, during the observation, the researcher found that the students lacked motivation in learning English. This condition was found when the teacher was explaining the material in front of the class, some of the students gave less attention to the explanation. They spent their time talking to friends and doing other activities unrelated to the lesson, such as checking their cell phone, drawing a picture, and eating snacks in the class.

The last problem was related to generating ideas. According to the interview, the students had difficulties in developing their ideas. If the teacher did not give an input text for them as a model, they were confused and waste a lot of time to think. Unfortunately, the teacher did not realize the importance of the input text as the teaching and learning aids which can be help students to learn in better and easier ways.

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

Due to many problems faced by the students of the tenth grade, especially in class XE of SMA N 1 Kasihan, the researcher and the English teacher decided to focus the study in improving students' writing skills. This limitation is based on the findings that researcher found in the classroom. The effort taken by the researcher

was choosing the appropriate way that could help the English teacher to teach writing effectively and help the students to improve their writing skills. In this case, the researcher and the English teacher decided to overcome the problem through process writing approach to improve students' writing skills.

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

Based on the background, identification, and limitation of the problem above, the problem in this research is formulated as follows: "How can process writing approach be implemented to improve the writing skills of class XE students of SMA N 1 Kasihan Bantul Yogyakarta in the academic year of 2012/ 2013?"

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

The objective of this research is to describe how the process writing approach can improve the students' writing skills in class XE of SMA N 1 Kasihan Bantul Yogyakarta in the academic year of 2012/ 2013.

#### **F. Significances of the Study**

The researcher expects that the findings of this study will give benefits and some contributions to the teachers, the students, the researcher, and the other researchers. The expected contributions are:

1. For the English teachers, this research can give them an alternative solution through a way that can improve students' writing skills.
2. For the students, it will help the students understand better about the English lesson especially in terms of writing.

3. For the researcher, it will help the researcher to give a deep understanding what the research is and how to conduct a good research in the educational setting.
4. For the other researchers, this research can be a reference to conduct further studies for them.
5. For the English education program students, this research can be a reference to conduct a research in term of writing skill.



## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter presents theories which underlie this research. The discussion of this chapter is divided into two main parts. They are a theoretical review and conceptual framework.

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

This sub-chapter discusses some relevant theories which are related to the study. They are divided into three parts. These are about writing, teaching writing and process writing approach. The discussion of each part will be presented below.

##### **1) Writing**

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

Writing can be widely defined from several perspectives. In the language learners' perspective, writing can be classified as productive skills besides speaking. Writing produces written language, while speaking can produce spoken language; both of them are very different. The differences between speaking and writing comes from the characteristics, (Brown in Weigle 2002: 15) Brown provides the characteristics that differentiate written language from spoken language in terms of the permanency, production time, distance, orthography, complexity, formality and vocabulary. The characteristics will be presented below:

1) Permanence

The first term is permanency. In this term, oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes.

2) Production time

The second term is production time in which writers generally have more time to plan, review and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances in a few moments if they want to do a conversation.

3) Distance

In this term, it explains that distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between the speaker and the listener in an ordinary face-to-face contact.

4) Orthography

Orthography is a limited amount of information compared to the richness of devices available to speakers to enhance a message. For example in using English alphabets in writing.

5) Complexity

Written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy.

6) Formality

It explains that writing tends to be more formal than speaking. Such as, the forms of writing and forms of spoken text.

7) Vocabulary

Written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.

From the explanation above, it is known that writing which produces written language is more complex and difficult to learn than speaking. It supported by Richards and Renandya (2002: 303). They state that writing is the most difficult skill for second language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into a readable text. The skills that are involved in writing are highly complex. The weaknesses of language proficiency come from the unwillingness of students to learn this skill intensively. It is supported by Harmer (2004: 61). He describes that unwillingness may drive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs. Based on this statement, most of students think that writing is hard to learn and they always have negative thinking about writing. Harmer (2004:61) states if the insecurities are reinforced because they are unable to complete writing tasks successfully, then the students' attitude to writing is likely to become more and more negative. Thus, writing as one of the productive skills has to be learned by the language learners well. Besides, they learn writing not only for their academic practice but also later in their professional life. Therefore, they have to know what writing is before they learn deeply about writing.

Spratt, Pulverness, and Williams (2005:26) define writing is one of the four language skills. It means that writing is one of the prominent skills that must be mastered by the English language learners. In line with Spratt, Pulverness, and Williams, Burroway (2002) states that writing is a solitary struggle. It means that every English language learner has to master this ability individually, because writing is classified as productive skills. Spratt, Pulverness, and Williams (2005:26) also states that writing and speaking are productive skills which mean that they involve producing language rather than receiving it. It can be said that by learning writing skills, the students are expected to be able to produce a text or a message to communicate with others. Since writing is a product of written language, writing requires special abilities. The written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally. It is clear that writing skills cannot be mastered instantly, but it needs a process to master this ability.

Through writing, the learners are expected to be able to produce a text or a message to communicate with others. However, it is important to view that writing is not only as the product of an individual, but also as a social act. In line with this statement, Lyons and Kroll (Weigle, 2002: 19) define writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. Thus, writing is not only to produce text, but also to interact with others in a social act.

## **b. The Micro-Skills and Macro-Skills of Writing**

In writing, there are some aspects which have to be considered. Some experts have identified two sub-skills in writing; there are micro- and macro-skills. The micro-skills are more related to the smaller chunks of language while the macro-skills deal with the larger elements. Brown (2004: 221) has categorized all those aspects into two main skills; they are micro- and macro-skills of writing. The following are the list of micro- and macro-skills of writing.

### Micro-Skills:

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

### Macro-skills:

- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communicative function of written texts according to form and purpose.
- 9) Convey links and connection between events, and communicate such relation as a main idea, supporting ideas, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.



- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Micro-skills of writing are appropriately applied to imitative and intensive types of writing tasks, while macro-skills of writing are essential for the successful mastery of responsive and extensive writing. With the existence of micro- and macro-skills, students are expected to improve their writing accuracy. However, Spratt, Pulverness, and Williams (2005:26) define that writing is not just about accuracy, but it is also about having a message and communicating it successfully to other people. Therefore, a writer needs to have enough ideas, organize them well and express them in an appropriate style.

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

Brown (2001: 343) states five major categories of classroom writing performance such as imitative writing, intensive writing, self-writing, display writing, and real writing. They are explained as follows:

- 1) Imitative or writing down which leads students to simply write down English letters, words, or sentences in order to learn the conventions of the orthographic code.
- 2) Intensive or controlled which loosens the teacher's control but still offers a series of stimulators.

- 3) Self-writing which leads students to write with only himself as the audience.
- 4) Display writing which leads students to write in an element of display writing.
- 5) Real writing which aims to communicate a message to an audience. This type of writing performance can occur in the academic, vocational or technical, and personal scope.

#### d. Writing Process

The writing process as a classroom activity incorporates the four basic writing stages. They are planning, drafting (writing), revising (redrafting) and editing. Three other stages are also externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. Here is the plot of the process writing.

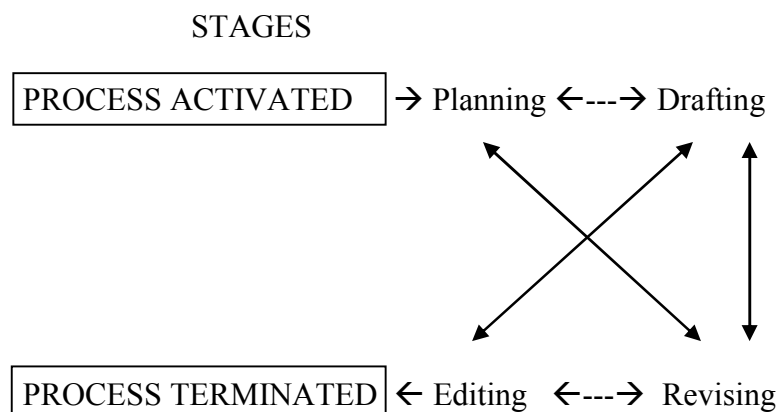


Figure 1. The writing process

The steps above will be explained clearly by the researcher below. The first step is planning or pre-writing. According to Richards and Renandya (2002: 326) planning is any activity in the classroom that encourages students to write. This is the first step that students have to do before they write a text. There are some

activities which provided the learning experiences for students at this stage, such as group brainstorming, clustering, rapid free writing and *WH*-questions to generate ideas for the students before they write a text.

The second step is drafting. In this step the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Richards and Renandya, 2002). In the draft stage, students are expected to put the arrangement they did in the planning stage on a paper. In this stage, spelling rules for the written text are ignored. The students primarily try to create the content.

The next step is revising. This stage consists of the students' review of the written draft, sharing the draft with a writing group formed in the classroom, and rearranging the content according to feedback from friends in the writing group. In this stage, the students might expand the text with new ideas or remove the unnecessary parts. Revising is a difficult stage for students.

The last step is editing. Up to this stage the focus is on the content. In this stage spelling rules and punctuation, which are called the mechanical aspect of writing, are checked. Before sharing what they have written with others, the students review the draft for the last time and make corrections for readability. An editing checklist might be prepared illustrating the spelling errors. The students might benefit from this list for their learning in the future.

## **2. Teaching**

### **a. Teaching and Learning**

Based on Brown (2007: 8), teaching is defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand. However, teaching cannot be separated from learning. They cannot be defined apart from learning.

According to Brown (2007: 8), breaking down the components of the definition of learning, it can be extracted the domains of research and inquiry as follows.

- 1) Learning is acquisition or 'getting'.
- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory, and cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 5) Learning is relatively permanent, but subject to forgetting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is a change in behavior.

Based on the information above, it can be concluded that teaching and learning cannot be defined apart from each other. Teaching is defined as a skill in helping or showing someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge and causing someone to know or understand. However, what is learned

is not only about information or knowledge, but also the expression of attitudes and values.

### **b. Teaching Writing**

A large percentage of the world's language learners study English in order to develop proficiency in writing. Writing is one of the English language skills. Spratt, Pulverness, and Williams (2005) define that writing is one of the productive skills, like speaking. It involves using written language to express meaning to other people. In teaching writing, the language learners have to know about the smaller parts of the skill, or commonly called as micro skills of writing. Brown (2001:272) states that the teacher also helps students to see the pieces of a language that makes up the whole. It means that the students need to be shown the details of how to convey and negotiate the meaning of a language. At the beginning of a lesson, the teacher should make sure that the students know about the purpose of the activity in the lesson. He/she should give a clear explanation about what they will learn. So the students will get an advantage in the teaching and learning process. Harmer (2004: 31) argues that writing should encourage students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

However, most of English language learners in senior high schools feel that writing is one of the most difficult skills in learning English. They tend to be lazy and unmotivated to learn the language. Richards and Renandya (2002: 303) say that there is no doubt that writing is the most difficult skill to master. The students' problem in writing lies not only in generating and organizing ideas but also in translating the ideas into a readable text. Although writing is the most difficult skill

to master, through writing the students can learn better about a language. As mentioned by Harmer (2004: 31), they are writing to help them learn better. Thus, in teaching writing, the teacher has to use the best way in order to make the students master this ability easily.

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

English is a compulsory subject which has to be taught for the students in Indonesia. There are some essential elements in determining whether a teaching process is successful or not. They are a curriculum, teachers, learners, materials and teaching techniques. The importance of curriculum is discussed as follows. A curriculum is a general statement of the goals and the outcomes, the learning arrangement, the evaluation, and the documentation related to the management of the programs within an educational institution (Feez & Joyze, 1998:9). Supporting this statement, a curriculum is a set of plans and an arrangement which consists of aims, contents, and materials is also mentioned in the handbook of the School-Based Curriculum. It also includes some ways or methods as a manual of learning activities in order to achieve some specific educational purposes as well.

Based on the school-based curriculum, English in Senior High Schools is targeted to make the students reach the informational level in order to prepare the learners for the further education in colleges and universities. As written in *BNSP* 2006, the students need to be taught to reach the literacy level covering the following issues.



1) Performative

On the performative level, students are expected to have the skills of reading, listening, writing and speaking by using the symbols in English.

2) Functional

In this level, the students can use the language as a tool to fulfill their needs of writing in daily lives such as writing news, manuals or signs.

3) Informational

On the informational level, the students are supposed to have the abilities to access knowledge with the use of their knowledge in English. The teaching and learning in senior high schools are aimed to get the students to reach the informational level as they are prepared for their further education.

Furthermore, *Departemen Pendidikan Nasional* (2006) has determined that the learning of English should be developed equally both oral and written. That curriculum also states that the goal of learning English in senior high school is to make the students have certain abilities as follows:

- 1) Developing a competence to communicate in the form of oral or written language to reach the informational level
- 2) Having senses about the importance of English to increase the nation competitive ability in the global society
- 3) Developing the students' understanding about the relationship between language and culture

In addition, the standard of competence for the writing skill in senior high schools is to express the meaning of written functional texts and simple short essays in the form of procedure, descriptive, recount, narrative, report, news item,

analytical exposition, hortatory exposition, spoof, explanation, discussion, review. In particular, the standard of competence of writing skills for the first grade students of Senior High Schools is to express the meaning of written functional texts and simple short essays in the form of narrative, descriptive and news item to interact with surroundings.

#### **d. Materials for Writing at Senior High Schools**

In this study, the materials which were given to the students were based on the standard of competence of the School-Based Curriculum. The standard of competence for writing at senior high schools in the second semester is presented on the next page.

Table 1: Standard of Competence and Basic Competence of Writing

<b>Standard of Competence</b>	<b>Basic Competence</b>
<p><b>Writing</b></p> <p>12. Students are able to express meaning in a written functional text and a simple short essay in the form of narrative, descriptive and news item in the daily life activity context.</p>	<p>12.1. Students are able to express meaning in the form of a short functional text (such as announcement, advertising, invitation, etc.) by using written language accurately, fluently, and appropriately in the daily life activity context.</p> <p>12.2. Students are able to express meaning and rhetorical step in the form of a simple short essay by using written language accurately, fluently, and appropriately in the daily life activities in the form of narrative, descriptive and news item.</p>

Based on the table above, it can be concluded that in the second semester the materials for writing are about short functional text and short essay, such as narrative, descriptive and news item. Based on the materials in the curriculum, the

researcher decided to teach descriptive texts in this research. The materials were taken from a course book used by the school and other references which supported the materials.

### **3. Process Writing Approach**

To improve writing ability in SMA N 1 Kasihan Bantul Yogyakarta, the researcher used process writing as a way in improving students' writing ability. There are many ways to improve students' writing ability. However, much traditional writing practice focuses attention on helping the learner to write accurately and appropriately what they want to say in writing. It is only concerned with the content and product, whereas, most of the students need a process to do in writing. By using process writing, the students did not only focus on the content and product, but also the process of writing.

Johnson (2008: 297) defines that process writing approach is an alternative approach which has become popular in recent years it looks in detail at the processes writers go through when they produce texts, and practices these in class. Similarly, Harmer (2004: 12) states that process writing is a way of looking at what people do when they compose a written text. In addition, Onozawa (2010) defines that process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. Besides, Stanley (2003) describes that the process writing approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students

a writing topic and receives the finished product for correction without any intervention in the writing process itself.

The idea of process writing is supported by Richards and Renandya (2002: 315), who state that process writing is no more than writing process approach to teach writing. Through this approach the students are expected to be able to understand writing deeply. Besides that, Freedman, Dyson, Flower, and Chafe (1987) in Richards and Renandya (2002) explain that it is not really to dissociate writing entirely from the written product and to merely lead students through the various stages of the writing process but to construct process-oriented writing instruction that will affect performance. Richards and Renandya (2002: 316) explain more about process writing. They state that process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus may not, at least initially, give way to a free variation of writing stages cited earlier. It is clear that process writing is very effective to improve students' writing ability.

In process writing approach, there are some stages; Brown (2002: 348) states that process writing approach tends to be framed in three stages of writing. There are prewriting, drafting, and revising. In the prewriting stage, it encourages the generation of ideas, which can happen in some ways, such as reading a passage, skimming or scanning, brainstorming, listing, clustering, discussing a topic or question, and free writing, whereas drafting and revising stages are at the core of process writing approach.

There are many reasons and benefits of process writing as well. When the feedback is given on the draft, it is more useful since the students find the opportunity to correct their mistakes by writing again. Therefore, it is possible to

apply process writing in the class. Instead of giving the writing topic to the students and asking for the final product, through that way, the teacher can help the students go through the stages of process writing. According to Ozagac (2004: 2) process writing consists of some stages. They are brain-storming, planning, writing the rough draft, editing, proof-reading and the final product. The explanation of these stages will be explained as follows.

#### 1) Brain-storming

In the brain-storming stage, the student starts thinking about the topic given. This may be done as a whole class activity or in groups so that students also got the benefit from each other. The teacher writes on the board every idea that comes from the students, without eliminating the previous ideas. In the brain-storming stage, the ideas can be put in the linear order or in mind-maps it depending on the ideas and the teacher.

#### 2) Planning

In this stage the learners are allowed to eliminate some and organize the rest of the ideas as “main support” and “example”; in other words, plan the writing. While producing the plan, it is quite normal for the students to add or delete information. Actually, they keep adding and deleting till the final product is finished.

#### 3) Writing the first draft

By looking at the plans, the students start writing their essays. They may change the order of their main supports, or re-arrange their minor supports. In this stage, there are always mistakes either in the organization

or in the grammar or the choice/form of the vocabulary. This leads the learners to editing and proof-reading.

#### 4) Editing

Editing refers to “what one writes”, whereas, proof-reading refers to “how one writes”. The distinction is very important in process writing since the learners need to focus on one thing to correct at a time. In this stage there are some ways to give editing in writing. There are some kinds of editing:

##### a) Teacher editing

For a beginner student who starts writing essays towards the end of the first term, it may be difficult to do the self and peer editing; the teacher may provide more guidance during editing or she may do the editing and proof-reading with the student to set an example.

##### b) Peer-editing:

Here, the texts are interchanged and the evaluation is done by other students. In the real world, it is common for writers to ask friends and colleagues to check texts for spelling. In the classroom environment, the students can exchange their papers and comment on each others' papers.

##### c) Self-editing:

It is very common for the writers to miss their own mistakes. After putting the paper aside for some time, emptying the mind and dealing with some other work, the writer is able to approach her/his paper with a clear mind.

There are some editing ways to check the learners' writing, and to make the learners' writing perfect by using these editing ways.

#### 5) Proof-reading

The fifth stage is proof-reading. Proof-reading deals with “how one write”. While proof-reading, the paper is checked for any spelling, punctuation mistakes, lack of parallelism in the structures, the use of formal or informal words, grammar mistakes, any sentence fragments and run-on sentences, references without pronouns, redundancy of ideas, lack of parallelism, spelling mistakes, repetition of the same words, punctuation mistakes, wrong tense choice, misused modifiers, and style inappropriate for the audience. It is better to leave proof-reading to the last since the text may change many times before the writer is content with her essay.

#### 6) The final product

In this stage, the writer comes to the final product of writing through some previous steps. To get the perfect final product needs some feed-backs in order to make the writing perfect and readable.

There are some processes writing steps which are usually used in the classrooms. Process writing approach is a way of looking at what people do when they produce a written text. This process usually happens in the classrooms activities. This approach demands the students to create their own writing creatively and perfectly.

All of these steps are very important for students to learn the writing through a process, because the process writing is a tool used to enable students to efficiently express their feelings, thoughts and knowledge in writing through some processes. The more students learn how to use this process efficiently, the more they can express themselves efficiently.

## **B. Review of Relevant Research Studies**

In this part, the writer discusses previous research about the implementation of process writing by Ismail Baroudy (2008), Shahid Chamran University, Iran. He explained that process writing was described thoroughly, analyzed and compared at the levels of approach, design and procedure. Unfortunately, classroom writing has not yet been pedagogically exposed to a revolution brought about by the writing tenets of such an innovative movement. This is due to the fact that process writing has not been introduced to the English language learners. His finding shows that teaching writing by using process writing approach at the first year students of senior high schools are more effective than the other ways. Through this way, the students are expected to enrich their writing ability easily.

Therefore, the learners may need a process in writing to make their writing go in the right track. Therefore, the researcher used process writing approach to improve students' writing ability.

## **C. Conceptual Framework**

English writing has great significance, especially in learning English as a foreign language. First, writing is important for the students' language reinforcement to assist them in understanding the new language in their memories. Second, writing becomes a prominent skill that should be mastered well. Third, writing is a basic skill in learning English, particularly to communicate with others by using written language forms such as letter, e-mail, text messaging. It is clear that writing ability is very important in the English teaching and learning process.



However, the teaching of writing in this school was not successful yet. It could be seen from the learners' performance in writing and their responses towards writing.

Besides, the English teaching and learning process in SMA N 1 Kasihan did not give adequate proportion for writing skills. One of the examples is the teacher asked the students to read a certain text and answer the question instead of asking them to produce a text. It made the students feel that writing skills do not seem very important and easy to master.

In line with this statement, many students got problems in learning English. As non-native speakers of English, the major problems that students faced were vocabulary and grammar. They were still confused to arrange the words into a good sentence. It was caused by the lack of vocabulary mastery. Besides, they were confused to change the verbs into the past forms. In fact, both of the elements are very important in writing. On the other hand, the lack of motivation in learning English is the next problem that students have. Motivation is one of important factors that contribute to the success of learning writing.

Through process writing approach, the students were able to write in the right steps. They can write a text easily step by step. First they can imagine what should they write through brain-storming. After that, they can make a rough draft before they make an outline. Finally, they can make a text through the outline. During the process they can enjoy their writing, because they can write and edit the draw of a text which they were made. In process writing approach which used in the class was very interesting, as they can imagine through a picture and they can develop their writing through the picture. Here, the researcher as a guide in every steps in process writing.

Therefore, the use of process writing approach is very useful to the students because they were expected to be able to learn writing well and think that writing is not so difficult. Through process writing, they learn writing through a process or step which makes them easier to learn writing in education area.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the method which has been used in this research. The chapter consists of the research design, settings of the research, subjects of the research, objects of the research, instruments of the research, data collecting technique, data analysis, validity and reliability of the data, and procedures of the research. Each of them are presented in the following discussion.

#### **A. Research Design**

In line with the goal of this research, namely to improve writing skills of the students by using process writing approach, this research is action research. Burns (2010:1) says that “action research is part of a broad movement that has been going on in education generally for some time”. It is related to the ideas of reflective practice and the teacher as a researcher. Action research involves taking a self reflective, critical, and systematic approach to exploring the research in the teaching context.

According to Burns (2010), the aim of action research is to identify a problematic situation that the participants, especially teachers and students consider worth looking into more deeply and systematically. Action research is different from other studies, because in action research the researcher is able to enrich self-knowledge, fulfillment, and professional awareness.

Kemmis and McTaggart (1988) in Burns (2010) explain that action research occurs through a dynamic and complementary process, which consists of four

essential steps: planning, action, observation and reflection. They are fundamental steps in a spiraling process. Each step is explained as follows:

#### 1. Planning

Before implementing the action, the researcher needed to make a general plan and identify a problem or issue. At this stage he prepared equipment needed in doing the action research in order to improve the students' writing skills.

#### 2. Action

Action is an act to implement the plan. The researcher does the planning which had been made. The researcher carried out the lesson plans that he had made. In this research, he used process writing approach in the teaching and learning process in order to improve students' writing skills.

#### 3. Observation

Observation is a step where the researcher observes the effects of the critically informed action in the context in which it occurs. The researcher observed all activities happening in the classroom and made notes related to the process of teaching and learning. He conducted the observations during the teaching and learning process.

#### 4. Reflection

At this point, the researcher reflected on, evaluated and described the effects of the action in order to make sense of what had happened and to understand the issue that he had explored more clearly. It was a step to show the result of the action as the basis for further planning. Reflecting was needed as the basis for further planning. The researcher reflected what he had done through a succession of stages. The process of the action research can be shown in the illustration below:

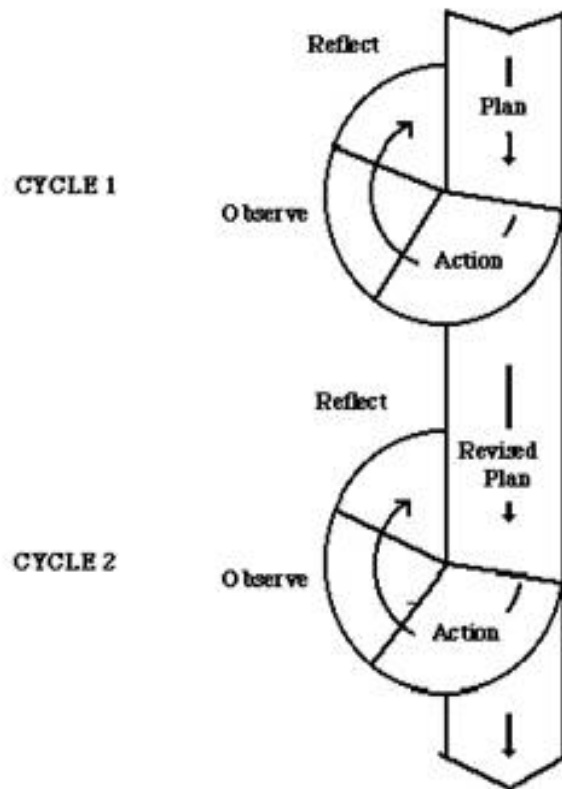


Figure 2. The cyclical action research model based on Kemmis and McTaggart (1988)

Based on Figure 2, it can be implied that the cycles transform into new cycles to reach the best result of action research. In the illustration above, the research consists of four stages such as planning, action, observation, and reflection. It can be done in the next cycle to get the satisfactory result.

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

This part consists of three issues. The first issue is the place of the research, the second issue is the schedule of the research and the last issue is the learning setting. Each part is discussed below.

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

This research was conducted in SMA N 1 Kasihan, focusing in class XE. SMA N 1 Kasihan is located in Jl. Bugisan, Tirtonirmilo, Kasihan, Bantul, Yogyakarta. The available rooms in this school are a school principal room, a teacher's room, an administration room, a school health unit, a room for guidance and counseling, a library room, a laboratory room, a computer laboratory room, a security room, a mosque, some toilets, three canteens, a meeting room, an audiovisual room, a large parking area, a stadium, a basketball field, and 32 classrooms.

### **2. Time of the Research**

This research was conducted in the second semester of the 2012/ 2013 academic year at SMA N 1 Kasihan Bantul Yogyakarta. It was conducted from December 2012 to March 2013. It included observation until the end of the actions. In conducting the actions, the researcher followed the English schedule in class XE of SMA N 1 Kasihan. The schedule of the action research was based on the following table.

Table 2. The schedule of the action research

No	Steps	Month				
		Dec	Jan	Feb	March	April
		Week	Week	Week	Week	Week
1	Observation	■				
2	Planning		■	■	■	■
3	Pre- test			■		
4	Action 1 Implementation Observation Reflection				■	
5	Planning cycle 2					
6	Action 2 Implementation Observation Reflection				■	
7	Post- test					
8	Analyzing Data and reporting				■	■

### 3. Learning Setting

This research was conducted in the class XE which has 34 students consisting of thirteen males and twenty-one female students. The English teaching-learning activity in this class was carried out twice a week with forty five minutes per period. The teacher used the four-stage technique. The materials were taken from the students' book that she used in all English classes.

According to the English teacher, the students of class XE had low ability in writing and were passive in the English teaching-learning process. Based on the problem above, the researcher considered that the class needed some improvements. He wanted to improve students' writing skills by using process writing approach.

### **C. Research Subjects**

The research subjects were the researcher himself, the English teacher, and the students in class XE of SMA N 1 Kasihan Bantul. In this research, the researcher chose the students of class XE of SMA N 1 Kasihan Bantul Yogyakarta based on the information from the English teacher, informing that grade X students especially XE students had the lowest average scores in almost all of English skills.

In this research the researcher taught the students and English teacher acted as the research collaborator. There were also other research collaborators in helping the researcher to take pictures and give comments during the teaching and learning process, there were Nunun Nuki Erfiani and Ajeng Sinta Anisyafitri S.Pd.

### **D. Research Focus**

This research focused on improving students' writing skill through process writing approach. Through this way, the students in class XE of SMA N 1 Kasihan Bantul Yogyakarta were expected to master the materials easily and clearly. Therefore, they could improve their writing skill.

### **E. Research Instruments**

The research instrument is a means to collect and process the data on the variables that have been studied. The research instruments used in this research are as follow.

- 1) Interview Guidelines



Two types of interview guidelines were used in this research. Those were used to interview the English teacher and the students. The results of the interviews were transcribed and analyzed in the form of qualitative data.

## 2) Observation Checklists

The observation checklists were used to check the application of the process writing approach in the teaching and learning process. In this research, two kinds of observation checklist were used. The first one was used to observe the researcher's activities and the second one was used to observe the students' activities during the teaching and learning process. In addition, the results of the observation are written in the form of fieldnotes.

## 3) Tests of Writing

There were two tests of writing in this research. The first test was a pre-test conducted before the implementation of the actions and the second test was a post-test conducted after the actions were completed.

## **F. Data Collecting Techniques**

There are two types of data in this research, namely quantitative and qualitative data. The quantitative data are the results of two writing tests, namely pre-test and post-test. The techniques to collect qualitative data used in this research are as follow.

### 1) Interview

The qualitative data were obtained by conducting interviews with the English teacher and students of class XE. The interview was conducted in two ways, before and after the actions. The first one was interview with the English

teacher to explore the techniques given to the students during the teaching and learning of writing. The second one was interview with the students to collect their problems during teaching and learning of writing in class XE. Both of them were conducted before the actions. At last, the researcher did the interview to the English teacher and the students to obtain the data after the actions.

## 2) Observing the Teaching and Learning Process (Observation)

The researcher observed the teaching and learning process in class XE on Wednesday, December 19, 2012. During the observation in the class, the researcher found some problems in writing which had to be solved. The problems related to the teaching-learning process, students' behavior in learning writing, and the teacher's actions in the classroom were noted and he tried to solve the problems by using a technique which the researcher proposed. The observation in the classroom could be used to collect the qualitative data and measure the success of this research. In addition, the results of the observation are written in the form of fieldnotes. The notes also used to record the teaching learning process related to the obstacles and weaknesses that faced in the research. It used to note all activities which did by the students during the teaching and learning of writing.

## 3) Documentation

The documentation was in the form of photographs taking and documents collecting. The researcher took some pictures during the teaching and learning process. The photographs were taken to support the data. Thus, the

documentation was in the form of photographs, samples of students' works, and lesson plans.

### **G. Data Analysis**

In data analysis, the researcher used some methods. For the qualitative data, the researcher did three steps namely data reduction, data display, and conclusion drawing/verification (Miles and Huberman, 1994: 10-12). Firstly, the researcher selected, focused, simplified, abstracted, and transformed the data which were in the form of observation results, interview transcripts, field notes, and samples of students' writing. The researcher, then, sorted, sharpened, focused, and organized the data to get the final conclusion. After that, the researcher organized the data in order to draw the conclusion. Finally, the researcher drew conclusion from the data display to know the progress of the implementation and verified the data. In addition, the quantitative data were analyzed by using SPSS 16 program.

### **H. Validity and Reliability of the Data**

To make the data valid, the researcher used five kinds of validity based on Anderson as cited by Burn's (1999: 161-162). They were democratic validity, outcome validity, process validity, dialogic validity and catalytic validity. The validity will be described below.

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

Democratic validity was related to the extent of collaborative action and multiple voices in the research. Thus, the result of the research comes from

various perspectives which show the benefits of the solutions and the applicability of the solutions to the context. To fulfill the democratic validity, the researcher did collaboration with the English teacher in finding and selecting problems that needed to be solved. In addition, he interviewed the students as the data resources who have a right to give their opinions, ideas, criticism, and suggestions about the implementation of the actions.

## 2. Outcome Validity

Outcome validity was related to the notion of action leading to outcomes that were successful within the research context. The outcome validity in this research was obtained by looking at the result of the actions which had been done.

## 3. Process Validity

Process validity refers to some questions related to dependence and competency of the research. To fulfill the process validity, the researcher observed classroom activities and made field notes during the activities in the classroom, interviewed students and the English teacher after the action, and had a discussion with the collaborator to analyze the success and the failure of the actions.

## 4. Dialogic Validity

Dialogic validity can be obtained by having dialogues with other practitioners. In this case, to fulfill this validity, the researcher did reflection with the teacher and the students in order to get suggestions to improve the next action.

## 5. Catalytic Validity

Catalytic validity was related to the extent to which the researcher allowed the participants to deep on their understanding of the social realities of the context and how they can make changes within it. To fulfill this validity, the researcher identified the changes occurring in the classroom during and after the actions.

Meanwhile, the reliability of this research was obtained by giving the genuine data, such as filed notes, interview transcripts, and photographs. To gain the trustworthiness, the researcher used the triangulation. Burns (2010: 95-97) states that applying triangulation to data collection means that a combination of angles on the data will help to give more objectivity. It prove that the researcher's reflections and conclusions are supported by the data and not just by his own presuppositions. There are four different ways of triangulating. They are stated as follows:

- 1) Time triangulation or collecting data at different points in time.
- 2) Space triangulation or collecting data with different subgroups of people.
- 3) Researcher triangulation or collecting data by more than one researcher.
- 4) Theory triangulation or analyzing data from more than one theoretical perspective.

## **I. Procedure of the Research**

The researcher conducted the research to find out the information concerning students' writing ability in producing a descriptive text. Based on the

interview and observation in SMA N 1 Kasihan Bantul, the researcher found and identified the existing problems. He found several problems when the teaching and learning process was going on.

Besides, the English teacher also had difficulties in teaching writing correctly. The researcher thought that a new way in teaching writing was needed by the students and the teacher. The way to teach writing used by the researcher was a process writing approach.

This research consisted of four stages. They were thematic concern-reconnaissance, planning, action and observation, and reflection. Each of those stages is described as follows:

#### 1) Thematic Concern Reconnaissance

To find out information of the teaching and learning of English in SMA N 1 Kasihan Bantul Yogyakarta, the researcher did the reconnaissance step. In this first step, the researcher gathered the data by interviewing the English teacher to find the problems which were faced by students in this school. Then, he conducted a preliminary classroom observation of the writing teaching and learning process in class XE on December 19, 2012. He identified the problems faced in class XE students' writing skills. In addition, he also interviewed the students to find out their difficulties in the teaching and learning process. After that, the English teacher and he analyzed the problems which possibly existed and classified them to be solved and finally he made some plans.

## 2) Planning

After the researcher identified the problems, he made some plans to decide the actions that were feasible to be implemented in the field. In this stage, he worked together with the English teacher of class XE of SMA N 1 Kasihan. He prepared the instruments and collected the data, such as the syllabus, the lesson plan, the interview guideline, and a camera. After that, he prepared the technique to solve the problems which students faced, prepared the teaching material and prepared the instruments to collect the data. Furthermore, this research was implemented in 2 cycles.

## 3. Action and Observation

After the planning was done, the researcher consulted to the expert and English teacher of class XE of SMA N1 Kasihan, the actions were implemented in the class. In this stage, the researcher implemented the plan of action in the teaching and learning process. The actions were conducted in two cycles. Cycle I was conducted in two meetings. In Cycle I, the researcher decided to teach the students a descriptive text. Cycle II was conducted in three meetings. In this cycle he determined to teach the students of class XE a descriptive text. He did the action with the collaborators, both of them observed and took notes of anything that happened in the class.

The data collection techniques were used filling in the observation checklist form, observing the teaching and learning process through the writing field notes, taking photographs, and collecting documents including students' works

and lesson plans. After that, the English teacher, the collaborator and he discussed the implementation of the actions.

#### 4. Reflection

After the action was complete, the researcher and the collaborator conducted reflection. In this stage the reflection was done to measure whether the action was successful or not. If the actions carried out were successful, collaborators and he would continue to implement those actions. The action was classified as a successful action when the indicators of research success are noticed. Those indicators can be measured from some categories, for example the students could generate ideas well, they could use the correct grammatical features or appropriate tenses, and they could organize a paragraph well. However, if the actions were not successful, the researcher would try to find the suitable actions to use the process writing approach in teaching writing in class XE so that the condition of the teaching learning process would be better and students' writing skill could be improved. This was to assess the outcome validity. The reflection was done after the researcher completed the action, or after the lesson.



## CHAPTER IV

### RESEARCH FINDINGS

This chapter presents the process of the research conducted in Cycle I and Cycle II, the result of the research, and the interpretation of the findings. Each cycle in this research consists of planning, action and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the processes are presented below.

#### **A. Reconnaissance**

To identify the problems in the field, the researcher conducted a preliminary classroom observation and interview. The research was started by identifying the problems in the classroom. The researcher began to observe the teaching and learning process in the classroom to know students' writing problems. To strengthen the findings, the researcher held interviews to both the students in class X E of SMA N 1 Kasihan and the teacher as well. Based on the classroom observation that was done on 19<sup>th</sup> December 2012, the researcher presented a vignette which describes the English teaching and learning of writing in the classroom and the students' behavior toward the writing class.

The lesson started at 12.30 pm. After the bell rang, the researcher and the English teacher came to class X E, but the students were still not ready to study. After waiting for about three minutes, they were ready to start the lesson. Before the teacher started the lesson, she gave greeting to the students, and checked the attendance. However, some students made noise in the class. Then the teacher gave a text to the students. They were asked to find the difficult words. However, almost all of the students were not interested to find the difficult words. And then the teacher gave a list of vocabulary to the students. They were asked to find the meanings of that vocabulary by using a dictionary. Then the teacher checked the meaning of the vocabulary by asking some students to answer the questions. Some students asked their friends to answer the teacher's questions. They had difficulties in pronunciation and they also laughed at a classmate who made a mistake. Besides

that, there were some students who ate in the class and some of them talked to each other when the teaching activity was going on.

And then the teacher presented a task about the procedure text. She asked the students to do the task. She asked the students to answer some questions. Then the teacher checked students' answers by asking some students to type their answer on the laptop. When a student typed an answer on the laptop, other students talked to each other and some of them continued eating their snack. Some students wrote their answer but they did not give any attention to its spelling and punctuation. They also still had difficulties in using an appropriate tense and arranging the sentences. Then the teacher checked those answers. However, the teacher only checked the answers without correction in the tense, punctuation, grammar, and the order of a sentence. After that the teacher checked together the correct answer with the students. And then she gave an exercise to the students to make a procedure text based on the topic on the piece of paper. The exercise has been done by the students in groups of four. However, the students were still noisy and uninterested with the task. Some students slept in the class. As the teacher did not give explanation before the students wrote a procedure text, so the students felt sleepy and uninterested with the teaching and learning process. When they asked to write a descriptive text, they only wrote a text without considering the meaning, tenses and grammar. Next, the teacher checked the students' answer by calling the name of the group and one of the students in the group read the answer, and the other were still passive. From the students' answer, she got some mistakes about pronunciation, sentence order, grammar and tenses. Finally, at 2 pm the bell rang. After the bell rang, the teacher closed the lesson by giving homework and told the students to review the materials at home.

**(FN.02/ December 19<sup>th</sup> 2012)**

From the vignette, it can be implied that the activity during the process of English teaching and learning did not run very well. The students were noisy and unmotivated during the lesson. It can be influenced by the English teacher who did not provide any interesting way to attract the students' interest. Besides, the students also had difficulties in mastering writing. It was found that their writing ability was still low. The students' writing did not actually meet the expectation yet. Actually, their problems were common ones, such as generating ideas, arranging sentences, using punctuation, spelling, vocabulary, grammar, and tenses. It can be seen from the result of the interview transcripts after observing the teaching and

learning process in class X E. The following are some interview transcripts which show students' difficulties:

R : *"Halo, ada kesulitan enggak tadi belajar bahasa Inggrisnya, dik?"*

(Hello, have you any difficulties when learning English guys?)

Ss : *"Mm... ada mas, nyari kata kata yang pas tu mas, harus mikir"* (S4)

("Mm... yes, it is about vocabulary, we have to think deeply")

R : *"Vocab ya?"*

("Vocabulary, right?")

Ss : *"Ho'o!! Iya itu mas. Sama grammar juga."* (S2) (S3)

("Yes!! That is it, sir. And also grammar.")

*"Sama. Kalo bikin kalimat dan paragraf, angel e..."* (S2)

("Me too. I got difficulties when I made a sentence and a paragraph.")

R : *"Maksudnya susah dapet idenya sama ngembanginnya gitu?"*

("Did you mean it is difficult to generate ideas?")

Ss : *"He'em mas, bener banget! mesti tu bingung mas mau nulis apa."* (S4)

("Yes, that's right sir! I was confused about what to write.")

*"Mesti nanti salah tulisannya gitu mas, makanya jadi takut"* (S3)

("I always wrote the wrong spelling, so I am afraid to write")

*"Pokoknya pelajaran nulis tu sulit mas."* (S13)

("Actually, writing is the difficult lesson sir.")

R : *"O gitu. terus ada kesulitan lain gak?"*

("I see, any other difficulties?")

Ss : *"Ya itu tadi mas, pokoknya kalo nulis tu susah."* (S13)

("Yes, like what I have said before, writing is difficult.")

*"Mm... kurang banyak contohnya mas."* (S24) (S1)

("Mm... it lacked examples.")

*“Kurang gambar, contoh, trus monoton banget, bikin bosen mas.”*  
(S13)

(“It lacked pictures, examples, and it was very monotonous, we were bored.”)

**R: Researcher            Ss: Students            (Interview 2, December 19<sup>th</sup> 2012)**

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From the interview transcript above, it could be concluded that the students still had difficulties in choosing appropriate words or vocabulary, grammar, spelling, and generating ideas. Besides, they also have difficulties in using an appropriate tense and how to arrange the words to be a good writing. It was supported by the following interview transcript.

R : *“O, gitu. Masak si? Susahnya dimana?”*

(“I see. Are you sure? Could you show me the difficulties?”)

Ss : *“Susah pokonya, mas. Nulis tu bikin bingung, kita mesti sulit kalo cari idenya tuh lho mas”* (S17)

(“It is difficult, Sir. It makes me confused, we got the difficulties in generating ideas sir.”)

*“Nyusunnya kata-kata juga susah kalo mau nulis mas.”* (S10)

(“It was difficult to arrange the words to be good writing, sir.”)

R : *“Mm... bingung tentang ide tulisannya sama susunannya gitu?”*

(“ You are confused with the ideas and organization, aren't you?”)

Ss : *“Iya mas, pas udah nulis gitu mikir lagi tentang grammar sama verb verbnya mas”* (S9)

(“When we wrote, we always think about grammar and the verbs sir”)

R : *Tensesnya ya?*

(“It is about tenses, right?”)

Ss : *“Iya, jane sulit semua mas nulis tu, ndandak mikir, hehehe.”* (S9) (S4)

(“Yes, actually writing is difficult sir; we have to think deeply, hehehe”)

**R: Researcher                      Ss: Students                      (Interview 3, December 19<sup>th</sup> 2012)**

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To strengthen the difficulties which students faced in writing, the researcher held a pre-test to see the students' ability in writing a text, especially the descriptive text on February 2013. The researcher asked them to write a descriptive text based on a picture of Obama. The result was unsatisfying; most of them could not produce a well-organized text. Generally, their problems were common ones, such as generating ideas, arranging sentences, using punctuation, spelling, vocabulary, grammar, and tenses. As a result, they needed much time to finish their writing. These are two examples of students' writing before implementing the actions.

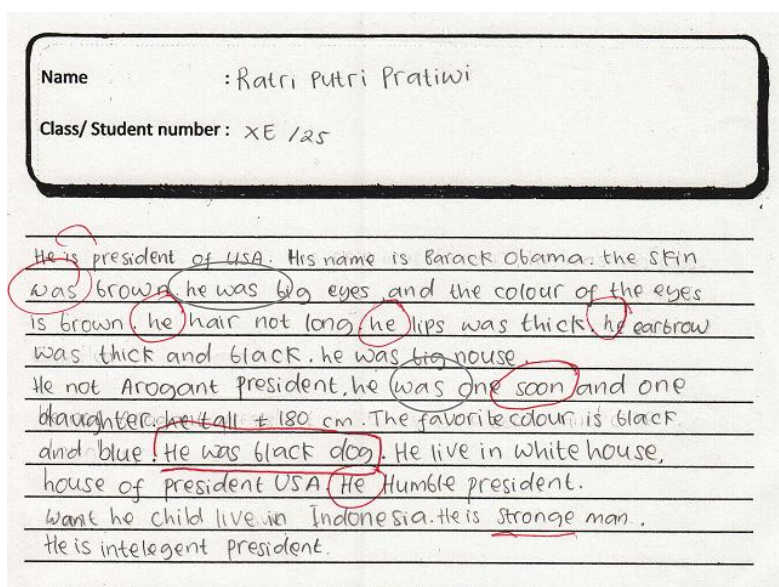


Figure 3. Student's writing before the action

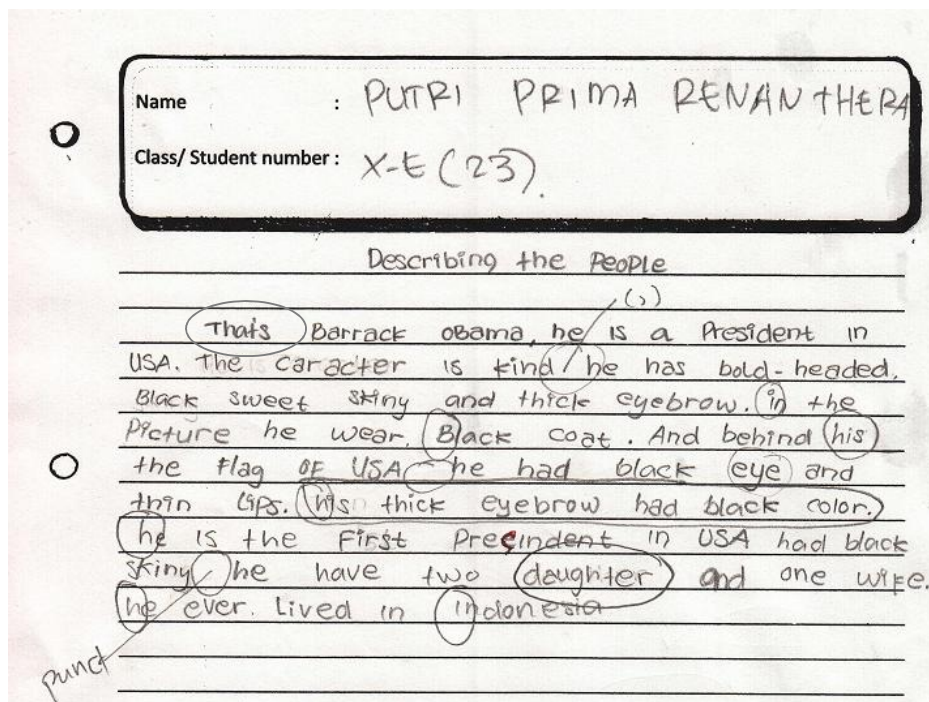


Figure 4. Student's writing before the action

From the examples above, it can be concluded that students in class X E of SMA N 1 Kasihan were still confused to write a descriptive text. Most of them did not know how to write a descriptive text and they were confused to choose appropriate words and tenses in their writing. In the second sample, there were many mistakes in punctuation, capitalization, and the use of tense.

The result of the preliminary classroom observation and interview indicated that there were some problems emerging in the field dealing with the English teaching and learning process in class X E of SMA N 1 Kasihan Bantul Yogyakarta, especially in writing. From the identification above, there were some problems occurring during the writing class. The following table presents the identified problems.

Table. 3: The field problems in class X E of SMA N 1 Kasihan

No	Problems
1.	The teacher had difficulties in teaching writing.
2.	The students were still not ready to study.
3.	The students were not interested to find the difficult words.
4.	Some students were noisy during the lesson.
5.	Some students slept in the class during the lesson.
6.	Some students ate a snack during the lesson.
7.	Most students had difficulties in using vocabulary.
8.	Most students made many mistakes in grammatical features.
9.	Most students had difficulties in pronunciation.
10.	Most students had difficulties in using an appropriate tense.
11.	Most students had difficulties in arranging the sentences.
12.	Most students had difficulties in generating ideas.
13.	The students were uninterested with the task.
14.	The teacher did not give explanation to the students before the students did the task.
15.	The materials were taken from <i>LKS</i> .
16.	The teaching and learning writing activities were monotonous.

After identifying the problems in the field, the researcher discussed with the English teacher about the problems related to students' writing skills which were feasible to be solved. Those problems are elaborated as follows:

Table 4: Field problems which were feasible to be solved

Problems		Indicators	Sources
Technique	The teacher had difficulties in teaching writing, and the materials given were not from the easiest ones.	The teacher was confused to apply a strategy in teaching writing. There were not appropriate strategies which helped her in teaching writing.	Observation Interview
Organization	Most students had difficulties in organizing the paragraph.	Most students had difficulties in organizing sentences into a good paragraph. It could be seen from their writings.	Observation
Mechanics	Most students made many mistakes related to mechanics aspect.	Most of the students could not use the correct spelling, punctuation, and capitalization.	Observation
Language	Most students made many mistakes in grammatical features.	Most students wrote many mistakes related to agreement, tense, number, word order, articles, prepositions, pronouns, grammar and vocabulary or word choice.	Observation Interview
Content	Most students had difficulties in generating ideas.	Most students cannot develop ideas well.	Observation Interview
Vocabulary	Most students had difficulties in using vocabulary.	Most students wrote in inappropriate English vocabulary. Example: a. traditional. b. President in Amerika Serikat	Observation Interview

Since those problems were categorized as writing skills problems, the students needed activities which can improve their ability. They needed a technique to solve their writing problems. The researcher and the English teacher discussed the appropriate technique which can use to solve the problems. Finally, they choose



process writing approach to be a technique to solve those problems. In this research, the researcher worked collaboratively with the collaborator to determine the problems and find the solution.

## **1. Implementation of the Actions**

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

The teaching and learning process in Cycle 1 was conducted in two meetings. In this cycle, the researcher and collaborator tried to overcome the writing problem focused on motivation and generating ideas in students' writing skills by applying process writing approach.

#### **1) Planning**

In this stage, the researcher planned to improve students' writing skills related to the elements of writing. The researcher and the collaborator planned some actions to be implemented. They are elaborated as follows:

##### **a) First Meeting**

In first meeting, the researcher and collaborator planned to:

- 1) teach a descriptive text about describing people by using printing pictures and through LCD in presenting the materials
- 2) apply a group work
- 3) give a writing performance task from easier to the difficult levels in which the students were asked to identify parts of a descriptive text.

## b) Second Meeting

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

- 1) teach a descriptive text about describing people by using printing pictures and through LCD in presenting the materials
- 2) introducing adjectives order
- 3) applying group work and apply the process writing approach from the beginning to teach the materials.

## 2) Action and Observation

The teaching and learning process in Cycle 1 was conducted in two meetings, i.e. on February 26<sup>th</sup> and 27<sup>th</sup> 2013. The schedule of Cycle 1 can be seen in the table below:

Table 5: The schedule of Cycle 1

Meeting	Date	Time	Materials
1 <sup>th</sup>	February 26 <sup>th</sup> , 2013	2x 45 minutes	Physical appearances
2 <sup>th</sup>	February 27 <sup>th</sup> , 2013	2x 45 minutes	Describing people

The teaching and learning process in Cycle 1 was conducted in two meetings. In each meeting the researcher used the four-stage technique to teach the descriptive text in class X E of SMA N 1 Kasihan. The detail of the action in each meeting was discussed as follows.

### a) First Meeting

The first meeting was held on February 26<sup>th</sup>, 2013. It was done in class XE from 12.30 p.m. until 02.00 p.m. In this meeting the researcher acted as a teacher. The researcher opened the lesson by greeting and asking students' condition. Then, the researcher checked students' attendance and prepared the materials. In building knowledge of the field (BKOF), the researcher presented some pictures dealing with the topic of physical appearances. Next, the researcher asked the students some questions related to the topic. The researcher asked the students to tell what they knew about the pictures. Some students were enthusiastic and answered the researcher's questions. And then, the teacher introduced the topic to the students. The researcher continued the teaching by asking some questions related to the students' background knowledge of a descriptive text. Some students answered the teacher's questions, and the others just listened to their friends' answers. In the first meeting, the researcher focused on the activity was about the purpose, the parts (generic structure) and language features of a descriptive text.

In modeling of the text (MOT), the researcher showed an example of a descriptive text entitled "*Wayne Rooney*" through LCD. The researcher asked a volunteer to read that text. After that, he asked some students to read that text. The researcher asked about difficult words to the students, but, suddenly the class was quiet and no one raised their hands to ask the question about the difficult words. Then, he asked the students to study the text and to find the difficult words. After that, they discussed the text including the topic, the generic structure, and the language features used in the text. He explained the rules of the simple present tense and adjectives including physical appearances and personalities. The students paid

attention to the researcher's explanation. And then the researcher discussed the content and the meaning of the text together with the students. Next, the researcher asked the students about the type of that text. The students answered that the text was a descriptive text. Then, they asked to guess the parts of the descriptive text. After they guess the parts of the text, the researcher told the students about the correct parts of a descriptive text i.e. they were consist of identification and description. The researcher asked the students to identify and show what tense is used in the text. He said "Could you show me what tense is used in this text?" Some students responded to the teacher's question by saying "Simple present tense", and the others said "past tense". After that, the teacher corrected the wrong answer by showing the tense in the sentence from the text. To make the students understand easily, the researcher explained to the students about the purpose, the parts and the language features of a descriptive text. The researcher asked the students to tell what they knew about a descriptive text. Then, the researcher explained the parts of a descriptive text.

After that, in joint construction of the text (JCOT) the researcher asked the students to work in pairs and distributed the worksheet which consisted of three tasks. In the first task, they were asked to identify the parts and language features of the descriptive text. And then they were asked to mention some characteristics of the pictures given before by using adjectives. In completing this task, they were enthusiastic and sometimes asked the researcher about vocabulary. Some students asked the teacher by using Indonesian. Even though there were some students who did not pay attention to the teacher's explanation, overall the process of teaching and learning could run well. The researcher gave assistance to them and guided

them to find what they asked. After that, they were asked to develop an idea based on the adjective words which they found before individually. Next, they were asked to submit their work. Then, the researcher asked about students' difficulties. Because there were not difficulties, the researcher reviewed the lesson which had been studied. Then, the researcher asked the students to find a picture of the idol, to bring it in the next meeting. After that, the researcher closed the lesson by praying together.

### b) Second Meeting

The second meeting was held on February 27<sup>th</sup>, 2013. It was started from 12.30 p.m. until 02.00 p.m. In this meeting the researcher acted as a teacher. The researcher opened the lesson by greeting and asking students' condition. Then, the researcher checked students' attendance, reviewed the previous materials and asked the students to show their homework. The students were enthusiastic and answered the researcher's questions. It can be seen in the following field notes:

R: Researcher Ss: Students

*R bertanya, "Have you brought your homework?" Ss menjawab, "Yees!" "Aku Justin Beiber mas" "Aku Julia Perez" R kembali bertanya, "Ok, you! could you show us the picture?" Ss menjawab "Yes sir! I have Sherina" dan ada juga yang berkata "Omong opo mas" R melanjutkan, "And, can you describe your idol?" Ss menjawab, "mm...isin" Ada juga yang menjawab, "Mas aku aja"*

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 (R asked "have you brought your homework?" Ss answered "Yes!" "I have Justin Beiber sir" "I have Julia Perez" R asked them again "Ok, you! Could you show us the picture?" Ss answered "Yes sir! I have Sherina" and the others answered "What did you say sir" R continued "And, can you describe your idol?" Ss answered "mm... I am shy" there was also the student which answer "How about me sir?")

**(Field Note 7, February 27<sup>th</sup>, 2013)**

In this building knowledge of the field stage, the researcher showed a picture through the LCD to the students. He asked the students to mention what they knew about the picture of “Rooney”. Then, the students mentioned some characteristics from the picture on the whiteboard. After the researcher showed the picture, he asked the students about the parts of speech from the words that had been written by the students on the whiteboard. No one answered the researcher’s question about the parts of speech. And then, the researcher wrote a key word to help the students. It can be seen in the following field notes:

R: Researcher Ss: Students

*R bertanya, “Ok well, do you know the parts of speech from these words?” Ss menjawab “parts of speech? Apa itu mas?” R menjawab “Parts of speech itu jenis kata” Ss menjawab “verb mas!” dan ada juga yang menjawab “kata sifat mas, tapi bahasa Inggrisnya apa itu mas?” R melanjutkan “Ok, I will give you a word, A” Ss menjawab “adjective!” “adverb”*

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(R asked “Ok well, do you know the parts of speech from these words?” Ss answered “Parts of speech? What is that sir?” R asked “ Parts of speech is a kind of words” Ss answered “it is the verb sir!” and there were also students’ answered “that is adjective sir, but what is in English sir?” R continued: Ok, I will give you a word A” Ss answered “adjective!” “adverb!”

**(Field Notes7, February 27<sup>th</sup>, 2013)**

In the modeling of the text or MOT, the researcher showed a descriptive text entitled “*Muse Concert*” to the students. He asked the students to study the example of the descriptive text and then discussed it including the topic, the generic structure, and the grammatical pattern used in the text. Then the researcher explained the rules of the simple present tense and adjectives in a descriptive text. The students paid attention to the explanation. Then, he gave a formula to make a sentence by using adjectives. The researcher showed the adjective order which

consists of opinion, size, age, shape, color, origin, material, and purpose to the students and they were enthusiastic to the explanation. To make sure that they understood the explanation, the researcher invited the students to write a sentence by using the adjective order and distributed an exercise to the students. After that, the researcher prepared the next activities.

Next, he distributed the next task to the students. They were asked to do the task in pairs. In joint construction of the text here, the researcher asked the students to arrange the words to be a good sentence. Most students had to check the note to do the task. The students seemed to be confused and needed to open their note again and again. Finally, they have done the task and checked the answer together with the researcher. After that, the researcher asked the students to work in groups of four and then distributed the worksheet which consisted of a task. In this task, the students were asked to brainstorm the ideas about the description of people. When the students were asked to work in group, they were noisy. They were spending much time in positioning themselves in groups. They did other activities, such as talking with their friends before doing the task. However, they were enthusiastic. After that, they had to write the result on a piece of paper. And then, the researcher collected the results from the students.

Then, the researcher exchanged the results from one group to others. The researcher asked them to choose one of the ideas from the group's discussion results to develop to be a good descriptive text. Before the researcher asked to write a descriptive text, he planned to use the stages of process writing in writing a descriptive text. Next, the researcher asked the students to work individually in developing a descriptive text. They asked to make a planning or outline from the

ideas before developing into a final product. The researcher and the collaborator took notes and observed the class activity. They also monitored students' activity and helped them when they got difficulties. This activity took about 40 minutes. In the last five minutes before the researcher ended the class, he asked the students whether there were any difficulties during the lesson and the researcher reviewed the lesson which had been studied and asked students to continue the planning of a descriptive text at home.

### **3) Reflection**

The reflection which is needed to evaluate the actions implemented in Cycle 1 was based on the observations during the teaching and learning process in class X E of SMA N 1 Kasihan. Based on the observation done in Cycle I, the researcher did not get any difficulties to transfer the materials about a descriptive text. When the students were asked to work in groups, they were noisy, however, they were enthusiastic. Besides, the students were still confused about the adjective order. Also, in the brainstorming stage, they were spending much time to generate ideas. The further reflection is presented below.

In the first meeting of Cycle I, the students could clearly understand the teacher's explanation about a descriptive text. It can be seen in the observation when the students identified the parts of a descriptive text. Most of them knew that descriptive texts should have two parts, i.e. identification and description. They also knew the purpose, generic structure, and language features of a descriptive text when the teacher explained them.

Besides, the evidence can be seen in the following interviews which were done by the researcher to the students. It can be proven from these following data:



- R: “*Gimana penjelasan tentang descriptive textnya? Sudah jelas belum?*”  
 (“how about the explanation of a descriptive text? Is it clear?”)
- Ss: “*Sudah mas, mudah dipahami mas kalo penjelasannya kaya gini*” (S3)  
 (“yes sir, It is easy to understand if the explanations liked that”)
- R: “*Suka enggak dengan teknik mengajarnya?*”  
 (Did you like with the teaching technique?)”
- Ss: “*Suka banget mas!*” (S7)  
 (“I liked it very much sir”)  
*“Pake gambar terus ngajarnya tu gak langsung, kayak pake proses jadi pahamnya gampang mas, suka!”*(S4)  
 (“It used pictures and the technique was step by step, it used process, so we can understand easily, liked it!”)

**R: Researcher Ss: Students (Interview 8, February 27<sup>th</sup> 2013)**

Based on the interview above, the students said that the explanation of a descriptive text was clear. The other evidence will be shown below:

- R : “*Kok dari tadi diem? Siapa namanya?*”  
 (“Why you are silent? What is your name?”)
- Ss : “*Imamah mas*”  
 (“Imamah sir”)
- R : “*Imamah, tadi pelajarannya gimana?*”  
 (“Imamah, what do you think about the lesson today?”)
- Ss : “*Menarik*”  
 (“It is interesting”)
- R : “*Kayak biasanya ga?*”  
 (“It likes the usual activity?”)
- Ss : “*Gak*”  
 (“No”)
- R : “*Terus pas dikasih penjelasan tentang descriptive, jelas ga?*”  
 (“Then, how about the explanation about descriptive, is it clear?”)
- Ss : “*Jelas.*”  
 (“It is clear.”)
- R : “*Coba kalo jelas, aku tes ya?*”  
 (“if it was clear, I want to test you?”)
- Ss : “*waduh*”  
 (“huh?”)
- R : “*Tadi kan belajar descriptive? Kalau descriptive harus ada apa aja?*”  
 (“You have learnt about descriptive, right? What are the components of a descriptive text?”)
- Ss : “*Identification sama description*”  
 (“Identification and description”)

**R: Researcher Ss: Students (Interview 7, February 26<sup>th</sup> 2013)**

Based on the interview transcripts above, it can be seen that the teacher's explanation about a descriptive text was clear. The students also knew the parts of a descriptive text. Then, the interview transcripts with the English teacher will be presented below.

R: "*Bagaimana bu penampilan saya tadi?*"

("How was my performance mam?")

ET: "*Secara keseluruhan sudah bagus mas, saya tertarik dengan cara penyampaiannya, enggak monoton dan mudah dipahami sama siswanya, saya lihat tadi siswanya juga tertarik banget, enggak seramai biasanya*"

("Over all it was good, I was interested with the explanation, it was not monotonous and understandable, and the students were very enthusiastic and not very noisy")

R: "*Oh iya bu,terimakasih*"

("Ok mam, thank you")

ET: "*Tapi besok suaranya diperkeras lagi ya mas, over all good,lanjutkan!*"

("Next time, the voice must be louder, over all was good, continued!")

**R: Researcher ET: Teacher (Interview 6, February 26<sup>th</sup> 2013)**

In the second meeting, the students seemed to be noisy when they were grouped. It seemed that the students spent much time in positioning themselves in their groups. The evidence of that condition can be seen in the following interview.

R: "*Bagaimana menurutmu mengenai aktifitas di pertemuan kedua ini?*"

("What did you think about the activity in this second meeting?")

C : "*Rame iki ya' harus ngomong. Cerita dulu. Seperti itu. Terus dalam satu kelompok yang bekerja ya hanya anak tertentu saja.tapi meskipun gitu mereka tetep antusias sih ya*"

("It was noisy ya'.They were talking to each other before working in groups. Then, there were only certain students who works in groups. However, they were still enthusiastic Ya.")

R : "*Iya ini Nun.*"

("That was right Nun")

**R: Researcher C: Collaborator (Interview 10, February 27<sup>th</sup> 2013)**

Based on the interview above, it can be concluded that the students spent much time in positioning themselves in groups. They did other activities, such as talking with their friends before doing the task. There were only certain students who contributed to the group work. Regarding to that reality, the researcher and the collaborator planned to move some students to other groups in order to make the process work well.

After the researcher and the collaborator conducted Cycle I, there was only a little improvement on students' writing ability and students' motivation. However, there were still some problems faced. In brief, the result of students' writing in Cycle 1 can be seen from the sample of students' writing presented below:

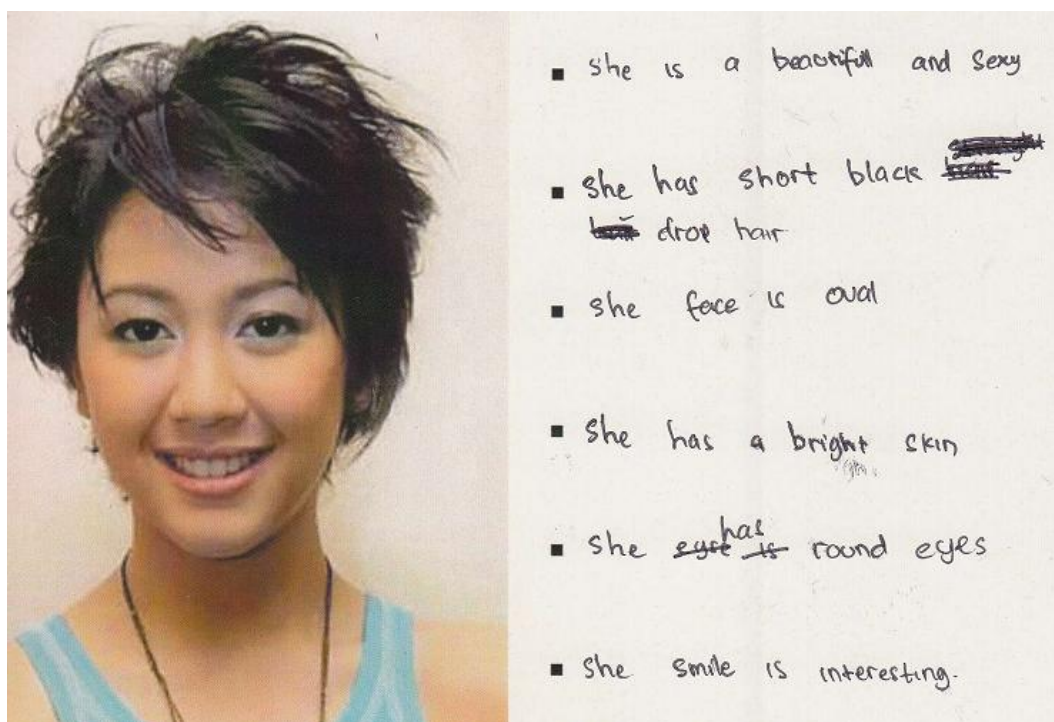


Figure 5. Student's writing in generating ideas based on a picture in Cycle I

From the sample above, it can be implied that some students could generate ideas by starting the topic and supporting it with details. Yet, the grammatical features mastery was still low.

In short, there were some improvements dealing with students' motivation and students' writing skills. There were still some problems faced by the researcher. Thus, the researcher decided to continue the cycle to solve the problems and to improve students' writing skills.

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

From the reflection of the previous cycle it showed a little improvement on students' writing ability and students' motivation. Dealing with those problems, the researcher conducted the next cycle in three meetings. In this cycle, the researcher and the collaborator tried to overcome the writing problem focused on the grammatical features and organization of the students' writing skills by applying process writing approach. The researcher arranged these three steps below.

### **1) Planning**

In this cycle, the researcher conducted the cycle in three meetings. The lesson plans were developed by the researcher in order to make the teaching and learning process of writing in Cycle II run well. He also prepared observation sheets as the instruments of getting data. The following presents the planning of Cycle II.

#### **a) Third Meeting**

In the third meeting, the researcher planned to:

- 1) teach a descriptive text about describing people with details by using pictures and using a LCD in presenting the materials,
- 2) continue the steps of process writing approach from Cycle I

- 3) identify the nouns in the text
- 4) apply the feedbacks for the students' writing

#### **b) Fourth Meeting**

In the fourth meeting, the researcher planned to:

- 1) teach writing by using interesting media such as pictures to reach the students' interest
- 2) apply the full steps of process writing approach in writing
- 3) apply the feedbacks for the students writing

#### **c) Fifth Meeting**

In the fifth meeting, the researcher planned to:

- 1) teach the students a descriptive text about animals
- 2) apply process writing approach to teach writing
- 3) guide the students in writing activity

### **2) Action and Observation**

The action of Cycle II was conducted in three meetings (the third meeting, the fourth meeting and the fifth meeting) i.e. on March 5<sup>th</sup>, 6<sup>th</sup>, and 13<sup>th</sup>, 2013. The schedule of Cycle II can be seen in the table below:

Table 6. The schedule of Cycle II

Meeting	Date	Time	Materials
1 <sup>st</sup>	March 5 <sup>th</sup> , 2013	2x 45 minutes	Describing people with details
2 <sup>nd</sup>	March 6 <sup>th</sup> , 2013	2x 45 minutes	Describing places
3 <sup>rd</sup>	March 13 <sup>th</sup> , 2013	2x 45 minutes	Describing animals

The teaching and learning process in Cycle II was conducted in three meetings, the details are presented below.

**a) Third Meeting**

The third meeting was held on March, 5<sup>th</sup> 2013. It started from 12.30 p.m. to 02.00 p.m. The researcher began the class by greeting the students and checking students' attendance. After that, the researcher reviewed the previous materials, he asked some questions to the students about parts of the descriptive text. And then the researcher asked the students to show their homework about outline or planning of a descriptive text. After the researcher checking students' homework, the students were asked to collect their homework and then the researcher continued the lesson.

After that, the researcher showed some pictures, such as the face, the hair, the nose, and eyes. And then he asked the students about their hair. The students were very active to answer the researcher's question. And then, the researcher displayed a text entitled "*My Brother*" by using an LCD. Next, he made a table in the whiteboard. He asked the students to list some of the nouns in the text. The students were enthusiastic and very active to be the first. Then, the researcher asked the students to work in groups. Their contribution in group work was very good. And then the researcher distributed a large paper for the groups which consist of a task. He asked them to continue an outline given by the researcher to be a first draft. They did the task seriously. They had to display the results in front of the class. They had to comment on the other groups' writing, and gave feedback for that writing. The researcher continued the activities. After they had finished the task, he asked them to make three paragraphs based on the outline which had been made by

the students at home. He reminded to add some nouns based on the materials which had been studied before in their writing. They seemed to be confused in developing the first draft. They asked some questions about vocabulary to the researcher. The researcher answered and helped them during the teaching and learning process.

After they finished the first draft, the researcher asked them to exchange their results to other friends. Then, they had to give feedback to their friend's writing. Then, the researcher collected the students' writing. Finally, he closed the lesson by asking the students' difficulties in writing and concluded the materials which had been studied. At last, he closed by praying together.

#### **b) Fourth Meeting**

The fourth meeting was held on March 6<sup>th</sup>, 2013. The lesson was started on 12.30 p.m. to 02.00 p.m. After that, the researcher reviewed the previous materials. He asked some questions to the students about parts of the descriptive text to make sure that they understood about the descriptive text. Then, he showed some pictures of places, such as, a beach, a mountain, the Liberty statue, and Singapore. And then, he asked some questions, "Have you ever had a vacation? Where did you go? Abroad?" The students answered the researcher's question. They were enthusiastic to answer the researcher's question. Next, the researcher distributed the handouts to the students. In the handout, there was an example of the descriptive text entitled "*Singapore*". In modeling of the text, the researcher and the students discussed the text including the topic, the generic structure, and the grammatical pattern used in the text. Then, he asked the students to identify some adjectives in the text. He invited the students to list some adjectives in the text on the white board. After they

knew about the adjectives, the researcher explained about the use of prepositions of places, such as in, on, at, above, behind, beside, in front of, and between. The students paid attention to the researcher's explanation. And then the researcher asked the students to find some prepositions of places on the text and invited them to write on the whiteboard.

After that, the researcher asked the students to work in groups of four. Then, he distributed the worksheet which consisted of two tasks. He explained the task and asked the students to do the task. In the first task, they were asked to brainstorm ideas about their group's favorite place. Then, they were asked to write the outline of their writing. They were enthusiastic during the activities. They did the task seriously. Besides, some of them asked the researcher about vocabulary and the tense that should be used. The researcher guided them to find what they asked. After completing the task, the students went on to the next task in which they were asked to develop the first draft through the outline which had been developed. Most of them asked about vocabulary and the tense that should be used to the researcher again. After finishing the task, he asked each group to exchange the results to others group. The researcher asked the students to observe the text in their group and then give feedback to the text.

At last, he asked the students to submit the tasks. He asked the students' difficulties during the lesson. And then, the researcher reviewed the lesson which had been studied. Then, he asked the students to find a descriptive text which consist of adjectives and prepositions of places from some sources. After that, he asked the students to identify the main ideas from the text individually to submit in the next meeting. Finally, the researcher closed the lesson with a prayer.



### c) Fifth Meeting

This meeting was the last meeting in Cycle II which was held on March 13<sup>th</sup>, 2013. The class was started from 12.30 p.m. to 02.00 p.m. The researcher began the class by greeting the students and checking their attendance. After that, the researcher asked the students about their holiday on March 12<sup>th</sup>, 2013 and reviewed the previous materials about prepositions of places. Then he asked some questions to the students about animals. He asked some questions such as “Do you like animals? Or maybe do you have a pet at home?” After that, he showed two pictures of a cat and a hedgehog, and then he asked some questions related to the pictures. The students were enthusiastic and answered the researcher’s questions. It can be seen in the following field notes:

#### **R: Researcher Ss: Students**

*Ss tampak antusias dan berbisik, “Apik gambare, mesti asik ki pelajaran e” R bertanya, “What is it?” Ss menjawab, “cat sama landak!” R kembali bertanya, “What is landak in English?” Ss menjawab, “I do not know sir!” R melanjutkan, “landak in English is hedgehog, and, do you have a pet at home?” Ss menjawab, “I have cat.”, “I cicak!”, “hamster” “fish sir!” R bertanya lagi, “Can you describe your pets?” Ss menjawab, “Mm...”*

-----  
 (Ss were enthusiastic and said, “The pictures are great, we will have interesting materials” R asked, “What is it?” Ss answered, “a cat and a hedgehog!” R asked them again, “What is *landak* in English?” Ss answered, “I do not know sir!” R continued “*Landak* in English is a hedgehog, and, do you have a pet at home?” Ss answered, “I have cat”, “I have a lizard!”, “a hamster” “a fish sir!” R continued the questions, “Can you describe your pets?” Ss answer, “Mm...”

**(Field Notes 11, March 6<sup>th</sup>, 2013)**

Then, the researcher showed a text related to the topic by using an LCD. And then he asked the students to identify the parts of a descriptive text such as identification and description. The students were enthusiastic to answer the researcher’s question. After that, the researcher distributed the handouts to the

students. He asked the students to study an example of the descriptive text entitled “*My Cute Dog, Betty*” and the researcher asked them to work in pairs to discuss the text including the topic, the generic structure, and the grammatical pattern used in the text. After they finished the task, the researcher asked them to check the answers together. And the researcher gave some pictures of animals and individually they were asked to write a descriptive text. They were asked to write a descriptive text based on the process writing used by the researcher. They had to write through some steps, from the brainstorming the ideas, write a planning or outline, while editing, proof reading and final product were continued after the students finished their first draft. The researcher gave them 20 minutes to finish the first process including generating idea, an outline, and a first draft. He asked them to write a descriptive text with a minimum of 3 paragraphs. After they had did the first draft, the researcher asked them to submit the result. After that, he distributed again the result to other students. Each student corrected their friend’s writing and the researcher asked them to give feedback on that writing. After they had finished in checking their friend’s writing, the researcher collected their writing and delivered the results to the students. Most students were shocked after they looked the result.

After the students got their own paper, the researcher asked them to edit their writing in order to make a perfect final product. After that, the students rewrote their writing seriously. Some of them asked to the researcher about difficult vocabulary. After they finished editing their writing, the researcher asked them to submit their work. At last, he asked about the students’ difficulties during the

lesson. And then, the researcher reviewed the lesson which had been studied. Finally, the researcher closed the lesson by leading a prayer.

### **3) Reflection**

In this cycle, the researcher did not find significant problems. Students' mistakes in punctuation, spelling, grammar, vocabulary and content decreased. The improvement can also be seen in terms of language use, especially the use of the simple present tense. The participation and motivation increased. The students' contribution in group work was good. They seemed to be more cooperative with others. Based on the action and observation in Cycle II, students' writing ability in class X E of SMA N 1 Kasihan improved.

In the first meeting of Cycle II, the researcher found the same problem in Cycle I faced by the students in every step of process writing, i.e. vocabulary mastery. However, in the next meeting, the questions about vocabulary decreased. Besides, the researcher also explained the stages of the process writing in order to make the students understand the technique used by the researcher. In the first meeting of Cycle II, he conducted the process writing approach up to developing the first draft.

Based on the action and observation done in the first meeting of Cycle II, the students could understand some stages in the process writing approach. In the action and observation of the first meeting in Cycle II, it can be seen that application of the process writing approach could run well. The evidence also can be shown in the interview transcript below.

R : *“Sudah jelas belum tentang langkah-langkahnya? Maksudnya langkah menulis dengan process writing?”*

(“Have you understood about the steps? I mean the steps in the process writing?”)

Ss: “*Sudah*”

(“Yes, I have”)

“*Harusnya dipake guru kita dari dulu cara nulis kayak gini, jadi gampang kalo pelajaran writing tu*”(S5)

(“The technique should be used by our teacher, so it made the students easier in writing”)

R: “*Seneng enggak pake cara kayak gini?*”

(“Did you like this technique?”)

Ss: “*Iya!*”

(“Yes, I did!”)

**R: Researcher Ss: Students (Interview 11, March 5<sup>th</sup>, 2013)**

In the second meeting of Cycle II, the researcher conducted the research by using process writing approach to teach the students. He concerned to make the students understand about adjective and asked the students to apply the process writing up to the proof reading. In this meeting, the students became more active. This evidence can be seen in the action and observation part of the fourth meeting. The other evidence can also be concluded from the interview transcript below:

R: “*Bagaimana pendapat Ibu mengenai pertemuan yang ini tadi Bu?*”  
(“What is your opinion about this meeting Mam?”)

ET: “*Secara keseluruhan sudah bagus ya mas,..siswanya jadi lebih aktif dan sudah enggak bingung seperti dipertemuan sebelumnya kemarin, siswanya juga sudah bisa mengoreksi punya temannya.*”  
(“Overall, it was great. The students became active during the learning process and they were not confused like the previous meeting, and also they could correct their friends’ writing.”)

**R: Researcher ET: English Teacher (Interview 12, March 6<sup>th</sup>, 2013)**

In the last meeting of Cycle II the researcher focused on the whole application of the process writing approach. He was conducted the research to check whether the use of the process writing approach improved the students’ writing ability or not. By using this technique, the students became more active and serious in learning writing. By applying pictures and process writing, the students

were enthusiastic to do writing activities which affected their writing ability. It can be seen from these following data:

- R: *“Oke. Pertemuan terakhir ini nulisnya gimana? Ada kesulitan?”*  
 (“OK, In the last meeting, what about the writing? Was there any difficulty?”)
- Ss: *“Enggak mas.”*  
 (“No, it was not, sir.”)
- R: *“Oke deh. Kalo pake process writing tadi? membantu writing kalian enggak?”*  
 (“OK. What about the use of process writing? Was it helpful?”)
- Ss: *“O iya. Sangat mas.”*  
 (“O yes. It was very helpful sir.”)
- R: *“Membantunya gimana tuh?”*  
 (“How did it help you?”)
- Ss: *“Jadi kita tau mau nulis apa dan lebih mudah nulisnya mas,”*  
 (“so, we can know what should we write and it makes us easy to write, sir”)

**R: Researcher Ss: Students (Interview 13, March 13<sup>th</sup>, 2013)**

The improvements of students’ writing skills can be seen below:

Imamah Arifiatunnisa  
XE/13

No .....  
Date 6 March 2013

My wonderful Pets

I have two pets, a cat and a rooster. My cat name is Grace. She is an anggora cat. Her fur is very soft, because I routine bring her to a pet shop. She have cute cubby face, because her fur in her chick is allot. I don't permit her to go out went it rain, because her paws can be dirty. And my rooster's name is Rambo. Every morning when Rambo haved boast, Grace always sway her tail to my nose.

Every afternoon when Rambo always eat his lunch, Grace usually go to window and heed him determine his food. After that, Grace will go to in the right corner of kitchen and have a nap.

In the sunday morning, I always bathe Rambo. He have sharp claws and I never cut it. He also have a light feathers, its soft. His comp is red and always sway when he was walk. After it, I always bring Grace to pet shop to take care her beautiful brown fur. Because I love them very much.

Figure 6. The student's writing after implementing the action.

From the student's writing above, it can be seen that there are some improvements on the student's writing ability. The first improvement is in term of content. The improvement of this aspect can be seen in the interview transcript below.

R: "Terus bagaimana pendapat Ibu tentang isinya?"

("What do you think about the content Mam?")

ET: "Sejauh ini mereka sudah bisa menuliskan ide dan mengembangkan tulisanya, apalagi pertemuan terakhir mereka sudah bisa menuliskn sebuah text descriptiv Jadi ya bagus. Jadi ya sejauh ini menurut saya bagus."

("So far, they already could write the idea and they could develop their writing. Moreover in the last meeting they already could write a descriptive text. So, that is good. So, I think so far, so good.")

**R: Researcher ET: English Teacher (Interview 14, March 13<sup>th</sup>, 2013)**

The next improvement can be seen in term of the mechanics aspect. The students' ability in using punctuation is increased. Some students become very careful in terms of punctuation and spellings.

The next aspect increased is the organization aspect. In this aspect, the students already could arrange some words to be a good sentence and from the sentence they could arrange to be a good paragraph.

Besides, the student's writing task in Figure 6 shows that there are some minimum requirement mistakes, such as mistakes in the use of capital or small letters, spellings, punctuation, and vocabulary, but in this writing the student's writing is better than before. Then in term of language use, it can be seen that the student's language use was improved although there are still some mistakes which are made by the students. However, their language use is better than that in the previous task.

In conclusion, the students' writing ability can be improved by using the process writing approach.

To strengthen the result of the teaching and learning process of writing which used process writing approach whether successful or not, the researcher held a post test. Finally, the result of these scores will be presented in general findings.

## 2. General Findings

In brief, the result of this research can be seen in the following data which shows the mean scores of the five writing aspects in each cycle.

In this part, the researcher discusses the result of students' score as performed in Cycle I and Cycle II. The discussion is related to the students' mean score in five aspects, i.e. content, mechanics, language use, organization and participation. Each table presents the mean score of each aspect as displayed in the table below.

Table 7: Mean Scores of the Five Aspects

Aspects	Mean scores			
	Pre-test	Cycle I	Cycle II	Post-test
Vocabulary	2.53	2.71	3,17	3,21
Content	3	3.03	3.15	4
Language use	2.96	3.21	3,34	3,80
Mechanics	2.31	2.56	2,7	3
Organization	2.25	2.34	2,78	3,33

In reference to the table above, the students' ability in five aspects of writing improved after the process writing approach was applied. From the table of mean scores above it can be concluded that students' scores increased from the pre-test to the post-test. Besides, the additional aspect, namely the participation aspect also improved. Thus, it can be said that improving writing by using process writing approach was successful.



## **B. Research Discussion**

As the final reflection, the researcher drew a conclusion that process writing approach can be an effective way to help students in doing writing project. In other words, process writing approach can improve students' writing skills. Thus, after the result of the last cycle had shown as a good improvement in students' writing skills, the researcher and the collaborator decided to stop the cycle.

The sources of the qualitative data were acquired 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. From the observation and interview at the reconnaissance stage, it can be implied that students assumed English as a difficult subject, especially writing. As many problems occurred in teaching and learning writing, the researcher decided to solve the problems by using an appropriate strategy. The strategy was by using process writing approach combined with pictures as the media to gather students' interest. The researcher also planned the writing activities from the easier to the difficult level and guided them into the free practice. The aim of this solution is to motivate students to do their writing well and enjoy. Besides that, the students could assume that writing was not difficult. By applying this strategy, it was solve the students' problems, such as difficulties in using appropriate vocabulary, punctuation, and also spelling. Besides, they had difficulties in generating ideas and organizing them into a good writing. Moreover, they had low grammatical features mastery. Thus, the researcher decided to apply process writing approach combined with pictures as a media to generate students' interest.

The quantitative data were acquired from the gain scores of the tasks which had been done by the students. The improvement can be seen through the comparison between the pre-test and the post-test scores.

## **CHAPTER V**

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

This chapter consists of three sections namely conclusion, implication, and suggestion. The discussion of each part is presented below.

#### **A. Conclusions**

The research is attempts to improve students' writing skills by using process writing approach. The use of process writing approach is believed to be effective strategy to improve students' writing skills. There are two types of data in this research, the first data are qualitative data, while other data are quantitative data.

In terms of qualitative data, the researcher obtained some results as follows:

- 1) From the result of the preliminary observation done in class X E of SMA N 1 Kasihan Bantul Yogyakarta, there were some problems found related to the teaching and learning of writing. Their problems found were related to the teaching and learning of writing. Their problems were generating ideas, arranging sentences, using punctuation, spelling, vocabulary, grammar, and tenses. Besides, the teaching style and students' motivation in learning English also influence the success of teaching and learning of writing.
- 2) The researcher, the collaborator and the English teacher discussed about a planning of strategy to improve writing skills of X E students of SMA N 1 Kasihan Bantul Yogyakarta in the academic year of 2012/2013 through process writing approach.

- 3) The researcher implemented the actions in two cycles consisting of two and three meetings.
- 4) Through the process writing approach, the students can minimize their writing problems in five aspects of writing, including vocabulary, content, language use, mechanics, and organization.
- 5) The students are able to write from the easiest way, which include brainstorming, planning, writing the rough draft, editing, proof-reading and the final product to make a writing text.

In terms of quantitative data, the improvement of students' writing ability is supported by students' writing scores as performed in the task given. The improvement can be seen in the mean of scores table.

## **B. Implications**

The results of the research give some implications to the research members. The implications of the actions were as follows.

1. The use of process writing approach could improve the students' writing ability. It includes brain-storming, planning, writing first draft, editing, proof-reading and the final product to make a writing text. Through those steps, the students are able to write a text easily, and it implies that the teacher needs to use this strategy.
2. The use of the process writing approach could improve the students' participation in the English teaching and learning process. It implies that the teacher needs to use this strategy, because it also can improve students'

motivation in the English teaching and learning process, especially in writing.

### **C. Suggestions**

Having conducted this research, the researcher proposes some suggestions for the English teachers, students, and other researchers. The suggestions are presented as follows:

#### **1. For English Teachers**

It is important for the teacher especially the English teachers in SMA N 1 Kasihan Bantul Yogyakarta to improve students' writing ability. The teacher needs to use an appropriate strategy to teach writing which made the students do their writing well and enjoyment. The English teachers in this school should change their style in transfer their knowledge to the students, especially writing. It is very useful for them to use the process writing approach in teaching writing.

#### **2. For other researchers**

The results of this research are expected to encourage other researchers to conduct further study dealing with writing skills especially in the technique used by the researcher. This research is realized that this study only gives an emphasis on the writing skills. Therefore, the other researchers who will conduct similar research by using same strategy, it needs to be well-prepared, so the research can run well.

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# APPENDICES



# **APPENDIX A**

## **INSTRUMENTS**

# **INTERVIEW GUIDELINE**

## INTERVIEW GUIDELINE

### Before the Action

#### 1. For the Teacher

- a. Apa pendapat ibu mengenai pembelajaran bahasa Inggris di SMA Negeri 1 Kasihan?
- b. Kesulitan apa yang Ibu temui selama mengajar bahasa Inggris?
- c. Dari sisi kemampuan atau *skill*, kemampuan apa yang paling Ibu rasakan sulit untuk anak-anak dalam mempelajari bahasa Inggris?
- d. Bagaimana kemampuan *writing* siswa kelas X?
- e. Kesulitan apa yang ibu temui selama mengajar bahasa Inggris khususnya *writing*?
- f. Apakah selama KBM siswa memahami tujuan komunikasi dalam menulis?
- g. Apakah selama KBM siswa mampu dengan mudah menulis dalam bahasa Inggris?

#### 2. For the Students

- a. Bagaimana menurut anda pelajaran bahasa Inggris itu?
- b. Apakah anda menyukai pelajaran bahasa Inggris? Mengapa?
- c. Apakah anda suka menulis bahasa Inggris? Mengapa?
- d. Apakah kesulitan yang anda temui ketika menulis menggunakan bahasa Inggris?
- e. Kegiatan apa yang biasa dilakukan saat pembelajaran menulis?
- f. Apakah anda kesulitan mendapatkan ide saat menulis? Mengapa?

- g. Ketika pembelajaran menulis, apakah anda tahu proses yang digunakan?
- h. Ketika pembelajaran menulis, apakah anda tahu tujuannya?

#### After the Action

#### 3. For the Teacher

- a. Bagaimana pendapat ibu mengenai pembelajaran yang barusaja berlangsung?
- b. Menurut ibu, apakah aktivitas- aktivitas yang telah dilakukan sudah mempermudah siswa dalam menulis?
- c. Apakah proses yang diberikan bias membantu dalam mengajar dan membantu siswa mencari ide dalam penerapannya sehari -hari?
- d. Apakah proses menulis dengan cara *step by step* yang diberikan dapat membantu siswa dalam menulis?
- e. Apakah terdapat kendala dalam menggunakan aktivitas dalam kegiatan belajar mengajar?
- f. Bagaimana sebaiknya, apakah aktivitas tetap dilanjutkan atau perlu adanya penggantian aktivitas?
- g. Apa saran ibu untuk pembelajaran selanjutnya?

#### 4. For the students

- a. Bagaimana pembelajaran tadi? Menyenangkan atau tidak?
- b. Apakah aktivitasnya dapat dipahami? Mengapa?
- c. Apakah menulis dengan cara *step by step* dapat mempermudah saat menulis bahasa Inggris?
- d. Dengan proses tersebut, apakah kamu terbantu dalam mencari ide dalam menulis?

- e. Menurut kamu, apakah ada yang kurang dengan aktivitas tadi?
- f. Apakah dengan cara *procees writing* bisa membantu kalian dalam belajar *writing*?

# **OBSERVATION CHECKLISTS**

**CLASSROOM OBSERVATION DURING THE IMPLEMENTATION (OBSERVATION SHEET)**

No.	Researcher's Activities	Yes	No
1.	The researcher opens the class by greeting and asking students' condition		
2.	The researcher leads a pray		
3.	The researcher checks students' attendance		
4.	The researcher introduces the topic to the students		
5.	The researcher introduces an example of the text		
6.	The researcher asks students to study the text		
7.	The researcher explains the generic structure and language features of the text		
8.	The researcher guides the students to develop the text step by step based on the process writing approach		
9.	The researcher collects students' works		
10.	The researcher asks students' difficulties during the teaching and learning process		
11.	The researcher concludes the materials		
12.	The researcher reviews the next materials		
13.	The researcher closes the lesson		

No.	Students' Activities	Yes	No
1.	The students pays attention to the researcher's explanation		
2.	The students are active during the teaching and learning process		
3.	The students understand the researcher's explanation		
4.	The students can generate ideas well		
5.	The students can apply the grammatical features well		
6.	The students can organize the paragraph well		
7.	The students ask the researcher when they have questions about the materials		



# **WRITING RUBRIC**

ASPECTS	CRITERIA	SCORES
CONTENT	Relevant to topic	4
	Mostly relevant to topic, but lacks detail	3
	Inadequate development of topic	2
	Not relevant to topic	1
ORGANIZATION	Ideas clearly stated and supported, well-organized, cohesive	4
	Loosely organized but main ideas stand out, not well-organized	3
	Ideas confused or even no main ideas, bad organization	2
	Does not communicate, no organization	1
VOCABULARY	Effective word/idiom choice and usage	4
	Occasional errors of word/idiom form, choice, and usage	3
	Frequent errors of word/idiom form, choice, and usage	2
	Little knowledge of English vocabulary, idioms, and word form	1
LANGUAGE USE	Few errors of agreement, tense, number, word order, articles, pronouns, or prepositions	4
	Several errors of agreement, tense, number, word order, articles, pronouns, or prepositions	3
	Frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, fragments, or run-ons	2
	Dominated by errors	1
MECHANICS	Few errors of spelling, punctuation, capitalization, and paragraphing	4
	Occasional errors of spelling, punctuation, capitalization, and paragraphing	3
	Frequent errors of spelling, punctuation, capitalization, and paragraphing	2
	Dominated by errors	1

# **APPENDIX B**

## **LESSON PLANS**

## LESSON PLAN

School	: SMAN 1 KASIHAN
Class/ Semester	: X/ 2
Subject	: English
Text	: Descriptive text
Skill	: Writing
Time Allocation	: 2 x 45 menit

### A. Standard Competency

12. Expressing meaning in the short functional text and short essay in the form of *narrative, descriptive* dan *news item* in the daily live context.

### B. Basic Competence

12.2 Expressing meaning and rhetoric steps in short essay accurately, fluently and acceptable in daily live activity in the form of descriptive text.

### C. Indicators

- Identifying the *generic structure* dan *language features* in a descriptive text.
- Understanding the language features in a descriptive text.
- Understanding the vocabulary.
- Producing a short descriptive text.

### D. The Goals

In the final of the lesson the students are able to:

- Identify the *generic structure* dan *language features* in a descriptive text.
- Understand the language features in a descriptive text.
- Identify the vocabulary.

- Produce a short descriptive text.

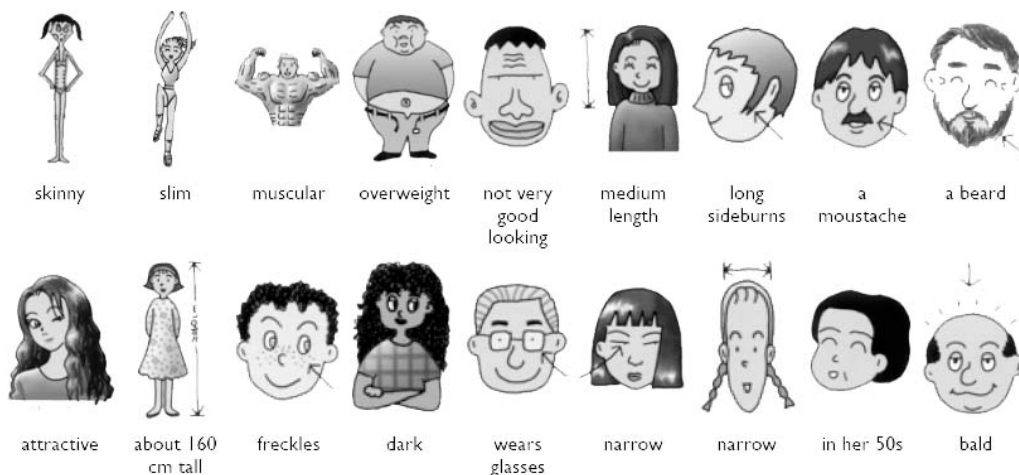
## E. Materialas

1. Generic structure of descriptive text
  - a. Identification
  - b. Description
2. Linguistic features of descriptive text
  - a. The use of attributive has and have.
  - b. The use of present tense
3. Descriptive text

### Wayne Rooney

Identification — Wayne Rooney is a famous footballer from England. He is called Rooney. He was born on 24 October 1985 in Liverpool, England.

Description — His body is short and little bit fat. But, he can run fast and move quickly to dribble a ball. He has short hair and white skin. Wayne Rooney plays for Manchester United FC. He has played in that club for 10 years after moving from Everton FC. Rooney is a great striker. He has a powerful shot and accuracy. He often scores for his club and national team, England.



**Build Characteristics**

- Plump
- Stocky
- Overweight
- Fat
- Slim
- Trim
- Skinny
- Buff
- Well built

**Height Characteristics**

- Short
- Tall
- Petite
- Average height

**Complexion Characteristics**

- Dark
- Light
- Fair
- Olive
- Pale
- Tan
- Pimpley
- Freckles
- Spots
- Pimples

**Hair Characteristics**

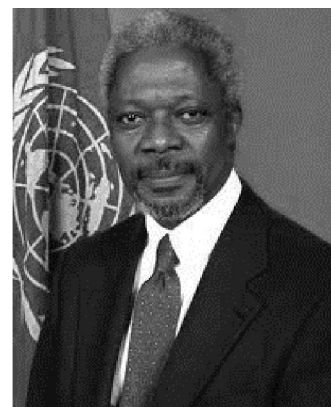
- Blond
- Fair
- Red
- Brown
- Black
- Grey
- White
- Long
- Short
- Curly
- Frizzy
- Straight
- Bald
- Receding

## JCOT

Look at the example. In pairs, describe their physical appearances.



- she is beautiful
- She has long black straight hair
- Her face is oval
- She is teenager
- She has round eyes



In group, arrange the following sentences to be a good paragraph

For her appearance, I think Mariah is good looking. She has blonde hair and white skin. Her lips are thin. She is not really tall. Her height is only 163 cm.

Her name is Mariah Carey. Mariah is a singer and a song writer. She is also a music producer and actress. She has a good voice. Her voice can reach 7 octaves. It's so high and powerful.

In addition, Mariah likes wearing a tiny and sexy dress. She always appears with mini dress when singing her song. But, it doesn't matter. Her voice is sexier than her clothes.

Hi guys, I have a favourite singer, and I will describe her to you!

## ICOT

Individually, describe following picture to be a short paragraph, based on the words.



**Young/ beautiful/ black hair/ charming/ multi- talented**

#### **F. Technique**

: *The Four-Stage Technique* :

1. *Building of the knowledge (BKOF)*
2. *Modelling of the text (MOT)*
3. *Joint construction of the text (JCOT)*
4. *Independent construction of the text (ICOT)*

#### **G. Teaching and Learning Process**

Opening activities

- Greeting
- Check the attendance

Core Activity

##### ***Building knowledge of the field***

1. The teacher asking a question to the students about the idols
2. The teacher showing a picture related to the descriptive text (artist picture)
3. The teacher asking some questions related to the picture
  - What picture is it?
  - Who is he?
  - How does he look like?
4. The students describe the picture



***Modeling of the text***

1. Showing an example of descriptive text.
2. Identify the language features and generic structure in the text.
3. The students identify the vocabulary in the text

***Joint construction of the text***

1. In group, the students introducing some vocabularies to describe an idol and introducing how to make a planning or outline in writing .
2. The students describe an idol picture in group.
3. The students arrange the sentences to be a good paragraph

***Independent construction of the text***

1. Individually, the students try to write a short descriptive paragraph to make an outline.

## Closing activity

- Asking the students' difficulties
- Closing the lesson by a prayer.

**H. References/ Media**

- Buku: Kumalarini, Th.et all.2008.*BSE Contextual Teaching and Learning Bahasa Inggris SMP*. Jakarta:Pusat Perbukuan Departemen Pendidikan Nasional
- <http://www.madridteacher.com/Activities/Files/adjectives-describing-people-list.htm>. accessed on 18/02/13
- Priyana Joko, et al. 2008. *Interlanguage: English for Senior High School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- <http://www.esolcourses.com/content/exercises/grammar/adjectives/adjectiveorder/adjectiveorder.html> accessed on 18/02/13

- <http://www.sekolahoke.com/2013/01/descriptive-text-footballer-wayne-rooney.html> accessed on 24/02 /2013
- Artist picture
- Picture related to the task
- LCD

### I. Scoring

Technique : writing test

Rubric : in appendix

Maximum point: 20

$$\text{Score: } \frac{\text{points}}{10} \times 5 = 10$$

Bantul, 26 Februari 2013

English Teacher

Researcher

Niki Retno Palupi, S.Pd

NIP.197208082006042014

Arya Budi Wibowo

NIM.08202244024

## LESSON PLAN

School	: SMAN 1 KASIHAN
Class/ Semester	: X/ 2
Subject	: English
Text	: Descriptive text
Skill	: Writing
Time Allocation	: 2 x 45 menit

### A. Standard Competency

12. Expressing meaning in the short functional text and short essay in the form of *narrative, descriptive* dan *news item* in the daily live context.

### B. Basic Competence

12.2 Expressing meaning and rhetoric steps in short essay accurately, fluently and acceptable in daily live activity in the form of descriptive text.

### C. Indicator

- Identifying the adjectives and noun phrase in a descriptive text.
- Mentioning some adjectives in a descriptive text
- Understanding the use and the order in arranging a descriptive text.
- Producing a simple descriptive text

### D. The Goal

In the final of the lesson the students are able to:

- Identify the adjectives and noun phrase in a descriptive text.
- Mention some adjectives in a descriptive text
- Understand the use and the order in arranging a descriptive text.
- Produce a simple descriptive text

### E. Materials

- a. The use of adjectives. E.g.: kind, cruel, beautiful, handsome, smart, etc.
- b. The use of noun phrase and the adjective order.
- c. Descriptive text

#### Muse Concert

It is the Muse concert, live from Senayan. Thousands of young people come to see the concert. They are ready to listen to the music. Now, their eyes are on the big empty stage. A very big round bright lamp on the stage is on. It is very beautiful. One by one the group members are walking to the stage. Matt Bellamy is wearing a tight black cotton T-shirt and black jeans. He has an oval face. Christ is behind him. He is wearing a well big new red cotton polo shirt and blue jeans. And Dominic is walking side with Christ. They are waving their hands and smiling. Everybody is shouting and calling their names. This is amazing.

- d. Find some adjectives in the text above!
- e. Some noun phrases:
  - The big empty stage
  - A very big round bright lamp
  - A tight black cotton T-shirt
  - A well big new red cotton polo shirt
- f. Adjective order
- g. The basic types of adjectives

#### MOT

<b>Opinion</b>	An <b>opinion</b> adjective explains what you think about something (other people may not agree with you). For example: silly, beautiful, horrible, difficult
<b>Size</b>	A <b>size</b> adjective, of course, tells you how big or small something is. For example: large, tiny, enormous, little



- \_\_\_\_\_ 2. My friend gave me a \_\_\_\_\_ crooked pencil for my birthday.  
a. gigantic    b. wooden    c. red
- \_\_\_\_\_ 3. The round \_\_\_\_\_ plastic ball is Doggy's favorite toy.  
a. medium    b. three    c. yellow
- \_\_\_\_\_ 4. \_\_\_\_\_ students are playing in the basketball court.  
a. A    b. several    c. one
- \_\_\_\_\_ 5. My dog has long \_\_\_\_\_ brown hair.  
a. plenty    b. tiny    c. curly

**JCOT****TASK 2**

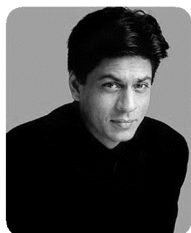
**In pairs, arrange the following words to be a good sentence.**

1. We saw \_\_\_\_\_ ( huge, grey, a) whale shark in Raja Ampat, Papua.
2. At home there is a \_\_\_\_\_ table in the dining room. (beautiful, wooden, square)
3. I was offered \_\_\_\_\_ ring by my husband. (gold, a/n, unusual)
4. My grandmother has knitted \_\_\_\_\_ sweater for me. (woolen, new, nice, a)
5. I saw \_\_\_\_\_ movie with friends at home. (a/n, American, old, interesting)
6. It may rain ! There are \_\_\_\_\_ clouds floating in the air. (black, big, rain, many)
7. It was such \_\_\_\_\_ day that we decided to go out for a walk. (sunny, lovely, cool, a)
8. My daughter has \_\_\_\_\_ hair. (black, long, beautiful)
9. Last week, I visited \_\_\_\_\_ village in a remote place. (little, charming, a/n, old)
10. The gallery exhibited mainly \_\_\_\_\_ paintings. (old, French, strange)
11. John was given \_\_\_\_\_ kitten by his sister. (little, a/n, adorable, black)
12. It started to rain so I opened \_\_\_\_\_ umbrella. (red and yellow, a/n, enormous)
13. I inherited \_\_\_\_\_ house built in 1860. (old, picturesque, a/n)

14. \_\_\_\_\_ car was parked opposite my house. (Italian, blue, shiny, new, a/n)
15. Don bought (few, a, chocolate, dark, triangular) \_\_\_\_\_ to his party.

### TASK 3

In group describe the picture in computer based on adjective order



ICOT

### TASK 4

Individually, make a descriptive paragraph based on your discussion result. (min 15 sentences)

#### F. Technique

: *The Four-Stage Technique* :

1. *Building of the knowledge (BKOF)*
2. *Modelling of the text (MOT)*
3. *Joint construction of the text (JCOT)*
4. *Independent construction of the text (ICOT)*

#### G. Teaching and Learning process

- Greeting
- Check the attendance

Core activity

***Building knowledge of the field***

1. The teacher showing the picture related to the descriptive text (MUSE)
2. The teacher asking some questions, such as:
  - What picture is it?
  - Who are they?
  - What do you think about them?
3. The students describe the picture

#### ***Modeling of the text***

1. Checking the students' answer.
2. The teacher showing an example of descriptive text.
3. Identify some sentences which use adjectives
4. Explaining the use of adjectives and noun

#### ***Joint construction of the text***

1. In group, the students are able to understand the vocabulary which used in describing people by using adjectives.
2. The students arranging a sentence by using noun phrase and adjectives order.
3. In group, the students describing people by using adjectives order.

#### ***Independent construction of the text***

1. Individually, the students write a short sentence by using adjectives order, and then develop it to be an outline

#### **Closing activity**

- Asking the students' difficulties
- Closing the lesson by a prayer.

#### **H. References/ Media**



- Buku: Kumalarini, Th.et all.2008.*BSE Contextual Teaching and Learning Bahasa Inggris SMP*. Jakarta:Pusat Perbukuan Departemen Pendidikan Nasional
- <http://www.madridteacher.com/Activities/Files/adjectives-describing-people-list.htm>. accessed on 18/02/13
- Priyana Joko, et al. 2008. *Interlanguage: English for Senior High School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- <http://www.esolcourses.com/content/exercises/grammar/adjectives/adjectiveorder/adjectiveorder.html> accessed on 18/02/13
- LCD
- Pictures related to the materials.

### I. Assessment

Technique : writing test

Rubric : in appendix

Maximum point: 20

$$\text{Score: } \frac{\text{points}}{10} \times 5 = 10$$

Bantul, 27 Februari 2013

English Teacher

Researcher

Niki Retno Palupi, S.Pd

Arya Budi Wibowo

NIP.197208082006042014

NIM.08202244024

## LESSON PLAN

School : SMA N 1 Kasihan  
Subject : English  
Skill : Writing  
Grade/ Semester : X/ 2  
Time allocation : 2 x 45 minutes, 2 x 45 minutes

### A. Standard of Competence:

Writing

12. Expressing the meaning of written functional texts and simple short essays in the forms of narrative, descriptive and news item in the daily life activity context.

### B. Basic Competency:

Writing

12. .2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of descriptive text.

### C. Indicators:

1. Identifying the part of speech in descriptive text.
2. Identifying the grammatical pattern used in descriptive text.
3. Developing a descriptive text

### D. Learning Objective:

At the end of the lesson, the students are able to:

1. Identify the part of speech and grammatical pattern in descriptive text.
2. Develop a descriptive text.

### E. Materials:

### E. Materi Ajar

The use of preposition of place/ location e.g.: in, on, at, above, behind, beside, in front of, between, etc.



Singapore

Have you ever visited Singapore? Well, if you haven't, let me tell you about Singapore. Singapore is an island city. Its population is about three million people. Most Singaporeans live in high-rise apartments. Uhm...Singapore is a beautiful city with lots of parks and open spaces. It is also a very clean city. You know, the business district is very modern, with lots of tall and new buildings. Now, let me tell you about the old section of the city. In Chinatown, there are rows of old shop houses. The government buildings in Singapore are also very unique and antique. They date from the British colonial days. Shopping! Wow, this is the part that I like very much! Singapore is famous for its many good shopping centers. Most of the goods are duty free. It's a heaven for shoppers! What about food? Uhhh ..Yummy..Yummy. It's delicious. Singapore's restaurants provide Chinese, Indian, Malay, and European food, and the prices are quite reasonable. I bet you'll like it.

Well, since Singapore lies near the equatorial line, of course, it has a tropical climate, with a nice weather in both dry and rainy season.

### My House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via *Facebook* and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

Preposition of place

- Above
- Across
- After
- A head of
- Along
- Among
- Around
- At
- Before
- Behind
- Below
- Beside
- Between
- Beyond
- By
- Close to
- Far from
- From
- In
- In back of
- In front of
- Inside
- Near
- Next to
- On
- On top of
- Opposite
- Outside
- Over
- Past

- Under

### JCOT

In pairs, identify some prepositions of location and find some mistakes in the following text to be a good paragraph.

#### My living room

My living room is small. But it is tidy and well organized. On the right, there are a wooden bookcase with four shelf. On top of the bookcase is a small lamp with a blue base and a matching lampshade. The first and third shelves are filled with carefully arranged books. On the second shelf, there are an antique clocks with faded numbers on its face. The bottom shelf has a few newspapers. On the opposite side of the room is a televisions set with nothing on top of it. Between the television and the bookcase is a large sofa. Lying to the left of my cat is a single socks that the cat probably brought from another room. Directly in front of the sofa, there is a long coffee table with short legs. On the right side of this table lie two magazine. They are stacked one on top of the other. Perhaps the most striking item in the room is the beautiful beach painting above the sofa. This extraordinary painting show a peaceful beach scene with a sailboat on the right, far from the beach. Although it is a small room, everything in my living room is in its place.

### ICOT

Individually describe the picture based on your own words and decide the topic sentence



- F. Technique** : *The Four-Stage Technique* :
1. *Building of the knowledge (BKOF)*
  2. *Modelling of the text (MOT)*
  3. *Joint construction of the text (JCOT)*
  4. *Independent construction of the text (ICOT)*

**F. Learning methods:**

The Genre Based Approach (The Four-Stage Technique)

1. Building Knowledge of Field
2. Modeling of Text
3. Join Construction of Text
4. Independent Construction of Text

**G. Teaching and Learning Activities:**

1. Opening Activities
  - a. Students respond to the researcher's greeting.
  - b. One of the students leads a prayer.
2. Main Activities
  - a. BKOF
    - 1) Students pay attention to the pictures that researcher shows.
    - 2) Students respond to the researcher's questions related to the topic discussed.
    - 3) Students mention some vocabularies related to the pictures.
  - b. MOT
    - 1) Students study an example of a descriptive text describing people.
    - 2) Students discuss the topic, the generic structure, part of speech and the grammatical pattern used in the text with guidance from the researcher.

## c. JCOT

- 1) Students work in pairs.
- 2) Each student is given a worksheet to punctuate, capitalize and categorize the use of part of speech in the text.
- 3) After categorize the part of speech, students asked to write four different paragraphs based on the information gathered.
- 4) Students check the other partner's paragraph.

## d. ICOT

- 1) Individually students categorize some words based on their parts of speech.
- 2) Students a picture to develop to be a descriptive text.
- 3) Students develop a descriptive paragraph.

## Closing Activities

- a. Students answer the researcher's question whether they have difficulties or not during the teaching and learning process.
- b. Students and the researcher discuss the conclusion of the materials.
- c. Students pay attention to the next materials.

**H. Sources:**

Priyana Joko, et al. 2008. *Interlanguage: English for Senior High School Students*

*Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Sudarwati, Grace Eudia. 2007. *Look Ahead: An English Course for Senior High School Students Year X*. Jakarta: Erlangga.



Doddy, Achmad. 2008. *Developing English Competencies*. Jakarta: Pusat Perbukuan,

Departemen Pendidikan Nasional.

**I. Media:**

a. Pictures

b. LCD

c. Picture cards

**J. Technique** : writing test

Rubric : in appendix

Maximum point: 20

$$\text{Score: } \frac{\text{points}}{10} \times 5 = 10$$

Bantul, 5 March 2013

English Teacher

Researcher

Niki Retno Palupi, S.Pd

NIP.197208082006042014

Arya Budi Wibowo

NIM.08202244024

## LESSON PLAN

School	: SMAN 1 KASIHAN
Class/ Semester	: X/ 2
Subject	: English
Text	: Descriptive text
Skill	: Writing
Time Allocation	: 2 x 45 menit

### A. Standard Competency

12. Expressing meaning in the short functional text and short essay in the form of *narrative, descriptive dan news item* in the daily live context.

### B. Basic Competence

12.2 Expressing meaning and rhetoric steps in short essay accurately, fluently and acceptable in daily live activity in the form of descriptive text.

### C. Indikator

- Producing a descriptive text

### D. Tujuan Pembelajaran

- In the end of the lesson, the students are able to produce a descriptive text

### E. Materials

The use of noun. E.g.: fur, claw, tail, etc.

#### BKOF



**MOT***My Cute Dog, Betty*

*I have a dog named Betty. Betty is my female Kintamani dog. She is 3 years old now. She is cute and funny. She always makes me smile. Betty has small body, tiny eyes, and short tail. Betty has two fur colors, white and brown. Her fur is very soft. She is only 1 kg weight. That's why, I like to cuddle her. Betty eats some meats and drinks some milk. I give her special food every Sunday and Wednesday. It's a kind of dog food that I buy at a pet shop near my house. Betty likes running. When I throw a ball or a doll, she runs after it. After she gets it, she comes and gives it to me. I love my pet very much!*

What is the topic of the text above?

**JCOT**

In pairs, guess the following questions

- I am a mighty and big mammal. I have a special part in my body to breathe. I have big ears and small eyes. My color is grey, who am I?
- I am a small creature. I live in your house. Many people dislikes me, because I live in disgusting place. I have six foots, no fur, and my color is brown to black. I can fly. Who am I?
- I am a marsupial mammal. I live in Australia. Female marsupials have pouches to carry their babies. I have big nose, grey furry body, and I live in the eucalyptus trees everyday. I have a large round head, furry ears, a large nose and long strong fingers with sharp claws. I have a small tail, hidden by my fur. Who am I?
- I am a little mammal. I live in a cave or bush. I have sharp fur, because most of my body is full of sharp thorn. I love fruits very much! My color is grey and white, who am I?

- I have long tail. I am from Indonesia. I have small scales in my body. I have four legs, brown scales skin, and no ears. Beware of me! Because I have poison saliva. Who am I?

### ICOT

Individually write a descriptive paragraph based on the following picture.



### F. Technique

: *The Four-Stage Technique* :

1. *Building of the knowledge (BKOF)*
2. *Modelling of the text (MOT)*
3. *Joint construction of the text (JCOT)*
4. *Independent construction of the text (ICOT)*

### G. Teaching and Learning process

- Greeting
- Check the attendance

Core activity

#### ***Building knowledge of the field***

1. The teacher showing the picture related to the descriptive text (animals)
2. The teacher asking some questions, such as:
  - What picture is it?
3. The students describe the picture

#### ***Modeling of the text***

- Showing the example of descriptive text of animals

- Identify the topic sentence and mention some vocabularies related to the text.

#### ***Joint construction of the text***

- In group, the students are able to identify the animals by using some vocabularies related to the topic
- The students try to make outline in group..

#### ***Independent construction of the text***

- Individually, the students are able to develop a draft of the descriptive text. And then they make a descriptive text from the draft.

#### Closing Activities

- a. Students answer the researcher's question whether they have difficulties or not during the teaching and learning process.
- b. Students and the researcher discuss the conclusion of the materials.
- c. Students pay attention to the next materials.

#### **H. Sources/ media**

- Buku: Kumalarini, Th.et all.2008.*BSE Contextual Teaching and Learning Bahasa Inggris SMP*. Jakarta:Pusat Perbukuan Departemen Pendidikan Nasional
- pictures
- LCD

#### **I. Assessment**

Technique : writing test

Rubric : in appendix

Maximum point: 20

$$\text{Score: } \frac{\text{points}}{10} \times 5 = 10$$

English Teacher

Niki Retno Palupi, S.Pd  
NIP.197208082006042014

Bantul, 13 March 2013

Researcher

Arya Budi Wibowo  
NIM.08202244024

# **APPENDIX C**

## **FIELD NOTES**

**Field Note 1**

Date : December 12<sup>th</sup>, 2012      R : Researcher  
 Time : 07.30 – 09.00 a.m      AE : Administration Employee  
 Place : Administration room,      H : Headmaster  
           Headmaster room      Ets : English Teacher

1.	R menemui AE untuk menyerahkan surat ijin penelitian observasi dalam rangka melaksanakan penelitian di SMA Negeri 1 Kasihan.
2.	AE meminta untuk menunggu di ruang tunggu.
3.	AE mempersilakan R untuk menemui H di ruang kepala sekolah.
4.	R menemui H untuk menyampaikan maksud kedatangannya dan memberikan surat ijin observasi dari fakultas.
5.	H menanyakan konsep penelitian yang akan dilaksanakan. Kemudian H mengatakan bahwa guru pembimbing Ibu Niki Retno Palupi akan menjadi guru pembimbing. Dan H mengatakan bahwa R hanya bisa melakukan penelitian dengan subyek kelas X dan XI, karena kelas XII sedang mengadakan latihan UN
6.	H memberikan ijin kepada R dan selanjutnya akan mendisposisikan surat ijin observasi tersebut kepada Ets. H berkata bahwa observasi bisa dilaksanakan setelah berdiskusi dengan Ets dan R dipersilakan untuk bertemu Ets di ruang guru.
7.	R mengucapkan terimakasih kepada H dan kemudian menemui Ets di ruang guru
8.	R berdiskusi dengan Ets, dan observasi boleh dilaksanakn seminggu kemudian
9.	R kemudian berpamitan dengan Ets dan mengucapkan terimakasih.



**Field Note 2**

Date : December 19<sup>th</sup>, 2012                      R            : Researcher  
 Time : 11.00 a.m – 2.00 p.m                    AE         : Administration Employee  
 Place : Teacher room                                Ets         : English Teacher  
           XE classroom                                Ss         : Students

1.	R datang ke sekolah dan bertemu satpam sekolah. R ditanyai maksud dan tujuannya. Kemudian R dipersilakan untuk masuk ke ruang guru oleh satpam sekolah.
2.	R menunggu Ets d depan ruang guru, karena Ets sedang mengajar.
3.	Pukul 12.15 WIB Ets datang dan membawa banyak buku siswa. Kemudian R menjelaskan maksud kedatanganya
4.	Ets dan R berdiskusi tentang kelas yang layak untuk dijadikan subjek penelitian dan membutuhkan peningkatan dalam bahasa Inggris. Kemudian Ets menunjuk kelas X E sebagai subjek penelitian. Dikarenakan kelas tersebut adalah kelas yang sangat kurang dalam pelajaran bahasa Inggris.
5.	Setelah istirahat kedua Ets dipersilakan untuk ikut Ets ke kelas X E, karena Ets menilai kelas tersebut adalah kelas yang paling rendah dalam pelajaran bahasa Inggris.
6.	Setelah istirahat, pukul 12.30 R masuk ke kelas X E bersama Ets dan R disambut dengan keriuhan dikelas X E.
7.	Kemudian Ets membuka pelajaran dikelas X E, tetapi Ss X E masih ada juga yang ribut dan terlihat belum siap untuk menerima pelajaran.
8.	Ets menunggu sekitar 5 menit untuk menunggu kesiapan Ss untuk mengikuti pelajaran bahasa Inggris.
9.	Kemudian Ets menyapa Ss dan menanyakan presensi, apakah ada yang tidak hadir di hari itu. Ss menjawab dengan keras dan membuat kelas menjadi gaduh.

10.	Ets mencoba untuk menenangkan Ss dengan memberi sebuah text bahasa Inggris. Ss diminta untuk mencari kata kata sukar yang ada didalam text tersebut.
11.	Ss tetap saja rame dan terlihat tidak tertarik dengan soal yang diberikan Ets. Kemudian Ss memberi list vocabulary yang ada didalam text tersebut untuk dicari artinya dengan menggunakan kamus.
12.	Kemudian Ets menunjuk salah satu Ss untuk mengartikan sebuah kata.
13.	Ss yang ditunjuk salah dalam mengartikan dan diplesetkan artinya untuk membuat teman temannya tertawa.
14.	Saat pelajaran masih berlangsung beberapa Ss makan didalam kelas dengan sembunyi sembunyi agar tidak ketahuan Ets. Sebagian yang lain berbicara sendiri dengan teman sebangkunya.
15.	Ets tetap melanjutkan pelajaran tanpa menghiraukan Ss yang sibuk dengan aktivitasnya sendiri.
16.	Ets memberikan soal kedua dan meminta Ss untuk mengerjakanya.
17.	Ets meminta Ss untuk menuliskan jawaban ke dalam laptop Ets. Ss gaduh dan berebut untuk memasukan jawaban ke dalam laptop. Kelas menjadi sangat gaduh.
18.	Kemudian Ets meminta Ss untuk mencocokkan bersama soal yang telah dikerjakan.
19.	Tanpa penjelasan yang jelas, Ets melanjutkan untuk memberikan soal tambahan untuk Ss dan dikerjakan secara berkelompok.
20.	Kemudian Ets mencocokkan jawaban yang benar dengan cara memanggil nama grup dan memanggil salah seorang Ss untuk membacakan jawabannya. Ss yang lain nampak sibuk sendiri dengan aktivitasnya.
21.	Ets mencocokkan tanpa memandang benar atau tidaknya tenses, grammar, urutan kata yang tepat dan pronounciationya saat Ss diminta untuk membacakan hasil diskusinya.

22.	Bel berbunyi tepat pukul 2 siang. Ets menutup pelajaran dan memberi PR kepada Ss untuk dikerjakan dirumah dan Ets meminta Ss untuk mempelajari materi yang diberikan tadi dirumah.
23.	R keluar kelas bersama dengan Ets untuk mendiskusikan suasana kelas yang sangat tidak kondusif tersebut.
24.	R mengucapkan terimakasih dan akan kembali lagi untuk melakukan penelitian di bulan Februari.

### Field Note 3

Date : February 18<sup>th</sup>, 2013                      R : Researcher  
Time : 07.30 – 09.00 a.m                      AE : Administration Employee  
Place : Administration room,                      Ets : English Teacher  
            Teachers room                                Ss : Students

1.	R menemui AE untuk menyerahkan surat izin penelitian di SMA Negeri 1 Kasihan.
2.	AE meminta untuk menunggu di ruang tunggu.
3.	AE mempersilakan R untuk menemui H di ruang kepala sekolah.
4.	R menemui H untuk menyampaikan maksud kedatanganya dan memberikan surat izin penelitian.
5.	H memberikan izin kepada R dan selanjutnya R dipersilakan untuk bertemu Ets di ruang guru. Kemudian R mengucapkan terimakasih kepada H. Dan R menemui Ets di ruang guru
6.	R menemui Ets di ruang guru dan berdiskusi tentang kapan waktu yang tepat untuk melaksanakan penelitian. Ets memberikan waktu kepada R untuk melaksanakan penelitian tanggal 26 Februari 2013.
7.	Ets meminta R untuk mengkonsultasikan RPP yang akan digunakan di dalam penelitian.
8.	Ets meminta R untuk membuat RPP dalam bahasa Indonesia yang sesuai dengan RPP yang dibuat di sekolah tersebut.

9.	Sebelum pamit, R meminta Ets untuk masuk ke kelas X E untuk mengadakan pre-test. Untuk mengetahui tingkat kemampuan menulis Ss kelas X E.
10.	Kemudian R mengadakan pre-test dengan didampingi Ets. R meminta Ss untuk menulis pengalaman yang tak terlupakan dalam bahasa Inggris dalam 2 paragraf.
11.	Setelah mendapatkan hasil pre-test, R kemudian berpamitan dengan Ets dan mengucapkan terimakasih.

**Field Note 4**Date : February 19<sup>th</sup>, 2013

R : Researcher

Time : 07.30 – 09.00 a.m

Ets : English Teacher

Place : School Garden

Teachers room

1.	R datang ke sekolah untuk menemui Ets guna melakukan konsultasi RPP yang akan digunakan dalam penelitian.
2.	R menunggu Ets di ruang tunggu setelah janji seselumnya melalui sms.
3.	Ets datang dari ruang guru dan berjabat tangan dengan R. Kemudian Ets mempersilakan R untuk duduk di bangku taman sekolah.
4.	Ets menanyakan tentang RPP yang dibuat oleh R dan kesiapan R untuk melakukan penelitian.
5.	Ets mengoreksi RPP yang dibuat oleh R dan Ets menyatakan jika RPP sudah siap digunakan .
6.	Ets meminta R untuk mempersiapkan media dan materinya dengan baik. Dan mengkonsultasikanya kembali dengan Ets.
7.	R kemudian berpamitan dan mengucapkan terimakasih kepada Ets.

**Field Note 5**Date : February 26<sup>th</sup>, 2013

R : Researcher

Time : 12.00 a.m – 02.00 p.m

Ets : English Teacher

Place : X E clasroom

Ss : Students

1.	R datang ke sekolah untuk melakukan penelitian pertama.
2.	R menunggu Ets untuk menjadi collaborator bersama dengan 2 teman R yang lain.
3.	Ets datang dari ruang guru dan langsung mengajak R masuk ke ruang kelas X E bersama dengan kedua teman R.
4.	Ets memperkenalkan R kepada Ss kelas X E. Dan memberi tahu jika X E akan diajar oleh R.
5.	Ss sangat atusias dan bersorak dengan senang.
6.	R membuka pelajaran dengan sapaan kepada Ss dan menanyakan kondisi Ss. Kemudian R mengecek buku presensi dan mengisi buku kemajuan kelas.
7.	R kemudian memulai pelajaran dengan menunjukan gambar melalui LCD. Gambar yang ditunjukan R menarik perhatian Ss. Kelas yang tadinya gaduh sedikit lebih tenang, karena semua memperhatikan gambar yang ditunjukan oleh R.
8.	Kemudian R masuk ke materi awal yaitu pengenalan descriptive text. R kembali menunjukan gambar yang disertai text berjudul " <i>Wayne Rooney</i> ". Ss tampak ramai untuk mendiskusikan sosok Wayne Rooney bersama dengan teman sebangkunya.
9.	Kemudian R meminta salah satu Ss untuk membacakan teks deskripsi tersebut. R merasa kaget karena masih salah dalam pengucapan beberapa kata dalam bahasa Inggris.
10.	R kembali menyuruh Ss untuk membaca kemudian mencari kata kata yang sulit didalam teks untuk dicari artinya.
11.	Ss pun dengan semangat mencari arti dari kata kata sukar yang ada di dalam teks.
12.	Kemudian R menunjuk Ss untuk mengartikan kata-kata sukar tersebut satu persatu. Kemudian R membahas dan bertanya tentang bagian bagian dari teks yang berjudul Wayne Rooney tersebut.

13.	Setelah itu R menjelaskan bagian-bagian dari descriptive teks tersebut kepada Ss.
14.	Kemudian R bertanya tenses yang di gunakan dalam teks tersebut. Ss menjawab bermacam macam bentuk tense, ada yang menjawab presnt, past dan future. R menjelaskan kepada Ss tentang tenses yang digunakan dalam teks tersebut dan beberapa part of speech, yaitu adjective. Ss paham dengan menganggukan kepala. R menjelaskan dengan menggunakan gambar dan ilustrasi yang menarik, sehingga Ss tertarik untuk memperhatikan penjelasan R.
15.	Setelah mereka paham, R memberikan soal yang dikerjakan bersama sama dengan keompok. Di JCOT ini R meminta Ss untuk mengidentifikasi bagian bagian dari descriptive teks.
16.	Sebagian Ss mengerjakan dan sebagian lagi memilih untuk tidur, karena mereka merasa sudah dikerjakan oleh kelompoknya. Kemudian R membangunkan Ss yang tidur dan memberinya pertanyaan berkaitan dengan soal. Ss pun terkejut dan bangun ntuk mengerjakan bersama kelompoknya kembali.
17.	Setelah kerja kelompok selesai, R meminta Ss untuk melihat gambar yang ada di LCD. R menunjukan kepada Ss tentang kata-kata sulit yang mereka temukan. Kebanyakan dari kata tersebut adalah kata sifat. R meminta Ss untuk menuliskan sebuah ide pokok dari skata sifat yang telah mereka temukan sebelumnya.
18.	R meminta Ss untuk mengumpulkan tulisanya untuk dilanjutkan pertemuan berikutnya. Setelah semua tulisan dikumpulkan, R menanyakan apakah ada kesulitan terkait dengan materi yang telah dipelajari. Karena tidak ada pertanyaan dari Ss, R mengulas kembali materi dengan singkat sekaligus mengecek pemahanan Ss. Karena Ss telah mengerti deskriptif teks, R meminta Ss untuk mempelajari materi berikutnya, dan meminta Ss untuk mencari gambar idola dari berbagai

	sumber untuk pertemuan selanjutnya. Kemudian R menutup pelajaran dengan doa.
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### Field Note 6

Date : February 27<sup>th</sup>, 2013                      R : Researcher  
 Time : 07.30 – 09.00 a.m                      Ets : English Teacher  
 Place : School Garden

1.	R datang ke sekolah dan menemui Ets untuk meminta pendapat tentang pengajaran yang dilakukan kemarin dan mengkonsultasikan materi yang akan diberikan hari ini.
2.	Ets meminta untuk terus melanjutkan, dan materi yang R buat sudah bagus.
3.	Ets memberi saran agar materi tetap di beri gambar yang menarik. Karena Ets menemukan Ss sangat tertarik dengan gambar saat R melakukan penelitian pertama kemarin.
4.	Ets menanyakan tentang RPP yang dibuat oleh R untuk pertemuan hari ini dan Ets mengoreksinya
5.	Ets mengoreksi RPP yang dibuat oleh R dan Ets menyatakan jika RPP sudah siap digunakan .
6.	R kemudian berpamitan dan akan kembali kesekolah lagi pukul 12 siang.

### Field Note 7

Date : February 27<sup>th</sup>, 2013                      R : Researcher  
 Time : 12.00 a.m – 02.00 p.m                      Ss : Students  
 Place : X E clasroom

1.	R datang ke sekolah untuk melakukan penelitian kedua.
2.	R menunggu Ets untuk menjadi collaborator bersama dengan 2 teman R yang lain.

3.	Ets datang dari ruang guru dan langsung mengajak R masuk ke ruang kelas X E bersama dengan kedua teman R.
4.	R mengawali penelitiannya dengan salam kemudian absensi, dan menanyakan kondisi siswa. Setelah itu, R meminta Ss untuk mengeluarkan PR nya,
5.	R bertanya kepada Ss apakah membawa PR yang ditugaskan. R bertanya, <i>"Have you brought your homework?"</i> Ss menjawab, <i>"Yees!"</i> "Aku Justin Beiber mas" "Aku Julia Perez" R kembali bertanya, <i>"Ok, you! could you show us the picture?"</i> Ss menjawab <i>"Yes sir! I have Sherina"</i> dan ada juga yang berkata "Omong opo mas" R melanjutkan, <i>"And, can you describe your idol?"</i> Ss menjawab, "mm...isin" Ada juga yang menjawab, "Mas aku aja
6.	Setelah melihat keantusiasan Ss, R kembali menunjukan sebuah gambar pemain sepak bola Rooney. Kemudian R meminta Ss untuk menuliskan ciri fisik yang ada pada gambar tersebut.mereka berebut dan sangat antusias untuk menjadi yang nomer satu.
7.	R bertanya, <i>"Ok well, do you know the parts of speech from these words?"</i> Ss menjawab <i>"parts of speech? Apa itu mas?"</i> R menjawab "Parts of speech itu jenis kata" Ss menjawab "verb mas!" dan ada juga yang menjawab "kata sifat mas, tapi bahasa Inggrisnya apa itu mas?"R melanjutkan <i>"Ok, I will give you a word, A"</i> Ss menjawab <i>"adjective!"</i> <i>"adverb"</i>
8.	Setelah Ss tahu apa itu part of speech, R melanjutkan pelajarannya.
9.	Kemudian R menunjukan descriptive teks yang berjudul " Muse Concert". R meminta Ss untuk mempelajari dan mendiskusikanya dengan teman sebangku.
10.	R kembali menyuruh Ss untuk membaca kemudian mencari kata kata yang sulit didalam teks untuk dicari artinya.
11.	Ss sangat antusias dan berusaha untuk bertanya hal yang Ss rasa belum paham.



12.	Kemudian R menunjukkan cara membuat kalimat secara runtut menggunakan adjectives. R menunjukkan pola kalimatnya dan susunan kata yang harus ada didalam adjective order, yang berisi <i>opinion, size, age, shape, color, origin, material, dan purpose</i> .
13.	Setelah itu R membagikan soal untuk dikerjakan secara berkelompok, Ss diminta untuk menyusun kata-kata menjadi sebuah kalimat dengan urutan yang benar sesuai dengan adjective order yang telah R berikan sebelumnya.
14.	Ss menyelesaikan tugasnya dengan baik, meskipun Ss masih terlihat kebingungan menyelesaikan soal yang R berikan. Setelah itu R meminta untuk dicocokkan bersama sama.
15.	R meminta Ss untuk berkelompok, setiap kelompok berisi 4 orang. Ss nampak antusias meskipun mereka harus menghabiskan banyak waktu untuk memposisikan dirinya di kelompoknya. R meminta Ss untuk memikirkan sebuah ide untuk mendeskripsikan seseorang. Sebelum Ss mengerjakan tugasnya, hampir semua Ss menghabiskan waktunya untuk berbicara satu sama lain.
16.	Setelah Ss selesai dengan tugasnya, R meminta untuk mengumpulkan hasil pekerjaannya kepada R. Kemudian R menukar hasil pekerjaan dari grup satu ke grup lain. Kemudian R meminta Ss untuk mengembangkan kalimat tersebut menjadi sebuah teks deskripsi. Ss mengerjakan dengan serius, tapi sebelum Ss mengerjakan, R mengingatkan bahwa ada proses yang harus Ss lalui untuk mempermudah proses penulisan yaitu membuat planning atau rencana apa yang akan Ss tulis. R selalu mengontrol tulisan Ss dengan selalu mendampingi disetiap tulisan Ss.
17.	Waktu sudah habis, R meminta Ss untuk melanjutkan planning pertemuan berikutnya. Setelah semua tulisan dikumpulkan, R menanyakan apakah ada kesulitan terkait dengan materi yang telah dipelajari. Karena tidak ada pertanyaan dari Ss, R mengulas kembali materi dengan singkat sekaligus mengecek pemahaman Ss Kemudian R menutup pelajaran dengan doa.

**Field Note 8**

Date : March 5<sup>th</sup>, 2013                      R : Researcher  
 Time : 12.00 a.m – 02.00 p.m              Ss : Students  
 Place : X E classroom                        Ets : English Teacher

1.	R datang ke sekolah untuk melakukan penelitian ketiga.
2.	R masuk kelas X E dengan Ets dan 2 teman R sebagai collaborator dan fotografer.
3.	R mengawali penelitiannya dengan salam kemudian absensi, dan menanyakan kondisi siswa. Setelah itu, R mereview materi sebelumnya. Kemudian R meminta Ss untuk menunjukkan PR pertemuan kemarin tentang outline dan R meminta Ss untuk mengumpulkan PR nya, setelah itu R melanjutkan pelajaran.
4.	R menunjukkan gambar, seperti wajah, hidung, telinga dan anggota tubuh lainnya untuk diidentifikasi oleh Ss apa bahasa Inggris dari gambar gambar tersebut. Ss menjawab dengan aktif dan antusias. Setelah itu R menunjukkan teks yang berjudul " <i>My Brother</i> " dengan menggunakan LCD. Kemudian R memperkenalkan kata benda kepada Ss dan Ss diminta untuk mengidentifikasi kata benda yang ada didalam bacaan.
5.	Ss tampak kebingungan untuk membedakan kata kerja dan kata yang lain. Kemudian R meminta Ss untuk membuat tabel yang berisikan kata benda. Setelah itu, R meminta Ss untuk kerja kelompok untuk menentukan kata benda yang ada di dalam sebuah teks deskriptif. Ss sangat antusias untuk mengerjakan dan sangat aktif untuk bertanya jika mengalami kesulitan. Setelah Ss selesai mengerjakan tugas, R meminta untuk di presentasikan didepan kelas.
6.	Setelah R mulai paham dengan kata benda, R memberikan outline yang telah mereka kerjakan di pertemuan sebelumnya untuk ditambah tambahan kata-kata pendukung agar menjadi outline yang bagus dan bisa dikembangkan menjadi draft.

7.	R meminta Ss untuk mengembangkan outlinenya menjadi draft dengan menambahkan kata kata pendukung atau detail pendukung. Ss mengerjakan dengan serius dan penuh antusias. Sebagian Ss merasa bingung dengan urutan kata yang harus mereka tulis. R membantu membenarkan dan meminta Ss untuk melanjutkan.
8.	R selalu mendampingi selama proses penulisan.
9.	Setelah menyelesaikan draft pertamanya, Ss diminta oleh R untuk menukar hasil kerjanya dengan teman sebelahnya untuk meneliti dan memberi masukan atau feedback.
10.	R meminta Ss untuk mengembalikan pekerjaannya kepada yang punya.
11.	Waktu habis dan R menutup pelajaran dengan menanyakan kesulitan dan doa.

### Field Note 9

Date : March 6<sup>th</sup>, 2013                      R : Researcher                      C:

Collaborators

Time : 12.00 a.m – 02.00 p.m              Ss : Students

Place : X E classroom                      Ets : English Teacher

1.	R masuk kelas X E bersama Ets dan C. R langsung membuka dengan sapaan, presensi dan bertanya kondisi Ss saat itu. R mereview pelajaran sebelumnya, untuk meyakinkan bahwa Ss sudah mampu menguasai materi yang di berikan R. Perubahan Ss mulai terlihat. Ss mulai bersikap tenang dan merasakan kenyamanan belajar bersama R.
2.	R mulai masuk ke pelajaran dengan menanyakan sebuah pertanyaan. “ Have you ever had a vacation? Whre did you go?” Ss menjawab dengan bermacam macam jawaban. Kemudian R memperlihatkan sebuah teks yang berjudul “ <i>Singapore</i> ”. R meminta Ss untuk menunjukan bagian bagian dari sebuah deskriptif teks. R meminta Ss untuk mengidentifikasi adjectives dan nouns yang ada didalam teks.

3.	Ss tampak antusias dan serius mendengarkan penjelasan dan mulai aktif untuk menjawab setiap pertanyaan R. Ss berhasil mengidentifikasi nouns dan adjectives yang ada di dalam teks.
4.	R memberikan penjelasan tambahan dan memperlihatkan bentuk dari prepositions of places. Ss sangat serius mendengarkan penjelasan R. Kemudian Ss maju kedepan untuk menuliskan beberapa preposition yang mereka ketahui.
5.	Setelah itu R meminta Ss untuk berkelompok dan R membagikan sebuah lembar kerja yang berisi 2 task. R meminta menuliskan outline hingga draft sesuai dengan yang telah diajarkan sebelumnya.
6.	Setelah Ss selesai menuliskan draft nya, R meminta Ss untuk menunjukan hasil Ss didepan kelas. Setelah itu R meminta untuk menukarkan hasil tulisan kepada teman yang lainn dan memberikan feeedback.
7.	Setelah feed bak diberikn oleh teman yang lain, R meminta untuk mengedit hasil tulisan yan gtelah mereka tulis sebelumnya. Kemudian Ss mulai paham cara menulis sebuah teks dengan langkah langkah yang tepat.
8.	R selalu mendampingi selama proses penulisan.
9.	Waktu habis dan R menutup pelajaran dengan menanyakan kesulitan dan doa.

### Field Note 10

Date : March 8<sup>th</sup>, 2013

R : Researcher

Time : 9.00 – 10.00 a.m

Ets : English Teacher

Place : X E clasroom

1.	R datang ke sekolah untuk berdiskusi dengan Ets tentang proses penelitian yang sudah menampakkan keberhasilan.
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2.	Ets memberi saran kepada R agar ada sekali lagi pertemuan kemudian dites dengan post-test. R diminta untuk mempersiapkan materi terakhir dengan baik dan lembar kerja untuk post-test.
3.	Ets ada acara MGMP ke Bantul. R pamit pulang dan mempersiapkan materi yang akan diajarkan di pertemuan berikutnya.

### Field Note 11

Date : March 13<sup>th</sup>, 2013                      R : Researcher  
Time : 12.00 a.m – 02.00 p.m              Ss : Students  
Place : X E clasroom                          Ets : English Teacher

1.	R datang ke sekolah untuk melakukan penelitian terakhir, karena sudah terlihat peningkatan dalam pembelajaran bahasa Inggris khususnya dalam pelajaran menulis.
2.	R masuk kelas X E dengan Ets dan 2 teman R sebagai collaborator dan fotografer.
3.	R mengawali penelitiannya dengan salam kemudian absensi, dan menanyakan kondisi siswa. Setelah itu, R mereview materi sebelumnya. Kemudian R menunjukkan gambar dengan LCD.
4.	Ss tampak antusias dan berbisik, “Apik gambare, mesti asik ki pelajaran e” R bertanya, “ <i>What is it?</i> ” Ss menjawab, “ <i>cat sama landak!</i> ” R kembali bertanya, “ <i>What is landak in English?</i> ” Ss menjawab, “ <i>I do not know sir!</i> ” R melanjutkan, “ <i>landak in English is hedgehog, and, do you have a pet at home?</i> ” Ss menjawab, “ <i>I have cat.</i> ”, “ <i>I cicak!</i> ”, “ <i>hamster</i> ” “ <i>fish sir!</i> ” R bertanya lagi, “ <i>Can you describe your pets?</i> ” Ss menjawab, “ <i>Mm...</i> ”
5.	Ss tampak senang dengan gambar-gambar yang ditunjukkan oleh R melalui LCD. Setelah itu R mencoba untuk bertanya bagian bagian dari desriptiv teks dan Ss langsung menjawab dengan sigap.
6.	Kemudian R membagikan <i>handout</i> yang berisi sebuah deskripsi teks yang berjudul “ <i>My Cute Dog, Betty</i> ” R meminta Ss untuk bekerja berpasangan

	untuk mendiskusikan topik, generic structure, dan grammatical pattern. Setelah mereka selesai R meminta untuk dicocokn bersama-sama.
7.	Setelah selesai mencocokan, R meminta Ss untuk membuat sebuah deskriptif teks berdasarakan gambar yang R berikan. R meminta Ss untuk melakukan penulisan berdasarkan <i>Process Writing Approach</i> . Yang terdiri dari <i>brainstorming, planning or outline, editing, proof reading and final product</i> .
8.	R selalu mendampingi selama proses penulisan.
9.	R memberikan waktu Ss untuk brainstormin kemudian planning selama 20 menit. Kemudian R meminta Ss untuk segera menyelesaikan tulisanya sesuai dengan langkah yang telah dipelajari sebelumnya sebanyak 3 paragraf.
10.	R meminta Ss untuk menukar pekerjaan dengan teman sebangkunya. Untuk diberi feedback atau masukan. R meminta Ss untuk mengedit kembali tulisanya hingga menjadi tulisan yang bagus dan sempurna.
11.	Waktu habis dan R menutup pelajaran dengan menanyakan kesulitan dan mengingatkan Ss agar belajar lagi untuk post-test. Kemudian doa.

### Field Note 12

Date : March 14<sup>th</sup>, 2013                      R : Researcher

Time : 12.00 a.m – 02.00 p.m              Ss : Students

Place : X E clasroom

1.	R datang ke sekolah untuk melakukan post-test.
2.	R membuka pelajaran dengan salam, dapa, dan presensi.
3.	R mereview kembali pelajaran yang telah diberikan selama ini. R berpesan kepada Ss agar bisa mengaplikasikannya disetiap pelajaran menulis. Ss sangat antusias dan sudah merasa nyaman dengan cara R mengajar.
4.	R menyiapkan lembar kerja untuk memulai Ss menulis sebuah deskriptif teks secara runtut. R kemudian membagikan lembar kerja kepada Ss. R

	mulai menunjukkan sebuah gambar. Ss dengan sangat serius mmenuliskan sebuah deskriptif teks berdasarkan apa yang telah mereka pelajari sebelumnya.
5.	Karena waktu habis, R meminta Ss untuk mengumpulkan hasil tulisanya dan berpamitan karena sudah membantu proses penelitian yang R adakan di kelas X E SMA Negeri 1 Kasihan Bantul.
6.	Waktu habis R berpamitan dan menutup kelas dengan doa.

### Field Note 13

Date : March 14<sup>th</sup>, 2013                      R : Researcher  
Time : 02.15 p.m – 02.53 p.m              Ss : Students  
Place : X E clasroom                          Ets : English teacher

1.	R datang ke ruang guru untuk meminta tanda tangan Ets RPP yang sudah direvisi.
2.	R berdiskusi tentang nilai yang Ss dan sekalian berpamitan karena sudah menyelesaikan penelitiannya.

# **APPENDIX D**

## **INTERVIEW TRANSCRIPT**



### Interview 1

Date : December 19<sup>th</sup>, 2012      R : Researcher  
 Time : 11.00 a.m – 11.20 p.m      ET : English Teacher  
 Place : Teacher room,

R	“Menurut ibu bagaimana pembelajaran bahasa Inggris di sekolah ini? Ada kendala mboten, buk?”
ET	Ya... (tersenyum) secara keseluruhan siswa masih banyak yang mengalami kesulitan, mas. Ada beberapa yang tampak menonjol, tapi ada juga yang masih lemah.”
R	“Menurut ibu, kelemahan mereka pada aspek apa?”
ET	Ya macam-macam. Kebanyakan di vocab, terus grammar juga banyak yang masih lemah. Biasanya tensesnya yang paling kacau. Padahal ya sudah dijelaskan, tapi nanti lupa lagi. Terus... masih ada kesulitan untuk bikin kalimat, apalagi nulis paragraf. Udah susunan ada yang kebolak-balik, kurang teliti juga (tertawa) macam macam sini mas, meskipun sebenarnya d SMP mereka sudah dijelaskan, tetap saja disini masih kacau.”
R	“Berarti kalo dilihat dari skills, writingnya ya pak yang masih lemah? ada yang masih kesilulitan bikin kalimat juga”
ET	“Ya kurang lebih gitu. Malah cenderung paling lemah daripada yang lain. Yang paling mending readingnya, mas. Kalo listening atau speaking lumayan. Cuma kalo speaking mereka kadang masih nggak lancar, kan faktor grogi juga. Ya nanti coba dilihat aja mas.
R	“Iya bu. Nanti coba saya observasi ke kelas. Kalo menurut ibu, apa kendala para siswa? Terkait dengan kelemahan mereka tadi.”
ET	Kendalanya... mulai dari males belajar, rame kalo diterangkan, mungkin juga karena materinya kurang menarik, atau kurang media. Tapi ya kalau untuk media, kadang-kadang kesulitan juga bukunya aja Cuma punya pegangan 1 mas, sama LKS. Bahanya biasanya saya ambilkandari situ saja.

R	Mm, ya ya. bu, kalo untuk observasi kelasnya kira-kira kapan ya bu enaknye? Saya juga mau wawancara ke siswanya gitu, bu.”
ET	Ayuk sekarang saja, pas jam 12.30 saya ada jam dikelas X E. Yuk siap-siap.
R	Ya bu...

### Interview 2

Date : December 19<sup>th</sup>, 2012      R : Researcher

Time : 2.00 p.m – 2.15 p.m      Ss : Students

Place : X E classroom

R	“Halo, ada kesulitan enggak tadi belajar bahasa Inggrisnya, dik?”
Ss	“Mm... ada mas, nyari kata kata yang pas tu mas, harus mikir” (S4)
R	“Vocab ya?”
Ss	“Ho’o!! Iya itu mas. Sama grammar juga.” (S2) (S3) “Sama. Kalo bikin kalimat dan paragraf, angel e...” (S2)
R	“Maksudnya susah dapet idenya sama ngembanginnya gitu?”
Ss	“He’em mas, bener banget! mesti tu bingung mas mau nulis apa.” (S4) “Mesti nanti salah tulisannya gitu mas, makanya jadi takut” (S3) “Pokoknya pelajaran nulis tu sulit mas.” (S13)
R	“O gitu. terus ada kesulitan lain gak?”
Ets	“Ya itu tadi mas, pokoknya kalo nulis tu susah.” (S13) “Mm... kurang banyak contohnya mas.” (S24) (S1) “Kurang gambar, contoh, trus monoton banget, bikin bosan mas.” (S13)
R	“Jadi menurut kalian yang paling susah tu writing ya? Kira-kira biar jadi gampang nulis gimana? “
Ets	“Yupps!! dicontoin dulu gitu, Mas. Mosok ujug-ujug langsung suruh nulis paragraf. Angel mas nek langsung mas.” (S14) “Dibikin yang gampang aja, biar enggak susah.” (S4)
R	“Berarti butuh proses ya nulisnya?”
Ets	“Ho’o mas, ben mayar!” (S14)

### Interview 3

Date : December 19<sup>th</sup>, 2012      R : Researcher  
 Time : 2.00 p.m – 2.15 p.m      Ss : Students  
 Place : X E classroom

R	“Kalo pelajaran tadi gimana? Disuruh nulis kan, gimana tuh dik, ada kesulitan kah?”
Ss	“Mm... ada mas, nyari kata kata yang pas tu mas, harus mikir” (S4) “Tentu ada mas, wong ngajar e yo gak menarik og mas.” (S15) “marai ngantuk e mas.” (S5) “Jadi ngelih juga, makane aku makan dikelas tadi mas. Sori ya mas, hehe...”(S6) “Iya. Monoton juga, mas.” (S27) “Nek aku ki..Nulis tuh susah e mas.” (S17)
R	“O, gitu. Masak si? Susahnya dimana?”
Ss	“Susah pokonya, mas. Pas baru mau nulis aja udah bingung apa yang mau ditulis nanti, cari idenya tuh lho mas” (S17) “Nyusunnya kata kata tu lho susah kalo mau nulis mas.” (S10)
R	“Mm... bingung tentang ide tulisannya sama susunannya gitu?”
Ss	““Iya mas, apalagi kalo udah nulis gitu mikir lagi tentang grammar sama verb verbnya mas” (S9)
R	“Tensesnya ya?”
Ss	“Iya, jane sama semua ini mas problemnya.” (S9) (S4) :“Iya, jane sulit semua mas nulis tu, ndandak mikir, hehehe.” (S9) (S4)

### Interview 4

Date : December 19<sup>th</sup>, 2012      R : Researcher  
 Time : 2.00 p.m – 2.15 p.m      Ss : Students  
 Place : X E classroom

R	“Gimana nih tanggapannya sama pelajaran bahasa Inggris? Suka nggak?”
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	Atau mungkin ada kesulitan gitu, Dik?"
Ss	"Suka, Mas. Tapi agak nggak mudeng." (S17) "Mm... lumayanlah." (S1) "Ya, lumayan, kadang-kadang sullit, kadang-kadang bisa." (S6) "Iya ada, mas." (S2) (S32) "Suka. Kesulitan... ada sih." (S16)
R	"O, gitu. Masak si? Susahnya dimana?"
Ss	Udah pasti grammar, Mas." (S17) "Apa ya... ya pokoknya susah." (S1) "Grammar juga, Mas." (S6) "Iya, verbnya... ya yang gitu-gitu lah." (S2) (S1) "Grammar. Kan susahya kalo nerapin grammarnya itu. Kalo pas belajar sih dong, tapi ntar kalo udah di soal masih suka bingung." (S16)
R	"Oke. Mm... kalo pelajaran tadi gimana? Tadi kan disuruh nulis kan ya, gimana tuh dik, ada kesulitan kah?"
Ss	"Ya, lumayan lah, mas. Tapi kurang menarik kali ya." (S17) "Rada males gitu lah." (S1) "Jadi ngantuk juga." (S6) (tertawa bersama).
R	"Oke deh. Makasih ya, besok akan diperbaiki lagi biar ga bosenin"

### Interview 5

Date : December 19<sup>th</sup>, 2012      R : Researcher

Time : 2.00 p.m – 2.15 p.m      Ss : Students

Place : X E classroom

R	"Gimana tanggapannya sama pelajaran bahasa Inggris? Suka nggak sama bahasa Inggris?"
Ss	"Suka sih, Mas... tapi..."
R	"Tapi? Ada kesulitan kah?"
Ss	"Wah, jelas ada!"
R	"Kesulitannya dimana?"

Ss	<p>“Merangkai kata-katanya itu lho, mas.” (S16)</p> <p>“Iya, mas. Sumpah marai mumet.” (S20) (tertawa bersama)</p> <p>“Sama, mas. Tapi kalo speaking masih mending, kalo udah writing tu pusing.” (S18)</p>
R	“Pusingnya kenapa?”
Ss	<p>“Ya kan kata-katanya masih suka lupa bahasa inggrisnya apa.” (S18)</p> <p>“Masih suka kebalik juga.” (S22) (tersenyum)</p> <p>“Ya bingung mau nulis piye. Trus ntar salah satu huruf aja salah.” (S5)</p> <p>“Pusing gimana nyusun... mm... bikin kalimatnya yang bener gimana. Terus mm... nulis paragrafnya juga.”</p>
R	“oh, gitu? Oke deh, besok kita bahas lagi ya”

### Interview 6

Date : February, 26<sup>th</sup> 2013                      R : Researcher  
Time : 2.00 p.m – 2.05 p.m                      ET : English Teacher  
Place : X E classroom terrace

R	“Bagaimana bu penampilan saya tadi?”
ET	“Secara keseluruhan sudah bagus mas, saya tertarik dengan cara penyampaiannya, enggak monoton dan mudah dipahami sama siswanya, saya lihat tadi siswanya juga tertarik banget, enggak seramai biasanya”
R	“Oh iya bu,terimakasih”
ET	“Tapi besok suaranya diperkeras lagi ya mas, over all good,lanjutkan!”

### Interview 7

Date : February, 26<sup>th</sup> 2013                      R : Researcher  
Time : 2.00 p.m – 2.15 p.m                      Ss : Students  
Place : X E classroom

R	“Kok dari tadi diem? Siapa namanya?”
Ss	“Imamah mas”

R	“Imamah, tadi pelajarannya gimana?”
Ss	“Menarik”
R	“Kayak biasanya ga?”
Ss	“Gak”
R	“Terus pas dikasih penjelasan tentang descriptive, jelas ga?”
Ss	“Jelas.”
R	“Coba kalo jelas,aku tes ya?” “Tadi kan belajar descriptive?Kalau descriptive harus ada apa aja?”
Ss	“Identification sama description”
R	Oke good!

### Interview 8

Date : February 27<sup>th</sup>, 2013                      R        : Researcher

Time : 2.00 p.m – 2.15 p.m                    Ss        : Students

Place : X E classroom

R	“Gimana penjelasan tentang descriptive textnya? Sudah jelas belum?”
Ss	“Sudah mas, mudah dipahami mas kalo penjelasanya kaya gini” (S3)
R	“Suka enggak dengan teknik mengajarnya?”
Ss	“Suka banget mas!” (S7) “Pake gambar terus ngajarnya tu gak langsung,kayak pake proses jadi pahamnya gampang mas, suka!”(S4)
R	“oke deh,kalau kalian lebih suka seperti ini terapkan terus ya”
Ss	“Iya mas..”
R	“Yaudah makasih ya”
Ss	“Iya mas”

### Interview 9

Date : February 27<sup>th</sup>, 2013                      R        : Researcher

Time : 2.00 p.m – 2.05 p.m                    Ss        : Students

Place : X E classroom

R	"Gimana penjelasan tentang descriptive textnya? Sudah jelas belum?"
Ss	"Insya Allah sudah." (S4) "Sedikit belum." (S7)
R	"Suka enggak dengan teknik mengajarnya? Yang belum yang mana?"
Ss	"Suka banget mas!" (S7) "Mm... agak kecepeten aja njelasinnya," (S7)
R	"oke deh,kalau kalian lebih suka seperti ini terapkan terus ya"
Ss	"tapi aku bingung adjective mas.."
R	"Dibaca-baca lagi ya, kan di handout udah ada urut-urutannya sama contohnya. Kalo masih belum jelas besok tanya miss ya. O ya besok ada materi adjectives lagi kok. Diperhatikan ya.
Ss	"Iya mas"

### Interview 10

Date : February 27<sup>th</sup>, 2013                      R : Researcher  
Time : 2.15 p.m – 2.20 p.m                    C : Collaborator  
Place : X E classroom

R	"Bagaimana menurutmu mengenai aktifitas di pertemuan kedua ini?"
C	" Rame iki ya' harus ngomong. Cerita dulu. Seperti itu. Terus dalam satu kelompok yang bekerja ya hanya anak tertentu saja.tapi meskipun gitu mereka tetep antusias sih ya"
R	"Iya ini Nun."
C	"besok coba di handdle lagi ya' biar kelas nya lebih kondusif"
R	"oke deh,makasih ya Nun, emang kayaknya anak anak sini tu kalo ga ngomong ki rugi kali Nun..Oke deh, besok aku buat lebih menarik dan tertata lagi"

### Interview 11

Date : March 5<sup>th</sup>, 2013                      R        : Researcher  
 Time : 2.00 p.m – 2.05 p.m                Ss        : Students  
 Place : X E classroom

R	<i>"Sudah jelas belum tentang langkah-langkahnya? Maksudnya langkah menulis dengan process writing?"</i>
Ss	<i>"Sudah" "Harusnya dipake guru kita dari dulu cara nulis kayak gini, jadi gampang kalo pelajaran writing tu"(S5)</i>
R	<i>"Seneng enggak pake cara kayak gini?."</i>
Ss	<i>"iya"</i>
R	<i>"kalau seneng pakai cara seperti ini, kalian lanjutkan ya, jangan suma pas ada mas disini , ya? Teru lanjutkan dan nikmati menulisnya, mudah kok nulis tu kalau di nikmati"</i>
Ss	<i>"Iya mas, makasih ya mas udah ngajari kita nulis pake langkah seperti ini"</i>
R	<i>" Iya sama sama ya, lanjutkan pokoknya"</i>

### Interview 12

Date : March 6<sup>th</sup>, 2013                      R        : Researcher  
 Time : 2.05 p.m – 2.15 p.m                ET        : English Teacher  
 Place : Teacher room

R	<i>"Bagaimana pendapat Ibu mengenai pertemuan yang ini tadi Bu?"</i>
ET	<i>"Secara keseluruhan sudah bagus ya mas,..siswanya jadi lebih aktif dan sudah enggak bingung seperti dipertemuan sebelumnya kemarin, siswanya juga sudah bisa mengoreksi punya temannya."</i>
R	<i>"Iya bu, sepertinya peningkatanya pesat bu dari awal saya kesini iyu".</i>
ET	<i>"iya, untuk yang terakhir kita lihat lagi apa ya perkembanganya ya mas, semoga lebih baik"</i>
R	<i>"iya bu"</i>



### Interview 13

Date : March 13<sup>th</sup>, 2012                      R        : Researcher

Time : 2.00 p.m – 2.05 p.m                Ss       : Students

Place : X E classroom

R	“Oke. Pertemuan terakhir ini nulisnya gimana? Ada kesulitan?”
Ss	“Enggak mas.”
R	“Oke deh. Kalo pake process writing tadi? membantu writing kalian enggak?”
Ss	“O iya. Sangat mas.”
R	“Membantunya gimana tuh?”
Ss	“Jadi kita tau mau nulis apa dan lebih mudah nulisnya mas,”
R	“Siip! besok digunakan ya cara seperti itu”
Ss	“Iya mas”

### Interview 14

Date : March 13<sup>th</sup>, 2013                      R        : Researcher

Time : 2.05 p.m – 2.15 p.m                ET       : English Teacher

Place : Teacher room

R	“bagaimana bu pertemuan terakhir ini?apa terlihat lebih baik?”
ET	“Iya mas, pertemuan terakhir anak-anak terlihat lebih sumringah mas, lebih bisa menikmati menulisnya mas.”
R	“Terus bagaimana pendapat Ibu tentang isinya?”
ET	“Sejauh ini mereka sudah bisa menuliskan ide dan mengembangkan tulisanya,apalagi pertemuan terakhir mereka sudah bisa menuliskn sebuah text descriptiv Jadi ya bagus. Jadi ya sejauh ini menurut saya bagus.”
R	“Berarti sudah ada peningkatan kan bu?”
ET	“ Iya mas”

**APPENDIX E**  
**STUDENTS' WRITING**  
**SCORE**

Students' Writing Performance Task Score  
Meeting 1

No	Ss	Aspects															Scores
		Content			Organization			Vocabulary			Language Use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	4	4	4	4	4	4	4	4	4	1	2	1.5	1	1	1	14.5
2	S2	3	3	3	4	3	3.5	4	4	4	2	2	2	1	3	2	14.5
3	S3	3	4	3.5	2	2	2	3	3	3	3	3	3	1	1	1	12.5
4	S4	2	2	2	4	3	3.5	4	4	4	3	3	3	4	4	4	16.5
5	S5	2	3	2.5	3	3	3	4	4	4	2	2	2	3	3	3	14.5
6	S6	4	3	3.5	2	2	2	4	3	3.5	1	1	1	1	1	1	11
7	S7	2	2	2	3	3	3	4	2	3	3	4	3.5	3	4	3.5	15
8	S8	4	4	4	4	4	4	4	3	3.5	3	2	2.5	4	3	3.5	17.5
9	S9																
10	S10																
11	S11	2	2	2	4	3	3.5	4	4	4	3	4	3.5	2	2	2	15
12	S12	4	4	4	4	4	4	3	3	3	3	3	3	1	1	1	15
13	S13	3	4	3.5	4	4	4	4	4	4	3	4	3.5	3	1	2	17
14	S14	2	2	2	4	3	3.5	4	4	4	3	2	2.5	3	1	2	14
15	S15	2	3	2.5	3	3	3	4	3	3.5	3	2	2.5	1	2	1.5	13
16	S16	3	2	2.5	4	4	4	4	4	4	1	2	1.5	3	3	3	15
17	S17	4	4	4	4	4	4	4	3	3.5	3	3	3	1	3	2	16.5
18	S18	4	4	4	4	3	3.5	4	3	3.5	1	2	1.5	3	1	2	14.5
19	S19	4	3	3.5	4	3	3.5	4	3	3.5	2	3	2.5	4	4	4	17
20	S20																
21	S21	2	2	2	4	3	3.5	4	4	4	3	4	3.5	3	4	3.5	16.5
22	S22	4	3	3.5	4	4	4	4	3	3.5	3	3	3	1	3	2	16
23	S23	4	4	4	4	3	3.5	4	3	3.5	1	3	2	2	2	2	15
24	S24	4	4	4	4	4	4	4	4	4	3	2	2.5	1	2	1.5	16
25	S25	4	4	4	4	3	3.5	3	4	3.5	4	2	3	3	2	2.5	16.5
26	S26	2	3	2.5	4	4	4	4	4	4	3	2	2.5	2	2	2	15
27	S27	4	3	3.5	4	4	4	4	4	4	3	3	3	3	2	2.5	17
28	S28	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	18
29	S29	4	4	4	4	3	3.5	4	4	4	2	3	2.5	4	4	4	18
30	S30	4	4	4	4	3	3.5	3	2	2.5	2	1	1.5	2	3	2.5	14
31	S31	2	3	2.5	3	4	3.5	3	4	3.5	3	1	2	4	4	4	15.5
32	S32	4	4	4	4	3	3.5	3	4	3.5	1	1	1	1	3	2	14
33	S33	2	4	3	3	3	3	2	4	3	2	2	2	4	3	3.5	14.5
34	S34	2	3	2.5	3	4	3.5	4	4	4	4	2	3	4	3	3.5	16.5
Total		100			109			113			76.5			77			475.5
Mean		3.23			3.52			3.65			2.47			2.48			15.339

Ss: Students      R: Researcher      C: Collaborator      A: Average

Students' Writing Performance Task Score  
Meeting 2

No	Ss	Aspects															Scores
		Content			Organization			Vocabulary			Language Use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	4	4	4	4	4	4	4	4	4	3	2	2.5	4	3	3.5	18
2	S2	2	3	2.5	3	3	3	4	4	4	2	3	2.5	3	3	3	15
3	S3	4	4	4	3	2	2.5	3	3	3	3	3	3	3	4	3.5	16
4	S4	4	4	4	4	4	4	4	4	4	3	2	2.5	4	3	3.5	18
5	S5	4	4	4	3	3	3	4	4	4	2	3	2.5	4	3	3.5	17
6	S6	4	4	4	3	2	2.5	3	3	3	3	3	3	3	4	3.5	16
7	S7	2	2	2	4	4	4	3	4	3.5	3	4	3.5	2	2	2	15
8	S8	4	4	4	4	4	4	4	4	4	4	4	4	3	2	2.5	18.5
9	S9	4	4	4	3	3	3	4	4	4	2	3	2.5	4	3	3.5	17
10	S10																
11	S11	4	4	4	4	4	4	4	4	4	4	4	4	3	2	2.5	18.5
12	S12	2	2	2	4	4	4	3	4	3.5	3	4	3.5	2	2	2	15
13	S13																
14	S14	2	2	2	4	4	4	3	4	3.5	3	4	3.5	2	2	2	15
15	S15	4	4	4	4	4	4	4	4	4	4	4	4	3	2	2.5	18.5
16	S16	4	4	4	3	2	2.5	3	3	3	3	3	3	3	4	3.5	16
17	S17	4	4	4	4	4	4	4	4	4	3	2	2.5	4	3	3.5	18
18	S18	4	4	4	4	4	4	4	4	4	3	2	2.5	2	3	2.5	17
19	S19	4	4	4	3	2	2.5	3	3	3	3	3	3	3	4	3.5	16
20	S20	4	4	4	4	4	4	4	4	4	3	2	2.5	2	3	2.5	17
21	S21	4	4	4	4	4	4	4	4	4	4	4	4	3	2	2.5	18.5
22	S22	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	18
23	S23	2	2	2	4	4	4	3	4	3.5	3	4	3.5	2	2	2	15
24	S24	4	4	4	4	4	4	4	4	4	3	2	2.5	4	3	3.5	18
25	S25	4	4	4	4	4	4	4	4	4	3	2	2.5	2	3	2.5	17
26	S26	2	2	2	4	4	4	3	4	3.5	3	4	3.5	2	2	2	15
27	S27	2	2	2	4	4	4	3	4	3.5	3	4	3.5	2	2	2	15
28	S28	2	3	2.5	3	3	3	4	4	4	2	3	2.5	3	3	3	15
29	S29	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	18
30	S30	4	4	4	4	4	4	4	4	4	3	2	2.5	2	3	2.5	17
31	S31	4	4	4	3	3	3	4	4	4	2	3	2.5	4	3	3.5	17
32	S32	2	3	2.5	3	3	3	4	4	4	2	3	2.5	3	3	3	15
33	S33	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	18
34	S34	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	18
Total		112			116			121			96			91.5			536
Mean		3.48			3.63			3.78			3			2.86			16.75

Ss: Students      R: Researcher      C: Collaborator      A: Average

Students' Writing Performance Task Score  
Meeting 3

No	Ss	Aspects															Scores
		Content			Organization			Vocabulary			Language Use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	4	4	4	3	3	3	4	4	4	3	3	3	3	4	3.5	17.5
2	S2	4	4	4	4	4	4	4	4	4	3	3	3	4	3	3.5	18.5
3	S3	4	4	4	4	3	3.5	4	4	4	3	2	2.5	3	4	3.5	17.5
4	S4	4	4	4	3	3	3	4	4	4	3	3	3	3	4	3.5	17.5
5	S5	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
6	S6	4	4	4	4	3	3.5	4	4	4	3	2	2.5	3	4	3.5	17.5
7	S7	2	3	2.5	4	4	4	4	4	4	3	3	3	4	4	4	17.5
8	S8	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
9	S9	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
10	S10																
11	S11	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
12	S12	2	3	2.5	4	4	4	4	4	4	3	3	3	4	4	4	17.5
13	S13	4	4	4	4	4	4	4	4	4	3	3	3	4	3	3.5	18.5
14	S14	2	3	2.5	4	4	4	4	4	4	3	3	3	4	4	4	17.5
15	S15																
16	S16	4	4	4	4	3	3.5	4	4	4	3	2	2.5	3	4	3.5	17.5
17	S17	4	4	4	3	3	3	4	4	4	3	3	3	3	4	3.5	17.5
18	S18	4	4	4	4	3	3.5	4	3	3.5	4	4	4	2	2	2	17
19	S19	4	4	4	4	3	3.5	4	4	4	3	2	2.5	3	4	3.5	17.5
20	S20	4	4	4	4	3	3.5	4	3	3.5	4	4	4	2	2	2	17
21	S21	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
22	S22	4	4	4	3	3	3	4	4	4	3	3	3	3	4	3.5	17.5
23	S23	2	3	2.5	4	4	4	4	4	4	3	3	3	4	4	4	17.5
24	S24	4	4	4	4	4	4	4	4	4	2	3	2.5	3	2	2.5	17
25	S25	4	4	4	4	3	3.5	4	3	3.5	4	4	4	2	2	2	17
26	S26	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
27	S27	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
28	S28	4	4	4	4	4	4	4	4	4	3	3	3	4	3	3.5	18.5
29	S29	4	4	4	3	3	3	4	4	4	3	3	3	3	4	3.5	17.5
30	S30	4	4	4	4	3	3.5	4	3	3.5	4	4	4	2	2	2	17
31	S31	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
32	S32	4	4	4	4	4	4	4	4	4	3	3	3	4	3	3.5	18.5
33	S33	4	4	4	3	3	3	4	4	4	3	3	3	3	4	3.5	17.5
34	S34	4	4	4	3	3	3	4	4	4	3	3	3	3	4	3.5	17.5
Total		122			117			126			102			107			573.5
Mean		3.81			3.66			3.94			3.17			3.34			17.922

Ss: Students      R: Researcher      C: Collaborator      A: Average

Students' Writing Performance Task Score  
Meeting 4

No	Ss	Aspects															Scores
		Content			Organization			Vocabulary			Language Use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	4	3	3.5	3	4	3.5	4	4	4	3	4	3.5	4	4	4	18.5
2	S2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
3	S3	4	3	3.5	3	4	3.5	4	4	4	3	4	3.5	4	4	4	18.5
4	S4	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
5	S5	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19
6	S6	4	3	3.5	3	4	3.5	4	4	4	3	4	3.5	4	4	4	18.5
7	S7	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19
8	S8	4	4	4	3	3	3	4	4	4	4	4	4	3	4	3.5	18.5
9	S9	4	4	4	3	3	3	4	4	4	4	4	4	3	4	3.5	18.5
10	S10																
11	S11																
12	S12	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19
13	S13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
14	S14	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19
15	S15	4	4	4	3	3	3	4	4	4	4	4	4	3	4	3.5	18.5
16	S16	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
17	S17	4	3	3.5	3	4	3.5	4	4	4	3	4	3.5	4	4	4	18.5
18	S18	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
19	S19	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
20	S20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
21	S21	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19
22	S22	4	4	4	4	3	3.5	4	4	4	3	3	3	3	4	3.5	18
23	S23	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19
24	S24	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
25	S25	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
26	S26	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19
27	S27	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19
28	S28	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
29	S29	4	4	4	4	3	3.5	4	4	4	3	3	3	3	4	3.5	18
30	S30	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
31	S31	4	4	4	3	3	3	4	4	4	4	4	4	3	4	3.5	18.5
32	S32	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
33	S33	4	4	4	4	3	3.5	4	4	4	3	3	3	3	4	3.5	18
34	S34	4	4	4	4	3	3.5	4	4	4	3	3	3	3	4	3.5	18
Total		126			120			128			116			118			608
Mean		3.94			3.75			4			3.63			3.69			19

Ss: Students      R: Researcher      C: Collaborator      A: Average

Students' Writing Performance Task Score  
Meeting 5

No	Ss	Aspects															Scores
		Content			Organization			Vocabulary			Language Use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	4	4	4	4	4	4	4	4	4	3	4	3.5	4	4	4	19.5
2	S2	4	4	4	4	4	4	4	4	4	3	4	3.5	4	4	4	19.5
3	S3	4	4	4	4	3	3.5	4	4	4	3	4	3.5	3	4	3.5	18.5
4	S4	4	4	4	4	4	4	4	4	4	3	4	3.5	4	4	4	19.5
5	S5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
6	S6	4	4	4	4	3	3.5	4	4	4	3	4	3.5	3	4	3.5	18.5
7	S7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
8	S8	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19
9	S9																
10	S10																
11	S11	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19
12	S12	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19
13	S13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
14	S14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
15	S15	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19
16	S16	4	4	4	4	3	3.5	4	4	4	3	4	3.5	3	4	3.5	18.5
17	S17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
18	S18	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
19	S19	4	4	4	4	3	3.5	4	4	4	3	4	3.5	3	4	3.5	18.5
20	S20	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19
21	S21	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19
22	S22	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19
23	S23	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19
24	S24	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
25	S25	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19
26	S26	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19
27	S27	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
28	S28	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
29	S29	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
30	S30	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
31	S31	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19
32	S32	4	4	4	4	4	4	4	4	4	3	4	3.5	4	4	4	19.5
33	S33	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19
34	S34	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
Total		128			126			128			120			118			620
Mean		4			3.94			4			3.75			3.69			19.375

Ss: Students      R: Researcher      C: Collaborator      A: Average

**APPENDIX F**  
**SAMPLE OF STUDENTS'**  
**WRITING**



No .....  
Date .....LISA AYU MEILINDA  
XE 117

## My Lovely Pet

I have two pets, Persian cat and rooster.  
My persian cat called Cooper. He is very cute  
and funny. Cooper is small. Her hair has  
brown colour. Every day I give him some  
food and drink. He like rice and fish.  
I also give him some milk. It makes  
him stay healthy. Cooper has good  
behavior. He never steals food.

However my rooster different from my  
cat. My rooster called Kurkur, when I say  
Kukur Kurkur come to me. His hair has  
three colour; black, green, and orange.  
Everyday I give him rice, corn, and red rice.  
Sometime I give him vodka haha it makes  
him stay warm. I love my pet very much.

Irawan Hidayatullah

IS  
XENo. Rabu  
Date 6 Mar 2013

## My Cute Cat And Brave Cock

I have a beautiful male cat. He is Persia cat. I adopted her at pet shop two years ago, and now he is 3 years old. He has a soft brown fur, and he has round body and round head too, with small ears and black around eyes. He has a very flat nose and flat expression too, so I called him flaty. He so look cute with short foot when he walking. I always give her cat food, but he so like tuna fish. So I give her every Sunday. And he like milk in the morning.

Flaty has a friend. She is a female brave cock, why I say that, because she never afraid to everything. Her name is Tukinem Wilton. Or Inem. I called. She has a red comy with black, yellow and orange feathers. She has scary sharp paws, and she has a little beak. She always says "wake up" to me every morning.

Name : Nizami Inayati

Class/ Student number : XE/21

### Barack Obama

He is president of USA. He has brown skin and has black hair.

He is husband from Michelle Obama. And also he has 2 daughters.

~~He is tall~~ He has long tail and big nose, thick lips, thick forehead.

I remember barack obama has a dog, but maybe it is die now.

Ups, Barack obama likes Indonesian foods, like bakso, sate, and

nasi goreng. And its so important because obama ever live in Indonesia

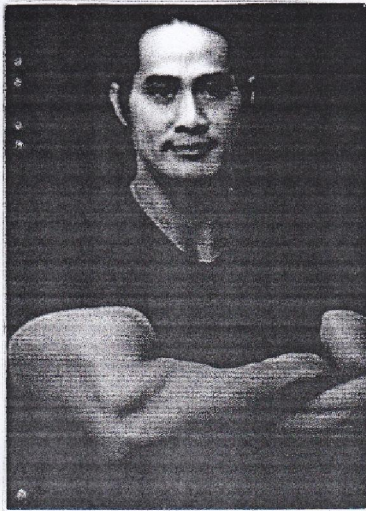
when he was a boy. 2 months ago, there is a movie about Barack

Obama in Indonesia. Maybe, the movie tell us about his adventure

in politic world. And some weeks ago, when America's change President,

Barack choose one again to be president of Amerika. Congratulation.



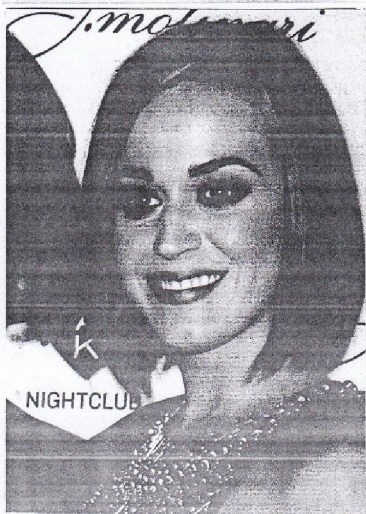


**Ade Ray / fair / muscular / handsome / oval / long straight hair**

Indonesia has a famous Binaragawan, his name is Ade ray, he's a Binaragawan ~~and~~ model and rarely he is an actor too.

he has a fair skin, his body is muscular. Some people say he is a handsome maybe he has an oval face and long straight hair.

Alya chopia (XE/01).



**Katty P / pretty / short blue hair / beautiful / sharp nose / light**

This is best singer, her name is Katty Perry. She is very pretty. She has short blue hair. She is beautiful and famous singers. She has sharp nose and she has light skin. Her body very slim.

Nama : Anggitya Maharsi

Kelas : XE/02

# **APPENDIX G**

## **PHOTOGRAPHS**













# **APPENDIX H**

## **PERMIT LETTERS**



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

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

FRM/FBS/33-01  
10 Jan 2011

Nomor : 1202d/UN.34.12/PP/X/2012  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Observasi

8 Oktober 2012

Kepada Yth.  
Kepala SMA Negeri 1 Kasihan  
Di Bantul - Yogyakarta

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


*Improving Writing Skills by Using Process Writing Approach for Grade X Students of SMA Negeri 1 Kasihan Bantul Yogyakarta*

Mahasiswa dimaksud adalah :

Nama : ARYA BUDI WIBOWO  
NIM : 08202244024  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Oktober 2012  
Lokasi Observasi : SMA Negeri 1 Kasihan Bantul

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

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

a.n. Dekan  
Kasubag Pendidikan FBS,  
  
Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:  
Kepala SMA Negeri 1 Kasihan Bantul



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

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

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0113b/UN.34.12/DT/1/2013  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

28 Januari 2013

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks 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 guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*Improving Writing Skills by Using Process Writing Approach for Grade X Students of SMA Negeri 1 Kasihan Bantul Yogyakarta*

Mahasiswa dimaksud adalah :

Nama : ARYA BUDI WIBOWO  
NIM : 08202244024  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Februari – April 2013  
Lokasi Penelitian : SMA Negeri 1 Kasihan Bantul Yogyakarta

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

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

a.n. Dekan  
Pendidikan FBS,  
Indun Probo Utami, S.E.  
704 199312 2 001





**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/801/V/1/2013

Membaca Surat : Dekan Fak. Bahasa dan Seni UNY Nomor : 0113b/UN.34.12/DT/II/2013  
Tanggal : 28 Januari 2013 Perihal : 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 : ARYA BUDI WIBOWO NIP/NIM : 08202244024  
Alamat : Karangmalang Yogyakarta  
Judul : IMPROVING WRITING SKILLS BY USING PROCESS WRITING APPROACH FOR GRADE X STUDENTS OF SMA NEGERI 1 KASIHAN BANTUL YOGYAKARTA  
Lokasi : SMAN 1 Kasihan Kec. KASIHAN, Kota/Kab. BANTUL  
Waktu : 29 Januari 2013 s/d 29 April 2013

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah 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 DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.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.jogjapro.go.id](http://adbang.jogjapro.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 29 Januari 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH  
NIP. 19580120198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul cq Ka Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan



**PEMERINTAH KABUPATEN BANTUL  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( B A P P E D A )**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796  
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

**SURAT KETERANGAN/IZIN**

**Nomor : 070 /179**

**Menunjuk Surat** : Dari : **Sekretariat Daerah** Nomor : 070/801/V/1/2013  
**DIY**  
Tanggal : 29 Januari 2013 Perihal : Ijin Penelitian

**Mengingat** :

- a. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- b. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

**Diizinkan kepada** :

Nama : **ARYA BUDI WIBOWO**  
P.Tinggi/Alamat : **UNY, Karangmalang Yk.**  
NIP/NIM/No. KTP : **08202244024**  
Tema/Judul Kegiatan : **IMPROVING WRITING SKILLS BY USING PROCESS WRITING APPROACH FOR GRADE X STUDENTS OF SMA NEGERI KASIHAN BANTUL YOGYAKARTA**  
Lokasi : **SMA N 1 Kasihan**  
Waktu : Mulai Tanggal : 29 Januari 2013 s/d 29 April 2013  
Jumlah Personil :

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l  
Pada tanggal : 30 Januari 2013

\_\_\_\_\_  
A.n. Kepala

Sekretaris

Ub.

Ka. Subbag Umum



Els Fitriyati, SIP., MPA.

NIP: 19690129 199503 2 003

**Tembusan disampaikan kepada Yth.**

1. Bupati Bantul
2. Ka. Kantor Kesbangpolinmas Kab. Bantul
3. Ka. Dinas DIKMENOF Kab. Bantul
4. Ka SMA N 1 Kasihan