

**IMPROVING THE WRITING SKILL OF NARRATIVE TEXT THROUGH
PROJECT-BASED LEARNING FOR GRADE VIII STUDENTS OF SMPN
11 MAGELANG IN THE ACADEMIC YEAR OF 2014/2015**

A Thesis

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



Aprilia Dewi

11202241001

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

2015

APPROVAL SHEET

**IMPROVING THE WRITING SKILL OF NARRATIVE TEXT THROUGH
PROJECT-BASED LEARNING FOR GRADE VIII STUDENTS OF SMPN
11 MAGELANG IN THE ACADEMIC YEAR OF 2014/2015**

A Thesis

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

Aprilia Dewi
11202241001

Approved in November 2015

Supervisor



Dr. Agus Widyanoro, M.Pd
NIP 19600308 198502 1 001

RATIFICATION

*Improving the Writing Skill of Narrative Text through Project-based Learning
for Grade VIII Students of SMPN 11 Magelang in the Academic Year of
2014/2015*

A Thesis

Aprilia Dewi

11202241001

Accepted by the board of examiners of the Faculty of Languages and Arts of
Yogyakarta State University on December and declared to have fulfilled the
requirement of the attainment of *Sarjana Pendidikan* degree in English Language

Education

Board of Examiners

Chairperson : Drs. Samsul Maarif, M.A.
Secretary : Ari Purnawan, M.Pd., M.A.
First Examiner : Siti Mahripah, M.App.Ling.
Second Examiner : Dr. Agus Widyantoro, M.Pd.



Yogyakarta, December 2015

Faculty of Languages and Arts

Yogyakarta State University

Dean,



Dr. Widyastuti Purbani, M.A.

NIP 19610524 199001 2 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Aprilia Dewi
NIM : 11202241001
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi :

IMPROVING THE WRITING SKILL OF NARRATIVE TEXT THROUGH PROJECT-BASED LEARNING FOR GRADE VIII STUDENTS OF SMPN 11 MAGELANG IN THE ACADEMIC YEAR OF 2014/2015

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, 7 Desember 2015

Penulis



Aprilia Dewi

DEDICATIONS

This thesis is gratefully dedicated to my parents and my little sister for their love and endless support. I am beyond blessed to have them in my life.

MOTTOS

Bermimpilah, maka Tuhan akan memeluk mimpi-mimpimu.

-Andrea Hirata-

As you start to walk out on the way, the way appears. -Rumi-

Becoming fearless is not the point. That's impossible. It is learning how to control your fear and how to be free from it. -Divergent-

"Verily with every hardship comes ease" (Al-insyirah: 5)

ACKNOWLEDGEMENTS

All praise is due to Allah SWT the Almighty for his blessing and mercy so that I could finish my thesis. Peace be upon to Muhammad SAW who taught human beings to believe in Allah the Almighty.

My first gratitude is due to my beloved parents, Ibu and Bapa, who always love me, understand me, encourage me and support me. I would also like to express my love to my little sister. Even though we often fight, in fact we love each other very much. I am very blessed to have them in my life. I hope that someday I can make them proud of me.

My special gratitude goes to my one and only supervisor Dr. Agus Widyanoro, M.Pd for his guidance, feedback, valuable advice and correction during the completion of this thesis. Additionally, I thank all my lecturers for the knowledge given to me.

Furthermore, I would like to express my appreciation to the headmaster of SMPN 11 Magelang, Ibu Retno for giving me permission to conduct my research there. My next gratitude goes to the English teacher, Ibu Irawati S. for her valuable suggestions and help in doing the research. Then I would like to thank the students of class VIII C for their cooperation during the data collection.

I also would like to thank my friends and classmates of PBI A 2011, especially Puss, Marlin, Titin and Wilis for their supports and helps.

I realize that this thesis is still far from being perfect, so any criticism, ideas and suggestions for the improvement of this thesis are greatly appreciated. It is expected that my thesis will be able to give contribution to those who are interested in the similar study.

Yogyakarta, November 2015

TABLE OF CONTENTS

| | |
|---------------------------------|-------------|
| TITLE | i |
| APROVAL SHEET | ii |
| RATIFICATION | iii |
| PERNYATAAN..... | iv |
| DEDICATION..... | v |
| MOTTOS | vi |
| ACKNOWLEDGEMENTS | vii |
| TABLE OF CONTENTS | viii |
| LIST OF TABLES | xi |
| LIST OF FIGURES | xii |
| LIST OF APPENDICES | xiii |
| ABSTRACT | xiv |

CHAPTER I INTRODUCTION

| | |
|---|---|
| A. Background of the Problems | 1 |
| B. Identification of the Problems | 4 |
| C. Delimitation of the Problems | 6 |
| D. Formulation of the Problems | 7 |
| E. Objective of the Research | 7 |
| F. Significance of the Research | 7 |

CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

| | |
|---|----|
| A. Literature Review | 8 |
| 1. Writing | 8 |
| a. Definition of Writing | 8 |
| b. Characteristics of Writing | 9 |
| c. Micro and Macro-skills of writing | 11 |
| d. Types of Writing Classroom Performance | 12 |
| e. The Process of Writing | 13 |

| | |
|--|----|
| f. The Roles of the Teacher | 15 |
| g. Principles of Teaching Writing | 16 |
| h. Strategies in Teaching Writing | 17 |
| i. Teaching of Writing in Junior High School | 19 |
| j. Measuring Writing | 20 |
| k. Feedback on Writing | 22 |
| 2. Project-based Learning | 22 |
| a. Definition of Project-based Learning | 22 |
| b. Definition of Using Project-based Learning | 24 |
| c. The characteristics of Project-based Learning | 26 |
| d. The Procedure in Project-based Learning | 27 |
| e. The Roles of the Teacher | 28 |
| B. Related Studies..... | 29 |
| C. Conceptual Framework..... | 29 |
| CHAPTER III RESEARCH METHOD | |
| A. Type of the Research | 31 |
| B. Setting of the Research | 31 |
| 1. Place | 31 |
| 2. Time | 32 |
| C. Subject of the Research | 33 |
| D. Research Design | 33 |
| E. Data Collection Technique | 35 |
| F. Instrument of the Research | 36 |
| G. Data Analysis Technique | 37 |
| H. Procedure of the Research..... | 37 |
| I. Validity and Reliability of the Data | 39 |
| CHAPTER IV RESEARCH FINDINGS AND DISCUSSION | |
| A. Reconnaissance | 42 |
| 1. Identification of the Field Problems | 42 |
| 2. Selecting the Problems | 50 |
| 3. Determining the Actions to Overcome the Problems..... | 52 |

| | |
|---|-----------|
| B. Research Process | 53 |
| 1. Report of Cycle I | 53 |
| a. Planning | 53 |
| b. Action and Observation | 56 |
| 1) Meeting 1 | 56 |
| 2) Meeting 2 | 58 |
| 3) Meeting 3 | 60 |
| c. Reflection | 62 |
| d. Findings of Cycle I | 65 |
| 2. Report of Cycle 2 | 68 |
| a. Planning | 68 |
| b. Action and Observation | 69 |
| 1) Meeting 1 | 70 |
| 2) Meeting 2 | 72 |
| 3) Meeting 3 | 74 |
| 4) Meeting 4 | 76 |
| c. Reflection | 77 |
| d. Findings of Cycle 2 | 81 |
| C. Discussion | 83 |
| 1. The Design of Cycle I | 84 |
| 2. The Design of Cycle II | 85 |
| D. The Students' Score | 86 |
| CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS | |
| A. Conclusions | 89 |
| B. Implications | 90 |
| C. Suggestions | 91 |
| REFERENCES | 93 |
| APPENDICES | 96 |

LIST OF TABLES

| | |
|---|----|
| Table 1: Standard of Competence and Basic Competence of Writing..... | 22 |
| Table 2: The Schedule of the Action Research..... | 32 |
| Table 3: The Pretest Mean Score of each Writing Aspect..... | 48 |
| Table 4: Problems Found in VIII C SMPN 11 Magelang | 49 |
| Table 5: The Actions Implemented to Solve the Problems..... | 52 |
| Table 6: The Actions Plans and the Expected Improvement to Achieve..... | 54 |
| Table 7: The Means of Cycle 1 Test Scores for Five Aspects of Text Writing | 65 |
| Table 8: The Comparison between Before the Implementation and After the Implementation of the Research..... | 67 |
| Table 9: Paired the Change Results of the Improvement of the Actions during the Teaching-Learning Processes in Cycle I and Cycle II..... | 82 |
| Table 10: The Means of the Test Score for Five Aspects of Writing Text..... | 86 |
| Table 11: The Results of Pre- and Post-tests in Cycle I and Cycle II..... | 87 |
| Table 12: The Detail Quantitative Analysis of the Pre and Post-tests | 87 |
| Table 13: The Detail Quantitative Analysis of the Pre and Post-tests | 89 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1: Cyclical AR model based on Kemmis and McTaggart | 34 |
| Figure 2: A sample of student's writing in the pretest | 47 |
| Figure 3: Another sample of student's writing in the pretest..... | 48 |
| Figure 4: The students' project in Cycle 1..... | 65 |
| Figure 5: A samples of student's writing in Cycle 1..... | 66 |
| Figure 6: The researcher is monitoring the students in creating their second Project. | 79 |
| Figure 7: The students' end product of cycle two..... | 80 |

LIST OF APPENDICES

| | |
|--|-----|
| Appendix 1: Course Grids..... | 96 |
| Appendix 2: Lesson Plan | 104 |
| Appendix 3: Writing Assessment Rubric..... | 142 |
| Appendix 4: Field Notes | 145 |
| Appendix 5: Interview Guidelines and Interview Transcripts | 164 |
| Appendix 6: Observation Checklist | 187 |
| Appendix 7: Students' Score | 189 |
| Appendix 8: Students' Writing | 198 |
| Appendix 9: Photographs | 201 |
| Appendix 10: The Quantitative Data Analysis | 206 |
| Appendix 11: Writing Test Worksheets | 207 |
| Appendix 12: Permit Letters | 210 |

**IMPROVING THE WRITING SKILL OF NARRATIVE TEXT THROUGH
PROJECT-BASED LEARNING FOR GRADE VIII STUDENTS OF SMPN
11 MAGELANG IN THE ACADEMIC YEAR OF 2014/2015**

**Aprilia Dewi
11202241001**

ABSTRACT

The aim of this research was to improve the writing skills of grade VIII students at SMP N 11 Magelang through project-based learning. It was expected that project-based learning could be used to improve the students writing skills of grade VIII at SMPN 11 Magelang.

This research was classified as action research. It was conducted in two cycles with three meetings in the first cycle and four meetings in the second one. The main subjects of this research were 31 students of class VIII C at SMP N 11 Magelang. The data obtained were qualitative and quantitative. The qualitative data were gained from the observations and the interviews with both the English teacher and the students. The data were transformed into field notes and interview transcripts. Meanwhile, the quantitative data were gained from the writing tests that were conducted before the action implementation and at the end of every cycle. There were several validity principles applied in this research; they were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Furthermore, to test the trustworthiness these three triangulation principles were implemented: time triangulation, space triangulation, and investigator triangulation.

The results of this research showed that the implementation of project-based learning in the English teaching and learning process was able to improve the students' writing abilities. Project-based learning can develop students' motivation in learning the language. It also provided feedback for them. The various activities employed in PBL facilitated the students to understand the lesson more easily. The group work conducted during the implementation of project-based learning gave positive impact to the students' involvement and participation. The students made good improvements in text organization, content, grammar, vocabulary and mechanics. Moreover, the mean of the students' writing score in the pretest was 47.903 meanwhile that in the post-test was 73.871. The improvement by 25.968 is significant according to the t-test. The standard deviation of the students' scores in the pretest was 7.82 while that in the post-test was 8.13.

CHAPTER I INTRODUCTION

A. Background of the Study

English is one of the subjects that is taught at Junior High School. The aim of its teaching learning process based on BSNP is to develop students' communicative competence. To attain this competence, students have to be able to comprehend and produce language. They need to learn and master four language skills namely listening, speaking, reading and writing since language is an important means to communicate.

Writing is a very important skill. It provides a powerful means as self-expression as well as support for further learning and research. In writing, students have to know how to write letters, short messages, birthday cards, descriptive texts, procedures and many other types of text. In addition, they also should know about grammar, spelling, connectives, punctuations, and other aspects related to the writing to make their writing understandable.

Dealing with the writing learning process, a student should have high motivation to write because it is a recursive process that every student needs to practice writing time after time to be able to achieve the learning goal of writing i.e. mastering writing skills. Learning success is an important factor that can maintain their motivation. Hence, a teacher should use appropriate teaching techniques to improve their motivation in writing so that they will achieve the learning success.

Writing is one of the skills that students have to master. In addition, writing is a means of expressing ideas or communicating with others. There are situations in which the ability of writing is crucial or written language is a need, as it is said by Nunan (1993) that writing is needed to communicate with others who are removed in time and space, or is used for those occasions on which a permanent or semi-permanent record is required.

It is necessary to master writing since writing is an important communication means used in nowadays life. People can deliver various ideas and information through various forms of written texts for various purposes. Besides, a good writing ability can lead a person to have better jobs and careers.

Based on the observation done on PPL, problems in writing were also found in class VIII C of SMPN 11 Magelang. The fact showed that writing was the only one skill that the teacher did not really consider. Most of the students found difficulties in choosing appropriate words and connectives to be used. They were less motivated. The teacher focused more on teaching grammar. The teacher just gave her attention to the active students. Some active students dominated the class. The teacher only gave tasks to make them read and answer the question but rarely asked and gave opportunity to them to produce a text. Besides, the problem that was prominent is that almost all of the students face difficulty in developing their writing.

Students faced difficulty in developing their writing. It affected their motivation in learning English. They became less motivated to learn when they

found difficulties. The teacher also did not give stimulus to them when they wrote a text.

The next problem was related to teaching writing techniques and activities which sometimes did not match with students' learning needs. Monotone and the lack of doing fun activities during the teaching and learning process made them less motivated to get involved in the learning process. The teacher did not pay much attention to the process of writing. She did not give students an opportunity to make the first draft and revise it after receiving feedback from the teacher or peers. In that condition they could not experience learning effectively.

In addition, most of the students could not participate in class activity so that their involvement during the class was also limited. It made them look so bored to attend the lesson. It can be said that the method or technique that was used by the teacher could not motivate them to learn.

Based on the description above, it is important for the researcher to make some efforts in the English teaching and learning process by identifying any actions that will improve the writing learning process and implementing them in the class. She aimed to improve the English teaching and learning process by using the action research, especially the action in improving the writing skill of class VIII C of SMPN 11 Magelang by using project-based learning as a method. Solomon (2003) states that project based learning is potentially empowering, motivating and challenging to the students. It proposes a student-centered, cooperative, interdisciplinary and integrated teaching-learning process which

contextualizes their real life. A project-based learning lesson provides them with the opportunity to learn in an authentic, challenging, multidisciplinary environment, to learn how to design, carry out, and evaluate a project that requires sustained effort over a significant period of time, to learn to work with minimal external guidance, both individually and in groups, to gain in self-reliance and personal accountability. It emphasizes learning that can be derived from long-term activities, which are interdisciplinary, student-centered, and integrated with real world issues and practices. Learning then is becoming fruitful for the students and can also be highly motivated.

B. Identification of the Problem

Based on the observation, the researcher found that the problems related to the writing learning process came from many factors. Those factors were the students, the learning activities, and the media used by the teacher.

The first factor was related to the students. The students had low motivation in learning English. Most of them had difficulties in the writing process. They faced difficulties in choosing the appropriate words. They also had difficulty in grammar and mechanics. Most of them translated word by word in producing a text. And their writing was still Indonesian-English. It made them have low motivation to write in English.

The class was dominated by the active students during the teaching learning process and the rest of them were passive. The passive students did not have confidence to participate in the classroom activity. They only listened to the teacher's explanation without having chance to interact to their teacher. They also

would answer the questions if the teacher pointed one of them to answer. If not, they were just silent. In fact, some of them did not pay attention to the teacher's explanation. They just talked to their friends and even drew something on their notebooks.

The next factor was related to the learning activities. The students did not get a lot of chances to write. There was rarely writing activity which can encourage and motivate students to write. Writing skill was less taken into consideration in the teaching and learning process than other skills. Most of the time the teacher asked the students to read certain texts and answer the questions instead of asking them to produce a text. It made the students feel that writing skill seemed not very important. In addition, there were no fun activities during the teaching learning process. The class was monotone. It made the students easily felt bored and had low motivation to learn English.

The teacher did not provide a sufficient opportunity for the students to experience learning writing. The teacher used most of the time to explain the materials without providing activities which could encourage them to learn. The process of writing seemed to be neglected and the teacher also did not teach them steps of writing i.e. planning, drafting, revising, and editing. She also did not use any interesting media to support the teaching and learning process and it made the students bored.

Then, the materials used in the teaching learning process were also limited. The teaching learning process seemed to be book-oriented. The teacher only followed the tasks and activities that are available in the book. Since the

students learnt a mixed-ability classroom, they have to be exposed to the task that could meet their different needs of learning. Some activities and task have not been provided for them. The inputs, the task procedures, and the task product expected were designed in the equal level for all students.

C. Delimitation of the Problem

From the explanation in the background and identification of the problems above, there were many factors influencing students' writing ability. It was impossible for the researcher to solve all problems. Therefore, the problem of the research was only limited to how to improve students' writing skills by using project-based learning. The researcher and the teacher chose that action since the students had limited experiences in producing the text and also had low motivation in learning writing, if they are given a project that was relevant to their level, the students would be highly motivated, felt actively involved in their own learning, and produced complex, high-quality work. Hence, engaging the students to do some stages in creating a text was an essential thing to improve their ability in writing a text. Their writing ability could be improved through project-based learning because it created positive communication and collaborative relationships among diverse groups of students, met the needs of learners with varying skill levels and learning styles, and engaged and motivated bored or indifferent students so that students' writing ability would increase.

D. Formulation of the Problem

From the delimitation of the problem above, the problem of this study could be formulated into the following question "How can the writing skill of

Grade VIII Students of SMPN 11 Magelang be improved by project-based learning?”

E. Objective of the Study

From the background, the identification, and the delimitation of the problems above, the objective of this study was to improve the writing skill of grade VIII students of SMPN 11 Magelang through project-based learning.

F. Significance of the Study

The result of this study was expected to bring two kinds of significance in teaching and learning English i.e. theoretical significance and practical significance. Theoretically, the result of the research could be useful to other researchers who want to conduct the same theme, i.e. improving the writing skill. Besides, it would give a clear description on the implementation of using project-based learning in teaching writing.

Practically, the result of the research was expected to bring some benefits for the English teacher, the students, and the researcher. For the English teachers, the result of this research could be used as a reference in order to improve the writing learning process. For the students, it could be useful for them to improve their learning and ability of writing. For the researcher herself, she got the clear description of the implementation of improving the writing learning process using project-based learning.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

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

A. Literature Review

The theoretical review presents the relevant theories of the study. It is presented in two subheadings. The first part discusses the nature of writing and the second part discusses project-based learning.

1. Writing

a. Definition of Writing

Sokolik in Linse (2005: 98) states that writing is all about a set of processes and products. According to Spratt, Pulverness, and Williams (2005:26), writing is one of the four language skills; listening, speaking, reading, and writing. Writing is also one of the productive skills which involves communicating a message in the form of letters and symbols. Communicating means sending certain information to others, therefore, a message must have a purpose. In other words, writing produces a written product which has certain information. Hyland (2004: 09) explains that writing is a way to share personal meanings. People construct their own views on topic. They will share their views on a topic to each other then.

Brown (2001) also states that a writing is a product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise a text for clearer meaning, how to edit a text for appropriate grammar, and how to produce a final product. Wallace (2004) states that writing is the final product after students learn several stages of writing separately before.

From the definition above, it can be concluded that writing is one of the productive skills which involves communicating a message, therefore, a message must have a purpose. Writing can be used to communicate the writer's ideas to the readers. And it requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise a text for clearer meaning, how to edit a text for appropriate grammar, and how to produce a final product.

b. Characteristics of Written Language

Written language has some characteristics. According to Brown (2001), here are seven characteristics of written language.

1) Performance

Written language can be read and reread for many times. Writing works such as literary works, important documents, and letters from many years ago still can be read at present.

2) Production time

The writing process needs much time to plan, edit, and revise writing before finally it is finished as a final product.

3) Distance

Between the reader and the writer, there is a distance both in time and space that bound them in negotiating meaning and message. As a result, the purpose and the audience must be planned well to minimize different of opinions between the reader and the writer.

4) Orthography

Written language is supported by the use of orthography in order to send the message as the role of stress, intonation, pitch, volume and pausing in speaking. For example, the use of an exclamation mark is to express surprise. Then a question mark is used for questions.

5) Complexity

Written language is characterized by the use of longer clauses and more subordinators that make the written language complex. However, a piece of writing which has many longer clauses and more subordinators are not always considered as a good product. Brief, clear, and meaningful sentences are actually needed, and those, therefore are written in high complexity.

6) Vocabulary

Written language needs a high variety of vocabulary. The frequency of word repetition is controlled in order to make a piece of writing more interesting, finding another synonym for a word is one way to do this.

7) Formality

Written texts are typically formal because of the social and cultural uses. It minimizes the misunderstanding which is caused by language varieties in society. Formality is considered as an agreement for all people of different societies.

c. Micro and Macro-skills of Writing

To have good writing skills, there are some micro skills that have to be mastered. Brown (2004: 220) says there is a taxonomy that can be the guidance to set writing assessments. The classification includes micro-skills which are exactly appropriate to be applied in imitative and intensive writing performance, and macro-skills which are necessary to be applied in responsive and extensive ones.

Micro-skills of writing include:

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

Macro-skills of writing include:

- 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 connection 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 battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with.

d. Types of Writing Classroom Performances

There are many types of writing performances in the classroom. Brown (2001) divides a written performance into five kinds.

1) Imitative or writing down

The students can attain fundamental skills in the writing process through a simple task. The basic task of writing letters, words, pronunciation, and brief sentences can be done when they are producing a text. The activity that may be involved in this type of writing performances is that they simply write down a written product on their own. They imitate the written product as a form of task to go over the basic skills in writing.

2) Intensive or controlled

It is a kind of performance in which students must produce proper vocabulary in a certain context, collections and idioms, and correct grammatical features in the sentences. Although their creativity is not allowed much, the students working on this type of performances can do another stimulating creative activity by rewriting the paragraph of their collection of reading.

3) Self-writing

This category gets the students to write the things on their own mind. Kinds of activities of this category are note-taking, diary, and journal writing.

4) Display writing

Display writing is very useful for academic purposes. Written exercises, short answer essay and other forms of writing in test situations are instances of

display writing. They are kinds of activities when students are asked to write for the sake of their teachers' assignment or fulfilling their duty in the class.

5) Real writing

Real writing is one of the writing performances in which the reader does not know the answer and genuinely wants the information from the writer. For example, writing letters, filling a form and writing a simple message all belong to real writing.

e. The Process of Writing

Richards and Renandya (2002) say that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skills in generating ideas by giving activities, like brain storming and clustering. The planned writing experiences for the students can be described below.

1) Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Since its function is to stimulate students' ideas, the writing activities must be prepared to provide them learning experiences of writing likes brainstorming. According to Harmer (2004), there must be three considerations in this stage. The first one is thinking the purpose of writing. It will influence other features, like the text type, language use, and information or content of the text. The second one is related to the audience students refer to. It

will have impacts in other cases. One of them is dealing with the language choice, whether they will use formal or informal language. The last consideration is the content structure. It is about the sequence of the text.

2) Drafting

Drafting is recognized as the first version production in a writing process. Next, the draft may be edited and revised before becoming a fixed written work. At this stage, the students will focus on the fluency of the writing and write without having much intention to the accuracy of their works. During the process of writing, they must also focus on the content and the meaning of the writing. Besides, they may be encouraged to deliver their message to different audiences such as peers and other classmates.

3) Revising

In this stage readers allowed the writer to reflect and revise the works. The students review and examine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simple activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

4) Editing

At this stage, the students are focused on tidying up their works as they prepared the final draft to be evaluated by the teacher. The main activity done by them at this stage is editing their mistakes on grammar, spelling, punctuation, sentences and diction.

In addition, Harmer (2004) also states that there are four stages of a writing process. They are planning, drafting, revising and final drafting. A writing process as a classroom activity that incorporates those four basic writing stages is seen as a recursive process. This means that it has a cycle which integrates among stages. It can be seen as a process wheel in which it clearly shows the directions that the writer may take during their process in writing.

f. The Roles of the Teacher

Teachers play various roles in conducting their teaching learning process in the classroom. According to Harmer (2001), there are several roles of the teachers.

- 1) **Motivator:** one of four principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. This may require special and prolonged effort on our part for longer process-writing sequences.
- 2) **Resource:** especially during more extended writing tasks, the teacher should be ready to supply information and language where necessary. We need to tell students that we are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way. Because writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working pairs or groups.
- 3) **Feedback provider:** giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what

the students have written. When offering correction, teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks they have undertaken.

g. Principles of Teaching Writing

Nation (2009) claims that there are some principles in teaching writing. The following principles can be used to evaluate teaching and learning activities.

1) Meaning-focused Input

Learners should bring experiences and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic either in the first or second language.

2) Meaning-focused Output

Learners should do lots of writing and lots of different kinds of writing. There are many elements of writing skills which are peculiar to writing. Different genres use different writing conventions and draw on different language features (Biber, 1989 in Nation, 2009) and so it is useful to make sure that learners are getting writing practice in the range of genres that they will have to write in.

Learners should write with a message-focused purpose. Most writing should be done with the aim of communicating a message to the reader and the writer should have a reader in mind when writing. Learners should experience a feeling of success in most of their writing. They should use writing to increase their language knowledge. The section on guided tasks in this chapter focuses on

this. Besides, they should develop skill in the use of computers to increase the quality and speed of their writing. Writing instruction should be based on a careful needs analysis which considers what the learners need to be able to do with writing, what they can do now, and what they want to do.

3) Language-focused Learning

Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing. They should have conscious strategies for dealing with parts of the writing process. Spelling should be given an appropriate amount of deliberate attention largely separated from feedback on writing. In addition, teachers also should provide and arrange for feedback that encourages and improves writing.

4) Fluency Development

Learners should increase their writing speed so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working with easy, familiar material. The following section looks at how tasks can be designed.

h. Strategies in Teaching Writing

Harmer (2004: 11) states that students should pay attention not only in *what* to write but also in *how* to write. Writing is more than to write. There are actually several strategies to write well.

a) The way a teacher gets students to plan

Teachers need to encourage students to plan or think about what they are going to write. The simplest way is to plan the content of their writing and its outline. In this case, there are a lot of ways to get their plan, actually. However, there are two common ways that are usually used in this stage. They are brainstorming and guided tasks.

b) The way a teacher encourages students to draft, reflect, and revise

In this stage students are made to believe that their drafts are not the finished products. They still need to reflect and revise them. It will lead them to collaborative writing. In collaborative writing, they will work side by side with their classmates in order to produce a good writing. They will share any idea that is significant to their writing. Finally, their contribution will create a good finished product.

c) The way a teacher responds to students' writing

There are several ways to respond to students' writing. The first way a teacher can do is responding to a work-in-progress. It is applied when she/he is talking to a student in a group while the others are still working on their own. The second way is giving reformulation to students. In this way, she/he writes her/his own version of a good writing. It will be significant for them as a comparison with their work. The last way is conducting peer response. It will be really welcome to students because teachers talk to each student

i. Teaching Writing in Junior High School

Brown (2007: 8) says that teaching may be defined as showing or helping someone to learn how to do something, give instructions, guide in the study of something, provide with knowledge, and cause to know or understand. He also adds that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. As a productive skill, writing must be taught in a comprehensive way, Langan (2008: 13) suggests that writing should be considered as a skill so that it can be learned like other skills such as driving, typing, or cooking. It means that a lot of practices will make a better writing.

According to the content standard which is developed by BNSP (2006) the English teaching of Junior High School in Indonesia is aimed at making the students develop several competencies. They are 1) developing students' oral and written competencies to achieve the informal competence which makes it possible to access knowledge 2) developing students' awareness of the importance of English in improving English's competence at the world's level, 3) developing students' understanding on the relationship between cultures and language.

In this research, the materials which are given to the students are used based on the standard competence of the School-Based Curriculum based on Standar Isi untuk Satuan Pendidikan Dasar dan Menengah (2006: 134). The standard of competence and basic competence of writing for junior high schools in the second semester of the grade VIII is presented below.

Table 1: **Standard of Competence and Basic Competence of Writing**

| <i>Standar Kompetensi</i> | <i>Kompetensi Dasar</i> |
|---|---|
| <i>Menulis</i> <i>1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar</i> | <i>12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.</i> <i>12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.</i> |

Based on the table above, it can be concluded that in the second semester the materials for writing are about recount and narrative texts. Due to the materials in the curriculum, in this research, the researcher only focused on teaching a narrative text.

j. Measuring Writing

In order to be fair on scoring process, the researcher needs to decide which scoring rubric that should be used as scoring reference. Brown (2004) states three main types of assessing writing. They are primary trait scales, holistic scales, and analytic scales.

1) Holistic Scoring

Holistic scale is assigning a single score to a script based on the overall impression of the script. Holistic scoring results in a more general description for

categories, but includes the different elements of writing implicitly or explicitly. Weigle (2002: 144) argues that is another drawback to holistic scoring is that a single score does not provide useful diagnostic information about a person's writing ability.

2) Primary Trait Scoring

This method of scoring focuses on how well the students can write within a narrowly defined range of discourse (Weigle, 2002). This type of scoring emphasizes on how the writers achieve the goal of the text. Weigle (2002: 110) also states that in second-language writing assessment, primary trait assessment has not been widely used, and little information exists on how primary trait scoring might be applied in second-language testing.

3) Analytic Scoring

Analytic scoring helps the teacher to recognize the weaknesses and strengths of the learners. This scoring type can be applied in the classroom evaluation. Analytic scoring offers writers a little more wash back than a single holistic or primary trait score. In formulating the rubric, the five aspects that are organization, logical development of ideas, grammar, mechanics, and style of expression should be scaled.

Weigle (2002:114) says that analytic scoring schemes thus provide more detailed information about students' writing abilities in different aspects of writing. He also argues that analytic scoring is particularly useful for second language learners, who are more likely to show a marked or uneven profile across different aspects of writing: for example, a script may be quite well developed but

have numerous grammatical errors or a script may demonstrate an admirable control of syntax but have little or no content.

k. Feedback on Writing

When feedback is applied upon written works, it should affect the learners' language use in future. Furthermore, feedback can be focused on both content and form. Feedback on content emphasizes on text organization, ideas, and a number of details. Harmer (2001:110) divides the techniques into two.

1) Responding

Responding is different from assessing or evaluating since it focuses on the thought of the writing works. The important thing in responding is that the feedback has to support the students' writing improvement and raise their motivation instead of increasing their anxiety towards writing.

2) Coding

This technique enables the students to realize their mistakes and errors. By using certain codes, the correction seems to be neater, more understandable, less threatening, and more helpful compared with the use of random marks.

2. Project-based Learning

a. Definition of Project-based Learning

Project-based learning (PBL) is centered on the learners and affords learners the opportunity for in depth investigations of worthy topics (Grant; 2002; 1). According to Bell (2010; 39), Project-Based Learning (PBL) is a student-driven, teacher-facilitated approach to learning. Project-based learning is an instructional method centered on the learner. Students develop a question and are

guided through research under the teacher's supervision (Bell, 2010). Instead of using a rigid lesson plan that directs a learner down a specific path of learning outcomes or objectives, project-based learning allows indepth investigation of a topic worth learning more about (Harris and Katz, 2011). In addition, Fried-Booth (2002) state the definition of project-based learning as student-centered and driven by the need to create an end-product. PBL is a means to create an end-product in real-world environment with confidence and independence.

Solomon (2003) says that project-based learning is a process of learning that students are responsible for their own education. Students work collaboratively to solve problems that are authentic, curriculum-based, and often interdisciplinary. PBL is potentially motivating, empowering and challenging to language learners; it usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities (Simpson, 2011; Solomon, 2003).

Project-based learning engages students in gaining knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. Project-based learning enhances the quality of learning and leads to higher-level cognitive development through the students' engagement with complex and novel problems. Students are exposed to a wide range of skills and competencies such as collaboration, project planning, decision making, and time management through project-based learning. Project-based learning increases the motivation of students. Teachers often note

improvement in attendance, higher class participation, and greater willingness to do homework (Bottoms and Webb in Jacklin, 2008).

Thomas (2000) defines PBL as an in-depth learning, focusing on real-world problems and challenges that engage students who work as a team through meaningful activities resulting an end product.

From the definitions above, it can be concluded that project-based learning is a teaching method centered on the learners. It engages learners in gaining knowledge through activities creating an end product.

b. Benefits of Using Project-based Learning

There are many benefits of using project-based learning in the classroom. Fried-Booth (2002) say that the process leading to the end-product of project work provides opportunities for students to develop their confidence and independence. In addition, students demonstrate increased self-esteem, and positive attitudes toward learning (Stoller, 1997). PBL is potentially motivating, empowering and challenging to language learners; it usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities (Poonpon, 2011).

PBL plays an important role in developing learners' target language for real life purposes. It helps students' language skills to become more competent in the use of the target language and promotes learners' autonomy, learner centeredness, learner motivation and integrated skill practice (Stoller, 1997). Hutchinson (1993) suggests Project-based Learning as a powerful and motivating teaching method to develop students' second and/or foreign languages through

learning by doing. The use of Project-based Learning activities in teaching English is said to foster students' autonomy and encourage active and students-centered language practice (Philips, 1999).

PBL can be a connection between using the target language in authentic contexts outside the classroom. Simpson (2011) mentions some benefits to using PBL in the language classroom. They are:

- a. Gaining language proficiency, self-efficacy and self-esteem.
- b. Using real-life language and experiencing language in meaningful life situations.
- c. Developing motivation, self-confidence and the cognitive domain in second/foreign language learning.

PBL will help language learners relate the task to the language, because it offers the potential to integrate the target language into the learners' communicative competence. It helps the language become more relevant to their needs and enables them to communicate and understand the target language's culture (Hutchinson, 1993). Project work educates the whole child, encourages emotional and personal development and enhances not only intellectual, but also physical and social skills. (Philips, 1999). Thomas (2000) defines the issues about the positive side effects of project-based learning for students as the development of positive attitudes toward their learning process, work routines, abilities on problem-solving, and self-esteem.

In addition, project-based learning can improve language skills. As students engage in purposeful communication to complete authentic activities, they have opportunity to use language in relative natural context and participate in

meaningful activities which require authentic language (Heines in Fragoulis, 2009).

c. The Characteristics of Project-based Learning

Stoller (1997) mentions some characteristics in project-based learning.

- 1) Project work focuses on content learning rather than on specific language targets. Real world subject matter and topics of interest to students can become central to projects.
- 2) Project work is student centered, though the teacher plays a major in offering support and guidance throughout the process.
- 3) Project work is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way.
- 4) Project work leads to authentic integration of skills and processing of information from varied resources, mirroring real-life tasks.
- 5) Project work culminates in an end product that can be shared with others, giving the project a real purpose. The value of the project however lies not just in the final product but in the process of working towards the end point. Thus, project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different project-work stages.
- 6) It is potentially motivating, stimulating, empowering, and challenging. It usually results in building student confidence, self-esteem, and autonomy as

well as improving students' language skills, content learning, and cognitive abilities.

d. Procedure in Project-based Learning

There are five steps in conducting project-based learning in the classroom. They are:

1. Lead-in activities

The teacher should create the activity that can be used to introduce the topic. The activity conducted should help the teacher demonstrate what the students are supposed to do. Bridging activities should prepare students for cooperative working, open-ended tasks, communicative language production or they can be used for practicing specific language skills. (Haines in Fragoulis, 2009).

2. Planning

In this stage, the teacher and the students discuss and consider the ideas, topics and theme of the project. It is highly important that students are allowed to make choices and decisions from the very beginning because any decisions that the children make will help foster a feeling of ownership of and responsibility for the project and increase their motivation (Phillips, 1999). Besides, the teacher and the students also discuss about the due time to end the product.

3. Carrying out the project

When all the preparations are done, the students can start to develop the project. Teacher's roles during the development of the project are to monitor and check the progress of the project.

4. Creating the final product

In this stage, the students use their knowledge and abilities to produce something real. When the students can produce a final product, they can gain a sense of achievement that is important for their motivation (Rousova, 2008).

5. Evaluation

Evaluation refers to the assessment of the activities from participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products (Brinia in Fragoulis, 2009).

In the evaluation phase, the teacher and the students reflect on the project they have done.

e. The Roles of the Teacher in Project-based Learning

Project-based Learning Handbook (2006) defines teacher's role as the heart of successful project-based learning (PBL) is teacher's ability to support and direct students. This requires instructional, organizational, interpersonal and communication skills, as well as the ability to define the agenda for the class and push a project through to a successful conclusion. It also includes being sensitive to the fact that students finish work at different rates, with different abilities, aptitudes, and learning styles. PBL requires the teacher to adopt a new, enthusiastic attitude, to acquire a wide range of skills and to leave traditional

supreme position. During the project, the teacher should take on the role of facilitator, which involves becoming a source of ideas and advice, a referee helping to resolve arguments or disagreements, chairperson during groups' reports to the whole class.

B. Related Studies

There are some studies related to the use of project-based learning to improve students' writing skills. The first is a study conducted by Kornwipa Ponpoon (2011). The researcher studied the use of project-based learning to enhance the students' English skills at a Thai university. The result showed that through project-based learning, students' English skills were improved.

The second is the study conducted by Tezi (2006). The result of his study showed that the children' writing ability of his experimental group students was significantly higher than that of another group which was taught using traditional teaching.

C. Conceptual Framework

The conceptual framework of this research was made based on the theoretical review and theories of the relevant research. As mentioned before, writing is one of the skills that students have to master in order to develop their communicative competence. This is affected by some factors; the classroom which lacked of interesting activities and the students which have low writing ability. These problems were also found at SMPN 11 Magelang. The students of SMPN 11 Magelang got difficulty in producing the text. Most of them found difficulties in choosing appropriate words and connectives to be used. Writing is a

complex process and can lead to learner frustration. As with speaking, it is necessary for the teacher to provide a supportive environment for the students. During the observation, researcher also found that the teacher did not give the students opportunity to make first draft and revised it after receiving feedback from the teacher or peers. In that condition the students could not experience learning effectively.

From the problems above, the researcher and the English teacher of SMPN 11 Magelang decided to use project-based learning to improve students' writing skills. There are many advantages by using project-based learning. By using this method in the classroom, students gained knowledge and skills of the language through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. They could be highly motivated, felt actively involved in their own learning, and produced complex and high-quality work.

From this process approach, the students had the opportunity in developing their writing. They had the opportunity to learn; in an authentic, challenging, multidisciplinary environment, to learn how to design, carry out, and evaluate a project that requires sustained effort over a significant period of time, to learn to work with minimal external guidance, both individually and in groups, to gain self-reliance and personal accountability.

CHAPTER III RESEARCH METHOD

This chapter discusses the research methods. It includes type of the research, setting of the research, subject of the research, research design, data collection technique, instrument of the research, data analysis technique, procedure of the research, and finally the ways to ensure validity and reliability.

A. Type of the Research

This research study was action research that aimed to improve the writing skill of grade VIII students through project-based learning at SMPN 11 Magelang. Burns (2010) states that this type of research involves a self-reflective, critical, and systematic approach to explore teaching contexts. This research mainly aimed to identify a problematic situation or issue that was considered as a crucial concern to be improved systematically.

The research was conducted based on Kemmis and McTaggart model as cited in Burns (2010; 7-9) which consist of four steps; planning, action, observation, and reflection. The object of the research was students' writing ability that was improved through the process approach.

B. Setting of the Research

1. Place

This research was conducted of grade VIII students of SMPN 11 Magelang. The school is located in Jl. Tentara Geni Pelajar, Magelang Utara Kota Magelang. This school has 18 classes consisting of 6 classes used for grade VII, 6

classes for grade VIII and 6 classes for grade IX. Most classes in SMPN 11 Magelang are equipped with various teaching media such as books and LCD.

The research setting was at class of VIII C which has 31 students consisting of 15 male and 16 female students.

2. Time

The research was done on the second semester of 2014/2015 academic year. It began from 14th February to the 29th April 2015. The research was conducted by following the school's calendar and also considering the classroom teacher's schedule and syllabus of English lessons which was taught in class VIII C of SMP N 11 Magelang.

Table 2: **The Schedule of the Action Research**

| No. | Steps | Month | | | | | | |
|-----|---|----------|---|-------|---|---|---|---|
| | | February | | April | | | | |
| | | Week | | Week | | | | |
| | | 2 | 3 | 1 | 2 | 3 | 4 | 5 |
| 1. | Observation | | | | | | | |
| 2. | Planning | | | | | | | |
| 3. | Pretest | | | | | | | |
| 4. | Action Implementation Observation Reflection | | | | | | | |
| 5. | Planning for Cycle 2 | | | | | | | |

(continued)

(continued)

| No. | Steps | Month | | | | | | |
|-----|---|----------|---|-------|---|---|---|---|
| | | February | | April | | | | |
| | | Week | | Week | | | | |
| | | 2 | 3 | 1 | 2 | 3 | 4 | 5 |
| 6. | Action 2 Implementation Observation Reflection | | | | | | | |
| 7. | Post-test | | | | | | | |

C. Subject of the Research

The participants of the research were the researcher, the English teacher as the first collaborator, the researcher's colleague as the second collaborator and the students of VIII C of SMPN 11 Magelang. The class of VIII C has 31 students. The researcher together with the English teacher chose VIII C students as the subjects of research because most of the students had low ability in the writing skill.

D. Research Design

The research was based on Kemmis and McTaggart model as in Burns (2010). The steps of the research are planning, action, observation and reflection. It can be seen in the following figure:

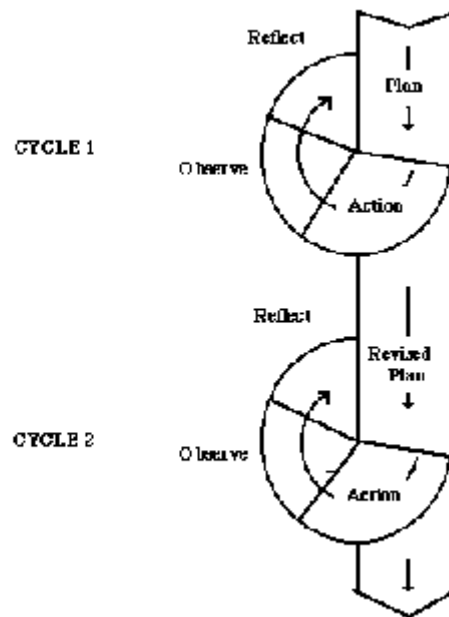


Figure 1: Cyclical AR model based on Kemmis and McTaggart in (Burns 2010)

As it is represented in the schema above, action research possesses several models and the one used in this study is Kemmis and McTaggart model (Kemmis and McTaggart in Burns, 2010:7). This model had several cycles in its implementation. For the first cycle, the researcher identified the existing problems of students grade VIII of SMPN 11 Magelang mainly in the writing mastery.

This problem analysis was continued by planning an action then carried it out. Then, the researcher analyzed whether there was problem or unsuccessful plan occurring during the action. Here, she revised the planned action and implemented it again. As for the reflection, it was carried out in each meeting and the evaluation was conducted in the end of the cycles.

E. Data Collection Technique

The data of the research were in the forms of qualitative and quantitative data, the qualitative data were gained by giving description of the situation before and during the teaching and learning process, while the quantitative data were taken from the score of students performances. It was then to measure the students' improvement in the end of the cycles. The researcher used some data collection techniques as follows:

1. Observation

The researcher observed the teaching and learning process in class VIII C and students' progress in writing to get information needed in the next action plan in this research. She used the same observations schedule at regular interval times. The English teacher as the collaborator gave description on the activities done by the researcher and the students.

2. Interview

Interview could be described as formal and informal discussions in which the researcher aimed at establishing some information or evaluated an outcome. Interviews have some advantages because the researcher can get richer feedback.

3. Pretest and Post-test

Both tests were done to make comparisons of before and after the implementation of PBL as the effort to improve students' writing skills in English.

4. Photograph Taking

The camera was used to take pictures and videos during the research in the classroom to see the exact situation when the actions were performed. Those

pictures are pivotal evidences to show visible data which support the reliability and trustworthiness of the research.

F. Instrument of the Research

The instruments used in gaining the data of this research were

1. Interview Guidelines

It was used to measure how successful the action was. The interviews were done with the English teacher and some students after meeting to keep the discussion on the track. The equipment used in collecting the data is a recorder.

2. Observation Checklist

The observation was done by the collaborator. This was used as a guideline to monitor the implementation of the project-based learning in the teaching and learning process.

3. Camera

The researcher used a camera to capture important moments happening during the research. The pictures were able to describe the general sequences of the research.

4. Writing Tests

Writing tests were implemented to examine the students' achievement and progress. To gain the scores, the researcher made use of an analytic scoring rubric and the number of written word counting.

G. Data Analysis Technique

There were two types of data in this research, quantitative and qualitative data. The qualitative data were in the forms of field notes or vignettes and interview transcripts. The quantitative data were in the forms of writing scores (obtained from pretest and post-test). According to Burns in Burns (2010: 104-105), there are some useful steps that 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 post-test 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.

H. Procedure of the Research

The research procedure was based on Kemmis and McTaggart's model. The research consisted of two cycles.

1. Reconnaissance

In the reconnaissance, to identify and select the field problems, the researcher worked collaboratively with the English teacher, and the students of grade VIII. To identify the field problems, the researcher observed and identified

problems during the teaching and learning process in the classroom, and interviewed the students as well as the English teacher.

2. Planning

Having identified the problems, the researcher and the collaborators made a series of plans. They discussed a course grid, lesson plan, the teaching technique, the materials, the activities, the learning kits, the time allocation and the evaluating technique. In the planning stage in Cycle 2, they made some changes on the activities and add some actions.

3. Action

In this stage, the plans were put into action. The researcher acted as the English teacher.

4. Observation

Observation was done by the researcher and the collaborator, while the researcher was teaching writing, at the same time the collaborator was observing the teaching learning process. An observation guideline was used to seek information regarding with the writing process and students' writing ability. In addition, to collect richer qualitative data, interviews with the English teacher and the students were conducted. It was aimed to gather their opinions towards the teaching learning process. The use of multiple perspectives was done to avoid subjectivity in interpreting the data.

5. Reflection

At this point, the researcher made reflection on the action that has been done. The field notes and the interview transcripts were used to see the strength

and the weaknesses of the action. The researcher and the collaborators shared opinions, feelings, and evaluations on the teaching learning process based on the data collected through the instruments. They worked together to attain the general finding of one complete cycle. Finally, it was used to draw conclusions whether the students' writing ability improved or not.

I. Validity and Reability of the Data

To make the data valid and reliable, the researcher used the kinds of validity criteria proposed by Anderson in Burns (1999). They are democratic validity, outcome validity, process validity, dialogic validity and catalytic validity. They are explained as follows:

1. Democratic validity

The democratic validity was obtained by doing collaboration with the English teacher and the students as the data resources. They have the right to give their opinions, ideas and suggestions about the implementation of the actions. The researcher interviewed the English teacher and also the students before and after the teaching process to get the information on their perspectives.

2. Outcome validity

The outcome validity in this research was gained by looking at the result of the actions. The researcher together with the collaborators analyzed the success and the failure of the action research in every cycle.

3. Process Validity

The process validity was obtained by doing a triangulation technique. The researcher reported the result of the implementation of the process approach from

two different points of view. They were from the collaborator and the students of VIII C.

4. Dialogic Validity

In order to gain the dialogic validity, the researcher had conducted the discussion with the English teacher, the second collaborator, and the students on what she has done during the implementation of the research.

5. Catalytic Validity

Catalytic validity relates to the extent to which the researcher allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. To fulfill this validity, the researcher identified the changes which occurred during and after the action by using some interviews.

In addition, the trustworthiness of the data was also gained by using triangulation. According to Altrichter et al. (1993) in Burns (2010), 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 investigator triangulation.

1. Time triangulation

The data were collected at different points in time. The researcher conducted the interview with the English teacher and the students before and after the actions.

2. Space Triangulation

The data were collected through various processes involving the students with various background of knowledge and different levels of English proficiency. Since then, the limitations of studies conducted within one group could be avoided.

3. Investigator Triangulation

In this research, the researcher did not stand independently since the English language teacher was involved as the collaborator and observer. This research also allowed critical friends to give opinions and suggestions toward the processes.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the process of the study conducted in Cycle 1 and Cycle 2. Each of them consists of planning, actions, observation, and reflection. This chapter also shows the result of the study in quantitative data obtained during the research to support the qualitative data. The details of the process are presented as follows.

A. Reconnaissance

This step contained some activities conducted to find the field problems. The research began with observation aimed at collecting information concerning the teaching and learning process in the writing skill of class VIII C of SMPN 11 Magelang. Then, it was continued by interviewing the teacher and the students to get more information.

1. Identification of the Field Problems

In identifying the problem of the teaching and learning process in writing skills at grade VIII of SMPN 11 Magelang, the researcher conducted a pretest, observation, and interview. The researcher interviewed the English teacher and also the students of class VIII C. The observation was done in two periods. The first period was done during PPL. The second period was done on February 14th 2015. The observation during the teaching and learning process went through was noted in forms of vignette or field notes attached in appendices. The students' writing scores also presented in the appendices.

The first problem found during the preliminary observation was related to the learning activities. The learning activities in the class were lack of interesting activities that encourages students to learn. The activities in the teaching and learning process also lacked variation. The teacher only followed the activities providing in the course book and *LKS*. The teaching and learning process seemed monotonous so that most of students felt bored and reluctant to learn.

Kegiatan belajar dilanjutkan dengan mengerjakan latihan selanjutnya yang terdapat pada buku. Siswa diminta untuk membaca sebuah teks pendek dalam hati. Setelah siswa diberi waktu untuk membaca teks tersebut, bu Ira membacakan teks tersebut sekaligus mengartikannya perkalimat. Kemudian siswa mengerjakan soal latihan yang berkaitan dengan teks yang mereka baca.
The teaching and learning process continued by doing the next exercises in the course book. The students were asked to read a text. Mrs. Ira then read aloud the text and translated it to bahasa Indonesia sentence by sentence. After that, the students answered the questions followed from the text they read.

FN 01/14 February 2015

P : *Kalau pelajaran bahasa Inggris biasanya kegiatannya ngapain aja?*
(What are the activities during the English lesson?)
S1 : *Biasanya baca terus nanti diterjemahkan sama bu Ira terus ngisi apa itu namanya kayak soal-soal gitu di buku paket kalo ga di LKS gitu. Sama mencatat kata-kata.* (We usually read a text then Mrs. Ira translates it. After that we do the task in the course book or LKS. We also write down some words from the text and their meanings.)

Interview Transcript 2

P : *Kalau pelajaran bahasa Inggris biasanya kegiatannya ngapain aja?*
(What are the activities during the English lesson?)
S1 : *Kalo sama bu Ira biasanya disuruh baca terus mengerjakan soal gitu apa itu di buku, buku paket kalau enggak ya di LKS. Nanti bu Iranya menjelaskan terus dibahas sama-sama.* (Frequently , we are asked to read certain text then answer the questions in the course book or in LKS. After that, Mrs. Ira will explain it and discuss it together with us.)
S2 : *Iya gitu, baca teks terus nanti diterjemahkan terus kata-kata sulitnya ditulis, terus njelasin apa itu namanya tenses.* (Yes, it's like that. We read a text then translate it together with Mrs. Ira. After that Mrs. Ira explains about the tenses.)

Interview Transcript 3

- P : Kalau pelajaran bahasa Inggris di kelas biasanya kegiatannya ngapain aja? (What are the activities during the English lesson?)
- S2 : Ya biasanya suruh baca teks terus njawab soal gitu. (Umm usually, we are asked to read a text then answer the questions.)
- S3 : Selain itu, ibunya nerangin rumus miss. (Besides, she explains the formula of the sentence structure.)
- P : Terus selain itu ngapain lagi? (And then what else?)
- S2 : Iya terus nyatet rumus sama kata-kata dari teksnya. Nanti Miss Ira baca teksnya terus diterjemahkan, terus nulis kata-kata yang sulit di papan tulis sama artinya dalam bahasa Indonesia. (Then we write down the formula and some words from the text. Next Mrs. Ira will read the text, translate it to bahasa Indonesia and write down the difficult words on the board with their meanings.)

Interview Transcript 4

Second, the writing skill was less taken into consideration in the teaching and learning process than other skills. The teacher focused more in teaching reading and grammar. The activities during the English teaching and learning process were dominated by reading activities. Most of the time the teacher asked the students to read certain texts and answer the questions instead of asking them to produce a text. The teacher did not provide enough opportunity for the students to practice writing frequently. As the teacher said, it needs a long time and process to make students to be able to produce a text. She stated that she had to teach the aspects of writing step by step. As the time was limited, the teacher tended to neglect to teach writing to students.

- P : Begini bu, diantara keempat skill, yang paling ibu fokuskan yang mana ya bu? (Among four skills, what skill do you focus on more?)
- GBI : Yang paling sering diajarkan itu malah readingnya, karena nanti buat ujian nasional, persiapan ujian nasional. Jadi malah untuk skill yang lain malah terabaikan. Buat writing practice saya jarang, gak nyandak soalnya ya. Kan butuh waktu yang lama ya mbak buat mereka nulis. (The skill that taken into consideration more is reading skill because it will be assessed in national examination. So the other skills are not really taken into consideration. Writing practice is rarely conducted in the class since the time is limited. It needs a long time for students to write.)

- P : *Skill mana yang yang masih tergolong rendah? (Which skill that can be categorized as low?)*
- GBI : *Kemampuan menulisnya rendah mbak, malah mending reading mungkin daripada writing. Kan kalau writing itu harus benar benar grammarnya dia juga harus ngerti, kosa katanya juga, jadi pasti gitu kan. Mereka aja misalnya menulis ini ya kalimat dalam bahasa Indonesia saja gak dong masihan. Untuk subjek kemudian predikat itu masih susah mbak, harus satu satu bimbingnya. (The students' writing ability is still low even reading is better than writing. In writing, they have to really understand about the grammar and the vocabulary. They still have difficulty in writing a sentence even in Bahasa Indonesia. They still find it difficult in differentiating predicate so I need to guide them step by step.)*
- Interview Transcript 1

- P : *Kalau latihan menulis dalam bahasa Inggris di kelas sering ga? (Do you often practice writing in the class?)*
- S2 : *Jarang yaa (Rarely.)*
- S1 : *Kalau latihan menulis jarang, ya itu seringnya baca terus diartikan kata-katanya. Paling nulis kalimat. (We seldom practice to write in English. We often read a text then translate it.*
- Interview Transcript 2
- P : *Kalau latihan menulis sering ga di kelas? (Do you often practice writing in the class?)*
- S1 : *Latihan menulis jarang, kadang menulis kata-kata yang kosong itu di paragraph. (Practice writing is rarely done. Sometimes, we are just completing the words in a paragraph.)*
- S2 : *Menulis dialog paling miss, lihat contoh yang di buku. (We usually write a dialog based on the examples in the book).*
- Interview Transcript 4

The students had low motivation in learning English. When the teacher was explaining the material, the students were busy talking to their friends and joking around. They did not pay attention to the teacher's explanation. They did not participate actively in the teaching-learning process. They seemed reluctant to learn. The evidence can be seen in the following vignette:

Sambil menjelaskan dan mengulas materi pada pertemuan sebelumnya Ibu Ira juga bertanya kepada siswa untuk mengetahui sejauh mana pemahaman mereka, tetapi kebanyakan siswa tidak memperhatikan dan malah sibuk mengobrol dengan teman sebangku mereka. (Whilst explaining and reviewing the material in the previous meeting, She also asked the students to check their

understanding. However, most of the students did not pay attention to her. They were busy talking to their friends.)

FN 01/14 February 2015

Next, the abilities of the students' skills in writing could be categorized as low. They lacked knowledge in writing such as grammar, mechanics including spelling and punctuation. They also had limited vocabulary. Most of them had difficulties in the writing process. They faced difficulties in choosing the appropriate words. Most of them translated word by word in producing a text. In addition, their writing was still Indonesian-English. It made them had low motivation to write in English.

P : *Kalau menurut Ibu, bagaimana kemampuan menulis siswa secara umum? (What do you think of students' writing ability?)*

GBI : *Ya seperti yang saya bilang tadi itu mbak. Kemampuan menulis mereka masih rendah. Kalau menulis kalimat gitu, masih seperti bahasa Indonesia yang d2nggriskan. Ya itu, kosa katanya masih terbatas, tatabahasanya juga banyak yang belum paham, bahkan tata tulis seperti titik koma gitu ya masih banyak yang salah. (As I said earlier, their writing ability is still low. When they write a sentence, their sentence is still like Indonesian-English. They have limited vocabulary. Many of them still do not understand the grammar. They even still make many mistakes in punctuation.)*

Interview Transcript 1

P : *Apa saja kesulitan yang dihadapi oleh siswa dalam pembelajaran writing? (What are the obstacles that students face in learning writing?)*

GBI : *Itu ya mungkin memahami grammarnya kemudian struktur kalimat itu juga masih susah. Verb aja gitu, ini yang verb yang mana itu tu gak tau. Jadi bedain part of speech itu masih susah. (Maybe, they still have difficulties in understanding the grammar and the sentence structure. They still find it difficult in deciding where the verb is. Differentiating the part of speech is still hard for them.)*

Interview Transcript 1

P : *Menurut kamu nulis dalam bahasa Inggris itu susah engga? (Do you think that write in English is a difficult thing?)*

S2 : *Susah miss. (It's difficult miss.)*

- S1 : *Ya lumayan susah* (Yes. It's quite difficult.)
P : *Susahnya dimana?* (What are the difficulties you face?)
S2 : *Apa ya itu miss kata katanya itu lho miss ga tau terus sama rumusnya juga miss suka lupa.* (What's that...the vocabulary and sometimes I forgot the formula of the sentence structure.)
S1 : *Sama miss kadang ga tau katanya itu jadi susah kalau mau nulis bu. Isinya tau mau nulis apa tapi kalo d2ngrisin itu miss susah.* (Same with me. Sometimes, I don't know the words so it is difficult for me to write in English.)

Interview Transcript 2

Moreover, the result of the pretest showed that the students still lacked in almost every aspect of writing such as content, organization of the text, vocabulary, language use and also mechanics. The lacks can be seen through the following samples of students' writing.

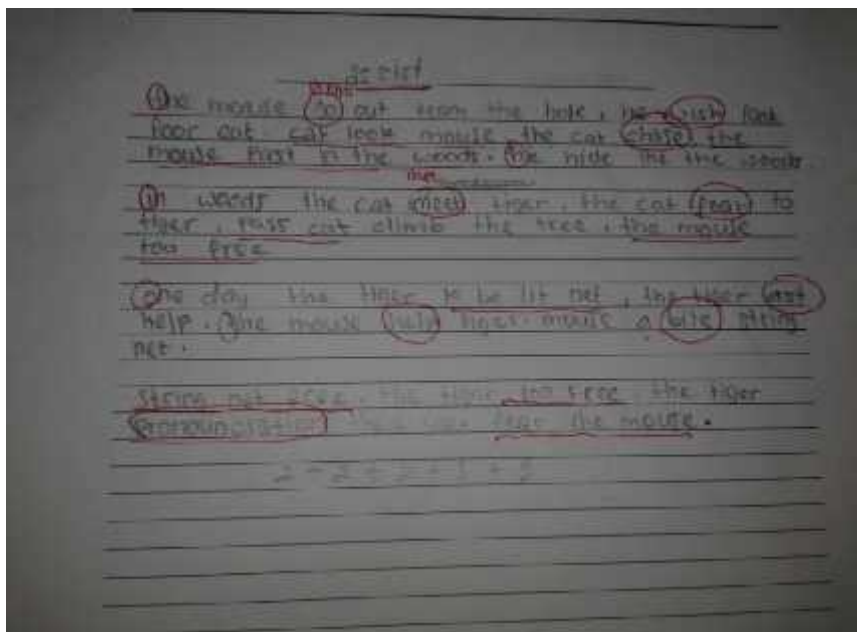


Figure 2: A sample of student's writing in the pretest

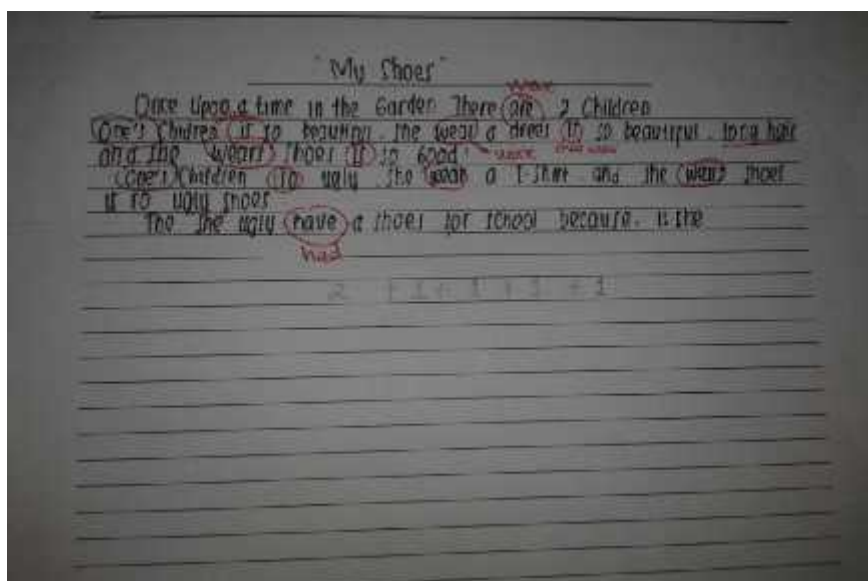


Figure 3: Another sample of student's writing in the pretest

The results of students' writing in the pretest showed that they had not understand the grammatical rules well. Their writing was also dominated by errors of punctuation and capitalization. The following table presents the mean of the students' score in the pretest.

Table 3: The Pretest Mean Score of each Writing Aspect

| Aspects | Content | Organization | Vocabulary | Language Use | Mechanics |
|---------------|---------|--------------|------------|--------------|-----------|
| Mean Score | 2.03 | 2.03 | 1.83 | 1.67 | 2.06 |
| Maximum Score | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Minimum Score | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |

Based on the result of the pretest above, it can be seen that there were still problems in the writing skills of the students in terms of content, organization, vocabulary, language use and mechanics. The mean score of the content aspect was 2.03. It means that the content of their writing was still poor. Some students

had limited knowledge of subject and the development of the topic was inadequate.

The organization of their writing was still poor since their mean score was only 2.03. In addition, the vocabulary mastery of the students was poor too. The mistakes they made were mostly about word choice. Then, in terms of language use, the students' score was 1.67. It showed that their understanding on grammatical rules was still low. Moreover, their writing was also dominated by errors of punctuation and capitalization. From the table above, the mean of mechanics was 2.06. It was also still in the poor level.

From the identification of the problems above, there were found several problems in the English teaching and learning process. Those problems can be seen in the following table.

Table 4: Problems Found in VIII C SMPN 11 Magelang

| NO. | Problems | Categories |
|------------|---|---------------------------|
| 1. | The students had low motivation in learning English. | The students |
| 2. | The students did not pay attention to the teacher's explanation. | |
| 3. | The students had difficulties in choosing appropriate words when producing a narrative text. | |
| 4. | The students made some errors in punctuation, capital letters and spelling. | |
| 5. | The students had a problem with sentence structure. Most of them made mistakes in using past tense. | |
| 6. | The students still found it difficult in developing their ideas. | |
| 7. | The students lacked of writing practices. | The classroom activities. |
| 8. | The classroom activities focused more on learning grammar and reading | |
| 9. | The class lacked of fun and intersting activities. | |
| 10. | The teacher only followed the tasks and activities available in the course book. | |
| 11. | The classroom activities lacked of students' involvement and participation. | The use of media |
| 12. | The media was rarely used. | |

In regard to the problems related to the process of teaching and learning writing skills, the problems can be classified into four main points.

- 1) The students' attitudes toward the writing skill (The students had low motivation in learning English. The students did not pay attention to the teacher's explanation.).
- 2) The students' abilities and competencies in writing (The students had difficulties in choosing appropriate words when producing a narrative text. The students made some errors in punctuation, capital letters and spelling. The students had a problem with sentence structure. Most of them made mistakes in using past tense. The students still found it difficult in developing their ideas.).
- 3) The classroom activities (The students lacked of writing practices. The classroom activities focused more on learning grammar and reading. The class lacked of fun and interesting activities. The teacher only followed the tasks and activities available in the course book. The classroom activities were lack of students' involvement and participation.).
- 4) The use of media. The media was rarely used by the teacher.

2. Selecting the Problems

Based on the observation in the classroom, the researcher found that the teaching and learning process of writing in class VIII C seemed to be monotonous and lacked of writing practices. There were not enough chances for the students to experience a real activity of writing. The activities in the classroom were mostly about reading activities.

The students' mastery in grammar, vocabulary and mechanics were still low. They had difficulties in choosing appropriate words when producing a narrative text. They made some errors in punctuation, capital letters and spelling. They also had a problem with sentence structure. Most of them still have not understood the rule of past tense yet. In addition, they still found difficulties in developing their ideas. It caused by the lack of writing practices that led them to have low mastery in grammar, vocabulary, and mechanics. Consequently, students had to have a lot of opportunity to be familiar with English writing.

The next problem to cope was related to the use of media. The teacher rarely used any interesting media in the classroom. Using media in the classroom could elicit the students' attention so that they could enjoy and obtain as much as knowledge about the language.

Considering the feasibility of the problem to solve, it was difficult to overcome all problems found in the field. As stated in the previous chapter, the researcher and the teacher only focused on improving the students' writing skills through project-based learning. Thus, the list of problems to solve was made according to the result of observation and interviews that have been conducted before the research implemented. These problems are formulated and presented as follows:

- a. The activities in the teaching and learning process were monotonous since the teacher only followed the activities and tasks provided in the course book and *LKS*

- b. The writing exercises seemed to be neglected. The activities during the teaching and learning were mostly dominated by reading activities. There were not enough opportunities for the students to practice writing.
- c. The students' mastery in grammar, vocabulary and mechanics were still low. The learning activity focused more on analyzing the sentence structure rather than to really produce the language.
- d. Interesting media which can be used to attract students' attention to learn was rarely used.

3. Determining the Actions to Overcome the Problems

Based on the problems found, the researcher and the collaborators planned some actions to solve the problems. The relation between the feasible problems and the actions that would be implemented can be seen below.

Table 5: **The Actions Implemented to Solve the Problems**

| No. | Problems | Actions |
|-----|--|--|
| 1. | The classroom activities lacked variation and seemed monotonous. | Applying project-based learning in the teaching and learning process. |
| 2. | The teacher paid much attention on teaching reading. | |
| 3. | The students had low motivation in learning English. | |
| 4. | The students still found it difficult in developing their ideas. | |
| 5. | The students had had a problem with sentence structure. | Providing grammar exercises. Giving more explanation and model. Giving feedback on students' work. |
| 6. | The students had difficulties in choosing appropriate words when producing a narrative text. | Creating activities that enable the students to enhance their vocabulary. |

(continued)

(continued)

| NO. | Problems | Actions |
|-----|--|--|
| 7. | The students often made frequent errors in punctuation, capital letters, and spelling. | Giving feedback on the students' work. |
| 8. | The teacher rarely used media. | Using pictures Providing handout to the students. |

To implement the actions, the researcher and the collaborators did some preparations and plans to make the actions as successful as possible. They are:

- a) preparing the course grid and lesson plans
- b) selecting the materials
- c) deciding the teaching and learning activities
- d) creating the tasks
- e) selecting the teaching media

B. Research Process

In this part, the process of the research is described in details. After being classified into two cycles, the discussions on the report of the first cycle are presented below.

1. Report of Cycle 1

In the first cycle of the research, the plans were the actions decided by the researcher and the collaborator. The teaching and learning process in Cycle I conducted in three meetings. In this cycle, the researcher and collaborators administered three steps as discussed in the following sections.

a. Planning

After selecting the field problems, the researcher and the collaborators discussed the plan for the Cycle 1. The first cycle was planned to be conducted in

three meetings. The actions that was planned to be implemented were described in the following table:

Table 6: The Actions Plans and the Expected Improvement to Achieve

| NO. | The Action Plans | Expected Improvement to Achieve |
|------------|-----------------------------------|---|
| 1. | Applying project-based learning | The students had more chance to practice writing. |
| | | The students could actively participate and got involved in the teaching and learning process. |
| | | The students had higher confidence to write in English. |
| | | The activities in the teaching and learning process could be interesting. |
| | | The students had higher motivation to learn English. |
| 2. | Giving feedback on students' work | The students could be aware of their own mistakes. The students would have adequate grammar mastery. |
| 3. | Using interesting media | The students were motivated in learning English |
| | | The students would be easier in generating the ideas |

The implemented actions focused on improving the students' writing skills through project-based learning. Based on the result of the discussion with the English teacher, the researcher would act as the teacher while the English teacher would act as a collaborator.

The first action was implementing the project-based learning. Project-based learning was used to improve students' motivation in learning English. Through applying project based learning in the classroom, it was expected that the students could have more opportunities to practice writing, actively participated

and got involved in the learning process, and also could enhance their mastery in grammar, vocabulary and mechanics. The researcher planned some activities that directed the students to complete the project. The project was named Wall Magazine. In doing the project, the students worked with group of 5 to 6. Before developing and creating the product, the students were firstly shown the example of the end product, doing several tasks in grammar and vocabulary, selecting the topic for each group, writing a narrative text, revising their writing, and finally submitting their end product. They were allowed to add picture and any decorations if they want to. This was also expected to enhance their creativity so that they could enjoy learning.

Second, to facilitate students to improve their accuracy, the researcher planned to give more explanation related to this aspect. In the first cycle, the researcher would focus on grammar and text organization. Grammar exercises would be given for the students to improve their grammar mastery.

The next plan was giving feedback on students' work. The feedback was given by the teacher and peers. The feedback was given by the teacher when the students made their first draft of narrative text. The feedback given was in the form of written and oral feedback. Giving feedback on the students writing was crucial to show them which part of their writing that was still incorrect and must be corrected. Giving feedback could give them opportunity to learn and notice their mistakes.

Moreover, the researcher also prepared the lesson plans and course grid for the first cycle. These instruments were prepared for three meetings. The lesson

plans consisted of information about the activities during the learning process, time allocation, classroom management, aims of the tasks and activities designed and competencies that the students needed to achieve.

b. Action and Observation

The actions were carried out in three meetings on April 15th, 16th and 18th 2015. The pretest was held on April 8th 2015 before the first meeting was held. The researcher worked with the English teacher as the first collaborator and the researcher's colleague as the second collaborator. The English teacher observed the learning process and took notes. The second collaborator took photographs, videos and also made field notes. The complete description of Cycle 1 was presented below.

1) Meeting 1

In the first meeting, the activities were focused on introducing the students to the model text, explaining the grammatical rules and text organization of a narrative text and also explaining and describing the procedure of the project that they were going to do.

The researcher began the class by asking the students' condition followed by checking their attendances. Before coming to the main material, she gave them some pictures and asked them if they know the story of the pictures that she showed to them. Some students responded to her questions. They mentioned the title of the story. Then she asked them to mention the other story they know. They start mentioning the folk tales and fairy tales they familiar with. After that, she asked one of them to tell the class the story she know.

Next, the researcher gave the handouts to the students. They were provided with the model of the narrative texts. Firstly, they were asked to read the text and answered the questions based on the text. This activity was aimed to give them input of language and make them accustomed with a narrative text. In reading the text, they kept asking the meaning of some words in the text to the researcher and English teacher instead of looking the meanings in dictionary.

After that, the researcher and the students identified the language use and the generic structure of the text. At first, she asked about their knowledge on the use of simple past tense to tell what happened in the past. She asked them to check their understanding of a narrative text. Some of them kept silent indicating their lacking knowledge on it, while some others did not seem confident to answer the researcher's question. Most of them did not really master the nature of simple past tense. She then, explained the language use in the narrative text. She also wrote the pattern of simple past tense on the board followed by some examples.

The next activity was continued by asking the students to change the words into the correct form. This activity was provided to make the students have better understanding in the grammatical rules of a narrative text.

The students were busy searching the words from the task in the dictionary. Some of them checked their notes about the irregular verb that had given by the teacher in the previous meeting. The researcher asked the students to write down their answers in the board. Some students were still confused to change the V1 form to V2 form and they were still wrong doing the task. Then the researcher wrote down the correct answers in the board and also its Indonesian meaning. The students wrote down the words in their note book.

FN. 6-15/04/2015

A couple of minutes before the lesson ended, the researcher divided the class into 7 groups. Each group consisted of 4 to 5 members. The students then were given the explanation and description of the project they were going to do with their groups. The project named “Wall Magazine”. First of all, she mentioned when the project started and when the submission date was. Then, she and the students made the rules that should be obedient by all of the students. The rules made were; they might report to the researcher if there were students who did not work and participated in the project and they had to submit it on time. She gave the opportunity for the students to ask but none of them asked questions. So, she asked them to make a draft of a narrative text. Each group had a different story. Firstly, the students had to mention the title of the story they were going to product and then made a draft of it. To help them in making a draft, she proposed some questions such as when the story began, where the story began, what were the main characters of the story, what problems they faced, and how they solve their problems to guide them in making the drafts. They then started working with their groups to make a draft. The class was so noisy. She moved around the class to monitor students’ work. Before the bell rang, they were asked to submit their draft. In the end of the lesson, she mentioned what they have to prepare on the next meeting and asked them to do the next exercise as homework.

2) Meeting 2

After greeting and checking students’ attendances, the researcher asked questions related to the material on the previous meeting to check their understanding. The questions proposed were about the social function and the

characteristics of a narrative text. After reviewing the material on the previous meeting, she then asked about the homework. Some of them did not do the homework. They confessed that they were still confused in differentiating the regular and irregular verbs. Together with the students, the researcher discussed the answer. She explained the differences of regular and irregular verbs and also gave some examples. After explaining to the students, she asked them to search other examples from the text they had read. Several students mentioned the verbs from the text. After that, they were given a list of irregular verbs including the meaning of them to enrich their vocabulary and linguistic knowledge.

Next, the researcher asked the students to sit with their groups. The group seat was arranged from group 1 to 7, because it makes her more easily monitor them. She allocated the group seat. She ordered them based on the instruction she gave. They with their groups discussed and started to create the product. In this session, they had to make a draft then consult it with her. After that, they had to develop their drafts to be a full narrative text. The researcher moved around to monitor students' work. To avoid the member of group that did not participate in developing the project, she asked the students to report to her if there were students that did not work. The class then became very noisy. Some groups were left behind because of the member that did not work cooperatively. Meanwhile, some other groups seemed really enjoy the process.

The researcher asked the students to sit with their groups. To make it easier, the seat of the group was arranged from group the first group to the last group. The students with their group discussed and created the project planned in the preceding meeting. To avoid the members that did not work and contribute, the students were asked to write down the members that did not participate in

developing the project. Some groups were left behind in developing their product. Some others seemed really enjoyed producing the project.

FN 7-16/042015

The next activities were giving feedback on the other groups' writing and revising their own group writing. Each group had to exchange their work to the other groups. The feedback given could be about the content, the organization of the text, the vocabulary used, the sentence structure and mechanics such as spelling and punctuation. When they finished correcting other groups' writing, they returned the writing to the group. Because the lesson time was only 40 minutes, the project was continued in the next meeting. The students' writing then was submitted to the researcher to receive feedback from her.

After concluding the material learned, the researcher asked students to do Task 8 as homework. She ended the lesson by greeting them and saying goodbye.

3) Meeting 3

As usual, the researcher began the class by greeting the students, saying prayer and checking students' attendances whether there were students who were absent or not. Then she started the lesson by reviewing the previous material learned. Most of them responded to the questions given by her by looking at the notes they took. She then reminded them that they had homework that was completing a text with given words in the box. She asked them to write down the answer in the board. Some students said that they had not finished their homework and a few of them confessed that they did not know the meaning of some words because they were too lazy to open the dictionary.

Before going to the next task, the students were given some pictures and asked to compose a sentence for each picture. The sentence should be relevant to the picture given. There were four different pictures. The time given for them to produce 4 sentences was 10 minutes. After that, the researcher asked them one by one to read the sentences they made. She also gave oral feedback directly to them and encouraged them to be not afraid to make mistakes.

The lesson was continued by giving the students a task to arrange the paragraphs into a good text and also highlight the verbs used in the text. They were given 15 minutes to finish this task. In completing the task, they worked with their groups. This activity was aimed to deepen their knowledge about the text organization of a narrative text. Instead of searching the meaning of words in the dictionary they borrowed from the library, they kept asking the researcher, the teacher and the second collaborator of some words they did not familiar with. The students and the researcher then discussed the answer together. The researcher then reminded the students about the organization of a narrative text.

The students were asked to be quiet and asked to pay attention to the researcher's explanation. The researcher moved around the class to monitor students' work. Some of them kept asking to her the definition of some words on the text. They chose to ask the researcher instead of searching it in the dictionary. After they finished doing the task, they and the researcher started to discuss the answer.

FN 8-18/04/2015

Next, the students revised and finished their work after they were given feedback from the researcher. They were allowed to decorate their writing. It took much time than that of the time allocated for finishing the project. They were finishing their project until the class ended. Soon after all the students were done

with their project, the researcher concluded the lesson, reminded the students about the principles of a narrative text, the grammatical rules, the text organization of narrative, the content, and also the punctuations. She closed the lesson by saying prayer and goodbye.

c. Reflection

The researcher and the collaborators had a discussion to make reflection after the implementation of the actions. The reflection aimed to evaluate the actions whether it needed to be modified or not. The reflection was conducted to meet the democratic validity and the dialogic validity. The researcher and the collaborators analyzed the data from the classroom observation and interview to find out what was successful and what was unsuccessful from the actions.

The first action to reflect was project-based learning activities. In this cycle, the students were assigned to develop the project. The project in the first cycle was named Wall Magazine. This project was done in groups. The grouping was done by the researcher. She ordered the students to count from 1 to 7. To make it fair, they were asked to tell her the member of the group that did not work. The students in general, could improve their participation in the teaching learning process. Besides, their motivation to learn English was also enhanced. They became actively involved in the learning process. The activities in the project-based learning led them to practice writing more. However, there were also found some problems related to project-based learning activities. The activities spent more time than the time planned.

Students along with their group discussed and worked on the project have been designed at the previous meeting. To avoid the group members who do not

contribute in developing the project, students were asked to write the group members who do not work. P monitors the work of students per group.

FN 7-16/04/2015

The next problem was related to the group work. The researcher found difficulties to control the class because the students were noisy when they worked in groups. A few students did not work cooperatively. They tended to joke around and bothered other students when they were working in groups. The members told her that in the next meeting they did not want to be one group with the trouble makers. This problem made the group could not finish the product on time.

In general, the students' writing ability improved. The improvement was also felt by the students. They confessed that they could produce a better narrative text in Cycle I test from the one they had in the pretest. In addition, they also felt that project-based learning helped them to improve their writing skills since they had many chances to practice writing during the project-based learning activities. In sum, the implementation of project-based learning in the classroom could improve them to write confidently. Here are the evidences.

- P : *Menurut kamu kemampuan menulis mereka meningkat ga?* (Do you think that their writing ability increased?)
- K : *Kalau menurut aku sih meningkat dibandingkan dengan mereka pas pre-test itu. Tulisan mereka banyak yang kacau grammarnya, vocabulary nya juga masih minim.* (I think, their writing ability was slightly increased than before. However, their writing was still bad in grammar and their vocabulary was still limited.)
- P : *Kesulitan apa yang masih banyak ditemui dalam tulisan mereka?* (What are the difficulties that still face by the students based on their writing result?)
- K : *Kayaknya di bagian grammarnya mereka masih mengalami kesulitan. Ditambah vocabulary mereka juga belum memadai.* (I Think, they still find it difficult in grammatical rules. Moreover, their range of vocabulary was still limited.)

Interview Transcript 12

- P : *Merasa ada peningkatan kemampuan menulis bahasa Inggris kalian engga?* (Do you think that your writing skill increased?)
 S1 : *Kan kita sering latihan jadi ada peningkatan mis kayaknya.* (Since we often practice writing, I think my writing skill improved.)
 S3 : *Lumayan miss meningkat sedikit.* (It slightly improved.)
 S2 : *Kayaknya meningkat sih.* (I think it improved.)

Interview Transcript 8

- P : *Ada kesulitannya selama mengembangkan proyek?* (Do you find any difficulties in developing the project?)
 S3 : *Kalo missal ga ada kamus gitu Miss sulit soalnya gak tau nanti mau nulis apa.* (I find it difficult if there is no dictionary because I don't know what to write without it.)
 S1 : *Menurutku ga ada kesulitannya sih Miss, soalnya kan dibantuin Miss April.* (I don't have any difficulty, because you help us.)
 S2 : *Kesulitannya...kadang kalau buat nulisnya masih suka bingung miss.* (The difficulty is when I have to write. I am still confused what to write.)

Interview Transcript 8

From the interview transcript, the students said that they enjoyed learning through project-based learning. The activities in the project-based learning could improve their creativity and also cooperative skills.

In addition, the researcher also planned to give feedback to students. The feedback was from the researcher and peers. The peer feedback was conducted after the students had finished their first draft of the project. This was aimed to improve their awareness of grammatical rules and sentence structure and also help them to notice and learn from others' mistakes. However, the time was not enough for them to really give feedback. In doing this, some students were not really serious. They only commented and made it as a joke instead.



Figure 4: The students' project in Cycle 1

Table 7: The Means of Cycle 1 Test Scores for Five Aspects of Text Writing

| | Content | Organization | Vocabulary | Language Use | Mechanics |
|----------------------|----------------|---------------------|-------------------|---------------------|------------------|
| Mean Score | 2.58 | 2.67 | 2.00 | 2.03 | 2.16 |
| Maximum Score | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Minimum Score | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |

From the table above, it can be seen that the mean score of students in Cycle 1 improved. The mean score of their language use improved 0.36 points from 1.67 to 2.013. The mean score of vocabulary also increased from 1.83 to 2.00 points. Similarly, there was also an improvement on their content, organization and mechanics.

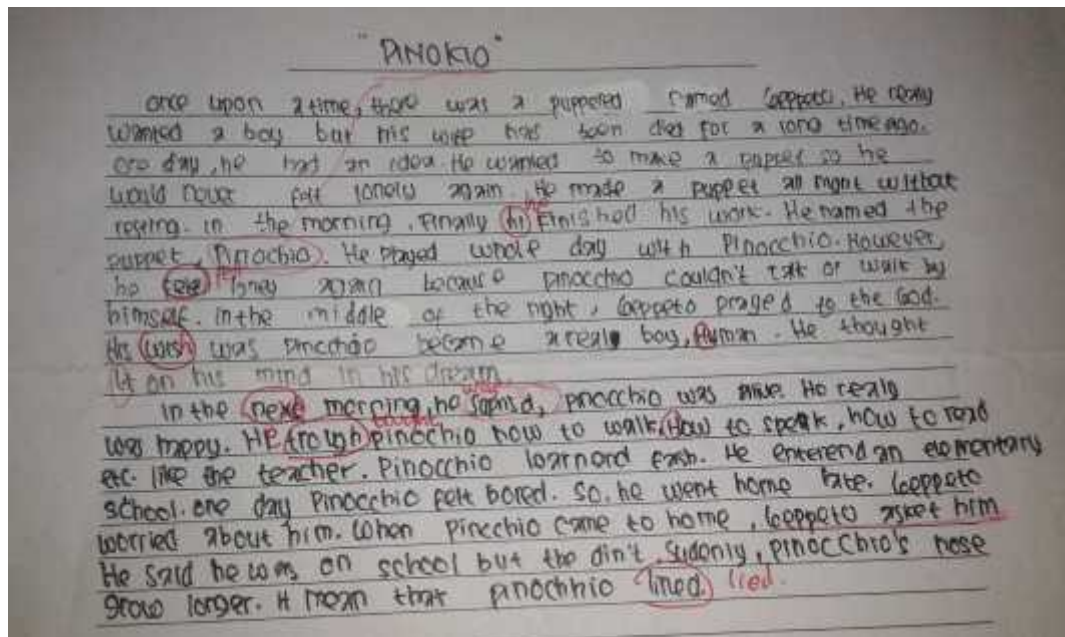


Figure 5: A sample of student's writing in Cycle 1 test

d. Findings of Cycle 1

To see the improvement in the students' writing skills, the researcher conducted observation and interview during the implementation. After having reflections, the researcher and the collaborators inferred the findings of Cycle I. There were some successful and unsuccessful actions during the implementation. The details can be seen below.

a. The successful actions

- 1) The implementation of project-based learning in the classroom could improve the students to write a narrative text confidently.
- 2) The students enjoyed learning through project-based learning. The activities in the project-based learning could improve their creativity and also cooperative skills.

- 3) They could improve their participation in the teaching learning process. Besides, their motivation to learn English also enhanced. They became actively involved in the learning process.
- 4) Their attitudes toward writing significantly improved through the implementation of project-based learning in the classroom.
- 5) The feedback was beneficial for them to improve their awareness of grammatical rules and sentence structure and also help them to notice and learn from others' mistakes.
- 6) The students could produce a narrative text better than the previous one.

b. The unsuccessful actions

- 1) The lessons spent more time than the time planned.
- 2) There were some students who did not work cooperatively and bothered by the other members of the group.
- 3) There was a technical problem dealing with the use of media in the teaching-learning process.

Table 8: The Comparison between Before the Implementation and After the Implementation of the Research

| NO. | Before the implementation | After the implementation |
|------------|--|---|
| 1. | The activities in the teaching and learning process were monotonous. | The researcher employed project-based learning in the classroom. In addition, the students were also provided many activities that could give them opportunity to have practice in writing. |
| 2. | The students were lack of writing practice. | The students were given chances to have the experience of real writing activity in project-based learning. |

(continued)

(continued)

| NO. | Before the implementation | After the implementation |
|-----|--|--|
| 2. | The students were lack of writing practice. | The students built their writing habits through conducting the project. |
| 3. | The students' mastery in grammar, vocabulary and mechanics were still low. | The researcher gave more explanation related to grammatical rules and punctuations. This directed the students to have better understanding about the rules. It also facilitated students to have better performance in writing. Moreover, the students were also given feedbacks. It helped them to learn and notice language meanings and constructions. The researcher also provided activities and tasks that could enrich the students' vocabulary. |
| 4. | The teacher rarely used media in the classroom | The media such as pictures and handout were use in this cycle. The use of media was needed to attract students' attention to learn so that students can fully pay attention to the teacher's explanation. |

2. Report of Cycle 2

The researcher and the collaborators conducted Cycle 2 as a follow-up to the previous cycle. The successful action in Cycle 1 would be continued in Cycle 2.

a. Planning

In Cycle 2, project-based learning was still employed. The meetings in Cycle 2 were planned to be conducted on April 22nd, 23rd, 25th and 29th 2015. The actions conducted in Cycle 2 were based on the reflections of the first cycle. Based on the reflections in Cycle 1, there were some problems occurring in the classroom. As a result, the researcher and the collaborator planned to revise the action. They had a discussion to revise the plan by adding strategies and providing

more vocabulary activities and tasks to the students. The actions were planned to improve students' writing skill.

In the teaching-learning process in the first cycle, there were several problems occurring. The first problem was related to the students who did not work during the development of the project. The researcher and the collaborators planned to give more control on the students' behavior during the learning process. Although their writing improved, the improvement was not really significant. Therefore, the researcher and the collaborators planned to continue the explanation and gave additional explanation on the principles of a narrative text to give students complete knowledge. They also planned to give more vocabulary exercises since the students' vocabulary were just slightly improved.

The researcher and the collaborators planned to continue the use of PBL in the classroom. The project planned in Cycle 2 was called "Story Book". The book was covered all of students' writing. The topic of this cycle was fable. In this cycle the group was different from the group they worked with before. The researcher divided again the class into 6 groups and planned to separate the students that tended to be trouble makers to be not in one group. Each group was consisted of 5 to 6 members.

b. Action and Observation

There were four meetings in Cycle 2. The actions were implemented on April 22nd, 23rd, 25th, and 28th 2015. During the implementation of the actions planned, the researcher took the role as the teacher while the English teacher did as collaborator. There was also another collaborator who took pictures and notes

during the teaching and learning process. The complete description about the second cycle is presented below:

1) Meeting 1

The first meeting in Cycle 2 was held on Wednesday, April 22nd 2015. The researcher started the class by greeting the students and asking about their condition. Then, she checked their attendances whether there were students who were absent or not. After that it was followed by reviewing the material they had in the previous meeting. She reminded them of the principles of a narrative text, the structures, the social function of the text, and where this kind of text could be found.

After reviewing the previous material, the researcher gave a piece of paper for students to write a narrative text. The students were not allowed to open any books including dictionary, note book, course book or even *LKS*. They were given 40 minutes to finish their writing. She reminded them to work individually.

The researcher gave handouts to the students. They were given an exposure of another kind of narrative text that was fable. Each student got a copy. Before showing them the model text of fable, she asked about the fables that the students know. Some of them started mentioning the stories they know in chaos. Then, they were asked to do the warming up activity in the worksheet they got from the researcher. The activity was required the students to match the words in the left side to their meanings in the right side. The example was given for them to make the instruction more clear. Some of them were busy opening their dictionary to search the meaning of the words in the task.

For the next session, the students were shown the model text of fable entitled “The Rabbit and The Bear”. They were asked to read the text and then answer the questions based on the text. The researcher and the students discussed the text together. She asked some words to check their vocabulary mastery. She also gave additional explanation related to narrative text from what students knew. They, then, were shown another model text of fable. After being asked to read the text, they were ordered to do the true-false task.

Before the students doing true-false task, the researcher explained about the passive voice that was used in the text. She wrote down the formula in the board. She also mentioned and wrote the examples of passive voice from the text to make the explanation more clear. She welcomed the students to ask anything they wanted to know related to narrative text and tell whether they still faced difficulties in understanding the material she gave. Some students asked about the grammatical rules of a narrative text and told her that they still had difficulties in the sentence structure and some others were just busy talking to their friends.

The researcher asked the students to identify the phrase and sentences in the text. “Identify the phrase the Mouse army was always beaten. This is called passive voice of past tense. The mouse Army is always beaten. The word was and were here are the past form of the word is and?” “Are..” The students answered. She then write down the formulas on the board.

FN 9-22/04/2015

Next, she divided the class into 6 groups. She told the students about the project that they would develop. She also reminded the rules and procedure of the project. The project in second cycle was named “Story Book”. This book covered

all stories that the students composed with their groups. This time, she separated the trouble makers in the class to be not in one group. Each group was consisted of 5 to 6 students.

Moving to the next session, the researcher told the students to seat orderly from group 1 to group 6. It was quite hard and took much time to make them seat with their groups. When all the students were sitting with their groups, she told the students what they have to prepare for the next meeting. The time was up. She concluded the material of the lesson, reminded the students of the homework and what to prepare in the next meeting and then ended the class.

2) Meeting 2

After opening the lesson by greeting the students, the researcher asked about their condition and checked their attendances. First of all she began the class by reviewing the materials that the students had in the previous meeting. She asked the students about the functions and the characteristics of a narrative text. Almost all the students answered the questions well.

After that, she discussed about the students' result of test that they had in the previous meeting. Generally, students' writing skills improved although the improvement was not significant. Most of them were still confused in applying the grammatical rules. She decided to use the students' work as the example and discussed it along with the students. She wrote down some incorrect sentences from students' work and invited them to correct the sentence in the board. The researcher and the students discussed it together. Before moving to the next part, she gave the students opportunity to ask questions for the difficulties they found

related to a narrative text and for the material that they had not understood better yet.

Based on the result of Cycle 1 test, most of students also did many mistakes in punctuation. The researcher, then, reminded the students about the principles of punctuation such as, where to put a period and coma. Besides, she also reminded the students about the use of capitalization. Many students did not use capitalization in every beginning of the sentences.

The lesson was continued by discussing the homework they had. The task was about true-false task. This task was aimed to deepen students' knowledge of a narrative text, so that students would be easier when they had to write one. Because the class was so noisy and some students did not pay attention to the researcher, she asked the students that did not pay attention to read the text and share their answers to the class.

For the next session, the students were given a task. The activity in this task was arranging the words into a good sentence. The researcher decided this activity to be homework for students because the time was almost over.

After that, the students were asked to sit with their group. In this session, they had to report their first drafts and the picture of the story to the researcher. Some groups had finished their draft, while some other had not finished in composing their drafts yet. Then, she gave extra time for the groups that had not finished. She monitored, helped and supervised students writing by moving from one group to the other. The project then continued in the next meeting because the time was up. She concluded the materials of the lesson, encouraged the students to

keep their motivation high in learning and then ended the lesson by saying prayer and goodbye.

3) Meeting 3

The third meeting of Cycle 2 was held on Saturday, April 25th 2015. The researcher started the lesson by asking students' condition and checking their attendances. The first activity in this meeting was discussing the homework of the previous meeting. The homework was arranging words into a good sentence. Before discussing the answer, she checked some words that the students have got before to test their vocabulary mastery. This was aimed as drilling, so it will be easier for them to remember the words they got. Then, she asked the students to write down the answer on the board. She invited the students to discuss it actively. Some students gave correction on the incorrect sentence. It seemed that they have understood the grammatical rules of past tense. The students were given the opportunity to ask. However, they said to her that they have understood.

After that, the students were ordered to do Task 4. The task was about matching the words in Column A to the right past tense in Column B. In doing the task, most of them looked at the list of irregular verbs they got from the researcher. It seemed that there was no big deal for students completing this task. The researcher reminded the students about the irregular and regular verbs. The students, then, were given the opportunity to ask.

For the next stage, the students were asked to complete the text using words in the box and guess the meaning of some words from the text in Task 5 and 6. For these two tasks, the researcher asked them to work with their groups. It

aimed to build the connection and good relation among the students in the group thus they would be more comfortable in discussing and developing the project. In guessing the meaning of the words task, most of them faced difficulty. They said that it was hard for them to know the meaning of the words they did not familiar with. Before letting open the dictionary, the researcher gave explanation on how to guess the meaning. Then she led the students to open the dictionary.

The next activity was developing the project. The students continued their writing. The researcher moved around the class to monitor students' work and help them in doing the project. Before submitting to her, they had to exchange their writing with other groups to receive the feedback. Instead of giving feedback, some students just enjoyed on reading of the story that their friends made. They commented on the story and made fun of it. They were very noisy and hard to control when working with group. She reminded them to give feedback on their friends' work and to be more serious in doing it.

Previously, each group had to write down the text they composed in a piece of paper. Then, they revised and corrected on other's group writing. Unfortunately, the time was almost over. Finally, the students' works were submitted and continued to be corrected by the researcher. Before closing the class, the researcher asked the students about their experience in developing the project. Then, she ended the class by saying prayer and goodbye.

FN. 11-28/04/2015

The time was not enough for the students to revise their work that had been given feedback. Consequently, the researcher asked them to submit their work to get the feedback from her. She ended the class by concluding the lesson of the day, giving general feedback on students' writing and saying goodbye.

4) Meeting 4

As usual, the researcher opened the class by greeting and checking students' condition and attendances. In the beginning of the class, she reminded the students of the principles of a narrative text.

Next, students with their group arrange the paragraphs into a good story. This activity was designed to make students have better understanding on the text organization of narrative text. Thus when they produced one, they could produce it orderly. When the students had finished, the researcher and the students discussed it together. She told again about the structure organization text of narrative to remind the students.

The researcher reminded the students of the characteristics and the sentence structure of a narrative text. She checked the students' understanding by writing down the incorrect sentences in the board. Next, the students were asked to revise the incorrect sentences into good sentences.

FN 12-29/04/2015

After discussing the answers with the students, the researcher gave their writing and asked them to revise it. They were welcomed to ask her if they did not really understand. They were given 15 minutes to revise and finish their project. When all works were complete, students and the researcher united all the works to be in one book. They were allowed to design their works and the cover of the book.

After that, the researcher ordered the students to compose a narrative text. They were given time until the class ended. They were not allowed to open any books including notes book, course book, and *LKS*. She asked them to maximize

the time they had to write as much as possible. There were many students asked about the vocabulary that they did not know. She reminded the students to check their writing before submitting it.

When the bell rang, the students were ordered to submit the result. The class was closed by giving feedback on students' performance and saying pray together.

c. Reflection

The collaborators and the researcher did the final reflection after implementing all actions. The results of Cycle 2 were discussed with the collaborator in order to meet the democratic validity and dialogic validity. The results of the reflections were gained from the observation and interview after each meeting.

In conducting the actions in Cycle 2, the researcher did not find any considerable difficulties faced by the students. Generally the use of project-based learning in Cycle 2 was successfully implemented. These are the transcripts supporting the indication.

| | |
|------|---|
| P | : <i>Tanya-tanya tentang pendapat kalian. Bagaimana pengalaman kalian setelah sekitar 2 minggu belajar writing berbasis projek?</i> (How was your experience in learning writing through project-based learning for these 2 weeks?) |
| S1 | : <i>Pengalamannya ya seru. Dapet ilmu banyak sama miss April. Terus belajarnya juga kegiatannya gak itu itu aja miss, beda.</i> (It was fun. I could get more knowledge. Then the learning activities were interesting.) |
| S2 | : <i>Mmmm...ya sama. Jadi ngelatih belajar kerjasama sama ngasah kreativitas juga miss.</i> (Ummm...yes me too. It facilitated us to learn how to work with others cooperatively and also increased our creativity.) |
| P | : <i>Apakah kamu suka belajar bahasa inggris dengan menggunakan PBL?</i> (Do you like learning English through project-based learning?) |
| S1S2 | : <i>Suka.</i> (I like it.) |

| | |
|----|--|
| P | : <i>Kalian merasa jadi lebih mudah belajar writing menggunakan PBL ga?</i> (Do you think that it was easier for you to learn writing through project-based learning?) |
| S1 | : <i>Iya miss. Soalnya kan sering latihan, terus belajarnya juga ada yang bareng temene, bisa belajar dari temen juga, bisa tanya temen.</i> (Yes. Because we often practice writing. Besides, we also learn with friends so we can learn from them and ask them.) |
| P | : <i>Apakah ada peningkatan dalam kemampuan menulis kalian?</i> (Do you think that your writing skill improved?) |
| S2 | : <i>Ada miss. Tadinya ga bisa nulis bahasa Inggris, jadi bisa dikit-dikit. Jadi tau gitu miss.</i> (Yes. Formerly, I cannot write in English and now I can write in English. I can learn how to write.) |
| S1 | : <i>Aku juga kayaknya meningkat miss.</i> (I think my writing skill also improved.) |

Interview Transcript 14

| | |
|---|--|
| P | : <i>Bagaimana pendapatmu tentang kemampuan menulis mereka dibandingkan siklus sebelumnya?</i> (What do you think about their writing ability compared to the previous cycle?) |
| K | : <i>Dibanding siklus sebelumnya kemampuan siswa mengalami peningkatan.</i> (Compared to the previous cycle, students writing skill was improved.) |
| P | : <i>Bagaimana motivasi mereka mengikuti pelajaran?</i> (How about their motivation in the learning process?) |
| K | : <i>Mereka terlihat termotivasi mengikuti pelajaran. Sangat jarang melihat siswa yang mengantuk dan tidak memperhatikan penjelasan yang diberikan atau tidak mengerjakan latihan.</i> (They seemed highly-motivated in following the learning process. It is seldom to see the students that sleepy and did not pay attention to the explanation given or did not do the task.) |

Interview Transcript 18

Compared to the conditions when the students did not get the chance to practice writing, they were more confident to write in English. They said that project-based learning made their writing abilities improved. In Cycle 2, their writing had so many improvements. They were improved in vocabulary, grammar, mechanics, content, and also text organization. The use of a simple past tense was getting consistent since they got the lists of irregular verbs from the researcher.



Figure 6: **The researcher is monitoring the students in creating their second project**

In developing the project, the students were also given other activities and task that could support them in completing the project. The tasks were about reading comprehension, vocabulary, and grammar tasks. The number of vocabulary task in this cycle increased as the students did not give significant improvements in their Cycle I test results. The students were also encouraged to often check to the dictionary when they did not know the meaning of the words.

In the previous cycle, the submission of the final project was delayed due to the poor of time management and some technical problems. In this cycle, the students could finish the project on time. The project in this cycle was called “Story Book.” Most of them could work more cooperatively. They were more easily to handle than before.

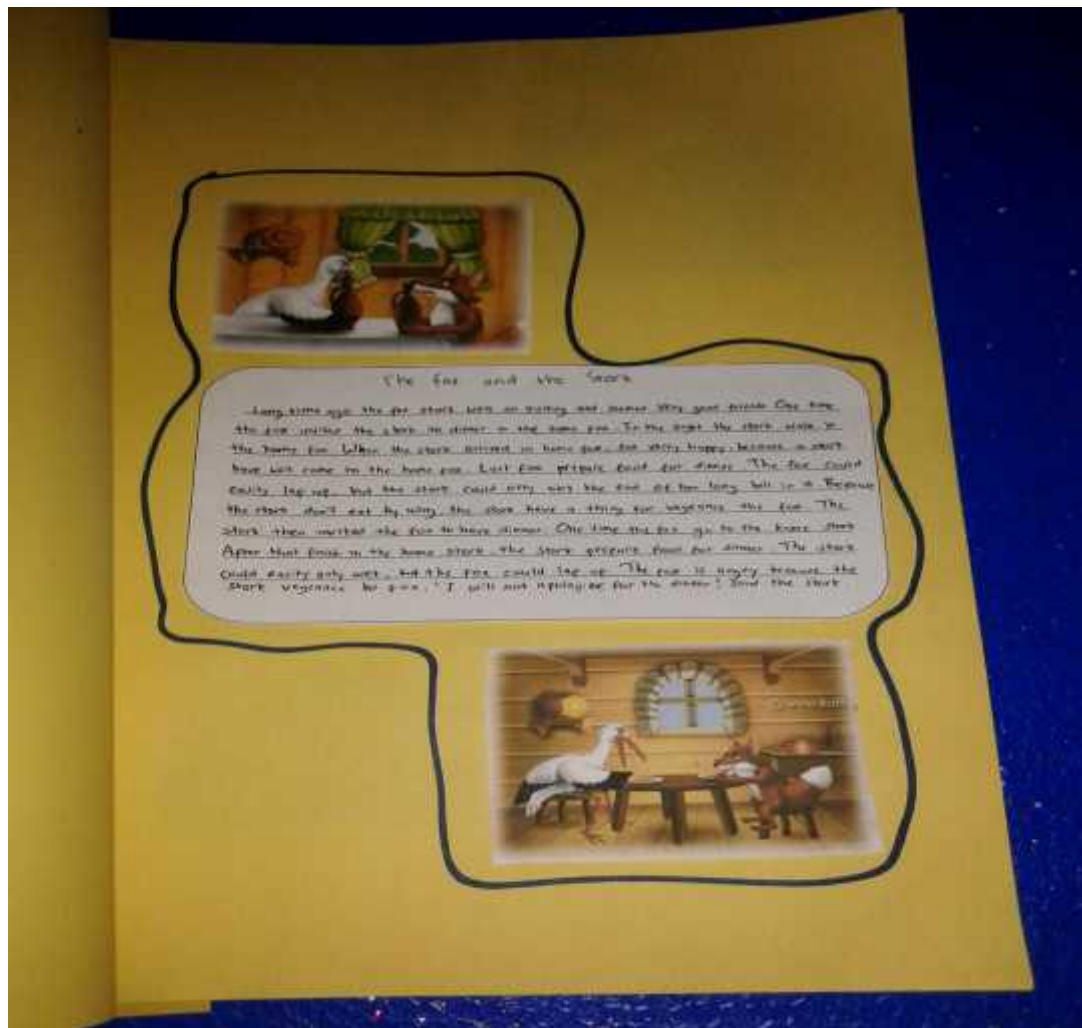


Figure 6: The students' end product of cycle two

Unlike the previous cycle, the students could give feedback to their friends' writing in Cycle 2 although the researcher still helped them in revising their friends' works. By giving feedback to their friends' works, they could also improve their knowledge in grammatical rules, mechanics and also vocabulary. By revising their friends', writing they were expected to learn from their friends' mistakes and errors. The feedback was also given by the researcher. Likewise in Cycle I, she gave feedback to students orally and written. The oral feedback was

given directly to students during the drafting stage of composing a text. By giving feedback to them, the researcher could improve their work including in the sentence structure, vocabulary, mechanics, content and also text organization. They then, became aware of their mistakes.

Employing project-based learning in the classroom could improve the students' creativity and cooperative skill. Through project-based learning, students were motivated in learning writing since the activities in the teaching-learning process were enjoyable and fun for them.

The implementation of the actions and also the use of project-based learning in Cycle 2 gave significant improvements compared to the previous cycle. In brief, PBL has been successful to make the students into better performances of teaching and learning process in writing skills. Besides, the motivation and students' involvement and participation during the teaching-learning process also improved.

d. Findings of Cycle 2

In Cycle 2, the researcher and the collaborators employed some improved actions with the expectation that the teaching-learning process of writing could be more interesting. The change results of the actions during the teaching-learning process in Cycle I and Cycle 2 can be seen below.

Table 9: The Change Results of the Improvement of the Actions during the Teaching-Learning Processes in Cycle I and Cycle 2

| NO. | Problems | Action in Cycle I | Action in Cycle 2 |
|------------|---|--|---|
| 1. | <ul style="list-style-type: none"> •The classroom activities lacked variation and seemed monotonous. •The students had low motivation in learning English. •The students still found it difficult in developing their ideas. | By applying project-based learning in the teaching-learning process, the students could actively involve in the teaching-learning process. They seemed interested and enjoyed the learning process. The students could build their writing habits through conducting the project. However, the project development spent more time than the time planned. There were some students in the group that did not contribute in developing the project and just bothered other members. | Project-based learning was effective. The students were given chances to have the experience of real writing activity in project-based learning. The students could work cooperatively. In grouping, the students that tended to be trouble maker were separated. They could finish the project on time. Employing project-based learning in the classroom could improve the students' creativity and cooperative skill. Their writing skills were successfully improved. |
| 2. | The students had difficulties in choosing appropriate words when producing a narrative text. | The researcher provided activities and tasks that enable the students to enhance their vocabulary. The students' vocabulary was improved than before the implementation of the actions. | The number of vocabulary exercises was increased since the result of cycle 1 test indicated that their vocabulary was just slightly improved. Their vocabulary mastery was improved from the previous cycle. They could deliver their ideas better. |
| 3. | <ul style="list-style-type: none"> • The students had had a problem with sentence structure. | The feedback was beneficial for them to improve their awareness of grammatical rules and sentence structure and also help them to notice and learn from others' mistakes. | The students were able to revise their friends' works although the researcher's help was still needed. By doing this, the students were more aware to their common mistakes. It facilitated them to have better understanding |

(continued)

(continued)

| NO. | Problems | Action in Cycle I | Action in Cycle 2 |
|-----|---|--|--|
| 3. | <ul style="list-style-type: none"> • The students had had a problem with sentence structure. • The students often made frequent errors in punctuation, capital letters, and spelling. | However, the feedback given to the students were not optimal because the time-management was not appropriate. | of sentence structure especially past tense. It helped them to learn the language meanings and constructions. |
| 4. | The teacher rarely used media. | The media was used to attract students' attention in learning process. On the other hand, the media used were not varied. The researcher were only used it in the beginning of the lesson. | In this cycle, the use of media was varied. The students became more interested in learning. In addition, their motivation to learn was increased. |

C. Discussions

The research aimed at describing how the use of project-based learning could improve the writing skills of grade VIII students of SMPN 11 Magelang. There are five aspects of writing that were evaluated. They are content, organization, vocabulary, language use and mechanics.

One of the main problems with the students' writing skill was students' attitude toward writing since the activities in the classroom was monotonous. Before the implementation of project-based learning, the students had low motivation in learning English, especially writing. Fried-Booth (2002) say that PBL is potentially motivating, empowering and challenging to language learners; it usually results in building learners' confidence, self-esteem, and autonomy as

well as improving students' language skills, content learning, and cognitive abilities.

Moreover, Heines in Fragoulis (2009) states that project-based learning can improve language skills. As students get involve in purposeful communication to complete authentic activities, they have opportunity to use language in relative natural context and participate in meaningful activities which require authentic language.

The implementation of project-based learning as a teaching method and the additional actions such as providing grammar exercises, providing vocabulary exercises, providing feedback and making use of media were successful in improving students' writing skills of the class VIII C students of SMPN 11 Magelang. It could be seen from the improvement of five aspects of writing including content, organization, vocabulary, language use, and mechanics. As a result, the students could produce better writing than before.

The researcher started the research in February 2015 and ended it in April 2015. She implemented two cycles in this research. There were some successful and unsuccessful during the implementation of project-based learning in the classroom. The explanation of these two cycles is presented below:

1. The Design of Actions in Cycle I

a. The successful actions

- 1) The implementation of project-based learning in the classroom could improve the students to write confidently.

- 2) They enjoyed learning through project-based learning. The activities in the project-based learning could improve their creativity and also cooperative skills.
- 3) They could improve their participation in the teaching learning process. Besides, their motivation to learn English was also enhanced. They became actively involved in the learning process.
- 4) Their attitudes toward writing were significantly improved through the implementation of project-based learning in the classroom.
- 5) The feedback was beneficial for them to improve their awareness of grammatical rules and sentence structure and also help them to notice and learn from others' mistakes.
- 6) The students could produce a narrative text better than the previous one.

b. The Unsuccessful actions

- 1) The lesson spent more time than the time planned.
- 2) There were some students who did not work cooperatively and bothered other members of the groups.
- 3) There was a technical problem dealing with the use of media in the teaching-learning process.

2. The Design of Actions in Cycle 2

In Cycle 2, project-based learning was still employed. The actions of this cycle were improved from the previous cycle. The project planned in the Cycle 2 was called "Story Book". The topic of this cycle was fable. PBL has been

successful to bring the students into better performances of teaching and learning process in writing skills. Besides, the motivation and students' involvement and participation during the teaching-learning process also improved. The use of project-based learning could be a way to improve students' writing ability.

D. The Students' Score

In conducting the research, the researcher also used quantitative data to support the qualitative data. She compared the pretest, Cycle 1 test, and Cycle 2 test. The difference among pretest, Cycle 1 and Cycle 2 test can be seen from the table below.

Table 10: The Mean of the Test Scores for Five Aspects of Writing Text

| Test | Content | Organization | Vocabulary | Language Use | Writing Mechanics |
|----------------|----------------|---------------------|-------------------|---------------------|--------------------------|
| Pretest | 2.00 | 2.03 | 1.83 | 1.67 | 2.06 |
| Cycle 1 | 2.58 | 2.67 | 2.00 | 2.03 | 2.16 |
| Cycle 2 | 3.22 | 3.19 | 2.87 | 2.61 | 2.90 |

The table above shows the improvement of the students' writing skills in all aspects. It presents the mean score in five aspects of writing including content, organization, vocabulary, language use, and also writing mechanics.

The first aspect is content. The means score of content increased from 2.00 points in the pretest to 3.22 points in Cycle 2 test. Then, the organization aspect also improved from 2.03 points in the pretest to 3.19 points in Cycle 2 test. Besides, the mean score of vocabulary aspect gained 1.04 points from pretest to Cycle 2 test. The students' language use scores improved from 1.67 to 2.61. The last aspect being assessed is writing mechanics. The mean score of writing

mechanics improved from 2.06 to 2.90. They were not a great improvement. However, the scores improved consistently.

Table 11: The Results of Pre- and Post-tests in Cycle I and Cycle 2

| Paired Samples Statistics | | | | | |
|---------------------------|---------|---------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pretest | 47.9032 | 31 | 7.82881 | 1.40610 |
| | Cycle1 | 57.5806 | 31 | 6.03752 | 1.08437 |
| Pair 2 | Cycle1 | 57.5806 | 31 | 6.03752 | 1.08437 |
| | Cycle2 | 73.8710 | 31 | 8.13528 | 1.46114 |

From the table above, it can be seen that the average score of pretest was 47.9032, the average score of Cycle 1 test was 57.5806 and the average of Cycle 2 test was 73.8710. It means that the average score of Cycle 2 test increased from the score of pretest. Furthermore, according to the t-test, the score difference of pretest, Cycle I and Cycle 2 test were significant at $p < 0.05$. The significance (2-tailed) was 0.00. Meanwhile, the standard deviation of the students' writing score in the pretest was 7.82881 while those of their score in Cycle 2 were 7.82881. Therefore, it can be concluded that their result in Cycle 2 was the most heterogeneous one, as compared to those of the scores in the other phases.

Table 12: The Detail Quantitative Analysis of the Pre and Post-tests

| Paired Samples Correlations | | | | |
|-----------------------------|------------------|----|-------------|------|
| | | N | Correlation | Sig. |
| Pair 1 | Pretest & Cycle1 | 31 | .718 | .000 |
| Pair 2 | Cycle1 & Cycle2 | 31 | .604 | .000 |
| | | | | |

Table 13: The Detail Quantitative Analysis of the Pre and Post-tests

| 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 | -9.67742 | 5.46740 | .98197 | -11.68288 | -7.67196 | -9.855 | 30 | .000 |
| Pair 2 | Cycle1 - Cycle2 | -16.29032 | 6.57872 | 1.18157 | -18.70342 | -13.87723 | -13.787 | 30 | .000 |

Based on the results of the quantitative analysis above, the researcher and the collaborators concluded that the implementation of project-based learning in the classroom could improve students' writing skills.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents three main parts. They are conclusions of the research, implications of the findings and suggestions to the English teacher, the students and other researchers. The discussion of each section is presented below.

A. Conclusions

The research study conducted at SMPN 11 Magelang, was held from February to April 2015. The research involved 31 students of Grade VIII C as the research subject, the English teacher as the first collaborator and the researcher's colleague as the second collaborator. The aim of this action research was to improve students' writing skills through the use of project-based learning. The data were in the form of qualitative and quantitative.

As stated in the discussion in the previous chapter, it shows that Grade VIII students' writing skills improve through the use of project-based learning. There are some conclusions derived from each cycle.

1. The use of project-based learning is able to improve students' writing skills. The data showed that students' writing improved in the aspects of writing namely content, organization of the text, vocabulary, language use and mechanic.
2. The use of project-based learning can develop students' motivation in learning the language.
3. The group works conducted during the implementation of project-based learning gave positive impact to the students' involvement and

participation. In addition, the group discussion also encouraged them to interact with other students.

4. The students were given feedback. The feedback was from the researcher and the peer. The feedback enabled them to be aware of their mistakes and others' mistake so that they could learn from it.
5. Moreover, implementing project-based learning in the classroom also brought disadvantage. It spent a lot time and caused noise during the group works.

B. Implications

The results of the research bring some implications in some aspects of the research. The implications of the research are as follows.

1. Implementing project-based learning in teaching writing is important because it could improve students' writing skills.
2. The use of project-based learning could improve students' motivation in the teaching and learning process of writing. Besides, it also encourages students to actively participate in the teaching and learning process.
3. Conducting various activities in the classroom will be very beneficial for the students. They will be interested in learning and will not easily get bored. It will also give them chance to experience writing.
4. It is pivotal to give feedback to the students. Giving feedback to the students could enhance students' knowledge in grammatical rules.

5. The project-based learning need to be applied with a though plan since it takes much time. So, the project designed should be relevant with students' level and achievable for the students.

C. Suggestions

Based on the conclusions and implications above, there are some suggestions addressed to the English teacher, the students, and the other researchers.

1. For the English Teacher

The English teacher needs to create various fun activities which can motivate the students to learn English. Besides, she/he also needs to use interesting media so that they will be interested in learning the subject. In addition, feedback is pivotal to their learning development. It will be better if she/he gives them feedback frequently. In addition, it is important for the teacher to make the activities of the four English skills in the classroom balanced. The researcher suggested that project-based learning can be applied as a solution in the teaching and learning process of writing.

2. For the Students

The students as the subject and object in the teaching and learning process should actively participate in the activities during the class. To be able to write well, they need to practice a lot and not worry about making mistakes or errors. They should pay attention to the teacher's explanation so that they can absorb the materials. Besides, they also need to actively participate in the learning process

such as doing the homework and task and obey the teacher's command in order to improve their learning achievement.

3. For Other Researchers

Applying project-based learning in the writing teaching and learning process needs a well preparation. The researcher who will conduct the similar research should have better preparation before conducting the research. In addition, they should have much knowledge related to their research study.

REFERENCES

- Badan Nasional Standar Pendidikan (BNSP). 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Depdiknas.
- Bell, S. 2010. "Project-based Learning for 21st Century: Skill for the Future". *Clearing House: A Journal of Strategies, Issues and Ideas*. pgs 39.
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Longman.
- _____. 2007. *Principles of Language Learning and Teaching. Fourth edition*. White Plains, New York: Pearson Education.
- _____. 2001. *Teaching by Principles: an Interactive Approach to Language Pedagogy. Second edition*. White Plains, New York: Pearson Education.
- Burns, A. 2010. *Doing Action Research in Language Teaching: A Guide To Practitioners*. London & New York: Routledge.
- _____. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Fragoulis, I. 2009. "Project-Based Learning in the Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to Practice". *English Language Teaching*, Vol.2, No.3
- Fried-Booth, D. L. 2002. *Project Work*. Oxford: Oxford University Press.
- Grant, M.M. 2002. "Getting a Grip on Project-based Learning: Theory, Cases and Recommendations" *Meridian: A Middle School Computer Technologies Journal*, 5,1, pgs. 1-3
- Harmer, Jeremy. 2004. *How To Teach Writing*. Essex: Pearson Education Limited.
- _____. 2001. *The Practice of English Language Teaching*. Essex: Pearson Education.
- Harris, J. H. & Katz, L. G. 2011. *Young Investigators: The Project Approach in The Early Years*. New York: Teachers Collage Press.
- Hyland, K. 2004. *Second Language Writing*. Cambridge: Cambridge University Press
- Hutchinson, T. 1993. *Hotline: Intermediate*. Hong Kong: Oxford University Press.

- Jacklin, R. 2008. "Building student knowledge: A study of project-based learning". *Walden University*.
- Langan, J. 2008. *College Writing Skills with Readings* (7th Ed.). New York: McGraw – Hill.
- Linse, C. T. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill.
- Ministry of Education Malaysia. 2006. *Project-based Learning Handbook: Educating the Millennial Learner*. Kuala Lumpur: Educational Technology Division, Ministry of Education.
- Nation, I.S.P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Nunan, David. 1993. *Introducing Discourse Analysis*. London: Penguin English.
- Philips, Diane, et al. 1999. *Projects with Young Learners*. New York: Oxford University Press.
- Poonpon, K. 2011. "Enhancing English Skills through Project-based Learning." *The English Teacher*, XL, pgs. 1-10.
- Richards, J. C. & Renandya, W.A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Rousova, V. 2008. Project-Based Learning: Halloween Party. *A thesis*, Brno: Masaryk University, Faculty of Education.
- Simpson, J. 2011. Integrating Project-based Learning in an English Language Tourism Classroom in a Thai University. *A thesis*, North Sydney: Faculty of Education, Australia Catholic University.
- Solomon, G. 2003. "Project-based learning: A primer." *Technology & Learning*. Pgs 23, 20-27.
- Spratt, M., et al. 2005. *The Teaching Knowledge Test Course*. New York: Cambridge University Press.
- Stoller, L. S, 1997. *Project Work: A Means to Promote Language Content*. Forum, 35, 4, pgs. 2-18. <http://eca.state.gov/forum/vols/vol35/no4/p2.htm/>. Retrieved on January 10th 2015.
- Thomas, J. W. 2000. *A review of Research on Project-Based Learning*. <http://www.bie.org/pdf/researcherviewPBLpdf>. Retrieved on January 25th, 2015.

- Tezi, L. 2006. The Use of Project-Based Learning in Teaching English to Young Learners. *A thesis*. Konya: Sosyal Bilimler Enstitüsü, Seljuk University.
- Wallace, Trudy., et al. 2004. *Teaching Speaking, Listening and Writing*. International Academy of Education (Educational Practices Series 1- 14).
- Weigle, S. C. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.

APPENDICES

APPENDIX 1:

COURSE GRID

COURSE GRID

School : SMPN 11 Magelang
 Grade : VIII
 Subject : English
 Semester : 2

Standar Competency

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

CYCLE 1

| Learning Objectives | Indicators | Teaching-learning activities | Materials | Evaluation | | | Time allocation | Sources |
|---|---|--|---|--------------|--|-----------------------------|-----------------|--|
| | | | | Techniques | Instruments | The Examples of Instruments | | |
| At the end of the course, students are expected to be able to | Students are able to <ul style="list-style-type: none"> Know the detail informatio | Building Knowledge of the Text <ul style="list-style-type: none"> Teacher shows several pictures that related to the lesson. Teacher asks some | Pictures of famous fairy tales and fables | Written test | Write a short narrative text that you know | Attached | 5x40 minutes | www.americanfolklore.net Priyono, |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|---|
| produce a narrative text fluently, accurately, and appropriately. | <p>n in the text.</p> <ul style="list-style-type: none"> • Know the past-tense forms of English verbs well. • Find the meaning of the difficult words. • Answer written questions related to the story. • Make past tense sentences appropriately. • Change the verb into the correct form. | <p>questions to students to.</p> <ul style="list-style-type: none"> • Students mention the story that they know. • The teacher asks the students what kind of text they are. • The teacher reminds the students about the pre-test they had before. | | | | | | <p>Joko, dkk. 2008. <i>Scaffolding English for Junior High School Students for Grade VIII</i>. Jakarta: Departemen Pendidikan Nasional.</p> |
|---|--|--|--|--|--|--|--|---|

| | | | | | | | | |
|--|--|--|----------------------|--|--|--|--|--|
| | <ul style="list-style-type: none"> • Use past tense in making a narrative text appropriately. | | | | | | | |
| | Students are able to | <p>Modelling of The Text</p> <ul style="list-style-type: none"> • Teacher gives students a short narrative text. • Students are asked to read and answer the questions follow. • Teacher and the students discuss the answer. • Students find the meaning of listed words from the text. • Students and the teacher discuss the appropriate meaning of the words. • The teacher reminds the students how to deal with simple past tenses. • Students work on true-flase | A list of vocabulary | | | | | |

| | | | | | | | | |
|--|----------------------|--|---|--|--|--|--|--|
| | | <p>task related to the irregular and regular verb.</p> <ul style="list-style-type: none"> • Students change the words into correct form. • Students together with the teacher discuss the correct answer. • The teacher asks the students to write the new vocabularies they get on that day. | | | | | | |
| | Students are able to | <p>Joint Construction of the text</p> <ul style="list-style-type: none"> • Students are asked to find the meaning of listed vocabularies. • Teacher and students discuss the appropriate meaning of the listed words. • Students are asked to complete the text with provided words in pairs. • Students are required to arrange the paragraphs into a good narrative text. • In groups, students rewrite | <p>A list of vocabulary</p> <p>An incomplete text</p> <p>Jumbled text</p> | | | | | |

| | | | | | | | | |
|--|--|---|--------------|--|--|--|--|--|
| | | <p>the story they have read with their own words.</p> <ul style="list-style-type: none"> • The teacher together with the students discusses the answer. • Teacher gives feedback to students' work. | | | | | | |
| | | <p>Independent Construction of the text</p> <ul style="list-style-type: none"> • Students write a short narrative text. | Writing test | | | | | |

CYCLE 2

| Learning Objectives | Indicators | Teaching-learning activities | Materials | Evaluation | | | Time allocation | Souces |
|--|--|---|-----------|--------------|---|-----------------------------|-----------------|--|
| | | | | Techniques | Instruments | The examples of instruments | | |
| At the end of the lesson students are expected to be able to produce a | Students are able to: <ul style="list-style-type: none"> • Know the verb used in the text. • Match the | <p>Building Knowledge of the Text</p> <ul style="list-style-type: none"> • The teacher asks the students about about narrative text, the aims, and the main language features. • The teacher asks the | | Written test | What is your favorite fable? What is it about? Tell me in | Attached | 5x40 minutes | Priyono, Joko, dkk. 2008. <i>Scaffolding</i> |

| | | | | | | | | |
|-----------------|--|---|--|--|-----------------------------|--|--|---|
| narrative text. | <p>words with their meanings.</p> <ul style="list-style-type: none"> • Arrange the words into a good sentence. • Formulating past tense sentences well. • Arrange the paragraphs into a good text. • Make a narrative text accurately, fluently and appropriately. | <p>students some questions related to the topic.</p> <ul style="list-style-type: none"> • The students answer teacher's questions. • The students do warming up activities to build their knowledge on the text they are going to learn. • The teacher reminds the students about the test they had on the previous meeting and how to formulate past-tense sentences. | | | the form of narrative text. | | | <p><i>English for Junior High School Students for Grade VIII.</i> Jakarta: Departemen Pendidikan Nasional.</p> |
|-----------------|--|---|--|--|-----------------------------|--|--|---|

| | | | | | | | | |
|--|--|---|--|--|--|--|--|---|
| | | <p>Modelling of the Text</p> <ul style="list-style-type: none"> • The teacher shows the narrative text. • The students and the teacher discuss the story of the text and the language features. • The teacher tells about punctuation. • The teacher explains when and how to apply punctuation. • Students are provided with another example of the text. • Students answer the following questions based on the text. • Students and teacher discuss the answer. | A true-false task | | | | | http://www.read.gov/ |
| | | <p>Joint construction of the text</p> <ul style="list-style-type: none"> • Teacher asks the students whether the statements are true or false. • Students change the verb into past form. | <ul style="list-style-type: none"> • A list of vocabulary | | | | | |

| | | | | | | | | |
|--|--|--|---|--|--|--|--|--|
| | | <ul style="list-style-type: none"> • Students rearrange the paragraphs into a good text. • Students highlight the verb used in the text. • Teacher and the students discuss the correct answer. • Students make a group of six. • Teacher gives explanation on the project. • Students discuss with their group. | <ul style="list-style-type: none"> • A changing verb task • Arranging the word into sentence task • Jumbled paragraphs | | | | | |
| | | <p>Independent Construction of the text</p> <ul style="list-style-type: none"> • Students write a short narrative text. | -A writing test | | | | | |

APPENDIX 2:

LESSON PLAN

Rencana Pelaksanaan Pembelajaran

| | |
|----------------|-------------------------|
| Sekolah | : SMP N 11 Magelang |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VIII/2 |
| Materi Pokok | : <i>Narrative Text</i> |
| Keterampilan | : Menulis |
| Alokasi Waktu | : 5x40 menit |

A. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Tujuan Pembelajaran

Di akhir pembelajaran siswa diharapkan mampu mengidentifikasi informasi di dalam teks dan mampu memproduksi teks naratif.

D. Indikator

Siswa mampu untuk:

- mengidentifikasi isi dari narrative text
- mengidentifikasi informasi rinci di dalam teks
- mengidentifikasi generic structure dari narrative text
- mengidentifikasi fungsi sosial teks
- menggunakan past tense
- memilih kata yang tepat untuk memproduksi sebuah teks

E. Materi Pembelajaran

1) Model text

Loro Jonggrang

Once upon a time, there was a kingdom named Prambanan. The people lived peacefully. However, soon their happy lives were disturbed by Pengging Kingdom. The king, Bandung Bondowoso, wanted to occupy

Prambanan. He was a mean king.

The war between Prambanan and Pengging could not be avoided. Prambanan lost the war and led by the new king, Bandung Bondowoso. Pengging could win the war because Bandung Bondowoso had a supernatural power.

His soldiers were not only humans but also genies. Those creatures always obeyed Bandung Bondowoso. They always did whatever Bandung Bondowoso asked them to do. The king of Prambanan had a beautiful daughter. Her name was Loro Jonggrang. Bandung Bondowoso fell in love with her and wanted to marry her.

"If you want to marry me, you have to build a thousand of temples in just one night," said Loro Jonggrang. She hated Bandung Bondowoso because he made the people of Prambanan suffered. "What? Impossible! You just gave me an excuse for not marrying me!" said Bandung Bondowoso. But he did not give up. He asked the genies to help him.

Then all those genies worked hard to build the 1.000 temples. Meanwhile, Loro Jonggrang heard from the lady-in waiting that the building of 1.000 temples was almost finished.

She was so scared; she did not want to marry Bandung Bondowoso. And then she had a great idea. She asked all the ladies-in waiting to help her.

"Please prepare a lot of straw and mortar. Come on! Hurry up!" said Loro Jonggrang. All those ladies-in-waiting were confused. They did not know why Loro Jonggrang asked them to prepare a lot of straw and mortars in the middle of the night.

"Listen, all those genies are building the temples, right? We have to stop them by burning the straw and make some noise by pounding the mortar. The genies will think that the sun is going to rise and they will run away. Genies are afraid of sunlight." It worked! All those genies thought that the sun rose. They did not know the light was from the fire that burning the straw. And the noise from pounding the mortar was like the start of a new day.

Bandung Bondowoso was angry. He knew Loro Jonggrang just tricked him. "You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple." With his supernatural power, Bandung Bondowoso made Loro Jonggrang a temple. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is named Loro Jonggrang temple

2) Generic structure of the narrative text

Narrative text has three parts:

➤ Orientation

It sets the scene and introduces the participants and characters.

➤ **Complication**

It is a series of complications or crisis points which arise in the story.

➤ **Resolution**

The crisis is resolved, for better or for worse.

3) **Language feature of a narrative text:**

Key structure: simple past tense is used to express something that

happened in the past. Here is the pattern: **S + V2 + O + (Adverb of time).**

Adverb of time in simple past tense: yesterday, last week, last ..., two days ago, once upon a time, long long time ago, once, etc.

Very often the Simple Past Tense ends in **–ed** (regular verbs):

| V1 | V2 | Sentence |
|--------|---------|---|
| work | Worked | I worked in a shop last year. |
| Study | Studied | I studied very hard last night. |
| Invite | Invited | We invited them to come to our party |

But many verbs are *irregular*. The Simple Past Tense does *not* end in **–ed**.

For example:

| V1 | V2 | Sentence |
|-------|-------|--|
| Write | Wrote | Mozart wrote more than 600 pieces of music. |
| See | Saw | We saw Rose in town a few days ago. |
| Go | Went | I went to the cinema last week. |

In questions and negatives we use **did/didn't** + *infinitive* (V1):

| | |
|------|---------|
| I | enjoyed |
| She | Saw |
| They | Went |

| | | |
|-----|------|-------|
| Did | You | enjoy |
| | She | see |
| | they | go |

| | | |
|------|--------|-------|
| I | didn't | enjoy |
| She | | see |
| They | | go |

The past of **be** (**am/is/are**) is (**was/were**):

| | | | |
|-------------|---------------------|-------------|--------------|
| I/he/she/it | was/wasn't | was | I/he/she/it? |
| We/you/they | were/weren't | were | we/you/they? |

Note that we do *not* use **did** in negatives and questions with **was/were**:

- I **was** angry because they **were** late.
- **Was** the weather good when you **were** on holiday?

- They **weren't** able to come because they **were** so busy.

F. Langkah-langkah pembelajaran

Pertemuan pertama (2x40)

| NO. | Langkah-langkah | Kegiatan |
|-----|---------------------------------------|---|
| 1. | Pendahuluan | <ul style="list-style-type: none"> ▪ Guru membuka pelajaran dengan menyapa siswa. ▪ Guru mengecek kehadiran siswa. ▪ Guru menyampaikan topik pembelajaran. |
| 2. | Building Knowledge of the Text (BKOF) | <ul style="list-style-type: none"> ▪ Guru menyampaikan tujuan pembelajaran ▪ Guru menuntun siswa masuk ke awal materi dengan bertanya tentang beberapa dongeng. ▪ Guru menunjukan beberapa gambar ▪ Guru menjelaskan kompetensi yang akan dicapai dan memotivasi mereka untuk mencapainya. |
| 3. | Modelling of the Text (MOT) | <ul style="list-style-type: none"> ▪ Guru menunjukan contoh narrative text dan meminta siswa untuk membaca dalam hati. ▪ Guru meminta siswa untuk menjawab pertanyaan pada <i>Task 1</i> berdasarkan teks yang telah mereka baca. ▪ Guru menunjukkan contoh lain dari narrative text. ▪ siswa mendiskusikan fungsi sosial dari teks yang mereka baca. ▪ siswa mendiskusikan structure narrative text. ▪ Guru meminta siswa mengidentifikasi unsur kebahasaan dalam teks tersebut. ▪ Guru menjelaskan unsur kebahasaan dari narrative text. ▪ Siswa menyebutkan kata kerja yang digunakan dalam teks kedua dan mengerjakan Task 2. ▪ Guru dan siswa mendiskusikan bersama sama. |

| | | |
|----|---------|--|
| | | <ul style="list-style-type: none"> ▪ Guru meminta siswa menuliskan arti kata dengan mengeceknya di kamus (Task 3). ▪ Guru membantu siswa memilih kata yang tepat ▪ Siswa bersama dengan guru mendiskusikan jawaban yang tepat. ▪ Siswa dibagi berkelompok dengan jumlah masing masing kelompok sebanyak 4 orang. ▪ Guru memberikan instruksi tentang proyek yang akan dilakukan . ▪ Siswa dan guru menentukan waktu pengumpulan proyek. ▪ Siswa diberi kesempatan untuk bertanya. |
| 4. | Penutup | <ul style="list-style-type: none"> ▪ Guru memberikan feedback. ▪ Siswa menyebutkan hal-hal yang telah mereka pelajari. ▪ Siswa menyebutkan kesulitan yang dialami (bila ada) selama mempelajari narrative text. ▪ Guru memberikan pekerjaan rumah kepada siswa dan apa yang harus dibawa pada pertemuan selanjutnya. ▪ Guru memimpin doa dan menutup pembelajaran. |

Pertemuan Kedua (1x40)

| No. | Langkah-langkah | Kegiatan |
|-----|-----------------------|--|
| 1. | Pendahuluan | <ul style="list-style-type: none"> ▪ Guru membuka pelajaran dengan menyapa siswa. ▪ Guru mengecek kehadiran siswa. ▪ Guru menyampaikan topik pembelajaran. ▪ Guru mengajukan pertanyaan mengenai materi yang dipelajari pada pertemuan sebelumnya. |
| 2. | Modelling of the text | <ul style="list-style-type: none"> ▪ Guru mengecek pemaahaman siswa. ▪ Guru mengingatkan tentang unsur kebahasaan naratif teks. ▪ Guru mengingatkan tentang struktur |

| | | |
|----|-----------|--|
| | | <p>organisasi dari naratif teks.</p> <ul style="list-style-type: none"> ▪ Siswa duduk sesuai dengan kelompoknya masing masing. ▪ Siswa mendiskusikan dan mengerjakan proyek dengan kelompok mereka masing masing. ▪ Siswa melaporkan kepada guru tentang perkembangan proyek. |
| 3. | Penutupan | <ul style="list-style-type: none"> ▪ Guru memberikan feedback. ▪ Siswa diberi kesempatan bertanya. ▪ Siswa menyampaikan kesulitan yang dihadapi. ▪ Guru memimpin doa dan menutup pembelajaran. |

Pertemuan Ketiga (2x40)

| NO. | Langkah-langkah | Kegiatan |
|-----|-----------------------------|---|
| 1. | Pendahuluan | <ul style="list-style-type: none"> ▪ Guru membuka pelajaran dengan menyapa siswa. ▪ Guru mengecek kehadiran siswa. ▪ Guru menyampaikan topik pembelajaran. ▪ Guru mengajukan pertanyaan mengenai materi yang dipelajari pada pertemuan sebelumnya. |
| 2. | Modelling of the Text (MOT) | <ul style="list-style-type: none"> ▪ Siswa berlatih menggunakan past tense dalam kalimat (Task 4). ▪ Secara berpasangan siswa mengganti bentuk verb 1 ke bentuk verb 2. ▪ Guru memberikan list of irregular verbs kepada siswa. ▪ Siswa bersama dengan guru. mendiskusikan task 4 dan 5. ▪ Siswa mengurutkan paragraph rumpang menjadi sebuah teks naratif. ▪ Siswa menuliskan kata-kata yang sulit dan mencari arti katanya di dalam kamus. ▪ Guru membantu siswa memilih arti kata yang tepat. |
| 3. | Joint Construction of | <ul style="list-style-type: none"> ▪ Secara berkelompok siswa |

| | | |
|----|-------------------------------------|--|
| | the Text (JCOT) | <p>melengkapi sebuah naratif teks dengan memilih kata yang tepat.</p> <ul style="list-style-type: none"> ▪ Guru dan siswa mendiskusikan bersama sama. ▪ Guru memberikan feedback terhadap projek yang telah siswa lakukan. ▪ Guru memberikan kembali kepada masing masing kelompok. ▪ Masing masing kelompok memperbaiki hasil project mereka. |
| 4. | Independet Construction of the Text | <ul style="list-style-type: none"> ▪ Guru meminta siswa untuk menuliskan sebuah naratif teks. |
| 3. | Penutup | <ul style="list-style-type: none"> ▪ Siswa mengumpulkan projek mereka. ▪ Guru memberikan feedback. ▪ Siswa merefleksikan yang telah dipelajari. ▪ Siswa merefleksikan pengalaman selama mengerjakan projek. ▪ Guru menyimpulkan pembelajaran. ▪ Guru memimpin doa dan menutup pembelajaran. |

G. Bahan Pembelajaran

- Pictures
- Students' worksheets
- English Course Book
- LKS

H. Penilaian

Indikator dan teknik penilaian

| Indicator | Technique | Instrument | Instrumen Penilaian |
|--|-------------|--------------|---|
| mengidentifikasi informasi penting di dalam teks | Tes praktik | Tes tertulis | Individual and closed-book writing practice |
| memahami kata-kata yang digunakan di dalam teks | | | |
| menggunakan past tense | | | |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

The scoring of writing

| Aspect of Writing | Level | Score | Contents |
|-------------------|------------------------|-------|---|
| Content | Excellent to very good | 4 | Knowledgeable, substantive, thorough development of thesis, and relevant of assigned topic. |
| | Good to average | 3 | Some knowledge of subject, adequate range, limited development of thesis, mostly relevant in topic, but lacks detail. |
| | Fair to poor | 2 | Limited knowledge of subject, little substance, and inadequate development of topic. |
| | Very poor | 1 | Does not show knowledge of subject, non-substantive, not-persistent or not enough to evaluate. |
| Organization | Excellent to very good | 4 | Fluent expression, ideas, clearly stated/supported, succinct, well-organized, logical sequencing, cohesive. |
| | Good to average | 3 | Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. |
| | Fair to poor | 2 | Non-fluent, ideas confused or disconnected, lacks logical sequencing and development. |
| | Very poor | 1 | Does not communicate, no organization or not enough to evaluate. |
| Vocabulary | Excellent to very good | 4 | Sophisticated range, effective word/idiom form choice and usage, word form mastery, appropriate register |
| | Good to | 3 | Adequate range, occasional |

| | | | |
|--------------|------------------------|---|--|
| | average | | errors of word/ idiom form, usage but meaning not obscured. |
| | Fair to poor | 2 | Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured. |
| | Very poor | 1 | Essentially translation, little knowledge of English vocabulary, idioms, word form or not enough to evaluate |
| Language Use | Excellent to very good | 4 | Effective complex constructions, few errors of word order function, articles, pronouns, preposition |
| | Good to average | 3 | Effective but simple construction, minor problems in complex constructions, several errors of ... tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. |
| | Fair to poor | 2 | Major problems in simple complex constructions, frequent errors of tense, word order/function, articles, pronouns, prepositions and/or fragments, run-outs, deletions, meaning confused or obscured. |
| | Very poor | 1 | Virtually no mastery of sentence construction rules, dominated by errors does not communicate or not enough to evaluate. |
| Mechanics | Excellent to very good | 4 | Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. |
| | Good to average | 3 | Occasional errors of spelling, pronunciation, capitalization, paragraphing but meaning not obscured. |
| | Fair to poor | 2 | Frequent errors of spelling, |

| | | | |
|--|-----------|---|--|
| | | | punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured. |
| | Very poor | 1 | No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible or not enough to evaluate. |

Yogyakarta, April 2015

Mengetahui:

Guru Kollaborator

Guru Bahasa Inggris

Irawati S.

Aprilia Dewi

NIP. 196611171988032012

NIM. 11202241001

Attachment

Model of the Text

Loro Jonggrang

Once upon a time, there was a kingdom named Prambanan. The people lived peacefully. However, soon their happy lives were disturbed by Pengging Kingdom. The king, Bandung Bondowoso, wanted to occupy Prambanan. He was a mean king.

Orientation

The war between Prambanan and Pengging could not be avoided. Prambanan lost the war and led by the new king, Bandung Bondowoso. Pengging could win the war because Bandung Bondowoso had a supernatural power.

His soldiers were not only humans but also genies. Those creatures always obeyed Bandung Bondowoso. They always did whatever Bandung Bondowoso asked them to do. The king of Prambanan had a beautiful daughter. Her name was Loro Jonggrang. Bandung Bondowoso fell in love with her and wanted to marry her.

"If you want to marry me, you have to build a thousand of temples in just one night," said Loro Jonggrang. She hated Bandung Bondowoso because he made the people of Prambanan suffered. "What? Impossible! You just gave me an excuse for not marrying me!" said Bandung Bondowoso. But he did not give up. He asked the genies to help him.

Complication

Then all those genies worked hard to build the 1.000 temples. Meanwhile, Loro Jonggrang heard from the lady-in waiting that the building of 1.000 temples was almost finished.

She was so scared; she did not want to marry Bandung Bondowoso. And then she had a great idea. She asked all the ladies-in waiting to help her.

"Please prepare a lot of straw and mortar. Come on! Hurry up!" said Loro Jonggrang. All those ladies-in-waiting were confused. They did not know why Loro Jonggrang asked

them to prepare a lot of straw and mortars in the middle of the night.

"Listen, all those genies are building the temples, right? We have to stop them by burning the straw and make some noise by pounding the mortar. The genies will think that the sun is going to rise and they will run away. Genies are afraid of sunlight." It worked! All those genies thought that the sun rose. They did not know the light was from the fire that burning the straw. And the noise from pounding the mortar was like the start of a new day.

Bandung Bondowoso was angry. He knew Loro Jonggrang just tricked him. "You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple." With his supernatural power, Bandung Bondowoso made Loro Jonggrang a temple. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is named Loro Jonggrang temple

Resolution

Task 1

Read the following text carefully then answer the questions based on the text.

Roro Anteng and Jaka Seger

Once upon a time, there was a king named King Brawijaya. He ruled Majapahit kingdom. He has a daughter named Roro Anteng. Roro Anteng fell in love with Jaka Seger. He was a man from the Brahmin Caste. King Brawijaya did not agree with their relationship.

Roro anteng and Jaka Seger left Majapahit. They moved to a place near Mount Bromo. They ruled the region together. The people were prosperous under their leadership. However, hey were unhappy because they had no children. Desperate, they decided to climb to the top of mount Bromo. They prayed for help to the god of Mount Bromo. He granted their wish. However, the youngest child must be sacrificed in the crater of the volcano.

After giving birth to 25 children, roro anteng and jaka seger have to sacrifice their last child, Kesuma. If they broke tehir promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma's voice. He told everyone not to forget to perform worship.

Until now, the tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice. The word Tengger is derived from the last syllables of Roro Anteng and Joko Seger. They present annual offerings of rice, fruits, vegetables, livestock, and other local products.

Question

1. How many children did Roro Anteng and Joko Seger have?

2. What would happen if Roro Anteng and Joko seger broke their promise to sacrifice their last child?

3. Who was Kesuma?

4. What was the name 'Tengger' derived from?

Task 2

Read the text below entitled **The Queen of South Ocean** and then answer the questions related to the text and then underlined the verb used in the text.



The Queen of South Ocean

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengge. It means The goddess of sun. Her father as King Munding Wangi. Although he had a beautiful

daughter, he was unhappy because he always expected to have a son.

The king decide to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ucler. Then, Kadita's body was full of ucler. It smelled bad. The beautiful princess cried.

The king was very sad. No one could cure his daughter's illness. The king did not want her daughter to be a rumor so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole Soth Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

Questions

1. Why was Kaladita called Dewi Srengenge?

2. Who was Kaladita's step mother?

3. What did the black magician do?

4. What did the King do to keep his daughter from being a rumour?

5. What happened to Kadita when she jumped into the ocean?

Task 3

Guess the meaning of the words based on the content. You may open the dictionary. Look at the example.

- | | |
|-------------|--------|
| 1. goddess | = dewi |
| 2. wizard | = ... |
| 3. curse | = ... |
| 4. unclear | = ... |
| 5. cure | = ... |
| 6. rumour | = ... |
| 7. miracle | = ... |
| 8. illness | = ... |
| 9. fairy | = ... |
| 10. command | = ... |

Task 4

Change the word in the bracket into the correct form.

1. The moon (come) _____ out late last night.
2. Jessica (lose) _____ her first tooth this morning.
3. My entire family (catch) _____ the flu last winter.
4. The employees (do) _____ a lot of work today.
5. The swimmers (hold) _____ their breath and jumped in the water.
6. The baker (make) _____ a cake for my birthday.
7. They (take) _____ a picture of the mountain.
8. The teacher (teach) _____ the students chemistry last year.
9. I (wear) _____ my jacket to work yesterday.
10. We (go) _____ to the zoo last weekend.
11. Tom (write) _____ his family a letter.
12. I (see) _____ a movie last night.

Task 5

You are provided with list of V1 and V2. Decide whether it is the correct or false form of its V1 or V2 by writing letter T or F. If it is “False”, write the correction.

| No | V1 and V2 | T/F | Correction |
|----|--|-----|------------|
| 1 | sacrifice \longleftrightarrow sacrificed | | |
| 2 | pay \longleftrightarrow peyed | | |
| 3 | put \longleftrightarrow put | | |
| 4 | sing \longleftrightarrow sung | | |
| 5 | give \longleftrightarrow gave | | |

Task 6

Rearrange the jumbled paragraphs of ‘La Llorona, The Crying Woman’, a legend from New Mexico, into a good story. Work with a group of four.

| | |
|---|-----|
| <p>The very next night, the woman's spirit returned to the river beside her home, wailing and searching for the sons she had lost. At first, the poor man was terrified by the spirit of his wife. He begged her to return to the spirit realm. But she did not hear him.</p> | ... |
| <p>Several more sons were born to the couple, and the poor man drowned every one. The day the poor man took his fifth child to the river, his wife followed even though she was still weak and bleeding from giving birth. When he threw the child in the river, the woman went in after her son, determined to save the boy even though she did not know how to swim. The woman and her baby were swept away by the current and they both drowned.</p> | ... |
| <p>Finally, the sound of the wailing woman drove the man mad. He grabbed a knife and jumped into the river after the spirit to kill her. But the poor man did not know how to swim. The current swept him away and he drowned.</p> | ... |
| <p>Once a poor man was married to a beautiful woman who lived in his village. The couple was very much in love, but the man insisted that they were too poor to have any children. When he found out his wife was pregnant, the man was very angry. He told the woman they could</p> | ... |

| | |
|---|-----|
| not keep the child. After the birth of his son, the man drowned the child in the river. His wife, too weak from giving birth to get up from the bed, pleaded in vain with her husband to spare the life of her child. | |
| Night after night, the woman returned to the river, wailing and wringing her hands in her grief. The poor man became angry. But he could not stop the ghost of his wife from searching for her sons. | ... |

Task 7

With your group, write down the adverb of time used in the text then find out the meaning of it.

1. ...
2. ...
3. ...
4. ...
5. ...
- ...

Task 8

In pairs, complete the text bellow with the words in the box.



The King of Sharks

One day, the King of Sharks saw a beautiful girl swimming near the shore. He immediately fell in love with the girl. Transforming himself into a handsome 1)_____, he dressed himself in the feathered cape of a chief and followed her to her village.

The villagers made a great luau, with feasting and games. The King of Sharks won every game, and the girl was delighted when he

asked to marry with her.

The King of Sharks lived happily with his 2)_____ in a house near a waterfall. But the King of Sharks reassured his wife, telling her that he was making a place at the bottom of the pool for their son.

Before the 3) _____ of the child, the King of Sharks returned to his people. He made his wife swear that she would always keep his feathered cape about the shoulders of their son. When the child was born, his mother saw a 4)_____ upon his back which looked like the mouth of a shark.

The child's name was Nanave. As he grew towards manhood, Nanave would swim daily in the 5)_____ beside the house. Sometimes, his mother would gaze into the pool and see a shark swimming beneath the water.

Each morning, Nanave would stand beside the pool, the feathered cloak about his shoulders, and would ask the passing 6) _____ where they were going to fish that day. The fisherman always told the friendly youth where they intended to go. Then Nanave would dive into the pool and disappear for hours.

The fishermen soon noticed that they were catching fewer and fewer 7)_____. The people of their village were growing hungry. The chief of the village called the people to the temple. "There is a bad god among us," the chief told the people. "He prevents our fishermen from catching fish. I will use my 8)_____ to find him." The chief laid out a bed of leaves. He instructed all the men and boys to walk among the leaves. A human's feet would bruise the tender leaves, but the feet of a god would leave no mark.

Nanave's mother was frightened. She knew her son was the child of a god, and he would be killed if the people discovered his 9)_____. When it came turn for the youth to walk across the leaves, he ran fast, and slipped. A man caught at the feathered cape Nanave always wore to prevent him from being hurt. But the cape fell from the youth's shoulders, and all the people could see the shark's mouth upon his back.

The people chased Nanave out of the village, but he slipped away from them and dived into the pool. The people threw big rocks into the pool, filling it up. They thought they had killed Nanave. But his mother remembered that the King of Sharks had made a place for her son at the bottom of the pool, a passage that led to the 10)_____. Nanave had taken the form of a shark and had swum out to join his father, the King of Sharks, in the sea.

But since then, the fishermen have never told anyone where they go to fish, for fear the sharks will hear and chase the fish away.

| | | | | |
|------|-------|-------|----------|-----------|
| fish | Ocean | pool | identity | birth |
| mark | Man | magic | bride | fisherman |
| | Boy | beach | | |

Pictures:



1.



2.



3.



4.

Rancangan Pelaksanaan Pembelajaran

| | |
|----------------|---------------------|
| Sekolah | : SMP N 11 Magelang |
| Mata pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VIII/2 |
| Jenis Teks | : <i>Narrative</i> |
| Keterampilan | : <i>Writing</i> |
| Alokasi waktu | : 7x40 menit |

A. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa diharapkan dapat memproduksi sebuah teks naratif pendek.

D. Indikator

Siswa mampu:

- Siswa mampu mengidentifikasi *generic structure* dari naratif teks
- Mengidentifikasi fungsi sosial teks
- Mengidentifikasi informasi rinci di dalam naratif text
- Memahami makna kata-kata terkait
- Mengidentifikasi unsur kebahasaan naratif teks
- Menggunakan *simple past tense* dengan tepat
- Menulis sebuah naratif teks

E. Materi Pembelajaran

- 1) The purpose of the narrative text is to entertain or to amuse the readers.
- 2) Generic Structure:
 - **Orientation**
The writer tells the audience who is in the story, when it is happening, where it is happening , and what is happening.
 - **Complication**

The writer tells about something that will begin a chain of events.

- **Resolution**

It is the ending of the story, it shows how the characters deal with the problem.

3) Language feature of a narrative text:

Key structure: simple past tense is used to express something that

happened in the past. Here is the pattern: **S + V2 + O + (Adverb of time).**

Adverb of time in simple past tense: yesterday, last week, last ..., two days ago, once upon a time, long long time ago, once, etc.

Very often the Simple Past Tense ends in **-ed** (regular verbs):

| V1 | V2 | Sentence |
|--------|---------|---|
| work | Worked | I worked in a shop last year. |
| Study | Studied | I studied very hard last night. |
| Invite | Invited | We invited them to come to our party |

But many verbs are *irregular*. The Simple Past Tense does *not* end in **-ed**.

For example:

| V1 | V2 | Sentence |
|-------|-------|--|
| Write | Wrote | Mozart wrote more than 600 pieces of music. |
| See | Saw | We saw Rose in town a few days ago. |
| Go | Went | I went to the cinema last week. |

In questions and negatives we use **did/didn't** + *infinitive* (V1):

| | |
|------|---------|
| I | enjoyed |
| She | saw |
| They | went |

| | | |
|-----|------|-------|
| Did | you | enjoy |
| | she | see |
| | they | go |

| | | |
|------|--------|-------|
| I | didn't | enjoy |
| She | | see |
| They | | go |

The past of **be (am/is/are)** is (**was/were**):

| | | | |
|-------------|---------------------|-------------|--------------|
| I/he/she/it | was/wasn't | was | I/he/she/it? |
| We/you/they | were/weren't | were | we/you/they? |

Note that we do *not* use **did** in negatives and questions with **was/were**:

- I **was** angry because they **were** late.
- **Was** the weather good when you **were** on holiday?
- They **weren't** able to come because they **were** so busy.

4) Passive Voice

Here is the pattern of passive sentences in past tense

was/were+V3

Example:

The lion was killed by the hunter.

F. Metode Pembelajaran

Genre-based Approach

G. Langkah-langkah Pembelajaran**Pertemuan pertama (2x40)**

| NO. | Langkah-langkah | Kegiatan |
|-----|--|--|
| 1. | Pendahuluan | <ul style="list-style-type: none"> ▪ Siswa menyapa guru. ▪ Siswa memimpin doa. ▪ Guru mengecek kehadiran siswa. ▪ Guru menyampaikan topik pembelajaran. ▪ Guru mengajukan pertanyaan mengenai materi yang dipelajari pada pertemuan sebelumnya. |
| 2. | Building Knowledge of the Field (BKOF) | <ul style="list-style-type: none"> ▪ Siswa diperlihatkan beberapa gambar. ▪ Guru mengajukan beberapa pertanyaan terkait materi yang akan dipelajari siswa. ▪ Siswa menjawab pertanyaan yang diajukan guru. ▪ Guru menyebutkan tujuan pembelajaran. |
| 3. | Modelling of the Text (MOT) | <ul style="list-style-type: none"> ▪ Guru mengingatkan bagaimana cara membuat kalimat ▪ Siswa diberikan sebuah teks fabel |

| | | |
|----|---------|---|
| | | <p>pendek.</p> <ul style="list-style-type: none"> ▪ Siswa memahami isi teks. ▪ Siswa dan guru bersama-sama membahas isi teks. ▪ Siswa berlatih memahami isi sebuah naratif teks dengan menjawab pertanyaan ▪ Siswa dan guru mendiskusikan task 1. ▪ Siswa membuat kelompok beranggotakan 6 orang. ▪ Guru menjelaskan dan waktu pengumpulan project yang akan dikerjakan siswa. ▪ Siswa mendiskusikan project bersama kelompok masing-masing. |
| 4. | Penutup | <ul style="list-style-type: none"> ▪ Guru menyimpulkan pembelajaran hari ini ▪ Guru menyebutkan apa yang akan dipelajari pada pertemuan selanjutnya ▪ guru menutup pembelajaran dengan memberi salam. |

Pertemuan kedua (1x40)

| No | Langkah-langkah | Kegiatan |
|----|-----------------|---|
| 1. | Pendahuluan | <ul style="list-style-type: none"> ▪ Siswa menyapa guru. ▪ Siswa memimpin doa. ▪ Guru mengecek kehadiran siswa. ▪ Guru mengajukan pertanyaan mengenai materi yang dipelajari pada pertemuan sebelumnya. |

| | | |
|----|---------------------------------------|---|
| | | <ul style="list-style-type: none"> ▪ Guru menanyakan perkembangan project siswa. ▪ Guru memberi feedback kepada siswa. |
| 2. | Modelling of the Text (MOT) | <ul style="list-style-type: none"> ▪ Guru menjelaskan hasil kerja siswa pada Cycle 1 test. ▪ Guru menerangkan kembali cara menyusun kalimat. ▪ Guru mengingatkan siswa mengenai penggunaan huruf kapital dan penggunaan tanda baca. ▪ Guru memberikan sebuah teks kemudian siswa diminta untuk membaca sebuah fable. ▪ Siswa menjawab pertanyaan yang diberikan setelah membaca sebuah teks. ▪ Siswa dan guru membahas bersama-sama. ▪ Guru membahas mengenai penggunaan passive voice serta memberikan contoh yang ada di dalam teks. |
| 3. | Joint Construction of the Text (JCOT) | <ul style="list-style-type: none"> ▪ Siswa mengerjakan true-flase task. ▪ Siswa dan guru mendiskusikannya bersama-sama. ▪ Siswa melanjutkan pengerjaan project. ▪ Guru memfasilitasi siswa dalam pengerjaan projek. |
| 4. | Penutup | <ul style="list-style-type: none"> ▪ Siswa merefleksikan pembelajaran. |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> ▪ Siswa menyebutkan kesulitan dalam mengerjakan project. ▪ Guru memberikan feedback. ▪ Guru menutup pembelajaran dengan menyapa siswa. |
|--|--|--|

Pertemuan ketiga (2x40)

| No | Langkah-langkah | Kegiatan |
|----|---------------------------------------|--|
| 1. | Pendahuluan | <ul style="list-style-type: none"> ▪ Siswa menyapa guru. ▪ Siswa memimpin doa. ▪ Guru mengecek kehadiran siswa. ▪ Guru mengajukan pertanyaan mengenai materi yang dipelajari pada pertemuan sebelumnya. ▪ Guru menanyakan perkembangan project siswa. ▪ Guru memberi feedback kepada siswa. |
| 2. | Joint Construction of the Text (JCOT) | <ul style="list-style-type: none"> ▪ Siswa menyusun kata yang rumpang menjadi sebuah kalimat. ▪ Siswa dan guru mendiskusikannya bersama-sama. ▪ Siswa mencocokkan kata dengan artinya yang ada pada kolom B. ▪ Bersama dengan guru siswa mendiskusikan jawaban yang tepat. ▪ Siswa melengkapi sebuah nartif teks dengan memilih kata yang tepat. ▪ Guru dan siswa mendiskusikannya |

| | | |
|----|---------|---|
| | | <p>bersama.</p> <ul style="list-style-type: none"> ▪ Siswa menuliskan arti kata dengan mengeceknya dalam kamus. ▪ Guru membantu siswa memilih arti kata yang tepat. ▪ Siswa merevisi project yang sudah dikoreksi oleh guru dan teman. ▪ Guru memfasilitasi siswa dalam mengoreksi hasil kerja siswa. |
| 3. | Penutup | <ul style="list-style-type: none"> ▪ Siswa mengumpulkan project. ▪ Siswa merefleksikan pembelajaran. ▪ Siswa menyebutkan kesulitan dalam mengerjakan project. ▪ Guru memberikan feedback. ▪ Guru menutup pembelajaran dengan menyapa siswa. |

Pertemuan keempat (2x40)

| No. | Langkah-langkah | Kegiatan |
|-----|-----------------|--|
| 1. | Pendahuluan | <ul style="list-style-type: none"> ▪ Siswa menyapa guru. ▪ Siswa memimpin doa. ▪ Guru mengecek kehadiran siswa. ▪ Guru menyampaikan topik pembelajaran. ▪ Guru mengajukan pertanyaan mengenai materi yang dipelajari pada pertemuan sebelumnya. ▪ Siswa diperlihatkan nilai project yang dikerjakan. |

| | | |
|----|---|---|
| | | <ul style="list-style-type: none"> ▪ Guru dan siswa membahas pekerjaan rumah yang diberikan pada pertemuan sebelumnya. ▪ Guru mengingatkan kembali tentang cara menyusun sebuah kalimat, ciri dan unsur kebahasaan yang ada pada sebuah naratif teks. |
| 2. | Independent Construction of the Text (ICOT) | <ul style="list-style-type: none"> ▪ Siswa diminta untuk menuliskan sebuah fable. |
| 3. | Penutup | <ul style="list-style-type: none"> ▪ Siswa merefleksikan pengalaman mereka dalam pengerjaan project. ▪ Guru memberikan feedback secara umum kepada siswa. ▪ Guru menutup pembelajaran dengan menyapa siswa. |

H. Bahan Pembelajaran

- Pictures
- Students worksheet
- English Course Book
- LKS

I. Penilaian

| Indicator | Technique | Instrument | Instrumen Penilaian |
|--|-------------|------------|---|
| Menggunakan kata-kata yang berkaitan dengan teks | Tes praktik | Tes tulis | Individual and closed-book writing practice |
| Mengimplementasikan kaidah past simple | | | |
| Mampu menggunakan bentuk irregular verb | | | |

The scoring of writing

| Aspect of Writing | Level | Score | Contents |
|-------------------|------------------------|-------|---|
| Content | Excellent to very good | 4 | Knowledgeable, substantive, thorough development of thesis, and relevant of assigned topic. |
| | Good to average | 3 | Some knowledge of subject, adequate range, limited development of thesis, mostly relevant in topic, but lacks detail. |
| | Fair to poor | 2 | Limited knowledge of subject, little substance, and inadequate development of topic. |
| | Very poor | 1 | Does not show knowledge of subject, non-substantive, not-persistent or not enough to evaluate. |
| Organization | Excellent to very good | 4 | Fluent expression, ideas, clearly stated/supported, succinct, well-organized, logical sequencing, cohesive. |
| | Good to average | 3 | Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. |
| | Fair to poor | 2 | Non-fluent, ideas confused or disconnected, lacks logical sequencing and development. |
| | Very poor | 1 | Does not communicate, no organization or not enough to evaluate. |
| Vocabulary | Excellent to very good | 4 | Sophisticated range, effective word/idiom form choice and usage, word form mastery, appropriate register |
| | Good to average | 3 | Adequate range, occasional errors of word/ idiom form, |

| | | | |
|--------------|------------------------|---|--|
| | | | usage but meaning not obscured. |
| | Fair to poor | 2 | Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured. |
| | Very poor | 1 | Essentially translation, little knowledge of English vocabulary, idioms, word form or not enough to evaluate |
| Language Use | Excellent to very good | 4 | Effective complex constructions, few errors of word order function, articles, pronouns, preposition |
| | Good to average | 3 | Effective but simple construction, minor problems in complex constructions, several errors of ... tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. |
| | Fair to poor | 2 | Major problems in simple complex constructions, frequent errors of tense, word order/function, articles, pronouns, prepositions and/or fragments, run-outs, deletions, meaning confused or obscured. |
| | Very poor | 1 | Virtually no mastery of sentence construction rules, dominated by errors does not communicate or not enough to evaluate. |
| Mechanics | Excellent to very good | 4 | Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. |
| | Good to average | 3 | Occasional errors of spelling, pronunciation, capitalization, paragraphing but meaning not obscured. |
| | Fair to poor | 2 | Frequent errors of spelling, punctuation, capitalization, |

| | | | |
|--|-----------|---|---|
| | | | paragraphing, poor handwriting, meaning confused or obscured. |
| | Very poor | 1 | No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible or not enough to evaluate. |

Yogyakarta, April 2015

Mengetahui:

Guru Kollaborator

Guru Bahasa Inggris

Irawati S.

Aprilia Dewi

NIP. 196611171988032012

NIM. 11202241001

Attachment

Warming Up

Match the words in the left side to their meanings in the right side. The example is done for you

| | |
|-------------------|----------------|
| 1. girrafe ...(g) | a. elang |
| 2. leopard ... | b. kalkun |
| 3. weasel ... | c. ayam jago |
| 4. eagle ... | d. angsa |
| 5. fox ... | e. macan tutul |
| 6. rooster ... | f. srigala |
| 7. wolf ... | g. jerapah |
| 8. peacock ... | h. musang |
| 9. turkey ... | i. rubah |
| 10. goose ... | j. merak |
| | k. semut |

Model Text

| The Mother & the Wolf | |
|--|---|
| <p>Early one morning a hungry Wolf was prowling around a cottage at the edge of a village, when he heard a child crying in the house. Then he heard the Mother's voice say, "Hush, child, hush! Stop your crying, or I will give you to the Wolf!"</p> | <div style="border: 1px solid black; padding: 5px; display: inline-block;">Orientationn</div> |
| <p>Surprised but delighted at the prospect of so delicious a meal, the Wolf settled down under an open window, expecting every moment to have the child handed out to him. But though the little one continued to fret, the Wolf waited all day in vain. Then, toward nightfall, he heard the Mother's voice again as she sat down near the window to sing and rock her baby to sleep.</p> | <div style="border: 1px solid black; padding: 5px; display: inline-block;">Complication</div> |
| <p>"There, child, there! The Wolf shall not get you. No, no! Daddy is watching and Daddy will kill him if he should come near!"</p> | <div style="border: 1px solid black; padding: 5px; display: inline-block;">Resolution</div> |
| <p>Just then the Father came within sight of the home, and the Wolf was barely able to save himself from the Dogs by a clever bit of running.</p> | |

Source: <http://www.read.gov/aesop/024.html>

Task 1

Read the text bellow and then answer the questions related to the text. Do it individually.

The Rabbit and the Bear

Once upon a time, there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. The rabbit feared to arouse the bear's anger so he could not refuse it. He went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there were lots of meats left after. However the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. Fortunately, the youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house. When he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal.

Source: <http://www.read.gov/>

Question

1. What is the story about?

2. Why did the bear call the rabbit?

3. What animal that the rabbit shoot?

4. How many children did the bear has?

5. What is the character of bear's youngest child?

6. Who did give the rabbit the meat?

Glossary

contrary = kebalikan

clumsy = kikuk

arrow = panah

bow = pemanah

refuse = menolak

satisfy = memuaskan

taste = merasakan

hearty = dengan sepenuh hati

kick = menendang

meal = makanan

Task 2

Read the following text entitled The Mice & The Weasels carefully.

The Mice & The Weasels

The Weasels and the Mice were always up in arms against each other. In every battle the Weasels carried off the victory, as well as a large number of the

Mice, which they ate for dinner next day. In despair the Mice called a council, and there it was decided that the Mouse army was always beaten because it had no leaders. So a large number of generals and commanders were appointed from among the most eminent Mice.



To distinguish themselves from the soldiers in the ranks, the new leaders proudly bound on their heads lofty crests and ornaments of feathers or straw. Then after long preparation of the Mouse army in all the arts of war, they sent a challenge to the Weasels.

The Weasels accepted the challenge with eagerness, for they were always ready for a fight when a meal was in sight. They immediately attacked the Mouse army in large numbers. Soon the Mouse line gave way before the attack and the whole army fled for cover. The privates easily slipped into their holes, but the Mouse leaders could not squeeze through the narrow openings because of their head-dresses. Not one escaped the teeth of the hungry Weasels.

Source: <http://www.read.gov/>

Write T if the statement is true and write F if the statement is false. You may discuss with your partner.

| NO. | Statement | T/F |
|-----|--|-----|
| 1. | Mice carried off the victory in every battle. | |
| 2. | The leaders of Mice were appointed among the eminent mice. | |

| | | |
|----|--|--|
| 3. | After a long prepeartaion, the mice sent challenge to Weasels. | |
| 4. | The Weasels did not reday for the fight. | |
| 5. | The mice could escape from the weasels. | |

Glossary:

battle= peperangan
 victory=kemenangan
 council = dewan
 eminent = unggul
 distinguish = membedakan
 soldier = prajurit
 challenge = tantangan
 eagerness= keinginan
 fight= perkelahian

Task 3

Arrange the words into a correct sentence. Number 1 is the example.

1. my - I – phone – lost

2. studied – last – He – English – night.

3. I – to – holiday. – Malang – went – last

4. early – woke up – She – morning – this

5. They – dictionary – brought – the – class – to

Task 4

Match the words in the column A with the right past tense in the column B.

| Column A | Column B |
|----------|----------|
| Eat | ran |
| make | saw |

| | |
|-------|-------|
| know | swam |
| run | ate |
| send | wore |
| see | made |
| wear | slept |
| swim | took |
| take | knew |
| sleep | sent |

Task 5

In pairs, complete the following text with the correct form of the verbs.

The Mischievous Dog

There (is)_____ once a Dog who was so ill-natured and mischievous that his Master (has)_____ to fasten a heavy wooden clog about his neck to keep him from annoying visitors and neighbors. But the Dog (seem)_____ to be very proud of the clog and (drag)_____ it about noisily as if he (wish)_____ to attract everybody's attention. He was not able to impress anyone.

"You would be wiser," said an old acquaintance, "to keep quietly out of sight with that clog. Do you want everybody to know what a disgraceful and ill-natured Dog you are?"

<http://www.read.gov/aesop/118.html>

Task 6

After completing the verbs, read the text above, and then guess the meaning of the words below based on the context. You may use your dictionary and discuss with your friends.

| | | |
|-------------|----------------|--|
| mischievous | / mɪs.tʃɪ.vəs/ | |
| annoying | / nɔɪ.ɪŋ/ | |
| proud | /pra d/ | |

| | | |
|-------------|-----------------|--|
| impress | /im pres/ | |
| disgraceful | /dis greis.f l/ | |

Task 7

Rearrange the jumbled paragraphs below into a good story and then underline the action verb used in the text. Work with a group of four.

The Frog & the Mouse

| | |
|--|-----|
| The Mouse did not need much coaxing, for he was very anxious to see the world and everything in it. But though he could swim a little, he did not dare risk going into the pond without some help. | ... |
| The Frog had a plan. He tied the Mouse's leg to his own with a tough reed. Then into the pond he jumped, dragging his foolish companion with him. The Mouse soon had enough of it and wanted to return to shore; but the treacherous Frog had other plans. He pulled the Mouse down under the water and drowned him. But before he could untie the reed that bound him to the dead Mouse, a Hawk came sailing over the pond. Seeing the body of the Mouse floating on the water, the Hawk swooped down, seized the Mouse and carried it off, with the Frog dangling from its leg. Thus at one swoop he had caught both meat and fish for his dinner. | ... |
| A young Mouse in search of adventure was running along the bank of a pond where lived a Frog. When the Frog saw the Mouse, he swam to the bank and croaked, "Won't you pay me a visit? I can promise you a good time if you do." | ... |

Source: <http://www.read.gov/>

| Glossary | |
|--|--------------------------------|
| adventure= petualangan dare = tantangan | untie = membuka pond= kolam |

| | |
|---|---|
| plan = rencana reed = alang-alang shore = tepi laut | visit= mengunjungi coaxing= membujuk anxious= cemas |
|---|---|

APPENDIX 3:
WRITING ASSESSMENT RUBRIC

Writing Assessment Rubric

| Aspect of Writing | Level | Score | Contents |
|-------------------|------------------------|-------|---|
| Content | Excellent to very good | 4 | Knowledgeable, substantive, thorough development of thesis, and relevant of assigned topic. |
| | Good to average | 3 | Some knowledge of subject, adequate range, limited development of thesis, mostly relevant in topic, but lacks detail. |
| | Fair to poor | 2 | Limited knowledge of subject, little substance, and inadequate development of topic. |
| | Very poor | 1 | Does not show knowledge of subject, non-substantive, not-persistent or not enough to evaluate. |
| Organization | Excellent to very good | 4 | Fluent expression, ideas, clearly stated/supported, succinct, well-organized, logical sequencing, cohesive. |
| | Good to average | 3 | Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. |
| | Fair to poor | 2 | Non-fluent, ideas confused or disconnected, lacks logical sequencing and development. |
| | Very poor | 1 | Does not communicate, no organization or not enough to evaluate. |
| Vocabulary | Excellent to very good | 4 | Sophisticated range, effective word/idiom form choice and usage, word form mastery, appropriate register |
| | Good to average | 3 | Adequate range, occasional errors of word/ idiom form, usage but meaning not obscured. |

| | | | |
|--------------|------------------------|---|--|
| | Fair to poor | 2 | Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured. |
| | Very poor | 1 | Essentially translation, little knowledge of English vocabulary, idioms, word form or not enough to evaluate |
| Language Use | Excellent to very good | 4 | Effective complex constructions, few errors of word order function, articles, pronouns, preposition |
| | Good to average | 3 | Effective but simple construction, minor problems in complex constructions, several errors of ... tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. |
| | Fair to poor | 2 | Major problems in simple complex constructions, frequent errors of tense, word order/function, articles, pronouns, prepositions and/or fragments, run-outs, deletions, meaning confused or obscured. |
| | Very poor | 1 | Virtually no mastery of sentence construction rules, dominated by errors does not communicate or not enough to evaluate. |
| Mechanics | Excellent to very good | 4 | Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. |
| | Good to average | 3 | Occasional errors of spelling, pronunciation, capitalization, paragraphing but meaning not obscured. |
| | Fair to poor | 2 | Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning |

| | | | |
|--|-----------|---|--|
| | | | confused or obscured. |
| | Very poor | 1 | No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible or not enough to evaluate. |

proposed Jacobs *et al.* (1981) from Weigle (2002: 116).

APPENDIX 4:

FIELD NOTES

SMPN 11 Magelang

No : FN. 1
Hari, tanggal : Sabtu, 5 Februari 2015
Jam : 09.00
Tempat : Ruang kepala sekolah
Kegiatan : Ijin penelitian
Responden : Peneliti, Kepala sekolah SMP N 11 Magelang

P tiba di sekolah pukul 09.00. Kemudian P mengisi buku tamu dan masuk ke ruang tata usaha lalu memberitahukan kepada karyawan tata usaha bahwa P akan melakukan penelitian di sekolah ini. Karyawan mengantarkan P menemui kepala sekolah. P kemudian dipersilakan untuk masuk ke ruangan kepala sekolah.

P : Selamat pagi bu.
 KPS : Selamat pagi mbak. Silakan duduk. Bagaimana mba? Ada keperluan apa?
 P : Begini bu, saya mahasiswi pendidikan bahasa Inggris UNY. Maksud kedatangan saya kesini, saya bermaksud untuk melakukan penelitian disini bu.
 KPS : Oiya nanti silakan matur ke guru mapelnya monggo. Nanti masalah ijin silakan ke pak Budi saja. Kapan mulai penelitiannya mba?
 P : baik bu. Mulainya sekitar bulan April bu. Jadi nanti saya observasi dulu, kemudian baru setelah itu mulai penelitiannya bu.
 KPS : Oh begitu. Ambil kelas berapa?
 P : kelas 8 bu
 KPS : Sama Bu Ira ya? Ya nanti monggo bilang saja langsung ke Bu Ira ya. Semoga sukses dan lancar ya mba penelitiannya.
 P : Iya bu, terimakasih. Itu saja bu, saya permisi dulu.

P kemudian menemui guru bahasa Inggris. P memberitahukan guru bahasa Inggris bahwa ia akan melakukan penelitian disini. Guru bahasa Inggris menyambut baik dan memberikan ijin.

No : FN. 2
Hari, tanggal : Sabtu, 14 Februari 2015
Jam : 08.20
Tempat : Ruang TU
Kegiatan : Menyerahkan surat observasi
Responden : Peneliti, TU

P tiba di sekolah kemudian P menemui kepala TU untuk menyerahkan surat ijin observasi.

P : Assalamualaikum Pak, saya Aprilia mahasiswi dari UNY.

TU : Waalaikumsalam, iya mbak.

P: Ini pak saya mau menyerahkan surat ijin observasi.

TU : Iya, sebentar mbak. Ini surat penelitiannya?

P : Bukan pak, ini baru surat observasi. Nanti setelah observasi saya menyerahkan

surat penelitiannya.

TU : Oh iya, monggo kalau mau ke ruang guru.

P : Iya pak, terimakasih banyak.

P berterimakasih kepada kepala TU kemudian berpamitan untuk segera menemui GBI di ruang guru. Setelah bertemu dengan GBI, P menutarakan maksud bahwa pada hari itu P berniat untuk melakukan observasi. GBI mempersilakan P.

NO. : FN. 3

Hari, tanggal : Sabtu, 14 Februari 2015

Jam : 09.05

Tempat : Ruang kelas VIII C

Kegiatan : Observasi

Responden : Peneliti, Guru Bahasa Inggris, siswa siswi VIII C

Bel masuk berbunyi pukul 09.05. Sebagian besar siswa masih berada diluar sesaat setelah bel berbunyi. Saat ibu Ira sudah masuk ke kelas membawa buku dan peralatan mengajar pun siswa masih banyak yang belum berada di kelas. Bu ira kemudian meminta siswa untuk segera masuk. 2 orang siswa diminta untuk mengambil buku paket di meja beliau. Suasana kelas masih sangat gaduh. Bu Ira menyimpan buku dan peralatan mengajar lainnya di meja. Kemudian salah seorang siswa memimpin untuk berdoa. Dia berkata “pray begin”. Lalu seluruh siswa berdoa dengan melafalkannya bersama-sama. Setelah itu siswa serentak menyapa Bu Ira dengan mengucapkan “Good morning Ma’am,” Bu Ira menjawab “Good morning.”

Suasana kelas masih gaduh. Siswa terlihat masih belum siap untuk belajar. Sebagian siswa masih sibuk mengobrol dengan teman sebangku mereka. Dua orang siswa datang membagikan buku yang mereka bawa. Satu buku digunakan untuk 2 orang. Ibu Ira kemudian menanyakan PR dan materi yang dipelajari di pertemuan sebelumnya. “Do you still remember what we have learned in the previous meeting?” Bu ira bertanya kepada siswa dengan menggunakan bahasa

Inggris tetapi tidak ada yang menjawab. “Kemarin kita habis belajar apa?” beberapa siswa kemudian menjawab “recount text”. “Kemarin kita belajar tentang recount text. Ada PR kan yaa? Coba mana PRnya?”. Ibu Ira akan membahas PR kemarin dan meminta salah seorang siswa menuliskan di papan tulis kata kata sulit yang terdapat di dalam teks. Tugas yang diberikan adalah siswa diminta untuk membaca sebuah teks dan mencari arti beberapa kata dari teks tersebut.

Sebelum membahas PR kemarin, bu Ira membahas teks yang dijadikan tugas di rumah dimulai dari judul, lalu *organization of the text* dan kemudian membahas karakteristik dari teks recount tersebut. “Open your book at page 103. What is the title of the text?” siswa menjawab. Sambil menjelaskan Ibu Ira juga bertanya kepada siswa untuk mengetahui sejauh mana pemahaman mereka, tetapi kebanyakan siswa tidak memperhatikan dan malah sibuk mengobrol dengan teman sebangku mereka tetapi Bu Ira tetap menerangkan mengenai kebahasaan dari teks tersebut.

Setelah siswa selesai menuliskan kata kata sulit di papan tulis, Ibu Ira menuliskan arti kata kata tersebut dalam bahasa Indonesia di sebelah kanan. Kemudian Ibu Ira menjelaskan tentang past tense. Dia menuliskan rumus dan beberapa contoh di bawahnya. Ibu Ira menjelaskan kembali rumus yang sudah diberikan di pertemuan sebelumnya.

Beberapa siswa mengaku belum mengerjakan PR karena tidak mengerti dengan perintah yang diberikan guru. Siswa yang tidak mengerjakan PR diminta untuk mengerjakan saat itu juga. PR yang diberikan yaitu mencocokkan kata kata di papan tulis dengan artinya. Siswa diberi waktu 10 menit untuk mengerjakan. Selain itu, siswa juga diberi latihan lain yaitu pertanyaan tentang *referring*. Pertanyaan dan soal ditulis di papan tulis dengan menggunakan bahasa Inggris tetapi pertanyaan tidak mencantumkan instruksi yang jelas. Kebanyakan siswa tidak mengerti dengan tugas yang diberikan. “Bu suruh ngapain to bu?” seorang siswa bertanya. Kemudian Bu Ira menjelaskan tugasnya dalam bahasa Indonesia. “Bu refer tu apa bu?” siswa lain bertanya.

Ibu Ira kemudian duduk di kursi dan menunggu siswa selesai mengerjakan. Hampir semua siswa terus bertanya tentang arti dari beberapa kata. Kelas kemudian kembali ramai. “Bu island itu apa bu?” seorang siswa bertanya. Siswa lain pun mulai bertanya kepada Bu Ira dengan menyebutkan kata lain. Beberapa siswa terlihat mencontek pekerjaan teman mereka.

Ibu Ira memberi tambahan waktu kepada siswa. Ketika waktu tambahan habis, siswa diminta untuk menukar pekerjaan mereka dengan teman sebangku.

Bersama-sama dengan siswa, Ibu Ira mencocokkan jawaban yang benar. Ibu ira menuliskan jawabannya di papan tulis terlebih dahulu sebelum mulai membahas.

Kegiatan belajar dilanjutkan dengan mengerjakan latihan selanjutnya yang terdapat pada buku. Siswa diminta untuk membaca sebuah teks pendek dalam hati. Setelah siswa diberi waktu untuk membaca teks tersebut, bu Ira membacakan teks tersebut sekaligus mengartikannya perkalimat.

Setelah itu, siswa diminta untuk menjawab pertanyaan yang berkaitan dengan isi teks tersebut. “Lihat pertanyaan di bawah teks. Sekarang jawab pertanyaan ini secara berpasangan.” Latihan ini dikerjakan secara berpasangan. Siswa bekerja dengan teman sebangku mereka. Jawaban dituliskan dalam buku tugas lalu dikumpulkan. Sebelum meminta siswa mengerjakan latihan, Bu Ira menuliskan kata tanya beserta artinya di papan tulis. Ibu Ira kemudian, meninggalkan siswa yang sedang mengerjakan latihan.

Saat mencocokkan jawaban, Bu Ira memanggil nama siswa untuk menuliskan jawabannya di papan tulis. “Sekarang tanggal 14, absen nomor 14 tuliskan jawabannya apa.” Siswa yang telah ditunjuk diminta menunjuk teman lain untuk menjawab pertanyaan selanjutnya dan begitu seterusnya. Setelah semua jawaban tertulis di papan tulis, Bu ira mulai mengoreksi bersama- sama dengan siswa.

Kemudian siswa diminta mengerjakan latihan pada halaman berikutnya secara individu. Bu ira mengawasi siswa dari kursinya. Karena bel sudah berbunyi, latihan dijadikan pekerjaan rumah. Bu Ira menutup pembelajaran hari itu dengan mengucapkan salam.

No : FN. 4

Hari, tanggal : Rabu, 8 April 2015

Jam : 09.25

Tempat : Ruang kelas VIII C

Kegiatan : Menyerahkan surat penelitian

Responden : Peneliti, kepala TU

P tiba di sekolah pukul 09.25. P langsung bergerak menuju ruang tata usaha untuk menyerahkan surat ijin penelitian dari universitas.

P : Assalamualaikum Pak. Saya mau menyerahkan surat penelitian pak.

TU : Oya dari Universitas mana mbak?

P : Dari UNY pak. Ini suratnya.

TU : Ya nanti silakan mba menemui gurunya, siapa mba gurunya?

P : Bu Ira Pak.
 TU : Nanti matur ke Ibu Ira silakan suratnya sudah ada di TU.
 P : Baik pak, terimakasih. Saya permisi dulu pak.

No : FN. 5
Hari, tanggal : Rabu, 8 April 2015
Jam : 10:10-11.50
Tempat : Ruang kelas VIII C
Kegiatan : Pre-test
Responden : Peneliti, guru Bahasa Inggris, siswa siswi VIII C

P dan GBI masuk ke ruang kelas VIII C setelah bel berbunyi. GBI membuka pelajaran, menyapa siswa dan juga mengecek kehadiran siswa. GBI memberikan sedikit review tentang materi yang telah diajarkan pada pertemuan sebelumnya. Siswa diminta untuk melihat contoh teks yang sudah dipelajari kemarin. P memulai dengan menanyakan isi lalu kemudian membahas language use dari teks naratif tersebut.

GBI kemudian menjelaskan kepada siswa bahwa mereka akan melakukan pre-test pada hari itu. Selanjutnya, GBI menyerahkan kelas kepada P. P menyapa siswa kemudian meminta siswa untuk menyimpan buku paket, LKS dan kamus. P kemudian membagikan secarik kertas dan menjelaskan kepada siswa apa yang harus dilakukan mereka. Siswa diberi waktu 50 menit untuk menuliskan sebuah naratif teks. Sebagian siswa sibuk menanyakan arti dari beberapa kata kepada GBI dan P. 15 menit sebelum waktu berakhir beberapa siswa masih terlihat bingung dan lembar kerjanya masih kosong. Setelah waktu habis, P meminta siswa mengumpulkan teks mereka. Sebelum menutup kelas, P memberitahukan kepada siswa bahwa siswa akan dilibatkan dalam penelitian selama 7 pertemuan kedepan. P mengingatkan siswa untuk membawa kamus pada pertemuan selanjutnya. Kemudian P mengakhiri kelas dengan berdoa dan salam penutup.

No : FN. 6
Hari, tanggal : Rabu, 15 April 2015
Jam : 10.10-11.50
Tempat : Ruang kelas VIII C
Kegiatan : Meeting 1 (Cycle I)
Responden : Peneliti, Guru Bahasa Inggris, siswa siswi VIII C

Pukul 09.15 bel berbunyi menandakan istirahat telah usai. Sebagian siswa masih berada diluar kelas. Guru, peneliti dan kolaborator masuk ke dalam kelas.

Guru meminta ketua kelas memanggil siswa yang masih berada diluar kelas untuk segera masuk.

Guru membuka pelajaran dan menyapa siswa. Ketua kelas memimpin doa. Guru memberitahukan siswa bahwa mereka akan terlibat dalam sebuah penelitian. Guru menyerahkan kelas kepada peneliti. Peneliti menyapa siswa. Peneliti “How are you all?” “Fine, and you?” I am fine too, thank you.”

P memulai kelas dengan memberikan pertanyaan kepada siswa. “Kalian biasanya kalau mau tidur sering diceritakan dongeng tidak?” “iya miss.” Sebagian siswa menjawab. “Dongengnya atau ceritanya tentang apa?” siswa kemudian menyebutkan judul-judul dongeng tersebut. “Nah biasanya dongeng dongeng seperti itu adanya dimana?” “Buku bu.” “Buku apa misalnya?” “Majalah tu lho miss biasanya suka ada.” “Iya betul. Well, today we are going to learn about this kind of text that is called narrative text. Ada yang tau jenis narrative text ada apa saja? What are the types of narrative text?” Siswa terlihat bingung dan ragu untuk menjawab. “Ada fairytale, fable terus apa lagi?” “Legend miss.” “Iya betul. The purpose of narrative text is to entertain or to amuse. Tujuan dari narrative teks itu untuk menghibur.” P menuliskan tujuan dari narrative text di papan tulis.

P membagikan handout kepada siswa. Siswa diberikan sebuah model text berjudul “Loro Jongrang”. Siswa diminta membaca teks tersebut. Kemudian peneliti meminta siswa untuk menjawab pertanyaan pada Task 1 berdasarkan teks yang dibaca secara individu. Beberapa siswa terus bertanya kepada P dan GBI mengenai beberapa kata dalam teks. Setelah waktu dirasa cukup, kemudian P mulai membahas teks bersama-sama dengan siswa.

“What is the title of the text?”

“Roro Anteng and Jaka Seger.” Siswa menjawab serempak.

“What does the text tell you about? Teksnya tentang apa ceritanya?” Siswa terdiam dan terlihat ragu untuk menjawab. “Tentang apa Yiska?”

“Tentang Roro Anteng dan Jaka Seger yang ga punya anak terus berdoa di gunung bromo akhirnya punya 25 anak. Terus sacrificed apa miss?” “Mengorbankan.” “Ah iya disuruh mengorbankan anak terakhirnya. Bener ga miss?” “Iya betul. Dan sampai sekarang masih diperingati pengorbanan Kesuma, anak terakhirnya Roro Anteng dan Jaka Seger dengan festival Kesuma. Apa yang bisa diambil dari cerita ini?”

“Kalau mau sesuatu minta sama Tuhan.” Seorang siswa menjawab.

“Iya betul sekali. Dalam berusaha kita juga jangan lupa untuk berdoa kepada Tuhan.”

P kemudian meminta siswa menjawab dari pertanyaan nomor 1 hingga nomor 4 untuk mengecek pemahaman siswa tentang teks tersebut. Siswa ditunjuk untuk menjawab masing-masing pertanyaan agar siswa lebih serius dalam mengikuti pelajaran.

P menyebutkan struktur naratif teks. Siswa mengamati kembali teks yang sudah dibaca dan mengidentifikasi struktur teks dari teks naratif tersebut.

“Narrative text is divided into three parts; orientation, complication and resolution. Orientation berisi tentang seting dan mengenalkan karakter tokoh. Complication berisi tentang serangkaian konflik yang muncul di dalam cerita. Dan resolution berisi tentang penyelesaian dari konflik yang ada. Let’s take a look at text 2. Coba kita lihat teks 2. Silakan dibaca dulu 10 menit ya.

“Kalau di teks ini orientation nya yang mana? Di paragraf?”

“Paragraf 1.” “Complicationnya yang mana? Disitu konfliknya apa? Andro apa konfliknya?” P bertanya kepada siswa yang terlihat tidak memperhatikan. “Dewi Mutiara meracuni Kadita, anak perempuan Raja Munding terus Kadita pergi.”

“Kalau resolutionnya? The ocean water”

“The ocean water cured her illness. She became more beautiful than before.” Beberapa siswa menjawab.

“Okay, understood? Sudah mengerti ya? Ada yang mau bertanya?” “Mengerti miss.” Beberapa siswa menjawab.

“Okay now please do the task 2 and 3.”

Kemudian P meminta siswa untuk menuliskan jawaban mereka di papan tulis dan membahasnya bersama-sama. Setelah itu, P menjelaskan tentang language use di dalam narrative text.

“Narrative text itu menggunakan past tense. Masih ingat pola dari kalimat past tense?” P menuliskan pola dari kalimat past tense di papan tulis. “Contoh dari simple participle atau verb 2 yang ada di teks 2 apa saja? Coba garis bawahi kemudian sebutkan.”

“S plus V2 plus Object plus adverb of time. Adverb of time itu keterangan waktu. Coba dilihat keterangan waktu yang mencirikan teks itu adalah sebuah naratif teks apa? Lihat di teks yang sudah dipelajari.”

Siswa membuka buku catatan dan handout. “Once upon a time.” Siswa serempak menjawab.

“Selain itu apa lagi? Ada long long time ago, One day, Once...” P menuliskan di papan tulis. “Yang artinya dahulu kala.”

“Is that clear?” “Yes..” “ Any question?” “No..”

“Nah sekarang coba task 4 dikerjakan, 5 menit ya. Change the word in the bracket into the correct form. Do it in pairs. Ubah kata did dalam kurung menjadi bentuk yang tepat. Kerjakan secara berpasangan. Kalian bisa mengerjakan dengan teman sebangku.”

Siswa sibuk mencari kata di dalam kamus. Beberapa melihat catatan yang sudah diberikan guru di pertemuan sebelumnya. P memanggil siswa untuk menuliskan jawabannya di papan tulis. Beberapa siswa masih terlihat bingung mengubah V1 menjadi V2 dan masih salah dalam mengerjakannya. Kemudian P menuliskan jawaban yang tepat dan memberikan contoh lain beserta arti dalam bahasa Indonesia. Siswa menulis di buku catatannya.

Karena waktu hampir habis, P pun kemudian langsung membagi kelas menjadi 7 kelompok. P membagi kelompok dengan sistem berhitung dari 1 hingga 7. Kemudian siswa duduk berdasarkan kelompok masing-masing. P memberikan prosedur dan gambaran proyek yang akan dikerjakan siswa. P dan siswa berdiskusi tentang tanggal pengumpulan proyek.

Peneliti memberikan kesempatan kepada siswa untuk bertanya. Peneliti menyampaikan umpan balik terhadap kegiatan belajar pada hari itu dan juga mengingatkan siswa untuk menyiapkan kamus sebelum pelajaran bahasa Inggris dimulai. “Task 5 dan 6 untuk PR ya karena waktunya habis. Sudah jelas kan PRnya sama Projectnya apa?” “Sudah.” “Okay, that’s all for today. Thank you very much. See you tomorrow. Assalamulaikum warrahmatullahi wabarakatu. “

No : FN. 7

Hari, tanggal : Kamis, 16 April 2015

Jam : 11:05-11:50

Tempat : Ruang kelas VIII C

Kegiatan : Meeting 2 (Cycle I)

Responden : Peneliti, guru Bahasa Inggris, siswa siswi VIII C

P masuk kedalam kelas saat bel berbunyi. Sebagian siswa masih berada diluar kelas. P memposisikan diri di depan dan meminta perhatian siswa agar mereka siap memulai pelajaran. Setelah berdoa, menyapa dan mengecek kehadiran siswa, p memulai kelas dengan mengajukan pertanyaan untuk mengecek pemahaman siswa dan mengingatkan kembali tentang materi yang diberikan kemarin.

“What have we learnt in the previous meeting?”

“Narrative text.”

“What is the purpose of narrative text?”

“To entertain or to amuse.”

“What is the characteristic of narrative text?”

“Past tense.”

“Yes, using simple past tense.”

P menanyakan PR yang diberikan pada pertemuan sebelumnya. “Ada PR kan ya kemarin? Sudah dikerjakan semuanya? Ada kesulitan?” P bersama siswa mendiskusikan jawaban yang tepat pada latihan soal berbentuk true false. “sacrificed ini sudah betul belum?”

“Sudah...”

“Good. Kalau nomor 2, pay? Bentuk V2nya apa? Payed.”

“Put?”

“Put...”

“Kalau sing? Harusnya?” Siswa diam. “Sang.”

“Kalau give? Gave. Sudah dapat belum dari Bu Ira?”

“Belum.”

Siswa kemudian diberi list irregular verb yang umum dan sering digunakan berserta dengan artinya untuk menambah kosa kata yang dimiliki siswa. Masing-masing siswa mendapatkan 2 lembar list irregular verb.

P meminta siswa duduk secara berkelompok. Agar lebih teratur, tempat duduk kelompok diurutkan dari 1 sampai 7. Siswa bersama kelompoknya masing-masing mendiskusikan dan mengerjakan proyek yang telah dirancang pada pertemuan sebelumnya.. Untuk menghindari anggota kelompok yang tidak berkontribusi, siswa diminta menuliskan anggota kelompok yang tidak bekerja. P memonitor kerja siswa per kelompok. Beberapa kelompok tertinggal mengerjakan karena anggota yang kurang kooperatif. Sementara kelompok yang lain terlihat asik mengerjakan.

Kegiatan selanjutnya dilanjutkan dengan memberikan feedback kepada kelompok lain dan juga memperbaiki pekerjaan kelompok masing-masing.

Karena alokasi waktu hanya 40 menit, maka proyek dilanjutkan pada pertemuan selanjutnya.

Bel berbunyi, P lalu menutup kelas dan memberi siswa pekerjaan rumah untuk melatih kemampuan siswa. “That’s all for today. Thank you for your attention. Wassalamualaikum Wr. Wb. See you.”

No : FN. 8

Hari, tanggal : Sabtu, 18 April 2015

Jam : 09:05-10:25

Tempat : Ruang kelas VIII C

Kegiatan : Meeting 3 (Cycle I)

Responden : Peneliti, guru Bahasa Inggris, siswa siswi VIII C

P bersama kolaborator berada di dalam kelas sebelum bel masuk berbunyi. P menyiapkan handout yang akan diberikan kepada siswa. Saat bel masuk berbunyi, sebagian siswa masih berada di luar kelas. Beberapa siswa meminta izin untuk mencuci tangan sebelum pelajaran dimulai.

Seorang siswa memimpin untuk berdoa bersama dan menyapa P “Good morning miss.” “Good Morning.” “How are you all today?” Kemudian P mengecek siswa yang tidak hadir pada pertemuan ini. “Who’s absent today?”

P memulai pelajaran dengan menanyakan kembali materi yang dipelajari di pertemuan sebelumnya. “What have you learnt in the last meeting? Do you still remember?” “Narrative text miss.” “Iya, pada pertemuan kemarin kita membahas tentang narrative text, the purpose of narrative, what is the purpose of narrative text?” “To entertain or to amuse.” “Good, kemudian the organization of narrative text apa saja?” “Orientation, complication, resolution.” “Kalimatnya menggunakan kalimat?” “Simple past tense.” “Okay. Ada PR kan? Siapa yang bisa mengerjakan semuanya? Do you find any difficulties in doing your homework? Let us discuss it together. Ayo kita bahas sama-sama yaa.”

“Number one coba Adam, what is your answer Adam? One day, the King of Sharks saw a beautiful girl swimming near the shore. He immediately fell in love with the girl. Transforming himself into a handsome?”

“Man.”

“Man artinya apa Dam?”

“Laki-laki.”

“Good. Number two, siapa yang mau coba jawab nomor 2? Sebelumnya kita bahas sama-sama dulu ya kata-kata dalam kotak. Sudah tahu semuanya artinya? Jangan malas buka kamus yaa. Sudah bisa kan menggunakan kamus?”

“Sudah...”

Fish apa?” “Ikan.” “Mark?” “Tanda, nila..” “Nah kalau artinya lebih dari satu bisa disesuaikan dengan konteks kalimatnya. Ocean?” “Samudra, laut..” “Man apa tadi?” “Laki-laki..” “Kalau pool?” “Kolam...” “Magic?” “Sihir. Identity apa?” “Identitas.” “Bride? Pengantin wanita perempuan. Kalau Birth?” “Lahir..” “Iya, kelahiran. Fisherman?” “Nelayan..” jawab seorang siswa lantang. “Good...sudah tahu arti-artinya kan. Sekarang siapa mau mencoba menjawab soal nomor 2? Coba Nalendra.”

“The King of Sharks lived happily with his bride.”

“Betul jawabannya?” “Betul..” Jawab siswa

“Selanjutnya coba Syiifa.”

“Ga bisa miss belum miss.”

“Dicoba saja gapapa. Ayo...tidak usah takut salah. Ya nomor 3 apa jawabannya? Before the 3)... of the child, the King of Sharks returned to his people.”

“Birth..” beberapa siswa menjawab ragu.

“Kita lihat nomor 4, When the child was born, his mother saw a... upon his back which looked like the mouth of a shark. Apa kira-kira jawabannya?”

“Fisherman..” seorang siswa menjawab. “Masa fisherman, coba dibacalagi kalimatnya. Apa harusnya?”

“Mark..”

“Yes...mark. Good. Nomor 5. As he grew towards manhood, Nanave would swim daily in the ... beside the house.”

“Pool.”

Karena beberapa siswa gaduh dan tidak memperhatikan. P pun menunjuk siswa yang gaduh satu persatu untuk membaca soal dan menuliskan jawabannya di papan tulis. Siswa pun kembali diam memperhatikan. Beberapa siswa masih salah menjawab meskipun sudah diberitahu arti dari kata-kata yang sulit. Setelah semua jawaban soal ditulis. P kemudian membacakan teks dan mengartikan teks tersebut bersama-sama dengan siswa. P meminta siswa menuliskan kata-kata yang tidak mereka ketahui beserta artinya di buku catatan siswa. P pun menjelaskan bahwa siswa tidak harus tahu arti dari semua kata dalam teks untuk dapat mengerti teks tersebut. “Is there any question?” “No.” Siswa menjawab.

P mendistribusikan handout kepada siswa. “Has everyone got the copy? Semuanya sudah dapat? Ada yang belum? Sekarang dilihat Task 7. Okay now

what you have to do is to arrange the paragraphs into a good text. Kerjakan secara berpasangan. Is that clear? Okay you have 15 minutes to finish it.” P menjelaskan instruksi hingga 3 kali karena siswa gaduh dan sibuk mengobrol dengan teman. Setelah diminta diam dan didiamkan 5 menit, siswa pun kembali memperhatikan.

P berkeliling melihat kerja siswa. Sebagian siswa terus bertanya arti dari kata-kata yang ada pada teks. Siswa memilih bertanya kepada P dan kolaborator daripada harus mencari di kamus. Setelah waktu mengerjakan dirasa cukup, P membahasnya bersama siswa. “Paragraph 2 yang mana?” “Several more sons were born...” Siswa membacakan teks paragraf kedua. ‘paragraf selanjutnya yang mana?’ “Night after night..” “Eh masa yang itu dulu, harusnya yang?” “The very next night...” “Betul, and then next?” “Night after night...” “Good. And the last paragraph is?” “Finally, the sound of the wailing woman drove the man mad.” “Iya betul.”

“Now sit with your groups. Sekarang duduk bersama kelompok kalian. Kalian mempunyai waktu 15 untuk menyelesaikan proyek kalian jika ada yang belum selesai. Sekarang kumpulkan ya.” Siswa diminta duduk berdasarkan kelompok dan mengumpulkan proyek yang telah dibuat pada pertemuan sebelumnya.

“Baik, apa kalian mengalami kesulitan dalam mengerjakan proyek ini? Apa saja kesulitannya? Hari ini apa saja yang sudah dipelajari?” P mengevaluasi kerja siswa selama mengembangkan proyek. Siswa menceritakan pengalaman mereka dan melaporkan kesulitan yang dihadapi secara oral di kelas. P memberikan *feedback* “You have done a good job. That’s all for today. Thank you for your attention. Berdoa dulu ya sebelum pulang. Wassalamualaikum Wr. Wb. See you next meeting.”

No : FN. 9

Hari, tanggal : Rabu, 22 April 2015

Jam : 10:10-11:50

Tempat : Ruang kelas VIII C

Kegiatan : Meeting 1 (Cycle 2)

Responden : Peneliti, guru Bahasa Inggris, siswa siswi VIII C

P tiba di sekolah pukul 09.30. P menunggu jam pelajaran dimulai di perpustakaan. Pada pukul 10.10 P masuk kedalam kelas. Beberapa menit setelah bel berbunyi, P meminta ketua kelas memanggil teman-temannya yang belum berada di kelas untuk segera masuk.

Ketua kelas memimpin untuk berdoa dan menyapa P. Setelah siswa berdoa bersama dan menyapa P, P mengecek kehadiran siswa. Ada dua orang siswa yang tidak hadir pada hari itu. Salah seorang diantara mereka ijin mengikuti kegiatan di luar sekolah dan satunya sakit. P mengingatkan siswa PR yang diberikan di pertemuan sebelumnya. sebagian siswa sudah mengerjakan namun beberapa yang lain belum mengerjakan, bahkan ada yang tidak membawa PRnya. Kemudian P memberi waktu kepada siswa yang belum mengerjakan untuk mengerjakan. Beberapa siswa mengalami kesulitan. P memutuskan untuk membahas bersama-sama.

Usai membahas, P mengulas singkat materi yang telah diberikan mengenai naratif teks. P membahas kembali tentang language use pada narrative teks. P meminta siswa menuliskan 4 kalimat berdasarkan gambar yang diberikan. Siswa diberi waktu 10 menit untuk membuat kalimat. Siswa kemudian diminta menuliskan kalimat yang telah dibuat di papan tulis untuk dikoreksi bersama.

P membagikan lembar kerja kepada siswa. Siswa diminta menyimpan buku, LKS maupun handout kedalam tas. Kamus juga tidak diperkenankan dalam uji coba siklus satu ini. Kamus dikumpulkan di meja guru. Setelah siswa diberi instruksi untuk menulis sebuah naratif teks siswa dapat mengerjakannya dalam waktu 40 menit.

Sesaat setelah diperbolehkan untuk memulai menulis, kelas hening. Setelah itu, kelas kembali gaduh. Siswa terus bertanya kepada P dan siswa terlihat kurang percaya diri untuk menuliskannya di dalam lembar kerja meski siswa tahu dan bisa. Beberapa siswa terlihat saling berdiskusi. P mengingatkan siswa untuk berkerja secara individu dan tidak berdiskusi dalam mengerjakan. P member tambahan waktu 10 menit kepada siswa untuk menyelesaikan tulisan mereka.

Setelah semua siswa mengumpulkan lembar kerja mereka, P membagikan handout kepada siswa. Masing-masing siswa mendapatkan satu. “Jenis narrative itu ka nada banyak yaa, kemarin kita sudah belajar tentang fairytale ya, nah hari ini kita akan belajar tentang fable. Coba fable apa saja yang kalian tahu?” “Si kancil dan buaya...” Siswa menyebutkan fable yang mereka ketahui. “Kalau di fable itu tokohnya siapa? He..” “Hewan...” “Iya, hewan atau binatang. Nah sudah tahu berapa banyak nama-nama hewan? Coba sekarang kita lihat task 1 di bagian warming up ya, yang paling atas. What you have to do is match the words in the left side to their meanings in the right side. Look at the example. Girrafe is jerapah in bahasa Indonesia. Is the instruction clear? Jadi kalian memcocokkan kata-kata yang di sebelah kiri dengan yang di sebelah kanan yaitu artinya. Ayo coba dikerjakan, 5 menit. You may open the dictionary. Kamu boleh buka kamus.”

Sebagian siswa sibuk membuka kamus dan berdiskusi dengan teman sebangku. Beberapa siswa yang lain sibuk bertanya kepada P apakah jawabannya sudah betul. Seluruh siswa bisa menjawab latihan ini dengan mudah. Siswa kemudian diperlihatkan contoh narrative teks dengan jenis fable berjudul Rabbit and Bear. Seperti biasa, siswa diminta membaca teks dan menjawab pertanyaan yang berkaitan dengan teks. Pada latihan ini siswa diberi daftar kata-kata yang sulit dalam teks beserta artinya untuk memudahkan siswa dalam memahami teks. Selain menjawab pertanyaan berdasarkan teks, siswa juga diminta menggarisbawahi kata kerja yang ada dalam teks berjudul "The Bear and The Rabbit". Sebagian siswa masih terlihat bingung membedakan apakah itu verb atau bukan. Setelah membahas isi teks dan jawaban dari pertanyaan berdasarkan teks. P pun membahas kata kerja yang ada pada teks tersebut.

Setelah selesai dengan teks pertama, siswa diminta membaca teks kedua. "Coba lihat kalimat ketiga paragraph 1 di dalam teks berjudul The Mice and The Weasels. In despair the Mice called a council, and there it was decided that the Mouse army was always beaten because it had no leaders." P meminta siswa untuk mencermati frasa yang ada di dalam teks. "Cermati frasa the Mouse army was always beaten. Frasa ini disebut passive voice of past tense. Kalau diganti jadi passive voice present tense jadi gimana?" Siswa diam. "The Mouse army is always beaten. Kata was dan were ini merupakan bentuk past dari kata is dan..?" "Are.." "Iya. Is digunakan untuk siapa saja?" P menuliskan di papan tulis "She, he.." siswa menjawab hampir serempak. "Itu saja? Kalo it? It juga menggunakan is. Nah kalau are apa saja?" "You.." "satu lagi? We. Was merupakan bentuk past tense dari is sedangkan were merupakan bentuk past dari are. Rumus dari passive voice begini, S+was/were+V3. Coba cari di teks yang kalimatnya berpola seperti ini. Itu di paragraph pertama kalimat terakhir So a large number of generals and commanders were appointed from among the most eminent Mice. Contoh lain yaa, "A tiger was trapped by the hunter. A tiger itu apa? Subjectnya, kemudian was lalu verb tiganya apa? Trapped. By the hunter adalah objek. Objek ini digunakan jika verbnya merupakan transitive verb. Understood?" "Yes.." "Okay good."

P menutup kelas setelah bel berbunyi. "Waktunya sudah habis. Task 2 untuk PR yaa. Jangan lupa dikerjakan. Let's call it a day. Wassalamualaikum wr wb. See you tomorrow."

No : FN. 10

Hari, tanggal : Kamis, 23 April 2015

Jam : 11:05-11:50

Tempat : Ruang kelas VIII C

Kegiatan : Meeting 2 (Cycle II)

Responden : Peneliti, guru Bahasa Inggris, siswa-siswi VIII C

P bersama kolaborator memasuki ruang kelas VIII C. Kolaborator langsung menempatkan diri di bangku belakang kelas sedangkan P langsung menempati posisi di depan. Setelah berdoa, menyapa siswa dan mengecek kehadiran siswa. Pertama-tama P mengulas materi pada pertemuan sebelumnya dan mengingatkan siswa mengenai tujuan dari *narrative text*. .

“Tujuan dari narrative text itu apa?”

“To entertain miss.” Beberapa siswa menjawab serentak.

“Iya, kemudian ciri-cirinya apa? Tensesnya menggunakan?”

“Simple past tense.” Sebagian siswa menjawab serentak.

“Betul, simple past tense.

Kemudian P memberikan gambaran mengenai hasil tes mereka di pertemuan sebelumnya. Secara umum, kemampuan menulis siswa meningkat namun belum signifikan. Beberapa siswa masih terlihat kebingungan mengaplikasikan simple past tense. P kemudian memutuskan untuk menunjukan beberapa dari pekerjaan mereka dan membahasnya bersama-sama.

“Kalau diakhir kalimat itu menggunakan apa?”

“Titik.”

“Kalau diawal kalimat itu maka hurufnya harus bagaimana?”

“Huruf besar bu.” Sebagian siswa menjawab.

“Iya, menggunakan huruf besar atau kapital. Coba dilihat apa yang salah dari kalimat ini.” P kemudian menuliskan kalimat yang salah di papan tulis.

Kemudian siswa diperlihatkan contoh dari narrative text yang berbentuk fable. Siswa mengerjakan latihan reading comprehension agar pemahaman siswa tentang narrative text bisa semakin baik. Latihan true false ini merupakan PR siswa di pertemuan sebelumnya. Karena masih banyak siswa yang belum mengerjakan, akhirnya latihan dikerjakan di kelas. Karena kelas gaduh, siswa pun diminta untuk membacakan teks berjudul *The Mice and The Weasels*. Siswa bergantian membaca perparagraf. P mencoba memancing siswa mengenai pemahaman siswa tentang teks tersebut. P lalu mendiskusikan isi teks tersebut. Setelah itu, siswa mengerjakan soal true false. P memanggil 5 orang siswa untuk menjawab 5 pertanyaan true false. Selain mengerjakan latihan soal berbentuk true false siswa juga diminta menggaris bawahi verb yang digunakan di dalam teks. “Nomor 1 Syifa coba apa jawabannya?” “True bukan miss?” “Yang lain sama ga jawabannya?” “False bu, false.” Beberapa siswa menjawab. “Coba dilihat lagi

kalimatnya.” “Mice carried off the victory in every battle. Oh iya false miss, itu Weasels harusnya miss.”

“Ada di paragraph berapa jawabannya? Paragraph?”

“Satu.” Siswa menjawab serentak.

“Nomor 2 coba Klemen apa?

“The leaders of Mice were appointed among the eminent mice. True bukan miss?”

“Semuanya setuju?”

“Setuju..”

“Iya true. Ada di paragraph satu. Desy coba nomor selanjutnya apa?”

“After a long preparation, the mice sent challenge to Weasels. False.”

“True...” beberapa siswa menjawab.

“True apa false, coba lihat di paragraph 2, jawabannya true.” Nomor 4 apa Mega jawabannya?”

“The Weasels did not ready for the fight. True.”

“Ada dimana keterangannya Meg? Jawabannya harusnya?”

“Oya false miss.”

“Panji could you please answer the last number?.”

“The mice could escape from the weasels. False.”

“Iya betul false. Good. Any questions? Oya di dalam fable, jika itu adalah took utama, maka nama hewan tersebut menggunakan huruf capital di awal kata. Diingat-ingat yaa.”

Selanjutnya, untuk melatih siswa memproduksi kalimat berpola simple past tense, siswa dilatih dengan menyusun kata menjadi kalimat yang benar. Siswa diberi waktu 15 menit untuk mengerjakan secara individu. Karena waktu tidak cukup, maka P memutuskan untuk menjadikannya sebagai PR. Sebelum menutup kelas, P membagi siswa kembali menjadi 6 kelompok. P membagi siswa agar kelompok bisa terbentuk dengan lebih efisien. P menjelaskan prosedur dan teknis yang akan dikerjakan oleh siswa bersama kelompoknya. Masing-masing kelompok diharuskan mengumpulkan nama anggota kelompok masing-masing untuk menghindari bertukarnya anggota kelompok. P memberikan kesempatan kepada siswa untuk bertanya. Saat bel telah berbunyi, ketua kelas kemudian memimpin untuk berdoa. P menutup kelas dengan ucapan salam.

No : FN. 11

Hari, tanggal : Sabtu, 25 April 2015

Jam : 09:05-10:25

Tempat : Ruang kelas VIII C

Kegiatan : Meeting 3 (Cycle II)

Responden : Peneliti, guru Bahasa Inggris, siswa siswi VIII C

Kurang lebih pada pukul 08.45 P dan kolaborator tiba di sekolah. Lalu P masuk ke ruang guru dan menemui GBI. Setelah bel berbunyi, P masuk ke ruang kelas VIII C kemudian menempatkan diri di depan kelas. Seperti biasa, ketua kelas memimpin untuk berdoa dan menyapa P.

“Ada PR kan yaa? Siapa yang belum mengerjakan hayo?”

“Sudah Miss.” Beberapa siswa menjawab “Miss tapi ada yang belum miss.” Seorang siswa menjawab.

“Kenapa belum? Yang mana yang belum? Ayo coba kita bahas sama-sama ya? Nomor 1 siapa yang mau menjawab ayo?”

P mengecek vocabulary siswa atas beberapa kata yang pernah dipelajari agar siswa lebih mudah mengingat. Kemudian P kembali membahas PR tentang menyusun kata menjadi kalimat yang tepat.

“Sekarang kita bahas sama-sama ya. Coba No. 1 siapa yang mau mengerjakan?”

“Miss aku No.2 Miss, ya miss.” Seorang siswa antusias ingin menjawab.

P menunjuk 5 orang siswa untuk menjawab. 5 orang siswa menuliskan jawabannya di papan tulis. “Coba kita lihat nomor 1 sudah betul? I lost my phone.” “Sudah” “Kalau nomor 2 bagaimana? Sudah betul? He studied English last night.” “Betul” “Nomor 3? Rahmat gimana betul tidak nomor 3? I went to Malang last holiday.” P bertanya kepada siswa yang tidak memperhatikan. “Betul miss.” “Perhatikan ya biar mengerti. Nomor 4 bagaimana? She woke up early this morning.” “Betul miss.” “Nah kalau nomor 5?” “itu kebalik miss.” Salah seorang siswa menjawab. “Harusnya gimana?” “They brought the dictionary to the class.” Beberapa siswa membetulkan. “Iya betul. Nah ada yang belum mengerti? Ada yang mau ditanyakan? Sudah jelas semuanya?” “Sudah miss.”

“Now, please make 4 sentences based on these picture. Buat masing-masing satu kalimat untuk satu gambar. Disini ada berapa gambarnya? Ada empat. Jadi buat berapa kalimat? 4 kalimat. Okay, you may start now. 5 minutes ya, dikumpulkan.” Latihan selanjutnya siswa diminta membuat 4 kalimat berdasarkan gambar. Setelah selesai, masing-masing siswa menyebutkan kalimatnya dan dikoreksi bersama di kelas. P menunjuk siswa yang gaduh dan mengganggu teman yang lain.

Siswa diminta untuk duduk dengan kelompok masing-masing. Seperti pada proyek sebelumnya, siswa duduk urut dari kelompok satu sampai enam untuk memudahkan P memonitor kerja siswa. Pada proyek kali ini, siswa diminta untuk menuliskan sebuah cerita berdasarkan gambar yang tersedia. Produk dari proyek ini berupa buku kumpulan cerita. Dimana buku tersebut nantinya dapat dibaca oleh siswa. Di pertemuan sebelumnya siswa telah menulis teks meski ada beberapa kelompok yang belum selesai. Pada peretemuan ini, siswa diharapkan sudah dapat menyelesaikan proyek agar teks yang telah mereka produksi dapat dikoreksi.

Sebelumnya, masing-masing grup menuliskan teks di selembar kertas. Kemudian siswa saling mengoreksi tulisan temannya antar kelompok. Karena waktu tidak mencukupi. Akhirnya hasil kerja siswa dikumpulkan dan dikoreksi oleh P. Sebelum menutup kelas, P bertanya kepada siswa tentang pengalaman mereka selama mengerjakan proyek ini. Setelah dirasa cukup, P menutup kelas dengan berdoa bersama dan mengucapkan salam.

No : FN. 12
Hari, tanggal : Rabu, 29 April 2015
Jam : 10:10-11:50
Tempat : Ruang kelas VIII C
Kegiatan : Meeting 4 (Cycle II)
Responden : Peneliti, guru Bahasa Inggris, siswa siswi VIII C

Sekitar pukul 10.10 P dan kolaborator memasuki ruang kelas VIII C. P menempatkan diri di depan sementara kolaborator langsung menempatkan diri di belakang kelas. Saat memasuki ruangan, siswa masih gaduh. P meminta siswa untuk diam “Attention please.” Tetapi siswa masih saja gaduh. Kemudian P diam sampai siswa benar-benar diam dan siap. Setelah siswa terlihat siap P kemudian membuka pelajaran yang kemudian dilanjutkan dengan berdoa yang dipimpin oleh ketua kelas. P lalu mengecek kehadiran siswa.

P memberikan *feedback* secara umum kepada siswa tentang hasil kerja proyek mereka. Secara umum, siswa mengalami peningkatan, meski masih ada beberapa tulisan yang masih salah dan kurang tepat dalam menggunakan beberapa kata. P mengingatkan siswa kembali tentang irregular verb. P menyarankan siswa untuk menghafal irregular verb terutama daftar irregular verb yang diberikan kepada siswa di pertemuan kedua.

P juga mengingatkan kembali tentang ciri-ciri kebahasaan dan tata tulis. P mengecek pemahaman siswa dengan menuliskan kalimat yang kurang tepat di papan tulis dan kemudian siswa mengoreksinya.

Setelah selesai mengulas singkat mengenai narrative text, P memberikan secarik kertas kemudian siswa diminta untuk menuliskan sebuah narrative text. Siswa diberi waktu 50 menit untuk menyelesaikannya. Siswa tidak diperbolehkan membuka buku. Semua buku termasuk buku paket, LKS, buku catatan dan kamus tidak diperbolehkan berada di atas meja. Semua harus dimasukkan di dalam tas, untuk menghindari siswa yang mencotek.

Bel berbunyi, P meminta siswa mengumpulkan pekerjaan mereka. Ketua kelas memimpin untuk berdoa kemudian P menutup kelas. Thank you for your cooperation. Wassalamualaikum wr wb.

APPENDIX 5:
INTERVIEW GUIDELINES AND
INTERVIEW TRANSCRIPT

INTERVIEW GUIDELINE BEFORE THE IMPLEMENTATION

For the Teacher

1. Diantara 4 skill yang paling sering diajarkan yang mana ya bu?
2. Skill mana yang masih tergolong rendah?
3. Bagaimana urutan proses pengajaran dan pembelajaran writing skill dilaksanakan?
4. Metode pengajaran seperti apa yang diimplementasikan dalam pengajaran writing?
5. Apa saja kesulitan yang dihadapi oleh siswa dalam pembelajaran writing?
6. Cara apa yang dilakukan ibu dalam mengatasi kesulitan siswa?
7. Kegiatan apa saja yang diberikan kepada siswa dalam mengajar writing?
8. Bagaimana motivasi belajar mereka?
9. Darimana saja materi yang ibu ambil untuk pembelajaran writing?
10. Kalau penggunaan media bagaimana bu?
11. Apakah alat yang tersedia sudah dimanfaatkan secara maksimal?
12. Lalu, apakah ibu sering memberikan tugas? Tugasnya biasanya dalam bentuk individu/kelompok?

For the Students

1. Menurut kamu bagaimana kelas bahasa Inggrismu? Menyenangkan atau bagaimana?
2. Menurut kamu pelajaran bahasa Inggris itu susah atau mudah?
3. Menurut kamu, menulis dalam bahasa Inggris sulit atau mudah?
4. Kesulitannya dalam hal apa saja?
5. Pada dasarnya kamu ingin bisa bahasa Inggris tidak khususnya dalam menulis?
6. Bu Ira kalau mengajar bagaimana?
7. Kalian suka tidak?
8. Apakah ibu guru sering meminta kamu menulis teks secara utuh?
9. Kalau tugas lebih suka individu atau kelompok?

10. Kamu pengennya pembelajaran bahasa Inggris di kelas gimana?

INTERVIEW GUIDELINE AFTER THE IMPLEMENTATION

For the Teacher

1. Bagaimana pendapat Ibu tentang proses belajar writing yang menerapkan PBL?
Apakah terdapat perbedaan dari sebelumnya?
2. Apakah menurut Ibu PBL membantu siswa dalam meningkatkan kemampuan menulis mereka?
3. Menurut Ibu apa pengaruh dari action yang baru saja diterapkan terhadap motivasi siswa dalam belajar writing?
4. Menurut Ibu apa keuntungan dari penggunaan PBL yang Ibu lihat yang membantu siswa dalam meningkatkan kemampuan mereka?
5. Apakah menurut Ibu kemampuan menulis siswa mengalami perkembangan?
6. Menurut Ibu apa saja kekurangan dari action yang diterapkan?
7. Apa saran Ibu untuk action berikutnya?

For the students

1. Apakah pelajarannya bisa diikuti?
2. Apakah kamu senang belajar bahasa Inggris berbasis projek? Alasannya kenapa?
3. Bagaimana dengan projeknya, apakah kamu suka?
4. Apakah ada kesulitan selama mengembangkan projek?
5. Bagaimana kamu mengerjakannya dengan kelompokmu?
6. Apakah kamu merasa kemampuan bahasa Inggrismu meningkat?
7. Apakah penguasaan kosa kata kalian meningkat?
8. Apakah pembelajarannya menarik?
9. Apakah kalian menjadi termotivasi belajar bahasa Inggris?
10. Apakah ada saran untuk cara mengajar P pada pertemuan selanjutnya?

For the Collaborator

1. Apakah kemampuan menulis mereka meningkat?
2. Kesulitan apa yang masih banyak ditemui dalam tulisan mereka?
3. Apakah ada saran untuk cycle II?
4. Apakah langkah-langkah mengajar sudah sesuai?
5. Apa ada yang perlu dibenahi dalam teknik mengajar?
6. Bagaimana motivasi mereka mengikuti pelajaran?
7. Apakah ada saran untuk tugas proyek pada cycle selanjutnya?

INTERVIEW GUIDELINE AFTER THE IMPLEMENTATION OF CYCLE II

For The Teacher

1. Bagaimana pendapat anda dengan pembelajaran writing berbasis proyek?
2. Apakah menurut anda PBL membantu siswa dalam meningkatkan kemampuan menulis mereka?
3. Apa keuntungan dari penggunaan PBL yang anda lihat yang membantu siswa dalam meningkatkan kemampuan mereka?
4. Apakah menurut anda kemampuan menulis siswa mengalami perkembangan?

For The Students

1. Apakah kamu sering menulis dengan menggunakan bahasa Inggris?
2. Apakah menurut kamu penting untuk latihan menulis dengan
3. Bagaimana pengalaman kalian setelah sekitar 2 minggu belajar writing berbasis proyek?
4. Apakah kamu suka belajar bahasa inggris dengan menggunakan PBL?
5. Apakah kamu merasa lebih mudah?
6. Apakah ada peningkatan dalam kemampuan menulis kalian?
7. Bagaimana dengan penguasaan kosa kata bahasa Inggris?
8. Apakah tugas proyek ini menarik?

9. Apakah belajar writing dengan menggunakan PBL membuatnya menjadi lebih kreatif?
10. Apakah menurutmu KBM writing menjadi lebih efektif setelah menggunakan PBL?
11. Apakah kerja kelompok mengerjakan proyek ini membantumu belajar bahasa Inggris?
12. Bagaimana kelompokmu mengerjakannya?
13. Apakah kalian merasa termotivasi untuk belajar bahasa Inggris?
14. Menurut kamu bagaimana kelas writing yang ideal?

For the Collaborator

1. Apakah kemampuan menulis mereka meningkat?
2. Kesulitan apa yang masih banyak ditemui dalam tulisan mereka?
3. Bagaimana pendapatmu tentang kemampuan menulis mereka dibandingkan siklus sebelumnya?
4. Apakah langkah-langkah mengajar sudah sesuai?
5. Apa ada yang perlu dibenahi dalam teknik mengajar?
6. Bagaimana motivasi mereka mengikuti pelajaran?
7. Apa pendapat anda tentang teknik mengajar dibandingkan dengan siklus sebelumnya?

Interview Transcript 1

Sabtu, 14 Februari 2015

Ruang Guru SMP N 11 Magelang

P : Peneliti

GBI : Guru Bahasa Inggris

P : Bu, maaf boleh minta waktunya sebentar? Saya mau mewawancarai Ibu

GBI : Boleh mba, iya bagaimana?

P : Begini bu, diantara keempat skill, yang paling ibu fokuskan yang mana ya bu?

GBI : Yang paling sering diajarkan itu malah readingnya, karena nanti buat ujian nasional, persiapan ujian nasional. Jadi malah untuk skill yang lain malah terabaikan. Reading aloud aja saya jarang, gak nyandak soalnya ya apalagi buat writing. Kan butuh waktu yang lama ya mbak.

P : Skill mana yang yang masih tergolong rendah?

GBI : Kemampuan menulisnya rendah mbak, malah mending reading mungkin daripada writing. Kan kalau writing itu harus bener bener grammarnya dia juga harus ngerti, kosa katanya juga, jadi pasti gitu kan. Mereka aja misalnya menulis ini ya kalimat dalam bahasa Indonesia saja gak dong masihan. Untuk subjek kemudian predikat itu masih susah mbak, harus satu satu bimbingnya.

P : Kalau menurut Ibu, bagaimana kemampuan menulis siswa secara umum?

GBI : Ya seperti yang saya bilang tadi itu mbak. Kemampuan menulis mereka masih rendah. Kalau menulis kalimat gitu, masih seperti bahasa Indonesia yang diinggriskan. Ya itu, kosa katanya masih terbatas, tatabahasanya juga banyak yang belum paham, bahkan tata tulis seperti titik koma gitu ya masih banyak yang salah.

P : Bagaimana urutan proses pengajaran dan pembelajaran writing skill dilaksanakan?

GBI : Biasanya saya sekilas isi bacaan nanti setelah itu ciri teksnya. Teks kan ada deskriptif, recount, narrative itu mereka kan harus ngerti. Oh jenis teks ni itu cirinya seperti itu, ciri kebaksaannya seperti ini tensesnya ini ini, dia harus tau itu jadi memilah, mengidentifikasi perkalimat yang ada diditu itu kemudian dilihat kata kerjanya mungkin atau diliht adverb of timenya gitu, dari situ itu. Nanti terus menuju ke tenses untuk membuat kalimat yang benar.

P : Metode pengajaran seperti apa yang diimplementasikan dalam pengajaran writing?

GBI : Biasa aja, saya gak pake metode yang aneh aneh mbak.

P : Apa saja kesulitan yang dihadapi oleh siswa dalam pembelajaran writing?

- GBI : Itu ya mungkin memahami grammarnya kemudian struktur kalimat itu juga masih susah. Verb aja gitu, ini yang verb yang mana itu tu gak tau. Jadi bedain part of speech itu masih susah.
- P : Cara apa yang dilakukan ibu dalam mengatasi kesulitan siswa?
- GBI: Misal kayak recount saya kaitkan dengan kejadian nyata, misalnya kemarin habis ngapain.
- P : Kegiatan apa saja yang diberikan kepada siswa dalam mengajar writing?
- GBI : Biasanya mulai ke grammarnya dulu, ya latihan2nya misal menyusun kata, paragraf ya gitu gitu.
- P : Bagaimana motivasi belajar mereka?
- GBI : Motivasinya ya masih kayak gitu. Kalau untuk belajar masih rendah. Kemarin itu untuk memprodak recount text saja dari pengalamn mereka itu kacau. Jadi saya harus memberitahu tentang generic structurenya, nanti itu isinya apa aja, nanti dibuat jadi satu kalimat nanti kata kerjanya apa dulu, nanti terus ke membuat kalimatnya. Nanti ditambahin subjek, verbnya diganti verb dua gitu, harus satu satu.
- P : Darimana saja materi yang ibu ambil untuk pembelajaran writing?
- GBI : Ya cuma dari buku mbak sama kalau latihan kadang saya ambil dari LKS gitu.
- P : Kalau penggunaan media bagaimana bu?
- GBI : Media saya jarang menggunakan mbak, hanya sesekali saja. Soalnya pakai media kan harus menyiapkan dulu mbak, ini itu. Ya kadang ga sempat mba buat menyiapkan media. Tapi dulu saya pernah menggunakan gambar pas teksnya deskriptif.
- P : Lalu, apakah ibu sering memberikan tugas? Tugasnya biasanya dalam bentuk individu/kelompok?
- GBI : Kalau tugas saya lebih sering ngasih individu mbak, soalnya kalau kelompokan itu kan nanti harus membagi kelompok dulu, kadang agak lama dan siswanya juga agak susah diatur.
- P : Terima kasih banyak bu atas waktunya.

Interview Transcript 2

Sabtu, 14 Februari 2015

Ruang Kelas VIII C

P : Peneliti

S1 : Mega

S2 : Safa

P : Miss April minta waktunya sebentar ya, mau tanya-tanya boleh?

S1 : Boleh, mau tanya apa miss?

P : Ini Cuma seputar pembelajaran bahasa Inggris kok. Sebelumnya kenalan

- dulu yaa. Namanya siapa?
- S1 : Mega
- S2 : Aku Safa.
- P : Kalau pelajaran bahasa Inggris biasanya kegiatannya ngapain aja?
- S1 : Biasanya baca terus nanti diterjemahkan sama bu Ira terus ngisi apa itu namanya kayak soal-soal gitu di buku paket kalo ga di LKS gitu. Sama mencatat kata-kata.
- P : Kalau latihan menulis dalam bahasa Inggris di kelas sering ga?
- S2 : Jarang yaa
- S1 : Kalau latihan menulis jarang, ya itu seringnya baca terus diartikan kata-katanya. Paling nulis kalimat.
- P : Menurut kamu nulis dalam bahasa Inggris itu susah engga?
- S2 : Susah miss.
- S1 : Ya lumayan susah
- P : Sudahnya dimana?
- S2 : Apa ya itu miss kata katanya itu lho miss ga tau terus sama rumusnya juga miss suka lupa. Iya, di kata-kata itu. Kadang ga tau artinya.
- S1 : Sama miss kadang ga tau katanya itu jadi susah kalau mau nulis bu. Isinya tau mau nulis apa tapi kalo diinggrisin itu miss susah.
- P : Bu guru sering ngasih tugas ga? Tugasnya individu atau kelompok?
- S1 : Sering tugas di LKS biasanya individu.
- S2 : Iya tugasnya individu
- P : Pengen bisa nulis dalam bahasa Inggris ga?
- S2 : Pengen bisa sih miss tapi sulit.
- S1 : Pengen
- P : Kalian pengennya pembelajaran bahasa Inggris itu yang seperti apa?
- S1 : Yang pembelajarannya kegiatannya menarik, ga bosenin tu lho bu. Terus gurunya enak.
- P : Oh gitu, ya makasih banyak yaa atas waktunya.

Interview Transcript 3

Sabtu, 14 Februari 2015

Ruang Kelas VIII C

P : Peneliti

S1 : Panji

S2 : Karly

P : Mau nanya-nanya sebentar, boleh ya?

S1 : tentang apa miss?

P : Cuma tentang pembelajaran bahasa Inggris aja kok.

- S2 : Pake bahasa Indonesia to miss?
- P : Iya, pake bahasa Indonesia kok. Sebelumnya kenalan dulu yaa, namanya siapa?
- S1 : Panji
- S2 : Karly
- P : Kalau pelajaran bahasa Inggris biasanya kegiatannya ngapain aja?
- S1 : Kalo sama bu Ira biasanya baca terus mengerjakan soal gitu apa itu di buku, buku paket kalau enggak ya di apa papan tulis. Nanti bu Iranya menjelaskan. Terus dibahas sama-sama.
- S2 : Iya gitu, baca teks terus nanti diterjemahkan terus kata-kata sulitnya ditulis, terus njelasin apa itu namanya grammarnya.
- P : Bu ira sering ngasih tugas ga? Biasanya individu atau kelompok?
- S2 : PR gitu ya miss? Ya biasanya individu kalau PR, kalau mengerjakan di kelas biasane sama temen sebangku.
- S1 : Iya kalau PR biasane individu. Kalau latihan di kelas dari buku paket atau LKS ya kadang berdua sama temen.
- P : Oh gitu yaa. Kalau menurut kamu pelajaran bahasa Inggris itu susah ga?
- S1 : Susah miss.
- S2 : Susah
- P : Susahnya dimananya?
- S2 : Huruf-hurufnya itu lho miss, apa namanya kata-katanya.
- S1 : Iya gatau artinya apa, engga ngerti.
- P : Oh iya, kalau latihan nulis bahasa Inggris di kelas sering ga?
- S1 : Mmmm jarang kayaknya miss, nulis kalimat paling. Biasanya kalau nulis itu pakai bahasa Indonesia dulu terus baru diterjemahin pakai bahasa Inggris.
- P : Pengen bisa nulis dalam bahasa Inggris ga?
- S1S2 : Pengen banget.
- P : kalian pengennya pembelajaran bahasa inggris itu yang seperti apa?
- S1 : Yang asik miss, seru.
- S2 : Iya, yang menarik kegiatannya.
- P : Makasih ya Panji dan Karly buat waktunya.

Interview Transcript 4

Sabtu, 14 Februari 2015

Ruang Kelas SMP N 11 Magelang

- P : Peneliti**
- S1 : Nalendra**
- S2 : Drajat**
- S3 : Ariel**

- P : Boleh minta waktunya sebentar ya sebelum pulang, mau tanya-tanya.
- S : Tanya apa miss?
- P : Cuma sekedar tentang pembelajaran bahasa Inggris kok. Ini sekalian bertiga ya, sebelumnya sebutin namanya ya
- S1 : Nalendra
- S2 : Drajat
- S3 : Ariel
- P : Kalau pelajaran bahasa Inggris di kelas biasanya kegiatannya ngapain aja?
- S2 : Ya biasanya suruh baca teks terus njawab soal gitu.
- S3 : Selain itu, ibunya nerangin rumus miss.
- P : Terus selain itu ngapain lagi?
- S2 : Iya terus nyatet rumus sama kata-kata miss. Nanti Miss Ira baca teksnya terus diterjemahkan, terus nulis kata-kata yang sulit di papan tulis sama artinya dalam bahasa Indonesia.
- P : Kalau tugas gimana? Sering dikasih tugas ga? Individu atau kelompokan?
- S3 : Lumayan sering, biasanya individu.
- S1 : Kalau PR sih biasanya individu miss. Kalau latihan di kelas ya pernah disuruh diskusi sama temen sebangku.
- P : Kalian ngerasa bahasa Inggris itu sulit ga?
- S1S2S3: Sulit miss.
- P : Sulitnya dimananya?
- S3 : Sulit gatau artinya apa.
- S2 : Heem
- P : Kalau latihan menulis sering ga?
- S1 : Latihan menulis jarang, kadang menulis kata-kata yang kosong itu di paragraph.
- S2 : Menulis dialog paling miss, lihat contoh yang di buku.
- P : Oh gitu, pengen bisa nulis dalam bahasa Inggris ga?
- S1S2S3: Pengen miss.
- P : Kalian pengennya pembelajaran bahasa Inggris itu yang seperti apa?
- S3 : Ya pengennya ada gamenya miss biar ga bosen, hehe
- P : Haha...makasih banyak buat waktunya yaa.

Interview Transcript 5

Sabtu, 14 Februari 2015

Lobi SMP N 11 Magelang

P : Peneliti
K : Kolaborator

- P : Gimana menurut kamu kalau aku pake PBL di kelas yang tadi kita observasi?
- K : Ya bagus sih menurutku, yang penting dimatengin aja konsep proyekmu itu kayak gimana. Kamu juga harus mempertimbangkan kalau proyek itu bisa dilaksanakan dengan waktu yang ada dan juga sama kemampuan siswanya. Waktunya kan terbatas.
- P : Iya, ini kan teksnya naratif ya, aku pengennya mereka nanti bisa buat kumpulan buku cerita gitu, kalau bisa pop-up gitu. Nah nanti kan itu sesudahnya bisa di simpan di perpustakaan kalau engga ya buat bahan ngajar gurunya.
- K : Ya bisa, tinggal kamu sesuaikan aja sama kemampuan siswa dan waktu.
- P : Ya ya ya...makasih ya.

Interview Transcript 6

Rabu, 8 April 2015

Ruang Guru SMP N 11 Magelang

P : Peneliti
GBI : Guru Bahasa Inggris

- P : Apa kabar bu?
- GBI : Baik mba, gimana mba April?
- P : Maaf bu ganggu waktunya sebentar
- GBI : iya gapapa mba, sini duduk di sebelah sini saja.
- P : Oh iya bu. Jadi begini bu, saya akan menggunakan project-based learning di penelitian ini untuk mengatasi masalah yang ada.
- GBI : Oh ya bagus.
- P : Hari ini saya akan melakukan pre-test bu. Dan ini RPP yang sudah saya rancang, bagaimana bu?
- GBI : Ya, yang penting nanti dipersiapkan yang matang saja semuanya ya mba, jadi kesini sudah siap semuanya, materi, handout dan segala macamnya. Terus mungkin ini masih bisa dikoreksi nanti dengan melihat kemampuan siswanya. Dan pas nanti pelaksanaan bisa fleksibel aja ya mba, kadang yang terjadi itu kan ga selalu sesuai sama yang kita rencanakan.
- P : Iya bu, terimakasih banyak bu atas waktunya.

Interview Transcript 7

Rabu, 15 April 2015

P: Peneliti

K: Kolaborator

P : Gimana menurut kamu mengajar writing tadi menggunakan PBL tapi belum mulai ke merancanganya sih tadi?

K : Ya hari ini bagus sih, management waktunya. Latihannya selesai, penjelasannya juga. Anak-anaknya kan juga kayak gitu ya, kalo menurutku si emang cocok buat mereka ngajar pakai PBL. Nah itu nanti anak-anak yang trouble maker mending dipisah, jangan sampe satu kelompok nanti ga jadi.

P : Iya sih, pengelompokan siswa juga penting.

K : Terus kamu kalau jelasin jangan cepet-cepet, tadi kayak rada terburu-buru. Nanti malah kamu jadinya harus jelasin berulang-ulang.

P : Oh iya.

K : Terus suaramu juga rada dikencengin dikit. Kalo dari belakang ga terlalu jelas kedengeran.

P : Iya soalnya anak-anaknya berisik banget apalagi yang dua anak laki-laki itu yang di depan.

K : Kamu harus tegas, tegur yang berisik. Kalo belum mempan mending kamu diemin aja siswanya kalo berisik sampe mereka diem.

P : Iya besok mau kayak gitu. Ada yang lain lagi?

K : Kayaknya ga ada sih, itu aja.

P : Makasih ya.

Interview Transcript 8

Sabtu, 18 April 2015

Ruang Kelas VIII C

P : Peneliti

S1 : Annisa

S2 : Alya

S3 : Fanny

P : Haloo...Miss April mau tanya-tanya soal Miss ngajar kemarin..

S1S2S3: Iya miss

P : Kemarin pelajarannya bisa diikuti ga? Jelas ga miss april ngerjainnya?

S1 : Bisa miss

S2 : Mudeng kok miss jelasinnya.

S3 : Bisa diikuti.

P : Seneng ga kemarin belajar bahasa Inggris berbasis projek gitu?

S3 : Seneng Miss,

- P : Senengnya kenapa?
- S3 : Seru, bisa memperdalam lagi,
- P : Kalo projeknya suka ga?
- S2 : Suka, jadi bisa nambah kreatifitas kita sama temen temen dan juga belajar kerja sama
- P : Ada kesulitannya selama mengembangkan projek?
- S3 : Kalo missal ga ada kamus gitu Miss sulit soalnya gak tau nanti mau nulis apa.
- S1 : Menurutku ga ada kesulitannya sih Miss, soalnya kan dibantu Miss April.
- S2 : Kesulitannya...kadang kalau buat nulisnya masih suka bingung miss.
- P : Kalau kelompok gimana?
- S3 : Ya kalau anak-anaknya enak diajak kerjasama ya gampang miss.
- S2 : Iya bener.
- P : Terus sejauh ini gimana sama kelompoknya?
- S3 : Kalau aku sih enak miss. Soalnya temen-temennya mau kerja.
- S1 : Tu loh miss kadang yang cowok cowok suka susah.
- P : Kayak yang miss April bilang waktu itu, kalau ada yang ga kerja dilaporkan saja ya.
- S1S2S3: Iya miss..
- P : Merasa ada peningkatan kemampuan bahasa Inggris kalian engga?
- S1 : Kan kita sering latihan jadi ada peningkatan mis kayaknya..
- S3 : Lumayan miss meningkat sedikit.
- S2 : Kayaknya meningkat sih.
- P : Penguasaan kosakata kalian meningkat ga?
- S1S2S3: Meningkat Miss,
- P : Menarik ga pembelajaran bahasa Inggrisnya?
- S1 : Menarik banget Miss, nempel nempel gitu, ngehias hias juga sambil belajar bahasa Inggris juga jadi ga bosen.
- P : Kerja kelompok gini membantu kalian engga?
- S2 : Kalo kelompok gini jadi lebih gampang Miss ngerjainnya. Terus ini ceritanya Miss kalo kelompok kan bisa dapet dari temen temen yang lain, nambahin gitu jadi lebih gampang.
- S3 : Ngebantu menurut aku miss, bisa tanya temen soalnya.
- P : Jadi termotivasi engga belajar bahasa Inggris?
- S1 : Termotivasi Miss, yang tadinya males gitu ya miss terus belajarnya sambil bikin bikin proyek ini jadi ngerasa seru gitu miss belajarnya jadi termotivasi.
- P : Ada saran ga buat cara ngajar miss?
- S2 : Mmm...apa ya miss gak tau

- S1 : Jangan susah-susah miss PRnya hehe
 P : Nanti kalau gampang, ilmu kalian ga nambah. Yaudah segitu aja tanya-tanyanya. Makasih yaa

Interview Transcript 9

Sabtu, 18 April 2015

Ruang Kelas VIII C

P : Peneliti

S : Dita

- P : Miss mau tanya-tanya Dita bentar ya, sini di sebelah sini yaa
 S : Itu aja miss, aku ga iso
 P : Pake bahasa Indonesia kok ini, seputar cara ngajar Miss kemarin
 S : oh gitu, iya miss.
 P : Kemarin pelajarannya bisa diikuti ga? Jelas ga miss april ngerjainnya? Terlalu cepet ga?
 S : Bisa miss. Jelas kok. Hmm standar ga terlalu cepat.
 P : Seneng ga kemarin belajar bahasa Inggris berbasis prokek gitu? Kayak yang kemarin dilakuin di kelas itu?
 S : Ya seneng miss.
 P : Senengnya kenapa?
 S : Apa itu, belajarnya kelompokan jadi bisa ngerjain bareng tu lho miss. Kalau ga tau artinya nanti kan ada yang bagian cari di kamus, ada yang nulis ya bagi-bagi gitu miss.
 P : Kesulitan yang dihadapi apa?
 S : Ya sulitnya kalo temennya ga kerja miss.
 P : Kalau proyeknya sendiri gimana? Ada kesulitan ga ngerjakannya?
 S : Enggak sih miss.
 P : Sama kelompoknya gimana? Ada kesulitan?
 S : Gak ada miss.
 P : Merasa ada peningkatan di kemampuan bahasa Inggris kamu engga?
 S : Iya miss dikit.
 P : Kamu ngerasa penguasaan kosakata kamu meningkat ga?
 S : Iya miss, kan aku ga tau artinya miss kata-katanya tadinya terus ya jadi tau.
 P : Menarik ga pembelajarannya, kegiatannya?
 S : Menarik miss.
 P : Kerja kelompok gini membantu kamu dalam belajar engga?
 S : Membantu miss.
 P : Kamu jadi termotivasi belajar bahasa Inggris engga?

- S : Iya miss jadi termotivasi buat belajar.
 P : Ada saran ga buat cara ngajar miss di pertemuan selanjutnya? Atau buat projeknya?
 S : Gak tau miss, gak ada hehe..
 P : Makasih yaa Dita.

Interview Transcript 10

Sabtu, 18 April 2015

Ruang Kelas VIII C

P : Peneliti

S : Karly

- P : Kaya yang tadi miss April bilang, miss April mau tanya-tanya soal cara ngajar miss kemarin. Boleh minta waktunya ya?
 S : Iya boleh miss.
 P : Kemarin pelajarannya bisa diikuti ga? Jelas ga miss April ngerjainnya? Terlalu cepet ga?
 S : Bisa miss
 P : Seneng ga kemarin belajar bahasa Inggris berbasis projek gitu? Kayak yang kemarin dilakuin di kelas itu?
 S : Seneng
 P : Senengnya kenapa?
 S : Ya jadi bisa nambah kreatifitas kita sama temen-temen dan juga belajar kelompokan miss.
 P : Kesulitan yang dihadapi apa?
 S : Ga ada sih miss, karena kerjanya kelompokan juga jadinya lebih gampang
 P : Kalau projeknya sendiri gimana? Ada kesulitan ga ngerjakannya?
 S : Ga ada miss
 P : Sama kelompoknya gimana? Ada kesulitan?
 S : Sulitnya kalau gak dapet idem au nulis apa.
 P : Oh gitu. Merasa ada peningkatan di kemampuan bahasa Inggris kamu engga?
 S : Iya miss.
 P : Kamu ngerasa penguasaan kosakatamu meningkat ga?
 S : Meningkat miss lumayan
 P : Menarik ga pembelajarannya, kegiatannya?
 S : Menarik miss, santai, seru tapi tetap serius.
 P : Kerja kelompok gini membantu kamu dalam belajar bahasa Inggris engga?

- S : Membantu miss kalo temennya bisa kerja sama, kadang kan ada yang ga enak miss.
- P : Kamu jadi merasa termotivasi belajar bahasa Inggris engga?
- S : Iya miss, termotivasi.
- S : Yang tadinya males gitu ya miss terus belajarnya sambil bikin bikin proyek ini jadi ngerasa seru gitu miss belajarnya jadi termotivasi.
- P: Ada saran ga buat cara ngajar miss di pertemuan selanjutnya?
- S : Apa ya miss..hehe..
- P : Apa aja boleh kok..
- S : Ga ada sih miss.

Interview Transcript 11

Sabtu, 18 April 2015

Ruang Kelas VIII C

P : Peneliti

S : Fauzan

- P : Tanya-tanya sebentar yaa..
- S : Tanya apa miss?
- P : Kemarin pelajarannya bisa diikuti ga? Jelas ga miss April ngerjainnya? Terlalu cepet ga?
- S : Bisa miss. Sedengan si, ga terlalu cepet.
- P : Seneng ga kemarin belajar bahasa Inggris berbasis proyek gitu? Kayak yang kemarin dilakuin di kelas itu?
- S : Ya lumayan seneng.
- P : Senengnya kenapa?
- S : Seneng bikin-bikin gitu miss.
- P : Kesulitan yang dihadapi apa?
- S : Sulit kalau mau nulis tapi ga tau bahasa Inggrisnya apa.
- P : Kalau proyeknya sendiri gimana? Ada kesulitan ga ngerjakannya?
- S : Ga ada miss.
- P : Sama kelompoknya gimana? Ada kesulitan?
- S : Kesulitannya ga ada.
- P : Merasa ada peningkatan di kemampuan bahasa Inggrismu engga?
- S : Iya merasa
- P : Kamu ngerasa penguasaan kosakatamu meningkat ga?
- S : Lumayan meningkat.
- P : Menarik ga pembelajarannya, kegiatannya?
- S : Menarik.
- P : Kerja kelompok gini membantu kamu dalam belajar bahasa Inggris

engga?

S : Sedikit membantu.

P : Kamu jadi merasa termotivasi belajar bahasa Inggris engga?

S : Termotivasi miss.

P: Ada saran ga buat cara ngajar miss di pertemuan selanjutnya?

S : Oh ini..suaranya lebih keras sedikit miss.

P : Oh gitu, ya besok lebih keras lagi. Makasih Fauzan.

Interview Transcript 12

Sabtu, 18 April 2015

P : Peneliti

K : Kolaborator

P :Menurut kamu kemampuan menulis mereka meningkat ga?

K : Kalau menurut aku sih meningkat dibandingkan dengan mereka pas pot-test itu. Tulisan mereka banyak yang kacau grammarnya, vocabulary nya juga masih minim.

P :Kesulitan apa yang masih banyak ditemui dalam tulisan mereka?

K : Kayaknya di bagian grammarnya mereka masih mengalami kesulitan. Ditambah vocabulary mereka juga belum memadai.

P :Apakah ada saran untuk cycle II?

K : Saranku sih nanti teksnya itu jangan yang terlalu sulit. Kalau bisa nanti kamu mending ngasih kayak list vocabulary gitu yang sulit, buat mempermudah mereka memahami teks. Terus buat irregular verb kakanya harus ada latihannya juga, jangan sekali biar mereka hafal sendirinya.

P :Langkah-langkah mengajarnya sudah sesuai belum?

K : Sudah sesuai sih kalau menurutku.

P : Apa ada yang perlu dibenahi dalam teknik mengajar?

K : Harus lebih bisa ngontrol anak-anak yang berisik.

P :Bagaimana motivasi mereka mengikuti pelajaran?

K : Mereka keliatan antusias ngikutin pelajaran ya meskipun masih ada siswa yang berisik.

P :Apakah ada saran untuk tugas proyek pada cycle selanjutnya?

K : Saranku sih kalau bisa nanti hasil proyeknya sebisa mungkin dibikin menarik, biar siswa bangga udah bisa menghasilkan produk dan makin antusias nantinya buat belajar.

P : Oh gitu, packagingnya berarti ya? Oh ya..makasih ya buat diskusinya.

Interview Transcript 13

Sabtu, 18 April 2015

Ruang Guru SMP N 11 Magelang

P : Peneliti

GBI : Guru Bahasa Inggris

P : Bu, maaf ganggu waktunya sebentar.

GBI : Iya mba, nggak apa-apa.

P : Begini bu, saya sudah menyelesaikan cycle 1 bu. Menurut ibu bagaimana proses pembelajaran saat saya mengajar bu? Apa ada yang perlu saya benahi?

GBI : Sudah lumayan baik mba. Cuma ini saja kalau di jam-jam terakhir seperti hari Rabu itu kalau bisa suaranya rada dikeraskan lagi mbak. Karena itu jam jam rawan, anak-anak juga biasanya sudah mulai rada sulit untuk diatur. Ya itu saja, sama ini, harus ekstra sabar menghadapi mereka. Harus diguprak-guprak, kalau enggak ya mereka ga akan mengerjakan PR atau latihan gitu.

P : Oh begitu ya bu, iya besok saya akan coba lebih keras lagi. Menurut ibu anak-anak sudah terlihat mengalami peningkatan belum bu?

GBI : Sudah mba. Ya saya lihat anak-anak jadi lebih apa ya, mau mengerjakan latihan, mengerjakan PR. Itu lumayan mba, kan tau sendiri anak-anak disini bagaimana. Terus kayak kemarin kemarin itu sudah benar mba, harus diingatkan terus tentang simple past tense, sama verb 2nya dihafalin. Kalo ga kayak gitu ya mereka ga akan bisa bisa.

P : Iya bu, di awal dan diakhir pelajaran saya selalu membahas sekilas materi sebelumnya.

GBI : Yang penting anaknya mudeng dulu mbak, nanti latihannya kalau tidak cukup ya buat PR saja, kan siswa juga mengembangkan proyek juga. Waktunya terbatas soalnya.

P : Menurut ibu bagaimana proyeknya ini bu?

GBI : Ya bagus mba. Bisa memotivasi siswa ntuk belajar, soalnya kegiatannya tidak monoton siswa juga pasti jadi tertarik untuk belajar.

P : Terimakasih banyak bu atas waktunya, saya mohon pamit.

Interview Transcript 14

Rabu, 29 April 2015

Ruang Kelas VIII C

P : Peneliti

S1 : Fadia

S2 : Desy

- P : Kayak yang tadi miss April bilang, miss mau tanya pendapat kamu, boleh ya minta waktunya sebentar?
- S1 : Berdua ya miss.
- P : Iya berdua, sama kamu juga sini, Desy.
- S2 : Tanya apa e miss?
- P :Tanya-tanya tentang pendapat kalian. Bagaimana pengalaman kalian setelah sekitar 2 minggu belajar writing berbasis proyek?
- S1 : Pengalamannya ya seru. Dapet ilmu banyak sama miss April. Terus belajarnya juga kegiatannya gak itu itu aja miss, beda.
- S2 : Mmmm...ya sama. Jadi ngelatih belajar kerjasama sama ngasah kreativitas juga miss.
- P : Apakah kamu suka belajar bahasa inggris dengan menggunakan PBL?
- S1S2 : Suka
- P :Kalian merasa jadi lebih mudah belajar writing menggunakan PBL ga?
- S1 : Iya miss. Soalnya kan sering latihan, terus belajarnya juga ada yang bareng temene, bisa belajar dari temen juga, bisa tanya temen.
- P :Apakah ada peningkatan dalam kemampuan menulis kalian?
- S2 : Ada miss. Tadinya ga bisa nulis bahasa Inggris, jadi bisa dikit-dikit. Jadi tau gitu miss
- S1 : Aku juga kayaknya meningkat miss.
- P :Apakah tugas proyek ini menarik?
- S1S2 :Menarik
- P :Bagaimana dengan penguasaan kosa kata bahasa Inggris? Meningkat ga? Ada peningkatan ga?
- S2 : Meningkat
- S1 : Ada peningkatan miss. Apalagi kemarin tu dikasih apa Irregular verb itu.
- P :Apakah kerja kelompok mengerjakan proyek ini membantumu belajar bahasa Inggris?
- S1 : Membantu miss apalagi kalau missal lagi gak tau gitu ceritanya mau gimana kan itu bisa diskusi sama temen.
- S2 : Terus sama ini juga, ada yang mbetulan kalau salah. Kan suka salah kalau nulis hurufnya itu miss.
- P :Apakah kalian merasa termotivasi untuk belajar bahasa Inggris?
- S1 : Iya, kalau aku jadi termotivasi. Belajarnya sambil bikin-bikin gitu.
- S2 : termotivasi miss.

Interview Transcript 15

Rabu, 29 April 2015

Ruang Kelas VIII C

P : Peneliti

S1 : Yiska

S2 : Syiifa

P : Minta waktunya sebentar boleh ya?

S1 : Boleh miss

S2 : Boleh, ada apa miss?

P : Miss April mau tanya pendapat kalian nih. Sebelumnya sebutin nama dulu yaa.

S1 : Yiska

S2 : Syiifa

P : Bagaimana pengalaman kalian setelah sekitar 2 minggu belajar writing berbasis projek?

S1 : Pengalamannya ya seneng miss bikin-bikin kayak gitu.

S2 : Iya,

P : Apakah kamu suka belajar bahasa inggris dengan menggunakan PBL?

S2 : Suka miss.

P : Kalian merasa jadi lebih mudah belajar writing menggunakan PBL ga?

S2 : Iya miss.

S : Soalnya bareng-bareng ada temene miss. Terus latihan nulis juga sering.

P : Apakah ada peningkatan dalam kemampuan menulis kalian?

S : Ada kayaknya miss. Hehe

S : Meningkat miss. Yang tadinya ga bisa nulis jadi bisa dikit dikit.

P : Bagaimana dengan penguasaan kosa kata bahasa Inggris? Meningkat ga? Ada peningkatan ga?

S : Ada miss.

P : Apakah tugas proyek ini menarik?

S : Menarik miss.

S : Iya miss menarik, jadi ga kayak belajar.

P : Apakah kerja kelompok mengerjakan proyek ini membantumu belajar bahasa Inggris?

S : Membantu.

P : Apakah kalian merasa termotivasi untuk belajar bahasa Inggris?

S : Termotivasi miss. Soalnya belajarnya beda miss, seru, ga tegang.

S : iya..

P : Makasih yaa buat waktunya. Belajar yang rajin terus yaa...

Interview Transcript 16

Rabu, 29 April 2015

Ruang Kelas VIII C

P : Peneliti

S : Denny

P : Den, minta waktunya sebentar boleh ya? Mau tanya-tanya

S : Boleh. Mau tanya apa?

P : Bagaimana pengalaman kamu setelah sekitar 2 minggu belajar writing berbasis projek?

S : Pengalamanku mmm...menyenangkan. Selain bisa belajar bahasa Inggrisnya juga bisa belajar hal lain kayak kerjasama tim. Terus belajar bahasa Inggrisnya juga beda miss

P : Apakah kamu suka belajar bahasa Inggris dengan menggunakan PBL?

S : Suka

P : Apakah kamu merasa lebih mudah belajar bahasa Inggris terutama Writing?

S : Iya, merasa lebih mudah

P : Apakah ada peningkatan dalam kemampuan menulis kamu?

S : Peningkatannya ada miss

P : Bagaimana dengan penguasaan kosa kata bahasa Inggris kamu, meningkat ga?

S : Meningkat

P : Apakah tugas proyek ini menarik untuk kamu?

S : Menarik

P : Apakah kerja kelompok mengerjakan proyek ini membantumu belajar bahasa

Inggris?

S : Iya miss, membantu

P : Oh gitu, terus apakah kamu merasa termotivasi untuk belajar bahasa Inggris?

S : Kalau aku ya jadi termotivasi.

Interview Transcript 17

Rabu, 29 April 2015

Ruang Kelas VIII C

P : Peneliti

S : Adam

P : Bagaimana pengalaman kamu setelah sekitar 2 minggu belajar writing berbasis projek?

S : Ya senang. Bisa belajar kerjasama juga sama teman-teman.

P : Apakah kamu suka belajar bahasa Inggris dengan menggunakan PBL?

- S : Suka miss.
- P : Apakah kamu merasa lebih mudah belajar bahasa Inggris terutama Writing?
- S : Iya miss.
- P : Apakah ada peningkatan dalam kemampuan menulis kalian?
- S : Peningkatan ada miss. Yang tadinya ga bisa nulis jadi bisa dikit dikit.
- P : Bagaimana dengan penguasaan kosa kata bahasa Inggris kamu, meningkat ga?
- S : Meningkat miss. Yang tadinya kata-katanya ga tau jadi tau.
- P : Apakah tugas proyek ini menarik untu kamu?
- S : Lumayan menarik.
- P : Apakah kerja kelompok mengerjakan proyek ini membantumu belajar bahasa Inggris?
- S : Membantu soalnya bareng-bareng ngerjainnya. Kalau sendiri itu kan suka bingung.
- P : Oh gitu, terus apakah kamu merasa termotivasi untuk belajar bahasa Inggris?
- S : Termotivasi miss kalau belajarnya kayak gini. Hehe..

Interview Transcript 18

Rabu, 29 April 2015

Lobi SMP N 11 Magelang

P : Peneliti

K : Kolaborator

- P : Apakah kemampuan menulis mereka meningkat?
- K : Dari pengamatanku kemampuan menulis siswa meningkat dibandingkan dengan sebelumnya.
- P : Kesulitan apa yang masih banyak ditemui dalam tulisan mereka?
- K : Kalau dari isi, siswa sudah bagus, kesulitan yang masih banyak ditemui yaitu siswa masih menulis seperti hanya diterjemahkan dari Indonesia ke Inggris.
- P : Bagaimana pendapatmu tentang kemampuan menulis mereka dibandingkan siklus sebelumnya?
- K : Dibanding siklus sebelumnya kemampuan siswa mengalami peningkatan.
- P : Apakah langkah-langkah mengajar sudah sesuai?
- K : Langkah mengajar sudah sesuai.
- P : Bagaimana motivasi mereka mengikuti pelajaran?

- K : Mereka terlihat termotivasi mengikuti pelajaran. Sangat jarang melihat siswa yang mengantuk dan tidak memperhatikan penjelasan yang diberikan atau tidak mengerjakan latihan.
- P : Apa pendapat kamu tentang teknik mengajar dibandingkan dengan siklus sebelumnya?
- K : Dibandingkan dengan yang sebelumnya, pada siklus ini, kamu lebih bisa ngontrol siswa. Saat penggrupuan juga lebih efektif. Management waktunya juga lebih efektif.
- P : Makasih ya buat diskusinya.

Interview Transcript 19

Rabu, 29 April 20115

Lobi SMP N 11 Magelang

P : Peneliti

GBI : Guru Bahasa Inggris

- P : Bu maaf ganggu waktunya. Ini tadi saya sudah pertemuan terakhir bu.
- GBI : Oh iya selamat ya mbak, tinggal ngolah berarti. Gimana mbak?
- P : Iya bu, hehe...begini, saya mau tanya-tanya pendapat Ibu. Bagaimana pendapat Ibu dengan pembelajaran writing berbasis proyek?
- GBI : Bagus ya mba, nanti ini bisa diterapkan di proses belajar mengajar selanjutnya. Yang saya lihat, dengan menggunakan project-based ya, anak-anak juga terlihat lebih termotivasi untuk belajar. Siswa juga jadi bisa belajar bekerja kelompok, belajar cara berkomunikasi dengan kelompoknya. Selain itu juga siswa jadi bisa mengasah kreativitas mereka. Belajar untuk aktif karena centerednya ada di siswa. Tapi memang harus dengan persiapan yang matang ya mba kalau seperti ini. Mulai dari materi, media, desain proyek mau seperti apa lalu pengelolaan waktu dan pengelolaan siswa juga dalam pengelompokan.
- P : Iya bu, harus benar-benar dipersiapkan semuanya. Selanjutnya, apakah menurut Ibu PBL membantu siswa dalam meningkatkan kemampuan menulis mereka?
- GBI : Menurut saya pembelajaran writing menggunakan project-based ya, atau berbasis proyek itu efektif ya mba untuk meningkatkan kemampuan menulis siswa kalau melihat dari tulisan siswa sekarang, ya meskipun siswa masih melakukan kesalahan-kesalahan.
- P : Apakah menurut Ibu kemampuan menulis siswa mengalami perkembangan?
- GBI : Ya. Kalau melihat dari hasil kerja siswa ini, bisa dilihat siswa mengalami

perkembangan. Perkembangannya mulai dari vocabulary, kemudian punctuationnya lalu juga grammarnya menjadi semakin baik.

PBI :Terimakasih banyak bu atas waktunya dan kesempatannya untuk bisa melakukan penelitian disini.

APPENDIX 6:
OBSERVATION CHECKLIST

OBSERVATION CHECKLIST

| | Observation Items | Yes | No | Description |
|-----------|---|-----|----|-------------|
| A. | Pre-teaching | | | |
| 1. | Researcher opens the class by greeting the students. | | | |
| 2. | Researcher checks students' attendance. | | | |
| 3. | Researcher introduces the topic to the students. | | | |
| 4. | Researcher delivers the aim of the lesson. | | | |
| 5. | Researcher informs the text that will be learned. | | | |
| | | | | |
| B. | Whilst-Teaching | | | |
| 1. | Researcher shows the model of the text. (Narrative text). | | | |
| 2. | Researcher explains a narrative text based on the input text. | | | |
| 3. | Researcher uses media in teaching narrative text. | | | |
| 4. | Researcher asks students to identify the generic structure and the language features. | | | |
| 5. | Researcher gives opportunity for students to ask. | | | |
| 6. | Researcher provides group exercises | | | |
| 7. | Researcher discusses the exercises. | | | |
| 8. | Researcher gives individual writing practice. | | | |
| 9. | Researcher helps students to finish the exercise. | | | |
| 10. | Researcher gives activities leading to project. | | | |
| 11. | Researcher gives procedures of the activities to the project. | | | |
| 12. | Researcher controls the students when doing the activities in the project. | | | |
| 13. | Researcher helps students when find difficulties in doing the project. | | | |

| | | | | |
|-----------|--|--|--|--|
| 14. | Researcher moves around the class to monitor and see the students' progress. | | | |
| 15. | Students pay attention to the teacher's explanation. | | | |
| 16. | Students ask to the researcher. | | | |
| 17. | Students do the exercises given by the researcher | | | |
| 18. | Students write a narrative text. | | | |
| 19. | Students follow the researcher's instruction. | | | |
| 20. | Students submit their project. | | | |
| | | | | |
| C. | Post-Teaching | | | |
| 1. | Researcher gives feedback. | | | |
| 2. | Researcher concludes today's lesson. | | | |
| 3. | Researcher tells the students about the material on the next meeting. | | | |
| 4. | Researcher closes the lesson. | | | |

APPENDIX 7:
STUDENTS' SCORE

Students' Writing Score

Description : Pretest

Day/Date : Wednesday, 8 April 2015

Rater : The researcher

| No | Code | ASPECTS | | | | | TOTAL | SCORE |
|-----|------|---------|--------------|------------|--------------|-----------|-------|-------|
| | | Content | Organization | Vocabulary | Language Use | Mechanics | | |
| 1. | S1 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 2. | S2 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 3. | S3 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 4. | S4 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 5. | S5 | 2 | 2 | 2 | 1 | 1 | 8 | 40 |
| 6. | S6 | 2 | 2 | 2 | 2 | 3 | 11 | 55 |
| 7. | S7 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 8. | S8 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 9. | S9 | 1 | 2 | 1 | 1 | 2 | 7 | 35 |
| 10. | S10 | 2 | 2 | 2 | 2 | 3 | 11 | 55 |
| 11. | S11 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 12. | S12 | 2 | 2 | 1 | 1 | 1 | 7 | 35 |

| | | | | | | | | |
|-----|-----|---|---|---|---|---|----|----|
| 13. | S13 | 3 | 3 | 3 | 2 | 3 | 14 | 70 |
| 14. | S14 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 15. | S15 | 2 | 2 | 2 | 2 | 3 | 11 | 55 |
| 16. | S16 | 2 | 2 | 2 | 2 | 3 | 11 | 55 |
| 17. | S17 | 2 | 2 | 1 | 1 | 2 | 8 | 40 |
| 18. | S18 | 2 | 2 | 2 | 1 | 2 | 8 | 40 |
| 19. | S19 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 20. | S20 | 2 | 2 | 2 | 1 | 2 | 9 | 45 |
| 21. | S21 | 2 | 2 | 2 | 1 | 1 | 8 | 40 |
| 22. | S22 | 2 | 2 | 2 | 2 | 3 | 11 | 55 |
| 23. | S23 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 24. | S24 | 2 | 2 | 1 | 2 | 2 | 9 | 45 |
| 25. | S25 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 26. | S26 | 2 | 1 | 1 | 1 | 1 | 6 | 30 |
| 27. | S27 | 2 | 2 | 2 | 1 | 2 | 9 | 45 |
| 28. | S28 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 29. | S29 | 2 | 3 | 2 | 2 | 2 | 11 | 55 |

| | | | | | | | | |
|-----|-----|---|---|---|---|---|----|----|
| 30. | S30 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 31. | S31 | 2 | 2 | 1 | 1 | 2 | 8 | 40 |

Students' Writing Score

Description : Cycle 1 test

Day/Date : Saturday, 18 April 2015

Rater : The researcher

| No | Code | ASPECTS | | | | | TOTAL | SCORE |
|-----|------|---------|--------------|------------|--------------|-----------|-------|-------|
| | | Content | Organization | Vocabulary | Language Use | Mechanics | | |
| 1. | S1 | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 2. | S2 | 3 | 3 | 2 | 2 | 2 | 12 | 60 |
| 3. | S3 | 2 | 3 | 2 | 2 | 2 | 11 | 55 |
| 4. | S4 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 5. | S5 | 2 | 3 | 2 | 2 | 2 | 11 | 55 |
| 6. | S6 | 3 | 2 | 2 | 2 | 2 | 11 | 55 |
| 7. | S7 | 3 | 2 | 2 | 3 | 2 | 12 | 60 |
| 8. | S8 | 3 | 3 | 2 | 2 | 2 | 12 | 60 |
| 9. | S9 | 2 | 3 | 2 | 2 | 2 | 11 | 55 |
| 10. | S10 | 3 | 2 | 2 | 2 | 2 | 11 | 55 |

| | | | | | | | | |
|-----|-----|---|---|---|---|---|----|----|
| 11. | S11 | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 12. | S12 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 13. | S13 | 4 | 3 | 3 | 2 | 3 | 15 | 75 |
| 14. | S14 | 3 | 3 | 2 | 2 | 2 | 13 | 65 |
| 15. | S15 | 3 | 3 | 2 | 2 | 3 | 13 | 65 |
| 16. | S16 | 3 | 3 | 2 | 2 | 2 | 13 | 65 |
| 17. | S17 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 18. | S18 | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 19. | S19 | 3 | 3 | 2 | 2 | 2 | 11 | 55 |
| 20. | S20 | 2 | 3 | 2 | 2 | 2 | 11 | 55 |
| 21. | S21 | 3 | 3 | 2 | 2 | 2 | 12 | 60 |
| 22. | S22 | 2 | 3 | 2 | 2 | 2 | 11 | 55 |
| 23. | S23 | 3 | 2 | 2 | 2 | 2 | 11 | 55 |
| 24. | S24 | 3 | 3 | 2 | 2 | 2 | 12 | 60 |
| 25. | S25 | 2 | 3 | 2 | 2 | 2 | 11 | 55 |

| | | | | | | | | |
|-----|-----|---|---|---|---|---|----|----|
| 26. | S26 | 2 | 2 | 1 | 2 | 2 | 9 | 45 |
| 27. | S27 | 2 | 3 | 2 | 2 | 2 | 11 | 55 |
| 28. | S28 | 3 | 3 | 2 | 2 | 2 | 12 | 60 |
| 29. | S29 | 3 | 3 | 2 | 2 | 2 | 13 | 65 |
| 30. | S30 | 3 | 3 | 2 | 2 | 3 | 13 | 65 |
| 31. | S31 | 3 | 2 | 2 | 2 | 2 | 11 | 55 |

Students' Writing Score

Description : Cycle 2 Test

Day/Date : Wednesday, 29 April 2015

Rater : The researcher

| No | Code | ASPECTS | | | | | TOTAL | SCORE |
|-----|------|---------|--------------|------------|--------------|-----------|-------|-------|
| | | Content | Organization | Vocabulary | Language Use | Mechanics | | |
| 1. | S1 | 3 | 4 | 3 | 3 | 3 | 16 | 80 |
| 2. | S2 | 3 | 3 | 3 | 2 | 3 | 14 | 70 |
| 3. | S3 | 3 | 3 | 2 | 3 | 3 | 14 | 70 |
| 4. | S4 | 3 | 3 | 3 | 3 | 2 | 14 | 70 |
| 5. | S5 | 3 | 3 | 3 | 2 | 3 | 14 | 70 |
| 6. | S6 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 7. | S7 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 8. | S8 | 3 | 3 | 2 | 2 | 3 | 12 | 60 |
| 9. | S9 | 3 | 3 | 2 | 2 | 2 | 12 | 60 |
| 10. | S10 | 4 | 3 | 3 | 3 | 3 | 16 | 80 |

| | | | | | | | | |
|-----|-----|---|---|---|---|---|----|----|
| 11. | S11 | 3 | 4 | 4 | 3 | 3 | 17 | 85 |
| 12. | S12 | 3 | 3 | 2 | 2 | 3 | 13 | 65 |
| 13. | S13 | 4 | 4 | 3 | 3 | 4 | 18 | 90 |
| 14. | S14 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 15. | S15 | 4 | 4 | 3 | 3 | 3 | 17 | 85 |
| 16. | S16 | 4 | 3 | 3 | 3 | 3 | 16 | 80 |
| 17. | S17 | 3 | 3 | 3 | 2 | 3 | 14 | 70 |
| 18. | S18 | 3 | 3 | 3 | 2 | 3 | 14 | 70 |
| 19. | S19 | 3 | 3 | 3 | 2 | 3 | 14 | 70 |
| 20. | S20 | 3 | 4 | 3 | 3 | 3 | 16 | 80 |
| 21. | S21 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 22. | S22 | 4 | 3 | 3 | 3 | 3 | 17 | 85 |
| 23. | S23 | 3 | 3 | 2 | 2 | 3 | 12 | 60 |
| 24. | S24 | 4 | 3 | 3 | 3 | 3 | 16 | 80 |
| 25. | S25 | 3 | 3 | 3 | 2 | 3 | 14 | 70 |

| | | | | | | | | |
|-----|-----|---|---|---|---|---|----|----|
| 26. | S26 | 3 | 3 | 2 | 2 | 2 | 12 | 60 |
| 27. | S27 | 3 | 3 | 3 | 2 | 2 | 13 | 65 |
| 28. | S28 | 3 | 4 | 3 | 3 | 3 | 16 | 80 |
| 29. | S29 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 30. | S30 | 4 | 3 | 3 | 3 | 3 | 16 | 80 |
| 31. | S31 | 3 | 3 | 4 | 3 | 3 | 16 | 80 |

APPENDIX 8:
THE SAMPLES OF STUDENTS'
WRITING

Pretest

Name : Florencia Irena . A
 Class : 8C
 Student number : 16

Write down a short narrative text that you know using your own words.

A Rabbit and A Cat

Once upon a time, there ^{there} was a Rabbit and a cat that were walking in the jungle. They ~~that~~ were walking and talking about a tree the big and scary.

A few a days, they ~~that~~ were ~~take~~ ^{under} a rest in the ~~bottom~~ tree the big and scary that. When he ~~take~~ a rest, they talking about tree that because they know, tree that scary. When he talking, they ^{and} listen voice ~~weired~~ ^{were} and they surprised.

After that they listen voice ~~weired~~, they ~~feared~~, because voice said "Hey... you all, Why take a rest in the "bottom?" said tree.

"because we ~~taied~~ ^{were tired} because ^{of} walking in the jungle ~~was~~ that ~~were~~ scary.

$$2 + 2 + 2 + 2 + 3$$

Cycle 1 Test

Name : Florencia Irena, A.
 Class : 8C
 Student number : 16

Write down a short narrative text that you know using your own words.

A Rabbit and Twenty Crocodile

Once upon a time, ^a Rabbit ^{wished} to cross a river. But rabbit ~~could not~~ ^{could not} swim. After that a rabbit need helped a crocodile for ^{crossing} ~~cross~~ the river.

Then came a crocodile helped rabbit for to cross the river.

"Hey rabbit ^{do you need help} would you need helped?" said Crocodile.

"Yes", said rabbit. After that came twenty crocodile and ^{lined up a} row in the river for ^{helping} ~~helped~~ a rabbit.

Then a rabbit ^{jumped} ~~jump~~ in the back crocodile and said one... two... three... four... until twenty. After ~~jump~~ a rabbit put in the side a river.

Finally, rabbit said ^{thank you to} a crocodile because ~~after~~ ^{they} helped ^{him} to cross ^a river.

$$3 + 3 + 2 + 2 + 3$$

Cycle 2 Test

Name : Florencia Irena. A.

Class : 8c

Student number : 16

In at least three paragraphs, write down a short narrative text that you know using your own words.

A Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. "Why I know at least a hundred tricks to get away from our mutual enemies, the dogs," she said. "I know only one trick to get away from dogs," said the cat. "You should teach me some of yours!" "Well, maybe some day, when I have the time, I may teach you a few of the simpler ones," replied the fox airily.

Then they heard the barking of a pack of dogs in the ^{distance}. The barking grew louder and louder the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches well out of reach of any dog. "This is the trick I told you about, the only one I know," said the cat. "Which one of your hundred tricks are you going to use?"

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs ^{came arrived}. They fell upon the fox and tore her to pieces.

$$4 + 4 + 4 + 4 + 3$$

APPENDIX 9: PHOTOGRAPHS

PHOTOGRAPHS



1. The researcher is explaining the language features of narrative text



2. The students are seriously doing the individual task



3. The student is voluntary himself to write the correct answer of the task



4. The researcher is helping the students in developing the project



5. The students are creating the product



6. The student is writing a narrative text



7. The researcher is monitoring students



8. The students are having discussion with the team in designing the end-product



9. The researcher is guiding the student in doing the task

APPENDIX 10:
THE QUANTITATIVE DATA
ANALYSIS

Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|---------|---------|----|----------------|-----------------|
| Pair 1 | Pretest | 47.9032 | 31 | 7.82881 | 1.40610 |
| | Cycle1 | 57.5806 | 31 | 6.03752 | 1.08437 |
| Pair 2 | Cycle1 | 57.5806 | 31 | 6.03752 | 1.08437 |
| | Cycle2 | 73.8710 | 31 | 8.13528 | 1.46114 |

Paired Samples Correlations

| | | N | Correlation | Sig. |
|--------|------------------|----|-------------|------|
| Pair 1 | Pretest & Cycle1 | 31 | .718 | .000 |
| Pair 2 | Cycle1 & Cycle2 | 31 | .604 | .000 |
| | | | | |

| 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 | -9.67742 | 5.46740 | .98197 | -11.68288 | -7.67196 | -9.855 | 30 | .000 |
| Pair 2 | Cycle1 - Cycle2 | -16.29032 | 6.57872 | 1.18157 | -18.70342 | -13.87723 | -13.787 | 30 | .000 |

APPENDIX 11:
WRITING TEST WORKSHEETS

Student's Worksheet

(Pretest)

Name :

Class :

Student number :

In at least three paragraphs, write down a narrative text.

[illegible]

Student's Worksheet

(Cycle I)

Name :

Class :

Student number :

Write down your favorite fable using your own words.

[illegible]

Student's Worksheet

(Cycle II)

Name :

Class :

Student number :

Write down a short narrative text that you know using your own words.

[illegible]

APPENDIX 12:

PERMIT LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

PPN/PB/03/03/2011
10.04.2011

Nomor : 431c/UN.34.12/DT/IV/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 1 April 2015

Kepada Yth.
Kepala SMP Negeri 11 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 WRITING ABILITIES OF GRADE 8 STUDENTS THROUGH PROJECT BASED LEARNING
AT SMP NEGERI 11 MAGELANG**

Mahasiswa dimaksud adalah :

Nama : APRILIA DEWI
NIM : 11202241001
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April - Juni 2015
Lokasi Penelitian : SMP Negeri 11 Magelang

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

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

En Dekan
Kasubdas Pendidikan FBS.

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



PEMERINTAH KOTA MAGELANG
DINAS PENDIDIKAN
SMP NEGERI 11 MAGELANG
Jalan Tentara Genie Pelajar 20 Telepon (0293) 364440 Magelang



SURAT KETERANGAN

Nomor : 420/129.e /230.SMP.N 11/2015

Yang bertanda tangan di bawah ini Kepala SMP Negeri 11 Magelang menerangkan bahwa :

- Nama : APRILIA DEWI
- NIM : 11202241001
- Jurusan/Program Studi : Pendidikan Bahasa Inggris
- Waktu Pelaksanaan : April – Juni 2015
- Tahun Akademik : 2014/2015
- Fakultas : Bahasa dan Seni
- Universitas : Universitas Negeri Yogyakarta

Nama tersebut di atas benar-benar telah mengadakan penelitian skripsi tahun pelajaran 2014/2015 di SMP Negeri 11 Magelang tentang *"IMPROVING WRITING ABILITIES OF GRADE 8 STUDENTS THROUGH PROJECT BASED LEARNING AT SMP NEGERI 11 MAGELANG"*.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Magelang, 30 Juni 2015
Kepala Sekolah

Retnowati, S.Pd
NIP. 19661117 198803 2 012

