IMPROVING GRADE ELEVEN STUDENTS' WRITING SKILLS IN ENGLISH TEACHING AND LEARNING PROCESS THROUGH PEER EDITING IN SMA MUHAMMADIYAH KUTOARJO

A Thesis

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

Ika Ratna Farianti
06202241058

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2013

APPROVAL SHEET

IMPROVING GRADE ELEVEN STUDENTS' WRITING SKILLS IN

ENGLISH TEACHING AND LEARNING PROCESS THROUGH

PEER EDITING IN SMA MUHAMMADIYAH KUTOARJO

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of

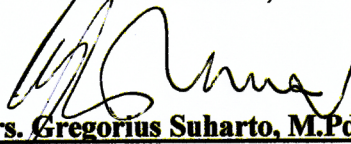**the *Sarjana Pendidikan* Degree in English Language Education**

Written by:

Ika Ratna Farianti

06202241058

Approved on October 16th 2013

By

First Consultant,

Drs. Gregorius Suharto, M.Pd

NIP. 19481016 197204 1 001

RATIFICATION SHEET

IMPROVING GRADE ELEVEN STUDENTS' WRITING SKILLS IN ENGLISH TEACHING AND LEARNING PROCESS THROUGH PEER EDITING IN SMA MUHAMMADIYAH KUTOARJO

A Thesis

By:

Ika Ratna Farianti

06202241058

Accepted by the Board of Examiners of Faculty of Languages and Arts, State University of Yogyakarta on October 25th 2013 and Declared to Have Fulfilled the Requirements for the Attainment of the Degree of *Sarjana Pendidikan* in English Language Education.
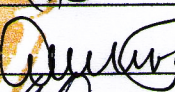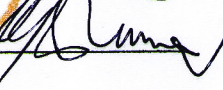
Board of Examiners

Chairperson	: **Dra. Jamilah, M.Pd.**	1.
Secretary	: **Lusi Nurhayati, S.Pd., M.Appl.**	2.
Examiner 1	: **Dr. Margana, M.Hum., M.A.**	3.
Examiner 2	: **Drs. Gregorius Suharto, M.Pd.**	4.

Yogyakarta, October 25th 2013

Faculty of Languages and Arts

State University of Yogyakarta

Dean

Prof. Dr. Zamzani, M. Pd.

NIP. 19550505 198011 1 001

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama   : Ika Ratna Farianti
NIM   : 06202241058
Jurusan   : Pendidikan Bahasa Inggris
Program Studi   : Pendidikan Bahasa Inggris
Fakultas   : Bahasa dan Seni
Judul Skripsi   : *Improving Grade Eleven Students' Writing Skills in English Teaching and Learning Process through Peer Editing in SMA Muhammadiyah Kutoarjo*

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

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

Yogyakarta, 25 Oktober 2013
Penulis,

Ika Ratna Farianti
06202241058

iv

DEDICATIONS

I lovingly dedicate this thesis to my beloved parents and brothers for

the patience, love, support, and prayers along my life.

Thank you so much for everything.

MOTTOS

"Sometimes the only thing you're looking for is the one thing you can't see"

"You only live once but if you do it right, once is enough"

"In three words, I can sum up everything I've learned about life: it goes on"

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel"

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamin is the first word I said when I realized that this thesis had been finished. I felt like getting a miracle when I wrote the last page of this thesis. My praise and thanks are to Allah SWT, the most Merciful and Almighty who always bless me and guide me to be more patient and enthusiastic in finishing my thesis. Therefore, I never forget to thank Allah SWT for the first time.

I would like to express my highest gratitude and appreciation to my beloved father and mother for all their endless love, support, prayers, encouragement, and everything. I am sincerely grateful to them for teaching me how this life is worth living. I would also like to thank my brothers for the support and excitement of life.

I wish to dedicate my gratitude to several people. The first is my consultant, *Bapak* Drs. G. Suharto, M.Pd. who has been very helpful, kind, and patient in giving me advice, ideas, guidance, assistance, and their valuable time during the process of writing this thesis. I wish to express my sincere thanks to all of the lecturers in the English Language Education Department who have played an important role in preparing me to be a good teacher by giving so much knowledge and experience.

My gratitude also goes to the big family of SMA Muhammadiyah Kutoarjo who has permitted the writer as the researcher to carry out the research. Furthermore, my gratitude also goes to *Ibu* Warsiti, S.Pd. who has been the collaborator of the research and gives big supports to finish this thesis. I am

sincerely thankful to the students of Class XI Social for their welcome and cooperation during the research.

I would also like to express my appreciation to all my PBI family, especially the members of Class C. Many thanks also go to my best friend (Ratna, Ade, Qq, Nafi, Hepi, and Ayu) for their advice, support, and excitement along this time. There are many other people whom I cannot mention here one by one, but surely, I cannot complete this thesis without their help and support. God bless them all.

Finally, I realize that this thesis is still far from being perfect. Therefore, any criticism, ideas, and suggestions for the improvement of this thesis are highly appreciated. I expect that this thesis gives a contribution for the readers and be beneficial for the English teaching and learning process.

Yogyakarta, October 25th 2013
The writer,

Ika Ratna Farianti
06202241058

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

IMPROVING GRADE ELEVEN STUDENTS' WRITING SKILLS IN ENGLISH TEACHING AND LEARNING PROCESS THROUGH PEER EDITING IN SMA MUHAMMADIYAH KUTOARJO

By
Ika Ratna Farianti
06202241058

Abstract

This research aimed at improving students' skills of writing for the eleventh grade students of SMA Muhammadiyah Kutoarjo through the use of peer editing. It is expected that peer editing can be used to improve the students' skills of writing in SMA Muhammadiyah Kutoarjo, especially at Class XI Social.

This research was an action research study that consisted of two cycles. In doing the research, the researcher involved 29 students of Class XI Social, one English teacher as the collaborator and the researcher herself. In this research, there were two kinds of data. The first data were qualitative. To obtain the qualitative data, the researcher conducted observation, interviews, and evaluating students' writing tasks. The qualitative data were in the form of field notes, observation checklists result, interview transcripts, and students' writing. Meanwhile, the quantitative data were presented in the score of the students' writing from Cycle 1 to Cycle 2.

The result shows that the use of peer editing can improve students' writing skills. Students' writing problems can be reduced by applying peer editing. It facilitates the students to find and to correct their errors in the writing aspects, namely content, organization, vocabulary, language use and mechanics. In reference to the students' writing scores, the students' ability in those five aspects of writing improved after peer editing strategy was used. The students' mean value gained from students' writing in Cycle 1 to Cycle 2 in the content aspect is 0.62; the organization aspect is 0.90; then the vocabulary aspect is 0.48; the language use aspect is 1.07; and the mechanics aspect is 0.87. Besides, peer editing can improve the students' motivation to write because they got feedback on their writing and they got a different way in assessing writing. It also creates different classroom activities that are more enjoyable because they could find and correct their errors based on the feedback given on their writing.

BAB I

INTRODUCTION

A. Background of the Problem

English has become one of the compulsory subjects to be taught to the students in the school now. It has important roles which are so useful for the students in their future. Although the students have learned English for a long time, they still have difficulties to master English well. It can be caused by their lack of vocabulary and awareness to learn English as their need. In studying English, there are four major language skills that have to be mastered by the students. They are listening, speaking, reading, and writing skills. The students have to master the four of language skills so they can use English both actively and passively (Brown, 2001 : 232).

Writing is very important as one of the media in communication that can help people to have a good socialization, express their ideas, feelings, and opinions so that people can have a good interaction with their society. Alwasilah and Alwasilah (2005: 134) also said that writing has been proved as language activity that help students to create logical competence, that is the ability to solve problem through complex linguistic and cognitive ability such as organizing, structuring, and revising. Thus, it is clear that writing is one of the most important skill to be mastered. However, the students' inability to communicate through written language appears to be problematic at school. The reason is because writing is a mixture of idea, vocabulary, and grammar. When students read textbooks at school to improve their writing skill, they

get frustrated in writing. Moreover, Huang explained that writing is more complex and difficult to teach, require, and master not only in terms of grammatical and rethorical devices but also in terms of its concept and judgment.

Richards and Renandya (2002: 303) state that writing is the most difficult skill for second or foreign language learners to master. The difficulties do not only include generating and organizing the ideas, but also in translating these ideas into a readable and understandable text. Therefore, it is acceptable that students often make many mistakes to write in English. Writing requires complex skills. Students need to be able to spell English word correctly and to master English grammatical and punctuation rules as well. Besides, students need to be able to arrange words into some sentences and the arrange the sentences into a paragraph. As the results, students who do not understand those writing complex skills often get confused to transfer their idea to the writing products which they will make. They get difficulties to convey the teacher's meaning into written forms. Also, the students often do not re-read the text they have just written. They do not revise their writing product.

Therefore, teachers need to give feedback to the students to show that the students have made something wrong. Feedback from teacher on students' writing plays an important role to solve the students' writing difficulties. On the other hand, Brender (1998) and Fregeu (1999) as cited in William (2003) stated that feedback without explanation or discussion from or between teacher and students will not bring significant effects toward the students'

writing. In writing, teachers may correct students' mistake in many different ways. One of the ways can be peer editing or peer feedback. Peer editing is a process of correction by sharing what the students have written to others to make sure if they have really understood what the teachers mean. Peer editing can help the students to be independent and more aware of their own learning needs. In peer editing, techniques such as gestures and facial expressions are useful to do. It gives the students opportunity to realize their mistakes. Teachers surely do not correct students' mistakes themselves, but they ask the students to correct each other so the students are able to differentiate whether their work is correct or not by comparing it to their peer's.

B. Identification of the Problem

Writing skills, as said before, is supposed to be the most difficult skills to learn. Writing, basically, can be stated as an extremely complex cognitive activity that reqirues the writer to control several variables at once (Nunan, 1991: 6). It means that writing includes several elements such as grammar, vocabulary, sentence structure, cohesion, and so on. The students should be able to combine them when they deal with writing.

There are some factors that influence students' writing skills. The first problem is related to the teacher. Teachers usually have difficulties in controlling the students in the classroom activities. The use of media actually can help the students memorize the topic of the materials given easily but the teacher rarely use media to deliver the materials to the students. Besides, the teaching methods that is used by the teacher is not interesting to the students.

Moreover, the English teaching learning facilities in the school are still limited, so the students do not have any supporting factors to improve their writing skills.

The second problem is related to the students. Students often get difficulties to produce a good English writing since writing in English is not a habit for them. Because the students have not mastered English vocabularies yet, they cannot express their idea into a piece of writing. The other problems are that the students have low motivations in learning English and they only have limited time learning English in the school. Some students also do not pay attention to their teacher's explanation about the material and most of them feel bored in the teaching-learning process.

The third problem is related to the process. Students are not given interaction to their peer during the teaching-learning process by the teacher, so they cannot know their mistakes each other. The activities in the teaching-learning process lack variation. In the teaching-learning process, the way the teacher presents the material influences the students in comprehending the material. They use the same way to present the materials without paying attention whether the students feel bored or not following the classroom activities. They teach only based on the textbook without adding more explanations from other resources related to the topic given.

C. Limitation of the Problem

Referred to the identification of the problems, there were some problems in the English teaching and learning process of the second grade of

SMA Muhammadiyah Kutoarjo. Those problems are related to the teacher, the students, and the English teaching-learning process. In this research, the researcher limits the problems related to the English teaching-learning process. The English teaching-learning process in the second grade of SMA Muhammadiyah Kutoarjo is still monotonous and not interactive since the teacher rarely use media, games, pair work, or even group work. As the result, there is little interaction between the teacher and the students and among the students in the classroom activities. The students cannot express their feelings, opinions, and ideas relating to the topic given by the teacher in the teaching-learning process. They cannot learn well since they are not given the chance to practice their communicative skills. In this reserach then, the researcher will focus on improving students' writing skills through peer editing.

D. Formulation of the Problem

Based on the limitation of the problems above, the researcher would like to state the problems as follows:

a. What planning, implementation, and evaluation could be carried out in relation to improve the studens' writing skill in the English teaching and learning process to the students of grade eleven of SMA Muhammadiyah Kutoarjo?

b. Does the use of peer editing improve the students' writing skill?

E. Objective of the Research

The objective of this research is to investigate whether or not peer editing technique improves the students' writing skill and to find the appropriate treatment to improve students' writing skill to the students of grade eleven SMA Muhammadiyah Kutoarjo

F. Significance of the Research

Researcher hopes that this research will give input for the English teachers in teaching English as a second or foreign language. This study is also expected to be an alternative means to improve students' writing skill in a classroom teaching-learning process. In addition, this study is expected to create interesting classroom activities for the students so that the students do not get bored in attending the class. Besides, the students are expected to improve their writing skill as well. As for the researcher herself, this research can develop her teaching ability through the problem-solving process in English teaching and learning class and it can be a valuable experience related to her knowledge in educational research.

BAB II

LITERATURE REVIEW

This chapter presents theories which underlie this research. The discussion of this chapter is divided into two main parts. Those are literature review and conceptual framework. In the literature review, the researcher discusses some theories and the research studies which are relevant with the topic. In the conceptual framework, the researcher relates the theory to the study.

A. Literature Review

1. Writing

a. Definition of Writing

Writing is one of the language skills with which people can express and generate their ideas in written form (Harmer, 2001). This process focuses on the work of one's mind and language skill in expressing his or her thoughts or ideas and feelings into the written form.

Writing is a kind of written language in the form of graphic representation of spoken language (Brown, 2001: 335). The products of writing are the result of thinking, drafting, and revising that require specific skills which the speaker probably can develop them naturally. Some types of written language have larger variety than the types of spoken language such as fiction, non-fiction, business and personal letters, diaries, journals, maps, menus, directories, comic strips and cartoons, announcements, and academic writing. Writing is the general activity or skill of writing and the product of writing can be books, essays, letters,

and stories (Oxford, 1995: 1383). Writing is the linguistic skill that is rarely used by people who learn English as their native language (Davies and Pearse, 2000: 256).

Writing is a language skill which involves the activity of producing the language. Thet is why writing skill tends to be considered more active than the receptive skills (Harmer, 2007: 265). During the process of producing the language, language activation occurs in which the all and/or any language knowledge already mastered are used (Harmer, 2007: 67). Writing is usually developed from reading extensively, doing some writing trainings and practices. Writing also defined as formal and informal writing. Formal writing can be formal letters, academic assignments or articles, and business reports. Writing involves low-level skills such as gathering ideas and information, organizing and structuring the ideas and information, expressing into a written draft, and editing the draft to be a final text.

According to Lines (2005: 98), writing combines process and product. It means that a writing activity is purposed at using written language to transfer some messages to the receiver, in this case the reader, during the communicative process.

Every writing has to do with contexts and also purpose that are referred to the aims of writing. Those two things can help the writer to achieve the goals and authenticity of his or her writing. Hamp-Lyons and Kroll in Weigle (2002: 19) states that writing is an act that takes place within a context, taht accomplishes a particular purpose and that is appropriately shaped for its intended audience.

Based on the definition above, it can be concluded that writing is a process to communicate one's feelings or ideas into a set of words. It is on of the ways of people to communicate with others instead of speaking and gesturing. Writing is not an activity of recording a language into written form only but it is an activity that also needs skill to develop idea, reformulate knowledge, or arrange words into a good writing so that it can achieve its aims. Therefore, it needs a well preparation and a lot practices to be able to produce a good writing.

b. Writing Skill

According to Schunk (2009: 424), writing skill is the ability of translating ideas into linguistic symbol in print. A writing skill deals with the ability of communicating messages by making signs, forming letters and words, and joining them together to make sentences on a page. Moreover, it is the competence of encoding the message or meaning into words in various genres (Harmer, 2007: 323).

The subdivisions of writing skills into macro and micro-skills have been proposed by several experts. Spratt et al. (2005) states that writing involves several sub-skills. Some of these are related to accuracy. Accurate writing involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly. In composing the writing product, Brown (2001) states the compositions that should be included; they are meeting certain standards of prescribed English rhetorical style, reflecting accurate grammar, and being organized in conformity with what the

audience would consider to be conventional. According to Brown (2001), there are twelve micro-skills of writing. They are as follows.

1) Producing and using graphemes and orthographic patterns of English correctly including the script, and spelling and punctuation conventions.

2) Producing writing in a good management rate of speed to suit the purpose.

3) Producing an acceptable core of words and using appropriate word order patterns.

4) Using grammatical systems correctly in tenses, agreement, pluralisation, patterns and rules.

5) Expressing a particular meaning in many types of grammatical forms

6) Using cohesive devices in written discourseand making the text coherent, so that other people can follow the development of the ideas.

7) Using the rhetorical forms and conventions of written discourse.

8) Appropriatelyaccomplishing the communicative functions of written texts according to form and purposes.

9) Conveying links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

10) Distinguishing or differentiating between literal and implied meanings when writing.

11) Correctly delivering cultural in specific reference

12) Developing and using a battery of writing strategies, it also applies the stages of writing, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases

and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

It is also necessary to identify the characteristics of written language in order to choose what kind of language that should be used appropriately during the writing process. Harmer (2004: 6-11) stated the characteristics of written language as follows:

1) The written language is permanent and its use exceeds time and space.

2) The audience, that is the reader, are likely to be more general than those in spoken communication. They may also be represented as a type rather than as an individual.

3) There is a writing process which includes repetitive and multiple drafting. This gives the writer a chance to plan and modify his or her writing before being presented as a final product.

4) The writing products involve the use of the typical paragraph constructions which consist of a topic sentence, exemplification, perhaps exception or further exemplification, and a resolution or conclusion. It meant that the writings follow a defined discourse organization.

5) The sentences produce is written language are more complex than those in spoken language. Most writing products are made up of fully developed sentences, or complete sentences, rather than smaller chunks of language such as words and phrases.

6) Different from spoken language which uses some paralinguistic features, that are gestures, stress, intonation, and variation of tone or speed to support the speakers' communication, written language uses punctuations, capital letters,

and underlining and changing the order of clauses to show the sentences and groups of words that are meaningful.

7) The language is usually well-organized. It consists of the use of correct spelling, accurate grammatical forms, and punctuation and layout that obey certain conventions. There is also no telerance of error and reformulations since the writing usually develop as a finish product. thus it should be absolutely clear and unambiguous.

From the previous paragraph, writing is a productive skill which includes complex elements (Spratt, Pulverness, and Williams, 2005: 26). It is not always a natural gift; it is a learned skill (Langan, 2005: 12). It involves formulating language rather than receiving it.

c. **Teaching Writing**

1. **Basic Principles in Teaching Writing**

According to Brown (2007: 8), teaching may be defined as showing or helping someone to learn how to do something, give instructions, guide in the study of something, provide with knowledge, and cause to know or understand. He also adds that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. In teaching writing especially the teacher should guide students in order that the students have good skills in writing many kinds of texts that should be taught based on the students's grade. In *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* (2006: 126), it explaines that the genres taught in the senior high schools are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory

exposition, spoof, explanation, discussion, review, and public speaking. Therefore, the students are expected to have good knowledge on how to make a good paragraph based on the purpose with good arrangement of the genre of texts that should be mastered by the students.

When the learner are expected to produce written text, the teacher will do some actions to provide the advantages for the students in order to finish their writing. Harmer (2001: 261) proposes three roles of the teacher during the teaching learning process. The first role is the teacher becomes the motivator for the students. In this role, the teacher should motivate the students and create some beneficial condition for the students in composing the writing. The teacher also persuades the students about the advantages of this activity and encourage the students to give the best effort to get the best result. The second role of the teacher in the learning of writing is as a resource. The teacher should give the students informations to be their input in order to enrich their knowledge in composing their writing. In this role, the teacher should also offering some advices and suggestions to the students to give the students more spirit in creating written text. The last role of the teacher is as feedback provider. In this role, the teacher should give correction and the appropriate feedback to the students in order to make the students understand whether they have made some error or not on their writing product.

In teaching writing, a teacher can focus on the product of writing or the process of writing that if he/she chooses on the product, it will only be purposed on the aim of a task and on the end of the product. Whereas in choosing the

process, the writer should pay attention to the various stages of the parts of that writing (Harmer, 2001: 26).

It has been mentioned earlier that teaching writing is not an easy job. Richards and Renandya (2002: 303) argue that with so many conflicting theories around and so many implementation factors to consider, planning and teaching a course in writing can be a daunting task. It is because the skills involved in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organising as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak. Therefore the teacher should choose the best way to teach writing for students in order to have good competencies in writing. Brown (2001: 346-356) says a number of basic principles for designing writing technique in teaching writing, they are:

1) Incorporate practices of "good" writers

Teachers should consider the various things that efficient writers do and their technique should include some of these practices. For example, good writers should focus on a goal or main idea in writing, easily let their first ideas flow onto the paper, follow a general organisational plan as they write, utilize feedback on their writing and revise their work efficiently.

2) Balance process and product

Because writing is a composing process and requires multiple drafts before an effective product is created, teachers should lead the students through appropriate stages in the process of writing. At the same time, the teachers should not get so caught in the stages leading up to the final product

that they lose sight of the ultimate attainment: a clear, well-organised, and effective piece of writing. These processess are aimed to make better products of writing and add experience in writing which is very useful for further writing activities.

3) Account for cultural/literacy backgrounds

If there are some apparent contrasts between students' native traditions and those that teachers are trying to teach, teachers should try to help students to understand what it is, exactly, that they are accustomed to bring them to the use of acceptable English rhetoric. Thus, the teacher should teach students about the differences in cultures. The differences can be in cultural backgrounds that influence writing styles.

4) Connect reading and writing

By reading a variety of relevant types of text, the students can gain important insights both about how they should write and about the subject matter that may become the topic of their writing. They get examples of good sentences which are organised into good paragraphs, read a lot of words that enrich their vocabulary in writing and get knowledge to develop their ideas in choosing a topic. Thus, before writing, students should have reading activities to help them write.

5) Provide as much authentic writing as possible

Writing activities should connect to the real writing in which students write for some certain purposes, not only for fulfiling the teacher's assignments. For example, they publish a class newsletter, write letters to

people outside of class, write a script for a skit or dramatic presentation, write a resume, write advertisements can be seen as authentic writing.

6) Frame the techniques in terms of pre-writing, drafting, and revising stages

In teaching writing, the teacher should use the writing process that can be put on pre-writing, draft writing, and revising. The pre-writing stage that encourages the generation of ideas can happen in numerous ways such as reading a passage, brainstorming, discussing a topic or question and freewriting. In addition, guided tasks are necessary to help students plan what they want to write. In drafting and revising, students must be reminded that what they write in drafting is not a finished product that is considered unchangeable, but it is flexible. Moreover, they are really suggested to involve in collaborative writing. They work in pairs or groups to share ideas that contribute to the success of the final product. The way of giving responses also has to be planned, whether the teacher has full autonomy or it also includes peer responses.

7) Strive to offer techniques that are interactive as possible

Interaction is emphasised in a process-oriented approach in which students work in pairs and groups to generate ideas and peer-edit. Generating ideas is difficult to do if they work on their own so that they need to have interaction with peers. Moreover, peer-edit helps students to deal with their writing. Teachers should not think that writing is a solitary activity. It is a good deal that a good writer can be most effectively developed within a community of learners. Therefore, teachers should strive to apply techniques that are interactive.

8) Sensitively apply methods of responding to and correcting your students' writing

Writing needs correction from the beginning up to the final draft. As the teachers respond to the students' writing, they act as a guide of a facilitator. After the final work turned in, they have the position of evaluator, but until then, the role of consultant will be the most productive way to respond. Ideally, the responses will be written and oral. There are many ways for responding to students' writing such as self feedback, peer feedback, and teacher feedback. Under less than ideal conditions, written comments may have to suffice.

9) Clearly instruct students on the rhetorical formal conventions of writing

Teachers should explain about the formal structures of writing because each type of writing has its formal structures. They should not assume that students will pick these up by absorption. To help students understand the structure of text types, the teacher should ask them to read some different types of texts with their structures.

Therefore, as a productive skill, writing must be taught in a comprehensive way, Langan (2008: 13) suggests that writing should be considered as a skill so that it can be learned like other skills such as driving, typing, or cooking. It means that a lot of practice will make a better writing. In other words, writing is something that can be learned. Thus, to be a good writer students must do a lot of writing practice.

2. Approaches in Teaching Writing

In teaching writing, teachers should apply the appropriate approaches so that the students are able to produce a good writing easily. Teachers need a number of different approaches to the practice of writing skills both in and outside classroom in teaching writing. Harmer (2007: 325-330) divides them into seven approaches:

1) Process and product

   When concentrating on the product, teachers are only interested in the aims of a task and in the end of product. If teachers focus on process, they pay attention to the various stages that any pieces of writing go through. It includes spending time with learners on pre-writing phase, editing, re-drafting, and producing final version of their work.

2) Genre

   In a genre approach, students study some texts that they are going to be writing before they embark on their own work. Students who are writing within a certain genre need to consider a number of different factors; knowledge on the topic, the conventions and style of the genre, and the context in which their writing will be read by whom.

3) Creative writing

   It suggests imaginative writing tasks such as writing poetry, stories, and play. When teachers set up imaginative writing tasks, the students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignments.

4) Writing as a cooperative activity

Cooperative writing can work well whether the focus is on the writing process or on genre study. Reviewing and evaluating are greatly enhanced by having more than one person working on a text, and the generation of ideas is frequently more lively with two or more people involved than it is when writers work on their own.

5) Building the writing habit

Teachers need to help students build the writing habit so that they recognise writing as being normal part of classroom practice and they come to writing tasks with as much enthusiasm as they do other activities.

6) Writing-for-learning and writing-for-writing

Writing-for-learning is the kind of writing that teachers do to help students learn language or to test them on language. While writing-for-writing is the kind of writing that teachers do to make students use language in producing a text.

7) The roles of the teacher

Teachers have some roles like as motivator, resource, and feedback provider. Teachers act as motivator when they must motivate the students, create the right conditions for the generation of the ideas, persuade them of the usefulness of the activity, and encourage them to make as much efforts as possible for maximum benefit. Then, teachers act as resource because they should be ready to supply information and language when necessary. Teachers act as feedback provider because they should respond positively and encouragingly to the content of what the students have written.

A number of different approaches to teach writing has been mentioned above but teachers need to apply the appropriate approaches in teaching writing based on the students. Teachers are the people that know more about their students' ability and condition so that they can choose the right approaches to be applied in teaching writing.

d. The Process of Writing

Writing process in the classroom is importance. Teacher should plan appropriate classroom activities that support learning process at every stage in order to create interesting classroom activities. Richard and Renandya (2002: 316) define the process of writing as a classroom activity incorporades the four basic writing stages, those are planning, drafting, revising, and editing.

1) Planning/pre-writing

   Planning is an activity in the classroom that encourages the students to write. It stimulates thought for getting started. In fact, it moves students away from having to face blank page toward generating tentative ideas and gathering information of their writing.

2) Drafting

   At the drafting stage, the writer focuses on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Using the focus that the writter has chosen from his or her free writing, the first draft can be written.

3) Revising

When the students revise, they re-write their text on the basis of the feedback given in responding stage. The feedback is important to tell which the words or sentences should be changed or needed correction. Revising can be started by making decisions about how you want to improve your writing, looking at your writing from different point of view, and picking places where your writing could be clearer, more interesting, more informative, and more convincing to the reader. The students re-examine what they write to see how effectively their they communicate their ideas to the reader. Revising is not only checking language errors. It is done to improve global content and organization of ideas so that the writer's intent made clearer to the reader. Revising always comes up after giving feedback to the writing.

4) Editing

At this stage, the students are engaged in tidying up their text as they prepare the final draft for evaluation by the teacher. The students edit their own mistakes or their peer's mistakes for grammar, spelling, punctuation, sentence structure, diction and accuracy of supportive textual material such as quotations, example, etc. Editing within writing process is meaningful because students can see the connection between an exercise and their own writing.

e. **Writing Skills in Senior High School**

As stated in the Curriculum, English as the subject aims at developing communicative competence in the form of spoken and written language. In writing, students should be able to express interpersonal, ideational, and textual

meaning into interactional and monologue especially in the form of narrative, recount, procedure, report, news item, anecdote, exposition, explanation, discussion, comentary, and review.

Furthermore, in the Government Regulation No. 23 / 2006 about the Standard of Graduation Competence for the basic and secondary education, the graduate students have to have some skills in english since English now has become the most important language to communicate among the people around the world. In line with the regulation, the graduate of Senior High School must have the ability to express the meaning of an interpersonal or a transactional text by writing in a formal or an informal way in the form of narrative, recount, procedure, report, news item, anecdote, exposition, explanation, discussion, comentary, and review in their daily life context.

Based on the Government Regulation above, the English teaching and learning process especislly in writing should be suitable with the Standard of Graduation Competence. In addition to the regulation, the materials of writing that will be delivered should be based on the Standard of Competence (SC) and the Basic Competence (BC) as the part of Standard of Content and stated in the Minister Regulation No. 22 / 2006 (Peraturan Menteri No. 22 / 2006) about the Standard of Content.

The materials that must be taught in writing include text genres, grammar, and vocabularies. There are 13 text genres that must be taught in senior ahigh School and the students have to master all of them in order to make the students easier in understanding the written text. One of the text genres which is delivered in every grade is narrative text, but the level of the difficulty of a

narrative text is different in each grade. Since there are many kinds of text genres, the students have to know and differentiate what kind of text that they study. On the ather hand, they have to understand what kind of genre the text belongs to. If the students are able to differentiate the text basedon its genre, it means they are able to write a text by themselves easily.

In writing, teaching learning as a communicative skill focuses on the rhetorical context and the content. The rhetorical context means that in writing, the students must have a purpose, reason, and audience. Whereas for the content, the teacher should give chance to the students to write what they are interested in and know about. Therefore, the teacher needs to develop writing task in which there is real audience for the students and real purposes for writing.

Kimble and Garmezy in Brown (2001: 7) claim that learning is a relatively permanent change in behavioral tendency and learning is the result of reinforced practice. It means that in teaching writing, the teacher has to show and help students to learn how to write, give instructions, guide students in writing, provide students with knowledge of writing, and make students to understand how to write effectively.

To be able to write English well, the students of Senior High School have to do much practice. An English teacher has an important role in determining the students success or failure in writing. As practice is important, the teacher should provide enough time for the students to do a lot of writing exercises. The teacher is demanded not only to teach, but also to guide his or her students before and after the writing process.

2. Feedback

a. The importance of feedback

Feedback has benefits for both teachers and students. According to William (2003), "the goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected to them as writers and are able to produce it with minimal errors and maximal clarity". It is important to provide students with feedback about the effectiveness of their writing so that the students can carry on the idea of their writing. Feedback is widely seen as crucial to encourage and consolidate learning and it is also regarded as an essential factor in the writing context. Therefore, giving feedback to the students' writing will help them improve their writing ability.

According to Nation (2009: 115) feedback is an important way of encouraging students to keep their goals in mind. It means that it is important to provide the students with feedback about the effectiveness of their writing so that the students can carry on the idea of their writing. Feedback is widely seen as crucial for encouraging and consolidating learning and it is also regarded as an essential factor in the writing context. In addition, feedback is designed to influence, reinforce, or change behaviour, concepts, or attitudes. Feedback involves responding to students' errors. It is an essential part of the teacher students' interaction during teaching of both explicit and implicit skills. Therefore, it is used as a way to respond to students' writing to help them enhance their writing skills.

Lewis (2002: 3) states that feedback is like the way of telling students about the progress they make. Feedback also guides them in the area for

mprovement. He lists some of the research based purposes that have been suggested for giving feedback in the language class. Some of the purposes are motivational and some have to do with providing students with information. They are presented below.

1) Feedback provides information for teacher and students.

   Feedback is a way for teachers to describe their students' language. It gives teacher information about individual and collective class progress and indirectly, it is a form of evaluation on their teaching. For students, feedback is an ongoing for of assessment which is more focused than marks or grades. By highlighting strength s and weaknesses, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direction about language, by stating a rule or giving an example. One way to focus comments is considering question how about their language use.

2) Feedback provides students with advice about learning

   Teacher can provide students with more than simply description of their language use.

3) Feedback provides students with language input

   The teacher's written feedback provides students with meaningful and individual learning input. The teacher's words, both in their form and their purpose, illustrade how language is used in one-to-one communication. That is why it is important to extend students' language by writing comments in language at a level slightly higher than the students' own current language use.

4) Feedback is a form of motivation

Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking into account whatever the teacher knows about the students' attitudes. Both hardworking and underworking students need encouragement but it needs to be given in different ways. During a course, as teachers find out more about their students, the encouragement can take personal circumstances into account.

5) Feedback can lead students toward autonomy

One long term purpose of feedback is to lead students to the point where they can find their own mistakes. For example, one teacher sat with a students reading her work, stopping each time there was some minor error of form (a singular for a plural and so on). In each case, the students could find the mistake herself. She realized that all she needed to do was to take a few minutes at the end to proofread her own work. Another way of describing what the teacher did is to compare it with scaffolding. While a building is going up, it needs scaffolding, but once it finished the scaffolding can be taken away.

b. Sources of feedback

According to Lewis (2002: 15 – 23), there are three sources of feedback, namely teacher feedback, peer feedback, and self-correction. Each source of feedback is discussed below.

1) Teacher feedback

Teacher written feedback is regarded as the most practical and commonest form of response to students' writing. As it is stated earlier, one of the teacher's roles in teaching writing is as a feedback provider. The teachers

help students by giving some outline of how to write well and check the content and the written mistakes.

2) Peer feedback

Peer feedback also referred to peer response, peer editing, and peer review. It can force students to develop their thinking and help them enhance their skills in responding and commenting on other's works. Through peer review, students can get valuable opportunities to improve their writing skills as they discuss some aspects such as wriitng contents, organizational patterns, grammatical structures, and appropriate word choices.

3) Self-feedback

Self-feedback means the students correct and evaluate their own works. it may improve students' independence as they supposed to find their own mistakes. By finding their own mistakes, the students are expected to remember what mistakes they have done so that they will not make the same mistakes later on. On the other hand, it is difficult to seek mistakes in wriitng without being helped by other people. Someone who has finished the writing will claim that there are no mistakes in it since they have their own point of view.

3. Peer editing

Peer editing is referred to many names, for example peer feedback, peer response, peer critiquing, and peer evaluation (Keh, 1990). Similar to its name, researcher also defines peer editing in a different way.

A peer is someone our own age. Editing means making suggestions, comments, compliments, changes to writing. Peer editing means working with someone our own age – usually someone in our class – to help improve, revise, and edit his or her writing. In peer-editing, there are three important steps to remember, compliments, suggestions, and corrections. Peer-editing is a process of correction by sharing what the students have written to others to make sure if they have really understood what the teachers mean (Brown, 2001: 353). Writing and revising in the classroom often involves peer discussion, whether in a one-to-one or group setting. Editing is an arduous and unwelcome task for many students; peer editing can improve students' interest in and enthusiasm for the revision stage of the writing process (Peterson, 2003: 31). Mi (2009: 60) said that peer editing means working with someone of one's own age – usually someone in the same class – to help improve, revise, and edit his or her writing related to writing contents, organizational patterns, grammatical structures, and appropriate word choices.

Peer editing can be a useful means to improve students' writing skill in English teaching-learning process, but sometimes it does not seem to work as well as it should. Students must get together to edit each other's drafts. Teachers need to provide very clear instruction on peer editing since the students are usually being confused with what they should do in the classroom. The editing part of the writing process can often be boring for the students, especially those who have trouble on spelling or remembering grammar and capitalization rules. It is difficult for teachers to edit every draft in an appropriate way, so teachers often use peer

editing as an alternative way to help them correct students' work. Besides that, students can improve their interaction each other in the classroom teaching.

Generally, according to Saito and Fujita (2004) in Zeng (2006), there are three steps of peer editing process; they are training by the lecturer/teacher, telling the major items to comment, and making comment or revisions. In revision, the students were asked to read each essay twice, once to know its general content and another time to edit it. Then, in the second reading, each editor wrote on the editing form what needed to be added, deleted, kept, or changed in each essay, stated the line number, and offered suggestions for improving the essay were possible.

In addition to Saito and Fujita procedure, Mi (2009) suggested some activities that can be done in the peer editing process. First, peers read over the passage and search for the overall structure and the topic sentences. During sentence-by-sentence review, peers make use of rereading strategy to ensure cohesion and coherence. When encountering redundancy or monotonousness, they adopt newly—learned words and varied sentence patterns Confronted with problems, peers refer to dictionaries and also consult the teacher if necessary. After reviewing, peers look over the revised paper and comment on the original version as well as the revised version. Having accomplished the task, peers relax and gave themselves encouragements or rewards.

Different from Saito, Fujita, and Mi, Alwasilah and Alwasilah (2005) suggested the process of peer editing in more detail. They propose ten steps to conduct collaborative writing where peer editing is a part of it. They are presented below.

a. Make a small group containing three or four students.

b. To avoid noise, make a distance among the groups.

c. In groups, each member reads other's member essay.

d. While reading essay, students are asked to pay attention to the mechanic of the text.

e. Read each sentence and pay attention to the content and the connection between paragraphs.

f. When there is something unclear, awkward, and unreasonable, ask directly to the writer.

g. Give the revised essay back to the writer. Then the writer has to re-write

h. In the following week (within the group), recheck the essay that has been re-written.

i. These activities (collaboration and revision) are done four times in minimum.

j. The essay that has been revised four times is given to the lecturer to get another feedback.

Comparing three procedures of peer editing suggested by the researchers above, all procedures suggest some similar steps that need to be conducted in peer editing technique; they are reading process where students read their peers' texts, reviewing process where each student check or give comment to their peers' texts, and reconstructing process where the students are asked to reconstruct their own texts based on feedback given.

Peer editing activities in teaching second language writing can also force second language students to exercise their thinking as opposed to passively receive information from the teacher (Mittan, 1989 cited in Zeng, 2006). By

making their own writing and giving correction to their peers, students will have a chance to develop their knowledge through useful discussions among them. In contrary, when students just get mark from their teachers/lecturers without knowing their mistakes and giving corrections to others, their critical thinking will not be stimulated.

Moreover, by learning through mistakes, students will be easier to remember it and will not repeat it in the future. In term of social benefits, peer editing can enhance students' communicative power by encouraging students to express and negotiate their ideas. By doing peer editing with their friend, students will gain confidence since their friends also have strengths and weaknesses as they have. Students also feel free to give comments and expressing idea among them.

Alwasilah (2005) argues that the more we get input from readers, the more knowledge will we get. When students are exposed by many comments from their peers, they are receiving new knowledge actually. Furthermore, he also states that collaboration is a way to share knowledge where social learning becomes its principle.

Moreover, peer interactions that occur during peer editing will give students more ways to negotiate, find and explore their ideas. Through such interaction students will also learn how to find the proper words and sentences in their writing.

Therefore, it can be concluded that peer editing has a lot of positive effect for those who wants to be a good writer. Peer editing can give students opportunity to act as a writer and a reader. Moreover, it sharpens student's senses

in their attempts to be a good writer. Thus, it is clear that peer editing is essential for students to improve students' ability in writing.

B. Conceptual Framework

In the teaching and learning English, many opinions emerge asserting that writing is considered to be more difficult than the other skills. Richards and Renandya (2002) state that writing is the most difficult skill for second or foreign language learners to master. The skill involved in writing is so complex that the students often find difficulties in writing. This is due to the process of composing that requires many things to do. There are some problems which can make the students get difficulty when writing a text. The problems are possibly caused by some factors from the students, the technique which is used by the teacher to teach and the classroom activities in teaching and learning process. Generally, the students' problems in writing cover in planning, organizing, and common error such as in grammar, spelling, punctuation, and so on. To overcome this problems, a strategic action is needed.

The researcher thinks peer editing is one of the way to overcome the students' writing problems. Peer editing is a sharing process. Students share their writing works among them to make them aware each other of their mistakes. Peer editing helps the students to correct other students' writing works. Students can practice how to correct, how to raise awareness towards the mistakes and how to deal with the students they are correcting. It helps the students understand the content of the other students' writing work. Peer editing is not only essential for students who write a work but also for those who edit the work. They can get the

opportunity to analyze and judge critically what other students have written. Through peer editing, the students are given a chance to explore other students' writing work. They can learn from the way in which others write, such as vocabulary, the expressions, and the organizational patterns. Students do not need to be afraid of mistakes in editing others' work since the teacher will finally correct their work at all and give them feedback so the students will not repeat mistakes that they have made before. Peer editing is intended to help the students find new ideas to write easier. Students can write down a list of ideas after verify other's work that come to their mind as they are thinking about a general subject or a specific topic. Students can keep writing down whatever comes to their mind until they run out the ideas without worrying about the order of the ideas, mechanics, grammar, or even spelling. Peer editing can also maximize the interaction among the students through group work. Besides, through peer editing, the students and the teacher can see writing as a process, not a product. They realize that the process is essential since it encourages the confidence among the students to think and to write creatively. Moreover, peer editing can help improve the students' writing skills as the works can be studied comprehensively, so the students get additional improvement on the grammar, vocabulary, and all covered in the writing ability. By doing group work with others, the students can learn their mistakes from others and understand more about writing aspects such as content, organization, language features, vocabulary, and mechanics. Therefore, the researcher believes that peer editing can improve students' writing skills.

In conducting the research, the researcher cooperated with the English teachers. They planned some steps to do in order to solve the students' writing

problems. The first, they had to identify the problems arising related to the writing process and students' writing skill. The second, they found some efforts based on the possibility of solving the problems. The third, the researcher implemented the efforts. The fourth, they evaluated the result. Finally they made a reflection after each action was finished.

CHAPTER III

RESEARCH METHODS

This chapter presents the method used in this research. The chapter consists of type of the research, setting of the research, subjects of the research, instruments of the research, data and the technique of collecting data, the technique of the data analysis, validity and reliability of the data, procedure of the research, and scoring scheme for writing. Each of them is presented in the following discussion.

A. Type of the Research

This research was an action research study which focuses on the effort to improve the real condition of the English teaching and learning process. It tried to find the problems during the English teaching and learning process especially in teaching writing and tried to find the solutions of the problems.

The research design used in this research was the spiral of cycles of planning, action, observation, and reflection as the basis for a problem solving as proposed by Stephen Kemmis and Robin McTaggart (1988) in Burns (2010: 7-8).
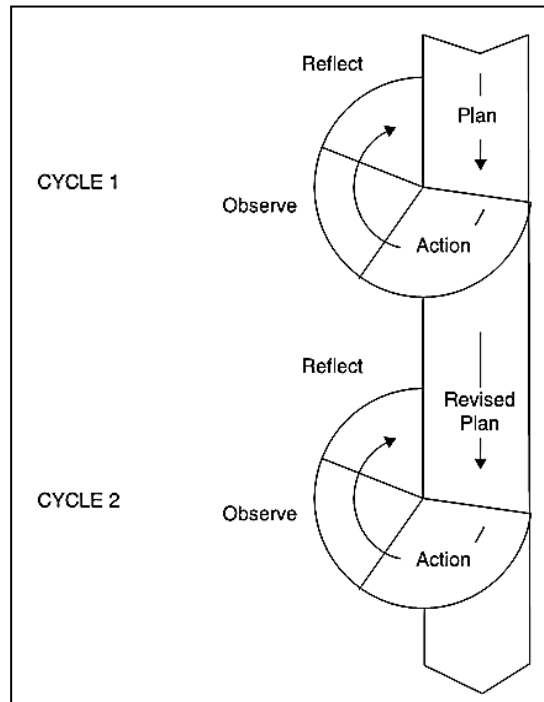
Figure 1: **Cyclical Action Research Model Based on Kemmis and McTaggart (1998) in (Burns, 2010: 9)**

According to Kemmis and McTaggart (1988) in Burns (2010), planning is the identification process of problems or issues in order to compose a plan of action to bring improvements in a certain area of the research context. Action is the plan that is carefully considered one which includes some deliberate interventions into teaching process. The next is observation. This phase involves the researcher in observing systematically the effect of the action and documenting all the process. The last phase is reflection. At this phase, the researcher reflects on, evaluate and explain the effect of the action in order to make sense of what has happened and to understand the issue clearly.

B. Setting of the Research

This research was conducted in SMA Muhammadiyah Kutoarjo. The school is located on Jl. Mardiusodo 14, Kutoarjo, Purworejo, Jawa Tengah. The research was conducted within the first semester of the 2012/2013 academic year. The research was conducted from September to October 2012. In conducting the actions, the researcher followed the English schedule of class XI Social of SMA Muhammadiyah Kutoarjo.

C. Subjects of the Research

The subjects of the research were the students of class XI Social of SMA Muhammadiyah Kutoarjo in the academic year of 2012/2013. The class consisted of 29 students. There were 21 girls and 8 boys. They were chosen as the subjects of the research based on the discussion with the English teacher. There was some consideration of choosing the students of class XI Social of SMA Muhammadiyah Kutoarjo. It was related to the students' writing skills. The students of class XI Social had the lowest averages of writing score if it is compared with the writing score of other classes in the same grade. Therefore, based on the complication of the problem, the researcher and the collaborator decided to choose class XI Social of SMA Muhammadiyah Kutoarjo as the subjects of this research.

D. Data and Instruments of the Research

The data of the research were in the forms of field notes, interview transcripts, writing scores, and photos. The instruments of the research are presented below.

1. Field notes

The result of observation during teaching and learning process was made in the form of field notes that give clear description about the actions. The description includes the teaching learning process and the problems when the action is implemented.

2. Interview guidelines

Interview guidelines were needed to guide the researcher when conducted interviews before, during, and after the learning process using peer editing. Interview guidelines contained some issues such as the questions around teaching writing before action, the implementation of peer editing, the problems found during the implementation, and the students' and collaborator's perspective towards peer editing.

3. Students' writing tasks

Students' writing tasks were used as media to get information about students' writing ability after peer editing has been given to the students. To get students write, writing tasks were provided. The students were required to do two tasks to see whether or not there would be improvement on students' writing skills. The first task was that the students should write a narrative text with the topic provided by the researcher, then they should choose the topic

they liked. The second task was the same as the first task, only the topic that was different.

E. Data Collection Technique

The data of the research were qualitative and quantitative in nature. The information on the teaching and learning process before and during the implementation of the action research and what the students expect from the writing class, that is qualitative in nature, was collected by observing the teaching process and interviewing both the English teacher and students. Besides, the quantitative data were collected from the scores of the students' writing tasks.

1. Observation

The researcher observed the teaching and learning process in class XI Social and students' progress in writing to get information needed in the next action plan in this research. Everything related to the students' behavior in writing, the teacher's action in the class, and problems related to the teaching and learning process were noted.

2. Interviews

The researcher conducted interviews with the collaborator and the students to get the data related to the teacher's and students' behaviour and their perspectives in writing before, during, and after the action implemented. The interview was done after the researcher made an interview guide. It was used as guidance for the researcher in doing interview. The researcher made a specification table of the interview guide first, and then developed some

statements based on the specification table. After that, the statements were consulted and judge by the related experts, in this case the researcher's consultants.

3. **Evaluating students' writing tasks**

The researcher and the collaborator gave tasks in this research. The researcher apllying peer editing to the students by exchanging their work to other students in order to be analyzed the errorrs that were made by their friend. The researcher and the collaborator then evaluate students' writing.

F. **Data Analysis Technique**

The data were analysed from the result of students' writing performances, field notes, and interview transcripts. Then, the researcher analysed the description of opinions and the result of the research. To get the reliability of the data, the researcher did a triangulation with the collaborator. While the students' writing performance was evaluated by using Jacobs *et al.'s* writing scoring rubric, then the scores were compared in the Cycle 1 and Cycle 2 to see the students' improvement. In evaluating the students' writing performances, the researcher did inter rater reliability with the collaborator.

G. **Validity and Reliability of the Data**

The validity and reliability of the data in this research was based on the criteria proposed by Anderson et al. in Burns (1999:161-165). The validity of the data were democratic validity, outcome validity, process validity, and

dialogic validity. To make the data valid, the researcher used these kinds of validity:

1. Democratic validity

The democratic validity was obtained by doing collaboration with the English teacher and the students as the data resources who had a right to give their opinion, ideas, criticism and suggestion about the implementation of the actions. The researcher interviewed the English teacher and the students before, during, and after the actions to get their perspectives of the actions. She also had discussions with the English teacher as the collaborator in reflecting the actions during the implementation of portfolio assessment.

2. Outcome validity

The outcome validity in this research was gained by looking at the result of the actions. The researcher and the collaborator analysed the results of the actions together which have been done. The researcher and the collaborators analysed the success and the failure of the actions.

3. Process validity

The process validity was obtained by doing a triangulation technique that the researcher was gathering reports of a teaching situation from two quite different points of view. They were the English teacher as collaborator and the students. This was done to avoid the bias that might happen.

4. Dialogic validity

To get the dialogic validity, the researcher always had dialogues with the teacher as the collaborator in discussing what she had done during the implementation of the actions so the researcher can make some reflections in

order to get suggestions to improve the next action. The researcher also gave chances to the teacher and the students to give responses of the actions.

Meanwhile, the reliability of the research was obtained by providing the genuine data, such as field notes, interview transcripts, and the students' writing scores. To gain the trustworthiness of the research and to avoid the subjectivity in analysing the data, triangulation is one of the most commonly used and best known ways. According to Burns (1994) in Burns (1999: 163) "triangulation is a way of arguing that 'if different methods of investigation produce the same result then the data are likely to be valid". The aim of triangulation is to gather multiple perspectives on the situation being studied. Anderson in Burns (2010: 95-96) says that applying triangulation to data collection means that a combination of angles on the data will help give us more objectivity. It proved that the researcher's reflections and conclusions were supported by the data and not just by her own biases. The triangulation used in this research are stated as follows:

1. Time triangulation

The data of this research were collected at different points in time. The researcher obtained the data on the students' improvement in writing by conducting tasks. She also conducted interviews with the teacher and the students before, during and after the actions. Moreover, the teaching and learning process were recorded in every meeting in the observation checklists and field notes.

2. Investigator triangulation

The researcher asked another research member to help her in the reflection steps. It was done to avoid biased interpretations. Furthermore, the researcher asked the teacher as the collaborator to observe the teaching and learning process so the teacher had much contribution in the process of documenting of the field notes and the observation checklists.

3. Theoretical Triangulation

Theoretical triangulation analyses data from more than one perspective. The researcher analyzed the grammatical structure, content and what errors were made.

H. Procedure of the Research

1. Determining the Thematic Concern-Reconnaissance

The researcher conducted the reconnaissance step to find out information concerning students' writing skills in SMA Muhammadiyah Kutoarjo. In reference to the interview with the collaborator and the students, the major problems that the students have were spelling, punctuation, capitalization, using appropriate tense, and the content for their writings. Besides, the English teacher also only gave short time for students to practice writing, whereas writing takes a long time to finish. Therefore, the teacher was very enthusiastic when the researcher wanted to conduct an action research related to the students' writing ability. The researcher thought that a new technique in teaching writing was needed by the students and the teacher. The technique in teaching writing used by the researcher and the collaborator was

through peer editing. Peer editing was expected to be able to show evidence of high-level achievement of the students' writing.

2. Planning

After the researcher and the collaborator identified the problems, they made some planning to decide the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of SMA Muhammadiyah Kutoarjo. Tge researcher and the teacher prepared the technique to solve the problems they face. The researcher also prepared the course grid that would be implemented in the teaching and learning process.

3. Action and Observation

After the planning was agreed on, the actions were implemented in the class, in 2 cycles. The researcher and the collaborator observed and took notes of anything that happened in the class. The implementation of the actions based on the observations, notes, and records of the students' responses during the actions.

4. Reflection

After the researcher conducted Cycle 1 and Cycle 2 completely, she and the collaborator did reflections. They discussed circumstances concerning the actions. It was done to find out whether the actions were successful or not.

I. Scoring Scheme for Writing

The scoring scheme was used to assess the students' writing. It focused on five aspects of writing. They were content, organisation, vocabulary, language use and mechanics. The following presents the scoring scheme which is used in this research adapted from Jacobs *et al.'s* (1981) scoring profile in Weigle (2002: 116).

Table 1: **Scoring Scheme**

Aspects of Writing	Level	Score	Criteria
Content	Excellent to very good	25 – 22	Knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic.
	Good to average	21 – 18	some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	Fair to poor	17 – 11	limited knowledge of subject, little substance, and inadequate development of topic.
	Very poor	10 – 5	does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.
Organisation	Excellent to very good	20 – 18	fluent expression, ideas clearly stated/supported, succinct, well-organised, logical sequencing, cohesive.
	Good to average	17 – 14	somewhat choppy, loosely organised but main ideas stand out, limited support, logical but incomplete sequencing.
	Fair to poor	13 – 10	non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	Very poor	9 – 7	does not communicate, no organisation or not enough to evaluate.
Vocabulary	Excellent to very good	25 – 22	sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	Good to average	21 – 18	adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	Fair to poor	17 – 11	limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	Very poor	10 – 5	essentially translation, little knowledge of English vocabulary, idioms, word form or not enough to evaluate.
Language Use	Excellent to very good	20 – 18	effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	Good to average	17 – 14	effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	Fair to poor	13 – 10	major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	Very poor	9 – 7	virtually no mastery of sentence construction rules, dominated by errors does not communicate or not enough to evaluate.
Mechanics	Excellent to very good	10 – 8	demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	Good to average	7 – 5	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	Fair to poor	4 – 3	frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

	Very poor	1 – 2	no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

CHAPTER IV

THE RESEARCH PROCESS AND FINDINGS

This chapter presents the process of the research conducted in Cycle 1 and Cycle 2, 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. Research Findings

1. Identification of the Field Problems

After doing the preliminary classroom observation, the researcher made a vignette that explains the teaching-learning process. The vignette of the preliminary classroom observation was shown below.

"The English lesson of class XI Social started at 07.00 am. **When the bell had rung, the teacher and the researcher came to class XI Social, but the students were still not ready to study because there were some students outside the class and there were still students who did not come yet.** Then, the teacher waited for them till they were ready to begin the lesson. After waiting for about five minutes, the teacher greeted the students. Then, the teacher asked the chairperson to lead to say a prayer. However, **some students made noise in the class.** The teacher then introduced the researcher and told about the objective of the research. The researcher also made it clear by introducing herself and told about her plan to conduct research for about two months. Then, the teacher started the lesson by asking some students about their writing of a recount text. Many students have not finished yet.

Then, the teacher reminded the students about the generic structures of a recount text. **Some students could answer but some could not.** Then, the teacher asked the students to continue writing while she gave feedback to the students' who had finished their writing. The researcher was allowed to walk around the class to see the process of students' writing. The researcher saw that **many students were confused in expressing their ideas into written form. They were confused at choosing words for their writing and they**

also made errors in word order, spelling, several errors of agreement, and in using article. Some students were passive and bored in the class. Furthermore, there were some students who just entered the class since they were late arriving at school.

Then, after the teacher gave their writing back and asked them to revise, **they were still confused with why they were making errors and how to make it right. Some students were confused about the teacher's feedback. They were confused about what they should write since they did not have enough proper vocabularies and they only had limited times in practicing writing. The students also had difficulties in arranging sentences or in using an appropriate tense. They did not know that they should change V1 into V2 in making a recount text. If the did not find the meaning in the dictionary, they asked their friends to translate Indonesian sentences into English. They even did not pay attention to the spelling and punctuation. They also made noise in the class and played handphone and there were some students walking around the class.** The bell had rung. The teacher asked the students to submit their writing and closed the lesson.

After the researcher did the observation, she conducted interviews with the teacher and the students to know the problems in the teaching and learning process. The following is an interview transcript between the researcher and the teacher/the collaborator.

R: "Kesulitan apa saja yang sering Ibu temui saat mengajar writing khususnya?"
  ("What are the difficulties that you find in teaching writing, Mum?")
C: "Saya kira motivasi dan cukupnya kosakata yang dimiliki oleh siswa mempunyai peran yang penting bagi siswa untuk bisa menulis. Kebanyakan siswa kurang memiliki motivasi. Sulit sekali untuk menciptakan suasana yang menyenangkan bagi siswa agar siswa dapat bersemangat dalam belajar bahasa Inggris khususnya menulis. Selain itu, keterbatasan kosakata yang mereka miliki membuat mereka kesulitan dalam menulis menggunakan bahasa Inggris."
  ("**I think motivation and enough vocabularies have an important role to the students to be able to write. Most of the students have lack of motivation. It is really difficult to create an enjoyable situation for the students in order to give them more courage on learning English, especially writing. Besides, the lack of vocabularies makes them difficult to produce writing in English.**")
R: "Kesalahan-kesalahan apa saja yang sering Ibu temui dalam writing mereka?"
  ("**What errors do you usually find in students' writing**, Mum?")
C: "Yang paling sering itu ya kosakata, spelling, punctuation, capitalization, dan perubahan kata kerja."
  ("**Vocabulary, spelling, punctuation, capitalization, and verbs forms.**")

R: "Apakah sebagian besar anak didik Ibu sudah memahami grammar atau language use yang harus dipakai ketika akan menulis?"
("**Have most of your students understood how to use grammar and language use properly when they will write?**")
C: "Wah kebanyakan belum mbak, mungkin baru sedikit saja yang mengerti"
("**Most of them have not yet, may be few of them.**")
R: "Langkah apa yang Ibu ambil jika peserta didik menemui kesulitan menulis karena vocabulary mereka terbatas?"
("What do you do if you find that your students have difficulties in writing because of the lack of vocabularies they have?")
C: "Saya mensupport mereka untuk aktif bertanya selain melatih kemampuan saya untuk mengingat kosakata juga."
("I support them to ask questions actively besides it will also do me favour to remind my vocabularies.")
R: "Apakah Ibu sudah pernah mengevaluasi hasil tulisan peserta didik dengan metode peer editing?"
("Have you ever evaluated the students' writing by peer editing?")
C: "Hmm...belum pernah mbak."
("Hmm…not yet.")
R: "Teknik apa yang Ibu terapkan untuk mengevaluasi tulisan peserta didik?"
("What technique do you usually use to evaluate students' writing?")
C: "Memberikan penilaian langsung."
("Giving direct assessment.")

(Interview, September, 12th 2012)

The following are some interview transcripts of the researcher and the students.

R: "Adik, mbak boleh nanya-nanya bentar ya?"
("May I ask you some questions?")
S4: "Boleh mbak"
("Sure")
R: "Adek suka ga pelajaran menulis dek?"
("Do you like writing?")
S4: "Menulisnya Bahasa Indonesia apa Bahasa Inggris, mbak?"
("Is it in Indonesian or English?")
R: "Bahasa Inggris."
("In English.")
S4: "Wah susah mbak kalo menulis pake bahasa Inggris"
("**It is difficult to write in English.**")
R: "Lho memangnya kenapa?"
("Why is it difficult?")
S2: "Seringnya ga punya ide mbak. Ga tau gimana harus nyusun kata-katanya, terus ga apal kosakata bahasa Inggris mbak. Apalagi kalo harus ngubah-ngubah verb itu lho mbak."
("**It's often because we had no idea. We didn't know how to arrange the words, and then we didn't memorize enough vocabularies. Even if we**

had to change the verb.")
R: "Jadi masalah kosakata dan tenses ya?"
    ("So, **are those about vocabularies and tenses?**")
S2: "Iya."
    ("**Yes.**")
R: "Terus suka bingung ga milih kata-kata gitu?"
    ("**Are you confused in choosing appropriate words?**")
S: "Nah itu juga mbak."
    ("**Yes.**")

(Interview, September, 12th 2012)

R: "Apakah adik senang menulis?"
        ("Do you like writing?")
S1:   "Tergantung mood mbak."
        ("It depends on my mood Miss.")
R: "Kalau dek Falah?"
        ("How about you Falah?")
S2:   "Kalau menurut saya nulis itu juga belajar karena kita berusaha nuangin
        apa yang ada di pikiran kita."
        ("In my opinion, writing is learning because we try to write what exists in
        our mind.")
R: "Kalau nulis (writing) dalam Bahasa Inggris senang ga'?"
        ("**How about writing in English, do you like it?**")
S1:   "Ya tergantung motivasinya nya sich. Kalau saya lagi termotivasi untuk
        lancar writingnya ya udah pasti senang, apalagi kalau gurunya juga
        njelasinnya pelan-pelan."
        ("**It depends on my motivation too. If the teacher explains more
        slowly, it makes me want to write.**")
R: "Kalau motivasinya gede ga?"
        ("**How about your motivation, is it big?**")
S1:   "Ya itu tadi kalau lagi niat ya pingin menulis tapi kalau lagi malas ga ada
        motivasinya sama sekali."
        ("**Yes, like what I have said before, if I wish to write, I write but if I
        do not want to do it I do not have motivation at all.**")
R: "Adik sendiri sudah percaya diri belum dalam menulis?"
        ("**Are you confident in writing?**")
S1:   "Belum begitu."
        ("**Not really.**")
R: "Apakah adik merasa kemampuan menulis adik sudah baik?"
        ("**Have you felt that your writing ability is good?**")
S1&S2: "Saya belum."
        ("**I don't.**")
R: "Apakah adik merasa kesulitan dalam menulis?"
        ("**Do you have difficulties in writing?**")
S1&S2: "Terkadang ya."
        ("**Yes, sometimes.**")
R: "Kesulitan apa saja misalnya?"
        ("**What are the difficulties?**")

S1:	"Kadang-kadang pas nulis blank di tengah jalan. Idenya ga' keluar."
	(**"Sometimes when I write I get stuck. I do not have ideas."**)
R:	"Kira-kira kesalahan apa saja yang sering terjadi pada tulisan adik? Misalnya content dari segi isi, organisation dari segi penyusunan paragraf sesuai dengan jenis teks yang ditulis, vocabulary, language use (grammar) atau mechanics dari segi ejaan, tanda baca, huruf besar kecil dan menyusun paragraf?
	(**"What errors do you often make on your writing? For example content, organisation that relates to how you arrange paragraphs based on the text type that you write, vocabulary, language use (grammar), or mechanics that is related to spelling, punctuation, capitalization and paragraphing?"**)
S1:	"Vocab dan grammar, Miss."
	(**"Vocab and grammar**, Miss.")
	(Interview, September, 12th 2012)

Based on the vignette and the interview transcripts above, the researcher and the teacher discussed some problems that were found.

Table 2. **The Field Problems in Class XI Social SMA Muhammadiyah Kutoarjo.**

No	Problems	Sources
1	When the teacher came to the class, the students were still not ready to study.	S
2	Some students did not pay attention to the teacher's explanation.	S
3	The students talked to each other when the teaching and learning activity was still going on.	S
4	They also made noise in the class and played handphone and there were some students walking around the class.	S
5	Some students were sleepy and sleeping in the class.	S
6	The students were passive in the class.	S
7	The students considered English as a difficult subject.	
8	The students got bored with writing.	S
9	Most students did not have self confidence in writing.	S
10	Most students were confused about what they should write.	S
11	Most students were confused in expressing their ideas into written form.	S
12	Most students were confused to apply appropriate vocabularies in their writing.	S
13	Most students made errors in word order, spelling, several errors of agreement, and in using article.	S
14	Most students had low ability in arranging sentences or in using an appropriate tense.	S
15	The students did not pay attention to the spelling, punctuation, and capitalization.	S
16	Some students were confused to differentiate among varians kinds of text.	S
17	The students had difficulties in learning grammar.	S
18	The students were confused to answer the teacher's questions.	S
19	Some students were confused about the teacher's feedback.	T
20	The teacher said that he has difficulties to build students' motivation to write.	T
21	The teacher always directly grades the students' writing.	Tec
22	The technique applied by the teacher was less attractive.	Tec
23	The classroom activities were monotonous.	P
24	The students lacked of language practices in writing.	P

S: Students   **T**: Teacher   **Tec**: Technique   **P**: Process

According to Brown (2001: 335 – 336), the teacher must help the students to understand their own composing process, help the students to build the strategies (preparing, drafting and rewriting), give the students time to write and rewrite, let the students discover what they want to write, encourage feedback

from both the teacher and peers and include individual conferences between teacher and students during the process composition. It means that the teacher must have the good strategy on teaching writing to help the students to improve their writing skill.

Based on the identification of the field problems above, the researcher and the teacher discussed some problems related to the process of teaching and learning writing at Class XI Social SMA Muhammadiyah Kutoarjo. The problems were elaborated as follows:

Table 3. **The Problems Related to the Process of Teaching and Learning Writing in the classroom Activity**

No	Aspects of Writing	Problems
1	**Content**	Most students had difficulties in generating ideas.
2	**Organisation**	Most students had difficulties in organising the paragraphs.
3	**Vocabulary**	Most students had difficulties to use appropriate vocabulary items.
4	**Language use/grammar**	The students made many errors in the grammar.
5	**Mechanics**	The students made many errors related to the mechanics aspect, such as agreement, tense, word order, and articles.
6	**Tehnique**	The technique used by the teacher in teaching writing was less attractive.
7	**Classroom activities**	The classroom activities were monotonous.

Based on those problems, students needed a method that could improve their writing skills. Therefore, the researcher and the English teacher decided to use peer editing to solve the students' writing problems related to the content, organisation, vocabulary, language use, and mechanics. This process is said to be valid since it was done in line with the concept of democratic validity in which the reseacher worked collaboratively with the English teacher as the collaborator to

determine the problems and find the solution.

2. **Implementation of the Actions**

In this part, the researcher describes Cycle 1 and Cycle 2. The process in each cycle is discussed below.

a. Report of Cycle 1

The teaching and learning process in Cycle 1 conducted in four meetings. In this cycle, the researcher and collaborator administered three steps as discussed in the following sections.

1. Planning

In this part, the researcher and the collaborator made some plans to apply peer editing in the teaching of writing. The focus of the action in this cycle was to improve the students' writing skill. The researcher applied peer editing in order to improve students' writing skill, especially in writing narrative texts. The researcher used peer editing as a part of the English teaching learning process. There were there meetings in this cycle. In order to make the students accustomed to peer editing, the researcher applied it in each meeting. In the first and second meetings, the researcher used peer editing in the end of the lesson. In the third meeting, the researcher used peer editing in the whole lesson to produce the narrative text.

2. Action and Observation

a) First Meeting

The first meeting was held on Thursday, September 19th 2012. The researcher acted as the teacher. She started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance

list. After that she explained the aim and objective of conducting research to the students. Then, she introduced and explained to the students about peer editing. Some students were so excited to know more about peer editing. It can be seen from the following field note.

> *Beberapa murid bertanya, "Peer editing itu apa, Miss?" Beberapa dari mereka juga berkata, "Kita belum pernah dapet yang kaya gitu, Miss."*
> (**Some students asked, "What is peer editing, Miss?" Some of them also said "We never get it, Miss."**)
>
> (Field Note 3, September 19th 2012.)

After she explained to the students what they have to do while writing using peer editing technique, the researcher began to deliver the material. Since the researcher focuses the research on narrative texts, the researcher first explained about the generic structure of narrative texts to the students by distributing a text to the students and asked them to analyze the generic structure of the text. They had to work with their partner. The researcher continued with giving another text to be completed by the students with the vocabularies in the box. When the bell rang, the researcher ended the class.

b) Second Meeting

The second meeting was held on Thursday, September 26th 2012. Here, the researcher acted as a teacher and the English teacher acted as a collaborator. The researcher started the teaching and learning process by greeting the students, asking them to pray, and checking the students' attendance list.

Then, the researcher asked the students to open the text entitled *"Beauty and the Beast"* which had been given in the previous meeting. The researcher

asked them to read the text once again. She continued the teaching process by asking questions related to the parts of a narrtive text and some of the questions which were comprehension questions. Some students answered the researcher's questions, and the others just listened to their friends' answers. Because most of them did not answer the researcher questions, then the researcher presented and explained the generic structure of a narrative text. She discussed again the questions, and then all students could answer the questions correctly.

Moreover, in order to make the students understand more about narrative text, after discussing the parts of a narrative text, the researcher continued the lesson by asking one more question about language features. They were asked to identify the language features of the text. They could not answer at all. The researcher helped them by asking them what tense is used in the text. It can be shown from the following field note.

> *Untuk membantu siswa, pertama-tama R bertanya, "Tense apa yang banyak digunakan dalam teks tersebut?" Kemudian, sebagian dari siswa menjawab, "Simple past tense, Miss."*
> (**To help the students, R firstly asked "What tense is mostly used in the text?" Then, most of them said "Simple past tense, Miss."**)
> (Field Note 4, September 26th 2012)

After that, the researcher explained about simple past tense. The researcher then gave a text which had not used the approriate tense. The researcher asked the students to change the verb into the simple past tense. The researcher observed that they worked seriously to change the verb. The researcher asked the students to write their answer in the whiteboard in front of the class in order to make the students understand if they had made some mistakes. The activity above was described in field note 4 (line 15-19)

> *R meminta siswa untuk mengubah simple present tense menjadi simple past tense. Mereka boleh melihat di dalam kamus. Keributan mulai berkurang karena siswa sudah mulai konsen untuk mengerjakan soal yang sudah diberikan. Namun, setelah beberapa saat, ada siswa yang berjalan-jalan untuk meminjam kamus temannya.*
>
> **(The researcher asked the students to change the simple present tense into the simple past tense. They might consult their dictionary. The noise was decreased because they focused to do the assignments that had been given. However, after some times, there were students who walked around the class to borrow their friend's dictionary.)**

The classroom activity continued with the researcher who gave an instruction to the students to arrange some jumbled sentences to be a good text. The title of the text is 'The Legend of Toba Lake". It is a popular story in Indonesia, so the students did not feel the difficulty to arrange the sentences. The activity was shown in the field note below.

> *Siswa diminta berpasangan untuk mengurutkan kalimat-kalimat acak menjadi sebuah paragraf yang padu. Kemudian R meminta siswa untuk membacakan hasil pekerjaan mereka di depan kelas. Teman-teman mereka akan membenarkan jika ada yang membuat kesalahan dalam menyusun teks tersebut.*
>
> **(The students were asked to arrange the jumbled sentences to be a good paragraph. Then, the researcher asked the students to read their work in front of the class. Their friends would correct them if they made mistakes on arranging the text.)**

The students seemed enjoying the lesson. They feel excited to do the assignments from the researcher. As the bell was ringing, the researcher closed the lesson.

c) Third Meeting

The third meeting was held on Thursday, October 3rd 2012. The researcher started the teaching and learning process by greeting the students,

asking them to pray and checking the students' attendance list. The researcher then asked questions about tense which was used in narrative texts. Besides, the researcher also reminded the students about the generic structure of narrative text.

Then, the researcher asked the students to write their own narrative text based on the outline that had been given. This activity did not run well yet. Some students were enthusiastic to write but there were some of them who did not want to write at first. The students still have difficulties to use the words that should they use in writing narrative text. It wasted the time. The researcher came to them and asked them to at least try it. The researcher suggested the students to use their imagination to imagine how the story would be like as they studied the outline. Finally, they began to write though they still asked the researcher some vocabularies they did not know. The researcher always reminded the students o use the simple past tense, to apply the appropriate spelling, capitalization, and punctuation. The researcher gave time to the students to finish their writing until the bell rang. When the bell rang, the researcher asked the students to collect their work to the researcher and the researcher ended the class.

d) Fourth Meeting

The third meeting was held on Thursday, October 10th 2012. It was the last meeting of Cycle 1. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list. The researcher asked the students about the generic structure of a narrative text and most of the students could answer the question. Only few students who still did not get what was the generic structure of a narrative text.

The researcher gave the students' writing the students randomly. The

students did not get their own writing but they got their friend's. The researcher asked the students to analyze their friend's work. Because they had been given some knowledge about narrative text previously, they could state whether their friend made mistakes or not. They are asked to give mark on the word which indicated mistakes. Then, they gave it back to the owner. They had to correct and rewrite it. After they had all finished their rewriting, the researcher instructed the students to collect their writing in order to be scored by the researcher. As the bell was ringing, the researcher ended the class.

3. Reflection

Based on the observations in Cycle 1 which were done through field notes, interview transcripts and samples of the students' writing, the researcher did not get any difficulties to transfer the materials about narrative text to the students. However, the students still made many errors, especially in the use of simple past tense, punctuation, and capitalization.

The students could clearly understand the researcher's explanation about narrative text. It could be seen when the students identified the generic structure of the narrative texts. Most of them knew that narrative texts should have orientation (containing plot and characters of the story), evaluation (evaluating the plight of the story), complication (containing the crisis of the story), and resolution (resolving the crisis of the story, for better or worse) and they could show the parts of the narrative texts in the texts that were given to them. They also knew the purpose of narrative texts when the researcher asked them.

Besides, the evidence can also be seen in the following interviews which were done by the researcher to the students. The following are some

interview transcripts that show the students knowledge about a narrative text.

R: "Kalau tentang generic structure gimana dek udah paham?"
   ("How about the **generic structure**, have you understood?")
S1: "Udah lumayan Miss."
   ("**Pretty good**, Miss.")
R: "Hmm…. coba Miss mau dengar, coba sebutkan generic structure di dalam narrative texts tu ada apa aja?"
   ("Hmm…I want to listen, **please mention the generic structure of narrative texts.**")
S1: "Yang pertama orientation, yang kedua evaluation, yang ketiga complication, dan yang keempat resolution."
   ("**First is orientation, second is evaluation, third is complication, and fourth is resolution.**")
R: "Kalau tujuannya dari narrative text untuk apa dek, masih ingat ga?"
   ("How about **the purpose of a narrative text**, do you still remember?")
S1: "Hmm… (sambil mengingat-ingat). Eh ya, untuk menghibur para pembacanya, Miss."
   ("Hmm… (He is remembering). Ah, **to entertain the reader**, Miss.")
R: "Iya bener banget tu. Berati sudah jelas ya?"
   ("Yes, that is true, you can. So, you have understood, haven't you?")
S1: "Sudah Miss."
   ("I have, Miss.")

(Interview, September, 26th 2012)

R: "Andi, masih ingat ga yang pelajaran kemarin tentang generic structure dari narrative texts? Coba sebutkan."
   ("Andi, do you still remember for the previous lesson about **the generic structure of narrative texts**? Please mention it.")
S2: "Hmm… (sambil mengingat-ingat). Generic structurenya itu… orientation, evaluation, complication, dan resolution."
   ("Hmm… (He is remembering). **The generic structures are… orientation, evaluation, complication, dan resolution.**")
R: "Iya bener itu."
   (Yes, that is true.)
R: "Kalau tujuan dari narrative texts apa dek masih ingat ga'?"
   ("How about **the purpose of narrative texts**, do you still remember?")
S2: "O itu Miss untuk menghibur pembaca. Bener ga, Miss?"
   ("Ah **to entertain the reader**. Is that true, Miss?")
R: "Iya bener sekali."
   (Yes, that is true.)

(Interview, September, 26th 2012)

Based on the interview transcripts above, it can be seen that the researcher's explanation about narrative text was clear because the students had understood the purpose and the generic structures of narrative text.

Besides, the students still have difficulties in using appropriate grammar so they made many errors on their writing. The evidence of that condition can be seen in the following interview transcripts.

R: "Oke dek Amin, yang Miss suruh tadi membuat teks naratif, masih ada yang belum ngerti?"
("Okay Amin, I asked you to make the draft of your writing. Is there any question?")
S: "Sedikit."
("A little.")
R: "Yang mana dek?"
("Which one?")
S: "Kalau saya kosakata Bahasa Inggrisnya yang sedikit Miss, sama simple past tensenya kadang lupa aturannya."
("**I have a limited vocab Miss and I often forget the use of simple past tense.**"

(Interview, October, 3rd 2012)

R: "Kalian kesulitannya dimana kalau dalam menulis yang kalian alami?"
("What are your difficulties in writing?")
S1: "Ga tahu Bahasa Inggrisnya Miss."
("I do not know how to express ideas in English.")
S2: "Grammar, Miss. Kadang lupa Miss kalau naratif tu harus pake verb lampau."
("The grammar, Miss. Sometimes I forget to use simple past tense in narrative text.")

(Interview, October, 3rd 2012)

Based on the interview above, it can be concluded that the students were still confused about the use of approriate grammar, so they made many errors on their writing.

After the researcher and the collaborator conducted Cycle I, there was only a little improvement on students' writing ability in terms of content, organization, vocabulary, language use, and mechanics. The evidence is presented

in the following student's writing task.

Title
The Cinderella

Orientation
Once Upen time there Was a beautiful girl. Colled Cinderella she lived with her. Step sisters and step mother because her mother had passed away. they treated hear badly. They always asked Cinderella to do all the house works.

Complication
One day, an invitation to the ball but come to the family. the stepsister Went to the ball, but they did not let cinderella go, so she was very sad. fortunary god mother came and helped her to the ball with one requirement that she had to come back to the hom at midnight.

Resolution
The prince Found one of Cinderella's shoes and tried to look for the owner of it the prince wanted to find the Owner of the shoes so much because he hard fallen In love with her. finally, the prince found the owner Cinderella the prince then married Cinderella they lived happily ever ofter.

Figure 2: **The Example of Students' Writing in Cycle 1**

Title
Cinderella

Orientation
Once upon a time, there was a beautiful girl called Cinderella She lived with her step mother and two stepsisten. They are bad temperell. They make Cinderella do all the house work

Complication
one day, her stepmother and stepsister went to the ball. They don't let her to go to the ball too. Cinderella felt so sad. Suddenly, something amazing hapen. There was a beautiful Fairy Godmother who will helped her to the ball. But Cinderella must leave at midnight.
At the ball, Cinderella have a wonderfuld time. She dance with the Prince. When midnight come. Cinderella leave the ball in a hurry. she leave one of her glass shoes there

Resolution
The Prince who feel in love with the owner of the glass shoes try to find her out. Then, the Prince arrived in Cinderella's house. Cinderella's stepsister try it on and it doesn't fit them. He suddenly saw Cinderella and asked her to try the shoes too. It surely fit on her. The Prince took her to the palace and married her. They live happily ever after

Figure 3: **The Example of Students' Writing in Cycle 1**

From the students' writing task above, it can be seen that there are many errors made by the student. In terms of content aspect, the student's writing lacks of detail and development of topic. The same condition can also be seen in terms of organization; the student's writing is good enough, but the ideas were confusing or disconnected.

In terms of vocabulary, it can be seen that the student still has limited vocabulary and make repeated errors or inappropriacy of word choice. The language use is the next aspect that can be evaluated from the student's writing. The student's writing task shows that there are still many errors in agreement, word function, articles, and preposition. Then in terms of mechanics, it can be seen that there are still many errors which made by the student. There are some errors in the capitalization, paragraphing, spelling, and punctuation.

Furthermore, the description of the students' writing performance in Cycle 1 can be seen in the following chart which presents the mean value of five aspects in writing that are content, organization, vocabulary, language use, and mechanics.
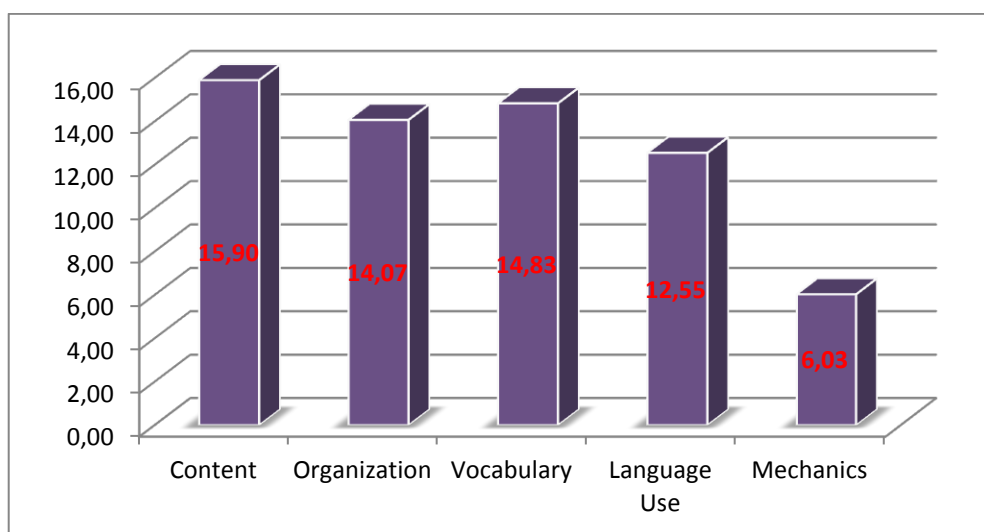
Figure 4: **The Mean Value of Students' Writing in Cycle 1**

The chart above shows that the mean value of each aspect is 15.90 for content, 14.07 for organization, 14.83 for vocabulary, 12.55 for language use, and 6.03 for mechanics. It means the students' writing skills in writing that are content, organisation, vocabulary, language use, and mechanics are still low.

From the reflection above, it can be concluded that the results of Cycle 1 are said to be valid because they are appropriate with democratic, process, dialogic, and outcome validity. The democratic validity was achieved by including the voices of the English teacher and the students. The process validity was achieved by asking the teacher to observe the actions and also by using some data sources such as field notes, interview transcripts, and samples of the students' writing. The dialogic validity was achieved by having a dialogue with the English teacher. The outcome validity was achieved by formulating a new problem and finding the solution of it in the next cycle. Furthermore, the result of Cycle 1 is also reliable because there were more than one observer, i.e. the researcher and the observer in gathering data. It is in line with the concept of investigator triangulation.

Based on the reflection above, the researcher and the collaborator planned to conduct Cycle 2 to see students' improvement in writing after using peer editing again in the next cycle. There were several problems in the teaching and learning process in Cycle 1. The students paid less attention on their writing and they made many errors on the use of appropriate grammar, punctuation, capitalization, and spelling.

b. Report of Cycle 2

The reflection of the previous cycle showed no great improvement of students' ability in terms of content, organization, vocabulary, language use, and mechanics. Dealing with those problems, the researcher and the collaborator arranged these three steps below.

1) Planning

Based on the reflection in Cycle 1, the researcher and the English teacher planned to give the students peer editing again to help them writing the narrative text in Cycle 2. In First Cycle, there were still problems that were not solved yet. This cycle was designed in three meetings. The lesson plans were well developed by the researcher in order to make the teaching and learning process in Cycle 2 run well. She also still prepared observation sheets and field notes as the instruments of getting data. In the fifth meeting, the researcher presented and explained again narrative text to the students. Then, the researcher reviewed the explanation about simple past tense as this tense was dominantly used to produce a narrative text. The researcher also identified the generic structures and language features to make the students more understand about narrative text, and then answer it orally. In the sixth meeting, the researcher reminded the students about the simple past tense and generic structure of narrative text again. The researcher then asked the researcher to produce their own narrative text based on the outline given. The researcher collected the students' writing. In the seventh meeting, the researcher exchanged the students' writing to their peer in order to be analyzed by them.

2) Action and Observation

The action of Cycle 2 was conducted in two meetings (fourth meeting and fifth meeting). The detail of the actions is presented below.

a) Fifth Meeting

The fifth meeting was held on Thursday, October 17th 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list.

The researcher presented and explained again narrative text to the students. She explained again about the purpose, the generic structures, and language features of a narrative text by asking some questions related to the generic structures and language features. Then, she and the students discussed the answer of the questions together. The students answered the researcher's questions correctly.

The researcher continued the lesson by giving them another task of identifying the generic structures and language features in pairs. Then, she and the students discussed the answer of the questions together. Most of the students can answer the researcher's questions correctly. Only a few of them asked some questions to the researcher.

Then, the researcher reviewed the explanation about simple past tense since this tense was dominantly used to produce a narrative text. The researcher then gave assignments to the students to refresh the students' understanding about past tense. The researcher then gave another assignment to the students about completing the paragraph using the vocabularies given in the box. The researcher moved around the class to make sure all students do the assignment. The

researcher and the students discussed the answer together. When the bell rang, the researcher ended the lesson.

b) Sixth Meeting

The sixth meeting was held on Thursday, October 24th 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list.

The researcher reminded the students about generic structure of narrative text and the simple past tense. After that, the researcher asked the students to produce their own narrative text based on the outline given. They had to choose one of the two choices of the outline. The researcher moved around the class to make sure all students do writing activity. The researcher suggested the students to use their imagination to imagine how the story would be like as they studied the outline. The researcher always reminded the students to use the simple past tense, to apply the appropriate spelling, capitalization, and punctuation.

The researcher gave time to the students to finish their writing until the bell rang. When the bell rang, the researcher asked the students to collect their work to the researcher and the researcher ended the class.

c) Seventh Meeting

The seventh meeting was held on Thursday, October 31th 2013. It was the last meeting on Cycle 2. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list.

The researcher asked the students about the generic structure of a narrative text and all of them could answer the question. Besides, most of the

students could use simple past tense appropriately.

The researcher then exchanged the students' writing to their peer in order to be analyzed by them. Because they had been given some knowledge about narrative text previously, they could state whether their friend made mistakes or not. They are asked to give mark on the word which indicated mistakes. Then, they gave it back to the owner. They had to correct and rewrite it. After they had all finished their rewriting, the researcher instructed the students to collect their writing in order to be scored by the researcher. As the bell was ringing, the researcher ended the class.

3) Reflection

In this cycle, the researcher did not find significant problems. Students' errors in content, organisation, vocabulary, and mechanics aspect decreased. The improvement could also be seen in terms of language use, especially the use of the simple past tense.

Based on the observation in Cycle 2, students' writing skills had improved. Further discussion of Cycle 2 is presented below.

In the first meeting of Cycle 2, the researcher explained again about the purpose, the generic structures, and the language features of a narrative text. She asked some questions related to the generic structures and language features to the students because some students were still confused about narrative text. They sometimes forgot how to write correct organisation in writing a narrative text. They also often made errors in using simple past tense during their producing of narrative text. Based on the observation done in the first meeting and second meeting of Cycle 2, the students could understand more about narrative text. The

evidence can also be shown in the following interview transcripts.

R: "Dek tadi kan udah dijelasin lagi tentang generic structures dan language features dari narrative text. Sekarang udah lebih paham belum?"
("I have explained about the generic structures and language features of a narrative text again. Do you quite understand now?")
S: Ya lebih paham Miss. Jadi ingat lagi.
("Yes, I understand better. It helps me remember again.")

(Interview, October, 17th 2012)

R: "Tadi kan udah dijelasin lagi tentang generic structures dan language features dari narrative text. Sekarang jadi lebih paham ga dek?
("I have explained about the generic structures and language features of a narrative text again. Do you quite understand now?")
S: Udah Miss.
("Yes, I have, Miss.")
R: "Coba sebutin generic structuresnya."
("Please mention the generic structures of the narrative text.")
S: "Orientation, evaluation, complication, sama resolution."
("Orientation, evaluation, complication, and resolution.")
R: "Kalau language featuresnya sendiri masih ada yang bingung?"
("How about the language features, are you still confused?")
S: "Udah ga' Miss."
("No, I am not, Miss.")

(Interview, October, 17th 2012)

The collaborator also said that the students could understand more

about simple past tense. Here is the interview transcript.

R: "Menurut Ibu, siswa sekarang sudah lebih paham belum tentang generic structures dan language features dari narrative text?"
("In your opinion, have the students understood more about the generic structures and language features of a narrative text?")
C: "Ya dari hasil apa yang dikerjakan dari pertemuan yang kemarin dan pertemuan yang sekarang, anak sudah lebih bagus dalam membuat paragraf. Tidak seperti pada Cycle 1 ada beberapa siswa yang menulis tidak dengan urutan yang tidak tepat."
("Yes. From what they have done in the previous meetings and today, the students are better in making paragraphs. It is not the same as in the Cycle 1 where some students did not write using inappropriate sequence.")
R: "Lalu dengan penguasaan language featuresnya sendiri bagaimana Mum?"
("Then, how about their understanding in language features, Mum?")
C: "Ya saya lihat kemampuan menulis mereka sudah mengalami peningkatan ya, mereka semakin mahir menulis dengan simple past tense. Mereka jadi tahu kapan harus menerapkan penggunaan simple past tense yang tepat. Juga dari latihan kemarin saya lihat rata-rata sudah menjawab dengan benar."

> **("I see their writing skills have improved. They are getting better at using simple past tense. They know when it had to apply the use of simple past tense appropriately. In the last exercises, I also saw that most of them answered the questions correctly.")**
>
> (Interview, October, 31th 2013)

The third meeting of Cycle 2 was conducted to check whether the use of peer editing improved the students' writing ability or not. The improvement of the students' writing ability can be seen in the student's tasks below. The following is the example of student's writing.

Figure 5: **The Example of Students' Writing in Cycle 2**

Title
Malin Kundang
Orientation
A long time ago, in a small village near the beach, lived a boy named Malin Kundang. He lived with his mother. They were very poor. Malin said to her mother that he want a better life and he went to go sailing. He then join work in the big ship which come to the beach the next day.

Complication
Several years later, Malin become wealty and had married a beautiful girl. He went back to his home town. He didn't want his beautiful wife knew that he once was a poor boy, so when his mother approached him, he didn't admit her mother.

Resolution
His mother were so sad because Malin has rebelled to her. Then his mother prayed to the God. She cursed the Malin became a stone. The God had listened to her pray. Malin 'ship had struck by a thunderstorm and Malin became a stone.

Figure 6: **The Example of Students' Writing in Cycle 2**

From the students' writing above, it can be seen that the students still made some errors. However, in terms of content aspect, the students could finish their writing well and most of the content of their writing was more relevant to the topic. The organization aspect of the students' writing had also improved. The students could express and develop their ideas better than before.

In terms of vocabulary, it can be seen that the student could use some appropriate words on his writing although there still were few errors in word choices. The language use is the next aspect that can be evaluated from the students' writing. The students' writing shows that there were still few errors in agreements, tenses, and articles. Then, in terms of mechanics, it can be seen that there were still few errors made by the students. They are found in the capitalisation and punctuation.

From the students' writing above, it can be seen that the students' errors decreased. The students also could correct many errors on his writing based on the

70

feedback given.

Furthermore, the mean value of students'writing in Cycle 2 can be seen in the following chart.
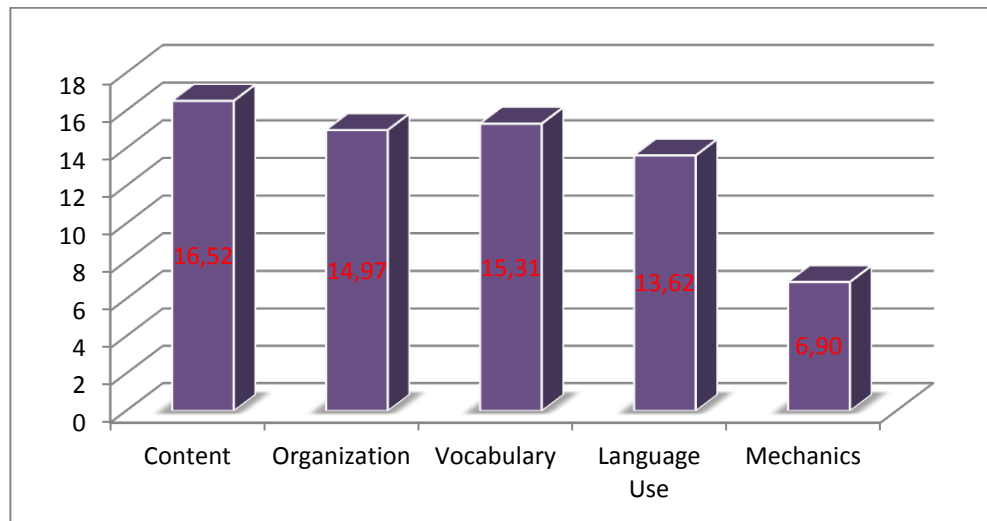
Figure 7: **The Mean Value of Students' Writing in Cycle 2**

The chart above shows that the mean value of each aspect is 16.52 for content, 14.97 for organization, 15.31 for vocabulary, 13.62 for language use, and 6.90 for mechanics. It means there were improvements on the students' writing skills in the aspects of content, organization, vocabulary, language use, and mechanics. By looking at the results of this cycle which had shown good improvements in the students' writing skills, the researcher and the collaborator decided to end the cycle.

From the reflection above, it can be concluded that the results of Cycle 2 are said to be valid because they are appropriate with democratic, process, dialogic, and outcome validity. The democratic validity was achieved by including the voices of the English teacher and the students. The process validity was achieved by asking the teacher to observe the actions and also by using some

data sources such as field notes, interview transcripts, and samples of the students'
writing. The dialogic validity was achieved by having a dialogue with the English
teacher. The outcome validity was achieved by the improvements of the students'
writing skills of the five aspects in writing, namely content, organization,
vocabulary, language use, and mechanics after the actions of this cycle.
Furthermore, the result of Cycle 2 is also reliable. It is in line with the concept of
time triangulation and theoretical triangulation.

The other evidences of those improvements are also supported by the
collaborator's statements in the interview. The interview transcripts are presented
as follows.

1) The first improvement is in terms of content. The improvement of this aspect
   is clearly seen. It can be compared between the first task and the second task.
   This conclusion is also supported by the following interview transcript.

R: "Menurut Ibu, adakah peningkatan dari segi content dari tulisan peserta didik?"
  **("In your opinion, is there any improvement of the content aspect of the
  students' writing?")**
C: "Ya ada, saya lihat tulisannya semakin mudah dimengerti dan semakin detail."
  **("Yes there is, I see their writings are more understandable dan more
  detail.")**
                                                    (Interview, October, 31th 2012)

2) The next aspect that was improved is the organization aspect. It is supported
   by the following interview transcript.

R: "Lalu kalau dari segi organizationnya Bu?"
  ("How about the organisation aspect, Mum?")
C: "Ya ada, ya seperti saya pernah katakan kebanyakan dari mereka sudah
  menulis berdasarkan generic structure yang diajarkan dengan tepat, artinya
  mereka menulis secara urut."
  **("Yes, there is, as I have mentioned before, most of them have written
  based on the generic structures that have been taught appropriately, it
  means that they wrote in a good sequence.")**
                                                    (Interview, October, 31th 2012)

3) The next improvement can be seen in terms of the vocabulary aspect. It is

supported by the following interview transcript.

> R: "Lalu kalau dari segi vocabularynya Bu, apakah ada peningkatan?"
> **("Then, how about vocabulary aspect, Mum? Is there any improvement?")**
> C: "Ya, mereka jadi punya koleksi vocabulary yang lebih banyak. Bisa dilihat dari karangan yang mereka buat, mereka bisa lebih selektif dalam memilih vovabulary untuk karangan mereka."
> **("Yes, they have more collection of vocabularies. It can be seen from their writing work, they can be more selective in choosing the right vocabularies for their writing work.")**
>
> (Interview, October, 31th 2012)

4) The next aspect that was improved is the language use aspect. The

improvement of this aspect is clearly seen. It can be compared between the

first task and the second task. That statement can be supported by the

following interview transcript.

> R: "Lalu dari language use atau grammarnya, apakah ada peningkatan?"
> **("Then, how about the language use or grammar? Is there any improvement?")**
> C: "Ya ada, Mbak. Mereka sekarang bisa mengubah present tense menjadi past tense tanpa ada kesalahan dan menggunakan past tense dengan tepat."
> **("Yes, there is. They can change present tense into past tense without making mistakes and use past tense appropriately.")**
>
> (Interview, October, 31th 2012)

5) The next improvement can be seen in terms of mechanics aspect. It is

supported by the following interview transcript.

> R: "Lalu ada peningkatan tidak Bu dari segi mechanicsnya?"
> **("Is there any improvement on the mechanics aspect, Mum?")**
> C: "Iya ada, kalau mechanicsnya rata-rata baik walaupun masih ada kesalahan sedikit dalam punctuation ataupun capitalization."
> **("Yes, there is. The mechanics is mostly well-used, although there are still few mistakes in punctuation and capitalization.")**
>
> (Interview, October, 31th 2012)

6) In addition, the students' score has increased. That statement can be supported by the following interview transcript.

> R: "Bagaimana peningkatan nilai siswa di Cycle 2 ini Bu?"
> **("Is there any improvement in students' score in Cycle 2, Mum?")**
> C: "Secara umum nilainya bagus. Ada peningkatan dari hasil akhirnya dibandingkan tulisan-tulisan sebelumnya."
> **("Generally, their scores are good. There is an improvement from the last task, it is better than the previous tasks.")**
>
> (Interview, October, 31th 2012)

In conclusion, the students' writing skills can be improved using peer editing. They can be more independent in producing the text. They can also learn from analyzing their peer's work. This statement is also supported by the following interview transcript.

> R: "Menurut Ibu, apakah pembelajaran writing menggunakan peer editing yang telah diberikan membuat siswa lebih termotivasi untuk meningkatkan kemampuan menulisnya?"
> **("In your opinion, does teaching writing using peer editing make the students have more motivation to improve their writing skills?")**
> C: "Iya mbak mereka lebih termotivasi tapi kalau terus menerus bisa bosan jadi mungkin bisa di seling dengan diskusi atau presentasi di depan kelas."
> **("Yes, they were more motivated but if it was done for a long time, they would be bored, so perhaps it can be mixed by a dicussion or a presentation in front of the class.")**
> R: "Apakah Ibu merasakan jumlah kesalahan peserta didik dalam hal content, grammar, vocabulary, mechanic, dan organisation semakin berkurang setelah diterapkan peer editing?
> **("Do you find their errors in terms of content, grammar, vocabulary, mechanic, and organisation had decreased after aplying peer editing?")**
> C: "Saya kira iya"
> **("I think so.")**
> R: "Apakah Ibu juga merasakan jika peserta didik lebih percaya diri dalam menulis?"
> **("Do you also find that the students have more self-confidence in writing?")**
> C: "Iya sebangian besar dari mereka terlihat sekali peningkatannya."
> **("Yes, their increasing of self –confidence was obvious.")**
> R: "Menurut Ibu, apakah penggunaan peer editing ini dapat membuat peserta didik mengerti kelebihan dan kelemahan mereka dalam menulis?"
> **("In your opinion, can the use of peer editing make the students**

C: "Iya sangat."
   ("Yes, pretty much.")
R: "Apakah nilai peserta didik dalam writing meningkat setelah menerapkan peer editing Bu?"
   ("Are the students' scores in writing improved after applying peer editing, Mum?")
C: "Ya harapannya begitu mbak tapi saya lihat banyak yang mulai mengalami peningkatan."
   ("I hope so. However, I see most of them are starting to improve.")

(Interview, October, 31th 2012)

B. The Findings of the Research

There are two types of data in this research, namely qualitative and quantitative data. The qualitative data deal with the general findings of the research in each cycle, while the quantitative data present students' writing scores in Cycle 1 and Cycle 2. The following is the research findings considering the applying of peer editing:

1. **Cycle 1**

   a) The students started to participate in writing activities actively by applying the writing approach as a process.

   b) Some students did not understand certain components, the purpose and the language features of a narrative text.

   c) There were only few students able to produce a well-organised paragraph.

   d) The students' vocabulary mastery was still low. Besides, the researcher frequently found the students used many inappropriate words. Many of them were confused in using appropriate parts of speech. Most of them often asked the researcher the meaning of the words they wanted to use.

Besides, their lack of vocabulary intruded them to write down sentences fluently.

e) Some students found it difficult to write down a sentence using simple past tense. The researcher still found some of the students' sentences incorrect grammatically. Moreover, the students wrote the correct word order although some of them still made errors.

f) Some students still made many errors in the capitalization, spelling and punctuation.

g) The students enjoyed finding and correcting their peer's errors based on their knowledge about the material that had been given.

h) The researcher found some problems with the teaching and learning process in Cycle 1. She tried to motivate the students to write. However, making the students write their first writing work was a hard work. Other problems appeared when the classroom discipline was not established. When some students disturbed their friends and talked to each other, they may bother the other students trying to focus on their writings.

2. **Cycle 2**

a) All students were able to produce a well-organised text. Their writings were more completely organised. They had used the complete text organisation.

b) The students' vocabulary mastery increased as most of them had been able to select the appropriate words to write down sentences. The students developed the vocabulary range. Most of them also did not have problems with the inappropriacy of word choices.

c) The students' writing work from the Cycle 1, which had been reviewed by the researcher, is being returned to them. Then the researcher had asked them to rewrite the writing work based on the analysis that has given by their peer. This challenged the students to find and correct their errors based on the feedback given on their writing. As a result, almost all of the students were able to produce sentences and make the sentences in the right structure. They had used simple past tense correctly to write narrative texts.

d) The students had no problems with word order anymore.

e) All students also knew the correct conventions in writing a text. The students applied the mechanics well in their writings. Although there are still few students who made some errorrs on mechanics term, they had improvement in spelling, punctuation, and capitalization.

f) In relation to the teaching and learning process, most students showed improvements in terms of classroom condition. They did not make some noises as they did in Cycle 1. They paid attention to the explanations and instructions better. In addition, the teaching and learning stages could be completed. Therefore, at the end of Cycle 2 the students were able to achieve the learning indicators.

3. Summary of Cycle 1 and Cycle 2

The findings of this research are summarised in Table 4 below.

Table 4: **Research Findings**

Aspects	Cycle 1	Cycle 2
Content	Some students did not understand certain components, the purpose and the language features of a narrative text.	All students understood the components, the purpose and the language features of a narrative text.
Organization	Only few students were able to produce a good paragraph in a good organization.	All students were able to produce a well-organized text.
Vocabulary	The students' vocabulary mastery was still low. They had limited vocabulary to be used in sentences. The sentences were still inappropriate.	The students' vocabulary mastery increased. Almost all of them could write the appropriate words when they made sentences.
Language use	Some students found it difficult to write a sentence in simple past tense.	Almost all of the students were able to produce sentences and make the sentences in a correct structure.
Mechanics	Most of the students made many errors in the capitalization, spelling, and punctuation.	Only few students made errors in the capitalization, spelling, and punctuation.

4. Students' Score

In this part, the researcher discusses the results of students' score as performed in Task 1 in Cycle 1 and Task 2 in Cycle 2. The discussion is related to the students'mean value in the five aspects of writing, i.e. content, organization, vocabulary, language use, and mechanics. The results of the students' mean value can be seen in the following chart.
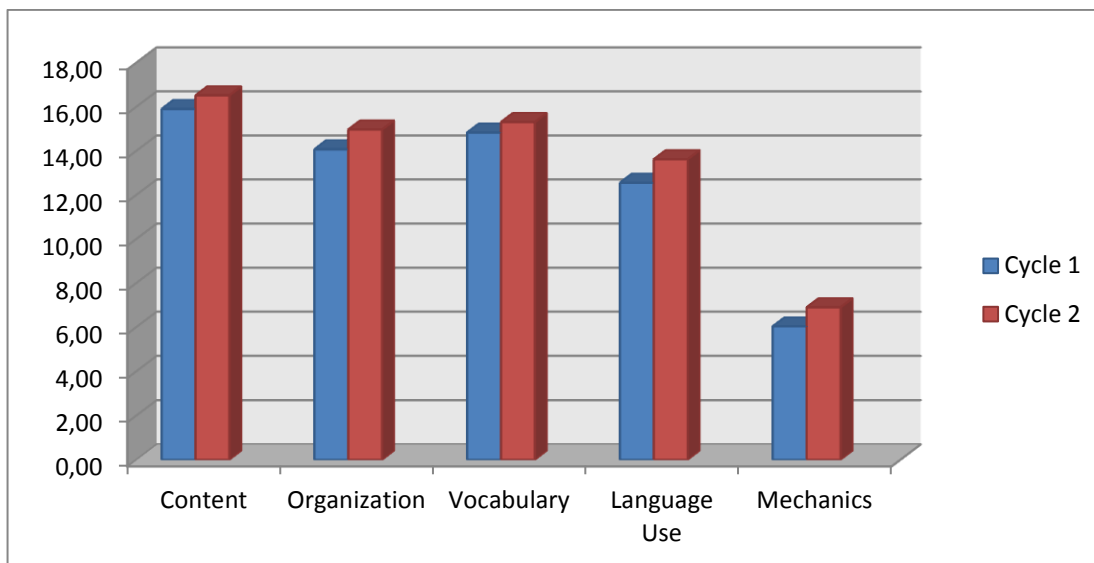
Figure 8: **The Mean Value of Students' Writing in Cycle 1 and Cycle 2**

From the chart above, it can be seen that there are some improvements in the students' writing skills in each aspect of writing, namely content, organisation, vocabulary, language use, and mechanics. The following tables show the detailed analysis of the mean value of each writing aspect.

Table 5: **Students' Mean Value in the Content Aspect**

Aspect	Cycle 1	Cycle 2	Achievement
Content	15.90	16.52	0.62

Table 5 presents the mean value in the content aspect achieved by the students. It shows that the students' mean value in this aspect increased as the task given in each cycle. In Cycle 1, the students' mean value in the content aspect is 15.90 and the students' mean value in Cycle 2 is 16.52. The mean value achievement is acquired by comparing the mean value of students' writing in Cycle 1 and Cycle 2, which is 0.62.

Table 6: **Students' Mean Value in the Organization Aspect**

Aspect	Cycle 1	Cycle 2	Achievement
Organization	14.07	14.97	0.90

Table 6 shows the students' mean value in terms of organisation aspect. In each cycle, the students' mean value increased as shown in Cycle 1 and Cycle 2. In Cycle 1, the mean value is 14.07 and the mean value in Cycle 2 is 14.97. The mean value achievement acquired from Cycle 1 to Cycle 2 is 0.90.

Table 7: **Students' Mean Value in the Vocabulary Aspect**

Aspect	Cycle 1	Cycle 2	Achievement
Vocabulary	14.83	15.31	0.48

Table 7 presents the mean value in the vocabulary aspect achieved by the students. It shows that the students' mean value in this aspect increased as shown in Cycle 1 and Cycle 2. In Cycle 1, the students' mean value in the vocabulary aspect is 14.83 and in Cycle 2, the mean value is 15.31. The mean value achievement is acquired by comparing the mean value of students' writing in Cycle 1 and Cycle 2, which is 0.48.

Table 8: **Students' Mean Value in the Language Use Aspect**

Aspect	Cycle 1	Cycle 2	Achievement
Language Use	12.55	13.62	1.07

Table 8 shows the students' mean value in terms of language use aspect. On each cycle, the students' mean value increased as shown in Cycle 1 and Cycle 2. In Cycle 1, the mean value is 12.55 and the mean value in Cycle 2 is 13.62. The mean value achievement acquired from Cycle 1 to Cycle 2 is 1.07.

Table 9: **Students' Mean Value in the Mechanics Aspect**

Aspect	Cycle 1	Cycle 2	Achievement
Mechanics	6.03	6.90	0.87

Table 9 presents the mean value in the mechanics aspect achieved by the students. It shows that the students' mean value in this aspect increased as

shown in Cycle 1 and Cycle 2. In Cycle 1, the students' mean value in the mechanics aspect is 6.03 and in Cycle 2, the mean value is 6.90. The mean value achievement is acquired by comparing the mean value of students' writing in Cycle 1 and Cycle 2, which is 0.87.

According to the discussion above, students' writing skills related to the five aspects of writing, which are content, organisation, vocabulary, language use and mechanics increased after the actions being implemented during the research. The students' achievement score compared from Cycle 1 to Cycle 2 is 0.62 for the content aspect; 0.90 for the organization aspect, 0.48 for the vocabulary aspect, 1.07 for the language use aspect and 0.87 for the mechanics aspect.

Then, the five aspects of writing above are converted into six categories; they are "very poor, poor, fair, good, very good, and excellent." The conversion is presented in the table below.

Table 10: **The Conversion Table Analysis of Students' Score**

Class Interval	Interpretation	Frequency	
		Cycle 1	Cycle 2
81 – 90	Excellent	-	1
71 – 80	Very good	5	9
61 – 70	Good	15	14
51 – 60	Fair	6	5
41 – 50	Poor	3	-
31 – 40	Very poor	-	-

From the conversion table above, it can be interpreted that in Cycle 1, few students are in the "very good" and "fair" category. Most of them are in the "good" category. There are three students in the "poor" category and there is no student in the "very poor" category. However, in Cycle 2, the frequency shows improvements. There is one student in the "excellent" category. Moreover, there

are no more students in the "poor" category. Most of them are in the "good" category. The number of the students in the "very good" category increases into nine students.

C. Interpretation of the Findings

In this part, the researcher provides the analysis of the results achieved in Cycle 1 and Cycle 2 of the research. The purpose is to examine whether the use of peer editing in the research process improves the students' skills in writing narrative texts or not. The preliminary classroom observation had been done before the research was started to get information concerning the problems in teaching writing. To overcome the problems found during the classroom observation, the researcher applied two cycles in this research.

After implementing the actions in two cycles, the researcher and the collaborator found there were improvements in the students' writing after applying peer editing. The students performed better in writing. They were able to correct their errors based on the feedback on their writing.

The students' writing score improved after the researcher conducted some actions. The improvements happened in five aspects of writing, namely content, organization, vocabulary, language use, and mechanics. The students' mean value achievement compared from Cycle 1 to Cycle 2 is 0.62 for the content aspect; 0.90 for the organization aspect, 0.48 for the vocabulary aspect, 1.07 for the language use aspect, and 0.87 for the mechanics aspect.

Furthermore, from the conversion table above, it can be interpreted that in Cycle 1, few students are in the "very good" and "fair" category. Most of them

are in the "good" category. There are three students in the "poor" category and there is no student in the "very poor" category. However, in Cycle 2, the frequency shows improvements. There is one student in the "excellent" category. Moreover, there are no more students in the "poor" category. Most of them are in the "good" category. The number of the students in the "very good" category increases into nine students.

Based on those data, it can be concluded that students' skills of writing narrative texts in class XI Social of SMA Muhammadiyah Kutoarjo through peer editing improve. Through peer editing, the students' errors in the five aspects of writing decreased. Peer editing is believed to be effective to improve students' writing skills. Moreover, during the writing processes, the students were not only taught how to write but also how to compose a good writing. By learning through mistakes, students will be easier to remember their mistakes and will not repeat them in the future. In addition, by doing peer editing with their friend, students will get confidence since their friends also have strengths and weaknesses as they have. Students also feel free to give comments and expressing idea among them. Thus, it can be concluded that peer editing can positively help students to improve their writing skills. Although they sometimes had problems during the process, the researcher and the collaborator always helped them. It helps them reduce their errors in writing.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research focused on applying peer editing to improve students' skills in writing narrative texts. Based on the discussion in the previous chapter, it can be concluded that peer editing can improve students' skills in writing narrative texts. This can be seen from the findings of the research during the process of the action research.

1. The reconnaissance step was conducted by doing classroom observation and interviewing the teacher and the students. From these activities, the researcher found that there were some problems in writing. They dealt with the classroom activities, the teaching technique used by the teacher and students' writing skills related to ideas/content, organization, vocabulary, language use, and mechanics.

2. The planning steps were done by the researcher and the teacher by making strategic plans in order to solve the problems. They decided to apply peer editing in the writing process to overcome the problems.

3. The reseacher and the teacher implemented the strategic actions into two cycles in which Cycle 1 consisted of four meetings and Cycle 2 consisted of three meetings. They asked the students to give mark on the mistakes found in the other students' writing in order that the students could revise their writing based on the mark given.

4. After the implementation of each cycle, the reseacher and the teacher did reflection. It was done based on the data found from the observation during the actions.

5. The result of the reflection showed that there were some improvements on the students' skills of writing narrative texts applying peer editing. Peer editing require students to work with others. By making their own writing and giving correction to their peers, students will have a chance to develop their knowledge through useful discussions among them. Moreover, by learning through mistakes, students will be easier to remember it and will not repeat it in the future. This could improve their understanding and contribute positively to the scores of the five aspects of writing, namely content, organization, vocabulary, language use and mechanics. By applying peer editing, the students got better understanding of the process on how to write a text. They could express their ideas well using appropriate vocabulary items. They were also able to produce well-organized texts. In addition, their grammatical knowledge improved, so they could minimise their errors. Moreover, they became more aware of the correct conventions in writing. The significant improvement on students writing skills can be seen from the mean of each cycle, the conversion table, and the samples of students' writing in two cycles.

B. Implications

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

1. The applying of peer editing improved the students' skills of writing narrative texts in five aspects of writing that include content, organization, vocabulary, language use, and mechanics.

2. The applying of peer editing could improve the students' motivation in the English teaching and learning process of writing.

3. The applying of peer editing could create different and more enjoyable classroom activities.

C. Suggestions

After conducting this research, the researcher offers several recommendations for the English teachers and other researchers. They are presented below.

1. For the English teachers

It is essential for the teacher to improve the quality of English teaching-learning process, especially in writing activities. The results of the research show that peer editing is believed to be successful in improving the students' writing skills. It is suggested that the English teachers could apply and explore more deeply the application of peer editing in improving the students' writing skills. It is very useful for them to use peer editing to assess students' writing.

2. For other researchers

This study only gives an emphasis on the use of peer editing to improve students' writing skills. It is suggested that the other researchers could conduct the other studies of the same issue in the other skills.

References

Alwasilah, A. C. and Alwasilah, S. S. (2005). *Pokoknya Menulis: Cara Baru Menulis Dengan Metode Kolaborasi.* Bandung: PT Kiblat Buku Utama.

Arikunto, S. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktik.* Jakarta: Bina Aksara.

Bostock, S. 2001. *"Student Peer Assessment"*, Higher Education Academy Article, 16 Maret 2001. Retrieved on June 24th, 2012. http://tinyurl.com/2g6bnm

Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed.). New York: Addison Wesley Longman, Inc.

Brown, H. D. 2007. *Principles of Language Learning and Teaching* (5th Ed.). New York: Pearson Education, Inc.

Burns, A. 1999. Collaborative Action Research for English Language Teachers. United Kingdom: Cambridge University Press.

Burns, A. 2010. *Doing Action Research in English Language Teaching A Guide for Practitioners.* New York: Taylor & Francis.

Davies, Paul and Eric Pearse. 2000. Success in English Teaching. Hongkong: Oxford University Press.

Doddy, A., Sugeng, A. dan Effendi. 2008. *Developing English Competencies for Senior High School (SMA/MA) Grade XI of Language Programme.* Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Ferris, D. R. 2003. *Response to Student Writing: Implications for Second Language Students.* New Jersey: Lawrence Erlbaum Associates Publishers.

Harmer, J. 2001. *The Practice of English Language Teaching.* Essex: Pearson Education Limited.

Harmer, J. 2004. *How to Teach Writing.* England: Pearson Education Ltd.

Harmer, J. 2007. *The Practice of English Language Teaching.* England: Pearson Education Ltd.

Hornby, A. S. 2005. *Oxford Advanced Learner's Dictionary* (7th Ed.). Oxford: Oxford University Press.

Keh, C. L . *(n.d). Feedback in the Writing Process: A Model and Methods for Implementation.* Retrieved on May 05, 2011, from http://203.72.145.166/elt/files/44-4-5.pdf 73

Langan, J. 2005. *English Skills*. New Jersey: McGraw Hill.

Langan, J. 2008. *College Writing Skills with Readings* (7th Ed.). New York: McGraw – Hill.

Lewis, M. 2002. *Giving Feedback in Language Classes.* The University of Auckland: SEAMO Regional Language Center.

Lines, Caroline T. 2005.*Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Company Inc.

Nation, I. S. P. 2009. *Teaching ESL/EFL Reading and Writing.* New York: Routledge Taylor & Francis Group.

Nunan, David. 1991. Language *Teaching Methodology: A Textbook for Teacher.* London. Pretence Hall.

Richards, J. C. and Renandya, W. A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice.* Cambridge: Cambridge University Press.

Schunk, D. H. 2008. *Learning Theories An Educational Perspective*. Fifth Edition. New Jersey: Pearson Education, Inc.

Schunk, *et al*. 2008. *Motivation in Education.* Third Edition. New Jersey: Pearson Education Ltd.

Spratt, M., Pulverness, A. and Williams, M. 2005. *The TKT (Teaching Knowledge Test) Course.* Cambridge: Cambridge University Press.

Standar Isi untuk Satuan Pendidikan Dasar dan Menengah:Standar Kompetensi dan Kompetensi Dasar SMA/MA. 2006. Jakarta: Badan Standar Nasional Pendidikan.

Universitas Negeri Yogyakarta. 2011. *Panduan Tugas Akhir.* Yogyakarta: Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta.

Weigle S. C. 2002. *Assessing Writing.* United Kingdom: Cambridge University Press.

Williams, J.G. 2003. *Providing Feedback on ESL Students' Written Assignments*. From http://iteslj.org/techniques/williams-feedback.html. Retrieved on March 01, 2011

Zeng Y. 2006. *Peer Feedback in College SLW Classroom*. From http://www.linguist.org.cn/doc/su200603/su20060301.pdf. Retrieved on March 01, 2011

APPENDIXES

APPENDIX 1

FIELD NOTES

FIELD NOTES

R: Researcher   C: Collaborator   TU: Tata Usaha

Field note 1
Senin, 10 September 2012 / 09.05 – 10.15

1.	R datang ke sekolah pada pukul 09.05.
2.	R menuju ruang Tata Usaha dan meminta izin untuk menemui Kepala Sekolah.
3.	Pegawai TU menanyakan keperluan R untuk menemui Kepala Sekolah.
4.	R menjelaskan kepada Pegawai TU bahwa R ingin mengadakan penelitian di sekolah tersebut.
5.	Kepala Sekolah menemui R dan mengizinkan R mengadakan penelitian dan R dapat langsung bertemu dengan guru Bahasa Inggris.
6.	R memperkenalkan diri, menjelaskan maksud dan tujuan datang ke sekolah, dan meminta ijin untuk melakukan penelitian di kelas guru Bahasa Inggris tersebut.
7.	C memutuskan agar R meneliti kelas XI IPS karena kelas itu merupakan kelas yang paling lemah Bahasa Inggrisnya dibandingkan kelas XI yang lainnya.
8.	C mengijinkan R untuk melakukan preliminary class observation pada hari Rabu karena jadwal pelajaran Bahasa Inggris untuk kelas XI IPS adalah hari Rabu.
9.	R mengucapkan terima kasih kepada guru Bahasa Inggris dan berpamitan pulang.

Field note 2 (Preliminary class observation)
Rabu, 12 September 2012 / 07.05 – 12.26

1.	Pukul 06.56, R sampai di sekolah dan menemui C. Setelah bel tanda masuk berbunyi, C mengajak R untuk preliminary class observation di kelas XI IPS sebagai kelas yang dipilih untuk penelitian.
2.	C dan R masuk kelas, tetapi masih ada beberapa siswa yang berada di luar kelas. Bahkan ada siswa yang belum berangkat.
3.	Guru mempersiapkan diri dan menunggu siswa siap untuk belajar. Guru menyapa siswa. Kemudian guru meminta ketua kelas untuk memimpin doa. Siswa berdoa.
4.	R kemudian memperkenalkan diri kepada siswa di kelas XI IPS serta

	menjelaskan maksud dan tujuan datang ke sekolah dan khususnya kelas XI IPS untuk meminta waktunya sebagai subyek penelitian bagi R. Kemudian, R melaksanakan preliminary class observation.
5.	Guru meminta siswa untuk melanjutkan menulis sembari memeriksa tulisan siswa yang sudah selesai, kemudian mengembalikan dan meminta siswa merevisi jika masih terdapat kesalahan.
6.	Setelah melaksanakan preliminary class observation, R mewawancarai beberapa siswa untuk mengetahui segala hal mengenai proses belajar menulis yang selama ini mereka jalani dan tanggapan mereka mengenai menulis dalam Bahasa Inggris dan juga ingin mengetahui apakah mereka sudah kenal dengan peer editing dalam writing atau belum.
7.	Para siswa mengatakan bahwa menulis menggunakan Bahasa Inggris itu membosankan dan mereka masih kesulitan dalam menggunakan grammar dengan benar dan tepat, juga sedikitnya kosakata yang mereka ketahui sehingga membuat mereka malas menulis. Selain itu ternyata mereka juga belum mengetahui apa itu peer editing dalam writing.
8.	R kemudian menjelaskan sedikit apa itu peer editing dalam writing dan mengucapkan terima kasih kemudian berpamitan kepada para siswa tersebut.
9.	R mengungkapkan bahwa R ingin meminta waktu C sebentar untuk di interview. C menyetujui dan mempersilahkan R duduk di ruang guru. R menanyakan beberapa hal kepada C seputar permasalahan di kelas (an interview before the action).
10.	R mengucapkan terimakasih kepada guru Bahasa Inggris karena telah memberikan kesempatan untuk melakukan observasi dan nantinya penelitian di kelas tersebut, lalu R berpamitan pulang.

Field note 3 (First meeting)
Rabu, 19 September 2012 / 06.46 – 10.26

1.	R datang ke sekolah pada pukul 06.46.
2.	R menunggu C datang di kantor guru dan masuk kelas XI IPS setelah bel berbunyi bersama dengan C yang akan mengawasi R di kelas. R kemudian menyapa siswa sekaligus sambil memastikan bahwa semua sudah berada d ruang kelas.
3.	R dan peserta didik berdo'a sebelum memulai pelajaran.
4.	R menyatakan maksud dan tujuan melakukan penelitian kepada siswa.
5.	R memperkenalkan dan menjelaskan siswa mengenai peer editing.
6.	Beberapa siswa bertanya, "Peer editing itu apa, Miss?" Beberapa dari mereka juga berkata, "Kita belum pernah dapet yang kaya gitu, Miss."
7.	R memberi penjelasan kepada siswa tentang apa yang harus mereka lakukan

	dalam menulis dengan menerapkan peer editing.
8.	R melanjutkan dengan membahas tentang teks naratif dan menjelaskan bagian-bagian dari teks naratif.
9.	R memberikan tugas-tugas kepada siswa agar siswa lebih paham mngenai bagian-bagian dari teks naratif.
10.	Berhubung waktu sudah habis, R mengakhiri pertemuan pada hari itu.
11.	R melakukan interview terhadap siswa pada saat jam istirahat.
12.	Setelah selesai melakukan interview, R kemudian berpamitan dan mengucapkan terima kasih atas waktunya.

Field note 4 (Second meeting)
Rabu, 26 September 2012 / 07.00-12.15

1.	R datang ke sekolah pada pukul 06.56.
2.	R masuk kelas XI IPS pada pukul 07.00, menyapa siswa sekaligus sambil memastikan bahwa semua sudah berada di ruang kelas.
3.	R dan siswa berdo'a sebelum memulai pelajaran dan R memastikan bahwa semua siswa siap untuk memulai pelajaran.
4.	R memulai pelajaran dengan melakukan warming-up dengan cara menanyakan bagian-bagian dari teks naratif yang telah dipelajari pada pertemuan yang lalu.
5.	R meminta siswa mengeluarkan teks minggu lalu dan mengidentifikasi kata kerja yang dipakai dalamteks tersebut.
6.	Untuk membantu siswa, pertama-tama peneliti bertanya, "Tense apa yang banyak digunakan dalam teks tersebut?" Kemudian, sebagian dari siswa menjawab, "Simple past tense, Miss."
7.	R menjelaskan tentang simple past tense kepada siswa.
8.	R meminta siswa untuk mengubah simple present tense menjadi simple past tense. Mereka boleh melihat di dalam kamus. Keributan mulai berkurang karena siswa sudah mulai konsen untuk mengerjakan soal yang sudah diberikan. Namun, setelah beberapa saat, ada siswa yang berjalan-jalan untuk meminjam kamus temannya.
9.	Siswa diminta berpasangan untuk mengurutkan kalimat-kalimat acak menjadi sebuah paragraf yang padu. Kemudian R meminta siswa untuk membacakan hasil pekerjaan mereka di depan kelas. Teman-teman mereka akan membenarkan jika ada yang membuat kesalahan dalam menyusun teks tersebut.
10.	Berhubung waktu sudah habis, R mengakhiri pelajaran.
11.	R berpamitan pulang kepada siswa dan C.

Field note 5 (Third meeting)
Rabu, 3 Oktober 2012 / 07.00-09.45

1.	R datang ke sekolah pada pukul 06.48.
3.	R bersama C masuk kelas XI IPS pada pukul 07.00. R menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada di ruang kelas.
4.	R dan peserta didik berdo'a sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R memulai pelajaran dengan menanyakan kembali bagian-bagian dari teks naratif. Sebagian siswa sudah mengerti tentang generic structure dari teks naratif dan tense yang harus digunakan dalam teks naratif.
6.	R kemudian meminta siswa untuk membuat teks naratif berdasarkan outline yang telah tersedia. Siswa diminta menggunakan imajinasi mereka sendiri.
7.	R berkeliling untuk memastikan siswa benar-benar mengerjakan tugas writing mereka.
8.	Pada saat R berkeliling ternyata ada siswa yang enggan mengerjakan tugas writingnya karena tidak ada ide sama sekali. R membimbing agar siswa tersebut mau memulai untuk menulis walaupun hanya sedikit. Akhirnya, siswa tesebut mau juga mulai menulis.
9.	Berhubung waktu telah habis, R mengakhiri pelajaran dengan meminta mereka mengumpulkan tulisan yang telah mereka buat.
10.	R melakukan *interview* dengan 2 orang siswa, mengucapkan terima kasih, kemudian berpamitan pulang.

Field note 6 (Fourth meeting)
Rabu, 10 Oktober 2012 / 07.00 – 09.06

1.	R datang ke sekolah pada pukul 06.42.
2.	Sebelum pelajaran dimulai, R meminta izin kepada C untuk mewawancarai C.
3.	Setelah bel tanda pelajaran dimulai berbunyi, R masuk ke kelas bersama C.
4.	R dan peserta didik berdo'a sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R memulai pelajaran dengan membagikan tulisan yang kemarin telah dibuat oleh siswa, tetapi R tidak membagikannya kepada siswa yang bersangkutan, melainkan menukar tulisan mereka kepada teman mereka.
6.	R meminta siswa untuk mengoreksi tulisan teman mereka dengan bimbingan

	R. R meminta siswa untuk memberi tanda pada kata-kata atau bagia tulisan yang terdapat kesalahan. Hal ini dimaksudkan agar siswa tahu do mana letak kesalahan mereka dan dapat membetulkannya nanti.
7.	Setelah selesai mengoreksi tulisan teman mereka, R meminta siswa untuk mengembalikan tulisan tersebut kepada siswa yang bersangkutan.
8.	R menginstrusikan siswa untuk membetulkan kesalahan yang telah ditandai oleh teman mereka dan menulis ulang tulisan yang sudah dibetulkan tadi.
9.	Sebelum bel berbunyi, R meminta siswa mengumpulkan pekerjaan mereka kepada R untuk kemudian dinilai oleh R.
10.	R mengakhiri pelajaran dan berpamitan pulang kepada C.

Field note 7 (Fifth meeting)
Rabu, 17 Oktober 2012 / 07.00 – 10.26

1.	R datang ke sekolah pada pukul 06.57.
2.	R masuk ke kelas bersama C setelah bel berbunyi.
3.	R menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada di ruang kelas.
4.	R dan peserta didik berdo'a sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R memulai pelajaran dengan menjelaskan kembali tentang generic structure dan tense yang digunakan dalam teks naratif.
6.	R memberikan sebuah teks acak kepada siswa dan meminta siswa untuk menyusun teks acak tesebut agar menjadi teks yang padu. Setelah itu, R meminta siswa untuk mengidentifikasi generic structure dari teks tersebut.
7.	R kemudian meminta siswa untuk mengubah simple present tense menjadi simple past tense. Siswa sudah tidak bingung lagi seperti waktu pertama.
8.	Selanjutnya, R kembali membagikan teks rumpang kepada siswa. R menyuruh siswa untuk mengisi teks rumpang tersebut dengan kosakata yang disediakan.
9.	Setelah selesai R dan siswa membahas bersama soal-soal yang sudah dikerjakan. Hampir semua siswa sudah paham mengenai generic structure dan tense yang digunakan dalam teks naratif.
10.	R melakukan wawancara kepada siswa dan C pada saat jam istirahat.
11.	R mengucapkan terima kasih, kemudian berpamitan pulang.

Field note 8 (Sixth meeting)
Rabu, 24 Oktober 2012 / 07.00-10.20

1.	R datang ke sekolah pada pukul 06.48.
3.	R bersama C masuk kelas XI IPS pada pukul 07.00. R menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada di ruang kelas.
4.	R dan peserta didik berdo'a sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R memulai pelajaran dengan menanyakan kembali bagian-bagian dari teks naratif. Semua siswa sudah mengerti tentang generic structure dari teks naratif dan tense yang harus digunakan dalam teks naratif.
6.	R kemudian meminta siswa untuk membuat teks naratif berdasarkan outline yang telah tersedia. Siswa diminta menggunakan imajinasi mereka sendiri.
7.	R berkeliling untuk memastikan siswa benar-benar mengerjakan tugas writing mereka.
8.	R membrikan waktu untuk membuat tulisan tersebut sampai bel tanda pergantian pelajaran berbunyi.
9.	Setelah bel berbunyi, R mengakhiri pelajaran dengan meminta mereka mengumpulkan tulisan yang telah mereka buat.
10.	R melakukan *interview* dengan seorang siswa pada saat jam istirahat.
11.	R mengucapkan terima kasih, kemudian berpamitan pulang kepada C.

Field note 9 (Seventh meeting)
Rabu, 31 Oktober 2012 / 07.00 -12.33

1.	R datang ke sekolah pada pukul 06.51.
3.	Setelah bel tanda pelajaran dimulai berbunyi, R masuk ke kelas bersama C.
4.	R dan peserta didik berdo'a sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R memulai pelajaran dengan membagikan tulisan yang kemarin telah dibuat oleh siswa, tetapi R tidak membagikannya kepada siswa yang bersangkutan, melainkan menukar tulisan mereka kepada teman mereka.
6.	R meminta siswa untuk mengoreksi tulisan teman mereka dengan bimbingan R. R meminta siswa untuk memberi tanda pada kata-kata atau bagia tulisan yang terdapat kesalahan. Hal ini dimaksudkan agar siswa tahu do mana letak kesalahan mereka dan dapat membetulkannya nanti.
7.	Setelah selesai mengoreksi tulisan teman mereka, R meminta siswa untuk mengembalikan tulisan tersebut kepada siswa yang bersangkutan.
8.	R menginstrusikan siswa untuk membetulkan kesalahan yang telah ditandai

	oleh teman mereka dan menulis ulang tulisan yang sudah dibetulkan tadi.
9.	Sebelum bel berbunyi, R meminta siswa mengumpulkan pekerjaan mereka kepada R untuk kemudian dinilai oleh R dan mengakhiri pelajaran.
10.	R mewawancara C sebelum berpamitan kepada Kepala Sekolah.
11.	R kemudian menemui Kepala Sekolah di ruang Kepala Sekolah.
12.	R mengucapkan terima kasih kepada Kepala Sekolah karena sudah mengizinkan R untuk melaksanakan penelitian di sekolah tersebut.
13.	R kemudian berpamitan kepada Kepala Sekolah.
14.	R berpamitan pada C dan guru-guru yang lain di ruang guru. R mengucapkan terima kasih kepada C karena sudah mengizinkan R untuk melakukan penelitian di kelas C dan membimbing R selama penelitian berlangsung.

APPENDIX 2

OBSERVATION CHECKLIST

Observation Checklist

1. CYCLE 1

a) First meeting

Pedoman Observasi

Aktivitas *researcher* selama melakukan penelitian

(Observasi terhadap *researcher* secara keseluruhan)

Date: Rabu, September 19th, 2012

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan:				
	~ Ceramah				
	~ Pemberian tugas				
	~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

Keterangan:

SB (Sangat Baik)   B (Baik)   K (Kurang)   SK (Sangat Kurang)

b) Second meeting
Pedoman Observasi

Aktivitas *researcher* selama melakukan penelitian

(Observasi terhadap *researcher* secara keseluruhan)

Date: Rabu, September 26th, 2012

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

Keterangan:

SB (Sangat Baik)　　　B (Baik)　　　K (Kurang)　　　SK (Sangat Kurang)

c) Third meeting

Pedoman Observasi

Aktivitas *researcher* selama melakukan penelitian

(Observasi terhadap *researcher* secara keseluruhan)

Date: Rabu, October 3rd, 2012

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan:				
	~ Ceramah				
	~ Pemberian tugas				
	~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

Keterangan:

SB (Sangat Baik) B (Baik) K (Kurang) SK (Sangat Kurang)

d) ***Fourth meeting***

Pedoman Observasi

Aktivitas *researcher* selama melakukan penelitian

(Observasi terhadap *researcher* secara keseluruhan)

Date: Rabu, October 10th, 2012

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan:				
	~ Ceramah				
	~ Pemberian tugas				
	~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

Keterangan:

SB (Sangat Baik)   B (Baik)   K (Kurang)   SK (Sangat Kurang)

2. CYCLE 2

a) Fifth meeting

Pedoman Observasi

Aktivitas *researcher* selama melakukan penelitian

(Observasi terhadap *researcher* secara keseluruhan)

Date: Rabu, October 17th, 2012

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan:				
	~ Ceramah				
	~ Pemberian tugas				
	~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

Keterangan:

SB (Sangat Baik)   B (Baik)   K (Kurang)   SK (Sangat Kurang)

b) Sixth meeting

Pedoman Observasi

Aktivitas *researcher* selama melakukan penelitian

(Observasi terhadap *researcher* secara keseluruhan)

Date: Rabu, October 24th, 2012

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan:				
	~ Ceramah				
	~ Pemberian tugas				
	~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

Keterangan:

SB (Sangat Baik)   B (Baik)   K (Kurang)   SK (Sangat Kurang)

c) Seventh meeting

Pedoman Observasi

Aktivitas *researcher* selama melakukan penelitian

(Observasi terhadap *researcher* secara keseluruhan)

Date: Rabu, October 31st, 2012

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan:				
	~ Ceramah				
	~ Pemberian tugas				
	~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

Keterangan:

SB (Sangat Baik)   B (Baik)   K (Kurang)   SK (Sangat Kurang)

APPENDIX 3

INTERVIEW GUIDELINES

<p align="center">**Interview Guidelines**</p>

- ➢ **An interview with the English teacher before the action.**

  1. Seberapa penting menurut Ibu mengajar siswa agar bisa terampil menulis dalam Bahasa Inggris? Mengapa?

  2. Bagaimana minat siswa itu sendiri dalam menulis Bu, apakah mereka senang ketika disuruh menulis atau banyak yang mengeluh?

  3. Bagaimana kemampuan menulis anak-anak saat ini Bu, apakah sudah sesuai harapan?

  4. Bagaimana motivasi siswa Ibu dalam menulis, sudah tinggi atau masih rendah?

  5. Apakah mereka sudah percaya diri dalam menulis Bu?

  6. Bagaimana cara Ibu mengajar writing di kelas?

  7. Apakah Ibu punya banyak waktu untuk mengasah kemampuan anak didik bapak dalam menulis?

  8. Seberapa sering siswa Ibu suruh menulis?

  9. Aktifitas-aktifitas apa saja yang biasa dilakukan siswa dalam pelajaran writing di kelas?

  10. Kesulitan/hambatan apa saja yang sering Ibu temui saat mengajar writing?

  11. Bagaimana cara Ibu mengatasi hambatan tersebut?

  12. Apakah siswa sering membuat kesalahan dalam menulis?

  13. Kesalahan-kesalahan dalam hal apa saja yang sering Ibu temui dalam tulisan mereka?

  14. Apakah sebagian besar siswa Ibu sudah memahami grammar atau language use apa yang harus dipakai ketika akan menulis?

  15. Langkah apa yang Ibu ambil jika Ibu menemui kesalahan pada content, organization, dan mechanics pada tulisan mereka?

  16. Langkah apa yang Ibu ambil ketika siswa menemui kesulitan dalam menulis karena vocabulary mereka terbatas?

  17. Apakah Ibu sudah pernah mengevaluasi hasil tulisan mereka dengan menggunakan peer editing? Mengapa?

18. Teknik apa yang Ibu terapkan untuk mengevaluasi tulisan siswa?

19. Apa yang Ibu lakukan dalam memberikan feedback terhadap tulisan mereka?

20. Apakah Ibu langsung membetulkan kesalahan dalam tulisan siswa?

21. Bagaimanakah menurut Ibu jika saya ingin mengajar writing dengan menerapkan peer editing sebagai upaya untuk meningkatkan kemampuan menulis siswa?

> **An interview with the students before the action.**
1. Menurut adik, mengapa adik harus belajar menulis (writing)?

2. Apakah adik senang dengan pelajaran menulis? Mengapa?

3. Apakah adik mempunyai motivasi dalam menulis? Seberapa besar motivasi adik dalam menulis?

4. Apakah adik sudah percaya diri pada saat menulis?

5. Bagaimana metode pembelajaran menulis yang sering dilakukan guru adik di kelas?

6. Apakah adik merasa kemampuan menulis adik sudah baik?

7. Apakah adik sering mengalami kesulitan dalam menulis?

8. Kesulitan-kesulitan apa yang sering adik-adik temui ketika menulis?

9. Bagaimana cara adik-adik mengatasi kesulitan-kesulitan tersebut?

10. Apakah adik-adik membuat banyak kesalahan dalam menulis?

11. Kesalahan apa yang sering terjadi pada tulisan adik; content, organisation, vocabulary, language use (grammar) atau mechanics (spelling, punctuation, capitalisation, paragraphing)?

12. Apakah vocabulary yang adik miliki saat ini sudah cukup untuk bekal menulis?

13. Apakah adik pernah melakukan peer-review?

14. Apakah adik pernah mendengar tentang peer editing?

15. Apa harapan adik setelah mengikuti pembelajaran dengan menerapkan peer editing?

➢ **An interview with the English teacher after the action.**
1. Menurut Ibu, apakah langkah-langkah dalam kegiatan menulis dengan menerapkan peer editing yang saya lakukan sudah berjalan dengan baik dan sesuai dengan rencana awal?
2. Menurut Ibu, apakah pembelajaran writing dengan menerapkan peer editing yang telah diberikan membuat siswa lebih termotivasi untuk meningkatkan kemampuan menulisnya?
3. Apakah Ibu merasakan jumlah kesalahan siswa dalam hal content, organization, vocabulary, language use (grammar), dan mechanics semakin berkurang setelah menerapkan peer editing?
4. Apakah Ibu juga merasakan jika siswa lebih percaya diri dalam menulis dengan menerapkan peer editing?
5. Menurut Ibu, apakah feedback yang diberikan oleh guru dapat membuat siswa mengerti kelebihan dan kelemahan mereka dalam menulis?
6. Menurut Ibu, apakah dengan adanya kegiatan pembelajaran dengan menerapkan peer editing dapat meningkatkan kemampuan menulis siswa?
7. Apakah nilai siswa dalam writing meningkat setelah menerapkan peer editing, Bu?
8. Apa harapan Ibu untuk pelajaran writing selanjutnya?
9. Apakah Ibu akan meneruskan mengajar writing dengan menerapkan peer editing seperti yang telah saya lakukan?

➢ **An interview with the students after the action.**
1. Apakah adik tertarik dengan pelajaran writing dengan menerapkan peer editing? Mengapa?
2. Apakah adik lebih enjoy dalam menulis dengan menerapkan peer editing? Mengapa?
3. Menurut adik, apakah pembelajaran writing melalui peer editing yang diberikan membuat adik lebih termotivasi untuk meningkatkan kemampuan menulis adik?
4. Apakah adik merasa lebih percaya diri dalam menulis sekarang?

5. Apakah adik menginginkan lebih sering lagi berlatih menulis dalam Bahasa Inggris?

6. Apakah pemberian feedback yang diberikan oleh guru membuat adik mengerti kelebihan dan kelemahan adik dalam menulis?

7. Apakah feedback yang diberikan membuat adik termotivasi untuk meningkatkan kemampuan menulis adik?

8. Kesulitan apa saja yang masih adik hadapi ketika menulis?

9. Apakah kegiatan pembelajaran menulis dengan menerapkan peer editing dapat meningkatkan kemampuan menulis adik?

10. Apa harapan adik untuk pelajaran writing selanjutnya?

11. Apakah nilai adik dalam pelajaran writing setelah menerapkan peer editing meningkat?

APPENDIX 4

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

D   : Date   R   : Researcher
T   : Time   Rp : Respondent
P   : Place   C   : Collaborator
S   : Student

No.	Source/Date/Place	Interview Transcript
1.	D : September 12th, 2012 (An interview before the action with collaborator) T : 11.06 WIB. P : In the teachers' room Rp : C (Bu Warsiti)	R: "Menurut Ibu seberapa penting mengajar peserta didik agar bisa terampil menulis khususnya Bahasa Inggris?" C: "Kalau menurut saya memang sangat penting, karena salah satu bukti ketercapaian kemampuan atau skill writing ya kita melihat dari hasil dari tulisan atau karangan siswa. Semakin baik suatu karangan dan kita bisa melihat prosesnya secara langsung ini membuktikan bahwa proses pembelajaran berhasil. Jadi kita lebih melihat kepada proses. Prosesnya yang lebih diutamakan, kemudian kita lihat hasilnya, jika nanti hasilnya kurang memuaskan kita bisa memberikan input. Mana yang salah bisa kemudian kita minta siswa untuk memperbaiki." R: "Bagaimana minat anak didik itu sendiri untuk menulis Bu, apakah mereka senang ketika Ibu suruh menulis atau banyak yang mengeluh?" C: "Secara umum masih banyak yang mengeluh terlebih karena kesulitan untuk mencari ide. Paling sulit disitu, terkadang jika kita memberikan waktu yang kurang, mungkin kalau hanya dalam 1 kali pertemuan tidak cukup. Untuk mencari ide saja harus 1x pertemuan kemudian untuk mengembangkannya dilanjutkan di pertemuan berikutnya." R: "Iya Bu memang butuh waktu panjang ya Bu untuk menulis. Menurut Ibu kemampuan menulis anak-anak saat ini sudah sesuai harapan belum Bu?" C: "Variatif ya, jadi tidak seluruhnya baik, ada yang sudah cukup, ada beberapa yang masih perlu dibenahi lagi, terutama pada penggunaan kosakata yang tepat, kemudian

			juga pada grammarnya sendiri. Kadang masih campur aduk." R: "Mereka sudah percaya diri belum Bu dalam menulis?" C: "Kebanyakan belum, lebih karena mereka merasa takut membuat kesalahan. Terutama di dalam tata bahasanya tadi, kemudian kosakatanya, mereka masih kurang menguasai kosakata dalam Bahasa Inggris." R: "Baik Bu, maaf Bu bagaimana cara Ibu mengajar writing di kelas?" C: "Di awal saya memberikan pengetahuan dasarnya, kemudian tentang language features apa yang harus diketahui, kemudian saya memberikan contoh teksnya. Mereka saya minta untuk menganalisa mana bagian-bagian yang ada language featuresnya, generic structurenya, misalnya di narrative itu ada masalahnya di mana, setelah 2 atau 3 kali pertemuan lalu kita suruh membuat itupun 1 paragraph dulu ga' langsung, kemudian saya membiasakan untuk membuat di kelas, saya tidak pernah membuat PR, karena yang saya tekankan adalah melihat prosesnya." R: "Apakah Ibu punya banyak waktu untuk mengasah kemampuan anak didik Ibu dalam menulis?" C: "Hmm… sebetulnya bisa saja ya dengan berlatih di kelas, kemudian misalnya ada siswa yang memang kemampuan menulisnya sudah bagus kita mengencourage untuk memasukkan ke dalam blog." R: "Seberapa sering Ibu memita siswa menulis?" C: "Belum begitu sering sih ya karena ini kan baru awal-awal jadi masih saya tekankan pendalaman materinya dulu." R: "Aktivitas apa saja yang biasa dilakukan peserta didik saat menulis Bu?" C: "Sebetulnya kalau dalam menulis mereka lebih banyak berbicaranya. Ya bisa dikatakan seperti mereka sharing ya. Seperti mereka mencari ide, bertanya kepada teman-temannya. Seperti mereka ingin mencari mana yang bagus, mana yang pas buat dia." R: "Kesulitan apa saja yang sering Ibu temui saat mengajar writing khususnya?" C: "Saya kira motivasi dan cukupnya kosakata yang dimiliki oleh siswa mempunyai peran

		yang penting bagi siswa untuk bisa menulis. Kebanyakan siswa kurang memiliki motivasi. Sulit sekali untuk menciptakan suasana yang menyenangkan bagi siswa agar siswa dapat bersemangat dalam belajar bahasa Inggris khususnya menulis. Selain itu, keterbatasan kosakata yang mereka miliki membuat mereka kesulitan dalam menulis menggunakan bahasa Inggris." R: "Kesalahan-kesalahan apa saja yang sering Ibu temui dalam writing mereka?" C: "Yang paling sering itu ya kosakata, spelling, punctuation, captalization, dan perubahan kata kerja." R: "Apakah sebagian besar anak didik Ibu sudah memahami grammar atau language use yang harus dipakai ketika akan menulis?" C: "Wah kebanyakan belum mbak, mungkin baru sedikit saja yang mengerti" R: "Langkah apa yang Ibu ambil jika peserta didik menemui kesulitan menulis karena vocabulary mereka terbatas?" C: "Saya mensupport mereka untuk aktif bertanya selain melatih kemampuan saya untuk mengingat kosakata juga." R: "Apakah Ibu sudah pernah mengevaluasi hasil tulisan peserta didik dengan metode peer editing?" C: "Hmm...belum pernah mbak." R: "Teknik apa yang Ibu terapkan untuk mengevaluasi tulisan peserta didik?" C: "Memberikan penilaian langsung." R: "Langkah apa yang Ibu ambil jika peserta didik menemui kesulitan menulis karena vocabulary mereka terbatas?" C: "Saya mengencourage mereka untuk aktif bertanya selain melatih kemampuan saya untuk mengingat." R: "Apa yang Ibu lakukan dalam memberikan feedback terhadap tulisan mereka?" C: "Saya langsung menuliskan perbaikannya di kertas tempat mereka menulis, lalu saya panggil dan menjelaskan kamu kesalahannya di sini dan di sini begitu." R: "Setelah memberikan feedback, apakah Ibu masih memberikan kesempatan kepada peserta didik untuk memperbaiki tulisan mereka sebelum dinilai?"

		C: "O iya terutama untuk mereka yang membuat banyak kesalahan, tapi kalau tidak ya sudah saya langsung nilai saja." R: "Terakhir Bu, bagaimana menurut Ibu jika saya ingin mengajar writing dengan menggunakan peer editing sebagai upaya untuk meningkatkan kemampuan menulis peserta didik?" C: "Ya kita coba saja mbak, kalau selama ini saya lihat mereka memang butuh banyak latihan. Karena kalau belum kita coba kita tidak tahu sebuah cara itu efektif atau ga'." R: "Baik Bu, terima kasih atas waktunya." "Permisi Bu." C: "Iya-iya."
2.	D : September 12th 2012 (Preliminary Class Observation) T : 10.03 WIB. P : Class XI IPS Rp : S1, S2, dan S3 (Fitri, Asni, Ayu, dan Dewi)	R: "Oya namanya siapa dulu?" S1: "Fitri." S2: "Asni." S3: "Ayu." S4: "Dewi." R: "Adek suka ga pelajaran menulis dek?" S4: "Menulisnya Bahasa Indonesia apa Bahasa Inggris?" R: "Bahasa Inggris." S2: "Wach suka bingung kalau harus menulis pakai Bahasa Inggris." R: "Kalau pelajaran menulis tu menurut adik-adik membosankan atau menyenangkan?" S4: "Membosankan." R: "Sukanya menulis apa sich dek?" S4: "Puisi." R: "Terus kalau nulis gitu biasanya kesulitan apa yang ditemui?" S2: "Verb yang pertama, verb kedua." R: "Jadi masalah tense?" S2: "Iya." R: "Terus suka bingung ga milih kata-kata gitu?" S2: "Ya sedikit bingung." R: "Lalu selama ini cara ngajarnya bu guru gimana dek?" S2: " Kalau sama Bu Warsiti menyenangkan, ga' menegangkan, juga ga' membosankan." R: "Kalau guru sebelumnya gimana dek?" S2,S3&S4: "Bikin ngantuk, bosan, monoton kasih vocab terus." (Mereka menjawab bergantian.)

		R: "Kalian pernah dengar peer editing ga'?"
		S: "Ga' mbak." (S1, S2, S3, & S4 menjawab bersamaan)
		R: "Nanti mbak mau mengajar dengan teknik itu, hampir sama sich dengan caranya Bu Warsiti cuma bedanya nanti teman-teman kalian sendiri yang ngoreksi."
		S2: "Oh jadi kayak dicocokin bareng ya mbak?"
		R: "Ya semoga nanti kemampuan menulis adik-adik meningkat ya setelah tahu peer editing."
		S3: "Iya mbak, amin."
		R: "Okay, makasih ya dek dah mau ngobrol-ngobrol."
		S: "Iya mbak." (S1, S2, S3, & S4)
3.	D : September 12th, 2012 (An interview before the action) T : 10.09 WIB. P : Class XI IPS Rp : S1 dan S2 (Rahma dan Puput)	R: "Maaf ini dengan dek siapa?" S1: "Dengan Rahma." R: "Satunya dek siapa?" S2: "Puput." R: "Menurut adik mengapa adik harus belajar menulis (writing), dalam Bahasa Inggris khususnya ya." S1: "Kalau saya karena saya ingin masuk ke jurusan komunikasi jadi menurut saya belajar writing itu penting." R: "Kalau dek Puput?" S2: "Kalau menurut saya ya yang penting juga kan kita belajar nulis yang benar." R: "Apakah adik juga senang dengan pelajaran menulis?" S1 & S2: "Senang." R: "Apakah adik mempunyai motivasi atau niat yang besar dalam menulis?" S1: "Hmm…Iya mbak." R: "Motivasinya seberapa besar, maksudnya punya niat yang gede untuk menulis, apa hanya setengah hati?" S1: "Kalau saya besar, karena saya juga nulis di mading." R: "Kalau dek Puput?" S2: "Hmm… kalau saya sie ga' begitu tertarik ya, cuma senang menulis suka tapi ga ada motivasi kayak ingin jadi jurnalis begitu." R: "Apakah adik sudah percaya diri pada saat menulis?" S1: "Lumayan." R: "Kalau dek Puput?"

| | | S2: "Belum Miss, karena vocab saya masih sedikit."
R: "Bagaimana metode pembelajaran writing yang sering dilakukan guru adik di kelas?"
S1: "Biasanya langsung, jadi misalnya kita dikasih tema, terus nanti dikumpulkan terus nanti dikoreksi."
R: "Ga pakai langkah-langkah seperti drafting, editing lalu revising begitu dek?"
S1: "Ga, langsung."
R: "Apakah adik merasa kemampuan menulis adik sudah baik?"
S1&S2: "Biasa aja kalau dalam Bahasa Inggris.
R: "Sering mengalami kesulitan dalam menulis?"
S1&S2: "Iya sering."
R: "Kesulitan apa saja itu dek?"
S1: "Terutama vocab sama grammarnya.
R: "Kalau dek Puput?"
S2: "Sama sich sama."
R: "Kalau kesulitan dalam organization dari segi penyusunan paragraf sesuai dengan jenis teks yang ditulis atau mechanics dari segi ejaan, tanda baca, huruf besar kecil dan menyusun paragraf gitu?"
S1 & S2: "Iya itu juga."
R: "Terus gimana cara mengatasinya selama ini?"
S1: "Sering-sering nulis."
R: "Apakah adik membuat banyak kesalahan dalam menulis?"
S1: "Ya lumayan banyak Miss."
R: "Misalnya apa? Mungkin content dari segi isi, organization dari segi penyusunan paragraph sesuai dengan jenis teks yang ditulis, vocabulary, language use (grammar) atau mechanics dari segi ejaan, tanda baca, huruf besar kecil dan menyusun paragraf?"
S1&S2: "Oh itu mbak grammarnya."
R: "Kalau vocabnya sendiri udah cukup belum?"
S1&S2: "Belum."
R: "Apa yang adik lakukan jika terjadi kesalahan pada grammar?"
S1: "Belajar lagi, tanya Bu Guru juga."
R: "Kalau tanya teman?"
S1: "Iya juga. Sama liat kamus."
R: "Pernah melakukan peer editing ga'?"
S1: "Peer editing tu apa mbak?" |

		R: "Jadi peer editing itu kalian dan teman kalian saling mengoreksi tulisan masing-masing gitu" S1: "O belum pernah kayak gitu mbak." R: "Besok mbak mau ajarkan peer editing ke adek-adek supaya nanti kalian tidak malas lagi kalau harus disuruh menulis dalam Bahasa Inggris." S1&S2: "Oke." R: "Ya sudah, makasih ya dek atas waktunya." S1&S2: "Sama-sama mbak."
4.	D : September 12th, 2012 (An interview before the action) T : 11.46 WIB. P : Class XI IPS Rp : S1 dan S2 (Galuh dan Falah)	R: "Maaf, namanya siapa dek?" S1: "Nama saya Galuh Candra." S2: "Nama saya Falah Muhammad." R: "Menurut adik mengapa adik harus belajar menulis?" S1: "Karena dengan menulis semua biasa ketuang, misalnya ide-ide, cerita, angan-angan, mimpi-mimpi." R: "Apakah adik senang menulis?" S1: "Tergantung mood mbak." R: "Kalau dek Falah?" S2: "Kalau menurut saya nulis itu juga belajar karena kita berusaha nuangin apa yang ada di pikiran kita." R: "Kalau nulis (writing) dalam Bahasa Inggris senang ga'?" S1: "Ya tergantung motivasinyanya sich. Kalau saya lagi termotivasi untuk lancar writingnya ya udah pasti senang apalagi, kalau gurunya juga njelasinnya pelan-pelan. R: "Kalau motivasinya gede ga?" S1: "Ya itu tadi kalau lagi niat ya pingin menulis tapi kalau lagi malas ga ada motivasinya sama sekali." R: "Adik sendiri sudah percaya diri belum dalam menulis?" S1: "Belum begitu." R: "Metode mengajar menulis yang biasa Bu Guru terapkan di kelas bagaimana selama ini?" S1: "Kalau Bu Warsiti kita baca paragraf, dijelaskan grammarnya dulu baru disuruh nulis." R: "Apakah adik merasa kemampuan menulis adik sudah baik?" S1 & S2: "Belum."

		R: "Apakah adik merasa kesulitan dalam menulis?"
		S1 & S2: "Terkadang ya."
		R: "Kesulitan apa saja misalnya?"
		S1: "Kadang-kadang pas nulis blank di tengah jalan. Idenya ga' keluar."
		R: "Kira-kira kesalahan apa saja yang sering terjadi pada tulisan adik? Misalnya content dari segi isi, organization dari segi penyusunan paragraf sesuai dengan jenis teks yang ditulis, vocabulary, language use (grammar) atau mechanics dari segi ejaan, tanda baca, huruf besar kecil dan menyusun paragraf?
		S1: "Vocab dan grammar."
		R: "Vocab yang adik miliki saat ini sudah cukup belum kira-kira untuk bekal menulis?"
		S1: "Belum."
		S2: "Sangat kurang."
		R: "Bagaimana cara adik mengatasinya?"
		S2: "Misalnya dari lagu, kita cari liriknya lalu cari artinya. Cerita juga kalau kita belum tahu apa artinya itu kita lihat kamus."
		S1: "Ya dari lagu atau cerita."
		R: "Kalau pada grammar gimana cara ngatasinnya?"
		S1: "Kalau aku pribadi nyobain soal-soal ntar dilihat dari paragrafnya ini grammar yang dipakai apa?"
		R: "Dek Falah juga sama?"
		S2: "Iya."
		R: "Sering tanya teman-teman ga'?"
		S1: "Iya, misalnya ini gimana dah benar atau belum? Tolong dong di check."
		R: "Pernah melakukan peer editing ga'?"
		S1: "Peer editing tu apa mbak?"
		R: "Jadi peer editing itu kalian dan teman kalian saling mengoreksi tulisan masing-masing gitu"
		S1: "Belum mbak."
		R: "Besok mbak mau ajarkan peer editing ke adek-adek supaya nanti kalian bisa meningkatkan kemampuan kalian menulis dalam Bahasa Inggris."
		S1: "Wach siap mbak."
		R: "Terimakasih ya dek atas waktunya."
		S1 & S2: "Iya."

5.	D : September 19th, 2012
	    (An interview
	    during the action)
	T : 10.06 WIB.
	P : Class XI IPS
	Rp : S (Suyatman)
		R: "Permisi dek, maaf ya Miss mengganggu. Maaf ini dengan dek siapa?"
		S: "Oh ga ganggu kok mbak. Saya Suyatman."
		R: "Okay. Dek gimana tentang pelajaran yang tadi sudah mengerti belum?"
		S: "Ya sudah sedikit-sedikit mbak."
		R: "Kesulitannya dimana dek?"
		S: "Ya cuma karena kelas ini kurang kondusif aja."
		R: "Iya bener. Kalau adik sendiri yang sulit di bagian apa?"
		S: "Itu yang bagian dari teks naratif. Belum apal mbak jadi masih susah bedainnya."
		R: "Oh itu adik harus ngapalin dulu barti ya? Besok di ulang-ulang dech supaya lebih jelas tentang generic structure dari teks naratif. "Sudah itu saja dek?"
		S: "Iya mbak."
		R: "Baik, makasih ya dek atas waktunya." "Silahkan dilanjutkan bacanya."
		S: "Iya mbak sama-sama."

6.	D : September 26th, 2012 (An interview during the action) T : 10.02 WIB. P : Class XI IPS 2 Rp : S1 dan S2 (Nurul dan Sugeng)	R: "Permisi dek, kita ngobrol-ngobrol ya sebentar." S1: "Iya Miss." R: "Kemarin yang pelajaran tentang language features yang terdapat pada narrative texts udah paham belum?" S1: "Baru dikit-dikit sich." R: "Tentang apanya dek yang belum paham?" S1: "Yang itu mbak mengubah present tense menjadi past tense." R: "Oh itu gampang kok. Kalau yang beraturan tinggal ditambah d/ed. Kita tinggal ngapalin yang tidak beraturan saja." S1: "Oh iya Miss." R: "Kalau tentang generic structure gimana dek udah paham?" S1: "Udah lumayan Miss." R: "Hmm…. coba Miss mau dengar, coba sebutkan generic structure di dalam narrative texts tu ada apa aja?" S1: "Yang pertama orientation, yang kedua evaluation, yang ketiga complication, dan yang keempat resolution." R: "Kalau tujuannya dari narrative text untuk apa dek, masih ingat ga?" S1: "Hmm… (sambil mengingat-ingat). Eh ya,

		untuk menghibur para pembacanya, Miss.”
		R: “Iya bener banget tu. Berati sudah jelas ya?”
		S1: “Sudah Miss.”
		R: “Oh ini ada Andi. Andi sini ngobrol-ngobrol sebentar dek.”
		S2: “Iya gimana mbak?”
		R: “Andi, masih ingat ga yang pelajaran kemarin tentang generic structure dari narrative texts? Coba sebutkan.”
		S2: “Hmm… (sambil mengingat-ingat). Generic structurenya itu… orientation, evaluation, complication, dan resolution.”
		R: “Iya bener itu.”
		R: “Kalau tujuan dari narrative texts apa dek masih ingat ga’?”
		S2: “O itu Miss untuk menghibur pembaca.” “Bener ga, Miss?”
		R: “Iya bener sekali.”
		R: “Okay makasih ya semua, dek Bimo sama dek Ardi.”
		S: “Iya, sama-sama Miss (menjawab bersamaan).”
7.	D : October 3rd, 2012 (An interview during the action) T : 10.08 WIB. P : Class XI IPS Rp : S (Aminan)	R: “Permisi dek, dengan dek siapa nih?”
		S: “Amin.”
		R: “Oke dek Amin, yang Miss suruh tadi membuat teks naratif, masih ada yang belum ngerti?”
		S: “Sedikit.”
		R: “Yang mana dek?”
		S: “Kalau saya kosakata Bahasa Inggrisnya yang ga apal Miss, sama simple past tensenya kadang lupa aturannya.”
		R: “Mungkin perlu bawa kamus dek untuk bantu cari vocabnya yang tepat. Oh ya kalau adik sendiri kesulitan dalam menulis itu apa?”
		S: “Ya masalah kosakata-kosakata itu yang kurang, kalau menulis dalam Bahasa Indonesianya sendiri ngerti tapi mau dibuat ke Bahasa Inggrisnya ga ngerti Miss.”
		R: “Jadi itu yang membuat ga jalan-jalan ya dek. Tapi kalau ide sendiri sebenarnya ada dek?”
		S: “Ada Miss.”
		R: “Kalau arah teksnya nanti bagaimana ngerti?”
		S: “Ngerti tapi ngerakai-ngerangkai katanya Miss yang susah.”
		R: “Iya dek satu-satunya cara ya harus sering menulis. Nanti akan lebih terbiasa dan

		sensitive kalau berbuat kesalahan dalam menulis.” S: “Iya mbak.” R: “Okay dek makasih ya. Maaf dah ganggu.” S: “Iya mbak mari.”
8.	D : October 3rd, 2012 (An interview during the action) T : 11.49 WIB. P : Class XI IPS 2 Rp : S1dan S2 (Bangkit dan Dita)	R: “Permisi dek Bangkit sama dek Dita, kita ngobrol-ngobrol bentar ya.” S1: “Oh iya Miss.” R: “Kalian kesulitannya dimana kalau dalam menulis yang kalian alami?” S1: “Ga tahu Bahasa Inggrisnya Miss.” S2: “Grammar, Miss. Kadang lupa Miss kalau naratif tu harus pake verb lampau.” R: “Pas Miss suruh nulis kalian ga nulis-nulis tu karena apa dek?” S1: “Bingung. Terlebih lagi karena banyak yang belum jadi kita juga santai saja Miss.” R: “Iya dek, kalau ada kesulitan tanya Miss Ika ya jangan malu. Kalau dek Dita nulis yang lain bisa?” S2: “Dah bisa Miss dikit-dikit. Kalau ini baru jadi masih bingung Miss.” R: “Kalau di rumah idenya muncul ga dek pada?” S1: “Kadang-kadang sich Miss.” R: “Kalau dek Dita?” S2: “Sama Miss kadang-kadang tergantung situasi.” R: “Okay dech dek dilanjutkan lagi aktivitasnya. Makasih ya.” S1 & S2: “Iya Miss.”
9.	D : October 10th, 2012 (An interview during the action) T : 06.46 WIB. P : In the guests’ room. Rp : C (Bu Warsiti)	R: “Permisi Bu, maaf menggangu, saya pingin wawancara Ibu sebentar bisa Bu?” C: “Oh ya silahkan mbak, di ruang tunggu tamu saja ya.” R: “Baik Bu terima kasih. Begini Bu saya mau tanya-tanya tentang proses yang selama ini telah berjalan.” “Menurut Ibu apakah sudah berjalan dengan baik?” C: “Hmm, baik… ini sedikit masukan mbak ya mungkin dari classroom managementnya masih kurang. Ya jadi kalau saya bilang itu terbilang wajar karena anda bukan guru, jadi kemungkinan kurang diperhatikan itu bisa terjadi. Jadi tinggal bagaimana cara penyampaiannya. Jadi kita sebisa mungkin

		bicara jelas dan keras, ditambah lagi dengan situasi kelas yang tidak kondusif jadi kalau suara kurang keras dan jelas anak-anak menjadi tidak respect. Jadi memang perlu dilatih dan ditambah percaya dirinya." R: "Iya baik Bu." C: "Kemudian dari segi penanganan sudah bagus." R: "Kalau menurut Ibu selama ini kan kita menerapkan peer editing, menurut Ibu apakah bisa meningkatkan kemampuan menulis peserta didik?" C: "Kalau menurut saya, bisa membantu. Jadi kita mengamati prosesnya, itu akan lebih efektif." R: "Aspek apa menurut Ibu untuk saat ini dan untuk selanjutnya perlu diperbaiki, khususnya untuk writing?" C: "Ya mungkin untuk vocabnya ya mbak anak-anak masih kesulitan mencari vocab yang tepat." R: "Lalu bagaimana caranya menurut Ibu agar anak-anak lebih termotivasi untuk menulis?" C: "Ya jadi kita harus memberi pengetahuan dulu tentang teks yang sedang kita ajarkan lalu beri topik yang up to date dan menarik. Bila perlu beri mereka kesempatan untuk mencari artikel sendiri sebanyak mungkin." R: "Okay Bu baik, saya rasa sudah cukup." "Terima kasih ya Bu." C: "Iya sama-sama mbak, silahkan masuk kelas duluan nanti saya nyusul." R: "Baik Bu, permisi Bu."
10.	D : October 17th, 2012 (An interview during the action) T : 10.02 WIB. P : Class XI IPS Rp : S (Febby)	R: "Maaf ganggu bentar dek Miss mau tanya-tanya nih, tadi kan udah dijelasin lagi tentang generic structures dan language features dari narrative text. Sekarang udah lebih paham ga dek?" S: "Udah Miss." R: "Coba sebutin generic structuresnya." S: "Thesis, arguments, sama suggestion." R: "Kalau language featuresnya sendiri masih ada yang bingung?" S: "Udah ga' Miss." R: "Oke makasih dek." S: "Iya Miss."
11.	D : October 17th, 2012	R: "Permisi, Bu. Maaf Bu saya pingin ngobrol-

	(An interview during the action) T : 10.06 WIB. P : Class XI IPS Rp : C (Bu Warsiti)	ngobrol sebentar dengan Ibu bisa?” C: “Oya mbak silahkan. Gimana-gimana?” R: “Menurut Ibu, siswa sekarang sudah lebih paham belum tentang generic structures dan language features dari narrative text?” C: “Ya dari hasil apa yang dikerjakan dari pertemuan yang kemarin dan pertemuan yang sekarang, anak sudah lebih bagus dalam membuat paragraf. Tidak seperti pada Cycle 1 ada beberapa siswa yang menulis tidak dengan urutan yang tidak tepat.” R: “Lalu dengan penguasaan language featuresnya sendiri bagaimana Bu?” C: “Ya saya lihat kemampuan menulis mereka sudah mengalami peningkatan ya, mereka semakin mahir menulis dengan simple past tense. Mereka jadi tahu kapan harus menerapkan penggunaan simple past tense yang tepat. Juga dari latihan kemarin saya lihat rata-rata sudah menjawab dengan benar.” R: “Baik Bu, terimakasih Bu atas waktunya.” C: “Iya, sama-sama mbak.”
12.	D : October 24th, 2012 (An interview after the action) T : 10.09 WIB. P : Class XI IPS Rp : S (Andi)	R: “Maaf dek, boleh Miss ganggu bentar pingin tanya-tanya lagi.” S: “Silahkan Miss.” R: “Apakah adik lebih tertarik dengan pelajaran writing menggunakan peer editing? Kenapa?” S: “Iya Miss. Karena yang ngoreksi teman kita duluan jadi lebih bebas gitu, ga takut lagi kaya dulu. Selain itu, kita jadi tahu mana kesalahan kita.” R: “Gitu ya? Terus apakah adik lebih enjoy dalam menulis?” S: “Iya.” R: “Apakah sekarang adik lebih termotivasi untuk meningkatkan kemampuan menulis adik setelah tahu peer editing?” S: “Iya karena ada perkembangan jadinya senang menulis.” R: “Lebih percaya diri ga’?” S: “Kalau percaya diri sich belum terlalu, ya perlu dimantapkan lagi Miss.” R: “Apakah adik ingin lebih sering lagi berlatih menulis dalam Bahasa Inggris?” S: “Iya.” R: “Apakah adik merasa kemampuan menulis

| | | adik lebih meningkat sekarang?"
S: "Iya. Yang saya rasakan ada peningkatan."
R: "Kesulitan apa yang masih adik hadapi?"
S: "Ya vocab-vocab yang sulit-sulit Miss."
R: "Langkah-langkah menulis yang dijelaskan Miss sudah jelas dan dapat dilakukan dengan baik kan?"
S: "Sudah."
R: "Apakah membantu adik dalam menulis?"
S: "Iya."
R: "Menurut adik lebih mudah mana belajar menulis dengan menggunakan peer editing atau dengan kegiatan belajar seperti biasanya?"
S: "Lebih enak pakai peer editing, Miss."
R: "Harapan adik untuk pelajaran writing selanjutnya apa?"
S: "Ya mestinya apa yang ada di pikiran bisa ditulis dalam Bahasa Inggris."
R: "Apakah nilai adik dalam pelajaran writing setelah menggunakan peer editing meningkat?"
S: "Semoga, Miss."
R: "Amin. Terima kasih dik."
S: "Sama-sama, Miss." |
| 13. | D : October 31th, 2012
(An interview
after the action)
T : 11.07 WIB.
P : In the library
Rp : C (Bu Warsiti) | R: "Permisi Bu, mau tanya-tanya lagi nih Bu."
C: "Iya mbak silahkan."
R: "Menurut Ibu, apakah langkah-langkah dalam kegiatan menulis dengan menerapkan peer editing yang saya lakukan sudah berjalan dengan baik dan sesuai dengan rencana awal?"
C: "Hmm, menurut pendapat saya sudah baik, hanya mungkin perlu lebih untuk medianya lagi.
R: "Menurut Ibu, apakah pembelajaran writing menggunakan peer editing yang telah diberikan membuat siswa lebih termotivasi untuk meningkatkan kemampuan menulisnya?"
C: "Iya mbak mereka lebih termotivasi tapi kalau terus menerus bisa bosan jadi mungkin bisa diseling dengan diskusi atau presentasi di depan kelas."
R: "Apakah Ibu merasakan jumlah kesalahan peserta didik dalam hal content, grammar, vocabulary, mechanic, dan organisation |

125

		semakin berkurang setelah diterapkan peer editing?
		C: "Saya kira iya"
		R: "Apakah Ibu juga merasakan jika peserta didik lebih percaya diri dalam menulis?"
		C: "Iya sebangian besar dari mereka terlihat sekali peningkatannya."
		R: "Menurut Ibu, apakah penggunaan peer editing ini dapat membuat peserta didik mengerti kelebihan dan kelemahan mereka dalam menulis?"
		C: "Iya sangat."
		R: "Apakah nilai peserta didik dalam writing meningkat setelah menerapkan peer editing Bu?"
		C: "Ya harapannya begitu mbak tapi saya lihat banyak yang mulai mengalami peningkatan."
		R: "Bu maaf, jika ditinjau satu per satu nih bagaimana pendapat Ibu. Menurut Ibu, ada tidak peningkatan dari segi content atau isinya dari tulisan peserta didik?"
		C: "Ya ada, saya lihat tulisannya semakin mudah dimengerti dan semakin detail."
		R: "Lalu kalau dari segi organisationnya Bu?"
		C: "Ya ada, ya seperti saya pernah katakan kebanyakan dari mereka sudah menulis berdasarkan generic structure yang diajarkan dengan tepat, artinya mereka menulis secara urut."
		R: "Lalu kalau dari segi vocabularynya Bu, apakah ada peningkatan?"
		C: "Ya, mereka jadi punya koleksi vocabulary yang lebih banyak. Bisa dilihat dari karangan yang mereka buat, mereka bisa lebih selektif dalam memilih vocabulary untuk karangan mereka."
		R: "Lalu dari language use atau grammarnya, apakah ada peningkatan?"
		C: "Ya ada, Mbak. Mereka sekarang bisa mengubah present tense menjadi past tense tanpa ada kesalahan dan menggunakan past tense dengan tepat."
		R: "Lalu ada peningkatan tidak Bu dari segi mechanicsnya?"
		C: "Iya ada, kalau mechanicsnya rata-rata baik walaupun masih ada kesalahan sedikit dalam punctuation ataupun capitalization."
		R: "Bagaimana peningkatan nilai siswa di Cycle

		2 ini Bu?"
		C: "Secara umum nilainya bagus. Ada peningkatan dari hasil akhirnya dibandingkan tulisan-tulisan sebelumnya."
		R: "Apa harapan Ibu untuk pelajaran writing selanjutnya?"
		C: "Harapan saya setelah dengan peer editing ini mereka jadi lebih terbiasa dalam writing minimal dalam pemilihan kosakata, kemudian mereka lebih kreatif dalam memilih tema yang disesuaikan dengan kemampuan mereka sendiri untuk membuatnya."
		R: "Apakah Ibu akan meneruskan mengajar writing dengan menggunakan peer editing seperti yang telah saya lakukan?"
		C: "Hmm, menurut saya itu cara yang cukup baik ya tapi memang perlu prosesnya yang cukup lama. Mungkin kalau untuk yang XI IPA dan lainnya mungkin nanti saya pakai."
		R: "Baik Bu, saya rasa cukup, terimakasih atas waktunya Bu." "Terima kasih juga atas bantuan Ibu selama saya melakukan penelitian di sini."
		C: "Iya mbak sama-sama saya juga terima kasih. Semoga sukses mbak."
		R: "Amin, terima kasih banyak Bu."

APPENDIX 5

SILABUS

SILABUS

Satuan Pendidikan   **: SMA Muhammadiyah Kutoarjo**
Mata Pelajaran   **: Bahasa Inggris**
Kelas / Program   **: XI / IPS**
Semester   **: I**
Tahun Pelajaran   **: 2012 / 2013**
Materi   **: Teks Naratif**
Standar Kompetensi   **: 6. Mengungkapkan makna teks fungsional pendek dan esei sederhana report, narrative, dan analytical exposition dalm konteks kehidupan sehari-hari**

Kompetensi Dasar   **:**

6.1. Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari

6.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam konteks kehidupan sehari-hari

Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Penilaian	Time Allocation	Sources
Teks Naratif	1. Menemukan generic structure dari teks yang dibaca. 2. Menyusun paragraf acak menjadi teks yang runtut. 3. Melengkapi teks	**Pertemuan 1** *1. Kegiatan Awal* a. Guru memberikan salam. b. Guru menyuruh siswa untuk berdoa terlebih dahulu. c. Guru mengabsen siswa satu persatu. d. Guru membimbing para siswa agar	• Tertulis • Unjuk kerja	8 x 45' (4 pertemuan)	▪ Developing English Competencies for Senior High School (Pusat Perbukuan Depdiknas), Achmad Doddy, Ahmad Sugeng,

129

	narrative rumpang dengan kosa kata yang tepat. 4. Menjodohkan kosa kata dengan padannya. 5. Menentukan apakah suatu pernyataan itu betul atau salah berdasarkan teks yang dibaca. 6. Mengidentifikasi simple past tense dalam kalimat. 7. Mengubah Simple Present Tense menjadi Simple Past Tense. 8. Menyusun kalimat acak menjadi sebuah cerita yang padu.	mereka fokus kepada pelajaran. e. Guru memberikan pertanyaan kepada siswa mengenai topik yang akan dibahas. f. Guru memberikan beberapa pertanyaan kepada siswa untuk memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan. 2. *Kegiatan Inti* a. Guru memberikan sebuah teks kepada para siswa. b. Siswa bekerja sama dengan teman sebangku untuk menentukan generic structure dari teks tersebut. c. Kemudian guru membahas dengan siswa generic structure yang terdapat dalam teks yang telah dibagikan. d. Guru memberikan teks yang rumpang kepada siswa. e. Siswa diminta melengkapi teks yang			Effendi ▪ Fokus (Acuan Pengayaan), Adjeng E, Istiana Ayu. ▪ Kresna (Sinar Mandiri), Isbandriah, S.S. ▪ Look Ahead 2 (Erlangga), Sudarwati, Th. M and Grace E.

		rumpang tersebut dengan kosakata yang telah disediakan. f. Setelah melengkapi teks yang rumpang, siswa diminta membaca kembali teks tersebut dan menentukan apakah suatu pernyataan itu betul atau salah sesuai dengan teks yang diberikan. g. Kemudian siswa menjodohkan kosa kata yang ada dalam teks dengan padanannya. h. Setelah selesai guru meminta siswa saling menukarkan hasil pekerjaan mereka dan mengoreksi apakah ada yang salah dari pekerjaan mereka. 3. *Kegiatan Akhir* a. Guru bertanya kepada siswa apakah mereka sudah benar-benar mengerti tentang materi yang telah dibahas. b. Guru memberi pertanyaan kepada siswa mengenai materi yang telah			

		mereka bahas, siswa menjawab.			
		c. Guru memberikan tugas rumah kepada siswa untuk didiskusikan pada pertemuan mendatang.			
		Pertemuan 2			
		1. *Kegiatan Awal*			
		a. Guru memberikan salam.			
		b. Guru menyuruh siswa untuk berdoa terlebih dahulu.			
		c. Guru mengabsen siswa satu persatu.			
		d. Guru membimbing para siswa agar mereka fokus kepada pelajaran.			
		e. Guru memberikan pertanyaan kepada siswa mengenai topik yang akan dibahas.			
		f. Guru memberikan beberapa pertanyaan kepada siswa untuk memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan.			

		2. *Kegiatan Inti* a. Guru menjelaskan tentang kata kerja terdapat dalam teks naratif, yaitu simple past tense. b. Guru kemudian memberikan sebuah teks yang belum sesuai kata kerjanya kepada para siswa. c. Para siswa diminta mengubah kata kerja yang telah tersedia menjadi kata kerja yang tepat, yaitu simple past tense. d. Siswa melanjutkan mengubah kata kerja yang belum sesuai menjadi simple past tense. e. Kemudian siswa diminta menyusun kalimat-kalimat acak agar menjadi sebuah teks yang padu. f. Siswa diminta menukarkan hasil pekerjaan mereka kepada teman sebangku untuk selanjutnya dikoreksi oleh teman sebangku mereka.			

		3. *Kegiatan Akhir* a. Guru memberi pertanyaan kepada siswa mengenai materi yang telah mereka bahas, siswa menjawab. b. Guru memberikan tugas rumah kepada siswa untuk didiskusikan pada pertemuan berikutnya. **Pertemuan 3** 1. *Kegiatan Awal* c. Guru memberikan salam. d. Guru menyuruh siswa untuk berdoa terlebih dahulu. e. Guru mengabsen siswa satu persatu. f. Guru membimbing para siswa agar mereka fokus kepada pelajaran. g. Guru memberikan pertanyaan kepada siswa mengenai topik yang akan dibahas. h. Guru memberikan beberapa pertanyaan kepada siswa untuk			

		memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan. 2. *Kegiatan Inti* a. Guru menanyakan kembali tentang generic structure dan tense yang digunakan dalam teks naratif. b. Semua siswa sudah menjawab dengan benar mengenai generic structure dan tense yang digunakan dalam teks naratif. c. Guru kemudian meminta siswa membuat sebuah teks naratif dengan memilih salah satu dari outline yang telah disediakan. d. Siswa mengembangkan imajinasi mereka sendiri berdasarkan outline yang tersedia. e. Guru berkeliling untuk memastikan siswa benar-benar menulis. f. Guru memberikan waktu untuk			

menyelesaikan tulisan sampai bel berbunyi.

3. *Kegiatan Akhir*

a. Guru meminta siswa untuk mengumpulkan tulisan yang sudah mereka buat.

b. Guru mengakhiri pelajaran dengan meminta siswa untuk benar-benar memahami tentang teks naratif dan komponen-komponennya.

Pertemuan 4

1. *Kegiatan Awal*

a. Guru memberikan salam.

b. Guru menyuruh siswa untuk berdoa terlebih dahulu.

c. Guru mengabsen siswa satu persatu.

d. Guru membimbing para siswa agar mereka fokus kepada pelajaran.

e. Guru memberikan pertanyaan kepada siswa mengenai topik yang akan | | |

		dibahas. f. Guru memberikan beberapa pertanyaan kepada siswa untuk memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan. 2. *Kegiatan Inti* a. Guru membagikan tulisan yang minggu lalu dibuat oleh siswa. b. Guru membagikan tulisan tersebut bukan kepada siswa yang bersangkutan, guru melainkan mengacaknya. c. Guru meminta siswa untuk mengoreksi tulisan siswa yang ada di tangan mereka. d. Dengan bimbingan guru, siswa diminta memberi tanda pada kata-kata atau bagian-bagian yang terdapat kesalahan dalam tulisan teman mereka tersebut.			

		e. Setelah selesai memberi tanda pada bagian yang salah, siswa diminta untuk mengembalikan tulisan tersebut kepada siswa yang bersangkutan. f. Kemudian, guru meminta siswa untuk membetulkan tulisan yang sudah diberi tanda tersebutdan menulisnya kembali dengan benar. 3. *Kegiatan Akhir* a. Guru memberikan kesempatan kepada siswa untuk menyelesaikan tulisannya sampai bel berbunyi. b. Setelah bel berbunyi, siswa diminta untuk mengumpulkan kembali tulisannya kepada guru.			
Teks Naratif	1. Menemukan generic structure dari teks yang dibaca. 2. Menyusun paragraf acak menjadi teks	**Pertemuan 5** 1. *Kegiatan Awal* a. Guru memberikan salam. b. Guru menyuruh siswa untuk berdoa terlebih dahulu.	● Tertulis ● Unjuk kerja	6 x 45' (3 pertemuan)	▪ Developing English Competencies for Senior High School (Pusat Perbukuan Depdiknas),

| | | yang runtut.
3. Mengidentifikasi simple past tense dalam kalimat.
4. Mengubah Simple Present Tense menjadi Simple Past Tense.
5. Menggunakan Simple Past Tense dengan benar.
6. Melengkapi teks narrative rumpang dengan kosa kata yang tepat. | c. Guru mengabsen siswa satu persatu.
d. Guru membimbing para siswa agar mereka fokus kepada pelajaran.
e. Guru memberikan pertanyaan kepada siswa mengenai topik yang akan dibahas.
f. Guru memberikan beberapa pertanyaan kepada siswa untuk memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan.
2. Kegiatan Inti
a. Guru memberikan sebuah teks acak kepada para siswa.
b. Siswa bekerja sama dengan teman sebangku untuk menyusun teks acak tersebut dan menentukan generic structure dari teks tersebut.
c. Kemudian guru membahas dengan siswa generic structure yang terdapat dalam teks yang telah dibagikan. | | | Achmad Doddy, Ahmad Sugeng, Effendi
▪ Fokus (Acuan Pengayaan), Adjeng E, Istiana Ayu.
▪ Kresna (Sinar Mandiri), Isbandriah, S.S.
▪ Look Ahead 2 (Erlangga), Sudarwati, Th. M and Grace E. |

		d. Siswa melanjutkan mengerjakan soal yang diberikan guru, yaitu mengubah kata kerja bentuk dasar menjadi simple past tense. e. Siswa juga diminta menentukan kata kerja yang sesuai dengan materi yang sedang dibahas. f. Setelah itu, guru meminta siswa melengkapi bacaan yang rumpang dengan kosakata yang telah disediakan. g. Siswa diminta menukarkan hasil pekerjaan mereka kepada teman sebangku untuk selanjutnya dikoreksi oleh teman sebangku mereka. 3. *Kegiatan Akhir* a. Guru memberi pertanyaan kepada siswa mengenai materi yang telah mereka bahas, siswa menjawab. b. Guru memberikan tugas rumah kepada siswa untuk didiskusikan pada			

		pertemuan berikutnya.			
		Pertemuan 6			
		1. *Kegiatan Awal*			
		a. Guru memberikan salam.			
		b. Guru menyuruh siswa untuk berdoa terlebih dahulu.			
		c. Guru mengabsen siswa satu persatu.			
		d. Guru membimbing para siswa agar mereka fokus kepada pelajaran.			
		e. Guru memberikan pertanyaan kepada siswa mengenai topik yang akan dibahas.			
		f. Guru memberikan beberapa pertanyaan kepada siswa untuk memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan.			
		2. *Kegiatan Inti*			
		a. Guru menanyakan kembali tentang generic structure dan tense yang			

		digunakan dalam teks naratif.			
		b. Semua siswa sudah menjawab dengan benar mengenai generic structure dan tense yang digunakan dalam teks naratif.			
		c. Guru kemudian meminta siswa membuat sebuah teks naratif dengan memilih salah satu dari outline yang telah disediakan.			
		d. Siswa mengembangkan imajinasi mereka sendiri berdasarkan outline yang tersedia.			
		e. Guru berkeliling untuk memastikan siswa benar-benar menulis.			
		f. Guru memberikan waktu untuk menyelesaikan tulisan sampai bel berbunyi.			
		3. Kegiatan Akhir			
		a. Guru meminta siswa untuk mengumpulkan tulisan yang sudah mereka buat.			

		b. Guru mengakhiri pelajaran dengan meminta siswa untuk benar-benar memahami tentang teks naratif dan komponen-komponennya. **Pertemuan 7** *1. Kegiatan Awal* a. Guru memberikan salam. b. Guru menyuruh siswa untuk berdoa terlebih dahulu. c. Guru mengabsen siswa satu persatu. d. Guru membimbing para siswa agar mereka fokus kepada pelajaran. e. Guru memberikan pertanyaan kepada siswa mengenai topik yang akan dibahas. f. Guru memberikan beberapa pertanyaan kepada siswa untuk memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan. *2. Kegiatan Inti*			

		a. Guru membagikan tulisan yang minggu lalu dibuat oleh siswa. b. Guru membagikan tulisan tersebut bukan kepada siswa yang bersangkutan, guru melainkan mengacaknya. c. Guru meminta siswa untuk mengoreksi tulisan siswa yang ada di tangan mereka. d. Dengan bimbingan guru, siswa diminta memberi tanda pada kata-kata atau bagian-bagian yang terdapat kesalahan dalam tulisan teman mereka tersebut. e. Setelah selesai memberi tanda pada bagian yang salah, siswa diminta untuk mengembalikan tulisan tersebut kepada siswa yang bersangkutan. f. Kemudian, guru meminta siswa untuk membetulkan tulisan yang sudah diberi tanda tersebutdan menulisnya			

		kembali dengan benar. 3. *Kegiatan Akhir* a. Guru memberikan kesempatan kepada siswa untuk menyelesaikan tulisannya sampai bel berbunyi. b. Setelah bel berbunyi, siswa diminta untuk mengumpulkan kembali tulisannya kepada guru.			

APPENDIX 6

LESSON PLANS

LESSON PLAN IN CYCLE 1

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: SMA Muhammadiyah Kutoarjo
Mata Pelajaran	: Bahasa Inggris
Kelas / Program	: XI/ IPS
Semester	: I
Alokasi Waktu	: 8 x 45 minutes (4 pertemuan)

I. STANDAR KOMPETENSI: Menulis

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

II. KOMPETENSI DASAR

6.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam konteks kehidupan sehari-hari

III. INDIKATOR

1. Menemukan generic structure dari teks yang dibaca.
2. Menyusun paragraf acak menjadi teks yang runtut.
3. Melengkapi teks narrative rumpang dengan kosa kata yang tepat.
4. Menjodohkan kosa kata dengan padannya.
5. Menentukan apakah suatu pernyataan itu betul atau salah berdasarkan teks yang dibaca.
6. Mengidentifikasi simple past tense dalam kalimat.
7. Mengubah Simple Present Tense menjadi Simple Past Tense.
8. Menyusun kalimat acak menjadi sebuah cerita yang padu.

IV. TUJUAN PEMBELAJARAN

Pertemuan 1

Siswadapat:

1. Menemukan generic structure dari teks yang diberikan.
2. Menggunakan kosa kata terkait dengan bacaan.

147

3. Merespon pertanyaan-pertanyaan bacaan.

4. Memahami arti kosa kata yang diberikan.

Pertemuan 2

Siswa dapat:

1. Memahami Simple Past Tense.

2. Menggunakan Simple Past Tense.

3. Melengkapi bacaan dengan kosakata yang benar.

4. Menyusun paragraf acak menjadi sebuah teks yang padu.

5. Menemukan generic structure dari teks yang dibaca.

Pertemuan 3

Siswa dapat:

1. Membuat naratif teks dengan baik dan benar.

Pertemuan 4

Siswa dapat:

 1. Menerapkan peer editing dalam writing.

V. MATERI PEMBELAJARAN

Pertemuan 1

1. Teks : a) The Jealous Crow

            b) Beauty and the Beast

2. Kosa kata terkait dengan bacaan

Pertemuan 2

1. Simple Past Tense

2. Kosakata terkait dengan bacaan

Pertemuan 3

1. Membuat teks naratif Cinderella atau Snow White

Pertemuan 4

1. Teks naratif Cinderella atau Snow White

VI. METODE PEMBELAJARAN

Pertemuan 1: 1. Ceramah   3. Diskusi

               2. Tanya Jawab   4. Pemberian Tugas

Pertemuan 2: 1. Ceramah   3. Diskusi

               2. Tanya Jawab   4. Pemberian Tugas

148

Pertemuan 3:   1.   Pemberian Tugas

Pertemuan 4:   1.   Pemberian Tugas

                                                     2.   Diskusi

VII. KEGIATAN PEMBELAJARAN

Pertemuan 1

1.   Kegiatan Awal

    a.   Guru memberikan salam.

    b.   Guru menyuruh siswa untuk berdoa terlebih dahulu.

    c.   Guru mengabsen siswa satu persatu.

    d.   Guru membimbing para siswa agar mereka fokus kepada pelajaran.

    e.   Guru memberikan pertanyaan kepada siswa mengenai topik yang akan dibahas.

    f.   Guru memberikan beberapa pertanyaan kepada siswa untuk memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan.

2.   Kegiatan Inti

    a.   Guru memberikan sebuah teks kepada para siswa.

    b.   Siswa bekerja sama dengan teman sebangku untuk menentukan generic structure dari teks tersebut.

    c.   Kemudian guru membahas dengan siswa generic structure yang terdapat dalam teks yang telah dibagikan.

    d.   Guru memberikan teks yang rumpang kepada siswa.

    e.   Siswa diminta melengkapi teks yang rumpang tersebut dengan kosakata yang telah disediakan.

    f.   Setelah melengkapi teks yang rumpang, siswa diminta membaca kembali teks tersebut dan menentukan apakah suatu pernyataan itu betul atau salah sesuai dengan teks yang diberikan.

    g.   Kemudian siswa menjodohkan kosa kata yang ada dalam teks dengan padanannya.

    h.   Setelah selesai guru meminta siswa saling menukarkan hasil pekerjaan mereka dan mengoreksi apakah ada yang salah dari pekerjaan mereka.

3.   Kegiatan Akhir

    a.   Guru bertanya kepada siswa apakah mereka sudah benar-benar mengerti tentang materi yang telah dibahas.

b. Guru memberi pertanyaan kepada siswa mengenai materi yang telah mereka bahas, siswa menjawab.

c. Guru memberikan tugas rumah kepada siswa untuk didiskusikan pada pertemuan mendatang.

Pertemuan 2

1. Kegiatan Awal

    a. Guru memberikan salam.

    b. Guru menyuruh siswa untuk berdoa terlebih dahulu.

    c. Guru mengabsen siswa satu persatu.

    d. Guru membimbing para siswa agar mereka fokus kepada pelajaran.

    e. Guru memberikan pertanyaan kepada siswa mengenai topik yang akan dibahas.

    f. Guru memberikan beberapa pertanyaan kepada siswa untuk memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan.

2. Kegiatan Inti

    a. Guru menjelaskan tentang kata kerja terdapat dalam teks naratif, yaitu simple past tense.

    b. Guru kemudian memberikan sebuah teks yang belum sesuai kata kerjanya kepada para siswa.

    c. Para siswa diminta mengubah kata kerja yang telah tersedia menjadi kata kerja yang tepat, yaitu simple past tense.

    d. Siswa melanjutkan mengubah kata kerja yang belum sesuai menjadi simple past tense.

    e. Kemudian siswa diminta menyusun kalimat-kalimat acak agar menjadi sebuah teks yang padu.

    f. Siswa diminta menukarkan hasil pekerjaan mereka kepada teman sebangku untuk selanjutnya dikoreksi oleh teman sebangku mereka.

3. Kegiatan Akhir

    a. Guru memberi pertanyaan kepada siswa mengenai materi yang telah mereka bahas, siswa menjawab.

    b. Guru memberikan tugas rumah kepada siswa untuk didiskusikan pada pertemuan berikutnya.

Pertemuan 3

1. Kegiatan Awal

    c. Guru memberikan salam.

    d. Guru menyuruh siswa untuk berdoa terlebih dahulu.

e. Guru mengabsen siswa satu persatu.

f. Guru membimbing para siswa agar mereka fokus kepada pelajaran.

g. Guru memberikan pertanyaan kepada siswa mengenai topik yang akan dibahas.

h. Guru memberikan beberapa pertanyaan kepada siswa untuk memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan.

2. Kegiatan Inti

a. Guru menanyakan kembali tentang generic structure dan tense yang digunakan dalam teks naratif.

b. Semua siswa sudah menjawab dengan benar mengenai generic structure dan tense yang digunakan dalam teks naratif.

c. Guru kemudian meminta siswa membuat sebuah teks naratif dengan memilih salah satu dari outline yang telah disediakan.

d. Siswa mengembangkan imajinasi mereka sendiri berdasarkan outline yang tersedia.

e. Guru berkeliling untuk memastikan siswa benar-benar menulis.

f. Guru memberikan waktu untuk menyelesaikan tulisan sampai bel berbunyi.

3. Kegiatan Akhir

a. Guru meminta siswa untuk mengumpulkan tulisan yang sudah mereka buat.

b. Guru mengakhiri pelajaran dengan meminta siswa untuk benar-benar memahami tentang teks naratif dan komponen-komponennya.

Pertemuan 4

1. Kegiatan Awal

a. Guru memberikan salam.

b. Guru menyuruh siswa untuk berdoa terlebih dahulu.

c. Guru mengabsen siswa satu persatu.

d. Guru membimbing para siswa agar mereka fokus kepada pelajaran.

e. Guru memberikan pertanyaan kepada siswa mengenai topik yang akan dibahas.

f. Guru memberikan beberapa pertanyaan kepada siswa untuk memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan.

2. Kegiatan Inti

a. Guru membagikan tulisan yang minggu lalu dibuat oleh siswa.

b. Guru membagikan tulisan tersebut bukan kepada siswa yang bersangkutan, melainkan mengacaknya.

c. Guru meminta siswa untuk mengoreksi tulisan siswa yang ada di tangan mereka.

d. Dengan bimbingan guru, siswa diminta memberi tanda pada kata-kata atau bagian-bagian yang terdapat kesalahan dalam tulisan teman mereka tersebut.

e. Setelah selesai memberi tanda pada bagian yang salah, siswa diminta untuk mengembalikan tulisan tersebut kepada siswa yang bersangkutan.

f. Kemudian, guru meminta siswa untuk membetulkan tulisan yang sudah diberi tanda tersebutdan menulisnya kembali dengan benar.

3. Kegiatan Akhir

a. Guru memberikan kesempatan kepada siswa untuk menyelesaikan tulisannya sampai bel berbunyi.

b. Setelah bel berbunyi, siswa diminta untuk mengumpulkan kembali tulisannya kepada guru.

VIII. SUMBER BELAJAR

Developing English Competencies for Senior High School (Pusat Perbukuan Depdiknas), Achmad Doddy, Ahmad Sugeng, Effendi

Fokus (Acuan Pengayaan), Adjeng E, Istiana Ayu.

Kresna (Sinar Mandiri), Isbandriah, S.S.

Look Ahead 2 (Erlangga), Sudarwati, Th. M and Grace E.

IX. PENILAIAN

Teknik   : Tertulis, Unjuk kerja

Bentuk   : Isian, Betul / Salah, Menjodohkan, Uraian, Jumbled Sentences

Instrumen   : Lembar soal, Kunci jawaban

I. *Find the generic structure of this text. Discuss it with your pairs.*

The Jealous Crow

Far, far away there was a grove of shady mango trees. On one of the green trees there lived a cuckoo and a crow. They were quite alike in appearance. Both the birds were black. Only the crow was a little bigger. The cuckoo would lay all her eggs in the crow's nest. For quite sometime they lived as good friends. The cuckoo had a sweet voice and often she would fill the grove with her sweet melody.

One day, a traveller passed by. Night fell and there was darkness all around. The traveller was tired. So he decided to spend the night under the huge mango tree on which the crow and the cuckoo lived.

The night was exceedingly pleasant. Full moon was shedding her lone lustre in the sky. The eerie surrounding made the cuckoo feel supremely happy. She kept singing the whole night long and the passerby was simply captivated by cuckoo's sweet song.

Night passed. The day dawned. It was now the crow's turn to caw. His voice was so harsh to the ears that the traveller soon left the place. When the crow saw the traveller leave the place, in disgust he felt jealous of the sweet-voiced bird. When the cuckoo had gone away in search of food the crow went to the nest in desperation and breaking all the eggs, he threw them down.

The cuckoo, fi nding all her eggs smashed, was mad with grief. She went to the crow and said, "Oh brother, we had always lived like friends. What made you break all my eggs?"

"Well sister, as you sang, the unknown traveller stayed the whole night. When I started cawing he left the place. I felt insulted and broke all your eggs. Now let us both go to the traveller and ask him why he did so."

So, both the birds flew and fl ew till they spotted the traveller. When the crow asked him, he replied, "I was carried away by the cuckoo's enchanting voice but your voice was intolerably harsh. So, I left the place. But both of you have been old friends, so you should always live in harmony. You should not feel jealous of your friend."

These words of the passerby pacified both cuckoo and the crow. After that day they lived peacefully. The just and kind words of a traveller destroyed the ill feeling of jealousy in the crow just as a sprinkling of a little cold water settles the boiling milk.

Taken from *Tales of Wisdom*, 2002

Orientation   : _____
Evaluation   : _____
Complication   : _____
Resolution   : _____

Answer Key:

Orientation   : fifth paragraph

Evaluation   : second and third paragraph

Complication : fourth, fifth, and sixth paragraph

Resoluttion   : seventh and eighth paragraph

II.   Complete the text by filling in the blank with suitable answer in the box.

Beauty and the Beast

Once upon a time, there was a Prince. He was. . . (1) and very rich. He lived in a beautiful . . . (2) with his staffs and servants.

One rainy dark night, a . . . (3) came to his castle. She was old and ugly. The Prince didn't like her and sent her . . . (4). After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the Prince and his castle. The Prince became a Beast. He was no longer good looking. He looked very . . . (5) instead and all his servants turned into furniture.

One day, an old man named Maurice was travelling past the castle. It was raining so hard that he decided to . . . (6) the castle. When the Beast saw him, he captured him. After some time, Maurice's daughter, Belle, began to about him. She started to look for him. Finally she arrived in the castle and she . . . (7) her father there. She asked the Beast to let her father go, but he refused. Belle, then, agreed to stay in the castle so that her father could go . . . (8).

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in . . . (9) each other. Right after she declared her love for him, the spell was broken. The Beast and the servants became human again. Then, the Beast and Belle got . . . (10). They lived happily ever after.

home	found	castle	woman	good looking
away	ugly	married	enter	love

Answer Key:

1. good looking   6. enter

2. castle   7. found

3. woman   8. home

4. away   9. love

5. ugly   10. married

III. State *T* if the statement is *true* and *F* if it is *false* based on to the text.

1. The Prince was handsome.

2. The ugly Prince lived in a castle alone.

3. The Prince permitted the woman to come in to the castle.

4. The Beast let Maurice go before Belle came to the castle.

5. Belle was looking for his father in Beast's castle.

6. Belle cast the spell over the Prince.

7. The Beast became better man during Belle was staying at the castle.

8. The spell was broken because of Belle's true love for the Beast.

9. The Beast and Belle did not get married.

10. Beast had fallen in love with Belle.

Answer Key:

1. T	3. F	5. T	7. T	9. F
2. T	4. F	6. F	8. T	10. T

IV. Match the words in column A with the synonym in column B

A	B
1. staffs	b. palace
2. castle	c. catch
3. ugly	d. handsome
4. worry	e. worker
5. mean	f. state
6. declare	g. deny
7. enter	h. unpleasant to look at
8. good looking	i. unkind
9. refuse	j. come in
10. capture	k. anxious

Answer Key:

1. d	3. g	5. h	7. i	9. f

2. a   4. j   6. e   8. c   10. b

Pertemuan 2

Simple Past Tense

Pay attention to the sentences.

1) Long ago the cock *had* a pair of beautiful horns on his head.
2) When the millipede *came* for the horns, he said to the cock,
3) The kind cock *knew* how difficult it was to ascend to heaven.
4) The cock *called* out loudly.
5) The cock *was* extremely annoyed.

I. **Change the verbs in the bracket into the correct forms of Simple Past Tense.**

Long, long ago, the Sun and the Moon _____ (1. live) happily together in the sky. They always _____ (2. appear) together during the day and night.

One day, the Sun _____ (3. shine) brightly so that it almost _____ (4. burn) the Moon. The sunlight _____ (5. hurt) the Moon's eyes very much. This _____ (6. make) the Moon blind. The Moon then _____ (7. leave) the Sun although the Sun had apologized to the Moon.

The Sun _____ (8. love) the Moon very much, so he _____ (9. chase) her. He always _____ (10. try) to chase her through the years and centuries but has never caught the Moon. That's why the Sun shines during the day and at night the Moon appears. They will never reunite again.

Answer Key

1.	lived	6.	made
2.	appeared	7.	left
3.	shone	8.	loved
4.	burned	9.	chased
5.	hurted	10.	tried

II. *Change the verb in the bracket into Simple Past Tense!*

1. Grace and I _____ (are) good friends.
2. In the north, the season (change) four times a year.
3. They (do) their homework together.
4. Zona (go) to the beach last summer.
5. The weather (get) very cold in Seoul last Winter.
6. I (visit) my grandmother three days ago.
7. Tania (meet) her friend in the park.
8. The child (take) a nap after having lunch.
9. The old man (push) the girl into the lake.
10. Tiffany (make) a cake yesterday.
11. I (learn) Japanese when I was child.
12. Many people (like) to watch Hollywood movie.
13. He (buy) the car a month ago.
14. She (bring) me a lot of things.
15. Our football team (win) the competition yesterday.

Answer Key:

1. were
2. changed
3. did
4. went
5. got
6. visited
7. met
8. took
9. pushed
10. made
11. learned/learnt
12. liked
13. bought
14. brought
15. won

III. Rearrange into a good order.

The Legend of Toba Lake

1. It was the biggest catch which he ever had in his life.

2. His daughter was so hungry and she ate his father's lunch.

3. He did some gardening and fishing for his daily life.

4. She agreed to marry him but he had to promise not to tell anyone about the secret that she was once a fish, otherwise there would be a huge disaster.

5. Unfortunately, he found out and got furious, and shouted that she was a daughter of a fish.

6. She turned into a fish again and the man became an island.

7. The whole area got flooded and became lake.

8. One day, while he was do fishing, he caught a big golden fish in his trap.

9. He felt in love with her and proposed her to be his wife.

10. He lived in a simple shed in a farming field.

11. Once upon a time, there was a man who was living in north Sumatra.

12. The daughter ran home and asked her mother.

13. Surprisingly, this fish turned into a beautiful princess.

14. Soon, there was a big earthquake followed by non-stop pouring rain.

15. The lake now is known as Lake Toba and the island is Samosir Island.

16. When her daughter left, she prayed.

17. Then she told her daughter to run up the hills because a huge disaster was about to come.

18. The mother started crying, felt sad that her husband had broken his promise.

19. The man made the deal and they got married, lived happily and had a daughter.

20. Few years later, this daughter would help bringing lunch to her father out in the fields.

Answer Key: 11 – 10 – 3 – 8 – 1 – 13 – 9 – 4 – 19 – 20 – 2 – 5 – 12 – 18 – 17 – 16 – 14 – 7 – 6 – 15

Pertemuan 3

A. Write a narration of the following story. The outline of the story may help you develop the narration. Make your own narrative. Choose one of these topics.

Cinderella
- She lives with a stepmother and three stepsisters.
- Cinderella goes to the Prince's ball.
- The Prince finds the owner, Cinderella.

Snow White
- Snow White's stepmother orders someone to kill her.
- Her stepmother disguisses herself as a beggar and met her.
- She is revived after being helped by a Prince.

Remember to follow this outline.
- o   Title
- o   Orientation   : who / what, when, where
- o   Complication   : what problem did the character have?
- o   Resolution   : how was the problem solved?

Title
....
....
Orientation
....
....
....
....
....
....
Complication
....
....
....
....
....
....
....
....
....
....
....
....

....
....
....
....
Resolution
....
....
....
....
....
....
....
....

Kutoarjo,   September 2012

Mengetahui

Guru Mata Pelajaran   Praktikan

Warsiti, SPd.   Ika Ratna Farianti

LESSON PLAN IN CYCLE 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: SMA Muhammadiyah Kutoarjo
Mata Pelajaran	: Bahasa Inggris
Kelas / Program	: XI/ IPS
Semester	: I
Alokasi Waktu	: 4 x 45 minutes (2 pertemuan)

I. STANDAR KOMPETENSI: Menulis

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

II. KOMPETENSI DASAR

6.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam konteks kehidupan sehari-hari

III. INDIKATOR

1. Menemukan generic structure dari teks yang dibaca.
2. Menyusun paragraf acak menjadi teks yang runtut.
3. Mengidentifikasi simple past tense dalam kalimat.
4. Mengubah Simple Present Tense menjadi Simple Past Tense.
5. Menggunakan Simple Past Tense dengan benar.
6. Melengkapi teks narrative rumpang dengan kosa kata yang tepat.

IV. TUJUAN PEMBELAJARAN

Pertemuan 5

Siswadapat:

1. Menemukan generic structure dari teks yang diberikan.
2. Memahami Simple Past Tense.
3. Menggunakan Simple Past Tense dengan benar.
4. Melengkapi bacaan dengan kosakata yang benar.

161

5. Menyusun paragraf acak menjadi sebuah teks yang padu.

6. Mengidentifikasi Simple Past Tense dalam paragraf.

Pertemuan 6

Siswa dapat:

1. Membuat naratif teksdengan baik dan benar.

Pertemuan 7

Siswa dapat:

1. Menerapkan peer editing dalam writing.

V. MATERI PEMBELAJARAN

Pertemuan 5

1) Teks: Peter Whittington

2) Simple Past Tense

3) Kosakata terkait dengan bacaan

Pertemuan 6

1) Membuat teks naratif Malin Kundang atau Roro Jonggrang

Pertemuan 7

1) Teks naratif Malin Kundang atau Roro Jonggrang

VI. METODE PEMBELAJARAN

Pertemuan 5:   1. Ceramah   3. Diskusi

                 2. Tanya Jawab   4. Pemberian Tugas

Pertemuan 6:   1. Pemberian Tugas

Pertemuan 7:   1. Pemberian Tugas

                 2. Diskusi

VII. KEGIATAN PEMBELAJARAN

Pertemuan 5

1. Kegiatan Awal

   a. Guru memberikan salam.

   b. Guru menyuruh siswa untuk berdoa terlebih dahulu.

   c. Guru mengabsen siswa satu persatu.

d. Guru membimbing para siswa agar mereka fokus kepada pelajaran.

e. Guru memberikan pertanyaan kepada siswa mengenai topik yang akan dibahas.

f. Guru memberikan beberapa pertanyaan kepada siswa untuk memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan.

2. Kegiatan Inti

a. Guru memberikan sebuah teks acak kepada para siswa.

b. Siswa bekerja sama dengan teman sebangku untuk menyusun teks acak tersebut dan menentukan generic structure dari teks tersebut.

c. Kemudian guru membahas dengan siswa generic structure yang terdapat dalam teks yang telah dibagikan.

d. Siswa melanjutkan mengerjakan soal yang diberikan guru, yaitu mengubah kata kerja bentuk dasar menjadi simple past tense.

e. Siswa juga diminta menentukan kata kerja yang sesuai dengan materi yang sedang dibahas.

f. Setelah itu, guru meminta siswa melengkapi bacaan yang rumpang dengan kosakata yang telah disediakan.

g. Siswa diminta menukarkan hasil pekerjaan mereka kepada teman sebangku untuk selanjutnya dikoreksi oleh teman sebangku mereka.

3. Kegiatan Akhir

a. Guru memberi pertanyaan kepada siswa mengenai materi yang telah mereka bahas, siswa menjawab.

b. Guru memberikan tugas rumah kepada siswa untuk didiskusikan pada pertemuan berikutnya.

Pertemuan 6

1. Kegiatan Awal

a. Guru memberikan salam.

b. Guru menyuruh siswa untuk berdoa terlebih dahulu.

c. Guru mengabsen siswa satu persatu.

d. Guru membimbing para siswa agar mereka fokus kepada pelajaran.

e. Guru memberikan pertanyaan kepada siswa mengenai topik yang akan dibahas.

f. Guru memberikan beberapa pertanyaan kepada siswa untuk memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan.

2. Kegiatan Inti

a. Guru menanyakan kembali tentang generic structure dan tense yang digunakan dalam teks naratif.

b. Semua siswa sudah menjawab dengan benar mengenai generic structure dan tense yang digunakan dalam teks naratif.

c. Guru kemudian meminta siswa membuat sebuah teks naratif dengan memilih salah satu dari outline yang telah disediakan.

d. Siswa mengembangkan imajinasi mereka sendiri berdasarkan outline yang tersedia.

e. Guru berkeliling untuk memastikan siswa benar-benar menulis.

f. Guru memberikan waktu untuk menyelesaikan tulisan sampai bel berbunyi.

3. Kegiatan Akhir

a. Guru meminta siswa untuk mengumpulkan tulisan yang sudah mereka buat.

b. Guru mengakhiri pelajaran dengan meminta siswa untuk benar-benar memahami tentang teks naratif dan komponen-komponennya.

Pertemuan 7

1. Kegiatan Awal

a. Guru memberikan salam.

b. Guru menyuruh siswa untuk berdoa terlebih dahulu.

c. Guru mengabsen siswa satu persatu.

d. Guru membimbing para siswa agar mereka fokus kepada pelajaran.

e. Guru memberikan pertanyaan kepada siswa mengenai topik yang akan dibahas.

f. Guru memberikan beberapa pertanyaan kepada siswa untuk memotivasi para siswa agar belajar sesuai dengan kemampuan yang diharapkan.

2. Kegiatan Inti

a. Guru membagikan tulisan yang minggu lalu dibuat oleh siswa.

b. Guru membagikan tulisan tersebut bukan kepada siswa yang bersangkutan, guru melainkan mengacaknya.

c. Guru meminta siswa untuk mengoreksi tulisan siswa yang ada di tangan mereka.

d. Dengan bimbingan guru, siswa diminta memberi tanda pada kata-kata atau bagian-bagian yang terdapat kesalahan dalam tulisan teman mereka tersebut.

e. Setelah selesai memberi tanda pada bagian yang salah, siswa diminta untuk mengembalikan tulisan tersebut kepada siswa yang bersangkutan.

f. Kemudian, guru meminta siswa untuk membetulkan tulisan yang sudah diberi tanda tersebutdan menulisnya kembali dengan benar.

3. Kegiatan Akhir

a. Guru memberikan kesempatan kepada siswa untuk menyelesaikan tulisannya sampai bel berbunyi.

b.   Setelah bel berbunyi, siswa diminta untuk mengumpulkan kembali tulisannya kepada guru.

VIII. SUMBER BELAJAR

Developing English Competencies for Senior High School (Pusat Perbukuan Depdiknas), Achmad Doddy, Ahmad Sugeng, Effendi

Fokus (Acuan Pengayaan), Adjeng E, Istiana Ayu.

Kresna (Sinar Mandiri), Isbandriah, S.S.

Look Ahead 2 (Erlangga), Sudarwati, Th. M and Grace E.

IX.   PENILAIAN

Teknik   : Tertulis, Unjuk kerja
Bentuk   : Isian, Betul / Salah, Menjodohkan, Uraian, Jumbled Sentences
Instrumen   : Lembar soal, Kunci jawaban

i. **Arrange the following paragraphs into a good text and find the generic structure of the text.**

	Peter continued to work as a scullery boy for Mr. Fitzwarren, who was very kind to him. So was everyone else except the Cook who made Peter's life so miserable that one day Peter decided to run away. He had reached almost the end of the city when he heard the Bow Bells ring out. 'Turn again Whittington thrice Lord Mayor of London's chimed the bells. Peter was ashtonished – but he did as the bells said and went back to Mr. Fitzwarren.
	When he returned, he found that Mr. Fitzwarren's ship had return, and that his cat had been sold for a great fortune to the King of Barbary whose palace had been overrun with mice. Peter had become a rich man. He soon learnt the business from Mr. Fitzwarren, married his daughter Alice and in time became the Lord Mayor of London three times, just as the bells had said.
	Peter had a little room of his own where he could have been very happy if it had not been for the rats. They would run all over him as he lay on his bed at night and would not let him sleep. One day Peter earned a penny shining shoes for a gentleman, and with it he bought a cat. After that Peter's life became easier – the cat frightened away all the rats and Peter could sleep in peace at night.
	London was a big and busy city, full of people both rich and poor. But Peter could not find any streets that were paved with gold. Tired, cold, and hungry, he fell asleep on the steps of a great house. This house belonged to Mr. Fitzwarren, a rich merchant, who was also a good and generous man. He took Peter into his house, and gave him work as a scullery boy.
	One day, Mr. Fitzwarren called all the servants of the house together. One of his ships was leaving for a far-off land with goods to trade. Mr. Fitzwarren asked his servants to send something of their own in the ship if they so desired, something which could perhaps be traded for a bit of gold or money. Peter had only his cat to send – which he did with a sad heart.
	Long, long time ago, there lived a poor boy called Peter Whittington. He had no mother and no father, and often nothing to eat. One day he heard of the great city of London, where, said everyone, even the streets were paved with gold. Peter decided to go to London to seek his fortune.

Orientation : _____

Evaluation : _____

Complication : _____

Resolution : _____

Answer Key:

Arrangement : 6 – 4 – 3 – 1 – 5 – 2

Orientation : paragraph 6

Evaluation : paragraph 4

Complication : paragraph 3, paragraph 1, paragraph 5

Resolution : paragraph 2

ii. **Complete each sentence with the past simple form of the verb.**

1. It ……………………………………. a cloudy day. (be)

2. Suzan ……………………………………. to the play ground. (walk)

3. In the playground, Tasya ……………………………………. her friend, Carla. (meet)

4. Monica ……………………………………. for 15 minutes. (arrive)

5. The boys ……………………………………. to the river. (swim)

6. There ……………………………………. two girls there. (be)

7. The old man ……………………………………. the girl into the lake. (push)

8. Putri ……………………………………. into the lake. (jump)

9. Carlos ……………………………………. the girl. (propose)

10. Jonathan ……………………………………. the police. (call)

Answer Key:

1. was

2. walked

3. met

4. arrived

5. swam

6. were

7. pushed

8. jumped

9. proposed

10. called

iii. **Choose the correct verbs in the brackets using simple past tense form.**

1. The children (was/were/is) sleepy last night.

2. Mr. Anton (eat/ate/eaten) fried chicken two hours ago.

3. Salsa (sweep/swept/sweeps) the floor three days ago.

4. The students (study/studied/studying) Biology this morning.

5. The woman (make/made/makes) a cake five minutes ago.

6. Our teacher (teach/teaches/taught) a new lesson yesterday.

7. Cecilia did not (burn/burns/burnt) her diary's book.

8. Mr. Thomas did not (take/took/taken) his netbook ten minutes ago.

9. Suzan (see/saw/seen) her classmate last Sunday.

10. Did Dony (buy/bought/buys) a new motorcycle last month?

Answer Key:

1.	were	6.	taught
2.	ate	7.	burn
3.	swept	8.	take
4.	studied	9.	saw
5.	made	10.	buy

iv.   **Complete the text with the words in the box.**

One day, while a mousedeer was _____ (1) in the forest, he _____ (2) a big black snake sleeping under the tree. When he saw the snake, the mousedeer was _____ (3). When he wanted to _____ (4) away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger _____ (5) up and took of the mousedeer. He told the mousedeer that he was going to eat him for lunch. "Please don't eat me now," said the mousedeer. "I have something important to do."

"Look," said the mousedeer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger _____ (6) at the snake and said, "That is a beautiful belt. I _____ (7) a belt like that. Can I wear it?" he asked the mousedeer.

"Oh allright," said the mousedeer. So he _____ (8) up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake _____ (9) itself tighter until the tiger couldn't breathe. The tiger asked the mousedeer to _____ (10) him. But the mousedeer turn and ran away into the forest.

168

a. picked	c. saw	e. frightened	g. walking	i. looked
b. twisted	d. liked	f. run	h. help	j. woke

Answer Key:

(1) walking   (6) looked

(2) saw   (7) liked

(3) frightened   (8) picked

(4) run   (9) twisted

(5) woke   (10) help

v.   **Find the Simple Past Tense verb (V2) of the texts below.**

Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said, "I'm so thirsty. Let's find a spring and have a drink."

However, as the young boy bent down to drink, his sister heard a voice which said, "Who drinks from me will turn into a fawn." It was the witch. The sister then tried to prevent her brother from drinking. Too late. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of her belt, and led the fawn off into the woods. There, they found an abandoned cottage and lived together, far from any danger.

One day, however, the King was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The King and his hunters chased the fawn all the way back home. There, the King followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the King fell in love with her at once. He asked her to be his wife and his words caused the maiden to cry for joy. When one of the tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell. They lived safely and happily with the King for ever after.

Pertemuan 6

a. Write a narration of the following story. The outline of the story may help you develop the narration. Make your own narrative. Choose one of these topics.

Roro Jonggrang
- Bandung Bondowoso falls in love with Roro Jonggrang.
- Unfortunately, Roro Jonggrang refuses to marry Bandung unless he can build a thousand temples in one night for her.
- Roro Jonggrang cheats Bandung Bondowoso.

Malin Kundang
- Malin Kundang lives with his mother.
- Malin wants a better life, so he goes sailing.
- Malin becomes wealthy and goes back to his home town, but he doesn't want to admit his mother.
- His mother cursed Malin and he turns into a stone.

Remember to follow this outline.
- o Title
- o Orientation   : who / what, when, where
- o Complication : what problem did the character have?
- o Resolution   : how was the problem solved?

Title

....
....
Orientation
....
....
....
....
....
....
Complication
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....

....

....

Resolution

....

....

....

....

....

....

Kutoarjo,   September 2012

Mengetahui

Guru Mata Pelajaran   Praktikan

Warsiti, SPd.   Ika Ratna Farianti

APPENDIX 7

STUDENTS' WRITING SAMPLES

Students' Writing

1. Cycle 1

a) Falah Muhammad's Writing

Title
Cinderella

Orientation
Once upon a time, there was a beautiful girl called Cinderella. She lived with her step mother and two stepsister. They are bad tempered. They make cinderella do all the house work

Complication
one day, her stepmother and stepsister went to the ball. They don't let her to go to the ball too. Cinderella felt so sad. Suddenly, something amazing hapen. There was happen a beautiful Fairy Godmother who will helped her to the ball. But Cinderella must leave at midnight.
At the ball, Cinderella have a wonderful time. She dance with the prince. When midnight come. Cinderella leave the ball in a hurry. She leave one of her glass shoes there

Resolution
The prince who feel in love with the owner of the glass shoes try to find her out. Then, the Prince arrived in Cinderella's house. Cinderella's stepsister try it on and it doesn't fit them. He suddenly saw Cinderella and asked her to try the shoes too. It surely fit on her. The Prince took her to the palace and married her. They live happily ever after

Score:

Aspects	Score
Content	20
Organization	17
Vocabulary	17
Language Use	15
Mechanics	7
Total	**76**

b) Nofi Sulistyowati's Writing

Title
Cinderella

Orientation
Once upon a time, there was a beautiful girl called Cinderella. She lived with a stepmother and three stepsisters. They are very bad to the Cinderella.

Complication
One day Cinderella go to the Princes ball. Then she to dance with the Prince. Suddenly, when 24.00 o'clock she ran away and one the glass shoes to lost owner.

Resolution
The Prince found the owner of the glass shoes. Then he met with Cinderella. She's to have the glass shoes. The Prince loved him very much. Unfortunately, they get married and life very happy.

Score:

Aspects	Score
Content	16
Organization	12
Vocabulary	14
Language Use	13
Mechanics	5
Total	**60**

c) Febby Nur Ramadhani's Writing

Title

Cinderella

Orientation

A long time, in a village, live a girl named Cinderella. She live happy with her mother and father. Then, her mother passed away and her father remarry a widow with two daughters. Cinderella can not live happy again since her stepmother and stepsisters does not like her. They treated her badly. They were very bossy and always asked Cinderella to do all the housework

Complication One day, the king will held a ball in order to look for a wife for his son, the Prince. The King send invitation to all the villager. Cinderella's stepsister were excited to go to the ball, but they did not let Cinderella to the ball. Cinderella feel so sad. Suddenly a fairy Godmother come and help her to go to the ball. With the wave of Godmother's magic wand, Cinderella become ready to the ball. However, the Godmother said that the magic will end. ~~Resolution~~ ot midning, so Cinderella had to Come back home before midnight. At the ball, she dance with the Prince. the fell in love with her. Then, the clock showed that it had already midninght and she had to go home. In a hurry, she leave the Palace but she dropped one of her glass shoes. The Prince took the glass shoes and looked for the owner of it.

Resolution All the girls in the village has tried on the glass shoes, but none fit it. But then, the Prince arrived in Cinderella's house. Cinderela's stepsister tried on the glass shoes but it also didn't fit. The Prince felt frustrated. Suddely, Cinderella appears and wanted to try in too. The Prince let her and it fit on her perfectly. She then took the other glass shoes from her room and wear it. The Prince felt so happy and they got married on the Palace. They lived happily ever after.

Score:

Aspects	Score
Content	21
Organization	17
Vocabulary	16
Language Use	14
Mechanics	6
Total	**73**

d) Wardaningsih's Writing

Title

The Cinderella

Orientation

Once upen time there was a beautiful girl. Colled Cinderella she lived with her. step sisters and step mother because her mother had passed away. they treated hear badly. They always asked Cinderella to do all the house works.

Complication

One day, an invitation to the ball but came to the family. the stepsister went to the ball, but they did not let cinderella go, so she was very sad. fortunary god mother came and helped her to the ball with one requirement that she had to come back to the hom at midnight.

Resolution

The prince found one of Cinderella's shoes and tried to look for the owner of it the prince wanted to find the owner of the shoes so much because he hard fallen in love with her. finally, the prince found the owner cinderella the prince then married Cinderella, they lived happily ever after.

Score:

Aspects	Score
Content	19
Organization	16
Vocabulary	16
Language Use	15
Mechanics	6
Total	**72**

e) Rahmalia Nur Intan's Writing

Title
Cinderella

Orientation
Once upon a time, there was a beautiful girl name Cinderella. She lived with her stepmother and two step sister. Cinderella was so kind, but her stepmother and step sister didn't like her. They treat her badly. They asked her to do all the housework while they lived comfortably without do anything.

Complication
On day, an invitation come to the house. It was invitation from the palace. The prince held a ball to look for a wife. They hop by coming to the ball the prince will choose one of them to be his wife. Cinderella's mother didn't allow cinderella to come the to come to the ball. She asked Cinderella to do a lot of houseworks to finish. Cinderella fela so sad. Suddenly, there was a beautiful fairy Godmother who would help her to go to the ball. The God mother use her magic wand and Cinderella turned to a very beautiful princess. She can go to the ball with one requirement. She had to go back before midnight.

Resolution
At the ball, Cinderella dance with the prince. The prince was so happy because he have found the girl he want to marry. Suddenly, midnight come. Cinderella have to go home soon. She hastily run away and drope her right glass shoes.
Resolution : A few day later, the prince said that he had to find the owner of the glass shoes. He would marry the girl who can fit the glass shoes. The prince's Guard then reached Cinderella's house. Cinderella's step sister tried the glass house shoes, of course it didn't fit. Then Cinderella also wanted to try but her step mother forbit her. The prince's Guard said that all the girls can try it. So he let Cinderella to try it and it surely fitted her. Cinderella then is taken to the pallace and mary the prince. They lived happily ever after.

Score:

Aspects	Score
Content	18
Organization	17
Vocabulary	15
Language Use	12
Mechanics	8
Total	**70**

f) Yunita Sari Rochmah's Writing

Title

Cinderella.

Orientation → once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sister were so unkid to Cinderella. They treated Cinderella very badly. Cinderella had to do the hardest household chores, such as scrubbing the floor, cleaning the pot and pan and prepairing the food for the family, While, the two step sisters did nothing.

Complication → one day, the two step sister received and invitation to come to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dressed they would wear. Cinderella wanted to go along with them, but she had to do much work at home, she spent the night crying. Then away, she drove in her beautiful coach. She danced again and again with the king's son.

Resolution → A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper, but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was very happy to see her again. They were married and live happily ever after.

Score:

Aspects	Score
Content	21
Organization	17
Vocabulary	18
Language Use	17
Mechanics	7
Total	**80**

2. Cycle 2

a) Falah Muhammad's Writing

Title
Malin kundang

Orientation
A long time ago, in a small village near the beaceh, lived a boy named Malin kundang. He lived wit his mother. They were very poor. Malin said to her mother that he want a better life and he went to go sailping. He then join work in the big ship which come to the beach the next day.

Complication
Several years later, Malin become wealty and had married a beatiful girl. He went back to his home town. He didn't want his beautiful wife knew that he once was a poor boy, so when his mother approached him, he didn't want admit her mother.

Resolution
His mother were so sad because Malin has rebelled to her. Then his mother prayed to the God. She cursed the Malin became a stone. The God had listened to her pray. Malin 'ship had struck by a thunderstorm and Malin became a stone.

Score:

Aspects	Score
Content	20
Organization	17
Vocabulary	17
Language Use	16
Mechanics	8
Total	**78**

b) Nofi Sulistyowati's Writing

Title
Malin Kundang

Orientation
Once upon a time, there was a man called Malin Kundang. He lived with his mother. They life was simple.

Complication
Malin Kundang wanted to get a better life, so he went sailing. Then he became wealthy and marry with a beautiful girl. While he went back to his home town, he didn't recognize his mother. Malin Kundang's mother very disappointed with him.

Resolution
His mother cursed him, because that the event, she became was angry. And finally he turned into a stone . . . .

Score:

Aspects	Score
Content	16
Organization	14
Vocabulary	14
Language Use	13
Mechanics	6
Total	**63**

c) Febby Nur Ramadhani's Writing

Title
Malin Kundang

Orientation
A long time ago, there was a boy named Malin. He lived with his mother. His father had passed away. They lived very poor. Because they lived near the seashore, Malin worked as a fisherman. He caught the fish and sold it in the market. He thought he had been enough living with poverty. He told his mother that he wanted to be a rich man.

Complication One day, a big ship come to the shore. They recruited people from the village to join them. then Malin join the big ship to sail abroad. Because of his hard work, Malin became a wealthy man a few years later. He also had a beautiful wife. Malin an his wife went sailing to his home town. Hearing that Malin had come back, his mother then went to the shore. Unfortunately, Malin don't recognize his mother. He don't want ~~Resolution~~ his wife to know that poor woman was his mother. He don't want to admit her mother. Even, he expelled his mother.

Resolution: His mother was so sad knowing that. Then she pray to God. She asked to God if the rich man was really her son, he would turn into a stone. Suddenly there was a thunder storm struck his ship and Malin indeed became a stone.

Score:

Aspects	Score
Content	21
Organization	16
Vocabulary	15
Language Use	16
Mechanics	8
Total	**76**

d) Wardaningsih's Writing

Nama : Wardaningsih
Kelas : XI IPS

Title
"Malin Kundang"

Orientation
Once Upon a time, in a small village near the beach in West sumatra, a woman and her son lived. They were malin kundang and her mother, malin kundang had to live hard with his mother. Malin kundang was a healthy, diligent and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

Complication→Once day, when malin kundang was sailing, he saw a merchant's ship which was being raided by a small band of picates. He helped the merchant. many years later, malin kundang became wealthy and went back to his home town, but he didn't recognize his mother. Unfortunately, When the mother came, malin kundang, who was in front of his well dressed wife, Her mother begged malin kundang and he yelled at her.

Resolution→ Finally, encaged se cursed malin kundang that he would turn into a stone if he didn't apologize. malin kundang just laughed and really set sail. In the quiet sea suddenly a thunderstorm came. His huge ship was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned in to a stone.

Score:

Aspects	Score
Content	19
Organization	17
Vocabulary	16
Language Use	16
Mechanics	8
Total	**75**

e) Rahmalia Nur Intan's Writing

Title

Roro Jonggrang

Orientation

Once upon a time, there was a beautiful princess named Roro Jonggrang. She was the daughter of the king of prambanan. Prambanan kingdom was attacked by pengging which lead by Bandung Bondoworo. He won the war and killed the king of Prambanan. He then see Roro Jonggrang and asked her to mary him. Roro Jonggrang don't want to mary him because he had kill her father, but she was afraid to refuse him directly. So she give one condition to him. He could marry her after he built her a thousand temples in on night.

Complication

Bandung Bondoworo agreed to her condition and started to build the temples helped by the genies. Knowing that before dawn Bandung Bondoworo had almost finished all the temples, Roro Jonggrang felt so scared. She then asked all girls to wake up and helped her made noisy sound of grinding rice so that the robster would think it had already dawn and it would crowed.

Resolution

Hearing the crow of the roocter, the genies left their work. Bandung Bondoworo felt frustreted. He couldn't make it. He just needed one more temple to complete his mission. Then he knew that Roro Jonggrang had just tricked him. He was so angry and he cursed Roro Jonggrang into a statue. Roro Jonggrang grang statue has completed the one thousand temples he had built.

Score:

Aspects	Score
Content	18
Organization	17
Vocabulary	17
Language Use	13
Mechanics	8
Total	**72**

f) Yunita Sari Rochmah's Writing

Title "Malin Kundang"

Orientation → A long time ago, in a small village near the beach in west Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

Complication → One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. Many years later, Malin Kundang became wealthy and went back to his home town, but he didn't recognize his mother. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife, her mother begged Malin Kundang and he yelled at her.

Resolution → Finally, enraged, se cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned in to a stone.

Score:

Aspects	Score
Content	21
Organization	18
Vocabulary	18
Language Use	18
Mechanics	8
Total	**83**

APPENDIX 8

STUDENTS' WRITING SCORES

Students' Writing Score

No	Name	Cycle 1						Cycle 2					
		C	O	V	LU	M	Tot	C	O	V	LU	M	Tot
1	Aminan	12	10	12	10	5	**49**	13	11	13	11	6	**54**
2	Andi Purwadi	14	13	11	10	6	**54**	15	14	13	12	7	**61**
3	Anis Septiani	13	12	11	11	5	**52**	14	13	12	13	6	**58**
4	Asep Arianto	12	11	12	10	5	**50**	13	13	13	11	6	**56**
5	Asni Setyo Rini	13	13	13	10	6	**55**	14	14	13	11	6	**58**
6	Bangkit Ryan Pambudi	17	14	16	13	7	**67**	17	15	16	15	8	**71**
7	Dewi Susilowati	15	13	13	12	6	**59**	16	14	14	13	6	**63**
8	Dita Dewi Suciani	14	13	12	12	6	**57**	16	14	16	13	7	**66**
9	Dwi Ayu Wulandari	15	14	14	10	7	**60**	16	15	15	12	8	**66**
10	Dwi Puspita Sari	16	16	17	13	6	**68**	16	16	17	14	7	**70**
11	Falah Muhammad	20	17	17	15	7	**76**	20	17	17	16	8	**78**
12	Febby Nur Ramadhani	21	16	16	14	6	**73**	21	16	15	16	8	**76**
13	Fitri Anna Kaswanti	18	16	17	13	6	**70**	18	16	17	14	7	**72**
14	Galuh Candra P.	15	14	16	14	7	**66**	17	15	16	14	7	**69**
15	Ganis Puspita Setya N.	14	13	15	12	6	**60**	15	13	15	13	7	**63**
16	Ida Mayasari	16	15	16	13	7	**67**	16	16	16	14	8	**70**
17	Kuswandi Tri Y.	15	13	15	13	5	**61**	16	14	15	13	6	**64**
18	Lutfi Hanifah	18	15	17	14	6	**70**	18	16	17	15	7	**73**
19	Noviatun	15	14	16	15	5	**65**	16	16	16	15	6	**69**
20	Puput Puji Lestari	19	15	16	13	7	**70**	19	16	16	14	8	**73**
21	Rahmalia Nur Intan	18	17	15	12	8	**70**	18	17	17	13	8	**72**
22	Sugeng Riyadi	11	11	11	10	5	**48**	13	13	12	11	6	**55**
23	Suyatman	17	16	18	14	6	**71**	17	16	18	15	7	**73**
24	Ummy Maisyaroh	16	14	15	12	6	**63**	17	15	15	14	6	**67**
25	Wardaningsih	19	16	16	15	6	**72**	19	17	16	16	8	**75**
26	Yunita Sari Rochmah	21	17	18	17	7	**80**	21	18	18	18	8	**83**
27	Nofi Sulistyowati	16	12	14	13	5	**60**	16	14	14	13	6	**63**
28	Nurul Fatmawati	15	14	16	12	6	**63**	16	15	16	13	6	**66**
29	Kharisma M.	16	14	15	12	5	**62**	16	15	16	13	6	**66**
	Mean	15.90	14.07	14.83	12.55	6.03	**63.38**	16.52	14.97	15.31	13.62	6.90	**67.24**

C: Content   LU: Language Use

O: Organization   M : Mechanics

V: Vocabulary   Tot: Total