

**IMPROVING THE WRITING SKILL THROUGH GUIDED WRITING
FOR GRADE VIII STUDENTS OF SMPN 6 MAGELANG IN THE
ACADEMIC YEAR 2014/2015**

A THESIS

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



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2015**

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**IMPROVING THE WRITING SKILL THROUGH GUIDED WRITING
FOR GRADE VIII STUDENTS OF SMPN 6 MAGELANG IN THE
ACADEMIC YEAR 2014/2015**



Yogyakarta, September 2015

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*Improving the Writing Skill through Guided Writing for Grade VIII Students of
SMPN 6 Magelang in the Academic Year 2014/2015*

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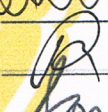
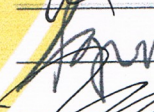

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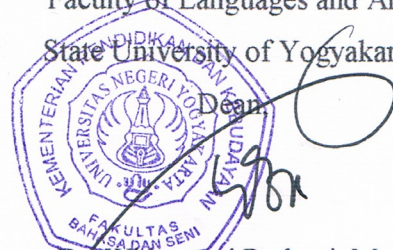
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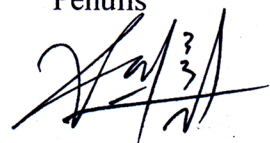
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara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

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

Yogyakarta, 20 September 2015

Penulis



Marlina Andriana

DEDICATION

This thesis is dedicated to:

My beloved mother and father; Sumiyati & Parto Wiyono Suradi

My sisters; Eka Wati, Yuli Yanti, & Siti Lestari

And everyone who supports me

MOTTOS

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.”

(AL-Baqoroh: 286)

“Sesungguhnya sesudah kesulitan itu ada kemudahan.”

(Asy-Syarh: 6)

“Lihatlah kepada orang yang di bawah kalian dan jangan melihat orang yang lebih di atas kalian. Yang demikian itu (melihat ke bawah) akan membuat kalian tidak meremehkan nikmat Allah yang diberikanNya kepada kalian.”

(HR. Muslim)

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I realize that this writing is still far from being perfect. Therefore, all criticisms and suggestions will be appreciated. However, I hope this writing will give contribution to the improvement of the English teaching and learning process.

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**Marlina Andriana
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ABSTRACT

This study aims to improve the writing skill of Grade VIII students of SMPN 6 Magelang through guided writing in the academic year 2014/2015.

This was a classroom action research study. It consisted of two cycles. It was conducted from April, 9th to 30th 2015. Cycle 1 consisted of two meetings and Cycle 2 consisted of three meetings. Those meetings were only used to teach writing. There were other meetings for the posttest. The steps of this research were reconnaissance, planning, action, observation and reflection. The subjects of the research were 30 students of Grade VIII A, the English teacher, and the researcher. The data collection techniques were observations, interviews, and tests. The data were in the form of qualitative and quantitative data. The qualitative data were analyzed through five steps: 1) assembling and reading 2) coding 3) comparing, 4) building meanings and interpretation, and 5) reporting the outcomes. Meanwhile the quantitative data were analyzed using the descriptive technique to obtain the mean and the standard deviation and the t-test to investigate the improvement. The validity of this research was obtained through five types of validity: process validity, democratic validity, dialogic validity, catalytic validity, and outcome validity.

The results of the study indicated that the implementation of guided writing improved students' writing skills. Firstly, students were actively involved in the teaching and learning process. Secondly they could use vocabulary and grammar in writing a narrative text appropriately. They developed their ideas and organize the text well. Thirdly, their mean score improved. Their mean score in the pretest was 54.02 and after Cycle 1 it was 67.50 and after Cycle 2 it was 76.53.

CHAPTER I INTRODUCTION

A. Background of the Problems

In the English teaching and learning process, students are not only taught one skill but various skills such as reading, writing, listening and speaking. Those four skills are the main skills that students should acquire in order to master English. Those skills are divided into receptive and productive skills. Reading is the receptive skill in the written mode and listening is the receptive skill in the oral mode. Speaking is the productive skill in the oral mode, while writing is the productive skill in the written mode. Speaking is often connected to listening and reading is often connected to writing. It means that students get much knowledge or input from reading and listening. Finally, they use their input to produce output. They apply their knowledge through writing and speaking.

Writing is a written communication that represents language through the inscription of signs and symbols. It is also a means of written communication. Writing is an important skill that should be mastered by students. It can be used as a tool to check their comprehension of English. It provides physical evidence of their achievements and it also can be used as a tool to measure their improvements in English. Kingston et al. (2002:3) state that student's achievement in learning English is only measured by the productive skills, especially the writing performance. Writing reinforces the grammatical structure and vocabulary that the teacher has been working within the class. The teacher will know how good their grammar is and how good their vocabulary mastery is. In addition, writing has several processes that will lead students to be more creative and also develop their

critical thinking. Moreover, in this global era, people usually communicate with others using modern technology such as email, facebook, twitter, and other social media. They use written communication in their daily life to communicate with others. It may be said that writing is a written communication that is important for people in day-to-day life.

Based on the researcher's observation at SMPN 6 Magelang while conducting the teaching practice, she found some problems dealing with writing. Students could not express their ideas in good writing. They still lacked ability in grammar and sentence structure mastery. They also lacked vocabulary. It made them find it difficult to compose any writing text. From those problems, it may be concluded that students' writing skills were still low because they had low mastery of English grammar and vocabulary.

There were some reasons why there were such problems. First, it may be caused by the use of an inappropriate technique implemented in the teaching and learning process by the teacher. In the teaching and learning process, the teacher used the scientific approach. However, she said that it was the first time for her using that approach. She did not really understand how to implement the scientific approach. She had to use that approach because SMPN 6 Magelang implemented Curriculum 2013. As a result, the teaching and learning process did not run well. Students only got knowledge from the teacher. They only listened to her explanation. However, they did not explore the knowledge themselves.

Second, students lacked interest in writing. Therefore, many students felt writing was difficult. It is in line with the idea that most of the English learners

might agree that writing is the most difficult skill to master (Harsyaf et al., 2009). Third, they rarely used English, especially in writing. They still used their mother tongue even in the English teaching and learning process. Fourth, they had limited time to practice writing at school. They had no chance to be adventurous with the language.

Based on those conditions, the researcher wanted to improve students' writing skills through a different technique. Guided writing is a writing technique that can improve students' writing skills. It offers helpful tool, scaffolding, and support to them when writing on their own. It assists them to write independently. They are guided and supported during the teaching and learning process.

B. Identification of the Problems

Based on the researcher's observation, the researcher found some problems that occurred during the teaching and learning process. The first problem was related to the media. The teacher used minimum media in the teaching and learning process. Some classes were equipped with LCD projectors. However, at Grade VIII class, there was no LCD projector. The teacher should take it from the laboratory. But she did not use the LCD projector. It means that media provided by the school were not helpful for the teaching and learning process. In addition, students were taught based on the textbook provided by the government. The teacher did not use any other materials or textbooks in the teaching and learning process. It can be concluded that the media and materials were limited.

The second aspect was related to students' levels of proficiency. There are one hundred and ninety two students of Grade VIII at SMPN 6 Magelang. Each

student has a different level of proficiency from others. Some students are good in English, but others are not really good. The level of proficiency makes them learn in different ways and catch different amounts of knowledge.

Some students also lacked motivation. They were not really interested in writing. The researcher found that some students got difficulty in transferring their ideas into sentences. They made many mistakes in their sentences. They also still translated from Indonesian into English word by word. It happened because they did not know how to construct sentences and they lacked vocabulary. In addition, they were still confused about the grammatical rules. They did not know how to apply the grammatical rules correctly.

C. Delimitation of the Problems

Grade VIII students of SMPN 6 Magelang had a problem in writing. Their writing skills were not very good. Based on that condition, the researcher and the English teacher limited this research to the effort to improve the writing skill through guided writing for Grade VIII students of SMPN 6 Magelang in the academic year 2014/2015.

D. Formulation of the Problems

The problem of this research was formulated as follows: “How can the writing skill of Grade VIII Students of SMPN 6 Magelang be improved by guided writing?”

E. Objective of the Research

The objective of this research is to improve the writing skill of Grade VIII students of SMPN 6 Magelang in the academic year 2014/2015 through Guided Writing.

F. Significance of the Research**1. Practical Significance**

- a.** For the students, this research is expected to encourage them to improve their writing skills and motivate them to write in English properly.
- b.** For the teachers, this research is expected to encourage them to find out the good technique for teaching writing.

2. Theoretical significance

- a.** This research can be used as a basis for the next researchers in conducting the further research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Definitions of Writing

Writing is one of the four language skills after listening, speaking, and reading that must be learned by students at junior high school. Writing involves some aspects such as content, organization, originality, and accuracy. Some experts have given many definitions about writing. Brookes and Grundy (2000: 1) state “written language was thought by some to be spoken language put into written form. Furthermore, the assumption that writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape.” Therefore, writing is more than putting spoken language into written form.

Writing is more than making a sentence, but it is a process and a complex activity. As stated by Harris (1993: 10) “writing is a process that occurs over a period of time, particularly if we take into account, there sometimes extended periods of thinking that precede creating an initial draft.” Furthermore, he also states (1993: 122) that writing is a complex activity.

To support the definition of writing proposed by Harris, Hedge (1998: 19) states “writing is a process. In fact, it is a complex process with a number of operations going on simultaneously. Moreover, some writers seem to have a much better understanding of how to make the process work effectively for them and consequently produce more successful pieces of writing.” we may conclude from

those definitions that writing is a process which involves complex activities to produce successful pieces of writing.

Writing can be defined as a physical activity because a writer is required to be able to do the act of committing words or ideas. It is also a mental activity because a writer should be able to express and organize ideas into clear statements and paragraphs. In other words, the written text is used to communicate a particular message. Therefore, readers can understand writers' ideas in the written form. Therefore, the nature of writing can be defined as both physical and mental activity that is aimed to express and impress (Nunan, 2003:88).

Brown (2001:335) states that writing is written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise a text for clearer meaning and how to edit a text for appropriate grammar and how to produce a final product. It means that writing is a productive skill. A writer should be able to express their ideas into a product in the form of writing. Some stages proposed by Brown support Nunan's ideas that writing is a physical and mental activity, for example how to generate ideas and organize ideas coherently.

Brown (2001:335) suggests that writing is similar to swimming because it is a learned behavior. People do not learn writing naturally, because it is a skill which only can be done consciously with effort. It cannot be done in a short period of time. It means that writing must be learned.

According to Harmer (2004:7) writing is the only skill that can produce a real product, which is touchable, readable, and keep able for long time. It can be said that writing involves time and space. It is a permanent record of communication.

Referring to those definitions, it can be concluded that writing is a written communication. It is a complex process to produce a product in the written form to express and organize ideas to communicate.

2. Purposes of Writing

The purpose of writing depends on the purpose of the text. There are several text types which have different purposes, for example to describe, persuade, entertain, argue, and explain.

According to Nunan's (2003:88) theory, writing is viewed as a means of communication which is commonly used to express and impress. It means that writing is communication which has two main purposes. First, writing is used to express ideas or opinions. Second, the text is used to communicate the ideas or opinions.

Meanwhile, Byrne (1997: 6) suggests that there are five pedagogical purposes of writing.

- a. The introduction and practice of some form of writing enables us to provide for different learning styles and needs.
- b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language.

- c. Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.
- d. Writing provides variety in classroom activities, serving as a break from oral work.
- e. Writing is often needed for formal and informal testing.

3. Micro and Macroskills of Writing

Micro and macroskills of writing help the teacher to assess his/her students' writing. Brown (2004:221) mentions micro and macroskills of writing that can help the teacher to assess his/her students' writing.

Micro skills

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

Macro skills

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

4. Teaching of Writing

a. Processes of Writing

Richards and Renandya (2002: 316) state that there are four basic stages in the process of teaching writing. They are planning, drafting, revising, and editing. Those steps will assist students to make better writing.

1) Planning

Planning activity aims to stimulate students to write. Oshima and Hogue (2007:16) state that pre-writing activity is the way to get ideas. In this step, students think what they are going to write. They think about the purpose of their writing, and then they choose a topic. They may use a mind map to plan and organize their ideas.

2) Drafting

When students have decided the topic they are going to write, they will start to make a draft. In this step, students will focus on the content. They make the outline of their writing. They do not give much attention to language features.

3) Revising

Students review and reexamine their writing to check whether their writing is good or bad. According to Harmer (2004:5) “reflecting and revising are often helped by other reader (or editor) who comment and make suggestion. Another reader’s reaction to a piece of writing will help the author to make appropriate revisions.” The teacher as the reader may assist them to revise their drafts. Then they make revisions based on the teachers’ comments and their own ideas to

improve their drafts. They should think about what to add, what to cut and what to change.

4) Editing

The main activity done by students in this step is editing their own writing. They edit their mistakes in grammar, punctuation, spelling, diction, sentence structure, and accuracy of supportive textual material such as quotation. They tidy up their writing.

b. Approaches to Teaching Writing

There are several approaches that can be implemented in the practice of writing skills both in and outside the classroom. The teacher should choose an approach that will be used, before she/he asks students to write their own texts. It will make them pay attention to their writing.

There are two main approaches which are the product and process. In practicing writing skills, students may pay attention to the final product of their writing or to the writing process itself. Harmer (2001:257) states “when we concentrating on the product we are only interested in the aim of a task and in the end of product. Those who advocate process approach writing, however, pay attention to the various stages that any piece of writing through.” The product approach focuses on the final product, while the process approach pays attention to the process of how students develop their writing.

There is an advantage of getting students to pay attention to the process of writing more. Students cannot spend the whole time in the classroom to write, because they also need to learn other skills. And it also cannot be done in a short

period of time. However, Harmer (2001:258) states “the various stages may well involve discussion, research, language study, and considerable amount of interaction between teacher and students, between the students themselves so that when process writing is handled appropriately it stretches across the whole curriculum.” It can be said the process approach has various stages that represent the whole curriculum.

There are several typical writing activities in the process approach mentioned by Brown (2004:335). They are:

- a) focus on the process of writing that leads to the final written products,
- b) help student writers to understand their own composing process,
- c) help them to build repertoires of strategies for prewriting, drafting, and rewriting,
- d) give students time to write and rewrite,
- e) let students discover what they want to say as they write,
- f) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention,
- g) include individual conferences between teacher and student during the process of composition.

c. Roles of the Teacher

Within the teaching and learning process, the teacher’s role may change from one activity to another. According to Harmer (2001:261-262) there are three roles of the teacher in the writing class that are especially important. They are explained below.

1. Motivator

There are situations where the teacher should motivate students for example when they get difficulty to write. She/he should motivate them and create good

situations for them to develop ideas. The teacher should persuade and encourage them to work on their writing.

2. Resource

Being a resource means that the teacher must be ready to supply information and language to assist students. She/he also offers advice and suggestion in a constructive and tactful way.

3. Feedback provider

The last teacher's role in the process of writing is feedback provider. The teacher is expected to give feedback on students' writing positively and encouragingly. This role refers to how she/he gives respond to the content of what they have written. The feedback given to them must be based on what their needs at their levels of proficiency.

As summary, the teacher is required to be able to perform those roles in the process of writing. She/he has to be responsible in guiding and facilitating students' writing by being a good motivator, resource and feedback provider. Roles of the teacher will support students to be better writers.

5. Teaching of Writing at the Junior High School

Talking about teaching of writing at the junior high school, there are several relevant matters that need to be highlighted. First, it involves the curriculum implemented in the teaching and learning process at the junior high school. According to Curriculum 2013, there are three competencies that students are expected to reach.

1. Attitude competence
2. Cognitive competence
3. Skill competence

Related to the skill competence, students are required to be able to write several types of texts. Based on the core competence and basic competence for Grade VIII of junior high school, they have to acquire the knowledge of a narrative text. They should write a narrative text in the form of a fable and pay attention to the social function, structure, and language features. The table below shows that the narrative text, particularly a fable, is one of texts that should be mastered by junior high school students.

Table 1: Core Competence and Basic Competence of Writing Skills for Grade VIII Junior High School Semester 2

<i>Kompetensi Inti</i>	<i>Kompetensi Dasar</i>
<i>4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori</i>	<i>4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fable pendek dan sederhana penggunaannya.</i>

According to Anderson and Anderson (1997), a narrative is a piece of text that tells a story and has purposes to entertain or inform the reader or listener. It is a story of a series of events. The language features of narrative texts according to Anderson and Anderson (1997) are: specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, and descriptive words to portray the characters and setting.

The next matter is related to characteristics of students. Junior high school students can be categorized as teenagers. The age range of them is between twelve and eighteen that is also called as puberty (Brown, 2001:91). Brown (2001:92) states that “The “terrible teens” are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds.” They are in the transition between childhood and adult. They try to figure out their identities. Harmer (1998:39) states that the most important thing for teenagers is the search for individual identity, because this search provides the key challenge for this age group.

As a result, in the teaching process, the teacher should concern students’ characteristics. Brown (2001:92) states that one of the most important concerns of the secondary school teacher is to keep students’ self-esteem high by 1) avoiding embarrassment of students at all costs 2) affirming each person’s talents and strengths 3) allowing mistakes and other errors to be accepted 4) de-emphasizing competition between classmates, and 5) encouraging small-group work where risks can be taken more easily by a teen.

Another matter that needs to be concerned by the teacher is success of teaching writing itself. The teacher should design the teaching and learning writing based on students’ learning styles, their needs, and their characteristics as teenagers. It should support them to develop their writing skills. Related to this, Brown (2001: 346-355) mentions some principles for designing writing techniques, they are:

- 1) applying some practices that can develop students as good writers,
- 2) using the process and product approach in the same proportion,

- 3) explaining the background of culture and literacy to be involved in writing,
- 4) using reading activities to support writing,
- 5) supplying many authentic writing activities,
- 6) applying some stages of writing, such as prewriting, drafting, and revising stages,
- 7) trying to provide interactive techniques in writing,
- 8) responding to and correcting the result of students' writing,
- 9) giving students with instruction on the theoretical, formal conventions of writing.

Teaching methodology is a matter that cannot be separated from the teaching and learning process. Methodology enables students to develop their knowledge and skills. According to Feez and Joyce (1998:24) theory methodology is a term that “refers to the underlying approach which influences how students work with syllabus content in the classroom.” As stated in *Peraturan Menteri Pendidikan dan Kebudayaan no 81a tahun 2013*, the teaching and learning process follows the scientific approach. The teacher must use the scientific approach in the teaching and learning process in all subjects. It means that the teacher must also use the scientific approach in the teaching writing process. McCollum (2003) in BSNP (2013) proposes four characteristics of scientific approach. They are:

- (1.) foster a sense of wonder,
- (2.) encourage observation,
- (3.) push for analysis,
- (4.) require communication.

Based on the standard process on *permendikbud no. 65 tahun 2013*, skills will be acquired through observing, questioning, trying, associating, communicating, and creating. Meanwhile, according to *permendikbud no.81a tahun 2013* the

scientific approach has 5 steps. They are observing, questioning, collecting information, associating, and communicating. They are explained as follow.

a. Observing

The main activity in this stage is that students do observation. In the English language teaching, they can do observation through look, listen, and read. Therefore, the activities are focused on maximizing the listening and reading ability. The teacher facilitates them to do observation and trains them to pay attention (see, read, hear) to things that are important from the input given. Richards and Rodgers (1986:99) state that learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.

b. Questioning

Questioning is a way of getting new information. Brown (2007:48) states that “Questions are not simply questions, but are recognized functionally as requests for information, for action, or for help.” In this step students will become more active by gaining the new information through asking a series of questions to the teacher. They will improve their critical thinking by formulated questions related to the materials.

c. Collecting information

The main activity in this stage is that students collect information through reading or listening to other sources.

d. Associating

Associating relates to the process of linking with other materials and making statements then include them into memory. Brown (2007:42) states we are

equipping our students with tools for generating unrehearsed language performance “out there” when they leave the womb of our classrooms.

e. Communicating

In this step students are given opportunities to communicate what they have learned. Richard and Rodgers (2001) and Gibbons (1985) in Brown (2007:80) that the delay of oral production can be pushed too far and that in an early stage, it is important for the teacher to step in and encourage them to talk. This activity can be done in spoken and/or writing manner.

6. Assessments of Writing

Whenever students respond to a question, offer a comment, or try out a new word or structure, the teacher subconsciously makes an assessment of the student’s performance (Brown, 2004: 4). An assessment is important in the teaching activity. It can be done during the teaching activity and also in the end of the activity. By conducting an assessment, the teacher will know how far their students’ levels of proficiency are. They may use the assessment result to evaluate their own teaching activity or technique and to encourage them to evaluate their own learning.

According to Genesee and Upshur (1997:206) there are two general types of scoring students’ writing namely holistic and analytic scoring. In holistic scoring, the teacher only gives a single score which represents his/her overall impressions and judgments of students’ writing. There is no specific aspect used by her. Genesee and Upshur emphasize that this type of scoring provides no detail about

specific aspects of performance so that it is not very useful in guiding the teaching and learning process of writing.

While in analytic scoring, the teacher gives a separate score based on different components. Analytic scoring provides more detailed information about a test taker's performance in different aspects of writing (Weigle, 2002: 114). Students' writing is rated on some components such as ideas and development, organization, grammar, vocabulary, or mechanics.

In this research, the type of assessments that would be used by the researcher is analytical scoring. According to Anderson (2003:92), the scoring of each component is as follows.

Table 2: Scoring of Writing

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail.	Weak development of topic
Organization	Completely Organized, Smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple word	Poor or inappropriate word choice
Sentence	Excellent: no	Adequate:	Fair: choppy	Poor: many

Structure	errors and a variety length	few errors and some variety of length	with variety	errors
Spelling	Error free	Very few errors (1-5)	Some errors (6-10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few errors (1-5)	Some errors (6-10)	Many errors (over 10)

B. Guided Writing

Most of students do not like writing. They think writing is the most worrisome and bored. They tend to avoid writing not only in English but also in their own language (Brown, 2001:334). When the teacher asked them to write, they felt hopelessly lost. It happened because they did not know enough how to write correctly and properly. They were confused, because they did not have enough knowledge. They also did not have enough ability in constructing sentences. To overcome those problems, the researcher tried to use guided writing technique in the teaching writing process. Here is the explanation about guided writing.

1. Definitions of Guided Writing

Guided writing is defined as instruction presented to small, temporary groups of students who share similar needs at a particular point in time (Fountas & Pinnell, 2001). Through guided writing, they work in groups until they are ready to write independently. They are also supported during the different stages of the writing process. By implementing this technique, they will be trained to practice their skills until they are ready to write independently (Badger and White, 2000).

According to Graham et al. (2007), Guided writing is a component of balanced writing curriculum, provides an additional supported step towards independent writing. From those statements, it can be concluded that guided writing prepares students to write independently.

Guided writing is an important technique for helping students to become better writers. Barnes (2006:81) states that guided writing technique is a very important classroom tool for helping them to become better writers. He states that help is given in thinking through ideas, ordering, considering vocabulary and grammar, cooperatively preparing notes and draft copies as an alternative to simply giving them an essay title and leaving them to get on with it. The teacher guide them to improve their writing skills. Barnes (2006:123) suggests that this technique gives them an opportunity to become better writers by (a) actively encouraging them to follow a series of preparatory steps and exposing them intensively to writing (b) making them more aware of that preparation process through guidance which can be done more independently and transparently in the future, (c) expositing them to a variety of interaction types.

In line with statement above, Doff (1997: 153) states “as soon as students have mastered basic skills of sentence writing, students need to progress beyond very controlled writing exercises to freer paragraph writing. However, they will make this transition more easily and learn more if we can guide their writing.”

Meanwhile, there is another definition from Reid (1993: 25-27), who states that:

“Guided writing is free writing limited to structuring sentences, often in direct answers to questions, the result of which looked like a short piece of

discourse, usually a paragraph. Moreover, the exercises were language-based; they usually concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminated in a piece of writing.... Today some ESL writing classes, particularly at the lower levels of language proficiency, successfully use guided writing techniques to build vocabulary, sentence structure knowledge, and self-confidence.... The application of the principles of guided writing may enhance students' grammatical awareness of a second language, particularly at the lower levels of language proficiency."

Based on the definitions above, it can be concluded that guided writing is a technique that prepares students to become better writers. It also provides support that is going to assist them to improve their writing. It is a writing process guided by the teacher, limited to structuring sentences, and concentrated on vocabulary building. It also assist them to increase their self-confidence.

2. Processes of Guided Writing

According to Reid (1993: 25) typical guided writing exercises in widely used textbooks include the following:

a. Model Paragraphs

The teacher gives model paragraphs to students in the beginning of the teaching and learning process. Model paragraphs are used as the media. They study particular features of model paragraphs given by her/him. They observe the text by themselves which is guided by her/him.

b. Comprehension questions

A series of questions based on model paragraphs will be asked by the teacher. The questions are related to the basic information about the content of the paragraphs. She/he also gives opportunities to them to ask a series of questions.

c. Language based exercises

In language based exercises, the teacher gives a series of exercises which focus on vocabulary building and sentence structure knowledge. Students do exercises in order to improve their ability in grammar, vocabulary, and sentence structure.

d. Oral compositions

Oral compositions here mean discussions. The teacher and the students discuss what they are going to write. She/he guides them to build up an outline or a list of key expressions on the board as a basis for students' writing.

e. Written compositions

Students start to create their own writing. They use the knowledge they got within the teaching and learning process. They also may follow model paragraphs given by changing the information based on their topics.

3. Advantages of Guided Writing

According to Crown (2007:6), there are some advantages of guided writing. First, it enables the teacher to tailor the teaching to the need of the group. Second, it facilitates the teaching and learning of individual teacher. Third, it provides the teacher with the opportunity to extend and challenge more able groups of students. Fourth, it encourages the students to be active participants in discussing about writing. Fifth, it builds confidence. The groups are grappling with the same issues. Last, it allows the teacher to give immediate feedback on success on the opportunity to discuss further areas for improvement.

C. Relevant Studies

Some relevant studies have demonstrated the implementation of guided writing to improve students' writing skills and its effectiveness. Dyan (2010) conducted a study on guided writing to improve students' writing skills. She concluded that guided writing could improve students' writing skills, especially on the aspect of sentence construction which deals with structure and vocabulary.

Another study on guided writing was conducted by Dani (2014). She tried to implement guided writing in order to improve students' writing skills at SMPN 2 Selat. It also showed similar results. She stated that the application of guided writing could improve students' writing skills. The results of her study explained that the process of teaching writing by applying guided writing gave significant improvement to students' writing skills. The students were happy and excited in learning writing. In addition, they became more creative and active in the teaching and learning process.

D. Conceptual Framework

Writing is one of the language skills that has to be mastered by the junior high school students. It plays an important role in their language learning mastery. It becomes more important because it can be used to make sure that they have covered all materials given by the teacher. However, some of them have the ideas of what they want to say but they cannot write them properly. They get difficulties in transferring their ideas into written language.

Those problems are also found in SMPN 6 Magelang. The students' writing is not satisfying yet. It can be seen from their writing performances and their

responses toward writing. They got difficulty in transferring their ideas into written language. They lacked vocabulary. They got difficulty in applying the grammatical rule. During the observation, the researcher found that students were less motivated in writing. They felt that writing was difficult.

From those problems, the researcher and the English teacher of SMPN 6 Magelang decided to implement guided writing to improve students' writing skills. There are many advantages of implementing guided writing in the teaching and learning process. In guided writing, they get more support and guidance from the teacher while doing writing activities. They get models or examples that show what they have to do in writing. Their vocabulary mastery are involved in the process of writing preparation so that they might build their self-confidence in composing writing. They also get language based exercises. It may enhance their grammatical awareness and sentence structure knowledge of a second language.

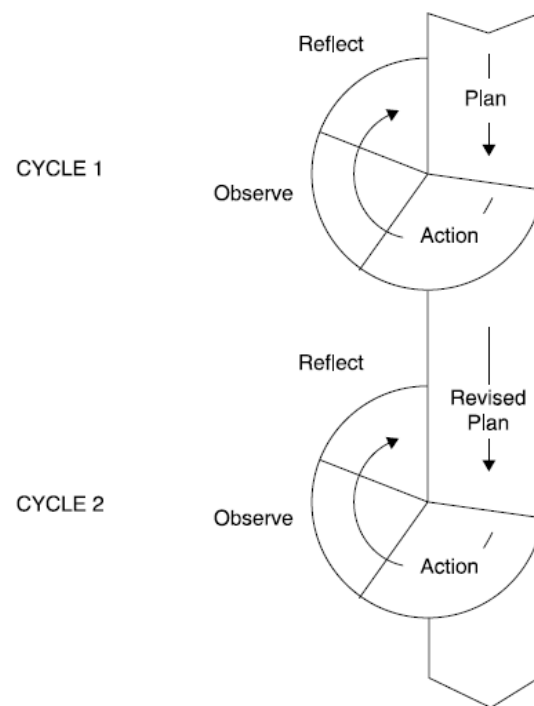
To conclude, in this research study, the researcher implemented guided writing to improve students' writing skills in terms of content, organization, vocabulary and sentence structure. Guided writing also improved students' motivation.

CHAPTER III RESEARCH METHOD

A. Research Design

This was a classroom action research study, because the objective of this research is to improve students' writing skills. According to McMillan and Schumacher (2010:44) action research is as an approach implemented by academicians to make a change in teaching and learning practices and it is usually conducted collaboratively. In conducting the collaborative action research, the researcher, the English teacher and students worked collaboratively. The research was done collaboratively both in the reconnaissance step and in the implementation.

Koshy (2005:9) states that action research is a set of step by step processes orienting better plant of views and understanding through reformation and modification. In conducting action research, there are some steps that have to be followed in order to improve students' writing skills. The most common and popular steps in action research are proposed by Kemmis and McTaggart (1998) in Burns (2010:9). The steps are planning, action, observation and reflection.



Figured 1: **Action Research Model Developed by Kemmis and McTaggart**
(Burn, 2010)

B. Research Setting

1. Place of the Research

This research was conducted at SMPN 6 Magelang in the second semester in the academic year 2014/2015. It is located in Jl. Kyai Mojo, Kota Magelang. It has eighteen classrooms, six classrooms for each grade, a library, a computer laboratory, a concealing room, a headmistress' office, a teachers' office, a health center, a mosque, a basketball field, some toilets and some parking areas. The basketball field is also used to have a flag ceremony every Monday morning.

There are thirty eight teachers. There are 4 English teachers, all graduated from English Language Education Department. Their experiences support their teaching skills.

Every class has different number of students. They have different levels of proficiency. Some of them lack motivation in learning English, but some of them are having big motivation to learn English.

2. Time of the Research

The research was held in the second semester, from February-May. The following was schedule of the research.

Table 3: **Schedule of the Research**

No.	Steps	Month											
		February			March			April			May		
1.	Observation												
2.	Planning for Cycle 1												
3.	Cycle 1												
4.	Planning for Cycle 2												
5.	Cycle 2												
6.	Analyzing data and reporting												

C. Participants

The participants of the research were Grade VIII students of SMPN 6 Magelang in the academic year 2014/2015. The researcher only took one class

from the total class, i.e. VIII A. There are thirty students. They are all in beginner level. Their age is around 13 up to 14 years old.

Most of them are from Magelang and they are native speaker of Javanese and Indonesia. They learn English as a foreign language. Their English abilities are not really good, especially in writing, because they have less opportunity in practicing English. They only learn English at school and they do not use English to communicate in their daily life.

D. Data Collecting

a. Data Collecting Techniques

The data collected were qualitative in nature. However, the researcher used several data collection techniques for both qualitative and quantitative data. She used observations, tests (pretest and posttest) and interviews to collect data. Observations and interviews were conducted to gain qualitative data. While students' writing scores in the pretest and posttest were used to gain quantitative data.

b. Instruments

There were three types of research instruments used in this research. They were namely observation checklist, tests, and interview guidelines.

An observation checklist was prepared by the researcher before the observation. The observation was conducted in each meeting of the teaching and learning process by the collaborator as the observer. She observed all activities done in the process of teaching and learning writing skills through guided writing. Observation checklist was used to gather data on students' behavior, response,

interaction, and motivation. Based on the result of the observation, the researcher made field notes.

There were two kinds of tests that were used by the researcher. They were pretest and posttest. The pretest was conducted in the reconnaissance stage. Its aim was to identify students' writing skills. The posttest was conducted in the end of each cycle. Its aim was to measure their writing skills after getting the treatment from her.

She also conducted interviews at the beginning of reconnaissance stage and the end of each cycle. She used guided interview. The aim of guided interview is to enable the researcher to make some kinds of comparison across the participants' responses, but also to allow for individual diversity and flexibility (Burns, 2010:75). She interviewed both the teacher and students about the way she implemented the technique, the benefits they get, and the problems they faced.

E. Data Analysis

There were two kinds of data that the researcher got. They were in the form of qualitative and quantitative data. The two data were analyzed in the different ways. All the data were interpreted and analyzed by her.

She analyzed the process of teaching and learning writing skills through guided writing by analyzing the data taken from the observation and interviews. The field notes and interview transcripts were analyzed qualitatively. According to Burns (1999) in Burns (2010: 104-105) there are some useful steps can be followed to get an overall framework for the analysis. She followed steps proposed by Burns: 1) assembling the data and to reread it again, 2) coding the

data into more specific patterns or categories, 3) comparing the data to see whether patterns or categories are repeated across different data collecting technique, 4) building meanings and interpretation, and 5) reporting the outcomes.

Students' writing scores in the pretest and posttest were analyzed quantitatively using the descriptive technique to obtain the mean and the standard deviation and the t-test to investigate the improvement. To analyze the quantitative data, she used SPSS 20 software. She compared the mean score of each test to know whether there was an improvement of their writing skills or not. It was used to prove whether there was any difference on the achievement of their writing skills between the pretest and posttest. If the value of significance level (α) was less than 0.05 it could be concluded that there was a significant difference between the pretest and posttest. And from the mean of the differences, it will be known that guided writing in teaching writing has a better result.

F. Validity of the Data

To measure the validity of the data, the researcher conducted several types of validity. According to Anderson et al. (1994) in Burns (1999), there are five criteria to fulfill the validity of the qualitative data of a research. In conducting this research, she used five types of validity. They were democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. They are explained as follows.

1. Democratic validity

Democratic validity is related to people who are involved in the research. The research should be a truly collaborative research and allow all of the people to

give their ideas, comments, and suggestions toward the research. It means that the research has multiple voices. It makes the research has different points of view. The discussion result then will be consideration in evaluating cycles. The research proposed by the researcher was a collaborative research. It involved all elements in the research, such as the researcher, the teacher, and students to plan, analyze, and reflect on the action.

2. Outcome validity

Outcome validity relates to the outcomes achieved within the research context. It is related to the notion of the action to the result that is successful within the research context. The most effective outcome is not only in solving the problems but also leading to new questions. Outcome validity also depends on the process of conducting the research.

3. Process validity

Process validity refers to the process of conducting the research. There were some questions occurred during the research. This validity was fulfilled by collecting data in order to against the biased interpretation or simplistic. She made some notes in the process of the research to make the research believable.

4. Catalytic validity

Catalytic validity refers to how the people involved in the research respond to their own internal changes and how they can make change within the research. To establish this validity, the responses would be considered to modify the process.

5. Dialogic validity

Dialogic validity means that each person involved in the research can participate in the process of the research. It is a peer review. This validity was fulfilled by discussing the research findings with the collaborator and a student of English Education Department of UNY. The members of the discussion were invited to give their opinions and critics related to the research report.

G. Reliability of the Data

The researcher used some different ways of triangulations to get the research more reliable and to obtain trustworthiness. According to Altrichter et al. (1993) in Burns (2010:97) triangulation allows us to get grounded perspective from all the people involved rather than relying on a limited set of informers. In this research, she used time triangulation, space triangulation, and researcher triangulation.

Time triangulation means collecting the data at different points in time. To fulfill this triangulation, she observed the teaching and learning process and interviewed the teacher and students at the beginning, during, and the end of the action.

Space triangulation means collecting the data with different subgroups of people. She conducted the action in the class that consists of 30 students. They have different skills in writing.

Researcher triangulation means collecting the data by more than one researcher. It suggested that she should have more than one researcher to avoid the bias. She did not only invite the teacher as the collaborator but also another

collaborator from the same major. To avoid the bias in the quantitative data, students' writing scores were rated by the researcher and also the collaborator from the same major.

H. Steps of the Research

This research was conducted in two cycles. They were namely Cycle I and Cycle II. The explanation of Cycle I is presented as follows.

1. Reconnaissance

Reconnaissance stage was the first step that was done before conducting this research. In this stage, the researcher tried to figure out the problems that occurred in the teaching and learning process. She identified the problems through interviewing the English teacher and students and observing the writing teaching and learning process. In this stage, she also conducted the writing pretest. The results of interviews, observation, and their writing scores were used as the basic of planning the research.

2. Planning

The researcher started to plan the action of the research after knowing the problems that occurred in the teaching and learning process. The problems were used as references to prepare all the actions and the materials for teaching writing on a narrative text by using guided writing. The preparation dealt with preparing the lesson plans, materials, the scoring rubric and other instruments that were used in the teaching and learning process. She also designed a posttest that would be administrated at the end of each cycle.

3. Action

After the planning was completed, she started to implement the guided writing in the teaching and learning process of writing. She began to teach students based on the lesson plan that had been made.

4. Observation

Observation was conducted during the action in the teaching and learning processes in order to know the effectiveness of learning process and whether the technique could improve students' achievements or not. She invited the teacher and the collaborator to observe the situation of classroom during the present action study.

5. Reflection

After the observation, the research made reflection and evaluated the action of implementing guided writing in the teaching and learning process. She also described the effect of the action in order to make sense of what had happened. The findings in each meeting and the results of the test were considered as the input to improve the result of the next cycle.

After implementing Cycle 1, the researcher found that there were several unsuccessful actions. Therefore, she conducted Cycle 2. Here is the explanation of Cycle 2.

1. Planning

The findings and the results of Cycle 1 were used as references in planning the action of Cycle 2. The researcher still used guided writing to improve students' writing skills. She revised the plan of Cycle 1 in order to overcome

unsuccessful actions. She added some exercises in vocabulary and sentence structure. She also decreased the number of comprehension questions and gave more allocation time to language based exercises.

2. Action

After completing the planning, the researcher started to implement the guided writing in the teaching and learning process. She began to teach with the new lesson plan that had been made.

3. Observation

Observation was conducted during the teaching and learning process in order to know the effectiveness of the learning process and whether the technique could improve students' achievements or not. It also aimed to know whether the plan gave significant changes or not. She still invited the collaborators to observe the teaching and learning process and also gave their comments or suggestions to the action.

4. Reflection

After the observation, the researcher made reflection and evaluated the action of implementing guided writing in the teaching and learning process. She also described the effect of the action in order to make sense of what had happened. She also compared successful and unsuccessful actions between Cycle 1 and Cycle 2. The findings in each meeting and the results of the test were considered as the input to improve the result of the next cycle. However, there was no more time to conduct the next cycle. Therefore, she and the teacher decided to end this research after conducting Cycle 2.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

Identifying the problems is the first step in conducting action research. To identify the field problems the researcher conducted some activities. First, the research was started by identifying the problems in the classroom. Class observation was conducted to know the teaching and learning process. Second, interviews were also conducted to both students and the teacher. Those were conducted to gain more information related to the teaching and learning process and their writing problems. Third, a pretest was conducted to measure their writing skills. Generally, it was found that their writing skills were still low. They had several problems in writing.

The first problem faced by students was content. They had difficulty in developing ideas they wanted to write. In the pretest, they were given 40 minutes to write their favorite narrative texts especially a fable in at least three paragraphs. During the test, most of them were confused and were not confident to write. In the first ten minutes, most of their worksheets were still blank. They did not get ideas in a flash of inspiration. They could not express their ideas and thoughts freely. As a result, most of their stories were not finished yet. It was because they lacked vocabulary and they were afraid of making mistakes dealing with the sentence structure.

Sentence structure mastery was the next problem. Students had a problem with the sentence structure. They were confused about how to construct sentences.

It was supported by the following interview transcript.

P: "And, what problems you face when you were given a task to write?"
 S: "Sometimes, I don't know how to write, I get confused Miss. Then, I do not know how to construct sentences."
 P: "How about grammar and vocabulary?"
 S: "Yes, those are confusing too. But sentence structure is the most difficult."
 (Interview transcript 7, February 26th 2015)

The next problem faced by students was vocabulary mastery. It could be said that their vocabulary mastery was very low. It was represented in their word choices in their writing. In the pretest, they were not allowed to open their dictionaries. As a result, they used many Indonesian words in their writing. Sometimes, they misspelled some words. The figure below is an example of students' writing from the pretest.

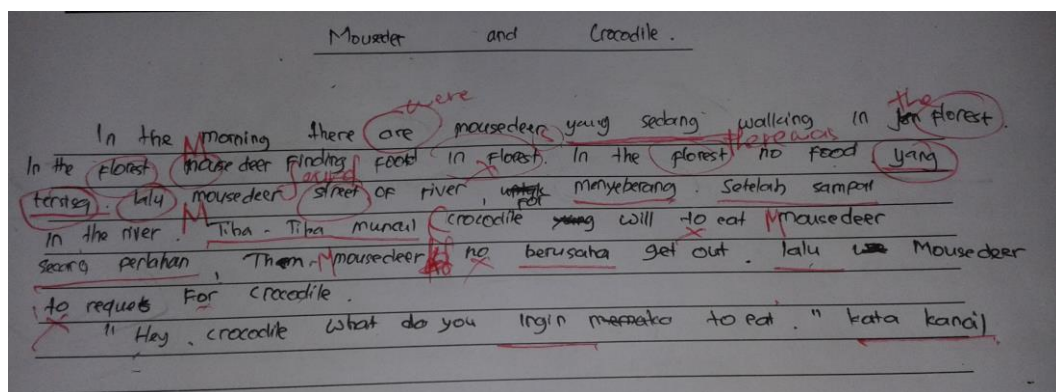


Figure 2: Student's Writing in the Pretest

The following transcript involved the teacher and the researcher. From the interview transcript, it could be concluded that students had problems with vocabulary, tenses, and ideas.

R: "How about students' writing skills, in your opinion, is it good?"
 T: "Still low."
 R: "What is the biggest problem that makes students' writing skills low ma'am?"
 T: "Grammar. They have problem with tenses. And their vocabulary mastery is still low. But, the focus is on grammar. They also did not seem having an idea to write."

(Interview Transcript 1, March 5th 2015)

From the interview transcripts and pretest, the researcher found some problems. Those problems are presented in the following table.

Table 4: Field Problems

No.	Categories	Field Problems
1.	Learning Materials	Materials were limited.
2.	Students' writing skills	Students had difficulty in developing ideas.
3.	Students' writing skills	Students lacked vocabulary.
4.	Students' writing skills	Students made some errors in punctuation, capital letters and spelling.
5.	Students' writing skills	Students had a problem with sentence structure.
6.	Students' writing skills	Students made mistakes in using tenses.
7.	Students' writing skills	Students could not finish the task by the given time.
8.	Learning media	The teacher did not use any media.

Before conducting the action, the researcher conducted a pretest to recognize how good students' writing was. They had to write a narrative text especially a fable in at least three paragraphs. From the results of the pretest, she found that they made many mistakes. They were told that in a narrative text they should use the simple past tense, but the fact many of them did not use the simple past tense. It means that they still got difficulties in applying the grammatical rule. They also used many Indonesian words and misspelled some words. It means that their vocabulary mastery was still low. Their sentence structure mastery was also very

bad. They made mistakes even in constructing simple sentences. They also did not pay attention to capital letters and punctuation. In addition, they also did not finish their stories. It could be said that they had limited ideas to write. The figures below are examples of the students' writing in the pretest.

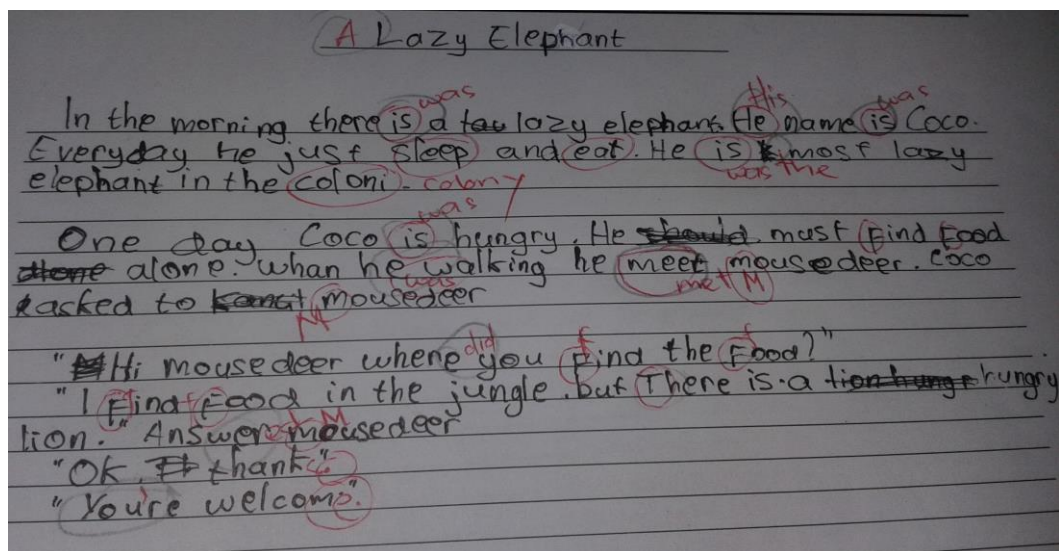


Figure 3: Student's Writing in the Pretest

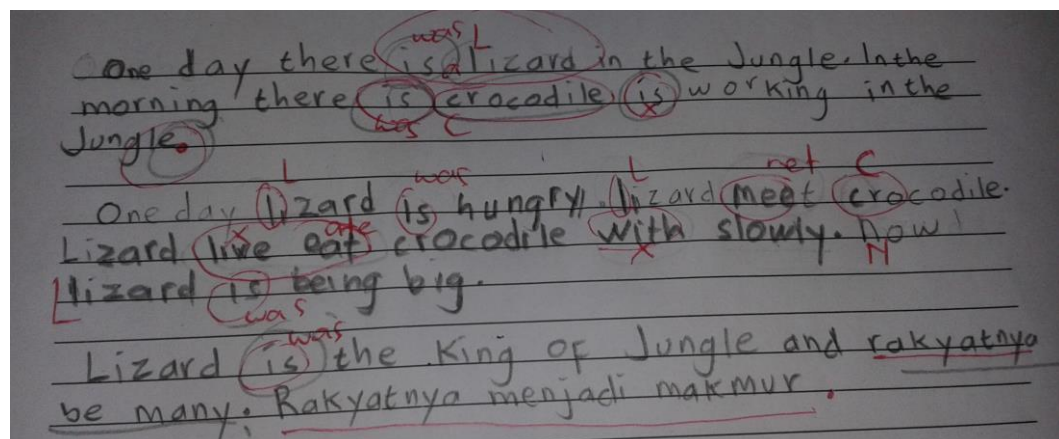


Figure 4: Student's Writing in the Pretest

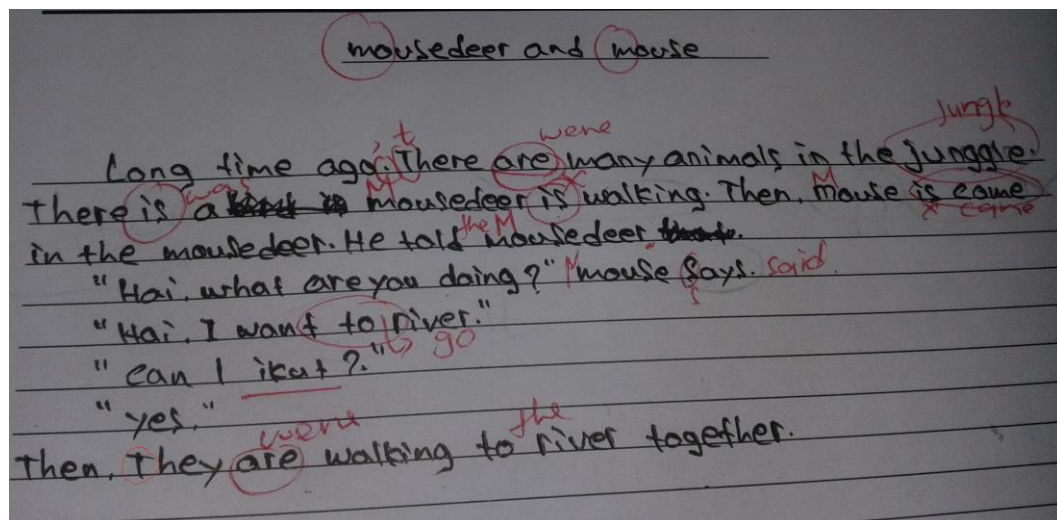


Figure 5: Student's Writing in the Pretest

Table 5 shows students' writing scores in the pretest in details. From the results of the pretest, she found that they had various scores. The mean score of the pretest was 54.02. It was lower than the ideal mean score (62.50). It showed that their writing skills were low.

Table 5: Students' Writing Scores in the Pretest

Scores	Categories	Frequency	Percentage
87.5-100	Excellent	0	0%
75-87.4	Very good	3	10%
62.5-74.9	Good	5	16.7%
50-62.4	Fair	13	43.3%
37.5-49.9	Poor	6	20%
25-37.4	Very poor	3	10%
Mean		54.02	
SD		14.06	

Based on the interviews with both students and the teacher, the pretest result, and class observation, she identified that students' writing skills did not meet the expectation yet. Their writing skills needed to be improved. She decided to improve their writing skills through a technique called guided writing. This technique can be defined as a writing process guided by the teacher. It was limited

to sentence construction (dealing with structure and vocabulary), comprehension questions, and language based exercises since it became the major problems faced by students.

B. Report in Cycle 1

1. Planning

In the planning stage, the researcher asked to the teacher about implementing guided writing, and she agreed on it. Then, she chose the material based on the core competence. She then made lesson plans which were based on the syllabus. She also made handouts for students. The handouts consisted of materials and exercises. She considered giving some examples of narrative texts as model paragraphs and pictures associated to the topic. Handouts were created before the action. So that the researcher who would act as the teacher did not have to make tasks spontaneously in the class. Before she made handouts, she discussed materials and exercises with the teacher. Therefore, it was not only the researcher that decided the content but also the teacher. Since it allowed multiple voices, it is democratic validity.

The researcher thought to encourage students to recognize the narrative text by using its generic structure. Since they lacked vocabulary, she planned to provide them with exercises that enabled them to enrich their vocabulary. Finally, to evaluate their writing skills, she planned to give them a chance to write a narrative text.

In this cycle, the researcher began to use guided writing. During the teaching and learning process students should work in groups. They should discuss with their friends. And finally they should work individually.

2. Action and Observation

In the action stage, the researcher acted as the teacher, while the teacher acted as the observer. And there was also a student of English Language Education as a collaborator. The teacher helped her to observe the teaching and learning process. And at the end of the action the observer and the collaborator gave feedback to her about her performance.

There were two meetings in this cycle. It consisted of 80 minutes (2x40 minutes). Those meetings were only used to teach students. There was another meeting. It consisted of 40 minutes for the posttest. It seemed so short. However, there were some considerations that had to be considered. First, the action was conducted in the second semester. In that semester, there were several days that Grade VIII students did not have class. It was caused Grade IX students were prepared for the National Examination. Second, Grade VIII students had a study tour to Jakarta. And they did not have class for a week. Third, the teacher did not finish the materials yet that should be taught to Grade VIII students. She also needed much time to finish the materials before the exam. Therefore, the researcher was only given limited time to conduct the study.

The topic that would be learned by students was a narrative text especially a fable. The researcher prepared materials according to their needs and the curriculum applied in the school.

a. Meeting 1

The first meeting was conducted on April, 9th 2015. The researcher began the class by greeting students. Then she checked their attendance. She then explained what they were going to learn. They would focus on a narrative text especially a fable. As a lead activity, she divided them into 6 groups. She then distributed a handout to them. The first activity was observation. They firstly read the text entitled *Mousedeer and Crocodile* as model paragraphs and then identified things they wanted to know further. A column entitled “Things I want to know further” was provided in the handout. They only needed to tick the points or write things they wanted to know further in that column. They looked serious in doing the task. They also discussed with their groups. They were monitored and guided by the researcher. They felt free to ask her when they got difficulties. It is described by the following field notes.

Ss ticked the column “Things I want to know further”. They were also allowed to write things they wanted to know further in that column. They were given 10 minutes to finish the task. Then they read the text. During they read and observed the model paragraphs, P walked around to monitor and assist students if they had questions or difficulties.

(Field Notes 8, April 9th 2015)

After students finished observing model paragraphs, there was a discussion about things that they wanted to know further. After it had been done, they asked some questions related to things they wanted to know further. Before discussing their questions, they had to make temporary answers to their questions. They also answered the comprehension questions related to model paragraphs. They discussed with their groups. It is described by the following field notes.

After all group conveyed their questions, P asked them to make temporary answers to their questions and they also had to answer the comprehension questions related to the text. They discussed it with their groups.

(Field Notes 8, April 9th 2015)

After students made temporary answers to their own questions and answered the comprehension questions, there was a discussion about the answers. They were asked to convey their answers voluntarily. However, there were only few students that wanted to convey their answers. The researcher then said that there was a reward for them who were active in the class. Then they participated in the discussion actively. From the field notes below, it could be concluded that some students were not active in the class. Therefore, she prepared a sticker as a reward for those who were active in the class. It could be said, that they had more motivation when they were given a reward. The field notes below show the situation of the class.

P started the discussion by asking Ss to convey their answers. Some Ss were reluctant to convey the results of their group discussions. Then she said that they would get a sticker as a reward if they were active in the class. After that they were active conveying the results of their group discussions.

(Field Notes 8, April 9th 2015)

After it had been done, it was continued by having a discussion about the social purpose, the generic structure and the language features used in a narrative text. The field notes below show how she explained materials. It belongs to the process validity.

P discussed every result of the students' group discussions. She also explained the social purpose, the generic structure of a narrative text and the language features used in a narrative text. They paid attention and made a note of her explanation. But, there were some Ss who talked to their tablemates.

(Field Notes 8, April, 9th 2015)

After the text had been discussed, the researcher gave students another exercise. It focused on vocabulary mastery. They had to jot down difficult words

from model paragraphs and found their meanings in the dictionary. Therefore, they could increase their vocabulary mastery.

Before the bell rang, the researcher gave students homework. They were asked to read the narrative text in Activity 5 in the handout and find information about a narrative text from that text.

Around the last ten minute, the researcher gave students the summary and the feedback about materials given on that day. She verified whether they had understood or not. After closing the class activity, she, the teacher and collaborator discussed the action and made a plan for the next meeting in the teacher's office.

b. Meeting 2

The second meeting was conducted on Wednesday, April 22nd, 2015. On that day, the researcher led students to learn the simple past tense and the direct and indirect speech. She started the class by greeting them and checking their attendance. She also asked them to sit with their groups. After they were ready to start the class, she checked their homework. They had homework to find out more information about a narrative text by reading a narrative text in Activity 5. They discussed the answers orally. Several students voluntarily explained the information they got from the text.

After they finished the discussion, she started passing materials about the simple past tense and the direct and indirect speech to them. Then she asked them to pay attention to their handouts. She asked them to read the explanation of the simple past tense and the direct and indirect speech and discuss it with their

friends. After they finished their discussions, she asked them to pay attention to her explanation. She explained the simple past tense including the regular and irregular verb. Then she explained the direct and indirect speech. Some students made a note on their handouts. After they understood, she instructed them to do the next activity. The box below contains a note describing the class situation.

In groups Ss read and comprehended the explanation of the simple past tense and the direct and indirect speech. P then explained the simple past tense. She also explained the regular and irregular verb. After they understood the simple past tense, she then explained the direct and indirect speech. During the explanation, they added some notes. She asked whether they understood or not. She also asked whether they had questions or not. They said that they had understood and did not have any questions. Then she continued to the next activity.

(Field Notes 8, April 22nd 2015)

The researcher then asked students to identify the generic structure of a narrative text in Activity 7 and also the moral value. They did not spend much time to finish the activity. All of them were able to identify the generic structure easily. She then asked them about the moral value. Several students raised their hands and shared their opinions about the moral value. She also asked about the vocabulary. Yet, most of them were still got difficulty with vocabulary. From the field note below, it is obvious that she paid attention to their vocabulary mastery.

It is described by the following field notes.

In groups Ss identified the generic structure of a narrative text in Activity 7. They did not spend much time to identify the text. They could identify the generic structure of the text easily. Then P asked about the moral value of the text. Some Ss raised their hands as a signal that they wanted to answer. She then pointed one S. He said “nggak boleh rakus kalau makan.” She then asked to other students if they agreed or not with their friend’s answer and the other students agreed. Besides the moral value, she also asked about difficult words in the text. They said that they found difficult words in the text. After that, P asked the Indonesian meaning of some words, e.g. *edge*, *pick*, *hungry*, *refused*. Some Ss could answer but many Ss did not know. She advised them to always bring dictionary, so they could search the meaning of the difficult words.

(Field Notes 8, April 22nd 2015)

Then she moved to the next activity. She focused on the use of the simple past tense and the direct and indirect speech. They were asked to do Activities 8 and 9. And they discussed with their groups. The field notes below show the situation on that day.

P continued the lesson to Activities 8 and 9 to verify students' comprehension of the simple past tense and the direct and indirect speech. In groups, Ss discussed with their friends to finish Activities 8 and 9. She provided 7 minutes for them to finish those activities. After the time was over, there were two groups that did not finish their works yet. She then gave additional time. She monitored them by approaching each group and verifying their works. When she approached them, some Ss asked her about difficult words.

(Field Notes 8, April 22nd 2015)

From the field notes above, it is obvious that the researcher controlled and guided class situations and students' works. After they finished their works, they discussed their answers.

Then she continued to the next activity. She gave students 10 minutes to rearrange jumbled paragraphs with their groups. During the group discussions, she approached group by group to monitor their works and guide them to solve their problems. Several students still asked about vocabulary. After all groups finished their discussions and had already the answer. The researcher and students discussed the answer orally. They also discussed the difficult words.

She moved to the next activity, this was the last activity on that day before they had the posttest for Cycle 1. They were back to their own seats because it was individually task. It was about writing a narrative text. They should rewrite the story from jumbled paragraphs using their own words. Before they started to write, they had an oral discussion about what they were going to write. She also

guided them with several guided questions to help them to understand what they should write. The field notes below show the situation on that day.

After discussing the jumbled paragraphs, P asked Ss to sit on their own seats. They had to rewrite the narrative text in Activity 10 using their own words. She then gave some guidance to them. She told them what they should write based on the generic structure. She also gave guided questions to them to help them to understand what they should write using their own words.

(Field Notes 8, April 22nd 2015)

Unfortunately, the bell rang. It showed that the English class was finished. And there were ten students who were still writing. However, she asked them to submit their works. A student helped her to collect their works.

3. Reflection

After analyzing the observation result in Cycle 1, the researcher and the teacher had a discussion about the influence of the action to students' writing skills. It evaluated the teaching and learning process. The reflection would be used as a plan of actions that would be implemented in Cycle 2. There were some positive and negative results from the observation.

Overall, the teaching and learning of writing ran well. However, some students were passive in the discussions. Some students talked to other groups to ask some information. And during the teaching and learning process, the researcher walked around to monitor their activities. She also had to stop to each group to answer their questions. It is described in the following interview transcript. It belongs to the process validity.

R: "Yes ma'am, there are active groups and also passive groups. There are two groups that are still passive. Some students also ask to other groups."

T: "That is Ok. Maybe they were not close to the groups' members. It is only a matter of a process. They need to adapt to their groups' member. The students have different levels of proficiency. So by working in groups they can help each other.

R: "Yes ma'am. I walked around to monitor their activities and to make sure that they understood. I also had to stop to each group to answer their questions and re-explain to them."

(Interview transcript 1, April 9th 2015)

During the teaching and learning process, students were working in groups. Working in groups made them more easily comprehend materials. They could share their ideas to their friends. They also could ask their friends when they got difficulties. Yet, there were some students who were not actively involved in the group discussions. Therefore, in Cycle 2, she would change the members of the groups. In this stage she interviewed them to know whether they liked working in groups or not. This interview can be said as process validity.

P: "Do you like working in groups? Or individually?"

S: "Working in groups."

(Interview Transcript 14, April 29th 2015)

To complete the catalytic validity, she also interviewed them to know their opinions about the teaching and learning process. Therefore, she could identify the changes occurring before, during, and after the action. Their responses would be considered to modify the process for the next cycle.

P: "Do you understand the materials?"

S: "Yes ma'am."

P: "Do you still have a problem?"

S: "Ehm... Yes, vocabulary ma'am."

P: "What about constructing sentences?"

S: "Now, I know how to construct sentences ma'am, but sometimes I am still confused."

(Interview Transcript 14, April 29th 2015)

From the students' writing in the posttest, it is obvious that their writing was getting better. They were better in developing ideas and using a tense. Yet, they still did several mistakes. Some students still did not pay attention to punctuation and capital letters. She also found that some students still made mistakes in

grammar. This conclusion can be said as the outcome validity. The following is an example of students' writing.

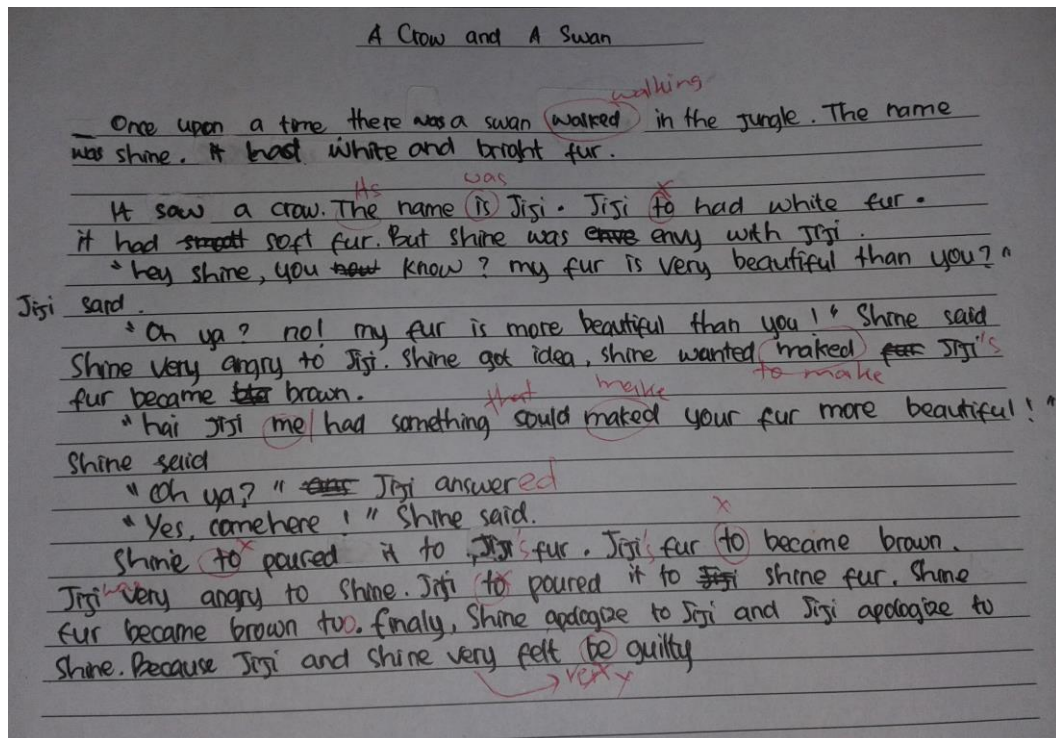


Figure 6: Students' Writing in Cycle 1

The improvement of the students' writing was also proved by their scores in the posttest in Cycle 1. In general, their writing scores were better than their writing scores in the pretest. The frequency of the very poor category decreased. In the pretest, there were three students in the very poor category. Meanwhile there was no student in the very poor category after Cycle 1. However, the percentage of their writing skills was not good yet. There was only one student who was categorized as excellent. Therefore the researcher still had homework to increase their writing scores. Table 6 presents students' writing scores in details.

Table 6: Students' Writing Scores in the Posttest in Cycle 1

Scores	Categories	Frequency	Percentage
87.5-100	Excellent	1	3.3 %
75-87.4	Very good	10	33.4 %
62.5-74.9	Good	10	33.4 %
50-62.4	Fair	7	23.3 %
37.5-49.9	Poor	2	6.6 %
25-37.4	Very poor	0	0 %
Mean		67.50	
SD		11.75	

From the scoring rubric, the researcher found that the ideal mean score was 62.50 and the ideal standard deviation was 12.50. In fact, the students' mean score after Cycle 1 was 67.5. It was better than the ideal mean and their mean score in the pretest. Besides, the standard deviation was 11.75. It was lower than the ideal standard deviation. It means their achievements were homogeneous. From their writing scores, it can be concluded that some students still got difficulties to write. Although their mean score was better than the ideal mean score, their writing skills still needed to be improved.

However, comparing students' writing scores in the pretest with those in Cycle 1, the researcher concluded that students' writing scores increased significantly because of the implementation of guided writing. The frequency on the excellent category increased from 0 to 1. On the very good category, it increased from 3 to 10. On the good category, it increased from 5 to 10. Meanwhile, on the fair, the poor, and the very poor categories, it decreased. On the fair category, it decreased from 13 to 7. On the poor category, it decreased from 6 to 2. On the very poor category, it decreased from 3 to 0. Moreover, their mean score increased from 54.02 to 67.50. The following is the result of their writing scores before and after Cycle 1.

Table 7: Comparison of the Students' Writing Scores Before and After Cycle 1

Score	Category	Pretest		Cycle 1	
		Frequency	Percentage	Frequency	Percentage
87.5-100	Excellent	0	0%	1	3.3 %
75-87.4	Very good	3	10%	10	33.4 %
62.5-74.9	Good	5	16.7%	10	33.4 %
50-62.4	Fair	13	43.3%	7	23.3 %
37.5-49.9	Poor	6	20%	2	6.6 %
25-37.4	Very poor	3	10%	0	0 %
Mean		54.02		67.50	
SD		14.06		11.75	

Table 8: Paired Samples Statistics- Pretest and Cycle 1

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	54.0233	30	14.06688	2.56825
Cycle1	67.5000	30	11.75626	2.14639

Table 9: Paired Samples Test- Pretest and Cycle 1

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Cycle1	-1.34767E1	7.71352	1.40829	-16.35694	-10.59639	-9.570	29	.000

The data were collected by applying Paired-Sample Test in SPSS 20. The t-test used students' writing scores to find the probability value (p value). From the result, p value was 0.00. Because p values was lower than 0.05, it means there was

a significant difference in students' writing skills after Cycle 1. It can be concluded that guided writing can improve their writing skills.

4. Summary

In conducting this research, the researcher implemented five stages of guided writing in the teaching and learning process. They are model paragraphs, comprehension questions, language based exercises, oral compositions, and written compositions. After implementing guided writing, she realized there were successful actions and unsuccessful actions.

Students were divided into six groups. They worked in groups during the teaching and learning process. They could share and discuss their ideas and opinions when they did exercises with their groups. Unfortunately, there were several students who did not take part in the group discussions. They were not actively involved in the teaching and learning process. Therefore, the researcher gave rewards to students who were active in the teaching and learning process. And the rewards made them participate in the teaching and learning process actively.

During the implementation, they were given several narrative texts as model paragraphs. Model paragraphs assisted them to understand more about the generic structure, the language features, and the social purpose of a narrative text. She also provided several language based exercises. Those exercises helped them to minimize their mistakes in grammar, spelling, and sentence structure. They could train their skills before they wrote a narrative text. However, they still made many mistakes in their writing. It can be said that some students still had a problem with

sentence structure. They still lacked vocabulary. They still got difficulties in developing their ideas. In addition, some activities could not be done on time.

The students' mean score after Cycle 1 was higher than their mean score in the pretest. In the pretest, it was 54.02. Meanwhile, after Cycle 1, it was 67.50. It was also higher than the ideal mean score (62.50). However, the researcher would conduct Cycle 2, because they still got many difficulties.

C. Report in Cycle 2

1. Planning

In Cycle 2, the researcher still used guided writing to improve students' writing skills. She tried to revise the plan to overcome the difficulties. She gave more time to language based exercises. She also provided enough exercises in vocabulary and sentence structure.

2. Action and Observation

The actions in Cycle 2 were conducted in three meetings. They were on April 23rd, April 29th and April 30th 2015. However, the first meeting and the third meeting were only 40 minutes. And the second meeting was 80 minutes. In addition, there was another meeting for the posttest. The text type was still a narrative text. The researcher also provided students with a handout.

a. Meeting 1

The first meeting was held on Thursday, April 23rd, 2015. As usual the researcher came to the class with the collaborators. The collaborators sat in the back row to observe the teaching and learning process. She greeted students, and

then checked their attendance. She then divided them into six groups. Each group consisted of five students.

After students were ready to get the lesson, the researcher started giving them the handout. The handout would be used in teaching and learning processes during Cycle 2. She then began from the first activity. She explained what they should do in Activity 1. She asked them to read model paragraphs. After that, they should identify things they wanted to know further related to the text. They discussed it with their groups. Most of them had already known about the social purpose, the generic structure and the language features of a narrative text. They only wanted to know about difficult words. This situation is described in the following field notes. It belongs to the process validity.

During the group discussions, P walked around to each group to ask their observation results. P also asked about what they wanted to know further. Most of the groups did not tick points about the social purpose, the generic structure and the language features. Ss had already understood those points when those were discussed in Cycle 1. Most of Ss wanted to know about vocabulary.

(Field Notes 12, April 23rd 2015)

The researcher continued the activity. She asked students to pay attention to Activity 2. She explained the instruction. They should propose temporary answer to the comprehension questions related to model paragraphs. They were enthusiastic in doing that activity. They discussed with their groups. While they were discussing, she walked around the class to supervise them. They needed about seven minutes to finish that activity. Then they discussed their answers orally.

In Activity 3, students asked several questions to the researcher related to model paragraphs. Yet, they only asked about difficult words. Therefore, they were asked to read again model paragraphs in Activity 1 and jot down the difficult words. They also had to find the meaning in the dictionary. They were given ten minutes to finish that activity. They asked their friends and opened their dictionaries to find the meaning of the difficult words. The field notes below show the situation on that day.

Ss reread the text in Activity 1 and listed difficult words. They searched the meaning in the dictionaries. They were given 10 minutes to finish that task. They asked their friends and also opened their dictionaries to find out the meaning of the difficult words.

(Field Notes 12, April 23rd 2015)

After ten minutes passed, the researcher approached each group to verify their lists. She checked whether they find the meaning or not. They finished their lists and understood the meaning too.

The researcher then continued the lesson. Students collected information related to a narrative text by reading a narrative text in Activity 5. They were given five minutes to read the text. They had to discuss with their groups to find the information. During their discussions, she walked around to supervise them.

After students finished their discussions, the researcher asked them about information they got. She asked about the social function, the generic structure and the language features of a narrative text. A group presented the results of their discussions in front of the class voluntarily. She also asked other groups to present the results of their discussions. Other groups also agreed with the results of their friends' discussions. It means they had already understood the narrative text.

Besides that information, she asked them about the moral value of the text. Some students raised their hands and wanted to share their ideas. It is obvious that they were active in the teaching and learning process.

The researcher considered that it was the last activity for that day because the bell rang. She then gave students homework. They were asked to read the explanation of the simple past tense and the direct and indirect speech in their homes and did the exercises in Activities 8, 9 and 10. Before she closed the lesson, she asked whether there were still significant difficulties or not related to a narrative text. They said that they had no difficulties. Then, she closed the lesson by greeting them.

b. Meeting 2

The second meeting was held on Wednesday, 29th April 2015. The researcher greeted students and then checked their attendance. She then asked them to sit with their groups. In the previous meeting, they were given homework. Therefore, before starting the lesson, she verified their homework. However, there were three groups that did not finish their homework yet. Before discussing their homework, she asked them to pay attention to Activity 6. She explained the simple past tense and the direct and indirect speech. After explaining those materials, she asked them whether they had questions or not. They said that they had already understood the explanation.

She then continued to Activity 7. This activity was about identifying the generic structure and the moral value of a narrative text entitled *The Ant and the Grasshopper*. They discussed it with their groups in five minutes. Then she led

the discussion. She asked the generic structure of the text. They answered it orally. Then she asked about the moral value and asked them to raise their hands if they wanted to answer. Each group raised their hands. She then pointed one of groups. A student represented his groups. He said that the moral value of the text was we should not be lazy in working. There was another group that had a different opinion. Their groups thought that we needed to prepare for our needs in the future. After that, she explained that both of them were correct, indeed we should not be lazy in preparing our needs in the future.

She then continued the lesson to Activities 8, 9, and 10. Those activities were their homework. Because there were three groups that did not finish their homework, she then gave them ten minutes to finish their homework. They discussed their answers with their groups. She approached each group to verify their works. There were two groups that still got difficulties in doing those activities. She encouraged them to understand the exercises in those activities. Some students also asked her whether their works were correct or not. She then asked them to verify their answers again.

After all activities were done by the students, she started discussing those activities. She began with Activity 8. Activity 8 was about the simple past tense. They had to complete a paragraph with the past tense form of the verbs provided in the box. They discussed it orally. There were six numbers in that activity. Most of them raised their hands as a signal that they wanted to answer. It is obvious that they were actively involved in the teaching and learning process. They did not

only discuss the simple past tense but also the meaning of the difficult words. The following field notes show the situation on that day.

P asked Ss to raise their hands if they wanted to convey their answers. Most of them raised their hands when they discussed each task. It was shown that they were active in the teaching and learning process. P also supported them to understand the paragraph by translating the difficult words.

(Field Notes 12, April 23rd 2015)

After they finished discussing Activity 8, the result was good enough. Most of groups did well on the task. They could complete the paragraph with the correct verbs. However, some students still made some mistakes. Two of their answers were wrong. Then she explained each answer again.

The next activity was about arranging jumbled words. There were five sentences. She asked them to raise their hands as a signal that they wanted to answer. Most of them raised their hands and said “Me ma’am.” It is obvious that they were very enthusiastic in discussing their works. However, some of them did not have a chance to write their answers. She only pointed five students and asked them to write their answers on the whiteboard. She began to verify them one by one. She involved them to verify the sentences. She also reminded them to pay attention to punctuation and capital letters. Some students still made some mistakes. They did not start the sentences with capital letters. And they did not end the sentences with periods. The following field notes show what happened on that day. It belongs to the process validity.

After the answers to all questions had written on the whiteboard, P verified the sentences one by one. P involved the Ss to verify the answers. There were some Ss that had difference answers. Then P asked the students to write their sentences on the whiteboard. After that, P discussed and explained the answers one by one.

(Field Notes 12, April 23rd 2015)

The following figure illustrates how students were actively involved in the teaching and learning process. They went to the front of the class to write their answers. They even stood in front of the whiteboard waiting for their turns to write.



Figure 7: Students Write Their Answers on the Whiteboard

She moved to Activity 10. It was about the direct and indirect speech. She discussed that activity as the way she discussed Activity 9. The students were still very active. They were enthusiastic to go to the front of the class to write their answers. Most of them did well in that activity.

The next activity was about arranging jumbled paragraphs. She explained what students should do in that activity. They should rearrange the jumbled paragraphs with their groups and then rewrite the story individually. They then discussed with their groups to rearrange the jumbled paragraphs. While they were doing that task, she supervised their activities. Some of groups stopped her

because they had some questions. The field notes below show the situation on that day.

In groups Ss discussed the task to rearrange the jumbled paragraphs. During the discussions, some groups asked P to come to their groups because they had questions about the jumbled paragraphs. Periodically, she came to every group to see their works and assist them when they got difficulties or had questions.

(Field Notes 12, April 23rd 2015)

After they finished arranging jumbled paragraphs, the researcher discussed the correct answer in front of the class. There were two groups who had different answers with the correct answer. Therefore, she asked a student to explain the story to their friends. She then informed the story from her seat. After that she asked them whether they understood or not. They said that they understood.

Suddenly the bell rang. It means the class had to be ended. The researcher then said to students that they would continue Activity 11 on the next meeting. Before she closed the class, she asked them what they had learned on that day and the difficulties they got. They then said what they had learned. They also said that they had already understood the narrative text and did not have any difficulty. She then closed the class by greeting them.

c. Meeting 3

The third meeting was conducted on Thursday, April 30th 2015. In this meeting the teaching and learning process was only 40 minutes. After conducting the teaching and learning process, the researcher would give students a posttest for Cycle 2. As usual she entered the class accompanied by the collaborators. She then greeted them and checked their attendance. Nobody was missing on that day. That was good because all of them could participate in the test.

The researcher then asked students to pay attention to the text in Activity 11. She explained what they should do. They should rewrite the story using their own words. Before they started writing, they had oral discussions about what they had to write in the orientation, complication and reorientation. They also discussed the difficult words. She also reminded them to use the simple past tense and pay attention to spelling, punctuation and capital letters.

The researcher gave students twenty five minutes to finish their writing. While they were doing their tasks, as usual she walked around to supervise them. Sometime she had to stop, because they had questions. Some students also asked their tablemates to get some information. It means they were doing that task seriously. The following field notes show the situation on that day.

When Ss did their tasks, as usual P walked around to supervise their activities. Sometimes they had questions such as vocabulary and the irregular verb. Some Ss also asked to their tablemates if they got difficulties.

(Field Notes 12, April 23rd 2015)

After about twenty five minutes, the students had finished their writing. She then reviewed the overall materials about the narrative text. It aimed to remind them about the narrative text briefly because there would be a posttest in the next meeting.

In the last ten minutes, she told them that there would be a posttest after the break time. Because they had no question, she gave the time for them to prepare for the posttest.

3. Reflection

After completing Cycle 2, the researcher did not find any significant problem. She found some improvements. The improvements were not only students'

writing skills but also their attitudes toward writing itself. They did a good progress. Their mistakes were decreased. The following interview transcript consists of the discussion between the researcher and the teacher about the action that had been done.

R: "Based on your observation, what are your opinions about guided writing?"

T: "I think the technique is good, because since the first meeting until today, I can see the students have many improvements. Now they can develop their ideas, I also see their vocabulary mastery increases, and their grammar now is good enough. I read their writing in the posttest. And it is satisfying enough. So, I think, your action is successful."

R: "Thank you ma'am. In your opinion, can guided writing improve the students' writing skills?"

T: "In my opinion, the students' writing skills are improved, so I think yes. Besides, they are also more active in the teaching and learning process, I see their motivation is increasing too."

(Interview Transcript 4, May 4th 2015)

Based on the interview transcript above, guided writing can be claimed that it can improve students' writing skills. It helps them to develop their ideas. It also increases their vocabulary. And their grammar is better.

The facts that guided writing can improve students' writing skills were supported by the transcripts of interview between the researcher and students. When they had group works, they could share their ideas to each other. They also could ask their friends when they got difficulties. The conclusion is supported by the following interview transcript. It can be claimed as the process validity.

P: "Do you think that working in groups is effective?"

S: "Yes."

P: "Why?"

S: "Because we can share ideas if we work in groups. If we work individually, usually there is a student if they do not know, they do not do anything. But working in groups, if we do not know, we can ask our friends."

(Interview Transcript 16, May 4th 2015)

The implementation of guided writing in the teaching and learning process can improve the students' vocabulary mastery too. The researcher prepared activities that enabled them to improve their vocabulary. This conclusion is supported by the following interview transcripts.

P: "How about your vocabulary mastery? Does it increase?"

S: "Increases ma'am, because there were many texts, many tasks too, so it increases."

(Interview Transcript 18, May 4th 2015)

P: "How about your vocabulary mastery?"

S: "My vocabulary mastery increases, because there were many activities in translating."

(Interview Transcript 16, May 4th 2015)

The biggest problem faced by students in writing was grammar. After the implementation of guided writing, their grammar is getting better. In guided writing, there is a stage called language based exercises. In that stage, the researcher provided exercises that enabled them to practice their grammar. As a result, their grammar is getting better although they still made mistakes but those were not as many as the mistakes in the pretest. It is supported by the following interview transcript.

P: "And how about your grammar?"

S: "Yes, I know further about the past tense and the direct and indirect speech. I am not confused anymore in using the past tense in my writing."

P: "How about constructing sentences?"

S: "It's better now."

(Interview Transcript 16, May 4th 2015)

Overall, students said that the implementation of guided writing could make their writing better. This conclusion is supported by the following interview transcript.

P: "During I taught using guided writing, is your writing skill improved?"
 S: "Yes."
 P: "Can you give me an example?"
 S: "First, my writing is ordinary. I wrote a narrative text using verb 1, but now I know that a narrative text is using verb 2. And not all verbs 2 are added by -ed. I have more ideas too"

(Interview Transcript 16, May 4th 2015)

The following figure is an example of students' writing in the posttest of Cycle 2. It is obvious that they still made some mistakes but those were not as many as the mistakes in their writing in the pretest. This figure supported that the implementation of guided writing can be claimed that it can improve students' writing skills.

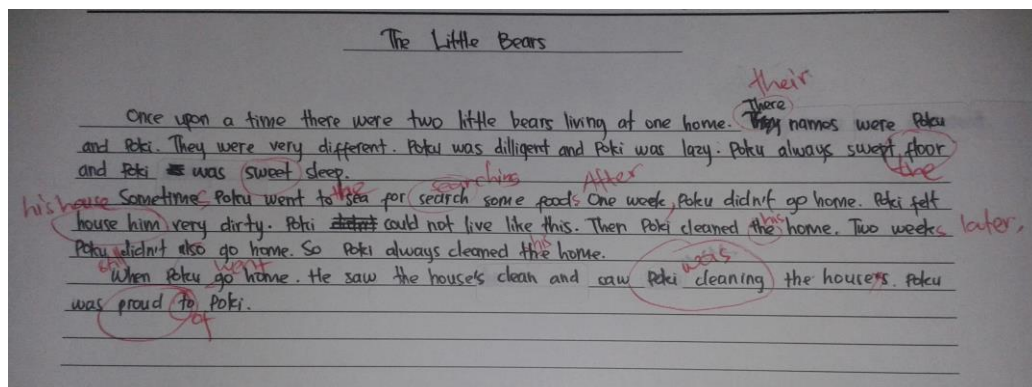


Figure 8: Student's Writing in Cycle 2

The implementation of guided writing did not only improve students' writing skills but also their motivation in learning English, especially writing. This conclusion is supported by the following interview transcripts between the researcher and students after Cycle 2.

P: "Does guided writing motivate you in learning English, especially writing?"
 S: "Yes."
 P: "Why?"
 S: "The teaching and learning process is fun."
 (Interview Transcript 19, May 4th 2015)

P: "After you study with me using this technique, does it motivate you in learning English, especially writing?"
 S: "Yes."
 P: "Why?"
 S: "Happy, because it did not make me sleepy. The learning process is fun ma'am."
 (Interview Transcript 20, May 4th 2015)

Table 10 presents students' writing scores in the posttest in Cycle 2. The scores were used to know the improvement of students' writing skills.

Table 10: Students' Writing Scores in the Posttest in Cycle 2

Scores	Categories	Frequency	Percentage
87.5-100	Excellent	8	26.6 %
75-87.4	Very good	10	33.4 %
62.5-74.9	Good	10	33.4 %
50-62.4	Fair	2	6.6 %
37.5-49.9	Poor	0	0 %
25-37.4	Very poor	0	0 %
Mean		76.53	
SD		11.07	

From the table above, it can be seen that students' writing scores were better than their writing scores in the pretest and after Cycle 1. On the excellent, very good, and good categories, the frequency increased significantly. Meanwhile the frequency on the fair, poor and very poor decreased significantly. After Cycle 2, there were 8 students on the excellent category, 10 students on the very good category, 10 students on the good category and 2 students on the fair category. Meanwhile, there was no student on the poor and very poor category. It can be concluded that their writing skills were improved.

Students' writing improvements also can be seen from the mean score. Their mean score also increased. It was 76.53. It was higher than the ideal mean score (62.50). It means their writing skills were getting better. Besides, the standard deviation was 11.07. It was lower than the ideal standard deviation (12.50). It means their achievements were homogenous. The result from the students' mean score and the standard deviation value show that they got high scores homogenously.

Comparing students' writing scores in Cycle 1 with those in Cycle 2, the researcher concluded that students' writing scores increased significantly because of the implementation of guided writing. The frequency on the excellent category increased from 1 to 8. On the very good and good categories, there was no increase. There were 10 students for each category. Meanwhile, on fair and poor categories, the frequency decreased. On the fair category, it decreased from 7 to 2. On the poor category, it decreased from 2 to 0. And there was no student on the very poor category. It can be seen from the scores. The worst score was in the fair category. It means their writing skills are good. Moreover, their mean score increased from 67.50 to 76.53. The following is the result of their writing scores in Cycle 1 and Cycle 2.

Table 11: Comparison of the Students' Writing Scores in Cycle 1 and Cycle 2.

Score	Category	Cycle 1		Cycle 2	
		Frequency	Percentage	Frequency	Percentage
87.5-100	Excellent	1	3.3 %	8	26.6 %
75-87.4	Very good	10	33.4 %	10	33.4 %
62.5-74.9	Good	10	33.4 %	10	33.4 %
50-62.4	Fair	7	23.3 %	2	6.6 %
37.5-49.9	Poor	2	6.6 %	0	0 %
25-37.4	Very poor	0	0 %	0	0 %
Mean		67.50		76.53	
SD		11.75		11.07	

Table 12: Paired Samples Statistics- Cycle 1 and Cycle 2

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Cycle1	67.5000	30	11.75626	2.14639
	Cycle2	76.5300	30	11.07393	2.02181

Table 13: Paired Samples Test- Cycle 1 and Cycle 2

Paired Samples Test								
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 2 Cycle1 - Cycle2	-9.03000	7.73439	1.41210	-11.91807	-6.14193	-6.395	29	.000

The data above were collected by applying Paired-Sample Test. The t-test employed students' writing scores to find the probability value (p value). From the result, p value was 0.00. Because p value was lower than 0.05, it means there is a significant difference in students' writing skills after Cycle 2. Seen from the

result of Cycle 1 and Cycle 2 scores, it can be concluded that the implementation of guided writing can improve their writing skills.

4. Summary

Overall, the teaching and learning process in Cycle 2 ran well. The students were making good progress with their writing. It can be seen from their mean score. Their mean score after Cycle 2 was 76.53. It was higher than their mean score after Cycle 1 (67.50). It was also higher than the ideal mean score (62.50). Their mistakes in grammar, spelling, capital letter, and vocabulary decreased. They could write paragraphs cohesively and develop the story well. They were also actively involved in the teaching and learning process. It seems that their attitudes toward writing were changed. They were more enthusiastic in doing activities given by the researcher.

However, students have different levels of proficiency. The researcher realized that there were a small number of students who still got difficulties. They still had problems with sentence structure. Sometimes, they forgot to use the simple past tense. Besides, some activities could not be done on time. Therefore, she did not have additional time to explain more or give more exercises to them. She also could not continue the cycle because the English teacher could not allocate time for that.

D. General findings

This section consists of qualitative and quantitative data. The qualitative data deals with the general findings of the results in each cycle. And the quantitative data deals with the results of students' writing scores. The following descriptions

are the findings on the implementation of guided writing in improving their writing skills.

1. Cycle 1

a. Successful Actions

- 1) The model paragraphs encouraged students to understand more about the generic structure, the language features and the social purpose of a narrative text.
- 2) The students could share and discuss their ideas and opinions when they did the activities with their groups.
- 3) The rewards made students participate in the teaching and learning process actively.
- 4) The language based exercises encouraged students to minimize their mistakes in grammar, spelling, and sentence structure. Those exercises could train their skills before they wrote a narrative text.

b. Unsuccessful Actions

- 1) Some students did not take part in discussions.
- 2) Some students still had a problem with sentence structure.
- 3) Some students lacked vocabulary.
- 4) Some students still got difficulties in developing their ideas.
- 5) Some activities could not be done on time.

2. Cycle 2

a. Successful Actions

- 1) The students were actively involved in the teaching and learning process. They took part in the group discussions. They could have effective discussions.
- 2) The students' attitudes toward English, especially writing, were changed. They were more enthusiastic in doing the activities given by the researcher.
- 3) The students could write paragraphs cohesively and develop the story well. The oral discussions encouraged students to develop their ideas.
- 4) The students took part in the writing process. They actively did their individual tasks. When they worked individually, they could develop their self-ability in writing.
- 5) The students' mistakes in grammar, spelling, capital letter, and vocabulary decreased.

b. Unsuccessful Actions

- 1) A small number of students still had a problem with sentence structure.
- 2) A small number of students forgot to use the simple past tense.
- 3) Some activities could not be done on time.

3. Students' Writing Scores

The researcher rated the students' writing scores on six aspects of writing. They are ideas and development, organization, vocabulary, sentence structure, spelling, and capitalization and punctuations. The following table presents the mean values in the pretest, Cycle 1, and Cycle 2. It shows an increase of the mean

score. It increased from 54.02 to 76.53. Students' writings scores increased because the implementation of guided writing

Table 14: Students' Mean Scores of Writing in the Pretest, Cycle 1, and Cycle 2

Score	Pre-test	Cycle 1	Cycle 2
Mean Score	54.02	67.50	76.53

The researcher categorized the frequency of students' writing scores into six categories. They were excellent, very good, good, fair, poor, and very poor. Those categories were used for each cycle. The result is presented in the following table.

Table 15: Improvement of the Students' Writing Scores in the Pretest, Cycle 1, and Cycle 2

Categories	Frequency		
	Pretest	Cycle 1	Cycle 2
Excellent	0	1	8
Very good	3	10	10
Good	5	10	10
Fair	13	7	2
Poor	6	2	0
Very poor	3	0	0

From table 15, it can be seen that the students' writing scores increased. Overall, the frequency on the excellent category increased from 0 to 8. On the very good category, it increased from 3 to 10. On the good category, it increased from 5 to 10. Meanwhile, the frequency of the fair, poor and very poor categories significantly decreased. On the fair category, the frequency decreased from 13 to 2. On the poor category, it decreased from 6 to 0. And on the very poor category, it decreased from 3 to 0. As a conclusion, it can be claimed that the students' writing skills are significantly improved. The researcher provides the following chart to make the data clearer:

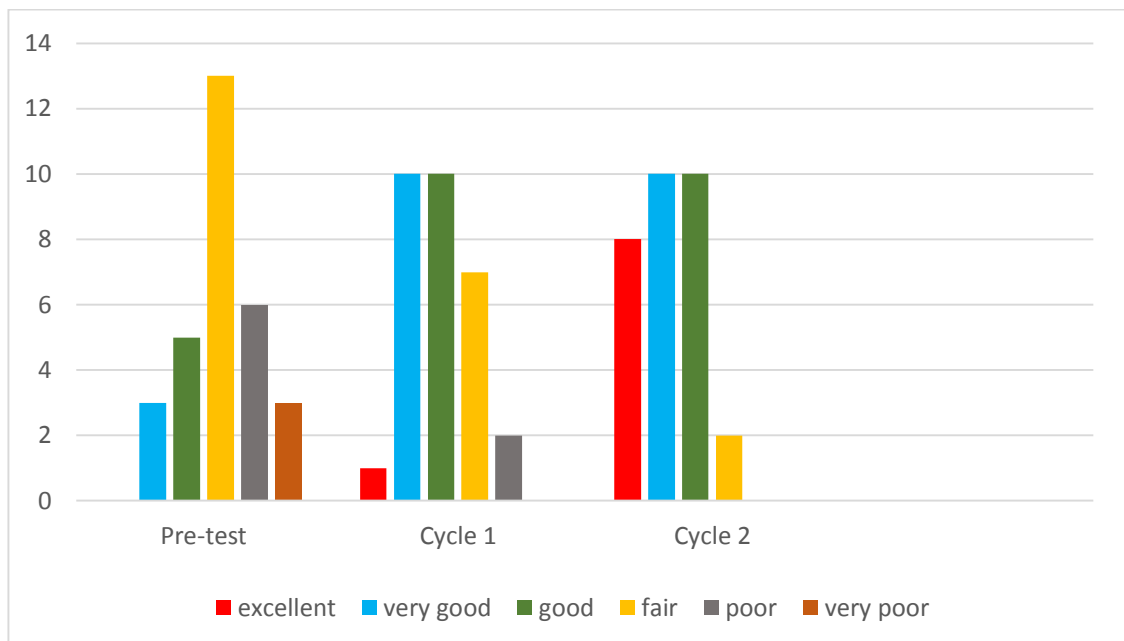


Figure 9: Chart of the Students' Writing Scores in the Pretest, Cycle 1, and Cycle 2.

Figure 9 shows that guided writing influenced students' writing skills. Before the implementation of guided writing, there was no student in the excellent category. However, after the implementation, the frequency of excellent category increased. Meanwhile, after the implementation of guided writing, there was no student in the very poor category. It can be claimed that guided writing is able to improve students' writing skills.

E. Discussion

Before the implementation of guided writing in the teaching and learning process, the students felt that writing was difficult. They got many difficulties in writing. Based on the data collected in the reconnaissance stage, it was found that students' writing skills were still low related to grammar, sentence structure,

vocabulary and idea. Therefore, the researcher implemented guided writing to solve those problems.

Guided writing facilitates the students to become better writers. They are given the model paragraphs to build their knowledge about a narrative text. The model paragraphs encourage them to recognize the organization of the text, vocabulary, sentence structure and also the language features used in a narrative text. It is in line with Holdich and Chung (2003) who state that guided writing offers greater opportunities for young writers to make valuable connections between text, sentence and word level decisions and help children shape and redraft texts with particular criteria in mind.

Guided writing also encourage the students to improve their writing skills related to vocabulary and sentence structure. According to Cross in Reid (1993:26) ESL writing classes, particularly at the lower levels of language proficiency, successfully use guided writing techniques to build vocabulary and sentence structure knowledge. In guided writing, their vocabulary mastery is improved by exercises given by the teacher, such as comprehension questions related to the model paragraphs. They are also given language based exercises that enable them to practice their knowledge related to grammar and sentence structure.

In guided writing the students are prepared to become better writers. They should write independently and individually at the end. Guided writing provides oral compositions which enable them to prepare their writing. They are actively involved in the teaching and learning process. Therefore, the teaching and

learning process becomes more interesting. This statement was supported by Doff (1988:155) who also states that oral preparation activity in guided writing makes the activity much more interesting and involves the class more.

The implementation of guided writing does not only improve students' writing skills but also their motivation in learning English, especially writing. It is in line with Lan, Hung & Hsu (2011) who state that this technique helps the students to improve their writing performance, especially their attitudes regarding motivation and enjoyment. When they have high motivation and enjoyment in learning writing, it helps them to get the knowledge easier. When they have no motivation to study, it can be hard to get the results they need to accomplish their educational goals (Ngo, 2007).

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This was a classroom action research study. The researcher worked collaboratively. They were two collaborators in this research, the English teacher and a student from the same major. This research also involved Grade VIII A students. It was conducted from March to May 2015. It was carried out in two cycles.

The aim of the research was to improve the writing skill of Grade VIII students of SMPN 6 Magelang in the academic year 2014/2015 through guided writing. To conclude the result of the research, the data were analyzed and presented in qualitative and quantitative ways.

In terms of qualitative data, this research indicates that guided writing can improve students' motivation in learning writing. It can be seen from their attitudes toward writing. They were actively involved in the teaching and learning process. In Cycle 1, they were given a reward because some of them were too shy to share their ideas and opinions. Yet, there was no reward in Cycle 2, but they were more active. The researcher did not give rewards in Cycle 2 because she wanted to know whether they were still active or not if there was no reward. And finally, they volunteered themselves to share their ideas, opinions, and answers.

In terms of writing skills, guided writing can improve students' writing skills. Their problems can finally be reduced. There are five stages of guided writing used in this research. Those stages assisted them to overcome their

problems. The first stage is model paragraphs. Model paragraphs supported them to understand the narrative text. It made them more easily recognize the generic structure and language features of the text. It also gave them more new words.

The second stage is comprehension questions. In this stage students were given several questions related to model paragraphs. It aimed to assist them to understand the story and enrich their vocabulary. It means that this technique balances the portion between reading and writing activities during the teaching and learning process.

The next stage is language based exercises. The students were given some exercises. The exercises focused on vocabulary building and sentence structure since those became the biggest problems faced by them. It gave them more opportunities to practice rules of grammar and vocabulary. Through the exercises given, they could use vocabulary and grammar in writing narrative texts appropriately. They also could construct sentences well.

The fourth stage is oral compositions or discussions. The researcher and students had discussions about what they were going to write. It reminded them about what they should write in orientation, complication, and reorientation. They also discussed difficult words. Besides, it helped them to develop their ideas. This stage also facilitated them to be able to participate actively in the teaching and learning process.

The last stage is written compositions. In this stage students worked individually. Finally they practiced their writing skills. They developed their ideas and organized the text well. And they also know about what they should write.

During the teaching and learning process, students worked in small groups until finally they were ready to work individually. Working in groups made the teacher more easily control them. An intensive interaction was also happened among them in the groups. It made them more easily learn because they could share their knowledge to each other. Overall, the process of improving their writing skills using guided writing could be administrated well.

In terms of quantitative data, the progress of students' writing skills can be seen from their writing scores. Their writing scores improved significantly from Pretest, Cycle 1, and Cycle 2. It can be seen from the mean score. From the scoring rubric, the ideal means score was 62.50. Meanwhile the mean score in Cycle 1 was 67.50 and after Cycle 2 it was 76.53. Those were higher than the ideal mean score. Overall the mean score increased from 54.02 to 76.53. It can be said that their writing skills were getting better over time. Besides, their achievements were homogenous. It can be observed from the standard deviation. From the scoring rubric, the ideal standard deviation was 12.50. The standard deviation in Cycle 1 was 11.75 and after Cycle 2 it was 11.07. Those were lower than the ideal standard deviation.

The researcher also employed Paired-Sample Test of t-test to analyze the students' writing scores. It used to calculate the probability score (p value). Comparing their writing scores in the pretest and their scores in Cycle 1 and Cycle 2, p value was 0.00. It was lower than the significance level (0.05). It means that the implementation of guided writing influences their writing skills. Finally, it can

be concluded that the implementation of guided writing can improve their writing skills.

B. Implications

The implications of the action in this research are described as follows:

1. It is important to give students model paragraphs, because model paragraphs make them more easily recognize the generic structure and the language feature of the text.
2. It is necessary for the teacher to provide comprehension questions, because it balances the portion between reading and writing activities during the teaching and learning process.
3. It is important to give students more opportunities to practice rules of grammar and vocabulary by giving more language based exercises.
4. Students should have more opportunities to talk in groups or class discussions. Discussions facilitate them to be able to participate actively in the teaching and learning process.
5. The teacher should allocate time for students to practice writing.
6. Students need to be guided and supervised by the teacher during the teaching and learning process.

C. Suggestions

1. For the teacher

Teaching writing is not easy. The teacher must be clever in choosing the technique that will be used to teach writing. The result of this research states that guided writing can improve students writing skills. Therefore the researcher

suggested that she/he use guided writing, because it makes her/him more easily monitor and encourage them to write. Besides, it provides several stages which prepare students to write independently.

2. For the students

The two biggest problems faced by students are sentence structure and vocabulary. They should practice writing frequently. They should not worry about making mistakes and errors. They also need to read more texts in order to enrich their vocabulary. By reading, they will get many new words and also knowledge. Their knowledge will help them to develop their ideas when they write.

3. For other researchers

This research shows that guided writing could improve students' writing skills. There are so many problems in writing. Therefore it is hard to solve all problems. Other researchers who want to conduct similar research should really know about the technique they will use. They must explore the biggest problem faced by them. They have to consider the time management, because in conducting this research, the researcher had limitation in time.

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APPENDICES

Appendix 1

Interview Guidelines and Transcripts

Interview Guidelines

Before the implementation

- Question items for the English teacher

1. Selama ini bagaimana cara yang digunakan untuk mengajar writing?
2. Menurut Anda bagaimana kemampuan siswa dalam menulis?
3. Masalah apa saja yang Anda hadapi selama proses pembelajaran writing?
4. Apakah Ibu pernah menggunakan guided writing sebelumnya?

- Question items for students

1. Kegiatan apa saja yang diberikan guru ketika pembelajaran menulis?
2. Bagaimana pendapat anda dengan cara guru menyampaikan materi?
3. Apakah proses belajar mengajar berjalan dengan lancar atau baik? Dapat meningkatkan kemampuan menulis anda?
4. Apa kesulitan yang anda hadapi dalam menulis?

After the implementation**- Question items for the English teacher**

1. Bagaimana pendapat Anda dengan teknik guided writing?
2. Apakah menurut Anda guided writing membantu siswa dalam meningkatkan kemampuan menulis mereka?
3. Apa keuntungan dari penggunaan guided writing yang Anda lihat yang membantu siswa dalam meningkatkan kemampuan menulis?
4. Apakah menurut Anda kemampuan menulis siswa mengalami perkembangan?

- Question items for students

1. Bagaimana pengalaman kalian setelah sekitar 2 minggu belajar writing dengan cara baru, yaitu *guided writing*?
2. Apakah ada peningkatan dalam kemampuan menulis kalian setelah belajar writing dengan *guided writing*?
3. Bagaimana dengan penguasaan kosa kata bahasa Inggris? Apakah ada peningkatan?
4. Apakah anda merasa termotivasi untuk belajar bahasa Inggris, khususnya dalam menulis?

Teacher's Interview Transcripts

Interview Transcript 1

Interviewer : Researcher (R)
 Interviewee : Mrs. Ita Sari Ganiwati (T)
 Day/date : Thursday, March 5th 2015
 Time : 10.45
 Place : School Library

R: "Selamat pagi Bu. Saya mau wawancara sebentar."

T: "Oh iya."

R: "Selama ini cara yang digunakan untuk mengajar writing seperti apa Bu?"

T: "Masih simple simple sekali, anak menulis pengalaman sendiri. Sedikit materi tapi bisa."

R: "Kalau menurut Ibu, kemampuan siswa dalam menulis seperti apa?"

T: "Masih rendah."

R: "Masalah utama yang menyebabkan kemampuan siswa rendah apa Bu?"

T: "Masalah utamanya grammar. Grammarsnya nggak tahu juga kosa katanya kurang. Terutama tapi fokusnya grammar. Mereka juga sepertinya nggak punya ide buat nulis. Sekarang pembelajaran ya seperti ini."

R: "Terbatas waktu Bu?"

T: "Terbatas waktu dan nggak boleh terlalu banyak grammar tapi grammar dibutuhkan jadi hanya bisa nyinggung nyinggung dikit. Sementara siswa hanya belajar dikelas. Akibatnya, membuat kalimat sederhana saja masih banyak yang salah."

R: "Kalau Ibu sendiri, kendala yang ibu hadapi selama mengajar writing apa Bu?"

T: "Ya waktu sama ngoreksinya susah."

R: "Susahnya gimana Bu?"

T: "Kan itu kompleks ya. harus ada rubrik. Itu kan untuk, maksudnya susah itu untuk bisa apa namanya, ada rubrik, meskipun ada rubrik untuk kita bisa adil itu susah kalau kita menilainya benar benar. Iya kan?"

R: "Iya Bu, kalau berkaitan dengan rubrik, biasanya Ibu menyiapkan rubrik sendiri atau mengambil dari referensi?"

T: "Referensi."

R: "Dari siapa Bu?"

T: "Siapa ya.. lupa namanya, ada rentang rentang gitu. Kadang-kadang ya anu mengacu pada sendiri, grammarnya kita lihat secara general aja, cakupannya, isi."

R: "Inikan saya mau menggunakan guided writing, Ibu udah pernah mendengar tentang guided writing?"

T: "Itu berarti pakai guided sentence, guiding sentence to?"

R: "Kalau ini nggak Cuma itu Bu."

T: "Ada picture?"

R: “Bukan, ada step-stepnya. Gided writing itu meliputi memberikan teks model, comprehension questions, language based exercises, discussion, baru siswa menulis sendiri. Itu nanti yang akan saya terapkan.”

T: “Ya bisa aja itu. Berarti nggak hanya satu guiding questions. Intinya pembekalan kepada siswa untuk menulis.”

R: “Iya bu.”

T: “Ya nggak papa, bagus.”

R: “Iya, terima kasih Bu.”

T: “Sama-sama Bu.”

Interview Transcript 2

Interviewer : Researcher (R)
 Interviewee : Mrs. Ita Sari Ganiwati (T)
 Day/date : Thursday, April 9th 2015
 Time : 10.10
 Place : Teacher's Office

R: “Bu, menurut Ibu, tadi gimana proses pembelajarannya?”

T: “Sudah lancar kamu mengajarnya, anak-anak juga lumayan aktif ya, ya paling tadi ada siswa di deretan timur yang kurang memperhatikan, ini kan masih proses jadi bisa sekalian belajar untuk mengatur siswanya.”

R: “Iya bu, ada kelompok yang aktif ada juga yang masih pasif. Tadi ada dua kelompok yang belum bisa aktif berdiskusi bu. Beberapa anak juga bertanya dengan kelompok lain”

T: “Nggak papa mba, mungkin belum terbiasa. Itu hanya masalah proses saja. Siswa butuh beradaptasi dengan teman sekelompoknya. Kemampuan siswanya beda-beda ya. Jadi dengan kerja kelompok bisa saling membantu kok mbak.”

R: “Iya Bu. Tadi saja juga keliling kelas untu memonitor aktifitas mereka untuk mngecek juga mereka sudah benar-benar paham atau belum. Saya juga harus berhenti disetiap kelompok untuk menjawab pertanyaan mereka, kadang juga harus menjelaskan kembali Bu.”

T: “Itu bagus begitu mba. Jadi tadi sudah sampai tahap apa?”

R: “Tadi berakhir di collecting information, untuk guided writingnya yang sudah terlaksana memberikan teks model dan comprehension questions, Bu. Menurut ibu dari aplikasi yang sudah saya terapkan tadi gimana Bu?”

T: “Ini ya, ternyata tahapannya bisa sesuai dengan scientific approach. Kaya mbak memberikan teks model ternyata dapat digunakan sebagai media di observing. Sejauh ini bagus mbak, ya dari dua tahap tadi saya lihat cukup bisa membantu siswa memperkaya kosa kata. Dari observing teks model kemudian dibaca lagi untuk mencari jawaban-jawaban, jadi mereka paham teksnya dan bisa menjawab soal-soalnya.”

R: “Iya bu, karena ini hanya dua pertemuan, tadikan ada beberapa aktifitas yang saya jadikan PR, menurut ibu bagaimana?”

T: “Iya nggak papa, biar siswa juga belajar dirumah. Untuk waktu pembelajaran tadi gimana? Ada masalah?”

- R: “Iya Bu, sebenarnya saya merasa kurang dengan dua pertemuan, saya rasa terlalu singkat gitu Bu, makanya ada yang saya jadikan PR, jadi di kelas saya memaksimalkan untuk pemahaman siswa.”
- T: “Oh iya, soalnya ya gimana ya, Bu ita nggak bisa memberi tambahan waktu, ya itu kendala mereka banyak libur, harus mengejar materi yang lain juga.”
- R: “Iya Bu, terima kasih untuk waktunya ya Bu.”
- T: “Ya, sama-sama.”

Interview Transcript 3

Interviewer : Researcher (R)
 Interviewee : Mrs. Ita Sari Ganiwati (T)
 Day/date : Thursday, April 23rd 2015
 Time : 10.30
 Place : Teacher's Office

- R: “Bu, ini saya sudah selesai melakukan implementasi cycle 1 nya dan tadi baru saja melaksanakan pretest. Menurut Ibu bagaimana?”
- T: “Saya rasa sejauh ini bagus mbak, kegiatan dan teknik yang mbak terapkan ini kalau saya lihat cukup membantu siswa dalam memunculkan idenya, meningkatkan kosa kata dan grammar. Siswa juga cukup aktif ya, jadi semakin termotivasi untuk belajar bahasa Inggris, khususnya menulis. Cara menyampaikan materi mbak juga bagus, saya lihat siswa paham, apalagi dengan duduk berkelompok begitu, saya lihat lebih memudahkan siswa. Kalau untuk postestnya tadi lancar?”
- R: “Alhamdulillah lancar Bu, tadi baru saya lihat sekilas hasilnya, lumayan bagus dari pada yang di pretest. Tapi saya masih menemukan beberapa kesalahan si Bu, siswa masih ada yang lupa untuk menggunakan *verb 2*.”
- T: “Masih ada cycle 2 nanti dimaksimalkan lagi.”
- R: “Mungkin Ibu bisa memberikan saran untuk dilakukan di cycle 2?”
- T: “Kalau pendekatan kepada siswa saya rasa mbak sudah bagus, saya lihat siswa nyaman dengan cara mbak mengajar dilihat dari aktif bertanya, jadi siswa tidak malu. Mungkin lebih ke pengelompokannya, di atur ulang lagi saja, karena tadi ada kelompok yang anggotanya pasif semua.”
- R: “Baik Bu, terima kasih. Oh ya Bu, ini RPP untuk cycle 2.”
- T: “Ada perbaikan apa yang dilakukan untuk mengatasi masalah di cycle 1 mbak?”
- R: “Ada beberapa perubahan pada aktifitasnya Bu. Kan kemarin kendalanya waktu, jadi seperti di *comprehension question* soalnya saya kurangi tidak sebanyak di *cycle 1*. Pada language based exercises juga ada perubahan kalau yg di *cycle 1* kan siswa melengkapi kalimat dengan mengubah kata di dalam kurung ke dalam *verb 2*, kalau ini saya ubah siswa melengkapi paragraph rumpang dengan memilih kata pada kotak yang tersedia dan mengubahnya menjadi *verb 2*, jadi siswa tidak hanya belajar *past tense* saja, tapi juga vocabularynya Bu.”

T: "Ya bagus itu mba, semoga nanti lebih maksimal. Soal waktu ini bu Ita minta maaf ya mba, semoga dari ini mbak marlin juga bisa belajar, ya seperti inilah kondisinya menjadi guru di lapangan."

R: "Iya Bu, terima kasih ya Bu atas waktunya."

T: "Ya mbak, sama-sama."

Interview Transcript 4

Interviewer : Researcher (R)
 Interviewee : Mrs. Ita Sari Ganiwati (T)
 Day/date : Monday, Mei 4th 2015
 Time : 08.00
 Place : Teacher's Office

R: "Selamat pagi Bu."

T: "Pagi Mbak Marlin."

R: "Alhamdulillah untuk implementasi sudah selesai Bu. Berdasarkan pengamatan Ibu selama ini, bagaimana pendapat ibu tentang teknik *guided writing* yang saya terapkan?"

T: "Menurut bu Ita, teknik yang mbak marlin gunakan ini bagus ya, karena dari pertemuan pertama sampai hari ini, saya melihat siswa sudah banyak mengalami peningkatan. Siswa sudah bisa mengembangkan idenya sesuai generic structure nya, vocabulary saya lihat juga cukup meningkat ya, dari segi grammarnya juga sudah bagus. Saya baca hasil tulisan siswa di posttest yang kemaren juga cukup memuaskan. Jadi menurut saya, sudah berhasil action yang mbak Marlin lakukan ini."

R: "Iya Bu, terima kasih. Menurut bu Ita, apakah *guided writing* ini dapat meningkatkan kemampuan menulis siswa?"

T: "Menurut saya siswa sudah mengalami peningkatan dalam menulis, jadi saya rasa Iya. Selain itu juga siswa lebih aktif dalam proses pembelajaran, lebih termotivasi saya lihat."

R: "Kalau dari proses pembelajaran yang bu Ita amati selama ini, apa keuntungan dari *guided writing* yang membantu siswa dalam meningkatkan kemampuan menulis Bu?"

T: "Pertama, dari siswa duduk berkelompok itu membuat siswa mudah belajarnya, karena bisa berdiskusi dengan temannya, guru mengontrol siswa juga lebih mudah. Step-step yang ada juga menurut saya itu bagus gitu mbak, jadi step-setep itu membekali siswa untuk bisa menulis pada akhirnya."

R: "Menurut Bu ita kemampuan menulis siswa mengalami perkembangan tidak Bu?"

T: "Iya mbak seperti yang tadi saya bilang di awal."

R: "Jadi menurut Bu Ita action yang saya lakukan dari cycle 1 sampai 2 ini sudah cukup berhasil meningkatkan kemampuan siswa menulis. Jadi penelitian saya bisa saya cukupkan sampai cycle ke dua ini ya buk?"

T: "Iya Mbak, saya rasa sudah cukup karena apa sudah bisa dilihat peningkatannya dari hasil tugas-tugasnya dan tulisan akhirnya."

R: "Terima kasih Bu."

T: "Sama-sama."

Students' Interview Transcripts

Interview Transcript 5

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Thursday, February 26th 2015
 Time : 09.00
 Place : Classroom

P: "Pagi, makasih ya Bima buat waktunya."

S: "Iya Bu."

P: "Pertama, kegiatan apa saja yang diberikan guru ketika pembelajaran menulis?"

S: "Ehm, Ya pembelajaran yang diberikan oleh guru ketika pelajaran bahas inggris adalah, ee mencari kosa ko, kosa kata yang sulit kemudian ehm mengartikan."

P: "Trus kalau materinya bagaimana?"

S: "Materinya itu diambil dari buku."

P: "Nah, kalau pendapat kamu cara guru menyampaikan materinya seperti apa?"

S: "ketika pelajaran menulis itu kadang kadang itu ada yang apa ada yang sedikit kurang jelas kemudian jadinya agak bingung jadi waktunya terbuang untuk bertanya kan harusnya bisa langsung mudeng gitu."

P: "Trus, kalau dari pendapatmu tadi ya tentang kegiatan dan penyampain materi dari bu guru, menurutmu proses pembelajarannya itu berjalan dengan lancar atau tidak?"

S: "kalau menurut saya itu kurang lancar, karena ada satu dua siswa itu yang belum paham materinya jadi kalau guru tanya jawab siswanya itu jawabnya bingung mau jawab gimana soalnya juga belum mudeng kan ditanyanyakan juga pake bahasa inggris. Cari kosa katanya aja susah apa lagi njawab."

P: "Nah, prosesnya itu membantu kamu meningkatkan kemampuan menulismu nggak?"

S: "Proses?"

P: "Proses pembelajaran yang sudah diberikan oleh guru."

S: "ya, ada sedikit membantu."

P: "kalau kamu sendiri, kesulitan yang kamu hadapi kalau diberi tugas untuk menulis itu apa?"

S: "kadang kadang itu, iya kalau capek itu jadi apa hurufnya kedobelan kalau nggak kurang"

P: "Jadi spellingnya. Kalau grammar, vocabulary gitu gimana?"

S: "Oh iya, grammarnya itu kadang kadang, grammarnya itu ya agak susah juga, nounnya yang harusnya di belakang malah di depan. Kadang juga nggak tahu mau nulis apa."

Interview Transcript 6

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Thursday, February 26th 2015
 Time : 09.04
 Place : Classroom

P: "Pagi."

S: "Pagi Bu."

P: "Baninda, Ibu mau nanya beberapa pertanyaan ya."

S: "Iya Bu."

P: "Pertama, kegiatan apa saja yang diberikan guru ketika pembelajaran menulis?"

S: "Kalau pelajaran bahasa inggris itu kayak nanti kita mencoba membaca, trus nanti mencari kosa kata yang sulit baru mengartikan secara lisan, lalu nanti ada juga menghafal teksnya itu ber apa berdialog sama temannya kurang lebih begitu."

P: "Trus kalau materinya bagaimana?"

S: "Dari buku."

P: "Nah, kalau pendapat kamu cara guru menyampaikan materinya seperti apa?"

S: "Kalau menurut saya itu kurang efektif, soalnya gurunya itu apa, iya emang ngejar materi tapi tu, nggak bisa memanfaatkan waktu dengan baik, apalagi kalau suruh nyari kosa kata itu tu lama banget, padahal juga yang anak anaknya tu malah kayak kurang minat sama pelajarannya gitu lo, jadi mereka malah bicara sendiri. Trus, cara penyampainya itu, kalau buat yang emang nggak minat sama bahasa inggris tu jadi susah dipahami gitu aja."

P: "Trus, kalau dari pendapat kamu tadi ya tentang kegiatan dan penyampain materi dari bu guru, menurutmu proses pembelajarannya itu berjalan dengan lancar atau tidak?"

S: "Kalau menurut saya itu pelajaran tu kadang berjalan lancar kadang juga enggak. Soalnya kalo misalnya yang mampu dalam bahasa inggris itu lagi minat sama pelajarannya pelajarannya itu bakal berjalan dengan lancar, tapi kalau yang mampu sama bahasa inggrisnya lagi capek terus nggak minat nanti itu pelajaran bakalan nggak belajar dengan baik."

P: "Oh, berarti tergantung mood dari siswanya juga?"

S: "Iya tergantung mood dari siswa."

P: "Nah, proses pembelajaran yang diterapkan sekarang membantu kamu meningkatkan kemampuan menulismu nggak?"

S: "Tidak. Ya membantu si tapi nggak terlalu banyak."

P: "Kalau kamu sendiri, kesulitan yang kamu hadapi kalau diberi tugas untuk menulis itu apa?"

S: "Ide, trus grammarnya susah, nggak tahu artinya, kadang bingung juga, itu aja sih Bu."

Interview Transcript 7

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Thursday, February 26th 2015
 Time : 09.10
 Place : Classroom

P: "Pagi Azizah."

S: "Pagi Bu."

P: "Ibu mau nanya beberapa pertanyaan ya."

S: "Iya Bu."

P: "Pertama, kegiatan apa saja yang diberikan guru ketika pembelajaran menulis?"

S: "Itu ya apa mengartikan, nanti diberi PR gitu itu, jadi mengartikan perkalimat perkalimat, iya itu, terus nanti juga apa dihafal, maju kedepan dihafal sama teman, nanti yang nggak bisa bisa ditanyakan. Tapi itu bertanya ya sama teman, nggak boleh sama guru itu nggak. Jadi bertanya dengan temannya."

P: "Trus kalau materinya bagaimana?"

S: "Dari buku yang dipinjem sekolahan itu lho Bu."

P: "Nah, kalau pendapat kamu cara guru menyampaikan materinya seperti apa?"

S: "Mengartikan kata kata sulit, itu yang ditanya itu tu tu apa yang yang nggak bisa nggak bisa, jadi waktunya terbuang kan mereka harus mikir-mikir dulu."

P: "O, maksudnya yang nggak bisa itu siswanya yang nggak bisa atau kata-katanya yang nggak bisa?"

S: "Jadi ada siswa yang nggak bisa, la itu malah sama bu gurunya itu malah ditanyain jadinyakan nggak mudeng trus malah ditunggu terus itu lo, jadikan buang waktu Bu."

P: "Trus, kalau dari pendapat kamu tadi ya tentang kegiatan dan penyampain materi dari bu guru, menurutmu proses pembelajarannya itu berjalan dengan lancar atau tidak?"

S: "ya apa kalau, apa menurut saya kurang lancar pembelajarannya kan karena apa bu guru itu suka apa kayak sibuk sendiri jadi apa kalau misal kayak waktu itu ada tugas apa namanya untuk ngurusi anak didik wali kan jadi wali kelas la itu jadi apa mentingin kelasnya dulu dari pada pelajarannya dan itukan juga membuang buang waktu."

P: "Oh gitu, ada lagi?"

S: "terus kalau ngejar materi juga itu kebanyakan apa dilewati dilewati jadinya siswanya kurang jelas"

P: "Nah, proses pembelajaran yang diterapkan sekarang membantu kamu meningkatkan kemampuan menulismu nggak?"

S: "Ya, enggak terlalu sih Bu."

P: "Kalau kamu sendiri, kesulitan yang kamu hadapi kalau diberi tugas untuk menulis itu apa?"

S: "Kadang ada ide tapi bingung gitu Bu mau nulisnya, terus kalau saya itu menata kata demi kata untuk menjadi sebuah kalimat itu susah."

P: "Kalau grammar sama vocabulary gimana?"

S: “ya itu juga apa t membingungkan, cuma yang menata itu yang paling susah.”

P: “Terima kasih ya waktunya.”

S: “Iya Bu.”

Interview Transcript 8

Interviewer : Researcher (R)

Interviewee : Student (S)

Day/date : Thursday, February 26th 2015

Time : 09.15

Place : Classroom

P: “Pagi.”

S: “Pagi Bu.”

P: “Maulana, Ibu mau nanya beberapa pertanyaan ya.”

S: “Iya Bu boleh”

P: “Pertama, kegiatan apa saja yang diberikan guru ketika pembelajaran menulis?”

S: “Menurut saya pembelajarannya, e yang saya pernah rasakan itu membuat kalimat. Jadi dikasih contoh, contohnya tu, e seperti e to be to be trus to be dan grammar trus setelah itu disuruh buat soal itu.”

P: “Trus kalau materinya bagaimana?”

S: “Dari buku paket sih Bu.”

P: “Nah, kalau pendapat kamu cara guru menyampaikan materinya seperti apa?”

S: “Kalau menurut saya, mengajarnya kurang seru, kurang menarik, bikin siswanya males, ngantuk nah kek gitu. e, jika, itu. E gimana, kalau menga memberi tugas itu agak agak ban agak sering jadi mengganggu.”

P: “O, kalau banyak tugasnya nggak terlalu suka?”

S: “Apa siswa kelas 8a tu ya kebanyakan males nggarap pr gitu gitu lo bu, jadi kalau di banyak banyak pr ya....”

P: “Nggak suka?”

S: “Iya. Hehe”

P: “tapi tugas-tugasnya membantu dalam pembelajaran menulis nggak?”

S: “Enggak, masalahnya tugas tugas yang diberikan sama besok buat ulangan itu tu kayaknya beda itu lo. Jadi materinya nggak sama.”

P: “Trus, kalau dari pendapat kamu tadi ya tentang kegiatan dan penyampain materi dari bu guru, menurutmu proses pembelajarannya itu berjalan dengan lancar atau tidak?”

S: “Menurut saya pembelajarannya kurang efektif. Karena banyak siswa yang belum lancar untuk mencari itu berbahasa inggris. Dengan adanya itu waktunya waktunya jadi termakan karena karena ketidakbisaan siswa tadi.”

P: “Nah, proses pembelajaran yang diterapkan sekarang membantu kamu meningkatkan kemampuan menulismu nggak?”

S: “Kalau saya enggak bu, soalnya saya nggak bisa bahasa Inggris apalagi menulis, susah Bu.”

P: “kalau kamu sendiri, kesulitan yang kamu hadapi kalau diberi tugas untuk menulis itu apa?”

S: "saya sering kebolak-balik menulis kosa kata, contohnya menulis kurang s dan apa dan tanda seperti to be itulah, menyusun kalimat juga sering terbalik, grammarnya susah. Kadang nggak ngerti bahasa Inggrisnya."

P: "Oh begitu, ya sudah terimakasih ya."

S: "Sama-sama Bu."

Interview Transcript 9

Interviewer : Researcher (R)

Interviewee : Student (S)

Day/date : Thursday, February 26th 2015

Time : 09.20

Place : Classroom

P: "Ika, Ibu mengganggu waktu istirahatnya sebentar ya."

S: "Iya Bu."

P: "kegiatan apa aja sih yang diberikan guru ketika pembelajaran menulis? Kegiatannya tu apa aja?"

S: "Kegiatannya itu seperti mengartikan kosa kata, mendeskripsikan objek, terus diberikan tugas tugas, kayak teks yang agak panjang itu terus diartikan."

P: "Menurut kamu ini berdasarkan pendapat kamu pribadi cara guru menyampaikan materi itu seperti apa?"

S: "Biasa sih Bu, menjelaskan di depan, terus nunjuk siswa, memberi tugas gitu."

P: "Kalau penyampaian materinya menggunakan apa? Teks aja atau pakai media? LCD?"

S: "Cuma dari buku paket itu."

P: "Proses pembelajarannya itu berjalan lancar nggak kalau menurut kamu?"

S: "Kadang lancar kadang enggak."

P: "Menurut kamu proses pembelajaran yang diberikan oleh guru mampu meningkatkan kemampuan menulismu nggak?"

S: "Sedikt."

P: "Kesulitan yang dihadapi dalam menulis apa?"

S: "Kosa katanya, banyak yang nggak tau bahasa Inggrisnya, sering bingung mau nulis apa, grammar juga."

P: "Oke. Terima kasih ya."

S: "Ya Bu."

Interview Transcript 10

Interviewer : Researcher (R)

Interviewee : Student (S)

Day/date : Thursday, February 26th 2015

Time : 10.55

Place : Classroom

P: "Farikha, Ibu mengganggu waktu istirahatnya sebentar ya."

- S: "Iya, Bu."
- P: "kegiatan apa aja sih yang diberikan guru ketika pembelajaran menulis? Kegiatannya tu apa aja?"
- S: "Mengartikakan, menulis kata-kata sulit."
- P: "Menurut kamu ini berdasarkan pendapat kamu pribadi cara guru menyampaikan materi itu seperti apa?"
- S: "Memberi tahu apa ya materinya apa aja, menjelaskan, siswa diberi waktu untuk mencatat, trus mengerjakan soal."
- P: "Kalau penyampaian materinya menggunakan apa? Teks aja atau pakai media? LCD?"
- S: "Pakai buku paket, nggak pernah pake LCD atau media lainnya."
- P: "Proses pembelajarannya itu berjalan lancar nggak kalau menurut kamu?"
- S: "kalau menurut saya enggak. soalnya bu ita itu sok itu ngerjain tugas sendiri."
- P: "Maksudnya ngerjain tugas sendiri?"
- S: "Jadi muridnya disuruh nyari bu itanya sibuk sendiri."
- P: "Oh, jadi tanpa dipandu."
- S: "Iya."
- P: "Menurut kamu proses pembelejaran yang diberikan oleh guru mampu meningkatkan kemampuan menulismu nggak?"
- S: "Sedikit."
- P: "Kalau kemampuan menulis kamu sendiri seperti apa?"
- S: "Kemampuannya sedang sih bu, kadang masih ada yang nggak tau gitu tanya"
- P: "Kesulitan yang dihadapi dalam menulis apa?"
- S: "Kosa kata, kata kerja yang ada tambahannya itu masih bingung juga, trus suka nggak tahu mau nulis apa."
- P: "Oke. Terima kasih ya."
- S: "Ya Bu."

Interview Transcript 11

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Thursday, February 26th 2015
 Time : 11.00
 Place : Classroom

- P: "Hani, Ibu mengganggu waktu istirahatnya sebentar ya."
- S: "Oh, ya Bu."
- P: "kegiatan apa aja sih yang diberikan guru ketika pembelajaran menulis? Kegiatannya tu apa aja?"
- S: "Kegiatannya, membaca trus cara kata kata sulit, diartiin satu-satu trus disuruh ngapalin. Ehm, ngerjain tugas."
- P: "Menurut kamu ini berdasarkan pendapat kamu pribadi cara guru menyampaikan materi itu seperti apa?"

- S: "kita baca materi yang akan dipelajari itu apa terus nanti itu diartikan. Terus waktu gurunya ngejelasin, kita dikasih waktu buat mencatat poin pentingnya."
- P: "Kalau penyampaian materinya menggunakan apa? Teks aja atau pakai media? LCD?"
- S: "Enggak pernah, dari buku paket."
- P: "Proses pembelajarannya itu berjalan lancar nggak kalau menurut kamu?"
- S: "Kadang-kadang."
- P: "Menurut kamu proses pembelajaran yang diberikan oleh guru mampu meningkatkan kemampuan menulismu nggak?"
- S: "Sedikit Bu, soalnya kadang bu ita sibuk sendiri."
- P: "Oh gitu, Kalau kemampuan menulis kamu sendiri seperti apa?"
- S: "Sedang."
- P: "Kesulitan yang dihadapi dalam menulis apa?"
- S: "Kosa kata bu."
- P: "Itu aja?"
- S: "Grammar juga susah sih Bu, trus nyusun kalimat itu juga susah."
- P: "Oke. Terima kasih ya."
- S: "Ya Bu."

Interview Transcript 12

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Thursday, February 26th 2015
 Time : 11.03
 Place : Classroom

- P: "Aldi, Ibu mengganggu waktu istirahatnya sebentar ya."
- S: "Iya Bu."
- P: "kegiatan apa aja sih yang diberikan guru ketika pembelajaran menulis? Kegiatannya tu apa aja?"
- S: "Jawab soal, disuruh mengartikan kata-kata yang sulit, kegiatannya kayak yang dibuku paket itu."
- P: "Menurut kamu ini berdasarkan pendapat kamu pribadi cara guru menyampaikan materi itu seperti apa?"
- S: "Ya, seperti ehm ngejelasin trus ngerjain soal-soal gitu gitu Bu."
- P: "Kalau penyampaian materinya menggunakan apa? Teks aja atau pakai media? LCD?"
- S: "Oh, enggak sih kalau pakai LCD, biasanya ya itu dari buku paket."
- P: "Proses pembelajarannya itu berjalan lancar nggak kalau menurut kamu?"
- S: "Kadang-kadang."
- P: "Menurut kamu proses pembelajaran yang diberikan oleh guru mampu meningkatkan kemampuan menulismu nggak?"
- S: "Iya, lumayan."
- P: "Kalau kemampuan menulis kamu sendiri seperti apa?"
- P: "Masih jelek sih Bu."

- P: "Kesulitan yang dihadapi dalam menulis apa?"
 S: "Susah grammatnya itu bu, kata kerja 1 2 3 gitu juga belum bisa, terus susah nyari ide. Kosa kata banyak yang nggak tahu."
 P: "Oh gitu. Terima kasih ya."
 S: "Ya Bu."

Interview Transcript 13

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Thursday, February 26th 2015
 Time : 10.55
 Place : Classroom

- P: "Erika, Ibu mengganggu waktu istirahatnya sebentar ya."
 S: "Iya."
 P: "kegiatan apa aja sih yang diberikan guru ketika pembelajaran menulis? Kegiatannya tu apa aja?"
 P: "Ehm, mengartikan, terus ngerjain soal-soal, membaca teks, apalagi ya, ehm,, itu aja Bu."
 P: "Menurut kamu ini berdasarkan pendapat kamu pribadi cara guru menyampaikan materi itu seperti apa?"
 S: "Ibunya ngejelasin, kita nyatet, trus ngerjain soal-soal yang dibuku paket."
 P: "Kalau penyampaian materinya menggunakan apa? Teks aja atau pakai media? LCD?"
 S: "Enggak, pake buku paket aja."
 P: "Proses pembelajarannya itu berjalan lancar nggak kalau menurut kamu?"
 S: "Ya, kadang-kadang. Soalnya kadang kita dikasih tugas terus ditinggal pergi sama bu Ita."
 P: "Oh, jadi tanpa dipandu."
 S: "Iya."
 P: "Menurut kamu proses pembelajaran yang diberikan oleh guru mampu meningkatkan kemampuan menulismu nggak?"
 S: "Iya sedikit Bu."
 P: "Kalau kemampuan menulis kamu sendiri seperti apa?"
 S: "Jelek sih Bu."
 P: "Kesulitan yang dihadapi dalam menulis apa?"
 S: "Itu, ide, terus grammarnya itu lho Bu, kadang udah tahu mau nulis apa, tapi bingung cara nulisnya sama karena nggak tahu Inggrisnya juga. Hehe."
 P: "Oke. Terima kasih ya."
 S: "Ya Bu."

Interview Transcript 14

Interviewer : Researcher (R)
 Interviewee : Student (S)

Day/date : Wednesday, April 29th 2015
 Time : 09.00
 Place : Classroom

P: "Pagi Baninda, Ibu wawancara sebentar ya?"

S: "Iya Bu."

P: "Jadi setelah kamu belajar writing dengan cara guided writing yang ibu terapkan ini kamu mendapatkan pengalaman apa saja?"

S: "Pengalamannya kaya, jauh lebih mandiri, bisa cari sendiri, kalau belajar sendiri tu jadi lebih tau, jadi lebih luas, bisa lebih menguasai juga soalnya kelompokkan."

P: "Selama ibu mengajar dengan guided writing ini kemampuan menulis kamu meningkat g?"

S: "Iya."

P: "Meningkatnya bagaimana contohnya?"

S: "Dari pertamanya misalnya nulisnya tu masih biasa biasa aja masih makenya tu verb yang pertama, tapi semenjak pelajaran ini tu jadi tau kalau naratif pake verb 2. Trus juga verb dua nggak semuanya ditambah ed. lebih banyak ide juga."

P: "Kalau penguasaan kosa katanya meningkat nggak? Atau masih sama?"

S: "Iya meningkat Bu, soalnya banyak teksnya, banyak tugasnya jadi bertambah."

P: "Oh gitu, Kamu jadi termotivasi nggak belajar bahasa inggris dengan metode yang ibu gunakan?"

S: "Iya termotivasi."

P: "Kalau kesulitan writingnya sudah bisa teratasi belum? Atau masih ada masalah?"

S: "Sudah bisa teratasi."

P: "Oke, makasih ya buat waktunya."

S: "Sama-sama Bu."

Interview Transcript 15

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Wednesday, April 29th 2015
 Time : 09.04
 Place : Classroom

P: "Pagi Ika, Ibu wawancara sebentar ya?"

S: "Iya Bu."

P: "Jadi setelah kamu belajar writing dengan cara guided writing yang ibu terapkan ini kamu mendapatkan pengalaman apa saja?"

- S: “e, bisa tanya sama temen kalau ada yg g tau, bisa mandiri, lebih efektif belajarnya, bisa tanya tanya.”
- P: “Efektifnya bagaimana?”
- S: “Bisa kerja sama soalnya.”
- P: “Lebih suka kerja berkelompok atau sendiri?”
- S: “Kerja kelompok.”
- P: “Selama ibu mengajar dengan guided writing ini kemampuan menulis kalian meningkat g?”
- S: “Iya.”
- P: “Meningkatnya bagaimana contohnya?”
- S: “lebih tau banyak kosa kata, terus mengubah verb 1 ke verb 2 itu udah tau, kalau regular itu diberi tambahan ed/d kalau ireguler diubah.”
- P: “Kalau penguasaan kosa katanya meningkat nggak? Atau masih sama?”
- S: “Iya meningkat Bu.”
- P: “Oh gitu, Kamu jadi termotivasi nggak belajar bahasa inggris dengan metode yang ibu gunakan?”
- S: “Iya termotivasi soalnya bikin nggak bosan saat pelajaran.”
- P: “kalau kesulitan writingnya sudah bisa teratasi belum? Atau masih ada masalah?”
- S: “masalahnya itu cara bacanya yang ditambah ed.”
- P: “Berarti itu speakinya. Kalau untuk menulisnya gimana?”
- S: “Kalau menurut saya, sekarang lebih bisa menulis sih Bu, jadi ya meningkat.”
- P: “Oke, makasih ya buat waktunya.”
- S: “Sama-sama Bu.”

Interview Transcript 16

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Monday, Mei 4th 2015
 Time : 09.04
 Place : Classroom

- P: “Pagi Gita, Ibu wawancara sebentar ya?”
- S: “Iya Bu.”
- P: “Jadi setelah kamu belajar writing dengan cara guided writing yang ibu terapkan ini kamu mendapatkan pengalaman apa saja?”
- S: “e jadi lebih tambah pengalaman sih tambah pengetahuan juga tentang yang lebih detailnya.”
- P: “Contoh pengalamannya apa saja?”
- S: “Misalnya kalau kata benda tu harus ditambah the nggak boleh berdiris sendiri.”

- P: "Setelah ibu mengajar dengan metode yang ibu terapkan ini, kemampuan writing kalian meningkat nggak?"
- S: "Meningkat banget."
- P: "Kalau penguasaan kosa katanya bagaimana?"
- S: "Penguasaan kosa katanya sekarang lebih meningkat soalnya ada kegiatan yang aktifitas aktifitas yang mengartikan."
- P: "menurut kamu belajar secara kelompok lebih efektif nggak?"
- S: "Iya."
- P: "Kenapa?"
- S: "Soalnya kan bisa sharing, kalau lewat kelompok. Kalau sendirian biasanya ada anak yang kalau nggak bisa ya sudahlah tapi kalau kelompokkan bisa tanya sama teman jadi nggak malu."
- P: "Iya, Kamu jadi termotivasi nggak belajar bahasa inggris dengan metode yang ibu gunakan?"
- S: "Iya."
- P: "Kalau kesulitan writingnya sudah bisa teratasi belum? Atau masih ada masalah?"
- S: "Sudah Bu, udah lebih bisa dari pada dulu."
- P: "Oke, makasih ya buat waktunya."
- S: "Sama-sama Bu."

Interview Transcript 17

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Monday, Mei 4th 2015
 Time : 09.10
 Place : Classroom

- P: "Pagi Hani, Ibu wawancara sebentar ya?"
- S: "Iya Bu."
- P: "Jadi setelah kamu belajar writing dengan cara guided writing yang ibu terapkan ini kamu mendapatkan pengalaman apa saja?"
- S: "Kalau aku sih, kalau menurutnya aku lebih jelas lagi, masalahnya kan saya waktu itu kurang paham dengan verb duanya itu, jadinya sekarang lebih tahu."
- P: "Setelah ibu mengajar dengan metode yang ibu terapkan ini, kemampuan writing kalian meningkat nggak?"
- S: "Ya meningkat, soalnya udah dijelaskan banget gitu."
- P: "Kalau penguasaan kosa katanya bagaimana?"
- S: "iya itukan miss marlin udah ngasih modulnya itu jadinya lebih meningkat."
- P: "Nah, Kamu jadi termotivasi nggak belajar bahasa inggris dengan metode yang ibu gunakan?"

S: "Iya sih bu, pengen lebih bisa lagi."

P: "Oke, makasih ya buat waktunya."

S: "Sama-sama Bu."

Interview Transcript 18

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Monday, Mei 4th 2015
 Time : 09.14
 Place : Classroom

P: "Bima, Ibu wawancara sebentar ya?"

S: "Iya Bu."

P: "Jadi setelah kamu belajar writing dengan cara guided writing yang ibu terapkan ini kamu mendapatkan pengalaman apa saja?"

S: "pengalaman yang saya rasakan itu dapat menulis tenses baru seperti past tense, saya juga menjadi tahu bentuk bentuk kedua dari regular verb dan irregular verb."

P: "Dengan metode yang ibu gunakan ini, kamu mengalami peningkatan nggak dalam menulis?"

S: "Iya, mengalami peningkatan."

P: "Contohnya bagaimana?"

S: "Misalnya yang bentuk kedua dari irregular, terus kalau membuat kalimat dengan kata sifat yang tidak ada verb nya itu pake to be."

P: "Kalau penguasaan kosa katanya meningkat nggak? Atau masih sama?"

S: "Iya meningkat Bu, soalnya banyak teksnya, banyak tugasnya jadi bertambah

P: "Sekarang lebih termotivasi nggak untuk belajar bahasa inggris?"

S: "Iya, saya lebih termotivasi untuk memperdalam kosa kata dan tenses."

P: "Kalau untuk belajar berkelompoknya suka nggak Bim?"

S: "Suka Bu, soalnya bisa diskusikan, terus bisa kerja sama ngerjainnya jadi berbagi ilmu sama teman-teman."

Interview Transcript 19

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Monday, Mei 4th 2015
 Time : 09.19
 Place : Classroom

P: "Bagaimana pengalaman kamu setelah sekitar dua minggu belajar writing dengan cara yang ibu terapkan?"

S: "Ya jadi lebih mengerti tentang fabel, ciri ciri fabel"

- P: "Kalau grammarnya gimana?"
- S: "Iya, lebih dalam lagi mengenal past tense, sama direct and indirect speech juga jadi bisa, kan pernah belajar itu. Jadi nggak bingung lagi kalau mau buat didalam karangannya."
- P: "Kalau dalam menyusun kalimat sekarang bagaimana?"
- S: "Udah lumayan bisa sekarang Bu."
- P: "Kalau kemampuan menulis kamu meningkat nggak?"
- S: "Iya Bu."
- P: "Kalau untuk kosa katanya meningkat nggak?"
- S: "iya, karena apa dalam teksnya itu pengenalan kosa katanya lebih banyak."
- P: "Jadi termotivasi nggak untuk belajar bahasa Inggris?"
- S: "Iya, menyenangkan Bu."

Interview Transcript 20

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Monday, Mei 4th 2015
 Time : 10.50
 Place : Classroom

- P: "Sekar, Bagaimana pengalaman kamu setelah sekitar dua minggu belajar writing dengan cara yang ibu terapkan?"
- S: "Ehm, Jadi lebih tau lebih mengerti, E, ya mungkin itu."
- P: "Apa yang lebih di mengerti?"
- S: "Past tense, narrative gitu."
- P: "secara keseluruhan kemampuan menulis kamu meningkat nggak?"
- S: "Iya lumayan Bu."
- P: "Kalau untuk kosa katanya meningkat nggak?"
- S: "Iya, seperti tahu bentuk verb 2 gitu."
- P: "Berarti sekarang lebih bisa dari pada dulu sebelum ajarin?"
- S: "Iya Bu."
- P: "nah, setelah belajar dengan ibu dengan cara ini, lebih termotivasi nggak belajar bahasa Inggris, khususnya menulis?"
- S: "Iyaa."
- P: "Kenapa?"
- S: "Seru belajarnya Bu."
- P: "Oh gitu, ya terima kasih ya."

Interview Transcript 21

Interviewer : Researcher (R)
 Interviewee : Student (S)

Day/date : Monday, Mei 4th 2015
 Time : 10.53
 Place : Classroom

- P: "Inas, Bagaimana pengalaman kamu setelah sekitar dua minggu belajar writing dengan cara yang ibu terapkan?"
 S: "Jadi lebih apa lebih mngerti apa menulis, lebih paham."
 P: "Tense nya paham sekarang?"
 S: "Iya Bu, sudah paham. Kayak kalau to be itu bisa bertemu Verb ing."
 P: "secara keseluruhan kemampuan menulis kamu meningkat nggak?"
 S: "Iya meningkat."
 P: "Kalau untuk kosa katanya mengalami peningkatan nggak?"
 S: "Iya sih bu, banyak teksnya jadi banyak buka kamus."
 P: "Berarti sekarang lebih bisa dari pada dulu sebelum ajarin?"
 S: "Iya Bu."
 P: "nah, setelah belajar dengan ibu dengan cara ini, lebih termotivasi nggak belajar bahasa Inggris, khususnya menulis?"
 S: "Iyaa."
 P: "Kenapa?"
 S: "Seneng, soalnya nggak bikin ngantuk di kelas, seru sih Bu belajarnya."
 P: "Oh gitu, ya terima kasih ya."
 S: "Iya Bu."

Interview Transcript 22

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Monday, Mei 4th 2015
 Time : 10.53
 Place : Classroom

- P: "Amadea, Bagaimana pengalaman kamu setelah sekitar dua minggu ini belajar writing dengan cara yang ibu terapkan?"
 S: "Jadi lebih apa lebih ngerti kosa kata yang belum pernah didengar, terus apa lebih mngerti apa past tense itu."
 P: "Berarti grammarnya lebih paham?"
 S: "Iya Bu."
 P: "Setelah belajar dengan ibu dengan teknik ini, kemampuan menulis kamu meningkat nggak?"
 S: "Iya."
 P: "Gimana meningkatnya?"
 S: "Iya, jadi lebih bisa nempatin kata-kata yang susah. Kalau dulu kan nggak karu-karuan, sekarang lebih karu-karuan."
 P: "Lebih teratur ya?"
 S: "Iya."
 P: "Kalau untuk kosa katanya meningkat nggak?"

S: "Meningkat."

P: "Berarti sekarang lebih bisa dari pada dulu sebelum ajarin?"

S: "Iya Bu."

P: "nah, setelah belajar dengan ibu dengan cara ini, lebih termotivasi nggak belajar bahasa Inggris, khususnya menulis?"

S: "Iyaa."

P: "Berarti sekarang lebih semangat ya belajar bahasa Inggrisnya, khususnya menulis."

S: "Iya."

P: "Oke. Makasih ya."

S: "Iya Bu."

Appendix 2

Observation Checklist

OBSERVATION CHEEKLIST

Observer : Dra. Ita Sari Ganiwati

No.	Observation Items	Meeting				
		1	2	3	4	5
	The Teaching and Learning Process of Writing					
A.	Pre-Teaching					
1.	The teacher greets the students.	✓	✓	✓	✓	✓
2.	The students respond to the greetings.	✓	✓	✓	✓	✓
3.	The teacher checks the students' attendance.	✓	✓	-	✓	✓
4.	The teacher informs the objectives of the lesson.	✓	-	✓	-	-
5.	The teacher introduces the text that will be learned.	✓	-	✓	-	-
B.	While-Teaching					
1.	The teacher gives handout for the students.	✓	✓	✓	✓	✓
2.	The teacher stimulates the student's background knowledge before going to the topic.	✓	✓	✓	✓	-
3.	The teacher introduces a model of narrative (fable) text by giving them input text.	✓	-	✓	-	-
4.	The teacher asks the students to read the text and identify things they want to know further.	✓	-	✓	-	-
5.	The students read the text and identify things they want to know further.	✓	-	✓	-	-
7.	The teacher gives chances to the students to ask questions.	✓	✓	✓	✓	✓
8.	The students formulate questions and propose temporary answers.	✓	-	✓	-	-
9.	The teacher gives a series of questions based on the model paragraphs.	✓	-	✓	-	-
10.	The teacher and the students discuss the questions and the answers together.	✓	-	✓	-	-
11.	The teacher explains about the generic structure and language features of a narrative text.	✓	-	✓	-	-
12.	The students read a fable to collect more information.	✓	-	✓	-	-
13.	The teacher gives language based exercise and discuss the exercise.	-	✓	-	✓	-
14.	The teacher moves around the class to monitor and see the students' progress.	✓	✓	✓	✓	✓
15.	The students participate actively in the teaching and learning process.	✓	✓	✓	✓	✓
16.	The teacher and the students discuss about what the students are going to write.	-	✓	-	✓	-

17.	The students are motivated in doing the writing task given by the teacher.	✓	✓	✓	✓	✓
C.	Post-Teaching					
1.	The teacher gives feedback about the students' works.	✓	✓	✓	✓	✓
2.	The students summarizes and encourages the students to reflect the lesson.	✓	✓	-	-	✓
3.	The teacher gives further guidance for the upcoming material.	✓	-	✓	✓	-
4.	The teacher closes the lesson.	✓	✓	✓	✓	✓
D.	Classroom Situation					
1.	The students pay attention to the teacher's explanation.	✓	✓	✓	✓	✓
2.	The students are actively involved during the teaching and learning process.	✓	✓	✓	✓	✓
3.	The students show enthusiasm during the teaching and learning process.	✓	✓	✓	✓	✓
4.	The students ask the teacher or their friends if they get difficulty.	✓	✓	✓	✓	✓
6.	The teacher's instruction is clear.	✓	✓	✓	✓	✓
7.	The teacher and the students have a good interaction during the lesson.	✓	✓	✓	✓	✓

Appendix 3

Course Grids and Lesson Plans

**THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF GRADE VIII STUDENTS OF SMPN 6 MAGELANG IN THE
ACADEMIC YEAR 2014/2015**

School : SMPN 6 Magelang

Grade : VIII

Subject : English Language

Semester : 2

Core competence:

KI.4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Basic competence:

KD. 4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fable pendek dan sederhana penggunaannya

Cycle I							
Learning Objectives	Indicators	Teaching Learning Activities	Learning Materials	Media	Input Text	Evaluation	Allocated time
At the end of the lesson, the students are	1. Identifying the generic structure of a	A. Observing Guided writing; Model Paragraphs	Narrative text. - Generic structure of Narrative text;	A white board	Written Narrative texts	Written test	6 x 40 minutes

able to write a narrative text accurately, fluently, and appropriately.	<p>narrative text.</p> <p>2. Identifying the use of Verb2 or past tense in the narrative text.</p> <p>3. Modifying verb1 form into Verb2 form in a texts.</p> <p>3. Arrange jumbled paragraphs according to generic structure of narrative text.</p> <p>4. Writing their favorite fables using their own words.</p>	<ul style="list-style-type: none"> - Students read the model paragraphs of narrative text entitled <i>Mousedeer and Crocodile</i>. - In groups, students identify things they want to know further related to the text (social function of the text, the generic structure of the text, the language features of the text). <p>B. Questioning</p> <p>Guided writing; Comprehension</p> <p>Questions</p> <ul style="list-style-type: none"> - In groups, students formulate questions by referring to the list of things they want to know further related to the text in the column “Things I want to know further”. - In groups, students propose temporary answer to their questions and the comprehension question. - Students and the teacher discuss the 	<p>orientation, complication, resolution.</p> <p>-Language features</p> <p>The language features of a narrative text are often:</p> <ul style="list-style-type: none"> • Written in the past tense. The form of simple Past Tense is: Subject + Verb₂ • Adverb of time (Once upon a time, one day, etc.) • Time conjunction (when, then, suddenly, next, afterwards, just then, an hour later etc.) • Specific character. The character of the story is specific, not general. • Action verbs. A verb that shows an action (ate, dug, walked, etc.) • Direct and Indirect speech. It is to make 				
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		<p>answer of the questions.</p> <p>C. Collecting Information</p> <ul style="list-style-type: none"> - Students reread a narrative text entitled <i>Mousedeer and Crocodile</i> and in groups, do vocabulary exercise. - In groups, students study and find out more information about social function of the text, the generic structure of the text, and the language features of the text by reading a fable. - In groups, students read and study the explanation of simple past tense and indirect speech. <p>D. Associating</p> <p>Guided writing; Language Based Exercises</p> <ul style="list-style-type: none"> - In groups, students discuss and practice identifying the generic structure of a narrative text and finding out the moral value in the story. 	<p>the story lively. The direct speech uses present tense.</p>				
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		<ul style="list-style-type: none"> - In groups, students practice using simple past tense by changing the verb form in the bracket with the suitable verb form. - In groups, students complete the sentences in indirect speech. <p>E. Communicating</p> <p>Guided writing; Oral Compositions</p> <ul style="list-style-type: none"> - Students compare their answers with their classmates as they finish. - Students write what they have learned and then share with their classmates. - Students and the teacher discuss about what the students are going to write. <p>F. Creating</p> <p>Guided writing; Written Compositions</p> <ul style="list-style-type: none"> - In groups, students arrange jumbled paragraphs into a meaningful fable. - Individually, students rewrite a fable using their own words. 					
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Cycle II							
Learning Objectives	Indicators	Teaching Learning Activities	Learning Materials	Media	Input Text	Evaluation	Allocated time
At the end of the lesson, the students are able to write a narrative text accurately, fluently, and appropriately.	1. Identifying the generic structure of a narrative text. 2. Identifying the use of Verb2 or past tense in the narrative text. 3. Modifying verb1 form into Verb2 form in a texts. 3. Arrange jumbled paragraphs according to generic structure of	A. Observing Guided writing; Model Paragraphs <ul style="list-style-type: none"> Students read the model paragraphs of narrative text entitled <i>The Dog in the Manger</i>. Students identify things they want to know further related to the text (social function of the text, the generic structure of the text, the language features of the text). Students answer a series of questions based on the text. 	Narrative text. - Generic structure of Narrative text; orientation, complication, resolution. -Language features The language features of a narrative text are often: <ul style="list-style-type: none"> Written in the past tense. The form of simple Past Tense is: Subject + Verb₂ Adverb of time (Once upon a time, one day, etc.) Time conjunction (when, then, suddenly, next, afterwards, just then, 	A white board	Written Narrative texts	Written test	6 x 40 minutes

	<p>narrative text.</p> <p>4. Writing their favorite fables using their own words.</p>	<p>B. Questioning</p> <p>Guided writing; Comprehension Questions</p> <ul style="list-style-type: none"> - Students formulate questions by referring to the list of things they want to know further related to the text in the column “Things I want to know further”. - In groups, students propose temporary answers to the questions. - Students and the teacher discuss the answer of the questions. <p>C. Collecting Information</p> <ul style="list-style-type: none"> - Students reread a narrative text entitled <i>The Dog in the Manger</i> and in groups, do vocabulary exercise. - In groups, students study and find out more information about social function of the text, the generic structure of the text, and the language features of the text by reading a fable. 	<p>an hour later etc.)</p> <ul style="list-style-type: none"> • Specific character. The character of the story is specific, not general. • Action verbs. A verb that shows an action (ate, dug, walked, etc.) • Direct and Indirect speech. It is to make the story lively. The direct speech uses present tense. 				
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		<ul style="list-style-type: none"> - In groups, students read and study the explanation of simple past tense and indirect speech. <p>D. Associating</p> <p>Guided writing; Language Based Exercises</p> <ul style="list-style-type: none"> - In groups, students discuss and practice identifying the generic structure of a narrative text and finding out the moral value in the story. - In groups, students practice using simple past tense by completing a paragraph with the past tense of the verbs in the box. - In groups, students rearrange jumbled words into good sentences. - In groups, students complete the sentences in indirect speech. 					
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		<p>E. Communicating</p> <p>Guided writing; Oral Compositions</p> <ul style="list-style-type: none"> - Students compare their answers with their classmates as they finish. - Students write what they have learned and then share with their classmates. - Students and the teacher discuss about what the students are going to write. <p>F. Creating</p> <p>Guided writing; Written Compositions</p> <ul style="list-style-type: none"> - In groups, students arrange jumbled paragraphs into a meaningful fable. - Individually, students rewrite a fable using their own words. 					
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / II
Materi Pokok : Narrative text (fable)
Alokasi Waktu : 4 X 40 Menit

A. Tujuan Pembelajaran

Di akhir pembelajaran siswa diharapkan dapat menulis teks *narrative* pendek dan sederhana tentang fabel menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Siswa menghormati guru dan menghargai sesama teman. 2.1.2 Siswa menggunakan bahasa yang santun saat menyampaikan pendapat. 2.1.3 Siswa menggunakan bahasa yang santun saat mengkritik pendapat teman. 2.1.4 Siswa menjawab pertanyaan guru dengan santun. 2.1.5 Siswa yang sudah paham materi yang telah disampaikan

	guru memberikan penjelasan ke siswa lain yang membutuhkan penjelasan.
3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.	<p>3.14.1 Siswa dapat mengidentifikasai fungsi sosial teks naratif.</p> <p>3.14.2 Siswa dapat mengidentifikasi <i>generic structure</i> dari teks naratif.</p> <p>3.14.3 Siswa dapat mengidentifikasi penggunaan kata kerja past tense dalam <i>narrative text</i>.</p> <p>3.14.4 Siswa dapat mengubah bentuk <i>verb1</i> menjadi <i>verb2</i>.</p> <p>3.14.5 Siswa dapat mengubah <i>direct speech</i> menjadi <i>indirect speech</i>.</p>
4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fable pendek dan sederhana penggunaannya.	<p>4.18.1 Siswa dapat menangkap pesan moral dari teks naratif.</p> <p>4.18.2 Siswa dapat menyusun paragraph acak berdasarkan <i>generic structure</i> dari teks naratif.</p> <p>4.18.2 Siswa dapat menulis kembali teks naratif (fabel) dengan menggunakan kata-kata sendiri.</p>

C. Materi Pembelajaran

Narrative Text

A Narrative text is a piece of text that tells a story. The purpose of the text is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Examples of narrative texts include; a fairy-tale, a folktale, a legend, a myth, and a fable.

The structure of Narrative Text

Orientation: It is about the opening paragraph where the characters of the story are introduced.

Complication: Where the problems in the story is developed.

Resolution: Where the problems in the story is solved.

Language features

The language features of a narrative text are often:

- Written in the past tense.
The form of simple Past Tense is:
Subject + Verb₂
- Adverb of time (Once upon a time, one day, etc.)
- Time conjunction (when, then, suddenly, next, afterwards, just then, an hour later etc.)
- Specific character. The character of the story is specific, not general.
- Action verbs. A verb that shows an action (ate, dug, walked, etc.).
- Direct speech and indirect speech. It is to make the story lively. The direct speech uses present tense.

Activities

Activity 1. Read the following text carefully. And then identify things you want to know further related to the text. Tick and write the items that you want to know further in the column “Things I want to know further”.

Mousedeer and Crocodile



One day Mousedeer saw a lot of fruits on the other side of the river. He wanted to eat them but he could not cross the river. There were many crocodiles there, but there was no bridge across the river. The Mousedeer suddenly had an idea. He stood on the river side and called out.

“Hello. Is anybody there?”

Crocodile heard him, he swam fast to meet Mousedeer, and

answered, “Hello, Mousedeer. How are you? Please come in.” He pretended to be friendly. He had a plan. As soon as Mousedeer got near, he would snap him and eat him for breakfast.

But Mousedeer was standing on top of a big stone. In a proud voice he said, “Crocodile, I’m here to do the King’s order. The King will give away free meat to all crocodiles. He has sent me to count the number of all the crocodiles here.”

Crocodile was so happy that he forgot his plan to eat Mousedeer. “Really? How will you count us?”

“Please call all your family, relatives, friends, neighbors. Tell them to line up from here to the other side of the river,” ordered Mousedeer. Before long, all the crocodiles were in a long line across the river. Then, Mousedeer jumped onto the back of one crocodile to another, counting loudly “One, Two, Three, Four.” When he got to the last crocodile he said “One hundred!” and quickly jumped up to the land.

“How many are we?” asked Crocodile.

“One hundred. Hahaha, I fooled you! Thanks for giving me a bridge to cross the river. Bye!”

Adapted from: Kementerian Pendidikan dan Kebudayaan. 2014. *Bahasa Inggris, When English Rings a Bell: buku guru / Kementerian Pendidikan dan Kebudayaan*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.

Things I want to know further....	(✓)
1. what the text is about	
2. the social purpose of the text	
3. the parts of the text of that type	
4. why one of the sentences in the text is written in between quotation marks	
5. the Indonesian meaning from the difficult words	
Write more things you do not know or you want to know further.	
6.	
7.	
8.	
9.	
10.	

Activity 2. In groups, referring to the items in the column “Things I want to know further” in Activity 1, make relevant questions. Examples are provided for you.

1. What is the text about?
2. What is the social purpose of the text?
3. What are the parts of the text of that type?
4. Why is one of the sentences in the text written in between quotation marks?
5. What is the Indonesian meaning of the difficult words?
6.
7.
8.
9.
10.

Activity 3. In groups, propose temporary answer to your questions in Activity 2. Then discuss the following questions.

1. What is the story about?
2. What did Mousedeer want to do? Could he do it?
3. How did he think the crocodile could help him?
4. Were crocodiles willing to help Mousedeer cross the river?
5. Why did Crocodile sound friendly when he heard Mousedeer?
6. Did the King actually ask him to count the number of the crocodiles in the river?
7. Would the King give away free meat to the crocodiles?
8. Was Mousedeer clever or cunning? Explain your answer.
9. To get what you want, would you ever cheat your friend?

Activity 4. In groups, reread the text in Activity 1. Then jot down the difficult words from the text and find their meaning in the dictionary.

Difficult Words	Indonesian
1.	
2.	
3.	
4.	
5.	
6.	

Activity 5. Read the following text carefully. Then find out more information about the social function of the text, the generic structure of the text and the language feature of the text.

The Wolf in Sheep's Clothing

There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very hungry, and thought, "I must find a way to get close to the sheep." It was by luck that he found a sheep's skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice of a ewe or a mother sheep. He could easily cheat a lamb who thought that he was its mother. And the lamb followed him to the woods. There, he eventually ate the innocent lamb. For many days, he could

eat as many lambs as his stomach could take. The big wolf got bigger and bigger every day. Now he looked like the biggest sheep on the earth.

One day the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course, who was fully covered by the white sheep skin! But, the wolf was so fat that he could not run and fight for his safety. Very easily the shepherd slaughtered, chopped him, and then cooked him for the big party.

Adapted from : Kementerian Pendidikan dan Kebudayaan. 2014. *Bahasa Inggris "When English Rings a Bell"*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdibud.

Activity 6. Study the following explanation carefully. You may have a discussion with your friends or ask your teacher if you do not understand.

Simple Past Tense

The Simple past tense is used to tell events, situations or experiences that happened in the past. Here is the pattern.

Subject + Verb₂

Example: **He found** a sheep's skin

We usually add the following adverb of time in the simple past tense to clarify that something happened in the past:

- Yesterday
- Two days ago
- Last week/month/Sunday
- . . . days/months/years ago.

Direct and Indirect Speech

Direct Speech

Saying exactly what someone has said is called direct speech (sometimes called quoted speech)

Example: the wolf thought, "I must find a way to get close to the sheep."

Indirect Speech

When we use the indirect speech (reported speech), the main verb of the sentences is usually in its past form. For example: said, told, and replied. Thus, to change the sentence in to the indirect speech, change the verb(s) in the statement into past form(s) too.

Example: He said, "I work in a factory" (Direct speech)
He said that he worked in a factory. (Indirect speech)

Fundamental rules for indirect speech.

1. Reported speech is not enclosed in quotation marks.
2. **Use of word “that”:** The word “that” is used as a conjunction between the reporting verb and reported speech.
3. **Change in pronoun:** The pronoun (subject) of the reported speech is changed according to the pronoun of reporting verb or object (person) of reporting verb (first part of sentence). Sometimes the pronoun may not change.

Activity 7. In groups, read the following text. Then identify the generic structure of the text and find out the moral value of the story.

Generic structure	Text
	<p style="text-align: center;">A Greedy Deer</p> <p>A deer and an elk were on the edge of the forest. They were very hungry and looking for the fruits. Apparently, there were no fruits that they could pick because at the edge of the forest there were only a few trees. A few minutes later, the deer asked the elk to go into the forest and took the foods, because there were big trees that always had so many fruits.</p>
	<p>When they were in the forest, they found a lot of trees with heavy fruits. However, the fruit have not been ripe yet, so it could not be consumed. The deer were very hungry so he asked the elk to eat without worry. The elk refused and forbade the deer to consume the raw fruit. The elk said that the raw fruit could cause stomach ache.</p> <p>Nevertheless, he still ate those raw fruit and ignored the advice from the elk. He thought that the fruit was a healthy meal even though it was still raw. He consumed all of the raw fruits and after that he felt very satisfied.</p> <p>Suddenly, the monkey and the giraffe came with many fruits that were ripe and tasted so sweet. They said that there were no ripe fruits in this forest, so they looked for the food in another forest. The deer and the elk were very happy because they were given the delicious food by monkey and giraffe. However, when the deer wanted to eat the fruits, he felt the soreness in his stomach.</p> <p>He said “Owh, my stomach is so hurt, my stomach is hurt”. Then the elk replied “you have stomach ache because you did not obey my advice, you continued to eat the raw</p>

	fruit while I have warned you not to eat it".
	<p>The deer finally eat a very bitter medicine to stop the pain, meanwhile, the elk, the monkey, and the giraffe ate the delicious food together</p> <p>Adapted from: http://www.caramudahbelajarbahasainggris.net/2013/10/5-cerita-fabel-bahasa-inggris-dan-artinya.html/4</p>

Activity 8. In groups, change the words in the brackets into the simple past form.

1. I (stay) _____ there for an hour.
2. The singer (sing) _____ new songs at the concert last week.
3. My sister (have) _____ four Barbie dolls, but now she has none.
4. AC Milan (win) _____ the Champions League in 2003.
5. Mother (buy) _____ me a new pair of shoes.
6. Mr. Hartawan (become) _____ the president of the company when he was 25 years old.
7. A dog (live) _____ years ago with his master.
8. A big lion (roar) _____ in front of the mouth of the cave.
9. Mr. Ari (eat) _____ two bananas this morning.
10. Ummi (bring) _____ a cake to school yesterday.

Activity 9. In groups, complete the sentences in reported speech. Then compare your answer with your friends'.

1. She said, "I was happy."
She said _____
2. John said, "I love this town."
John said _____
3. "I can't drive a lorry," he said.
He said _____
4. Dani said "Mandy is at home."
Dani said _____
5. He said, "I can do it".
He said _____
6. She said, "My mother cooks well."
She said _____

7. Mary said, "I don't like spinach."

Mary said _____

8. Ann said, "I want ice-cream."

Ann said _____

9. She said, "He works in a bank"

She told me _____

10. Lili said "Tony hates mushrooms"

Lili told me _____

Activity 10. In groups, rearrange the following jumbled paragraphs into a good and meaningful text. Then individually, rewrite the text in your words in less than 15 sentences.

The Boy Who Cried Wolf

1. One day the boy thought of a plan that would help him get a little company and have some fun. He ran down toward the valley crying, "Wolf! Wolf!"
2. The boy enjoyed the company so much that a few days later he tried the same prank again, and again the men ran to help him.
3. There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. It was lonely for him watching the sheep all day. No one was near, except for three farmers he could sometimes see working in the fields in the valley below.
4. But the men, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep
5. A few days later, a real wolf came from the forest and began to steal the sheep. The startled boy ran toward the valley, and more loudly than ever he cried, "Wolf! Wolf!"
6. The men ran to meet him, and after they found out there was no wolf after all, one man remained to talk with the boy a while.

Adapted from: <http://www.belajarbahasainggris.us/2014/01/5-contoh-narrative-text-fabel.html>

D. Metode Pembelajaran

- Pendekatan : *Scientific*
- Teknik : *Guided Writing*

E. Media Pembelajaran

1. Papan tulis dan spidol

F. Sumber Belajar

- Wardiman, A.,Dkk. 2008. *English in Focus 2: for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Kementerian Pendidikan dan Kebudayaan. 2014. *Bahasa Inggris “When English Rings a Bell”*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdibud.
- Kementerian Pendidikan dan Kebudayaan. 2014. *Bahasa Inggris, When English Rings a Bell: Buku Guru / Kementerian Pendidikan dan Kebudayaan*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
- Beberapa teks diambil dari internet dengan beberapa modifikasi.

G. Langkah-langkah Pembelajaran

Pendahuluan

- Guru membuka kelas dengan memberi salam dan salah satu siswa memimpin doa, agar memudahkan dalam menerima materi pembelajaran.
- Guru mengecek kehadiran siswa.
- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.
- Guru membagi siswa menjadi 4 kelompok.

Inti

a. Observing

Guided writing; Model Paragraphs

- Siswa membaca teks narrative dengan judul *Mousedeer and Crocodile*.
- Secara berkelompok, siswa mengidentifikasi tentang apa saja yang ingin mereka ketahui lebih dalam terkait dengan teks pada kolom “Things I want to know further” yang telah disediakan.

b. Questioning

Guided writing; Comprehension Questions

- Secara berkolompok, siswa membuat pertanyaan-pertanyaan berdasarkan daftar yang telah mereka buat di kolom “Things I want to know further”.

- Secara berkelompok, siswa membuat jawaban sementara dari pertanyaan yang telah mereka buat
- Siswa dan guru bersama sama membahas jawaban dari pertanyaan-pertanyaan yang ada.

c. Collecting Information

- Siswa membaca kembali teks di *Activity 1* dan secara berkelompok mencari kata kata sulit dalam teks tersebut dan menemukan artinya dalam kamus.
- Secara berkelompok, siswa belajar dan mencari informasi lebih banyak tentang fungsi, susunan, dan kebahasaan dari teks naratif dengan membaca sebuah teks fabel.
- Secara berkelompok, siswa membaca dan mempelajari penjelasan tentang *simple past tense and indirect speech*.

d. Associating

Guided writing; Language Based Exercises

- Secara berkelompok, siswa berdiskusi dan berlatih mengidentifikasi susunan dari sebuah teks naratif dan dapat menangkap pesan moral dari cerita tersebut.
- Secara berkelompok, siswa berlatih menggunakan *simple past tense* dengan mengubah bentuk kata kerja di dalam kurung dengan bentuk yang tepat.
- Secara berkelompok, Siswa melengkapi kalimat *indirect speeches*.

e. Communicating

Guided writing; Oral Compositions

- Setelah selesai, siswa membandingkan pekerjaan mereka dengan teman sekelas.
- Siswa menulis apa saja yang telah mereka pelajari dan kemudian di bagikan dengan teman sekelas.
- Siswa bersama guru berdiskusi tentang apa yang akan siswa tulis.

f. Creating

Guided writing; Written Compositions

- Secara berkelompok, siswa menyusun paragraf acak menjadi teks naratif yang bermakna.
- Secara individu, siswa menulis kembali sebuah teks naratif dengan menggunakan bahasa sendiri.

Penutup

- Guru menanyakan materi apa saja yang telah dipelajari oleh siswa.
- Guru menanyakan kesulitan apa saja yang dihadapi siswa selama mempelajari teks naratif.
- Guru menutup pembelajaran dengan salam.

H. Penilaian Hasil Pembelajaran

Tes: tertulis

Rubrik penilaian writing siswa berdasarkan Anderson (2003:92):

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail.	Weak development of topic
Organization	Completely Organized, Smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple word	Poor or inappropriate word choice
Sentence Structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few errors (1-5)	Some errors (6-10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few errors (1-5)	Some errors (6-10)	Many errors (over 10)

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Activities

Activity 1. Read the following text carefully. And then identify things you want to know further related to the text. Tick and write the items that you want to know further in the column “Things I want to know further”.

The Dog in the Manger



There was once a dog who liked to nap on hot days in the cool barn. He liked to sleep in the manger, the long wooden box where hay was put for the farm animals to eat. One hot day after a long afternoon pulling the plow, 2 the oxen returned to the barn, hungry for their dinner. But they couldn't get to their food because

the dog was lying in the manger taking a nap on the hay.

“Excuse me,” said one of the tired oxen, “would you please move so that I can eat my hay?”

The dog, angry at being awakened from his nap, growled and barked at the ox.

“Please,” said the tired, hungry ox, “I’ve had a hard day, and I’m very hungry.”

But the dog, who did not even eat hay, but only enjoyed it for its comfort, barked and snapped in response, and refused to budge. At last the poor oxen had to give up, and went away tired and hungry.

Adapted from: <http://creativecommons.org/licenses/by-nc-sa/3.0/>

Things I want to know further....	(✓)
1. what the text is about	
2. the social purpose of the text	
3. the parts of the text of that type	
4. why one of the sentences in the text is written in between quotation marks	
5. the Indonesian meaning from the difficult words	
Write more things you do not know or you want to know further.	
6.	
7.	
8.	
9.	
10.	

Activity 2. In groups, answer the following questions based on the text.

1. What is the story about?
2. Why did the dog like to nap in the barn?
3. What is the setting of this fable?
4. How did the oxen feel when they entered the barn? Why?
5. Why did the oxen want the dog to move from the manger?
6. Did the dog budge and get out of the manger?

Activity 3. Referring to the items in the column “Things I want to know further” in Activity 1, make relevant questions. Examples are provided for you. Propose temporary answer to your questions.

- | |
|--|
| <ol style="list-style-type: none"> 1. What is the text about? 2. What is the social purpose of the text? 3. What are the parts of the text of that type? 4. Why is one of the sentences in the text written in between quotation marks? 5. What is the Indonesian meaning of the difficult words? 6. 7. 8. 9. 10. |
|--|

Activity 4. In groups, reread the text in Activity 1. Then jot down the difficult words from the text and find their meaning in the dictionary.

Difficult Words	Indonesian
7.	
8.	
9.	
10.	
11.	
12.	

Activity 5. Read the following text carefully. Then find out more information about the social function of the text, the generic structure of the text and the language feature of the text.

The Tortoise and the Hare

The Hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge any one here to race with me."

The Tortoise said quietly, "I accept your challenge."

"That is a good joke," said the Hare; "I could dance round you all the way."

"Keep your boasting till you've won," answered the Tortoise. "Shall we race?"

So a course was fixed and a start was made. The Hare darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. The Tortoise plodded on and plodded on, and when the Hare awoke from his nap, he saw the Tortoise just near the winning-post and could not run up in time to save the race.

Then the Tortoise said: "Slow but steady progress wins the race."

Adapted from: <http://www.eastoftheweb.com/short-stories/UBooks/TorHar.shtml>

Activity 6. Study the following explanation carefully. You may have a discussion with your friends or ask your teacher if you do not understand.

Simple Past Tense

The simple past tense is used to tell events, situations or experiences that happened in the past. Here is the pattern.

Subject + Verb₂

Example: **He found** a sheep's skin

We usually add the following adverb of time in the simple past tense to clarify that something happened in the past:

- Yesterday
- Two days ago
- Last week/month/Sunday
- . . . days/months/years ago.

Direct and Indirect Speech

Direct Speech

Saying exactly what someone has said is called direct speech (sometimes called quoted speech)

Example: the wolf thought, "I must find a way to get close to the sheep."

Indirect Speech

When we use the indirect speech (reported speech), the main verb of the sentences is usually in its past form. For example: said, told, and replied. Thus, to change the sentence in to the indirect speech, change the verb(s) in the statement into past form(s) too.

Example: He said, "I work in a factory"	(Direct speech)
He said that he worked in a factory.	(Indirect speech)

Fundamental rules for indirect speech.

4. Reported speech is not enclosed in quotation marks.
5. **Use of word "that":** The word "that" is used as a conjunction between the reporting verb and reported speech.
6. **Change in pronoun:** The pronoun (subject) of the reported speech is changed according to the pronoun of reporting verb or object (person) of reporting verb (first part of sentence). Sometimes the pronoun may not change.

Activity 7. In groups, read the following text. Then identify the generic structure of the text and find out the moral value of the story.

The Ant and the Grasshopper

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; "We have got plenty of food at present." But the Ant went on its way and continued its toil.

When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for days of need.

Adapted from: <http://www.eastoftheweb.com/short-stories/UBooks/AntGra.shtml>

Activity 8. Complete this paragraph with the past tense of the verbs in the box.

call	fall	stop	go	pass	hear
------	------	------	----	------	------

A fox was going through a field and ¹ _____ into a well. He was not hurt at all, but he could not get out. He ² _____ for help as loud as he could, but no one ³ _____ him for a long time. By and by a Wolf ⁴ _____ that way and ⁵ _____ to listen. Then he ⁶ _____ to the edge of the well and looked down.

Activity 9. Rearrange these jumbled words into good sentences.

1. a - a - rabbit - lived - bear - there - and
2. went - the - rabbit - to - buffaloes - shoot - the - woods -to
3. killed - and - he - so - shot - buffaloes - many
4. felt - weak - she - very
5. idea - a - had - suddenly - she - good

Activity 10. In groups, complete the sentences in indirect speech. Then compare your answer with your friends'.

1. Dira said, "It is too late."
Dira said _____
2. Mary said, "I cannot come."
Mary said _____
3. He said, "I will pay tomorrow."
He said _____

4. John said, "I like this song."
John said _____
5. She said, "I don't speak Italian."
She said _____
6. Tom said, "I want to go away."
Tom told us _____
7. Anna said, "I am tired."
Anna said _____
8. Marry said to Jane, "I will help you."
Marry told Jane _____
9. Hannah said, "They live in Boston."
Hanna said _____
10. Luke said, "I don't know what to do."
Luke said _____

Activity 11. In groups, rearrange the following jumbled paragraphs into a good and meaningful text. Then rewrite the text in your words in less than 15 sentences.

The Lion and the Mouse

1. Pardon, O King!" cried the little Mouse, "Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, but I may be able to do you a good turn one of these days?" The Lion was so tickled at the idea of the Mouse being able to help him, than he lifted up his paw and let him

2. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, ran up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse, very happy to help the

3. Once when a Lion was asleep, a little Mouse began running up and down upon him. This soon wakened the Lion, who placed his huge paw upon him and opened his big jaws to swallow him.

4. Sometime later a few hunters captured the King. They tied him to a tree. Then they went in search of a wagon to carry him on.

Adapted from: http://www.kidsworldfun.com/shortstories_lionandmouse.php

D. Metode Pembelajaran

- Pendekatan : *Scientific*
- Teknik : *Guided Writing*

E. Media Pembelajaran

1. Papan tulis dan spidol

F. Sumber Belajar

- Wardiman, A.,Dkk. 2008. *English in Focus 2: for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Kementerian Pendidikan dan Kebudayaan. 2014. *Bahasa Inggris, When English Rings a Bell: Buku Guru / Kementerian Pendidikan dan Kebudayaan*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
- Beberapa teks diambil dari internet dengan beberapa modifikasi.

G. Langkah-langkah Pembelajaran

Pendahuluan

- Guru membuka kelas dengan memberi salam dan salah satu siswa memimpin doa, agar dimudahkan dalam menerima materi pembelajaran.
- Guru mengecek kehadiran siswa.
- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.
- Guru membagi siswa menjadi 4 kelompok.

Inti

a) Observing

Guided writing; Model Paragraphs

- Siswa membaca teks narrative dengan judul *The Dog in the Manger*.
- Secara berkelompok, siswa mengidentifikasi tentang apa saja yang ingin mereka ketahui lebih dalam terkait dengan teks pada kolom “Things I want to know further” yang telah disediakan.
- Siswa menjawab soal-soal terkait dengan teks *The Dog in the Manger*.

b) Questioning

Gudied writing; Comprehension Questions

- Secara berkolompok, siswa membuat pertanyaan-pertanyaan berdasarkan daftar yang telah mereka buat di kolom “Things I want to know further”.
- Secara berkelompok, siswa membuat jawaban sementara dari pertanyaan yang telah mereka buat
- Siswa dan guru bersama sama membahas jawaban dari pertanyaan-pertanyaan yang ada.

c) Collecting Information

- Siswa membaca kembali teks di *Activity 1* dan secara berkelompok mencari kata kata sulit dalam teks tersebut dan menemukan artinya dalam kamus.
- Secara berkelompok, siswa belajar dan mencari informasi lebih banyak tentang fungsi, susunan, dan kebahasaan dari teks naratif dengan membaca sebuah teks fabel.
- Secara berkelompok, siswa membaca dan mempelajari penjelasan tentang *simple past tense and indirect speech*.

d) Associating

Guided writing; Language Based Exercises

- Secara berkelompok, siswa berdiskusi dan berlatih mengidentifikasi susunan dari sebuah teks naratif dan dapat menangkap pesan moral dari cerita tersebut.
- Secara berkelompok, siswa melengkapi paragraph rumpang dengan menggunakan kata kerja bentuk kedua dari kata yang ada di dalam kotak.
- Secara berkelompok siswa menyusun kata acak menjadi kalimat yang benar.
- Secara berkelompok, Siswa melengkapi kalimat *indirect speeches*.

e) Communicating

Guided writing; Oral Compositions

- Setelah selesai, siswa membandingkan pekerjaan mereka dengan teman sekelas.
- Siswa menulis apa saja yang telah mereka pelajari dan kemudian di bagikan dengan teman sekelas.
- Siswa bersama guru berdiskusi tentang apa saja yang perlu siswa tulis dalam menulis teks naratif (fabel).

f) Creating

Guided writing; written compositions

- Secara berkelompok, siswa menyusun paragraf acak menjadi teks naratif (fabel) yang bermakna.

- Secara berkelompok, siswa menulis kembali sebuah teks naratif (fabel) dengan menggunakan bahasa sendiri.
- Secara individu siswa menulis sebuah teks naratif (fabel).

Penutup

- Guru menanyakan materi apa saja yang telah dipelajari oleh siswa.
- Guru menanyakan kesulitan apa saja yang dihadapi siswa selama mempelajari teks naratif.
- Guru menutup pembelajaran dengan salam.

H. Penilaian Hasil Pembelajaran

Tes: tertulis

Rubrik penilaian writing siswa berdasarkan Anderson (2003:92):

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail.	Weak development of topic
Organization	Completely Organized, Smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple word	Poor or inappropriate word choice
Sentence Structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few errors (1-5)	Some errors (6-10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few errors (1-5)	Some errors (6-10)	Many errors (over 10)

Appendix 4

Students' Scores

Students' score

$$\text{Score: } \frac{\text{student's score in rubric}}{24} \times 100$$

$$\text{Highest score: } \frac{24}{24} \times 100$$

$$: 100$$

$$\text{Lowest score: } \frac{6}{24} \times 100$$

$$: 25$$

Ideal mean

$$\text{Ideal mean: } \frac{1}{2} \times (\text{highest score} + \text{lowest score})$$

$$: \frac{1}{2} \times (100 + 25)$$

$$: 62.50$$

Ideal standard deviation

$$\text{Ideal SD: } \frac{1}{2} \times (\text{highest score} - \text{lowest score})$$

$$: \frac{1}{2} \times (100 - 25)$$

$$: 12.50$$

STUDENTS' SCORES

P1: Penilai 1

P2: Penilai 2

NO.	NAMA	Pre-test		Cycle 1		Cycle 2	
		P1	P2	P1	P2	P1	P2
1	Student 1	50.0	45.8	66.7	62.5	83.3	79.2
2	Student 2	37.5	37.5	45.8	45.8	62.5	58.3
3	Student 3	70.8	66.7	83.3	79.2	91.7	91.7
4	Student 4	54.2	50.0	66.7	66.7	79.2	75.0
5	Student 5	41.7	37.5	58.3	58.3	75.0	66.7
6	Student 6	50.0	50.0	62.5	70.8	66.7	70.8
7	Student 7	83.3	79.2	91.7	87.5	91.7	91.7
8	Student 8	75.0	70.8	79.2	79.2	87.5	87.5
9	Student 9	25.0	29.2	41.7	41.7	62.5	58.3
10	Student 10	62.5	54.2	58.3	58.3	87.5	75.0
11	Student 11	54.2	54.2	66.7	70.8	83.3	87.5
12	Student 12	41.7	41.7	62.5	58.3	70.8	66.7
13	Student 13	70.8	66.7	75.0	75.0	83.3	83.3
14	Student 14	37.5	37.5	50.0	54.2	58.3	58.3
15	Student 15	75.0	62.5	79.2	75.0	83.3	87.5
16	Student 16	50.0	54.2	75.0	70.8	83.3	75.0
17	Student 17	33.3	37.5	70.8	62.5	66.7	62.5
18	Student 18	58.3	62.5	66.7	66.7	79.2	79.2
19	Student 19	58.3	62.5	79.2	75.0	87.5	83.3
20	Student 20	58.3	58.3	75.0	70.8	87.5	83.3
21	Student 21	54.2	50.0	75.0	70.8	83.3	79.2
22	Student 22	62.5	58.3	75.0	70.8	70.8	70.8
23	Student 23	58.3	58.3	70.8	75.0	75.0	75.0
24	Student 24	41.7	41.7	54.2	50.0	66.7	66.7
25	Student 25	54.2	54.2	58.3	58.3	54.2	50.0
26	Student 26	58.3	58.3	70.8	70.8	87.5	87.5
27	Student 27	41.7	45.8	58.3	58.3	66.7	66.7
28	Student 28	33.3	37.5	54.2	54.2	62.5	58.3
29	Student 29	58.3	58.3	70.8	62.5	66.7	66.7
30	Student 30	70.8	66.7	83.3	79.2	91.7	91.7
Mean		54.0	52.9	67.5	66.0	76.5	74.4

Appendix 5

T-test

```

GET
  FILE='D:\KULIAH!\Nilai Siswa.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
T-TEST PAIRS=pretest cycle1 WITH cycle1 cycle2 (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.

```

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	54.0233	30	14.06688	2.56825
	Cycle1	67.5000	30	11.75626	2.14639
Pair 2	Cycle1	67.5000	30	11.75626	2.14639
	Cycle2	76.5300	30	11.07393	2.02181

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Cycle1	30	.836	.000
Pair 2	Cycle1 & Cycle2	30	.772	.000

Paired Samples Test

		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	Pretest - Cycle1	-13.47667	7.71352	1.40829	-16.35694	-10.59639
Pair 2	Cycle1 - Cycle2	-9.03000	7.73439	1.41210	-11.91807	-6.14193

Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	Pretest - Cycle1	-9.570	29	.000
Pair 2	Cycle1 - Cycle2	-6.395	29	.000

Appendix 6

Field Notes

No : FN. 01
 Hari, tanggal : Sabtu, 21 Febuari 2015
 Pukul : 07.15
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Memberikan Surat Izin Penelitian
 Responden : P : Peneliti
 Ks : Kepala Sekolah

No.	Deskripsi Kegiatan
1.	P sampai di sekolah pukul 07.15. P bertemu dengan KS di depan meja piket. P mengutarakan maksud kedatangannya kepada KS yaitu P akan menyerahkan surat izin penelitian. Kemudian KS menyuruh P menyerahkan surat izin penelitian ke ruang TU.
2.	P masuk ke ruang TU dan mengutarakan maksud kedatangannya kepada salah satu karyawan TU. P kemudian diminta mengisi buku tamu. Dan kemudian P menyerahkan surat izin penelitian ke karyawan TU tersebut. Kemudian P menunggu beberapa menit untuk dibuatkan surat tugas untuk guru kolaborator.
3.	Pukul 07.30 P menemui KS di ruang KS. KS mengizinkan P untuk melaksanakan penelitian di SMPN 6 Magelang. Kemudian KS menjelaskan bahwa setelah P menyelesaikan penelitiannya akan dibuatkan surat bukti penelitian. KS meminta P untuk menemui Bu Ita sebagai kolaborator untuk mendiskusikan jadwal penelitian dan kelas yang akan digunakan untuk penelitian.
4.	P undur diri dari ruang KS.

No : FN. 02
 Hari, tanggal : Sabtu, 21 Febuari 2015
 Pukul : 08.15
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Diskusi jadwal penelitian
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

No.	Deskripsi Kegiatan
1.	Pukul 08.15 P menemui GBI di ruang guru. GBI menyambut baik kedatangan P dan mempersilahkan P untuk duduk di ruang tamu guru. Kemudian P menjelaskan maksud kedatangannya kepada GBI yaitu terkait dengan penelitian yang akan P adakan di SMPN 6 Magelang. GBI dan P kemudian berdiskusi terkait penelitian yang akan P laksanakan.
2.	GBI bertanya teks apa yang akan diajarkan oleh P selama penelitian. P menjawab <i>Recount Text</i> . GBI kemudian menjelaskan bahwa <i>Recount Text</i> merupakan salah satu materi yang akan diajarkan dalam minggu ini. Sehingga, GBI menyarankan kepada P untuk menggunakan teks lain yaitu <i>Narrative Text</i> . Kemudian P menyetujuinya.
3.	GBI meminta P untuk melakukan penelitian seminggu setelah UTS dilaksanakan. UTS dilaksanakan pada tanggal 9 Maret 2015.
4.	GBI mengatakan bahwa kelas yang siswanya berjumlah sedikit (24 siswa)

	sudah digunakan mahasiswa dari Universitas Tidar, sehingga hanya tersisa kelas yang berjumlah 30-32 siswa. Kemudian GBI merekomendasikan kelas A sebagai kelas yang akan digunakan untuk penelitian. P setuju karena P pernah mengajar kelas tersebut sewaktu PPL.
5.	P kemudian bertanya apakah P bisa melakukan wawancara dengan GBI dan beberapa siswa kelas VIII A minggu depan. GBI mengatakan bahwa P bisa melakukan wawancara pada hari Kamis, 26 Februari 2015.
5.	P undur diri dan bersalaman kepada GBI.

No : FN. 03
 Hari, tanggal : Kamis, 26 Febuari 2015
 Pukul : 07.10
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Wawancara Siswa
 Responden : P : Peneliti
 S : Siswa
 GBI : Guru Bahasa Inggris
 K : Kolaborator

No.	Deskripsi Kegiatan
1.	P bersama kolaborator sampai di sekolah pukul 07.10. P dan K bertemu dengan GBI di ruang guru. Kemudian P mengatakan bahwa P akan mewawancarai beberapa siswa kelas VIII A. GBI mengatakan akan memberikan waktu 5 menit sebelum pembelajaran selesai dan wawancara dapat dilanjutkan ketika jam istirahat. P setuju.
2.	Pukul 08.50 WIB P dan K masuk ke kelas VIII A. Karena proses pembelajaran masih berlangsung P dan K duduk di barisan belakang menunggu GBI menyelesaikan pembelajaran.
3.	Pukul 09.00 bel istirahat berbunyi. GBI memberikan waktu kepada P. P menyampaikan kepada S maksud kedatangannya. P bertanya kepada S siapa yang mau secara sukarela untuk diwawancara. Sebanyak 10 siswa mengangkat tangan.
3.	P kemudian mewawancarai S secara bergantian. Dalam wawancara P dibantu oleh K dalam hal dokumentasi dan perekaman. K merekam dan memfoto selama proses wawancara. S terlihat sungkan dalam menjawab beberapa pertanyaan. P menjelaskan bahwa wawancara untuk keperluan penelitian tidak mempengaruhi nilai S, dan S menjadi lebih terbuka dalam menjawab pertanyaan. P baru mewawancarai 6 S dan 4 S lainnya akan melakukan wawancara pada jam istirahat kedua.
4.	P mengucapkan terima kasih kepada S dan undur diri.
5.	P menemui GBI yang duduk di meja guru. P mengatakan untuk wawancara 4 S lainnya akan dilakukan di jam istirahat kedua. P menanyakan apakah minggu depan bisa mewawancarai GBI dan observasi pembelajaran <i>writing</i> di kelas. GBI menjelaskan pembelajaran <i>writing</i> untuk <i>recount text</i> akan dilaksanakan pada hari Rabu dan Kamis minggu depan. Karena hari Rabu P ada kuliah, sehingga P meminta izin untuk melakukan wawancara GBI dan observasi kelas <i>writing</i> pada Kamis, 5

	Maret 2015. GBI memberikan izin.
6.	P mengucapkan terima kasih dan undur diri.

No : FN. 04
 Hari, tanggal : Kamis, 26 Febuari 2015
 Pukul : 10.55
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Wawancara Siswa
 Responden : P : Peneliti
 S : Siswa

No.	Deskripsi Kegiatan
1.	Pukul 10.55 P masuk ke ruang kelas VIII A. P menemui 4 S untuk melakukan wawancara.
2.	P memulai wawancara dan S secara bergantian menjawab pertanyaan. Wawancara berlangsung selama sekitar 6 menit.
3.	Wawancara selesai sekitar Pukul 11.07. P mengucapkan terima kasih kepada S dan undur diri.

No : FN. 05
 Hari, tanggal : Kamis, 5 Maret 2015
 Pukul : 08.20
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Observasi Proses pembelajaran
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 S : Siswa

No.	Deskripsi Kegiatan
1.	Pukul 08.20 GBI dan P masuk ke ruang kelas VIII A. GBI meminta P untuk duduk di kursi barisan belakang yang kosong.
2.	GBI meminta S untuk membersihkan kelas terlebih dahulu. S memungut sampah yang berada di kolong meja masing-masing dan membuangnya ketempat sampah. Seorang S menghapus tulisan di papan tulis.
3.	Setelah kelas dirasa cukup bersih, GBI menanyakan kabar S "How is life?" Beberapa S menjawab "Alhamdulillah, I am Fine." Siswa lainnya tidak ikut menjawab. Melihat S tidak menjawab dengan serempak, GBI mengulangi pertanyaannya. Dan akhirnya S menjawab dengan serempak.
4.	GBI menanyakan kepada S arti kata "Alhamdulillah" kepada beberapa S. Seorang S menjawab "intinya bersyukur Bu".
5.	GBI melihat ada tiga kursi kosong. GBI kemudian bertanya kepada S "I see there are three empty chairs. Who are absent?" Beberapa S menjawab "Andang, Arya dan Hamzani." Kemudian GBI bertanya "Was Hamzani absent yesterday?" S diam, tidak ada yang menjawab pertanyaan GBI. Kemudian GBI menunjuk beberapa S, namun S tetap tidak bisa menjawab.
6.	GBI menulis di papan tulis "Was Hamzani absent yesterday?" Kemudian GBI menanyakan artinya kepada S "Fuad, apa artinya kalimat yang Ibu

	tulis?" Fuad hanya diam dan tidak menjawab. GBI menanyakan kepada 4 S lainnya namun hasilnya sama. Kemudian GBI bertanya kepada seluruh S "Yesterday?" seluruh siswa menjawab "Kemarin"
7.	GBI memnjelaskan arti dari kalimat yang ditulis di papan tulis. "Arti kalimat ini, apakah hamzani tidak masuk kemaren?" Setelah menjelaskan artinya GBI bertanya jawaban dari pertanyaan tersebut ke beberapa S. Beberapa S menjawab hanya dengan mengatakan "No." Ada juga S yang menjawab "No, he is not." Kemudian GBI bertanya "Pertanyaan tadi diawali dengan kata apa?" "Was bu." Jawab S. "Ya, was. Jadi harusnya jawabannya apa?" GBI kembali menanyakan jawaban dari pertanyaan tersebut kepada S. S diam tidak ada yang menjawab.
8.	Karena tidak ada yang menjawab GBI menuliskan jawaban di papan tulis "No, he was not" GBI menanyakan kepada S kenapa menggunakan was bukan is. S yang duduk di barisan depan menjawab "Karena jawabannya was bukan is." GBI menanggapi jawaban siswa dengan mengatakan "Itu berkaitan dengan penulisannya. Kalau berkaitan dengan waktu?" GBI kembali bertanya, namun S tidak ada yang menjawab. Kemudian GBI menunjuk 3 S, namun ketiga S tersebut, tidak dapat menjawab juga. Kemudian GBI menjelaskan was digunakan untuk lampau.
9.	GBI kemudian bertanya kepada siswa tetang jenis kalimat. "Ada kalimat apa dan apa?" S tidak ada yang menjawab, S yang duduk dibarisan belakang mengobrol sendiri dengan teman sebangkunya. "Ada kalimat verbal dan kalimat nominal. Kalimat verbal kalimat yang menggunakan kata kerja, sedangkan kalimat nominal tidak memiliki kata kerja. Apa contoh kalimat verbal?" S tidak ada yang menjawab. Kemudian GBI meminta S mengartikan kalimat yang GBI ucapkan "Artikan kalimat berikut, Baninda tadi pagi mandi jam 5."
10.	Setelah beberapa menit, GBI menanyakan artinya pada S. Beberapa S kelihatan bingung dan hanya diam saja ketika ditanya GBI. Kemudian GBI bertanya pada S "Apa bahasa inggrisnya tadi pagi?" S tidak memperhatikan pertanyaan GBI. S tidak ada yang menjawab. "This morning, kalau mandi apa?" Tanya GBI. "Take a bath Bu" jawab salah satu S putri. "Jadi bahasa Inggrisnya, Baninda tadi pagi mandi jam 5 apa?" Ketika GBI kembali bertanya banyak S yang duduk dibarisan sebelah barat mengobrol dengan temannya. Kemudian S yang duduk di barisan depan menjawab "Baninda take a bath in this morning". GBI mengatakan jawabannya sudah bagus tapi kurang sempurna. GBI meminta seorang S lainnya untuk menjawab "Baninda took a bath this morning at 5 o'clock." GBI meminta S memberikan tepuk tangan karena jawabannya tepat.
11.	GBI meminta siswa kembali melakukan tugas yang sama. "Sekarang kalimat, Hamzani kemarin tidak hadir. Ini harus bisa ya." Setelah beberapa menit, GBI menanyakan jawaban kepada beberapa S. 8 S menjawab dengan mengatakan "Hamzani absent yesterday. S terlihat menirukan jawaban S sebelumnya. Ada juga beberapa S yang menjawab "Hamzani is absent yesterday." GBI mengingatkan S bahwa kejadiannya

	berlangsung kemarin, jadi harusnya menggunakan kata kerja bentuk dua. Kemudian GBI menanyakan kembali kepada beberapa S, hingga akhirnya ada S yang menjawab dengan benar "Hamzani was absent yesterday."
12.	GBI melanjutkan prosen belajar mengajar dengan membahas PR yang diberikan pada pertemuan berikutnya. "Any difficulties?" GBI menanyakan apakah S mengalami kesulitan. Namun S tidak ada yang menjawab. Kemudian GBI meminta seorang S putri untuk maju ke depan kelas tanpa membawa buku catatan. GBI meminta S lain untuk mengucapkan kata kerja dalam bahasa Indonesia, dan S yang di depan mengucapkan bentuk pertama, kedua dan ketiganya dalam bahasa Inggris. Namun S yang ditunjuk terlihat bingung. S tidak memahami perintah GBI. Sementara S yang tidak ditunjuk sibuk sendiri tidak memperhatikan. GBI kembali menjelaskan apa yang harus dilakukan oleh S. S yang ditunjuk mengucapkan kata "membaca". S yang berada di depan terlihat gugup dan tidak siap menjawab "Read, readed, readed." S lainnya mengatakan "berenang" S yang di depan menjawab "Swim, swimed, swimed" Karena melihat siswa yang di depan tidak siap. GBI meminta S duduk kembali.
13.	"Sekarang tirukan setelah Ibu, beberapa kata saja, tidak semuanya" Kata GBI. GBI mengucapkan beberapa kata dan S menirukan.
14.	GBI kemudian meminta S untuk duduk bersama grup yang telah dibentuk kemarin. S kemudian berpindah tempat duduk. GBI membagikan selembar kertas yang berisi pertanyaan kepada setiap kelompok. GBI memberi waktu 5 menit untuk menyelesaikan tugas tersebut.
15.	Pukul 09.00 bel istirahat berbunyi.
16.	Pukul 09.30 Bel masuk berbunyi. Masih banyak S yang berada di luar kelas, meskipun GBI sudah berada di kelas. S terlihat belum siap melanjutkan pelajaran.
17.	GBI meminta S menukarkan jawabannya kepada kelompok lain. GBI meminta S mengoreksi hasil kerja kelompok lain. Karena banyak S yang belum paham apa yang harus dilakukan, GBI berkeliling ke tiap kelompok menjelaskan apa yang harus dilakukan tiap kelompok. "Dikoreksi, menurutmu sudah benar belum, kalau belum benar menurut kamu harusnya bagaimana."
18.	GBI memperhatikan S dari depan kelas. Beberapa S mengobrol sendiri dalam kelompok, hanya satu S yang mengerjakan tugas. Ada pula S yang justru mengobrol dengan anggota kelompok lain.
19.	Pukul 09.40. GBI menanyakan hasil kerja S "Sudah selesai?" Namun S tidak ada yang menjawab. S sibuk dengan kegiatannya masing-masing. Akhirnya GBI bertanya kepada setiap kelompok. Karena ada kelompok yang belum selesai GBI memberi waktu tambahan 2 menit.
20.	"Time is over. Waktunya sudah habis." GBI minta perwakilan tiap kelompok untuk menyampaikan hasil kerjanya satu persatu. Karena tidak ada yang mau maju secara sukarela, GBI membuat undian. S secara bergantian maju kedepan melaporkan hasil kerja kelompoknya. GBI meminta S untuk menggunakan bahasa Indonesia saja.
21.	GBI membahas teks bersama-sama. "Ini teks apa?" S diam tidak

	menjawab. GBI menunjuk satu S yang duduk di barisan belakang. Tapi S yang ditunjuk tidak dapat menjawab. GBI bertanya kepada S lainnya. "Teks pengalaman Bu." Jawab S. GBI meminta S mengembalikan hasil kerja ke kelompok masing masing. GBI membahas tugas bersama S.
22.	Ketika GBI membahas tugas, bel pergantian jam berbunyi. GBI meminta S untuk mempelajari teks pada halaman 174-176.
23.	Pukul 10.05 GBI mengakhiri pembelajaran dengan mengucapkan salam.

No : FN. 06
 Hari, tanggal : Kamis, 5 Maret 2015
 Pukul : 10.45
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Wawancara Guru Bahasa Inggris
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

No.	Deskripsi Kegiatan
1.	GBI baru saja menyelesaikan proses pembelajaran di kelas VIII A. GBI mengajak P untuk melakukan wawancara di perpustakaan.
2.	P menanyakan beberapa pertanyaan kepada GBI terkait dengan proses pembelajaran writing, kemampuan siswa dalam writing, serta kesulitan kesulitan yang di hadapi dalam mengajar writing.
3.	P dan GBI juga membahas jadwal penelitian. Penelitian akan di mulai pada tanggal 15 April 2015.
4.	GBI meminta P untuk memasukan materi yang ada di buku paket yang digunakan S sebagai bahan ajar.
4.	Pukul 11.03 P selesai melakukan wawancara dan pamit undur diri.

No : FN. 07
 Hari, tanggal : Kamis, 26 Maret 2015
 Pukul : 09.30
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Pre-test
 Responden : P : Peneliti
 K : Kolabolator
 GBI : Guru Bahasa Inggris
 S : Siswa

No.	Deskripsi Kegiatan
1.	Pukul 09.30 P bersama K memasuki ruang kelas VIII A. Siswa telah siap di kelas. K duduk di kursi di barisan belakang yang telah disediakan. P membuka kelas dengan mengucapkan salam. P menyampaikan maksud kedatangannya kepada S. Sebelumnya S telah diberitahu GBI bahwa P akan mengadakan pre-test.
2.	P dibantu dua orang S membagikan lembar kerja. Setelah seluruh S mendapatkan lembar kerja, P memberikan penjelasan apa yang harus dilakukan S. P menjelaskan bahwa S harus menulis teks naratif berupa fabel minimal 3 paragraf di lembar kerja yang telah disediakan. P juga

	menjelaskan bahwa teks naratif di tulis menggunakan <i>simple past tense</i> selain itu S dilarang membuka kamus. P memberi waktu S untuk menulis selama 30 menit, namun S meminta sampai jam pelajaran selesai. Akhirnya sesuai kesepakatan bersama, S diberi waktu menulis sampai jam pelajaran selesai.
3.	Hampir seluruh S meminta izin untuk di ijinakan membuka kamus, namun P tetap tidak mengijikan, karena P ingin mengetahui kemampuan S yang sebenarnya. P ingin mengetahui seberapa besar kosa kata yang telah S miliki. P lalu mengatakan kepada S “Kegiatan kita hari ini tidak akan mempengaruhi nilai bahasa Inggris kalian, jadi dikerjakan semampu kalian ya.” Sementara itu, sebagian S tampak tidak memiliki ide, mereka bingung harus menulis cerita apa walaupun P telah menyebutkan beberapa contoh fabel.
4.	Selama S menulis, P berkeliling melihat dan memonitor S. Sementara itu K membantu dalam pengambilan foto sebagai dokumen P. Dalam 10 menit masih banyak lembar kerja S yang kosong. Ketika S didekati oleh P, S hanya tersenyum ada juga S yang bertanya kepada P tentang kosa kata.
5.	Pukul 10.05, P mengingatkan S, bahwa S tinggal memiliki waktu 5 menit untuk menyelesaikan tulisannya dan bagi S yang telah selesai dapat mengumpulkan lembar kerjanya. 2 S mengumpulkan lembar kerjanya. Sebagian besar S masih belum selesai menulis. Ada juga seorang S yang lembar kerjanya masih kosong belum terisi apapun. Setelah bel berbunyi, P berkeliling mengambil lembar kerja S.
6.	Setelah seluruh lembar kerja S terkumpul, P menanyakan kepada S bagaimana perasaan mereka. Kebanyakan S menjawab “Menulisnya susah Bu, banyak kata yang nggak tahu bahasa Inggrisnya.” P mengucapkan terima kasih kepada S atas kerja sama mereka. P undur diri.
7.	P menemui GBI di ruang guru untuk meneyerahkan course grid, RPP, dan materi yang akan digunakan oleh P untuk cycle 1. Kemudian GBI memeriksa course grid, RPP, dan materi yang telah P berikan. Menurut GBI course grid, RPP, dan materi yang telah P buat sudah bagus. Sehingga sudah dapat diterapkan dalam proses pembelajaran di cycle 1.
8.	Setelah berdiskusi tentang course gris, RPP dan materi, GBI dan P berdiskusi tentang jadwal penelitian. GBI memberitahu P bahwa tanggal 13-17 April 2015, S kelas delapan akan melakukan study banding. Sehingga GBI meminta P, untuk memulai cycle 1 pada tanggal 9 April 2015. P menyanggupi permintaan GBI.
9.	Setelah selesai berdiskusi P undur diri kepada GBI.

No : FN. 08
 Hari, tanggal : Kamis, 9 April 2015
 Pukul : 08.00
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Meeting 1 Cycle 1
 Waktu : 2 x 40 menit
 Responden : P : Peneliti

K : Kolabolator
 GBI : Guru Bahasa Inggris
 S : Siswa

No.	Deskripsi Kegiatan
1.	P bersama K sampai disekolah pada pukul 07.30 WIB. P dan K mengisi buku tamu di kantor satpam dan menjelaskan maksud dan tujuan kedatangannya kepada satpam yang berjaga. P dan K dipersilahkan menemui guru yang bersangkutan oleh satpam.
2.	P dan K ke runag guru dan menemui GBI. P dan K memberi salam kepada GBI dan guru-guru yang berada di ruang guru. GBI mempersilahkan P dan K duduk di ruang tunggu dan berdiskusi tentang proses pembelajaran yang akan P lakukan di meeting 1.
3.	Pukul 08.20 Kelas bahasa Inggris di VIII A dimulai, P, K dan GBI masuk kedalam kelas. K dan GBI duduk di belakang barisan, di kursi yang telah disediakan. P membuka kelas dengan mengucapkan salam dan juga menyapa S. S terlihat bersamangat dalam menjawab salam P. Kemudian P mengecek kehadiran S dan tidak ada S yang tidak hadir. Setelah itu P menjelaskan materi apa yang akan S pelajari. K membantu P membagikan modul kepada S.
4.	P memulai kegiatan pembelajaran. P membagi S kedalam 6 kelompok. Setiap kelompok terdiri dari 5 anak. Kemudian secara berkelompok S diminta oleh P untuk membaca teks model yang ada pada modul. S membaca teks model dan mengamati teks model. Selain itu S juga mengidentifikasi hal-hal yang ingin S ketahui terkait dengan teks model. S memberi tanda centang pada kolom "Thing I want to know further" S juga diperbolehkan menuliskan apa saja yang ingin S ketahui lebih lanjut di kolom yang telah disediakan. S diberi waktu 10 menit. S mulai membaca dengan santai. Selama S membaca dan mengamati teks model. P berkeliling ke tiap kelompok untuk memonitor dan memberikan bantuan kepada S jika S memiliki pertanyaan maupun kesulitan lainnya.
5.	Setelah sekitar 10 menit, P menanyaan kepada S tentang hal-hal yang ingin diketahui oleh S berdasarkan kolom "Thing I want to know further". Ada beberapa kelompok yang hanya ingin tahu lebih lanjut tentang beberapa list yang ada, ada juga kelompok yang ingin tahu lebih lanjut dengan semua list. Kemudian P meminta setiap kelompok untuk membuat pertanyaan dari hal-hal yang ingin S ketahui. Karena ada kelompok yang tidak aktif berdiskusi, P menegaskan kembali bahwa S harus berdiskusi dengan kelompoknya. S diberi waktu 5 menit untuk merumuskan pertanyaan-pertanyaan terkait hal yang mereka ingin ketahui lebih lanjut berdasarkan teks model.
6.	Kemudian salah satu S dalam tiap kelompok menyampaikan pertanyaan terkait apa saja yang ingin diketahui oleh kelompoknya. Seluruh kelompok ingin tahu lebih lanjut tentang fungsi sosial, <i>generic structure and language feature</i> dari text naratif. Ada juga pertanyaan lain yang muncul. Pertanyaan-pertanyaan yang muncul dari setiap kelompok berbeda-beda, seperti; ciri-ciri teks fabel, kenapa karakternya hewan, kenapa hewannya bisa bicara, sampai kenapa tidak ada paragraph coda dalam teks model. Setelah semua

	kelompok menyampaikan pertanyaannya, P meminta S untuk membuat jawaban sementara dari pertanyaan yang telah S buat berdasarkan hal-hal yang ingin S ketahui. S juga harus menjawab soal-soal berdasarkan teks model. S berdiskusi dengan kelompoknya. Namun, tiba-tiba bel istirahat berbunyi, sehingga proses pembelajaran dilanjutkan setelah S beristirahat,
7.	Pukul 09.25 S kembali kedalam kelas. P mengingatkan kembali tugas S dengan menanyakan kepada S apa yang harus S lakukan. P kemudian mengingatkan kembali tugas S, agar S paham apa yang harus S lakukan. P juga mengingatkan kembali bahwa S harus berdiskusi dengan kelompoknya untuk membuat jawaban sementara. P juga mengingatkan S untuk bertanya kepada P jika ada hal yang tidak dipahami. Selama S berdiskusi dengan kelompoknya P memonitoring S dalam tiap kelompoknya. P datang ketiap kelompok dan menanyakan apakah S memiliki pertanyaan. Kebanyakan kelompok menanyakan arti kata-kata yang sulit. P meminta S untuk terlebih dahulu mengecek di kamus. P kemudian menjelaskan tentang arti kata yang sulit. Berdasarkan pengamatan P, S aktif berdiskusi dalam kelompok. S saling membantu temannya dalam satu kelompok, saling menjelaskan ketika ada yang tidak paham.
8.	Setelah sekitar 10 menit, S telah selesai membuat jawaban sementara. P memulai diskusi meminta S untuk menyampaikan jawabannya. Beberapa S terlihat enggan untuk menyampaikan hasil diskusi kelompoknya. Kemudian P mengatakan bahwa S akan mendapatkan reward berupa stiker jika aktif dalam kelas. Baru setelah itu S aktif dalam kelas menyampaikan hasil diskusi dengan kelompoknya. P dan S juga membahas jawaban-jawaban dari soal-soal terkait dengan tesk model. P membahas setiap hasil diskusi kelompok satu persatu, P sekaligus menjelaskan tentang <i>social purpose</i> , <i>generic structure</i> teks naratif (fabel) dan <i>language feature</i> yang digunakan dalam teks naratif. S memperhatikan dan mencatat penjelasan P di buku catatan, ada juga yang menulis di modul yang diberikan oleh P. Namun ada juga S yang mengobrol dengan teman sebangku.
9.	Setelah selesai membahas jawaban-jawaban dari pertanyaan yang ada, P melanjutkan pembelajaran ke aktivitas 4 dimana S fokus dalam kosa kata. P meminta S untuk menulis kata-kata sulit yang mereka temui dalam teks model dan mencari arti katanya dalam kamus. Namun, bel pergantian jam berbunyi. Jam pelajaran bahasa Inggris telah selesai. Sehingga P meminta S untuk mengerjakan aktivitas 4 di rumah. Selain itu P juga meminta S untuk mengumpulkan informasi terkait teks naratif dengan membaca teks naratif lain di aktivitas 5.
10.	P menyimpulkan apa saja yang telah mereka pelajari hari ini dan apa yang akan mereka pelajari dipertemuan selajutnya. P mengkahiri kelas dengan mengucapkan salam.

No : FN. 09
 Hari, tanggal : Kamis, 9 April 2015
 Pukul : 10.10
 Tempat : SMP Negeri 6 Magelang

Kegiatan : Konsultasi dengan guru setelah melaksanakan Meeting 1 Cycle 1
 Responden : P : Peneliti
 K : Kolaborator
 GBI : Guru Bahasa Inggris

No.	Deskripsi Kegiatan
1.	Setelah selesai mengajar P, K dan GBI pergi ke ruang guru. GBI kemudian mempersilahkan P dan K duduk di ruang tamu. GBI, K dan P kemudian berdiskusi tentang proses pembelajaran yang telah dilaksanakan.
2.	GBI kemudian menanyakan proses pembelajaran telah sampai mana. P menjelaskan bahwa proses pembelajaran baru sampai langkah <i>collecting information</i> tapi belum selesai sepenuhnya, sehingga P meminta siswa untuk mengerjakannya di rumah. GBI mengatakan tidak apa-apa. P juga menjelaskan tentang keaktifan siswa selama proses pembelajaran berlangsung. GBI juga menanyakan apakah waktunya cukup. P menjelaskan bahwasanya waktunya sebenarnya terlalu singkat, namun GBI tidak bisa memberi tambahan pertemuan untuk P dikarenakan kelas VIII banyak liburnya, sehingga GBI juga harus mengejar materi yang lain.
3.	P kemudian undur diri.

No : FN. 10
 Hari, tanggal : Rabu, 22 April 2015
 Pukul : 11.40
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : meeting 2 cycle 1
 Waktu : 2 x 40 menit
 Responden : P : Peneliti
 K : Kolaborator
 GBI : Guru Bahasa Inggris
 S : Siswa

No.	Deskripsi Kegiatan
1.	P bersama K menemui GBI di ruang guru sebelum masuk kedalam kelas. GBI mengatakan bahwa mulai hari ini akan ikut masuk kedalam kelas. GBI akan berperan sebagai kolaborator.
2.	GBI, K, dan P bersama – sama masuk ke kelas VIII A. GBI dan K duduk dibagian belakang kelas. GBI akan mengamati proses pembelajaran menggunakan <i>guided writing</i> yang diterapkan oleh P. K membantu P untuk mendokumentasikan proses pembelajaran.
3.	P membuka kelas dengan salam dan S menjawab salam. P kemudian mengecek kehadiran siswa dan pada hari itu semua S hadir. P meminta S untuk duduk dengan kelompok masing-masing. P kemudian menanyakan tugas yang diberikan kepada S yaitu aktifitas 4 dan 5. S telah menuliskan kosa kata – kosa kata yang sulit dan telah menuliskan artinya. S juga telah membaca teks pada aktifitas 5 untuk mengumpulkan informasi terkait teks naratif. P kemudian menanyakan apa saja informasi yang diperoleh dari teks di aktifitas 5. Seorang S mengangkat tangan “Menggunakan past tense Bu.”

	P kemudian bertanya kepada S lainnya, informasi apa yang di dapat, beberapa S saling bersahutan menyebutkan <i>generic structure</i> dari teks naratif “Ada 3 bagian bu, orientasion, complication, dan resolution Bu,”
4.	P kemudian melanjutkan pembelajaran. P meminta S memperhatikan aktifitas 6. P menjelaskan apa yang harus S lakukan di aktifitas 6. Kemudian secara berkelompok S membaca dan memahami penjelasan tentang <i>simple past tense</i> , <i>direct and indirect speech</i> yang ada di modul. Setelah S selesai membaca, P kemudian menjelaskan tentang <i>simple past tense</i> , P juga menjelaskan tentang <i>regular</i> dan <i>irregular verb</i> . Setelah S paham tentang <i>simple past tense</i> . P kemudian menjelaskan tentang <i>direct and indirect speech</i> . Selama P menjelaskan, S menambahkan catatan di modul. P menanyakan apakah S paham dengan penjelasan P, dan apakah ada pertanyaan. S mengatakan telah paham dan tidak ada pertanyaan. Kemudian P melanjutkan aktifitas berikutnya.
5.	S secara berkelompok mengidentifikasi <i>generic structure</i> dari teks di aktifitas 7. S tidak butuh waktu terlalu lama untuk mengidentifikasi teks tersebut. S sudah mampu mengidentifikasi <i>generi structure</i> dari teks naratif. Kemudian P menanyakan tentang pesan moral yang ada pada teks tersebut. Beberapa S mengangkat tangan. Kemudian S menunjuk salah seorang S. “nggak boleh rakus kalau makan.” P kemudian menanyakan apakah S setuju dengan pendapat temannya dan S setuju. Selain pesan moral, P juga menanyakan kosa kota pada teks tersebut. P menanyakan apakah S menemukan kosa kata yang sulit. Kebanyakan S menjawab iya. Kemudian P menanyakan beberapa kata seperti <i>edge</i> , <i>pick</i> , <i>hunfry</i> , <i>refused</i> beberapa S dapat menjawab dan beberapa juga tidak tahu. P menasehati S untuk selalu membawa kamus ketika pembelajaran bahasa Inggris, sehingga S dapat mencari arti dari kosa-kata yang sulit.
6.	P melanjutkan pembelajaran ke aktifitas 8 dan 9 untuk mengecek pemahaman S tentang <i>simple past tense</i> , dan <i>direct and indirect speech</i> . S berdiskusi dengan kelompoknya mengerjakan aktifitas 8 dan 9. P memberi S waktu 7 menit. Setelah waktu yang diberikan habis, ada dua kelompok yang belum selesai, P memberi waktu tambahan 2 menit untuk menyelesaikan. Selama S mengerjakan P memonitoring S dengan menghampiri ke setiap kelompok dan mengecek pekerjaan masing- masing. Ketika P menghampiri, beberapa S bertanya tentang kosa kata yang sulit.
7.	Setelah semua kelompok selesai P membahas pekerjaan S secara bersama-sama. S terlihat antusias untuk menjawab karena P memberikan sebuah stiker untuk S yang berani menyampaikan jawabannya. P menjelaskan jawaban yang benar untuk setiap soalnya. Setelah selesai P kemudian menanyakan apakah ada yang salah lebih dari 5 untuk setiap aktifitasnya namun tidak ada yang mengangkat tangan. Ketika P menanyakan siapa yang salah lebih dari 3, beberapa S mengangkat tangan.
8.	Setelah selesai membahas aktifitas 8 dan 9. P melanjutkan pembelajaran ke aktifitas berikutnya. Secara berkelompok S menyusun paragraf acak di aktifitas 10. P memberi waktu 10 menit. P berkeliling ke setiap kelompok untuk memonitoring dan membantu S jika mengalami kesulitan. Beberapa S

	kembali bertanya tentang kosa-kata, P mengingatkan S untuk menggunakan kamus terlebih dahulu jika menemukan kata-kata yang sulit.
9.	Setelah semua kelompok selesai menyusun paragraf acak, P berdiri di depan kelas untuk membahas teks tersebut bersama-sama. P menanyakan kepada setiap kelompok urutan yang telah mereka tetapkan. Ada dua kelompok yang memiliki jawaban yang berbeda. Kemudian P membahas urutan paragraf yang benar. P juga membahas kosa kota – kosa kota yang sulit.
10.	Setelah selesai membahas paragraph acak, P meminta S untuk duduk ketempat masing-masing. S harus menuliskan kembali teks naratif di aktifitas 10 dengan menggunakan bahasa mereka sendiri. P memberikan panduan kepada S urutan apa saja yang harus S tulis. P memberikan beberapa guided question kepada S agar S paham apa saja yang harus mereka ceritakan kembali dengan bahasa mereka sendiri.
11.	Ketika S sedang menulis bel tanda berakhirnya pelajaran berbunyi. Beberapa S telah selesai namun banyak S yang belum menyelesaikan pekerjaannya. P kemudian meminta S untuk mengumpulkan pekerjaannya.
12.	P kemudian mengingatkan S untuk selalu membawa kamus, dan banyak berlatih. P memberitahu S untuk belajar teks naratif di rumah, dan mengatakan bahwa besok akan ada test. P kemudian menutup kelas dengan salam.

No : FN. 11
 Hari, tanggal : Kamis, 23 April 2015
 Pukul : 08.20
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : post-test cycle 1
 Responden : P : Peneliti
 K : Kolaborator
 GBI : Guru Bahasa Inggris
 S : Siswa

No.	Deskripsi Kegiatan
1.	Pukul 08.00 P dan K sampai di sekolah. P dan K menemui GBI di ruang guru. GBI mengatakan untuk pre-test nanti GBI tidak ikut masuk ke kelas. GBI akan masuk ke kelas pada jam pembelajaran kedua.
2.	Pukul 08.20 P dan K masuk ke dalam kelas. S sudah terlihat siap di meja masing-masing. P membuka kelas dengan salam. P kemudian meminta S untuk memasukan buku catatan, modul dan kamus kedalam tas masing-masing. Setelah itu P dibantu oleh K membagikan lembar kerja siswa.
3.	Setelah semua S mendapatkan lembar kerja siswa, P memberikan instruksi kepada S. S harus menuliskan sediktinya 3 paragraf teks naratif (fabel) kesukaan mereka menggunakan bahasa sendiri. Setelah menjelaskan apa yang harus S lakukan, P menanyakan apakah S memiliki pertanyaan. S sudah paham dengan penjelasn P. Kemudian P memberikan waktu untuk mengerjakan tes hingga jam pelajaran pertama selesai.
4.	S membuat teks naratif (fabel) selama kurang lebih 35 menit. Selama S menulis, P berkeliling kelas memastikan bahwa S bekerja sendiri, tidak

	curang. Kebanyakan S menutupi tulisannya ketika P mendekat. P kemudian memperhatikan dari meja guru. Sementara K mengambil dokumentasi.
5.	Tepat pukul 08.50 P mengingatkan bahwa S tinggal memiliki waktu 10 menit, banyak S yang belum menyelesaikan karangannya dan meminta waktu tambahan. Karena itu P memberikan waktu tambahan 5 menit kepada S.
6.	Pukul 09.00 bel istirahat berbunyi. P meminta S yang telah selesai untuk mengumpulkan lembar kerjanya ke meja guru dan yang belum selesai masih memiliki waktu 5 menit. Beberapa S sudah mulai mengumpulkan lembar kerjanya. S yang telah mengumpulkan diperbolehkan untuk istirahat diluar kelas.
7.	Pukul 09.05 semua S telah mengumpulkan lembar kerjanya. P dan K tetap berada di dalam kelas untuk menunggu jam pembelajaran berikutnya.

No : FN. 12
 Hari, tanggal : Kamis, 23 April 2015
 Pukul : 09.25
 Tempat : SMP Negeri 6 Magelang
 Waktu : 1 x 40 menit
 Kegiatan : meeting 1 cycle 2
 Responden : P : Peneliti
 K : Kolaborator
 GBI : Guru Bahasa Inggris

No.	Deskripsi Kegiatan
1.	Pukul 09.25 memulai pembelajaran. GBI masuk ke kelas dan duduk bersama K di barisan belakang. Setelah semua S siap menerima pelajaran. P membuka pelajaran dengan salam dan dilanjutkan mengecek kehadiran siswa. P kemudian membagi S kedalam 6 kelompok. Setiap kelompok terdiri dari 5 S. S kemudian duduk bersama kelompoknya dan P membagikan modul kepada setiap S.
2.	Setelah semua S mendapatkan modul, P memulai pembelajaran. P meminta S untuk memperhatikan pada aktifitas 1. P menjelaskan intruksi kepada S. P kemudian meminta S untuk membaca teks model pada aktifitas satu terlebih dahulu. Setelah selesai membaca, secara berkelompok S berdiskusi untuk mengidentifikasi hal-hal apa saja yang ingin mereka ketahui lebih lanjut terkait teks model. S dapat mencentang daftar pada kolom "Thing I want to know futher" dan dapat memberikan tambahan dengan menuliskan pada kolom tersebut.
3.	Selama kelompok mulai melakukan tugas tersebut, P berkeliling ke setiap kelompok, menanyakan hasil pengamatan S dan menanyakan hal-hal yang ingin diketahui S lebih lanjut. Hampir setiap kelompok tidak mencentang poin tentang social purpose, generic structure, dan language feature. S sudah paham dengan poin tersebut sewaktu dibahas di cycle 1. Kebanyakan S ingin tahu lebih lanjut terkait kosa kota.
4.	Selanjutnya P meminta S untuk memperhatikan aktifitas 2. P menjelaskan perintah pada aktifitas 2. Kemudian S secara berkelompok membuat

	jawaban sementara dari pertanyaan-pertanyaan terkait dengan teks model di aktifitas 1. P kembali berkeliling ke setiap kelompok untuk memastikan semua S aktif berdiskusi dengan kelompoknya. P juga membantu S jika mengalami kesulitan dalam membuat jawaban sementara. P memandu S untuk lebih memahami pertanyaan-pertanyaan yang ada, sehingga S dapat menjawabnya.
5.	Setelah sekitar 5 menit, baru 2 kelompok yang sudah selesai. P memberikan tambahan waktu 5 menit lagi.
6.	Setelah semua kelompok selesai, P meminta setiap kelompok menukarkan jawabannya dengan kelompok lain. P kemudian membahas jawaban pertanyaan-pertanyaan secara lisan. P meminta S untuk mengangkat tangan bila ingin menyampaikan jawabannya. P menyiapkan stiker untuk S yang aktif. S terlihat antusias. Banyak S yang mengangkat tangan ketika P membahas jawaban dari soal 1-6.
7.	Selesai dengan aktifitas 2, P melanjutkan pembelajaran ke aktifitas 3. Pada Aktifitas ini S mengajukan pertanyaan terkait teks modal. Kebanyakan S hanya bertanya tentang arti dari kosa kata yang sulit yang ditemukan pada teks. Karena itu P menggabungkan aktifitas 3 dengan aktifitas 4. Di aktifitas 4, S membaca kembali teks yang ada di aktifitas 1 dan membuat daftar dari kosa kata yang sulit serta mencari artinya di kamus. S diberi waktu 10 menit untuk menyelesaikan tugas tersebut. S saling bertanya dengan teman kelompoknya dan juga membuka kamus untuk menemukan arti dari kata-kata yang sulit.
8.	Setelah 10 menit berlangsung, P berkeliling ke setiap kelompok untuk mengecek daftar kosa kata sulit yang telah dibuat oleh S. P mengecek apakah S telah mengartikan setiap kata-kata yang sulit dan apakah S sudah paham atau mengerti.
9.	P melanjutkan pembelajaran ke aktifitas 5. Di aktifitas ini S harus mengumpulkan informasi terkait teks naratif dengan membaca teks naratif (fabel) lain yang ada di aktifitas 5. S diberi waktu 5 menit untuk membaca teks tersebut dan dilanjutkan berdiskusi dengan kelompoknya. P kembali berkeliling untuk mengawasi S dan memberi bantuan jika S ada yang mengalami kesulitan.
10.	Setelah S selesai berdiskusi dengan kelompoknya. P bertanya informasi apa saja yang S dapatkan. P bertanya tentang fungsi sosial dari teks naratif (fabel), <i>generic structure</i> dan <i>language feature</i> dari teks naratif. Salah satu kelompok mengangkat tangan untuk menyampaikan hasil diskusi mereka. P juga menunjuk ke beberapa kelompok untuk menyampaikan hasil dari informasi yang mereka kumpulkan. P juga bertanya apakah kelompok lain sependapat dengan apa yang disampaikan oleh temannya dan kelompok lain pun sependapat.
11.	Selain menanyakan tentang ketiga informasi tersebut, P kemudian menanyakan pesan moral dari teks yang telah mereka baca, beberapa S mengangkat tangan ingin menyampaikan pendapatnya “Nggak boleh sombong Bu,” Kemudian S yang lainnya ikut menjawab “Harus tetap semangat dan berusaha agar menang Bu.” Kemudian P menjelaskan pesan

	moral dari teks tersebut, bahwa setiap orang harus selalu berusaha dalam mencapai apa yang dia inginkan.
12.	Karena waktu pelajaran sebentar lagi habis, P memberikan tugas rumah kepada S. S diminta membaca penjelasan tentang <i>simple present tense</i> dan <i>direct and indirect speech</i> . Kemudian S harus mengerjakan tugas di aktifitas 8, 9 dan 10.
13.	Sebelum menutup pembelajaran, P menanyakan apa saja yang telah dipelajari oleh S. "Teks naratif Bu" jawab salah satu S. Kemudian S lainnya menjawab "fungsi teks naratif, generic structurenya dan tenses apa yang digunakan." P juga menanyaka kesulitan apa yang dihadapi S dalam belajar teks naratif, namun tidak ada S yang menjawab. Kemudian P menutup pembelajaran dengan salam.

No : FN. 13
 Hari, tanggal : Kamis, 23 April 2015
 Pukul : 10.30
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Konsultasi Cycle 2
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

No.	Deskripsi Kegiatan
1.	P menemui GBI di ruang guru untuk berdiskuri tentang hasil dari cycle 1 dan juga melaksanakan cycle 2. GBI mempersilahkan P duduk diruang tamu guru.
2.	GBI menanyakan bagaimana dengan pre-test yang baru saja dilaksanakan. P menjelaskan bahwa <i>postest</i> berjalan dengan lancar. P baru membaca sekilas hasil karangan siswa dan masih ada banyak kesalahan yang dilakukan oleh siswa. P menjelaskan terkait kurangnya waktu, P merasa siswa kurang maksimal dalam mengerjakan tugas di cycle 1 karena waktu yang terbatas. Sehingga P memutuskan memberikan tugas rumah kepada siswa.
3.	P memberikan RPP cycle 2 kepada GBI. Kemudian GBI menanyakan, langkah apa yang diambil untuk memperbaiki permasalahan yang muncul di cycle 1. P menjelaskan ada beberapa aktifitas yang berubah, seperti halnya pada <i>comprehension question</i> , P mengurangi jumlah soal. Jumlah soal lebih sedikit dari pada di cycle 1 agar siswa memiliki lebih banyak waktu pada aktifitas lain. Perubahan aktifitas juga terjadi pada soal terkait tense. P juga menggunakan teks yang berbeda dari cycle 1 untuk dapat membantu siswa meningkatkan kosa katanya.
4.	Kemudian GBI meminta maaf, karena tidak bisa memberikan tambahan waktu. GBI menasehari P untuk dapat memaksimalkan waktu yang ada.
5.	Setelah selesai berdiskusi, P undur diri dan berpamitan kepada GBI dan duru yang ada di ruang guru.

No : FN. 14
 Hari, tanggal : Rabu, 29 April 2015
 Pukul : 11.40

Tempat : SMP Negeri 6 Magelang
 Kegiatan : meeting 2 cycle 2
 Waktu : 2 x 40 menit
 Responden : P : Peneliti
 K : Kolaborator
 GBI : Guru Bahasa Inggris
 S : Siswa

No.	Deskripsi Kegiatan
1.	P, GBI dan K masuk ke dalam kelas VIIIA setelah bel pergantian jam berbunyi. GBI dan K duduk di kursi di barisan belakang yang telah disediakan. P berdiri di depan kelas. P membuka kelas dengan salam dilanjutkan dengan mengecek kehadiran S. S hadir semua. Kemudian P meminta S untuk duduk dengan kelompoknya masing-masing.
2.	P menanyakan tugas yang diberikan pada pertemuan sebelumnya. Ada 3 kelompok yang belum menyelesaikan tugasnya. Kemudian P meminta S untuk membuka modul mereka di aktifitas 6. P menjelaskan tentang <i>simple past tense</i> dan <i>direct and indirect speech</i> . Selama P menjelaskan S mendengarkan dan memberi catatan tambahan pada modul mereka. Setelah selesai menjelaskan, P bertanya apakah S memiliki pertanyaan. S tidak ada yang bertanya dan mengatakan karena mereka sudah cukup paham dengan penjelasan P.
3.	Setelah P selesai menjelaskan tentang <i>simple past tense</i> dan <i>direct and indirect speech</i> . P melanjutkan ke aktifitas berikutnya. S memperhatikan aktifitas 7. Di aktifitas tersebut, S bersama kelompoknya mengidentifikasi <i>generic structure</i> dan pesan moral dari teks naratif yang ada pada aktifitas 7 dalam waktu sekitar 5 menit. P dan S mendiskusikannya secara langsung. P menanyakan <i>generic structure</i> dari teks yang berjudul <i>The Ant and the Grasshopper</i> . S langsung menjawab tanpa ditunjuk. Kemudian P menanyakan pesan moral dari teks tersebut. Setiap kelompok mengangkat tangan ingin menyampaikan pemikiran mereka. Kemudian P menunjuk salah satu kelompok. Salah satu S mewakili kelompok tersebut. S menyampaikan bahwa pesan moralnya adalah kita tidak boleh malas dalam bekerja. Kemudian P menanyakan pendapat dari kelompok lain. Ada satu kelompok yang memiliki pendapat berbeda. Salah seorang S menyampaikan bahwa menurut kelompok mereka kita harus menyiapkan kebutuhan untuk hari yang akan datang. P kemudian menjelaskan bahwa sebenarnya kedua pendapat tersebut benar, bahwasanya kita tidak boleh malas dalam menyiapkan kebutuhan kita untuk hari yang akan datang.
	Selesai membahas aktifitas 7, P melanjutkan ke aktifitas berikutnya. S berdiskusi dengan kelompoknya membahas jawaban-jawaban pada tugas yang diberikan oleh P pada pertemuan sebelumnya, yaitu aktifitas 8, 9 dan 10. P memberi waktu 10 menit kepada S. S berdiskusi dengan kelompoknya. Selama S berdiskusi P menghampiri setiap kelompok, untuk mengecek tugas S. Ketika P menghampiri setiap kelompok, ada 2 kelompok yang mengalami kesulitan, sementara 4 kelompok lainnya tidak mengalami

	kesulitan. Beberapa S bertanya tentang jawaban mereka, apakah sudah benar atau belum. P kemudian meminta S untuk meneliti jawaban mereka kembali dan jawaban akan didiskusikan bersama-sama.
4.	Setelah semua kelompok menyelesaikan tugasnya. P mulai membahas tugas dari aktifitas 8. Pembahasan soal dilakukan secara lisan. Ada 6 nomor yang dibahas pada aktifitas ini. P meminta S untuk mengangkat tangan bila ingin menyampaikan jawabannya. Banyak S yang mengangkat tangan ketika membahas setiap nomornya. Hal ini menunjukkan S aktif dalam proses pembelajaran. P juga membantu S untuk lebih memahami isi dari paragraf tersebut dengan menerjemahkan kata-kata yang sulit. Setelah selesai membahas soal, P menanyakan adakah kelompok yang salah dari 4 soal dan ternyata tidak ada S yang salah lebih dari 4. Kemudian P kembali bertanya apakah ada yang salah lebih dari 1 dan beberapa S mengangkat tangan. Kebanyakan S salah 2 nomor. P kemudian menjelaskan kembali nomor yang S salah menjawab.
5.	Selesai membahas aktifitas 8, P melanjutkan membahas soal di aktifitas 9. Pada kegiatan ini S menyusun kembali kalimat acak. Ada 5 soal yang akan dibahas. Kali ini pembahasan soal dilakukan secara lisan. P meminta S untuk mengangkat tangan bagi yang ingin menjawab soal nomor 1. Beberapa S mengangkat tangan sambil berkata "Saya Bu, saya." Kemudian P menunjuk satu S untuk maju dan menuliskan jawabannya di papan tulis. Kegiatan ini berlangsung sampai soal nomor 5 selesai. Setelah jawaban soal nomor 1-5 selesai dituliskan di papan tulis, P memeriksa kalimat tersebut satu persatu. P melibatkan S dalam memeriksa jawaban-jawaban tersebut. Ada beberapa S yang memiliki jawaban yang berbeda. Kemudian P meminta S menuliskannya di papan tulis. Setelah itu P membahas dan menjelaskan satu persatu jawaban. P juga menjelaskan arti dari jawaban agar kosa kata S bertambah. Pada aktifitas ini, kebanyakan S salah 1-2 nomor, ada 13 S benar semua.
6.	P kemudian melanjutkan pembahasan soal pada aktifitas 10. Ada 10 soal yang dibahas. Pembahasan soal dilakukan sama seperti ketika membahas soal diaktifitas 9. S kembali berebut untuk menyampaikan jawabannya. Pada aktifitas ini rata-rata S salah 3-4 nomor dan ada 19 S yang benar semua.
7.	Setelah selesai membahas soal dari aktifitas 8-10, P menanyakan kepada S apakah S memiliki pertanyaan tidak ada S yang bertanya. Kemudian P bertanya apakah S sudah paham dengan penjelasan dari jawaban-jawaban soal tersebut, dan S menjawab sudah.
8.	S kemudian melanjutkan mengerjakan tugas aktifitas 11. Sebelumnya P menjelaskan apa yang harus S kerjakan. S berdiskusi dengan kelompoknya untuk menyusun paragraf acak. Selama S berdiskusi, beberapa kelompok meminta P untuk datang ke kelompok mereka karena S memiliki pertanyaan terkait paragraf acak tersebut. Secara berkala P menghampiri setiap kelompok, untuk melihat hasil diskusi mereka, dan memberikan bantuan ketika S memiliki masalah atau pertanyaan. Kegiatan ini berlangsung sekitar 10 menit.

9.	Setelah semua kelompok selesai menyusun paragraf acak, P membahas urutan yang benar di depan kelas. Ternyata ada 2 kelompok yang memiliki jawaban yang berbeda dengan jawaban yang benar. P kemudian bertanya apakah ada S yang bisa menceritakan isi dari paragraf tersebut. Ada 2 S yang mengakat tangan, kemudian P menunjuk salah satu S. S menceritakan dari tempat duduknya dan S yang lain mendengarkan. Setelah itu P menanyakan apakah S telah paham dengan cerita tersebut dan P menjawab sudah.
13.	Tiba-tiba bel berbunyi, menandakan kelas bahasa Inggris telah selesai. P kemudian mengatakan akan melanjutkan aktivitas 11 pada pertemuan yang akan datang. Sebelum menutup pembelajaran, P bertanya kepada S tentang materi apa saja yang telah mereka pelajari dan kesulitan yang masih dialami oleh S. S mengatakan apa saja yang telah mereka pelajari. Mereka mengatakan bahwa sudah paham dan tidak ada kesulitan. P kemudian menutup kelas dengan salam. P, GBI dan K kemudian keluar dari kelas.

No : FN. 15
 Hari, tanggal : Kamis, 30 April 2015
 Pukul : 08.00
 Tempat : SMP Negeri 6 Magelang
 Waktu : 1 x 40 menit
 Kegiatan : meeting 3 cycle 2
 Responden : P : Peneliti
 K : Kolabolator
 GBI : Guru Bahasa Inggris
 S : Siswa

No.	Deskripsi Kegiatan
1.	Pukul 08.00 P dan K sampai di SMPN 6 Magelang. Kemudian P langsung menemui GBI di ruang guru. Setelah bertemu GBI, P dan K menunggu jam pelajaran bahasa Inggris kelas VIII A di perpustakaan.
2.	08.20 P, GBI dan K masuk ke kelas VIII A. Seperti biasanya P membuka kelas dengan salam dilanjutkan mengecek kehadiran S. P kemudian meminta S untuk memperhatikan aktifitas 11. P kemudian menjelaskan tentang tugas yang harus S lakukan. S harus menulis kembali cerita dari teks naratif pada aktifitas 11 secara individu.
3.	P dan S kemudian berdiskusi tentang apa saja yang harus mereka tulis pada orientasi, komplikasi, dan reorientasi. P dan S juga mendiskusikan kata-kata yang sulit yang ada pada teks tersebut. P juga mengingatkan S untuk menggunakan simple past tense dan memperhatikan cara penulisan mereka.
4.	P kemudian memberikan waktu 25 menit kepada S untuk menyelesaikan tugasnya. Ketika S sedang mengerjakan tugas mereka, seperti biasanya P berkeliling untuk mengamati aktifitas mereka. P beberapa kali berhenti karena S memiliki pertanyaan seperti tentang kosa-kata dan bentuk kedua dari irregular verb. Beberapa S juga bertanya pada teman sebangkunya jika mengalami kesulitan. P juga memeriksa tulisan mereka, S mulai lancar

	dalam menulis tanpa menghiraukan cara penulisan seperti tanda baca dan huruf besar, walaupun masih ada beberapa kesalahan pada sentence structure.
4.	Setelah sekitar 25 menit, S telah menyelesaikan tugas mereka. S mengumpulkan tugas mereka di meja guru. P kemudian memberikan review tentang materi yang mereka pelajari dari awal. P juga menanyakan apakah S masih memiliki masalah. S mengatakan telah lebih paham tentang teks naratif.
5.	P kemudian memberitahu S bahwa pada jam pelajaran kedua P akan memberikan tes kepada S. Karena masih ada waktu sekitar 10 menit, dan S tidak memiliki pertanyaan P memberikan waktu kepada S untuk mempersiapkan diri.
6.	Pukul 09.00 bel istirahat berbunyi. S istirahat diluar kelas. GBI menemui P, dan mengatakan tidak ikut ke kelas untuk post-test nanti. Kemudian GBI pamit dan keluar kelas. P dan K masih di dalam kelas menunggu jam pelajaran selanjutnya.

No : FN. 16
 Hari, tanggal : Kamis, 30 April 2015
 Pukul : 09.25
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : post-test cycle 2
 Responden : P : Peneliti
 K : Kolaborator
 S : Siswa

No.	Deskripsi Kegiatan
2.	Pukul 09.25 S masuk ke kelas. P kemudian meminta S untuk memasukan buku catatan, modul dan kamus ke dalam tas masing-masing. Setelah itu P dibantu oleh K membagikan lembar kerja siswa.
3.	Setelah semua S mendapatkan lembar kerja siswa, P memberikan instruksi kepada S. S harus menuliskan setidaknya 3 paragraf teks naratif (fabel) kesukaan mereka menggunakan bahasa sendiri. Setelah menjelaskan apa yang harus S lakukan, P menanyakan apakah S memiliki pertanyaan. S sudah paham dengan penjelasan P. Kemudian P memberikan waktu untuk mengerjakan tes hingga jam pelajaran selesai.
4.	S membuat teks naratif (fabel) selama kurang lebih 35 menit. Selama S menulis, P berkeliling kelas memastikan bahwa S bekerja sendiri, tidak curang. Kebanyakan S menutupi tulisannya ketika P mendekat. P kemudian memperhatikan dari meja guru. Sementara K mengambil dokumentasi.
5.	Pukul 09.55 P mengingatkan bahwa S tinggal memiliki waktu 10 menit.
6.	Pukul 10.05 bel pergantian jam berbunyi. S mengumpulkan lembar kerjanya ke meja guru.
7.	P kemudian mengucapkan terima kasih kepada S. P juga memberikan kenang-kenangan kepada S. P kemudian pamit dan undur diri.

No : FN. 17
 Hari, tanggal : Senin, 4 Mei 2015
 Pukul : 08.00
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Wawancara Guru
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

No.	Deskripsi Kegiatan
1.	Pukul 07.50 P sampai di SMPN 6 Magelang. P menemui GBI di ruang guru. GBI menyambut kedatangan P dengan baik. Kemudian P menyampaikan maksud kedatangannya kepada GBI. GBI dan P kemudian duduk di ruang tamu di ruang guru.
2.	P kemudian memulai mewawancari GBI. Wawancara dilakukan sekitar 5 menit.
3.	Selesai wawancara, P meminta ijin kepada GBI untuk mewawancara siswa pada jam istirahat. GBI pun memberikan ijin kepada P.
4.	P Kemudian berpamitan kepada GBI untuk pergi ke perpustakaan untuk menunggu waktu istirahat.

No : FN. 18
 Hari, tanggal : Senin, 4 Mei 2015
 Pukul : 09.00
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Wawancara Siswa
 Responden : P : Peneliti
 S : Siswa

No.	Deskripsi Kegiatan
1.	Pukul 09.00 bel istirahat berbunyi. P masuk keruang kelas VIII A. P mengucapkan salam dan menyapa S yang masih berada diruang kelas. Ada sekitar 8 S yang berada di dalam kelas.
2.	P kemudian menyampaikan maksud kedatangannya kepada S yaitu untuk melakukan wawancara. S pun bersedia untuk diwawancara.
3.	P kemudian menghampiri S yang sedang mengobrol dan melakukan wawancara. Setelah selesai, P menghampiri beberapa S lainnya.
4.	Karena bel masuk telah berbunyi, P kemudian mengucapkan terima kasih kepada S dan menyampaikan bahwa P akan datang lagi di jam istirahat kedua. P kemudian kembali ke perpustakaan.

No : FN. 19
 Hari, tanggal : Senin, 4 Mei 2015
 Pukul : 10.50
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Wawancara Siswa
 Responden : P : Peneliti
 S : Siswa

No.	Deskripsi Kegiatan
1.	Bel istirahat kedua berbunyi, P kembali ke ruang kelas VIII A. P kemudian menghampiri S yang sedang tidak melakukan kegiatan apapun. P secara bergantian menghampiri S dan mewawancarai mereka.

Appendix 7
Student's Worksheet

Student's Worksheet

(Pretest)

Name :

Class :

Student number :

In at least three paragraphs, write down your favorite fable for example *Mousedeer and Crocodile*, *The Wolf in Sheep's Clothing*, and *The Ant and the Grasshopper*.

[illegible]

Student's Worksheet

(Cycle I)

Name :

Class :

Student number :

In at least three paragraphs, write down your favorite fable using your own words.

[illegible]

Student's Worksheet

(Cycle II)

Name :

Class :

Student number :

In at least three paragraphs, write down your favorite fable using your own words.

[illegible]

Appendix 8
Students' Writing

Pretest

Student's Worksheet

(Pre-test)

Name : Baninda
Class : 8A
Student number : 07.

In at least three paragraphs, write down your favorite fable for example Mousedeer and Crocodile, The Wolf in Sheep's Clothing, and The Ant and the Grasshopper

Mousedeer and Crocodile

There are
In the Jungle, lived Mousedeer and Crocodile. The Mousedeer ^{was} very smart. But, He's very ^{like} (?) He has many friend. ^{He's} so friendly. He always helped the other animals.

One day, the mousedeer ^{was} very ^{hungry} (^{is}?) but, in his jungle, the food ^{is} ^{was} sold out. There's no one food that the mousedeer can eat. He felt so sad. His stomach ^{is} hurt. Finally, he had an idea. In the ^{other} jungle, there's grass that he ^{can} eat. But, unfortunately (?) he must menyebrang (?) ^{the} river. He ^{was} confused. ^{there were} so many crocodiles (?). That hungry (?) ^{like} he too (?) The crocodiles ^{can} eat him.

But, ^{the} mousedeer ^{was} smart, right? He ^{would} lie to the crocodiles (?). He told them that he wanted to menghirut (?) jumlah them. If the mousedeer ^{know} their jumlah (?), the mousedeer will menyerahkan diri (?). ^{the} /smirk (?).

"Finally, I can ^{cross the river} menyebrang (?)" said the mousedeer.

The crocodiles ^{were} tricked ^{because} (?) caused the mousedeer ^{did} finally not comeback ^{go back}.

"Goodbye, Crocodile" said ^{the} mousedeer very happy.

FIN.

Cycle 1

Student's Worksheet

(Cycle 1)

Name : Baninda

Class : 8A

Student number : 09

In at least three paragraphs, write down your favorite fable using your own words.

An Elephant and an Ant.

Someday, there was an ant that lived ⁽ⁱⁿ⁾ with his company in the ~~sark~~ forest. He really lives happily as an animal. He always plays, ate and worked with his friend together. There was no any other ^{another} animal near him.

In the ~~the~~ Saturday morning, he met with an animal, Elephant. ^{Big} animal that was frightened. Elephant saw ant walked alone near his house, then he called ant.

"Oh my god! There's an ant in here. Look at that face. How ugly you are!" said elephant, he laughed very

hard ^(chill & he cried). "Whatever!" ant ^{was runaway} ran over elephant, but he always called him. ^{very is}

"Ant! Hey! Notice me!" shouted elephant. (?)

"Tsk, why?! You're disturb my time. That's okay.

I will make your word be a praise. Understand?"

* * *

A few ~~day~~ later, in the middle of forest. There was a hunter. ~~The~~ hunter wanted a big animal, liked lion, tiger, elephant, etc. Elephant was walked in the middle of forest. ~~He shocked~~ ^{he was shocked} Shocked. He ran over, but unintentionally, the hunter's trap was hit him.

"Help me! Help me, please!" shouted elephant. (?)

"Hahaha! How lucky we are!" said the first hunter to his friend.

Ant that heard it unintentionally ^{into} ran over the sound (?) He saw elephant and helped him.

* * *

"Thanks, ant! I'm so sorry," said Elephant.

"Haha. No problem."

End of the story.

Cycle 2

Student's Worksheet

(Cycle II)

Name : Boninda

Class : 8A

Student number : 07

In at least three paragraphs, write down your favorite fable using your own words.

The Swan and The Duck.

In the kingdom of animals, there lived a beautiful swan. She was friendly. She had so many friends in there. She was also patient and had good attitude. She always helped her friends if they were in a bad situation.

One of her friends, the duck, she was ugly, bad, silent, etc. One day, the swan and the duck played together in the lake. Duck said that she was envious because the swan was so perfect.

Swan laughed, "What? Are you kidding me? I'm not perfect, I'm still have lack, duck." said her.

"No, you're more perfect than me. I wanna be your own, swan." said the duck.

"Hahaha, ~~some~~ every people have lack, especially me. So, don't humble your own. Understand?" Swan ran over duck.

* * *

A few days later, the duck won 1st rank cooking competition between all animals in the kingdom.

"Congrat! Was I not right?" asked the swan.

"Yeah," duck smiled, "You are so right, every people have lack and have too much. Thanks and sorry."

"Hmm, that's okay. Now, stop humble your own." said swan.

The End.

Appendix 9

Photographs



The students work in groups.



The students check their dictionaries to find the meaning of difficult words.



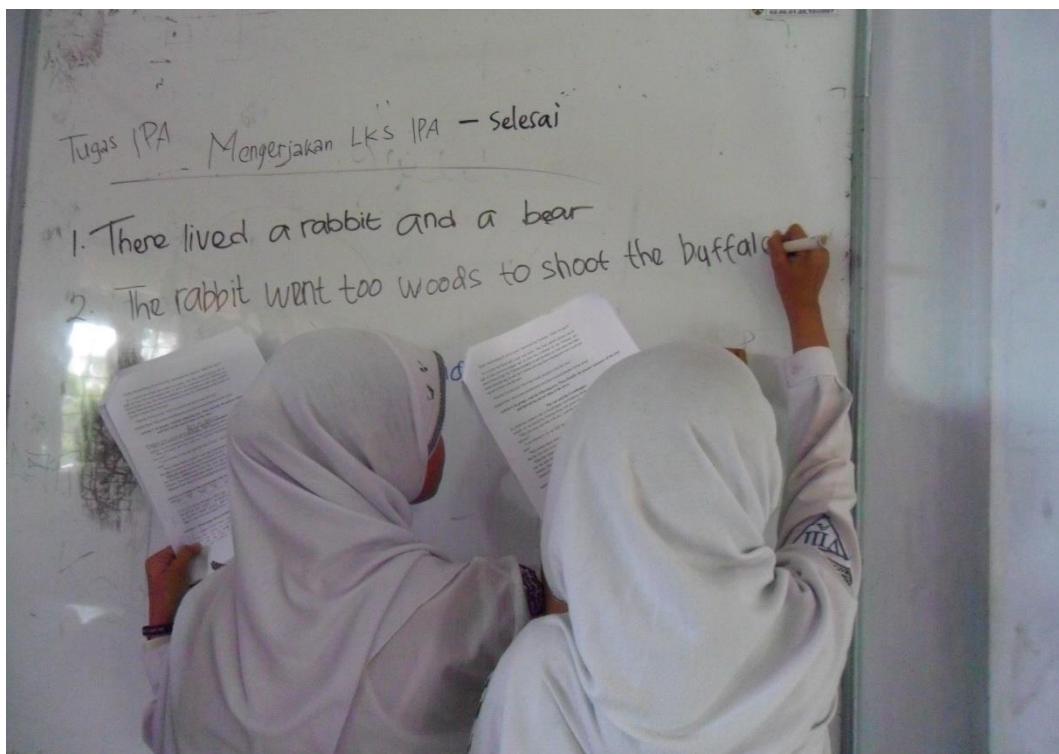
The teacher supervises the students' activities.



The teacher checks the students' works.



The students raise their hands as a signal that they want to convey their answers.



The students write their answers on the whiteboard.



The students rewrite the story from the jumbled paragraphs using their own words individually.

Appendix 10

Permit Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FORM 05/03/01
10 Jan 2015

Nomor : 217/UN.34.12/DI/H/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 18 Februari 2015

Kepada Yth.
Kepala SMPN 6 Magelang

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

IMPROVING THE WRITING SKILL THROUGH GUIDED WRITING FOR GRADE VIII STUDENTS OF SMPN 6 MAGELANG IN THE ACADEMIC YEAR 2014/2015

Mahasiswa dimaksud adalah :

Nama : MARILINA ANDRIANA
NIM : 11202241004
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret - Mei 2015
Lokasi Penelitian : SMPN 6 Magelang

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

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

u.n. Dekan
Rasubbag Pendidikan FBS,

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



PEMERINTAH KOTA MAGELANG
DINAS PENDIDIKAN
SMP NEGERI 6 KOTA MAGELANG
 Alamat : Jl. Kyai Mojo No.32, ☎ (0293) 363023 Magelang 56121
 e-mail : smp6magelang@yahoo.com

SURAT KETERANGAN

Nomor : 422.5 / 4153 / 230.SMP N6 / 2015

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 6 Kota Magelang menerangkan bahwa :

Nama : MARLINA ANDRIANA
 NIM : 11202241004
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Yang bersangkutan telah melakukan Penelitian pada bulan Maret s/d Mei 2015, di SMP Negeri 6 Kota Magelang , dengan hasil Baik. Dengan Judul :

“ IMPROVING THE WRITING SKILL THROUGH GUIDED WRITING FOR
 GRADE VIII STUDENTS OF SMPN 6 MAGELANG IN THE ACADEMIC
 YEAR 2014 / 2015 “

Demikian surat keterangan ini dibuat, dan untuk dapat dipergunakan sebagaimana mestinya.

Magelang, 30 April 2015

Kepala Sekolah



Dis. LARTONO, M.Pd
 NIP. 19620607 198803 1 006