

**IMPROVING STUDENTS' WRITING ABILITY THROUGH THE USE OF  
CUE CARD AT GRADE EIGHT OF SMPN 4 YOGYAKARTA IN THE  
ACADEMIC YEAR OF 2015/2016**

**A Thesis**

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



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**APPROVAL SHEET**

**IMPROVING STUDENTS' WRITING ABILITY THROUGH THE USE OF  
CUE CARD MEDIA AT GRADE EIGHT OF SMPN 4 YOGYAKARTA IN  
THE ACADEMIC YEAR OF 2015/2016**

A Thesis



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## RATIFICATION

### IMPROVING STUDENTS' WRITING ABILITY THROUGH THE USE OF CUE CARD AT GRADE EIGHT OF SMPN 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2015/2016

#### A THESIS


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

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Yogyakarta, 15 Mei 2016

Penulis



Kartika Dewi Purnama

## DEDICATIONS

I lovingly dedicate this thesis to my beloved parents, Drs. Hari Purnomo and Dewi S. Setianingsih S.Pd for the patience, prayers, support, and endless love along my life. I love you.

## MOTTOS

“There is ease after every hardship.”  
(QS. Al-Insyirah: 6)

“So which of the favors from your Lord would you deny?”  
(Ar-Rahman: 13)

“All our dreams can come true if we have the courage to pursue them.”  
(Walt Disney)

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Yogyakarta, May 2016

The writer

Kartika Dewi Purnama

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# **IMPROVING STUDENTS' WRITING ABILITY THROUGH THE USE OF CUE CARD AT GRADE EIGHT OF SMPN 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2015/2016**

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## **Abstract**

The aim of this research is to improve the students' writing ability at grade eight of SMPN 4 Yogyakarta in the academic year of 2015/2016 using cue card media.

This research is categorized into Action Research (AR). The research was conducted in two cycles. Both cycles consisted of three meetings. The subjects of the research were 34 students of VIII-E of SMPN 4 Yogyakarta in the academic year of 2015/2016. The data were qualitative, supported by quantitative data. The qualitative data were obtained through interviews with the students, English teacher, and collaborator, observations on the teaching and learning process of writing, and documentation during the process of research. The qualitative data were in the forms of field notes, interview transcripts, observation checklist, photographs, and videos, while the quantitative data were obtained from tests (pre-test, score of cycle 1, score of cycle 2, and post-test) and questionnaires. This research used five criteria of validity. They are democratic validity, outcome validity, catalytic validity, process validity, and dialogic validity. Furthermore, this research applied two triangulation techniques. They are time triangulation and investigator triangulation. The actions implemented in this research were implementing cue cards, giving explanation about the recount text, implementing some writing activities using cue card, giving explanation about grammar, implementing task-based activities, reminding the students to bring dictionary, giving feedback and rewards on students' work.

The result of the research indicated that the use of cue cards improved two aspects. They are students' motivation and ability in writing. First, the students' motivation in learning writing increased. They seemed more enthusiastic during the teaching and learning process. They also actively participated in the class activities by asking some questions. Second, there was a significant improvement from some aspects of writing such as content, organization, language use, vocabulary, and mechanics. The students' writing score also increased. It can be seen from the comparison between the means of each score from the pre-test to the post-test. Based on the student's writing scores in pre-test and post-test, the gained score for the content is 4, the organization is 5, the vocabulary is 5.5, the language use is 11, and mechanics is 1.5.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Problems**

English is one of compulsory subjects in Indonesian schools. It is important for students to learn English well because they can access information from other countries. By mastering English, they can communicate and exchange views with people in the world. Therefore, Indonesian schools teach English as a second language.

There are four skills in English. They are listening, speaking, reading, and writing. To be competent in English, the students should have a good ability to use those four skills. Then, as productive skills, speaking and writing are important to be able to communicate in English. Both of their forms and process have similarity that the writers and speakers go through to produce language. Yet, writing is more difficult than speaking. Richards and Renandya (2002: 303) state that there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Although it is difficult, the writing skills need to be mastered because for so many years, people use their literacy –that is being able to read and write – as a desirable skill for the whole populations (Harmer, 2004: 3). Now days, literacy is necessary for all people in the world to exchange information.

Indonesian curriculum has stated that English is one of the compulsory subjects that have to be taught in Junior High School and Senior High School. That is

why students should learn writing as one of the important skills. Harmer (2004: 3) states that it is worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge. Writing becomes one of the ways to access students' English ability.

Junior High School students are different from adults or Senior High School students. They need more motivation and guidance from the teachers to write in English. As stated before, writing is difficult for students. It is because writing requires some rules such as how to explore and express the idea, how to manage paragraph become coherent and cohesive paragraph, how to put appropriate punctuation and diction, how to construct and expand the idea. Writing is a combination of process and product (Sokolik cited in Linse, 2005: 98). It means that writing is gathering and expressing the ideas in the written form and it needs a process. In the process of teaching and learning, some students cannot deal with the rules of writing well. That problem has related to the learning process in the class. The learning process determined students' understanding toward the materials. Harmer (2004: 11) explains that many traditional approaches failed to incorporate the kinds of insight into the writing process.

The efforts are needed to help and solve the problems especially in the learning process. Understanding the problems encountered in the field is important, so that in the future, teachers can concern on the effective solution. The process of English teaching and learning should be adapted to the main goals according to the

existing curriculum. One part of the learning process is a media. Media is necessary to support the teaching and learning process and to help teachers deliver the materials. Using media can make a good atmosphere in the class. Moreover, the students can enjoy the teaching and learning process. One of the best media for teaching writing is cue cards.

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

To identify the problems in the field, the researcher conducted interviews, observations, and test. Based on the result of interviews with the teacher and some VIII-E students of SMPN 4 Yogyakarta, observations in teaching and learning process, and the result of pre-test, the students have problems in writing. The problems come from the teaching and learning process.

Teaching and learning process consists of some aspects. They are students, teaching method, class management, learning activity, atmosphere, and media. Based on the interviews, observations and the result of pre-test, the researcher found some facts that will be explained below.

The first problem comes from the students. They are the objects of teaching and learning process. Their abilities, such as mastering grammar and vocabulary, determine the successfulness of learning. Based on the interviews, most of the students thought that writing was very difficult. Then, based on the observations, the students did not focus on the lesson. They also did not fully participate in the class by asking questions. In that time, just a few students understood the teacher's

explanation. Some of them were afraid of making mistakes and did not bring dictionary. It made them often asked the teacher about the meaning of some English words. When the teacher asked them to make a recount text using mind-mapping method, a few students said that they forgot the story. Moreover, based on the result of pre-test, the students had some difficulties related to grammar and vocabulary mastery. Besides, they also had difficulties in bringing out the ideas and translating the sentences. Few of them just copied the book or their friend's work. The teacher said that she was not satisfied enough with the result of students' work.

The second problem comes from teaching method. Based on the observations, the teacher used lecturing method to deliver the materials. Lecturing method is good for some aspects, but if it is too much, the students will feel bored and ignore the explanation. It happened to the students of class VIII E. Besides, in teaching writing, the teacher used mind-map to teach recount text. Unfortunately, this method could not successfully make the students work. Most of the students still did not do the task well.

The third problem comes from class management. It is one of the important aspects in teaching and learning process. If teacher can manage his or her class well, the teaching and learning process will run well. Based on the observations and interviews, the class management should be improved. The teacher, with lecturing method, stood up in front of the class to deliver the materials. It made some students uncontrolled. They made noise in the class when the teacher explained the materials. Sometimes, the teacher warned the students. One of the students said that he liked to

sit in the back row because he could easily chat with his friends. Besides, the researcher found that there were some students using smart phone to play games during the class. Moreover, the students finished the writing tasks individually. Meanwhile, they could do it with their friends to share their knowledge.

The next problem comes from learning activity. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them (Harmer 2004: 31). It means that writing is a process. During the process, it is important for teacher to make students interested. To get the students interested, the teacher should create good learning activities. Based on the observations, the students lacked writing activities. There are some kinds of writing activities. For example, arranging jumbled words and jumbled sentences and brainstorming of idea by writing sentences based on pictures. It is good for students to have various activities to keep them interested in the lesson because if the activity is monotonous, they will get bored and have less motivation. Moreover, the students also got less chance to practice writing in the class. The teacher said that it was because of the limited time. The teacher asked students to make a mind-map of an event or their own experiences. Then, they had to make a short paragraph. Unfortunately, the result of students' work was not satisfied the teacher.

Willingness and motivation from the students are important to create good atmosphere in the class. Based on the observations, there was a gap between teacher and students. Some students did not actively participate in the learning process, for

example by asking questions. They only focused on the final product of writing asked by the teacher. It can be seen from their work of the last assignment. The teacher showed the students' book to the researcher. Most of the students did not finish their work. Moreover, the atmosphere can also come from the condition of the class. When the researcher observed the class, the condition was quite good, but the space of each class was too close. It made the students can hear the noise from the other class.

The learning process will be more interesting if the teachers use media to help them deliver the material. The media can be Power Point slides, cue cards, songs, videos, stories, games, and films. Based on the observations, the researcher saw that the facilities in the class were quite complete. There were LCD, speakers, whiteboards, desks, and the other things that support the learning process but the teacher in that time did not use it. She just used the whiteboard. From the interviews with some students, they said that the teacher seldom gave them games. Meanwhile, students liked games very much.

Based on the problems above, the researcher thought that it was necessary to find the solution of the problems in the teaching and learning process so the writing ability of the students could be improved.

### **C. Limitation of the Problems**

There are many problems in teaching and learning process. It is impossible to deal with all problems that have been mentioned before. Therefore, the researcher limited the problems to be solved. This research focused on how cue card as media

were used in the teaching of writing. Using media to teach writing, the researcher expected the students to be more motivated to write in English. For all the examples of media, the researcher chose cue cards as the best media to teach writing. It is because cue cards consist of pictures that could make the students interested and vocabularies that could lead the students to express their ideas in writing.

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

Based on the background of the problems, identification of the problems, and limitation of the problems, the problems of this study can be formulated as follows: How can cue cards be used to improve the students' writing ability in grade eight of SMPN 4 Yogyakarta at the academic year of 2015/2016?

#### **E. Objectives of the Research**

Based on the formulation of the problem, the objectives of the research was to improve the students' writing ability in grade eight of SMPN 4 Yogyakarta at the academic year of 2015/2016 by using cue cards.

#### **F. Significance of the Research**

This research is expected to give a valuable to the following parties:

1. Practical Significance
  - a. For the students, this research is expected to make them enjoy the learning process of writing. It also gives them motivation and helps them to write well.

- b. For the teachers, this research is expected to help them have an interesting teaching and learning process by using cue cards as media to teach writing to the students.

## 2. Theoretical Significance

The result of this research is expected to be an input of reference for other researchers who want to improve the students' writing ability using cue cards as media. Besides, to other researchers who wish to develop media for the teaching of writing, the result of this research can also be a reference.

## **CHAPTER II LITERATURE REVIEWS**

### **A. Theoretical Review**

This sub-chapter discusses some relevant theories which are related to the study. Those are divided into five parts. They are writing, teaching writing, teaching writing in junior high school, factors influencing writing ability, and cue cards media. The discussion of each part will be presented below.

#### **1. Writing**

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

In learning English, students will deal with four skills. They are listening, speaking, reading, and writing. Those four skills are integrated in teaching English as foreign language. Most of students think that writing is the most difficult skill. Westwood (2008: 56) asserts that written language becomes the most difficult skill because its development involves the effective coordination of many different aspects such as cognitive, linguistic, and psychomotor process.

Writing is a productive skill that means it involves producing language rather than receiving it (Spratt et al., 2005: 26). Speaking is also a productive skill. Yet they are different. Westwood (2008: 56) asserts that speaking and written works are different in some ways. One of them is a written work cannot be understood well by the reader if it does not use appropriate language use and mechanics such as tense, spelling, punctuation, and so on. Langan (2005: 4) also says that speaking does

not always require specific reasons or details. On the other hand, writing, specially the academic one, demands the writer to use appropriate pattern, to write as clear as possible to minimize ambiguity and much more. Specific reasons or details are also needed to support main idea or main sentence. Without giving details, a piece of writing would not suffice to be a piece of good writing.

Schunk (2008: 424) states that writing refers to translating ideas into linguistic symbols in print. He also said that writing has been viewed as a way to improve learning capabilities and academic achievement (Schunk, 2008: 430). For Junior High School students, they need more efforts to produce a good writing product. Writing requires the writer to be able to form letters and words, and join there together to make words, sentences or a series of sentences that link together to communicate that message (Spratt et al., 2005: 26).

In writing process, students can express their feelings. Hyland (2004: 09) states that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other. A person's views maybe different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

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

Some experts identify two skills related to writing. They are micro and macro-skills. Spratt, Pulverness, and Williams (2005: 26) state that writing involves several sub-skills (micro-skills) that include those which are emphasized on the accuracy and

the communication. On the other hand, macro-skills are the most appropriate for mastering responsive and extensive writing.

Brown (2004: 221) also identifies micro and macro-skills. There are six micro-skills and also six macro-skills. They are stated below.

#### Micro-skills

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

#### Macro-skills

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

From the explanation above, it can be concluded that micro-skills are more related to the smaller chunks of language while macro-skills are the larger elements. Those are needed for students to be able to produce a good writing. Knowing the

micro and macro-skills, students are expected to be able to determine what they actually need in writing based on their purposes.

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

During writing, students need time to make and modify their writing product until it is fixed. They need to think the idea, choose the appropriate symbol and punctuation, and arrange the sentences become coherent. Therefore, the process of writing is important. To minimize errors, a teacher should teach students step by step. Thus, students will understand the knowledge and practice to increase their ability and to be creative to develop their message.

Harmer (2004: 4) states that the writing process is the stages a writer goes through in order to produce something in its final written form. He also says that there are four main elements of the writing process. They are planning, drafting, editing (reflecting and revising), and final version.

#### **1) Planning**

When the writers start to write or type, they decide what they are going to say. There are three main issues which are they have to think about. The first, they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. The second is audience. They have to take into account about the audience they are writing for, since this will influence not only the shape of writing but also the choice of language. The last is content structure. That is how best to sequence the facts, ideas, or arguments which they have decided to include.

## 2) Drafting

After the writers find the ideas, they draft their thought. It can be a guideline to write the writing product. A draft can refer to the first version of a piece of writing.

## 3) Editing (reflecting and revising)

After making a draft, the writers read what they have written to see what they have done. They can check whether the order of the information is clear or not. Whether the way something written is ambiguous or confusing.

## 4) Final version

After the writers have edited their draft and revised the parts they consider to change, they produce the final version. The final version can be different from the first draft but the writer is now ready to send or publish the writing product to the audience.

Writing is a long process. The stages above show that writing is not easy for students so they need more efforts in each stage in the process of writing. In addition, Brown (2001: 348) describes that there are three stages of writing process. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways. They are reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions, and free writing. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.

## 2. Teaching Writing

Brown (2007: 8) defines teaching 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. Moreover, he also says that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. In teaching writing especially, the teacher should guide students in order that the students have good skills in writing many kinds of texts that should be taught based on the students' grade.

Writing is not an easy job for the students. Richards and Renandya (2002: 303) say that it is because the skills involved in writing are highly complex. It deals with punctuation, spelling, word choice, and so on. To make students be able in writing, teachers transfer their knowledge by teaching. Harmer (2004: 41) explains that there must be five steps at least in teaching writing. They are demonstrating, motivating and provoking, supporting, responding, and evaluating.

To be competent in teaching writing, teachers should know some principles in teaching writing. Brown (2001: 346-356) states that there are ten basic principles for designing writing techniques. They are stated below.

- 1) Incorporating practices of "good" writer,
- 2) balancing process and product,
- 3) accounting for cultural or literary backgrounds,
- 4) connecting reading and writing,
- 5) providing as much authentic writing as possible,
- 6) framing the techniques in terms of prewriting,
- 7) drafting and revising stages,
- 8) striving to offer techniques that are as interactive as possible,

- 9) applying methods of responding to and correcting the students' writing sensitively, and
- 10) instructing students on the rhetorical, formal conventions of writing.

### **3. Teaching Writing in Junior High School**

#### **a. Aims and Objectives of Teaching English**

The aim to teach English in Junior High School is to make the students able to solve problem of the spoken and written language. Standard of Competency and Basic Competency of Curriculum stated that the capability to communicate is the capability to produce oral and written text in four skills. (School-Based Curriculum, 2006).

According to Depdiknas (2006), there are several purposes of learning English at Junior high school. They are developing the communication competence in the form of oral and written texts to achieve the functional literacy level, having senses about the importance of English to increase the nation competitive ability in the goal society, and developing the students' understanding about the relationship between language are culture.

In addition, English subject is important because it is one of the compulsory subjects that have to be taught for students of Junior High School. English is also one of the subjects that is being examined in the National Examination. That is why, teaching writing as one of English skills is important.

### b. Materials for Teaching Writing in Junior High School

Based on the Standard of Competencies and Basic Competencies of writing skill for Junior High School students, the writing materials for grade eight in semester two are stated in the Table 1 below.

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

|   |  |
|---|--|
| <p><b>Menulis</b></p> <p>Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p> | <p>Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>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 <i>recount</i> dan <i>narrative</i></p> |
|---|--|

### c. Strategies of Teaching Writing in Junior High School

A teacher needs to have some strategies in teaching the students to improve their ability, especially in writing. Harmer (2004: 11) states that there are three strategies teacher need to consider.

#### 1. The way the teacher gets students to plan

Before students produce their writing product, they need to plan what they are going to write. When the students are planning, the teacher can encourages them to

think not just about the content of what they want to say but also about what the purpose of their writing is, and who the audience is they are writing for.

2. The way the teacher encourages students to draft, reflect, and revise

Collaborative writing is one way to encourage students to be able to make a draft, reflection, and revision. When a pair or group of students working together, they can respond to each other's ideas, making suggestions for changes, and contributing to the success of the finished product.

3. The way the teacher respond to the students' writing

The teacher can respond to the students' writing by correcting one by one and give them suggestion. In addition, Harmer (2007: 148) also states that teacher can respond to their students' writing by stating what they like, how they feel about the text and what they think the students might do next time if they are going to write something similar.

**d. Lesson Plan and PPP Method for Teaching Writing**

Before the teachers deliver their materials to the students, they need to make a lesson plan because it gives the lesson a framework. Harmer (2007) states that planning the lesson helps the teachers because it allows them to think about where they are going and gives them time to have ideas for tomorrow's and next week's lessons. Moreover, in the classroom, a plan helps to remind teachers what they intended to do – especially if they get distracted or forget what they had intended.

In making a lesson plan, the teachers choose what method that will be used. Antony in Richard (2001: 19) states that method is an overall plan for orderly

presentation of language material. One of the methods is PPP (Presentation, Practice, Production). In this method, the teacher presents the target language by explaining and demonstrating the materials. Then the students have language practices before doing the production stage.

Willis and Willis (1996, cited in Richards & Rodgers, 2001) state that a lesson plan based on PPP should have three phases. They are presentation, practice, and production. In presentation stage, the teachers explain the aim of the lesson to the students so they know what they are going to learn and why. For a good presentation, the teachers can show the examples of story. In practice stage, the teachers can ask the students to have some writing practices such as doing cloze exercise, arranging jumbled words and sentences, or developing a sentence become a paragraph. In production stage, the teachers can ask the students to produce a text. Therefore, PPP is a good method to use in English teaching especially in writing skill.

In addition, Byrne (1986) noted that the sequence of PPP does not have to be followed rigidly. It depends on the level of the students, their needs and the teaching materials. It is possible to move from production to presentation to practice. In other hand, Harmer (2001) maintains PPP has been recommended to trainee teachers as a useful teaching procedure from the 1960s onwards.

#### **4. Factors Influencing Writing Ability**

##### **a. Teacher**

A teacher has a big role in the teaching and learning process. Harmer (2001) says that there are three roles of teacher. They are as motivator, resource, and feedback provider.

##### **1. Motivator**

Students will achieve their good ability in English if they have such motivation to learn. The teacher encourages the student to write so that they can be more confident. The teacher also can create a good atmosphere in the class so students can enjoy the activity.

##### **2. Resource**

Teachers should have a good knowledge so they can share it to the students. Besides, the teacher should have ability to transfer that knowledge to the students. If the teacher explains the material clearly, so the students will get the point and improve their knowledge.

##### **3. Feedback provider**

Giving feedback is one of the learning processes. It is important to give feedback to the students because they will correct their mistakes. The teacher should provide feedback in order to encourage the students in learning English.

## **b. Student**

### **1. Motivation**

Brown (2001: 72) defines the term motivation as the extent in making choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. It is important to the students to have such motivation in learning English because it is not their native language and it needs more effort to practice. That motivation can come from the outside or inside. Harmer (2001: 51) states that motivation which comes from outside is called extrinsic motivation and from inside is called intrinsic motivation.

Brown (2001: 79-80) states that extrinsic values can be redirected through some ways. They are emphasizing the “big” picture – larger perspectives, allowing sufficient time for learning, cooperative learning activities, group work, content-centered teaching, and rewarding innovation and creativity.

### **2. Confidence**

Oxford dictionary defines the term confidence as the feeling or belief that one can have faith in or rely on someone or something. Brown (2001: 62) also defines it as students’ belief in their ability to accomplish a task. Students will express their idea if they have self-confidence. It is important because it influences their English learning and the final product of their writing. They should believe in their own writing ability. Pinter (2006: 57) states that to improve students’ motivation, the teachers need to take care to maintain and protect their learners’ motivation by offering stimulating activities and self-confidence.

Brown (2001: 62) added that learners' believe that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task. Brown (2001: 62) also said there are several ways for teacher to build up students' confident. They are showing a supportive attitude to the students, choosing the techniques which cognitively challenging but not over-whelming at an affective level, considering learners' language ego, and helping the students to understand the confusion of culture.

### **c. Media**

Media is one of the important parts of the language teaching and learning process because it can improve students' understanding toward the material. Arsyad (2002) states that media is human or equipment that can give knowledge to the students. In choosing media, it is important for the teacher to consider some factors. Morgan and Bewen (1982: 3) say that before deciding aids or media in the lesson plan, the teacher must consider some points. They are the purposes and the objectives of the lesson, the characteristics of the students, the communication problems which may affect the lesson, and available resources.

Using media in teaching and learning process will give some advantages for both teacher and students. Brinton (2001) states that media helps the teachers to motivate students. It also provides information as an input that can be understood by the students. Moreover, Sujana and Rivai (1992) state that there are two advantages of using media. They are improving students' motivation because teaching learning process is more interesting and improving students' understanding about the

materials. In addition, Brown, Lewis, and Halclerod (1983) state that the functions of media are: (1) to save time; (2) to stimulate interest; (3) to encourage students' participation; (4) to provide a review; (5) to help students to learn communicate ideas visually; (6) to provide a medium for individual or group reports; and (7) to make a classroom dynamic, relevant, and attractive.

## **5. Cue Card Media**

### **a. Definition of Cue Card**

Now days, there are many kinds of media used by the teachers in the teaching and learning process. One of them is cue cards. TKT (Teaching Knowledge Test) glossary of ELT (2011) defines cue card as words or pictures that are used to prompt or encourage learners to produce particular language during controlled practice activity or drill. Moreover, Bazo (2007) states that cue cards are small photos or pictures that are stacked onto the cards. It is a kind of flashcard with images. Both teachers and students can make cards by themselves or modify the cards by adding some pictures, photos, or even words.

### **b. The Reasons of Implementing Cue Card for Teaching Writing**

Harmer (2004: 87) states that even the most fluent writers in their own language need time to generate ideas and to plan what they are going to write. It is the same with most of students in Junior High School. They are difficult in generating their idea to write. That is why they need help to bring out their idea. Implementing the media in learning process is necessary because the purpose is to motivate student

during the learning process (Azhar, 2009). In choosing the best media, teachers have to know the students' need based on the students' characteristics.

Gerlach and Ely (1980) classify six categories of media in teaching. They are picture which can be in the form of large or small photographs or any object or events, audio recording, motion picture, TV, and real things, simulation and model. Based on the six categories, picture is one of the media in teaching. Harmer (2001: 134) says that pictures can be in the form of cue cards. It means small cards which students use in pair or group work.

### **c. Advantages of Using Cue Card Media**

Cue cards can be in the form of pictures. Pictures make it easier for people to catch ideas or information conveyed in them clearly, more than if merely expressed verbally (Munadi, 2008). When the students observe pictures, they are able to write more, bring out the idea, and build creativity. As instructional media, pictures have some advantages. According to Latuheru (1988), the advantages are: (1) attracting and increasing students' attention; (2) helping to cope with the differences of the students' experiences due to differences in their social and economic backgrounds; (3) providing a learning experience that may be difficult to get in any other way; (4) helping arrange the experience the students acquire systematically to promote their cognitive development; (5) developing students' ability to do self-learning based on their experiences and facts they learn; (6) decreasing verbalism (using verbal language whether oral or written) in the learning process.

In addition, Ansley (2007), said that instructional media help add elements of reality, for instance, including pictures. She also states that media can be used to support one or more of the following instructional activities. First is to gain attention. Second is to recall prerequisites. Third is to present objectives to the learners. Fourth is to present the content. Fifth is to support learning through examples and visual elaboration. Sixth is to elicit student response. Seventh is to enhance retention and transfer. Eighth is to assess performance.

#### **d. The Implementation of Cue Card in the Teaching and Learning Process**

There are many kinds of cue card. It can be in the form of picture, photograph, picture series, or vocabulary card (the examples are provided in the Appendix G). In implementing picture as media, the teacher should take into account the criteria of using pictures. The criteria are pictures should be easy to prepare and recognize in the classroom, they should be interesting, they should give rise to a sufficient amount of language, and the activities have to be meaningful and authentic (Wright, 1992:3). Moreover, Harmer (2007: 136) explains that the teacher should bear in mind the three qualities to engage the students and be linguistically useful. First, the pictures should be appropriate not only for the purpose in hand but also for the classes they are being used for. Second, the pictures should be visible. They have to be big enough so that the students can see them clearly. Third, the pictures should be good to make them durable. Teacher can stuck them to cards and protect them with transparent coverings.

There are several writing activities proposed by Harmer (2007: 134-156) using pictures in the classroom. The ways are presented as follows:

### 1) Drills

The teacher can ask students to work in pairs or groups and give them some cue cards. When a student picks up the top cue card in a pile he or she has to say a sentence that the card suggests.

### 2) (Communication) games

This activity can be creative writing. Teacher might tell students to invent a story using at least three of the images in front of them.

### 3) Understanding

The teacher can use pictures for checking students' understanding, especially in the meaning of words. She or he can check students' understanding of a piece of writing by asking them to select the picture which best corresponds to the reading text.

### 4) Ornamentation

Pictures of various kinds are often used to make work more appealing. Pictures enhance the text and also give the students a view of the outside world.

### 5) Prediction

Pictures make the students feel interested. It is very useful for getting students to predict what is coming next in a lesson. Therefore, students might look at a picture and try to guess what it shows.

### 6) Discussion

Pictures can stimulate questions. It can also be used for creative language use. The teacher might ask students to write a description of a picture.

Harmer (2007: 136) suggests that the teacher can make cue cards in various ways. She or he can take pictures from magazines and stick them on card. She or he also can draw the pictures, buy reproductions, photographs, and posters from shops, or photocopy them from a variety of sources.

### **B. Relevant Research Studies**

There are some previous research studies about cue cards. A study done by Nasikhatun Listya Atika Farah (2013) which investigated the use of cue card found that the use of this media in combination with other accompanying actions i.e. use of classroom English, listening activity and games improved students' speaking skills.

A research written by Gallis Nawang Ginusti (2014) entitled "*Improving the Speaking Skills of Grade VIII Students of SMP Negeri 2 Godean through Pictures*" proved that the use of picture improved the students' skills in producing the language, especially in speaking ability. The actions made significant improvements of the students' speaking skills.

Another research study conducted by Halimatus Sa'diyah (2011) entitled "*Improving Students' Ability in Writing Descriptive Texts Through a Picture Series-Aided Learning Strategy*". This study proved that the students had a positive attitude toward the use of the picture-series to learn descriptive text writing. Moreover, it was found from the observation data that the students participated actively in the learning process.

In reference to the previous studies, cue card which also can be the form of picture is regarded as the effective media to improve students' writing ability. Many studies give positive result of the cue card. All the same, the students give big support for the application of cue card. That is why, the following research may make a reference of those studies.

This research aimed to improve students' writing skill using cue card media. The researcher not only used pictures but also clues to stimulate and motivate students in writing. This research found that, there was an improvement in students' attitude towards writing and their writing score after the researcher implemented cue card as media in teaching and learning process.

To sum up, the use of cue cards can improve the students score, motivation, willingness, and creativity. It is also can help the teacher to deliver the material and make the learning process become interesting. Therefore, cue card media is one of the best media to teach writing to the students.

### **C. Conceptual Framework**

English is a second language for Indonesian student which is considered as one of the important subjects. For junior high school students, English seems to be a difficult subject, especially the writing skill. The students find some difficulties such as bringing out the ideas, coherent and cohesive, and grammar. The fact is the problems come from the learning process including the students themselves, teaching

method, class management, learning activity, atmosphere, and media. Those can affect students' ability in writing.

This research concerned more about how to solve one aspect of problems in the learning process. It is about media. The researcher believed that cue card is one of the effective media that can support the learning process. It can be given to the students to improve their writing ability because there are many advantages of using cue card. Picture, as one form of cue card can contribute to students' interest and motivation. Besides, it can increase a sense of the context of the language and a specific reference point or stimulus.

This research is aimed at improving students' writing ability by using cue card. The researcher introduced the cue cards to the students. Then, she gave them clear explanation and some writing tasks using cue cards. During the process, the researcher monitored the students' work and helped them when they find difficulties. After that, the researcher collected their scores. By following those steps, the researcher expected to conduct this research in appropriate ways. The researcher believes that cue card can be a solution to overcome the students' problems of writing. The students were expected to have more motivation and willingness in writing. Besides, they can bring out the idea easily and enjoy the learning process. By using cue card, the students' skills of writing can be improved.

In this research, the researcher conducted some steps. For reconnaissance step, firstly, she interviewed the English teacher and some students. Then, she observed the teaching and learning process in the class to find and identify the problems. After

that, she conducted a pre-test to measure the students' writing ability. The next step is planning the actions. After the data was collected, the researcher and the English teacher discussed about the solution of the problems and decided to use cue card as media. The researcher made the course grids and lesson plans. Then, she implemented the actions by using cue cards and observed the actions. In the last step, the researcher and the collaborators made reflections. Finally, by using cue card in the teaching writing, the problem of writing among grade VIII-E students of SMP Negeri 4 Yogyakarta could be solved and their writing ability could be well improved.

## **CHAPTER III RESEARCH METHOD**

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

The goal of this research was to improve the students' writing ability using cue card. This research was an action research study. Firstly, the researcher tried to find and identify the problems during the English teaching and learning process. Then, she found problems of writing. She discussed with the English teacher as her collaborator to find the solution of the problems. As Stephen Kemmis and Robbin McTaggart (1988) in Burns (2010: 7-8), the research design used in this research was the spiral of cycles of planning, action, observation, and reflection.

### **B. Settings of the Research**

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

The research was conducted in SMPN 4 Yogyakarta. It is located in Hayam Wuruk St. No. 18 Lempuyangan, Yogyakarta. It is near Lempuyangan railway station. The school is located in the centre of the city, so the access is quite easy. The school is quite small. It has 18 classes from grade seven until nine. There are six classes for each grade. SMPN 4 Yogyakarta has enough facility to support the teaching and learning process. Each class has LCD projector and speaker. The other facilities are library and language laboratory. Total student in SMPN 4 Yogyakarta is more than five hundred.

The reason why the researcher conducted the research in that school is because, most of students has problem in English especially writing. When the researcher interviewed the students for the first time, most of them said that they were not really like English. They thought that English is difficult and boring. Their motivation to visit the library to read English book was also low. Moreover, they said that they often felt sleepy in the class especially in learning writing. It was proved when the researcher held a class observation. The students' motivation in learning writing was low. They were not actively participated in the learning process. The result of pre-test was also not satisfied. Based on the interviews, observations and pre-test, the researcher and the English teacher decided to conduct research in that school in order to improve the students' writing ability by using cue card.

## 2. Time of the Research

The research was conducted in the second semester in the academic year of 2015/2016. It was from January to March 2016. In conducting the actions, the researcher followed the English schedule of class VIII-E of SMP Negeri 4 Yogyakarta.

### **C. Participants of the Research**

The participants of the research were the students of grade eight in SMP Negeri 4 Yogyakarta in academic year 2015/2016. The researcher discussed with the English teacher to decide which class the research took place. It was in VIII-E class which is has 34 students. The students learn English as foreign language. Most of

them were native of Javanese and Indonesia. They had less ability in English especially writing because they only got and practiced English in the school. They rarely use English in their daily conversation.

#### **D. Types of the Data**

The data were qualitative data and supported by quantitative data. The qualitative data were in the form of the descriptions of the process during the actions written in field notes, observation checklists, and interview transcripts. While quantitative data were from the questionnaires and students' score before, during, and after the action.

#### **E. Techniques of Data Collection**

This research used both qualitative and quantitative data collection technique. The qualitative data were collected before, during, and after the action. The researcher dug the information by interviewing the English teacher and some students, observing the teaching and learning process and conducting tests. Moreover, the quantitative data were collected from the questionnaires and scores of the students' writing tests.

Firstly, the researcher conducted the interviews to the English teacher and some students. Then, she observed the teaching and learning process in the class. After that, the researcher conducted a pre-test to know the writing ability of the

students. After the data was collected, the researcher and the English teacher designed the course grid and lesson plan using cue card as media to teach writing.

### 1. Interviews

The interview is aimed to get the data related to the teacher's and students' behavior and their perspectives in writing before, during, and after the action. In the reconnaissance step, the researcher interviewed the English teacher related to the teaching and learning process and the problems faced. Then, she interviewed the students to know about their opinions and their difficulties during the teaching and learning process of writing.

During the actions, the interviews were conducted in every meeting of each cycle of the research. The interviews were needed to get the feedback from the English teacher, the students, and the collaborator. After conducting the actions, the researcher also interviewed the students to know improvement of writing's behavior.

### 2. Observations

To get the information needed, the researcher observed the teaching and learning process in class VIII-E. It related to students' behavior in writing, the teacher's action in the class, and problems related to the teaching and learning process. These observations were conducted before, during, and after the actions of the research. Those things were noted.

### 3. Tests

Pre-test and post-test were conducted to measure the students' writing score before and after the actions. Moreover, it aimed to obtain the information of students'

improvement in learning process after using cue card as the media. The researcher used writing rubrics from Jacobs (1981) to make the scores of the students' writing tests.

#### 4. Questionnaires

The questionnaires were distributed in the reflection step of each cycle. The researcher distributed questionnaires to the students to gain the data about their opinions toward their interests, feelings, responses about the teaching and learning process and the implementation of the cue card, and their abilities in writing English as well.

#### 5. Documentation

The photographs and videos were used to support the data. Those can show the situation during the research. When the researcher observed the writing teaching and learning process, her collaborator, Amaliya, tapped the video and took some photographs. Moreover, she also recorded the interviews in her mobile phone.

### **F. Instruments of Data Collection**

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

#### 1. Interview Guidelines

The interviews were conducted before, during, and after the actions to dig the information from the teacher and students. The purpose of interview guidelines was

to guide the researcher when conducted interviews before, during, and after the learning process using cue card media. Interview guidelines contained some issues such as the questions around teaching writing before action, the implementation of cue card, the problems found during the implementation, and the students' perspective towards cue card. The data was in the forms of interview transcripts.

## 2. Observation Checklist

To find more data of the students' problems, the researcher conducted the observations. In conducting the observations, the researcher used observation checklist as a guidance to observe the teaching and learning process. The observations checklist also used to observe the researcher during the actions. The observers were English teacher and Amaliya as the collaborators.

## 3. Students' Worksheets

This instrument was used during tests to measure students' writing ability. The pre-test was conducted before the researcher did the actions to measure the students' writing ability. During the actions, the researcher had students to have writing practices using cue cards. The researcher recorded the scores of writing practices to be the data. After that, the researcher conducted a post-test to measure the improvement.

## 4. Questionnaire Sheets

The researcher made questionnaire sheets and distributed it to the students. They had to fulfill the form honestly. After they completed the form, it became the supportive data.

## 5. Scoring Rubric of Writing

In scoring the students' work, the researcher used scoring rubric of writing from Jacobs (1981). It focused on five aspects of writing. They are content, organization, vocabulary, language use, and mechanics. Each aspect has its own criteria of score.

## 6. Camera

This instrument was used by the researcher to gather more complete data. The researcher used a camera to take some photographs and record videos in all steps of the research. The data was in the forms of photographs and videos.

## **G. Techniques of Data Analysis**

As the researcher has stated before, this research had both qualitative and quantitative data. To analyze the data, the researcher used qualitative data analysis and quantitative data analysis.

Burn (1999) suggested several steps in analyzing the qualitative data. They are stated below.

### 1. Assembling the data

In this step, the researcher collected the data from field notes, interview transcripts, and observation checklists. The researcher looked for what really occurred during the research.

### 2. Coding the data

After assembling the data was done, the next step was coding the data. The researcher identified the data by reducing large amount of data into more specific categories and patterns.

### 3. Comparing the data

In this step, the researcher compared the different sets of data to see whether the answer from the respondent was contradicted or not.

### 4. Building meanings and interpretations

The researcher interpreted the data based on the previous steps to make some sense of the meaning of the data. She reflected the data with creative thinking about what the data were saying.

### 5. Reporting the outcomes

In this process, the researcher reported and presented the data. She considered some aspects in reporting the result. First, she discussed the issues or problems that prompted the research. Next, she described the context of the research. Then, she analyzed the findings by providing the samples of the data and interpreted how the actions could solve the problems.

Meanwhile, the quantitative data was used to support the qualitative data. The data was gained from the questionnaires and the students' writing score in pre-test until post-test. The researcher used descriptive analysis in the form of mean to analyze the data. Then, to see the improvements of the students' writing skills, the researcher compared the students' scores in pre-test, cycle 1, cycle 2, and post-test.

## **H. Validity and Reliability**

Based on Anderson *et al.* (1994) in Burns (1999: 161-162), there are five types of validity that should be fulfilled in doing an Action Research study. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The description is presented as follows.

### **1. Democratic Validity**

This validity allowed the inclusion of multiple voices from the participants of the research. The voices were including feelings, opinions, thoughts, expectations, comments, and suggestions about the implementation of the actions during the research. In the process, the researcher discussed with the English teacher and her friend, Amaliya as collaborator. Besides, she also involved the students by having some interviews and fulfilling questionnaires in order to give their personal views related to the implementation of the actions and their expectations and suggestions for the next actions.

### **2. Outcome Validity**

This validity is related to the results of the successful actions within the research context. The outcome validity could be seen from the improvement of the students' writing ability. Therefore, the outcome of this research was the improvement of the students' writing ability in grade eight of SMP Negeri 4 Yogyakarta.

### 3. Catalytic Validity

This validity related to the influence of the research towards the researcher's understanding. The researcher reflected the process and thought about the experiences and advantages when collaborating with the collaborators.

### 4. Process Validity

This validity is related to the research process. The researcher followed the rules based on action research process. Firstly, the researcher did the reconnaissance. Then, she planned the actions, implemented the actions, observed the actions, and made reflection of the actions. Moreover, the researcher involved other person to give their perspectives of the process.

### 5. Dialogic Validity

This validity is the process of peer review. The researcher conducted some discussions with the teacher and some students. Then, she wrote the data. After that, she shared the result of the research with other people by writing the report.

Furthermore, to obtain the trustworthiness, the researcher decided to implement triangulations. There are four forms of triangulations which is could be valuable in collaborative action research based on Denzin (1978) in Burns (1999:164). They are time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. In this research, the researcher employed two of four kinds of triangulations. They are time triangulation and investigator triangulation. The criteria of those triangulations are:

### 1. Time triangulation

In this research, the data were collected at one point in time or over periods of time to get a sense of what factors are involved in change processes.

### 2. Investigator triangulation

This triangulation was involved in this research to avoid subjectivity by employing some investigators to collect the data. It helps avoid observer bias and provides checks on the reliability of the observation. Furthermore, more than one observer was used in the same research setting.

In addition, inter-rater reliability was employed in this research. To access the reliability of the data, the researcher involved the students of grade VIII-E in SMP Negeri 4 Yogyakarta. The researcher involved more than one rater or scorer in assessing the students' work. They were the researcher herself, the English teacher, Amaliya as collaborator, and some English Education students.

## **I. Procedures of the Research**

### 1. Doing reconnaissance

The researcher conducted the reconnaissance step to find out information related to teaching and learning process of writing. She gained the data by interviewing the English teacher and some students, observing class activity, and conducting the pre-test to measure the students' writing ability. The result was the students had problems about learning process of writing related to the students themselves, teaching method, class management, learning activity, atmosphere, and media.

The researcher discussed with the English teacher to make plan to solve the problems. Because the time is limited, the researcher and the English teacher decided to solve the problem by using an interesting media. The researcher thought that cue cards could help the students to improve their writing ability.

## 2. Planning the actions

In this step, the researcher and the English teacher developed a plan of actions to solve the problems. In planning the actions, the researcher discussed and worked together with the English teacher and her friend, Amaliya as collaborator. The researcher also prepared the course grid, lesson plans, and cue card media that would be implemented in the teaching and learning process of writing.

## 3. Implementing the actions

After deciding the solution and designing the action plans, the researcher implemented the actions. In implementing the action, the researcher used cue cards as media to teach writing. It was in the form of picture cards, picture series cards, and clues cards. The researcher expected that the students would be more motivated and enjoy in learning writing. She also hoped that if the students were motivated, their writing ability would also improved.

## 4. Observing the actions

In this step, the researcher observed the effect of the actions. The researcher conducted direct observations in the classroom to check the improvement of students' attitude in writing. Field note was used to note down the activity in the classroom. The role of the English teacher was as an observer when the researcher doing the

actions. The activities were documented by Amaliya, by taking photograph and taping the video. Moreover, the researcher also interviewed some students to gain their opinion towards the actions.

#### 5. Making reflection

After the researcher conducted the actions, she did reflections. The researcher discussed with the English teacher and Amaliya as collaborator about the result of the actions. The researcher analyzed the result of interviews, observations, and tests. Its purpose was to find out whether the actions were successful or not. She also reflected the obstacles and reported whether the research had positive or negative effect to the students.

## CHAPTER IV RESEARCH FINDINGS

### A. Reconnaissance

Before the actions were conducted, the reconnaissance was done to identify the problems of writing in the class and to gather the information of the writing teaching and learning process of grade eight of SMP Negeri 4 Yogyakarta. Firstly, the interviews were conducted to gain the data from the teacher and students. It was held on January, 18<sup>th</sup> 2016. The teacher explained about the condition of the class, the characteristics of grade eight's students, the materials, and the learning method. The part of interview transcript is presented below.

- |    |   |
|----|---|
| R  | : Apakah permasalahan yang sering ibu hadapi dikelas terkalit dengan pengajaran writing? ( <i>what are the problems that you faced in teaching and learning writing?</i> )  |
| ET | : Tiap tahun permasalahannya anak-anak itu <b>sulit untuk mengungkapkan ide ceritanya secara tertulis</b> , mereka masih terpola bahasa indonesia yaitu <b>pengartikan kata-perkata</b> . Sehingga <i>meaningless</i> . Ada juga <b>masalah pemilihan kata dan grammar</b> . Jujur saya prihatin tiap tahun kok makin menurun ya menulisnya. Ada kecenderungan mereka cuma copy paste dari internet. ( <i>The problems are different every year. <b>The students have difficulty in expressing the idea in written form.</b> They are still being influenced with their first language which is <b>translating word by word.</b> It makes the sentence become meaningless. <b>There are also problems in choosing diction and grammar.</b> Honestly, I feel sad because the ability of writing is decreased by years. Many of them just copied and pasted the work from the internet.</i> ) |

Based on the result of interview, the problems in writing were about how to bring out the idea, grammar, translating sentences, limited time, and media. Besides, some students were interviewed to support the data. They said that they had less of

motivation to write in English because some factors such as motivation, media and learning activity. The interview transcript is presented below.

|    |   |
|----|---|
| R  | : Halo, namanya siapa? ( <i>Hi, what is your name?</i> )  |
| S1 | : Aristyani.  |
| R  | : Kalau kamu siapa? ( <i>And you?</i> )   |
| S2 | : Fitri.  |
| R  | : Mbak mau tanya-tanya nih. Kalian suka pelajaran bahasa Inggris nggak? Kenapa? ( <i>I want to ask you some questions. Do you like English subject? Why?</i> )                  |
| S1 | : Suka mbak, kan bahasa Internasional. ( <i>Yes, because it is an international language.</i> )   |
| S2 | : Nggak suka. Lha susah neranslate nya mbak. ( <i>I don't like it because it is difficult to translate from Bahasa to English.</i> )  |
| R  | : Emang gimana belajarnya dikelas? ( <i>How about the teaching and learning process in the class?</i> )   |
| S1 | : Kadang kurang jelas mbak. ( <i>Sometimes I did not understand.</i> )  |
| S2 | : <b>Kurang menarik juga.</b> ( <i>It was not really interesting.</i> )   |
| R  | : Pernah nggak gurunya mengajar pakai media? ( <i>Has the teacher used media to teach you?</i> )  |
| S1 | : <b>Paling pakai LCD mbak.</b> ( <i>She used LCD sometimes.</i> )  |
| R  | : Menurut kamu, belajar bahasa inggris yang menyenangkan tu gimana? ( <i>Give me your opinion about what is an interesting English teaching and learning process be like.</i> ) |
| S2 | : <b>Pakai game mbak, pakai gambar juga</b> ( <i>Using games and picture.</i> )   |

Then, the observations were conducted to support the data. The observations were conducted inside and outside the class. The class observation was conducted during the teaching and learning process, while the other observations were outside the class, including teacher and students' behavior. The classroom observation was done on January, 26<sup>th</sup> 2016 in VIII E.

The vignette of the teaching and learning process in class VIII-E is presented as follows.

Day/date : Tuesday, January 26<sup>th</sup>, 2016  
 Time : 10.30 – 11.35 WIB  
 Place : Classroom of VIII-E  
 Activity : Observation

The researcher and the English teacher entered the class at 10.30. Then, the researcher sat in the corner of the class and the English teacher started to open the class by greeting the students. The English teacher discussed about the last meeting. It was about writing diary using mind-mapping method.

The English teacher explained about how to write a diary using mind-mapping. She explained the material using white board media. **Some students did not give their attention toward the teacher's explanation.** They were talking each other.

The English teacher explained about generic structure and grammar of recount text. When the students were allowed to ask something, they just kept silent and did not give any question.

Then, the English teacher asked the students to **do the task individually**. The class condition was noisy. Some students moved from their desk to the other desk to **ask their friends about the meaning of words**. It was because **just a few students brought dictionary**. There were some students who looked tired.

After that, the English teacher gave a homework to the students. They were asked to write their own experience. Some of the students looked not interesting with that. The bell finally rang. The leader of the class lead a prayer and all the students left the class.

However, the researcher wanted to dig more about the writing ability of the students. Therefore, a pre-test was conducted on February, 10<sup>th</sup> 2016 to measure the students' writing ability in writing a recount text.

The purpose of pre-test is to measure the students' writing ability. Besides, it aimed to guide the researcher to find the solutions of the problems and to plan the actions to be implemented in the class. In doing the pre-test, the students got a topic about their unforgettable experience. They had to write a recount text on a piece of paper in about sixty minutes.

Based on the result of pre-test, most of the students had difficulties in writing a recount text. They did not focus and often made noises with their friends. Some of them said that they forgot the story and could not bring the ideas out of their mind. Grammar also became the big problem since the students still could not construct the sentence appropriately. The result of pre-test becomes the first authentic data from the students to see their writing ability. The examples of students' work are presented below.

Where did you go last holiday? Do you have an unforgettable experience during your holiday? Write a story about your holiday in the box below.

went My Holiday. went

In this holiday, i and my family go on vacation to the beach. We go to the beach at 8 o'clock. We reached the beach at 06.30 A.M. We went to the beach by car. The location of the beach is Gunung Kidul.

On the beach we many do somethings. There, we spent time playing water. After we felt the cold, we then purge self. finally we go to home. went

NAME : Muhammad Dava Akbar Goran.  
 NUMBER : 20  
 CLASS : 8E

**Figure 1: The example of students' work in the pre-test**

Where did you go last holiday? Do you have an unforgettable experience during your holiday? Write a story about your holiday in the box below.

### Holiday

Last holiday I ~~was~~ and my family <sup>were</sup> going to Malang. In Malang, we visited many vacation places, one of them is Jatim Park 2. Exactly I ~~am~~ <sup>was</sup> really excited. We slept over in Songgoriti at Batu.

In Jatim Park 2 I saw many things. I saw animals, plants, the framework of dinosaurs. The Jatim park is very wide, there I ~~am~~ spent my time by looking for special something ~~and in~~. Jatim park has many special thing and I never saw it before I going here.

At night I ~~am~~ <sup>went</sup> going to BNS. In BNS, so many games are available. There I ~~am~~ just played two games because it <sup>was</sup> so cold I ~~am~~ sat beside my mother while my father and brother <sup>were</sup> played. After it we home. <sup>went</sup>

After visited Suramadu bridge, and <sup>bought</sup> buy apple we <sup>went</sup> going to home in jogja.

NAME : Nabila Hendra

NUMBER : 24

CLASS : VIII E

Figure 2: The example of students' work in the pre-test

From the examples above, it can be concluded that the students had difficulties in some aspects. First, the students did not really know the generic structure and language features of recount text. Second, there were some grammatical errors. For example, they still used simple present tense, whereas they should use simple past tense. Third, they had difficulties in bringing out their idea. Thus, their work is just some sentences.

Furthermore, a student was interviewed to support the result of pre-test. The interview showed the student's feeling about writing a recount text.

|   |  |
|---|--|
| R | : Gimana menurutmu tes nya tadi? ( <i>What is your opinion about the test?</i> )   |
| S | : Susah mbak. ( <i>It was difficult.</i> )   |
| R | : Susah kenapa dek? ( <i>Why?</i> )  |
| S | : Aku tu bingung gimana nulisnya mbak. Itu lho aku sering blank gak ada ide. ( <i>I was confused. I had no idea.</i> )   |
| R | : Tapi suka nulis kan? ( <i>Do you like to write?</i> )  |
| S | : Nggak mbak. Pusing aku kalo suruh nulis. Banyak aturannya. Itu lho mbak grammarnya aku bingung. Yaudah sebisaku aja. ( <i>No, I feel confused when I have to write a text because there are many rules including grammar. I've done my best.</i> ) |

Based on the interview transcripts, the vignette of observation, and the result of pre-test, some problems can be identified as follows.

### **1. The Occurring Problems in the Teaching and Learning Process**

Some problems of writing teaching and learning process were found after the interviews, the observations, and pre-test were conducted. They are presented in Table 2.

**Table 2: The Field Problems in the English Teaching and Learning Process of Grade VIII E of SMP Negeri 4 Yogyakarta**

| No | Problems  | Codes |
|----|---|-------|
| 1  | Most of the students thought that writing was very difficult.                   | S     |
| 2  | Few students did not focus on the lesson.                                       | S     |
| 3  | The students had difficulties in bringing out the ideas.                        | S     |
| 4  | The students had difficulties in translating the sentences.                     | S     |
| 5  | Few students forgot the story when they had to tell their experiences.          | S     |
| 6  | Few students understood the teacher's explanation.                              | S     |
| 7  | The students had difficulties with grammar.                                     | S     |
| 8  | The students lacked vocabulary mastery.   | S     |
| 9  | Few students brought dictionary.  | S     |
| 10 | The teaching and learning process lacked the use of media.                      | M     |
| 11 | The students were bored and less motivated during the class.                    | A     |
| 12 | The students lacked writing activities.   | LA    |
| 13 | Most of the students asked the teacher about the meaning of some English words. | S     |
| 14 | Few students just copied the book or their friend's works.                      | S     |
| 15 | The students did not fully participate in the class.                            | S     |
| 16 | The teaching and learning process were monotonous and lacked fun activities.    | TM    |
| 17 | The result of students' works was not satisfied enough.                         | S     |
| 18 | The students got less chance to practice writing in the class.                  | LA    |
| 19 | Most students were afraid of making mistakes to write English.                  | S     |
| 20 | The students were less encouraged to work in groups.                            | CM    |
| 21 | The space of each class was too close.  | A     |

## 2. The Selected Problems to Solve

Based on the problems above, the researcher and the English teacher decided to select field problems based on the urgency level. The list of the selected problems is presented in Table 3.

**Table 3: The Selected Problems**

| No | Problems   | Codes |
|----|--|-------|
| 1  | The students had difficulties in bringing out the ideas.                     | S     |
| 2  | The students had difficulties in translating the sentences.                  | S     |
| 3  | The students had difficulties with grammar.                                  | S     |
| 4  | The students lacked vocabulary mastery.                                      | S     |
| 5  | Few students brought dictionary.   | S     |
| 6  | The students were bored and less motivated during the class.                 | A     |
| 7  | The teaching and learning process lacked the use of media.                   | M     |
| 8  | The students lacked writing activities.                                      | LA    |
| 9  | The students got less chance to practice writing in the class.               | LA    |
| 10 | The teaching and learning process were monotonous and lacked fun activities. | TM    |
| 11 | The students were less encouraged to work in groups.                         | CM    |

S: students      A: atmosphere      M: media      LA: learning activity

TM: teaching method      CM: class management

Based on the selected problems above, some factors involved in the teaching and learning process were found. They were the students, atmosphere, media, learning activity, teaching method, and class management.

The first factor came from the students. They thought that writing in English was very difficult. They were afraid of making mistakes and not confident with their grammar. Sometimes, they did not focus on the lesson. They were bored and less motivated during the class. It made them misunderstand with the teacher's explanation. Besides, they also had problems in getting the idea. When they were writing, they took long time to think about the ideas because they lacked of imagination. Moreover, they lacked of vocabulary mastery. Vocabulary is one of the important aspects of writing, but just a few students who brought dictionaries.

The second factor was from the atmosphere of the class. The students were bored and less motivated during the class. It made them passive to ask any questions. Few students made noises in the class by talking each other.

The third factor was media. There was no interesting media used by the teacher during the lesson. Thus, students got bored easily. The media used by the teacher was only white board.

The fourth factor came from learning activities. The students lacked of writing activities such as tasks which support the writing ability. The students also got less chance to practice writing in the class because of the limited time.

The fifth factor was teaching method. The teaching and learning process were monotonous and lacked of fun activities. There were no games or fun activities during the lesson. Like in traditional methods, the classroom activity was focused on lecturing method.

The last factor was class management. The students preferred to make noise with the others. It was because they did not get something to do except listening to the teacher's explanation. When they were asked to write a story, they had to do it individually. It made them less of discussion.

### 3. The Actions to Solve Selected Problems

Based on the discussion above, some actions were formulated by the researcher, the English teacher, and the collaborator to solve the problems. The result are some action plans which are presented in Table 4.

**Table 4: The Lists of Action Plans**

| No. | The Field Problems   | Actions   |
|-----|--|---|
| 1   | The students had difficulties in bringing out the ideas.     | Implementing cue cards as media to help the students bring out the ideas  |
| 2   | The students had difficulties in translating the sentences.  | <ul style="list-style-type: none"> <li>• Giving feedback on students' works</li> <li>• Implementing picture-based activity</li> <li>• Giving explanation about grammar</li> </ul> |
| 3   | The students had difficulties with grammar.                  |   |
| 4   | The students lacked vocabulary mastery.                      | <ul style="list-style-type: none"> <li>• Using pictures and vocabulary lists</li> <li>• Asking the students to bring and consult dictionary</li> </ul>                            |
| 5   | Few students brought dictionary.                             | Reminding the students to bring the dictionary and allowing them to use online dictionary   |
| 6   | The students were bored and less motivated during the class. | <ul style="list-style-type: none"> <li>• Using cue cards as interesting media</li> </ul>  |

|    |  |  |
|----|--|--|
|    |  | <ul style="list-style-type: none"> <li>• Having some jokes with the students and sharing about experiences.</li> </ul>             |
| 7  | The teaching and learning process lacked the use of media.                   | Using cue cards (pictures and clues) to make the students interested   |
| 8  | The students lacked of writing activities.                                   | Giving some writing activities which are useful for the students to be able to write   |
| 9  | The students got less chance to practice writing in the class.               | Implementing some writing activities using cue cards   |
| 10 | The teaching and learning process were monotonous and lacked fun activities. | <ul style="list-style-type: none"> <li>• Implementing some writing activities using cue cards</li> <li>• Giving rewards</li> </ul> |
| 11 | The students were less encouraged to work in groups.                         | Making the students work in groups   |

The process of planning the actions was considered valid as they fulfilled the concept of democratic validity in which the researcher, the English teacher, and the collaborator worked together. In this process, the researcher considered the English teacher and collaborator's opinions and feeling related to the teaching and learning process.

## **B. The Report of the Cycles**

### **1. The Report of Cycle 1**

#### **a. Planning**

In the first cycle, some actions were prepared to solve the students' problems in writing. The actions are described as follows.

##### **a) Implementing cue cards**

To make the students interested, cue cards in the form of pictures, clues card, and picture series were used as media to teach recount text. The researcher expected that the students would be easier to bring the ideas out and improved their vocabularies. Besides, the students were expected to have more motivation and willingness in learning writing.

##### **b) Giving explanation about recount text**

In this cycle, three meetings were planned by the researcher. These meetings were planned to make the students understand more about recount text. The researcher would give them more guidelines and explanation about grammar and vocabularies to help the students writing a recount text. Moreover, the researcher also would give them some writing activities in groups, pairs, and individually and ask them to bring the dictionary.

##### **c) Implementing some writing activities using cue cards**

The researcher designed some writing activities in each meeting using pictures, clues, and picture series. The activities had to be done in groups, pairs, and

individually. The purpose was to improve the students' writing ability by giving them more time to practice writing.

In the first cycle, the actions were done by the researcher as a teacher based on the lesson plan that was designed. During the actions, the researcher was helped by the English teacher, Mrs. Panca, and her friend, Amaliya as collaborator. The English teacher took a role as an observer and the collaborator took a role as a documentation section.

### **1) The first meeting**

The first meeting was aimed to give the students explanation about what recount text is, the generic structure, and the language features by giving them examples. There were some activities designed by the researcher. They are matching sentences with the appropriate pictures, identifying generic structure and language features in pairs, arranging words and sentences in pairs, and making sentences based on the pictures individually.

### **2) The second meeting**

The second meeting was aimed to make students practice about the language features including vocabulary and grammar. In this meeting, there were some activities designed by the researcher such as translating words and doing games like word search and cloze exercise. The researcher also would introduce the students about the differences of regular and irregular verbs. Besides, the students would given six picture series and they had to make three sentences for each pictures.

### **3) The third meeting**

In the third meeting, the researcher would explain again about the roles of recount text to the students. In this meeting, there were two activities designed by the researcher. The first activity, the students had to do the tasks about cloze exercises and regular and irregular verbs. Then, for the second activity, the students had to make a simple recount text based on the cue cards. The cue cards would be the jumbled picture series.

**b. Action and observation**

In implementing the action, the researcher took a role as the teacher and the English teacher took a role as the observer. The collaborator, Amaliya, recorded the action by taping the video and taking the pictures. The feedback and advices were given from the English teacher as an observer. The researcher designed the lesson plan using three-phase technique (PPP). There are three stages in that technique. They are presentation, practice, and production.

In presentation stage, the researcher introduced about the topic that will be discussed. Then, she gave the examples of recount text and explained the generic structure, the language features, and the content of the text. In the practice stage, the researcher asked the students to do some tasks in groups, pair, or individually using cue cards as media. In the production stage, the students are asked to write sentences and recount text based on the cue cards.

After having discussion with the English teacher and the collaborator, the researcher conducted three meetings in the first cycle. The detail description of each meeting is presented below.

### **1) The first meeting**

The first meeting was conducted on Tuesday, February 16<sup>th</sup> 2016. The researcher started the class at 10.15 am. The researcher opened the class by greeting the students. Then, she checked the students' attendance. There was one student who absent in that day. After that, the researcher told her purpose of the meeting to the students.

The topic was introduced to the students. It was about recount text. Firstly, the students were asked about their knowledge toward recount text. Some students answered the questions, but the others looked confused. Then, an example of recount text entitled My Holiday was presented to the students. There were cue cards in the form of pictures to help the students understand the story. After the students analyzed the text, the generic structure and the language features were explained. The students looked enthusiastic to listen to the researcher's explanation. Then, the researcher gave them chance to ask questions, but none of them raised their hand.

After that, some exercises were given to the students. The first exercise was about matching the sentences with pictures. The students looked so happy. They did the exercise easily. Then, they were asked to identify the generic structure and language features of a text in pairs. After they finished the exercises, the next exercises were given. The condition of the class was under controlled.

In the last forty minutes, the students were asked to arrange the jumbled words and sentences in pairs. They could do it well in the beginning, but they still had difficulty in arranging jumbled words to be complicated sentence. The researcher

helped them. The last exercise was about making sentences based on cue cards in the form of pictures. The students were given six pictures. Then, they had to glue those pictures on a piece of paper and make a sentence for each picture. They could finish the exercise before the bell rang. They were asked to submit their works. After that, the researcher asked about students' feeling. They were very happy that day. After summarized the lesson, the researcher asked the leader of the class to lead the prayer. Then, the bell rang and the class was closed.

After the class, one of the students was interviewed. The interview transcript is presented as follows.

- |   |  |
|---|--|
| R | : Gimana tadi belajar writingnya? ( <i>How's the writing learning process?</i> )   |
| S | : Lumayan enak mbak. ( <i>It was ok miss.</i> )  |
| R | : Enak gimana? ( <i>Why?</i> )   |
| S | : Ya enak mbak, kemaren kan gurunya pake mind-mapping to. Tapi masih bingung. Nah ini tadi contohnya ada gambarnya jadi lebih gampang mudheng maksudnya. ( <i>The teacher used to use mind-mapping, but I still confused. Today, you gave me the example with its pictures, so I could understand it easier.</i> ) |
| R | : Oh gitu. Tadi ngerjain soal-soalnya bisa nggak? ( <i>oh I see. Can you do the exercises well?</i> )  |
| S | : Ya gitu mbak, masih suka bingung kalo nulis. Kan banyak aturannya kayak pakai past tense gitu. Kan bingung mbak. ( <i>Yes, but I still feel confused. Moreover, there are many rules such as using past tense.</i> )   |

From the interview transcript above, it can be concluded that the students still had difficulty in writing because the roles such as grammar. They need more explanation about grammar. However, she said that using pictures made her easier to understand the material than using mind-mapping. It means cue cards which are in the form of pictures helped the students to understand the material.

## **2) The second meeting**

The second meeting was conducted on Wednesday, February 17<sup>th</sup> 2016. The class started at 10.15 am. Firstly, the researcher opened the class by greeting and checking the students' attendance. There was no one absent that day. Then, she asked about the previous meeting. The students answered the questions. An example of recount text was given to the students. It was different with the previous meeting. The title was Going Fishing for the First Time. The students looked very enthusiastic with the pictures. After discussing the generic structure and languages features of the text, the researcher gave some exercises to the students. The exercises were aimed to improve students' grammar, vocabulary, and developing idea. They were asked to translate some words into Bahasa and write some words based on the cue cards in the form of pictures. Besides, the students were given some interesting activities such as word search, and cloze exercise. Moreover, the regular and irregular verbs were introduced to the students. After they finished their works, the answer was discussed together. The researcher gave feedback to the students.

The last exercise that day was making a recount text based on picture series individually. The students got six pictures and they had to make three sentences from each picture. There were some questions from the students such as "miss, what is the meaning of this?", "what is the meaning of convenient in Bahasa?", "miss, what should I do with this task?". The students actively did the exercises. One of the students raised her hand and asked a question to the researcher "Miss, I still have

difficulty in differentiating words at and in. What are the differences?” The researcher answered the question.

Unfortunately, most of the students did not bring dictionary. It made them difficult in finding the meaning of words. The researcher asked them to bring dictionary for the next meeting. Moreover, when they did their works, they made some noises. The collaborator helped the researcher to keep them silent. Although they made some noises, it still under controlled. After the work was finished, the students submitted it to the researcher one by one. The bell rang. The researcher summarized the lesson that day and checked the students’ understanding by asking “is there any question?”. There was no question from the students. After leaded a prayer, the researcher closed the class.

There was one student who had not finished her work yet. The researcher waited her until she finished her work. After that, she asked her some questions. The purpose is to know the student’s attitude toward the actions. The interview transcript is presented below.

- R : Mbak suka lho sama anak yang mau tetep berusaha seperti kamu. (*I love the student like you. You still want to try hard.*)
- S : Hehehe makasih mbak. (*Hehehe thank you miss.*)
- R : Susah ya tugasnya? (*Is it difficult?*)
- S : Iya lumayan mbak. Tadi aku pakai pensil soalnya takut salah. Trus aku salin pake pulpen. (*Yes, I used pencil to write the text at first because I was afraid to make mistakes. Then, I re-write it using pen.*)
- R : Ada yang masih bingung nggak? (*Do you still confuse?*)
- S : Ada mbak. Yang kata kerjanya tu lho mbak. Kadang nggak tau bahasa inggrisnya. sama urutan kalimat yang banar. (*Yes, it is about verbs. Sometimes, I did not know the english. I also confuse about the sentence's arrangement.*)
- R : Oh kalau gitu cek kamus dong yah. (*So, please check your dictionary.*)
- S : Iya mbak. Tapi aku suka lho kalo dikasih tugas-tugas kayak tadi. Jadinya nggak ngantuk. Seru juga ada gambarnya. Besok lagi yaa mbak. (*Ok miss. By the way, I like to do the task with pictures. I want it more.*)
- R : Oke dek. Makasih ya. (*Oke then, thanks.*)
- S : Sama-sama mbak. (*You're welcome.*)

From the interview transcript above, the researcher concluded that the students love to make a story based on cue cards. It makes them interested and easier to write their idea. Besides, making them work can keep them silent and under controlled rather than lecturing in front of the class. The students will learn from their mistakes. Meanwhile, they need to improve their vocabulary and grammar mastery.

### 3) The third meeting

The third meeting was conducted on February, 23<sup>rd</sup> 2016. The researcher opened the class at 10.15 am. At that time, not only the researcher, the English teacher, the collaborator, and the students who were in the class, but also a student of Ahmad Dahlan University who observed the learning process, but he did not give any influence in this research. He just sat in the corner of the class.

The researcher started the class by greeting and checking students' attendance. Then, she reviewed the last material. She explained again about the generic structure and languages features and provided one example of recount text entitled My Holiday in Indrayanti Beach. Next, she gave two exercises for the students. Firstly, the students were asked to do cloze exercise. They had to fill in the blanks with the correct verbs. Then, the next exercise was matching verbs. The students could do the exercise without any difficulty. After that, the answer was discussed together.

For the next exercise, the students got a piece of paper and cue cards. They had to write a recount text based on the cue cards. The cue cards consisted of six pictures and one card of clues. After getting the clear instruction, the students were asked to do the exercise in forty minutes. Unfortunately, most of the students could not finish the story until the bell rang. It was because the researcher asked them to write four sentences for each picture. The students needed more time to finish it. During the process of writing, they still have difficulty in grammar. They often asked the researcher how to construct a sentence. Moreover, not all students brought dictionary. It made them often asked about the meaning of some words. Before the researcher closed the lesson, she told the students to finish the story at home. She also reminded them to bring the story next day.

During the process, the researcher observed the students. She asked some questions to a student. The interview transcript is presented below.

- R : Kok masih sedikit dek? (*Why your work is still like that?*)  
 S : Iya e mbak. Aku capek tadi habis pelajaran olahraga jadinya gak bisa mikir. (*Yes, I'm so tired. I just had sport subject. I cannot think.*)  
 R : Yasudah dikerjakan pelan-pelan saja ya. Ada yang kesulitan gak? (*It's ok. Do it slowly. Is there any difficulty?*)  
 S : Gimana ya mbak kalimatnya. aku bingung. (*I'm confused miss.*)

From the interview transcript above, the researcher concluded that the students still had difficulty in constructing the sentence. They were not confident with their grammar. They translated Bahasa to English literally. It was because their first language influenced their English. However, their ability of expressing idea was increased. They knew what to write by seeing the pictures and the clues. It means cue cards successfully guided them in bringing out the idea.

### **c. Reflection**

Three meetings were conducted in the first cycle. In those meetings, the students were given some examples and explanation about recount text. Some writing practices were also given to the students using cue cards media. After the first cycle was conducted, the researcher and the collaborators discussed the result of the research. It can be seen from the students' attitude during the teaching and learning process. From the observations and interviews, the researcher and the collaborators saw that there were some improvements of students in teaching and learning process. Most of the students were happy and interested with the lesson. Moreover, they became enthusiastic in learning writing and active to ask questions. Meanwhile, not all students brought dictionary. It made them often ask to the researcher.

One of the main problems of the students in writing was about how to develop the ideas. In the first cycle, the improvement can be seen from the students' work. Some aspects of writing had been raised. The examples of students' work are presented below.







|   |   |        |
|---|---|--------|
| Name/number : Muhammad Dava Akbar Gibran 120.                                       |   | Task 2 |
| <h3 style="text-align: center;">My Mother lost <u>she's</u> Purse</h3>              |   |        |
|    | <p>Last week, my mother went to the market. My mother bought fruits. My mother went there early in the morning by motorcycle. After arrived there, she soon looked for fruits seller.</p>                                     |        |
|    | <p>When my mother was walking, my mother's purse fell down. She kept walking. She didn't realize that her purse fell down. She kept walking to look for fruit seller.</p>   |        |
|   | <p>After that, she <u>found</u> fruit seller. She bought some fruits. When she wanted to buy fruits, she realized <u>she's</u> purse <u>is</u> lost. <u>her</u></p>   |        |
|  | <p>She <u>was</u> very confused because <u>she's</u> purse <u>is</u> lost. She felt very careless because she didn't realize <u>she's</u> purse <u>is</u> gone. After that, she looked for <u>she's</u> purse. <u>her</u></p> |        |
|  | <p>She asked everyone and also security. She told them if <u>she's</u> purse <u>is</u> gone. She still felt confused. <u>her</u></p>  |        |
|  | <p>Not long ago, <u>she's</u> purse <u>was</u> found. It turn out there <u>are</u> people who <u>find</u> it. And my mother said "thank you" to that person. She immediately <u>home</u>.</p>                                 |        |

Figure 3. The example of students' work in the Cycle 1.







|   |  |        |
|---|--|--------|
| Name/number : Nabina H /24.   |  | Task 2 |
| Losing Purse in Market  |  |        |
|    | <p>Last week my Aunt went to market. My mother went there by motorcycle. After arrived there my mother went to fruits parts. The situation was so crowded.</p>   |        |
|    | <p>On her way my Aunt didn't realized if her purse fell down. My Aunt confused to choose the fruit because there were many fruits seller here. finally my Aunt chose the melon is want she bought.</p> |        |
|   | <p>When my Aunt find the melon and want to paid it. But when she took the her purse she realized if the purse was gone. My Aunt being confused and panic.</p>  |        |
|  | <p>My Aunt really panic and speechless. My mother suddenly got a headache. My Aunt start to cry. There were so many people around her. And people start to ask what has going on with her.</p>         |        |
|  | <p>Finally after that my aunt told the market security. My aunt told anything was she doing. And then the security announced it.</p>   |        |
|  | <p>Then a young boy returned the purse back to my aunt. My aunt opportunity said thanks to the young boy and gave him a some money. My Aunt happy and told us about that events.</p>                   |        |

Figure 4: The example of students' work in the Cycle 1

Based on the examples of students' work above, the students started to have more ideas. It was because they got cue cards which helped them in developing the ideas. They were also understand about the generic structure of recount text. Meanwhile, they still had difficulty in grammar. Most of them made mistakes in using tenses, spelling, punctuations, and dictions. The data is supported by the interview transcript below.

|   |  |
|---|--|
| R | : Gimana tadi belajar writingnya? ( <i>How was your feeling in learning writing?</i> )   |
| S | : Lumayan enak mbak. ( <i>I think it was easy.</i> )   |
| R | : Enak gimana? ( <i>Really? How come?</i> )  |
| S | : Ya enak mbak, kemaren kan gurunya pake mind-mapping to. Tapi masih bingung. Nah ini tadi contohnya ada gambarnya jadi lebih gampang mudheng maksudnya. ( <i>Yes miss, the teacher used mind-mapping before, but I still confused. Then, you gave me examples with pictures, so I could understand it easier.</i> ) |
| R | : Oh gitu. Tadi ngerjain soal-soalnya bisa nggak? ( <i>Oh, I see. Did you find any difficulties in doing the tasks?</i> )  |
| S | : Ya gitu mbak, masih suka bingung kalo nulis. Kan banyak aturannya kayak pakai past tense gitu. Kan bingung mbak. Kadang aku juga lupa ceritanya. Hehe. ( <i>Yes miss. There are so many rules in writing such as grammar. I feel confused. Sometimes, I forgot the story. Hehe.</i> )                              |

From the interview transcript above, it can be concluded that most of the students still had difficulty in understanding the simple past tense. In other hand, they said that cue cards helped them in understanding the story and developing the ideas when they were writing.

In addition, the students' score in the first cycle became parameter to measure the score's improvement from the pre-test. Based on the result, the score showed an improvement. The comparison between students' score is presented in Table 5 and 6.

**Table 5: The Result of Writing Score in Pre-test**

| <b>Rater</b>      | <b>Content</b> | <b>Organization</b> | <b>Vocabulary</b> | <b>Language Use</b> | <b>Mechanic</b> |
|-------------------|----------------|---------------------|-------------------|---------------------|-----------------|
| Rater 1           | 24             | 14                  | 11                | 13                  | 4               |
| Rater 2           | 25             | 16                  | 14                | 10                  | 3               |
| <b>Mean Score</b> | <b>24.5</b>    | <b>15</b>           | <b>12.5</b>       | <b>11.5</b>         | <b>3.5</b>      |

**Table 6: The Result of Writing Score in Cycle 1**

| <b>Rater</b>      | <b>Content</b> | <b>Organization</b> | <b>Vocabulary</b> | <b>Language Use</b> | <b>Mechanic</b> |
|-------------------|----------------|---------------------|-------------------|---------------------|-----------------|
| Rater 1           | 24             | 19                  | 14                | 13                  | 5               |
| Rater 2           | 26             | 20                  | 15                | 15                  | 4               |
| <b>Mean Score</b> | <b>25</b>      | <b>19.5</b>         | <b>14.5</b>       | <b>14</b>           | <b>4.5</b>      |

Based on the tables above, it can be concluded that the students' score in five aspects of writing is increased in the first cycle. The comparison of the mean score from the pre-test to the first cycle can be seen after gaining the score. The information of the students' mean score in five aspects is provided in Table 7.

**Table 7: The Comparison of Students' Mean Score in Pre-test and Cycle 1**

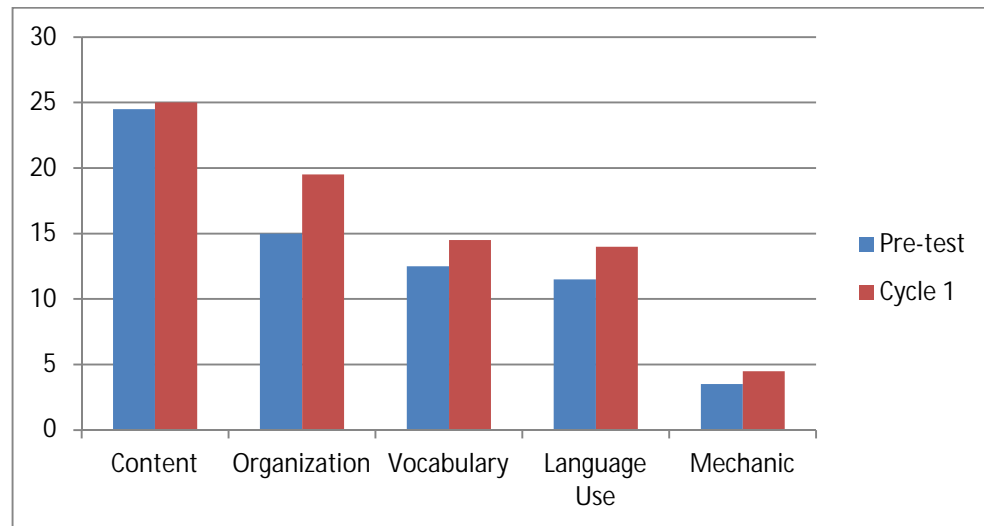
| <b>Test</b>         | <b>Content</b> | <b>Organization</b> | <b>Vocabulary</b> | <b>Language Use</b> | <b>Mechanic</b> |
|---------------------|----------------|---------------------|-------------------|---------------------|-----------------|
| Pre-test            | 24.5           | 15                  | 12.5              | 11.5                | 3.5             |
| Cycle 1             | 25             | 19.5                | 14.5              | 14                  | 4.5             |
| <b>Gained score</b> | <b>0.5</b>     | <b>4.5</b>          | <b>2</b>          | <b>1.5</b>          | <b>1</b>        |

Based on the table above, the score of students' writing is improved. It was taken from the score of pre-test and cycle1. It presents the mean score based on five

aspects. They are content, organization, vocabulary, language use, and mechanic. The descriptions are presented as follows.

The first aspect is content. In the pre-test, the mean score is 24.5. While in the first cycle, the mean score is 25. Thus, the gained score from the content aspect is 0.5. The second aspect is organization. In the pre-test, the mean score is 15. While in the first cycle, the mean score is 14.5. Thus, the gained score from the organization aspect is 4.5. Then, for the vocabulary aspect, in the pre-test, the mean score is 12.5. While in the first cycle, the mean score is 14.5. Thus, the gained score is 2. The next aspect is language use aspect. In the pre-test, the mean score is 11.5. While in the first cycle, the mean score is 14. Thus, the gained score is 1.5. The last aspect is mechanic. In the pre-test, the mean score is 3.5. While in the first cycle, the mean score is 4.5. Thus, the gained score is 1.

The improvement achieved by the students above are presented in the following chart.



**Figure 5: The students' mean score in pre-test and cycle 1**

Based on the chart above, the score is improved after the implementation of cue cards in the cycle 1. The students developed the content well by seeing the pictures. Moreover, the contrast improvement comes from the organization aspect. The students organized the story well by arranging the jumbled picture series. The vocabulary, language use, and mechanic aspect are also increased. Meanwhile, some problems did not show a significant improvement. The students still had difficulty in choosing the right dictions and grammar. They were also still had mistakes in punctuation and spelling.

From the result of cycle one, it can be concluded that the students' ability to develop the idea of writing is improved. When the researcher used cue cards, the students seemed easy to construct and develop the ideas to write a recount text. In other hand, they still had grammatical errors and inappropriate word choice. Their

vocabulary mastery also needed to be improved. Besides, they still translated Bahasa into English word by word. It made their sentences become weird. Therefore, the researcher, the English teacher, and the collaborator thought that the second cycle is needed to achieve the goals. They discussed the result of the first cycle. The interview transcript is presented below.

|    |  |
|----|--|
| R  | : Alhamdulillah, cycle 1 sudah selesai bu. Bagaimana menurut ibu?<br>( <i>Alhamdulillah, cycle 1 had been done. What is your opinion?</i> )  |
| ET | : Iya, menurut saya anak-anak sudah ada peningkatan. Biasanya itu selalu ramai lho mbak pas pelajaran. Ini begitu dikasih tugas nulis jadi terkontrol. Hasilnya kemarin juga lumayan bagus mbak. Cuma memang kalau anak-anak itu belum bisa 100 persen benar grammarnya. Pasti masi hada salah-salahnya. ( <i>Yes, I think the ability of the students is increased. Usually, they always make noises during the lesson. Now, they keep silent when they are asked to write. The result is good. I know that if the students cannot make a recount text with a perfect grammar. It is normal if they still made some mistakes.</i> ) |
| R  | : Jadi menurut ibu, apakah cycle 2 masih perlu untuk dilaksanakan? ( <i>So, do you think that we still need cycle 2?</i> )   |
| ET | : Iya boleh mbak. Untuk memperbaiki grammarnya. Soalnya masih banyak yang bingung. Diksi nya juga masih banyak yang belum tepat. ( <i>Sure, it is for improve their grammar because there are many students who still have difficulty in grammar and the diction.</i> )  |

Based on the interview transcript above, the researcher, the teacher, and the collaborator decided to conduct the second cycle. This cycle is aimed to improve students' writing ability in vocabulary, language use, and mechanic aspect.

Over all, some indicators are achieved successfully. Then, the plan is prepared for the next cycle to achieve the other indicators by using cue cards.

#### d. Findings of Cycle 1

In cycle 1, the researcher tried to solve the problems of teaching and learning writing by using cue cards media. After cycle 1 was conducted, the researcher and collaborators found some improvements. The improvements are presented in Table 8.

**Table 8: Finding of Cycle 1**

| <b>Before the actions</b>  | <b>After the actions of cycle 1</b>  |
|--|--|
| <b>Developing ideas</b>  |  |
| The students could not bring their ideas out easily. They could not imagine the story.                     | The students could develop the ideas easier because there were pictures and clues. They could construct the sentences better.  |
| <b>Students' motivation</b>  |  |
| They were bored and less motivated during the class.   | They were motivated in learning writing. They seemed so happy and interested with the pictures. They also became active in the class by asking questions.  |
| <b>The use of media</b>  |  |
| The teaching and learning process lacked the use of media. The media used was just slides and white board. | The media used was cue cards. It consisted of pictures, picture series, and clues which were used for different activities. Besides, slides and white board were also used to support the teaching and learning process.   |
| <b>Students' writing activities</b>  |  |
| The students lacked on writing activities and got less chance to practice writing in the class.            | The students were given some writing activities such as arranging jumbled word and sentences, making sentence based on pictures, cloze exercises, and making recount text based on the jumbled picture series. The students looked very enthusiastic in doing the tasks. |
| <b>Teaching and learning process</b>   |  |
| The teaching and learning process were monotonous and lacked of fun activities. They are also less         | The teaching and learning process became interesting because the use of cue cards media. The students not only   |

|                               |  |
|-------------------------------|--|
| encouraged to work in groups. | just listened to the teacher's explanation, but also did the interesting tasks. There were also some jokes during the class to make the students fresh. They were asked to work in pairs and groups, so they could have discussion and shared their knowledge. |
|-------------------------------|--|

Based on the table above, it can be concluded that those aspects are improved. Meanwhile, there still some aspects that still could not improved. Therefore, the researcher and collaborators discussed to plan cycle 2 to solve the unsolved problems.

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

### **a. Planning**

In the second cycle, some actions were prepared to solve the students' problems in writing. The actions are described as follows.

#### **a) Implementing cue cards**

As a media, the role of cue cards is very important to make a recount text. The researcher expected that the students would be easier to arrange the ideas and improved their vocabularies. Besides, the students were expected to have more motivation and willingness in learning writing.

#### **b) Giving explanation about grammar**

The researcher would give the students more explanation about grammar. Firstly, the students would get some examples of simple past tense which are related

to their daily activities. Then, the researcher and the students discussed the sentences together.

c) Implementing task-based activity

To practice the grammar, the students would get tasks such as cloze exercise and translating activities. Moreover, the researcher also would give them some writing activities in groups, pairs, and individually.

d) Reminding the students to bring dictionary

The students are allowed to use manual dictionary and online dictionary.

e) Giving feedback and rewards on students' works

After having practices, the students would get feedback from the researcher. Moreover, the researcher would go around the class to check students' work. After that, the students would get rewards.

Three meetings were planned for the second cycle. These meetings were aimed to improve the vocabulary, language use, and mechanic aspect which were not maximal in the first cycle. The researcher took a role as a teacher and had English teacher and Amaliya, her friend as collaborator.

**1) The first meeting**

In the first meeting, the researcher planned to concern more about the tenses and language features of recount text. It was because most of the students still had problems with simple past tense and language features in the first cycle. Then, some activities were designed for the students. Firstly, they would get examples and explanation of simple past tense. Then, they had to do some exercises such as cloze

exercises about verbs, translating sentences from Bahasa to English and English to Bahasa.

## **2) The second meeting**

The second meeting was planned to train the students to develop ideas based on the cue cards. The student would get pictures and clues. Each picture consisted of one sentence for guiding the students to continue the next sentences. Two activities were designed for the students. The first was writing a recount text based on the cue cards in pairs. There were three cards and blank paragraphs. The second was also writing a recount text, but it was individually. There were four cards and blank paragraphs.

## **3) The third meeting**

The third meeting was planned to make students practice to write a recount text based on the cue cards. Firstly, the researcher would ask them to write a simple past tense based on the pictures. Then, the researcher would give them cue cards in the form of jumbled picture series and clues as guidance to write a recount text. The students had to write the generic structure to make sure that they had already understood well.

### **b. Action and observation**

There were three meetings in this cycle. The descriptions of each meeting are presented below.

### 1) The first meeting

The first meeting was conducted on Tuesday, March 8<sup>th</sup>, 2016. The class began at 10.15 am. Firstly, the researcher opened the class by greeting and checking the students' attendance. There were two students who absence in that day. The researcher started the class by giving some examples of simple past tense. She also explained the sentences one by one. The students looked calm to listen to the explanation. Then, the students were asked to identify the sentences. The situation was rather noisy but still under controlled.

The next activity was doing the exercises. In the task 1, the students had to practice about simple past tense. They had to do cloze exercise by choosing the right verbs. The researcher walked around to check the students' work. Most of them could do it well. There was not any problem from the students. In the task 2, the students had to translate some sentences from Bahasa to English and English to Bahasa. Some of them looked very enthusiastic and the others were still confused. The researcher gave chance for them to ask questions. Then, one of them asked a question "*Miss, jadi habis to itu harus verb satu ya? Terus kalau habis was were itu verb-ing?*" The researcher answered the questions clearly.

After that, the answers were discussed together. The researcher read the right answers and the students corrected their work. It was very useful for them as a reference in making sentences. Finally, the bell rang. Before the researcher closed the class, she summarized the lesson that day.

In the first meeting of the second cycle, the researcher observed the students attitude. Most of them started to be familiar with the researcher and recount text. They already knew about the generic structure and generating the ideas. The motivation was increased. It can be seen from the respond and participation of the students. They actively participated during the lesson. Meanwhile, not all students brought their dictionary. Then, the researcher reminded them to bring the dictionary in the next meeting. The researcher also interviewed a student after the class. The interview transcript is presented below.

- |   |   |
|---|---|
| R | : Halo, gimana tadi ngerjain soal-soalnya? ( <i>Hi, can you did your task well?</i> )   |
| S | : Ya gitu miss. Aku masih ada yang salah. ( <i>I still made mistakes.</i> )   |
| R | : Asyik gak ngerjain soal-soal tadi? ( <i>Was that interesting?</i> )   |
| S | : Asyik kok miss sebenarnya. Tapi aku kok masih bingung ya. ( <i>Yes miss, but I still confused.</i> )  |
| R | : Bingung yang mana? ( <i>Which one?</i> )  |
| S | : Itu lho miss, caranya nulis kalimat. Aku kan udah punya ide to, tapi nulisnya bahasa inggris masih bingung. ( <i>It is about how to construct the sentence. I know the Bahasa but I cannot translate it to English.</i> ) |
| R | : Kalau simple past tense udah mudheng kan dek? ( <i>Do you understand about past tense?</i> )  |
| S | : Udah mbak rumusnya. Tapi kadang kok ya masih salah ya. Hehe. ( <i>Yes I know the formula, but why I still make mistakes? Hehe.</i> )  |

From the interview transcript above, it can be concluded that students still had difficulty in grammar, especially simple past tense. Moreover, they also had problem with how to translate the sentences. However, some students were correct in doing the tasks. It means some students had understood about the material that day.

## **2) The second meeting**

The second meeting was conducted on Tuesday, March 15<sup>th</sup>, 2016. The class began at 09.45 am because there was different schedule that day. The researcher opened the class by saying “good morning everyone, how are you today? Nice to see you again”. After that, the researcher checked the students’ attendance and explained the activities. There were two activities that day. Both of them were making a recount text, but the first task had to be done in pairs, while the second task was individually.

In the first task, the students were asked to find their partner because they would do the task in pairs. They looked very happy. After they found their partner, they were given the worksheet and cue cards. The cue cards consisted of pictures. In each picture, there was one sentences which was become the first sentence. The students spent thirty minutes to do the task. They discussed with their friend enthusiastically. The researcher walked around to check their work. Most of them could do the task well. The situation of the class was quite noisy but still under controlled.

Then, the students were asked to do task 2. In task 2, they did the task individually. There were three pictures and clues. In each picture, there was one sentence which was become the first sentence. Then, the clues were related vocabularies. The students spent 45 minutes. After finished the task, they had to submit it to the researcher. Before the researcher closed the class, she announced that there was no class for the next day because the class would be used for the ninth

grade. Then, the leader of the class was asked to lead a prayer before went home. The researcher closed the class by saying “good bye and see you next week”.

During the lesson, the researcher and the collaborators observed the class. Most of the students could write the recount text. They brought their own dictionary. The researcher also interviewed a student. The interview transcript is presented below.

- |   |  |
|---|--|
| R | : Bisa kan nulis recount text nya? ( <i>Can you do it?</i> )   |
| S | : Bisa miss. Apalagi kalau ada gambarnya kayak gini. ( <i>Yes, I can. Moreover, there are pictures like this.</i> )  |
| R | : Jadi itu gambarnya membantu ya dek? ( <i>So, do you think that the pictures helped you?</i> )  |
| S | : Iya banget miss. Clues nya juga. Soalnya kan aku belum tau kata-kata yang baru itu miss. ( <i>Yes of course. The clues are also helped me because I had never know the words before.</i> ) |
| R | : Tapi habis itu tau kan? ( <i>Now, you know the words, right?</i> )   |
| S | : Tau, lha wong aku catet kok miss. ( <i>Yes I know, I have noted that.</i> )  |
| R | : Kalau nulis kalimat lampau bagaimana? Masih ada kesulitan? ( <i>How about writing simple past tense? Do you find any difficulties?</i> )   |
| S | : Lumayan miss. Kesulitan sih ada, tapi aku bisa kok miss kan lihat contohnya kemarin. ( <i>Yes miss, but I can handle it by seeing the examples that you have given to me yesterday.</i> )  |

From the interview transcript above, the researcher and the collaborators concluded that the students could write a recount text well. Moreover, the interviewee said that using cue cards is very helpful for the students to make a recount text. They started to understand about simple past tense.

### 3) The third meeting

The third meeting was conducted on Tuesday, March 22<sup>nd</sup> 2016. The researcher opened the class at 10.15 by greeting the students. Then, the researcher checked the students' attendance. There was no one absence that day. The researcher explained about the activities. The students looked exhausted that day because they had sport subject before the English class. It affected the willingness of students to do the tasks. The researcher gave more time for them to finish it and had a little joke to cheer them up.

In the first activity, the students were asked to make six sentences based on the pictures using past tense. The students did their work well, but there were some students who had not finish their work.

|   |   |
|---|---|
| R | : Kok belum dikerjakan? ( <i>Why you haven't start your work?</i> )   |
| S | : Bentar miss masih belum pingin ngerjain. ( <i>I still don't want to do it now.</i> )  |
| R | : Yasudah, tapi tetep dikerjakan yah. 10 menit lagi dikumpulkan. ( <i>Ok then, you still have 10 minutes to finish your work.</i> ) |
| S | : Iya miss. ( <i>Yes miss.</i> )  |

After that, the students were asked to do the second activity. They had to make a recount text based on the cue cards. In this time, there were no first sentences in each picture. The situation of the class was quite noisy because some students were talking aloud with their friends. The researcher and the collaborator tried to keep the students calm. The bell rang. The leader leaded the prayer. The researcher closed the class and explained the next day's activities. Before the students went home, the researcher gave them chocolate as a reward to make them happy.

After the class, there were still some students in the class. The researcher and the collaborator approached them and interviewed them. The interview transcript is presented below.

- |    |   |
|----|---|
| R  | : Gimana tadi? Masih ada kesulitan? ( <i>How was your work? Did you still find any difficulties?</i> )  |
| S1 | : Iya miss. ( <i>Yes, miss.</i> )   |
| R  | : Apa kesulitannya? ( <i>Which one?</i> )   |
| S1 | : Itu lho miss, yang caranya nulis kalimat yang benar. ( <i>How to write the right sentence.</i> )  |
| R  | : Trus apa lagi? ( <i>Anything else?</i> )  |
| S2 | : Kata-kata miss. Aku gak artinya. ( <i>The words. I did not know the meaning.</i> )  |
| S3 | : Oh.. tapi kalo nulis recount text pakai kartu-kartu kayak tadi gimana? ( <i>Oh.. How if writing a recount text using cue cards?</i> )   |
| S3 | : Enak miss soalnya ada gambarnya. Kan jadi bisa bayangin ceritanya. ( <i>It was easy because there were pictures. So, I can imagine the situation.</i> )   |
| S2 | : Gambarnya menarik miss. Ada klu nya lagi. Kan itu kata-kata susah yang kita belum tau artinya. ( <i>The pictures are interesting. Moreover, there are clues which are difficult words for me.</i> ) |
| R  | : Oh gitu ya. Berarti cara yang kemarin lebih gampang kan? ( <i>Ok, so the activities were easier for you, right?</i> )   |
| S1 | : Iya miss. ( <i>Yes, miss.</i> )   |

From the interview transcript above, the researcher and the collaborators concluded that the students appreciated cue cards as media to learn recount text. Moreover, some students showed that they could write a recount text without any difficulty.

### **c. Reflection**

In the second cycle, three meetings were conducted. It was on March 8<sup>th</sup> – 22<sup>nd</sup> 2016. The range is long because there were just two meetings of English subject each week and in that time, there were holidays for grade eight every Wednesday. Mostly, the activities were writing a recount text based on the cue cards. The students also had practices about grammar. The researcher expected that students would have better improvement. Therefore, the students got feedback and were asked to revise their work. The researcher also made the class active by conducting pairs and group activity.

After the second cycle was done, the researcher and the collaborators discussed about the result of the actions based on the observations, interviews, and questionnaires. This was to fulfill the democratic and dialogic validity of the research. The researcher and the collaborators concluded that the implementation of cue cards in the teaching and learning process of writing was successful.

The students showed positive attitude during the teaching and learning process. They actively participate in the activities held by the researcher. Some of the students loved to ask questions related to the material. They also used the dictionary during the writing process. Some students became familiar in writing a recount text. They said that they love to write based on the cue cards. It helped them a lot. The interview transcript is presented as follows.

- R : Sekarang masih sulit nggak? (*Is still difficult for you?*)  
 S : Lumayan mbak. Tapi lebih bisa daripada sebelumnya. (*Yes, but now I can do it more than before.*)  
 R : Kalau disuruh milih, kamu pilih nulis free style kayak gini atau pakai gambar? (*Do you prefer to write story based on the pictures or free style?*)  
 S : Ya pake gambar lah mbak. (*Of course with picture, miss.*)  
 R : Tapi sudah bagus kok kerjaan mu. (*But your work is already good.*)  
 S : Iya mbak. Sekarang aku lebih bisa. Kan terbiasa kemarin disuruh nulis macam gini terus. (*Yes miss. Now I can do it. I already familiar in writing a recount text.*)

The students were also being motivated during teaching and learning process. Moreover, the students could express their ideas easily. One student was interviewed and the interview transcript is presented below.

- R : Gimana dek? Lebih mudah ya kalo ada gambar sama kata kuncinya? (*Is it easier for you if there are pictures and clues?*)  
 S1 : Iya miss. Sebenarnya aku tu tau mau cerita apa, tapi urutan kejadiannya masih susah digambaran miss. Tapi kalau pakai gambar kan bisa jadi muncul ide nulisnya. Hehe. (*Yes miss. Actually, I know what I'm going to write, but it is difficult to arrange the events. If I use pictures, I can bring my ideas up.*)  
 S2 : Kata kuncinya itu lho miss, kan itu kata-kata yang berhubungan to, sebelumnya aku gak tau bahasa inggrisnya, kalau ada kata kuncinya kan jadi tau. (*From the clues, I know the new vocabularies and its meaning.*)

The interview transcript above proves that cue cards helped the students to increase their vocabulary mastery. Moreover, pictures served the objects and actions that can be developed by the students.

Besides, the unsolved problem in cycle 1 can be solved in cycle 2. In cycle 1, students still had difficulty in how to write sentences using simple past tense. After

had some activities and practices focusing on the use of simple past tense, the students understand more. From the questionnaire, 82% agree that they used correct grammar. In addition, an interview was conducted to a student.

- R : Gimana, udah tau kan kalau nulis kalimat lampau gimana? (*Have you understand how to write sentence using past tense?*)
- S1 : Udah kok miss. Harus ada subject sama verb 2 nya kan? (*Yes miss. It should include subject and verb 2, right?*)
- S2 : Pakai keterangan waktu lampau kan miss. Aku udah tau kok yang habis to be itu verb nya tambahin –ing trus habis to itu verb 1. (*Using past adverb of time, right? I know that after to be must be verb –ing and after to must be verb 1, right?*)

From the interview transcript above, the students' grammar is improved. Moreover, most of the students became aware to bring their dictionary and used it during the teaching and learning process. At least, there was one dictionary in each desk. Some students used dictionary book and the others used electronic dictionary. It was revealed in the questionnaire result of cycle 2 that 73,5 % of the students strongly agree and 26,5 % of the students agree that dictionary helps them to find new vocabularies.

Compared with the first cycle, the students' improvement in the second cycle is satisfying. The weaknesses of cycle 1 could be solved. The grammatical error seemed to be decreased. The students' skill of writing related to diction and punctuation seemed to be improved. The examples of the students' work in the second cycle are presented below.

Name/number: Muhammad Dawa Akbar 6 / 20.

### Task 2

Write a story based on the cue cards.





|  |   |   |
|--|---|---|
|  |    | <p>Yesterday, I was walking to the home. I went home at 1 P.M. I went home alone. My friend went home first.</p>  |
|  | <br> | <p>On the way, I found a cat. The cat was injured. I felt pity. I took the cat home.</p> <p>After that, I took care the cat. I gave some milk. I <u>was feeding</u> he some fish. I took care of him, until he <u>heal</u>.</p> |
|  |    | <p>After he healed, he played ball with me. He was so funny. I gave him a name. It was Hafizah.</p>   |

Figure 6: The example of students' work in the Cycle 2

Name/number: Nabila Hendra /xxiv

**Task 2**

Write a story based on the cue cards.





| When my Cat <del>was</del> Sick   |   |
|---|---|
|    | <p>This story <del>was</del> happened one year ago.</p> <p>On a rainy season, I took my cat to play a ball. She <del>look</del> so funny when ran <del>to</del> catch the ball. We played the ball 3 hours. After that, we went home.</p>   |
|   | <p>After the school <del>was</del> over, I went to home. I bought toys for my cat on the way. I was really happy. I ran to my home quickly.</p>   |
|  | <p>Then, my step was stoped because I met my cat on the road. I thought she <del>was</del> not feeling well. I walked closer over her. I touched her. "Ouch!" she <del>was</del> sick. I felt sad and thought she <del>was</del> sick because yesterday we played the ball <del>on</del> in the rain. So, I took her back home.</p>   |
|  | <p>After we <del>arrived</del> home, I gave her milk and <del>fed</del> her as well. I gave her the toys but she looked so tired. I really sad and <del>lonely</del> because my cat was sick. After three days, I saw her leapt into me. I <del>was</del> happy because my cat was healed and I swore <del>if</del> that I never take her <del>playing</del> in the rain.</p> |

Figure 7: The example of students' work in the Cycle 2

Based on the examples of students' work above, it can be seen that the students' writing ability is improved. The mistakes are not as many as in the cycle 1. Besides, the improvement also can be seen from the students' score in cycle 2. Furthermore, the researcher compared the result of students' score in cycle 1 and cycle 2. The result is presented in Table 9 and 10.

**Table 9: The Result of Writing Score in Cycle 1**

| <b>Test</b>       | <b>Content</b> | <b>Organization</b> | <b>Vocabulary</b> | <b>Language Use</b> | <b>Mechanic</b> |
|-------------------|----------------|---------------------|-------------------|---------------------|-----------------|
| Rater 1           | 24             | 19                  | 14                | 13                  | 5               |
| Rater 2           | 26             | 20                  | 15                | 15                  | 4               |
| <b>Mean Score</b> | <b>25</b>      | <b>19.5</b>         | <b>14.5</b>       | <b>14</b>           | <b>4.5</b>      |

**Table 10: The Result of Writing Score in Cycle 2**

| <b>Test</b>       | <b>Content</b> | <b>Organization</b> | <b>Vocabulary</b> | <b>Language Use</b> | <b>Mechanic</b> |
|-------------------|----------------|---------------------|-------------------|---------------------|-----------------|
| Rater 1           | 26             | 20                  | 17                | 18                  | 5               |
| Rater 2           | 28             | 20                  | 18                | 20                  | 5               |
| <b>Mean Score</b> | <b>27</b>      | <b>20</b>           | <b>17.5</b>       | <b>19</b>           | <b>5</b>        |

Based on the tables above, it can be concluded that the students' score in five aspects of writing is increased in the second cycle. The comparison of the mean score from the first cycle to the second cycle can be seen after gaining the score. The information of the students' mean score in five aspects is provided in Table 11.

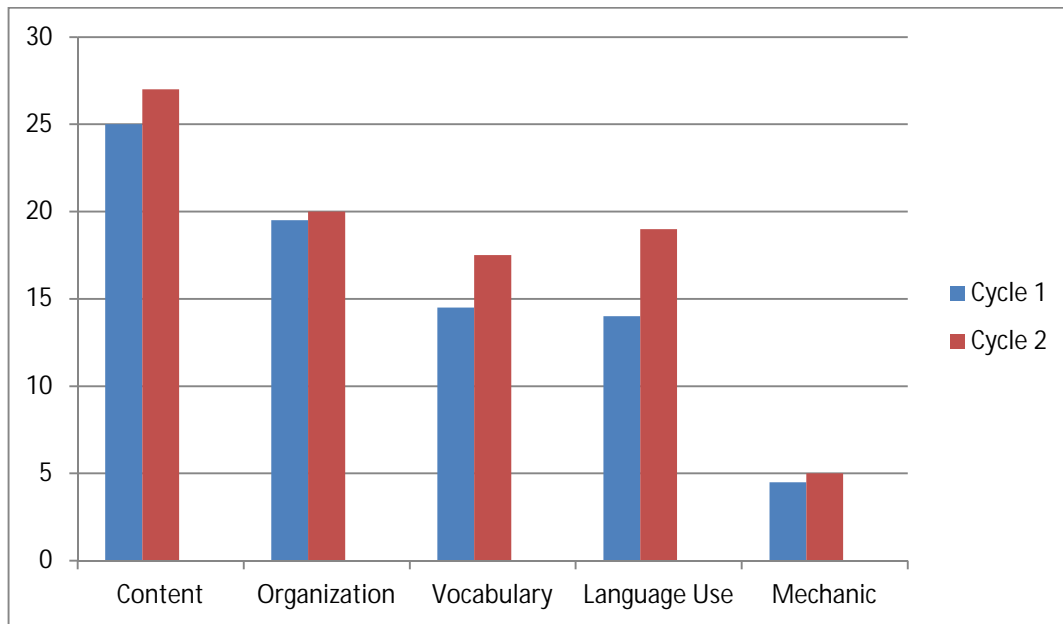
**Table 11: The Comparison of Students' Mean Score in Cycle 1 and Cycle 2**

| <b>Test</b>         | <b>Content</b> | <b>Organization</b> | <b>Vocabulary</b> | <b>Language Use</b> | <b>Mechanic</b> |
|---------------------|----------------|---------------------|-------------------|---------------------|-----------------|
| Cycle 1             | 25             | 19.5                | 14.5              | 14                  | 4.5             |
| Cycle 2             | 27             | 20                  | 17.5              | 19                  | 5               |
| <b>Gained Score</b> | <b>2</b>       | <b>0.5</b>          | <b>3</b>          | <b>5</b>            | <b>0.5</b>      |

Based on the table above, the score of students' writing is improved. It was taken from the score of cycle 1 and cycle2. It presents the mean score based on five aspects. They are content, organization, vocabulary, language use, and mechanic. The descriptions are presented as follows.

The first aspect is content. In the first cycle, the mean score is 25. While in the second cycle, the mean score is 27. Thus, the gained score from the content aspect is 2. The second aspect is organization. In the first cycle, the mean score is 19.5. While in the second cycle, the mean score is 20. Thus, the gained score from the organization aspect is 0.5. Then, for the vocabulary aspect, in the first cycle, the mean score is 14.5. While in the second cycle, the mean score is 17.5. Thus, the gained score is 3. The next aspect is language use aspect. In the first cycle, the mean score is 14. While in the second cycle, the mean score is 19. Thus, the gained score is 5. The last aspect is mechanic. In the first cycle, the mean score is 4.5. While in the second cycle, the mean score is 5. Thus, the gained score is 0.5.

The improvement achieved by the students above are presented in the following chart.



**Figure 8: The students' mean score in cycle 1 and cycle 2**

In addition, the use of cue cards could improve the students' ability in writing recount text. The students knew about new vocabularies, developing ideas, language features, generic structure, constructing a coherent and cohesive paragraph, punctuation, and grammar. It means, the unsolved problems in writing such as vocabulary, language use, and mechanic aspect had already solved. The researcher interviewed the English teacher after the third meeting of the second cycle. The interview transcript is presents below.

|    |  |
|----|--|
| R  | : Bagaimana pendapat ibu tentang hasil dari cycle 2 ini bu? ( <i>What is your opinion about the result of this cycle?</i> )  |
| ET | : Menurut saya anak-anak sudah mengalami peningkatan dalam kemampuan menulis. Kemarin yang saya lihat anak-anak juga meningkat motivasinya. Hasilnya juga, anak-anak jadi bisa menulis dengan lebih sistematis. Ceritanya juga banyak daripada waktu awal mbak. ( <i>In my opinion, the students' ability in writing is improved. The students' motivation is also increased. They can write a story systematically. They also can write more if we compared with the previous time.</i> ) |
| R  | : Berarti sudah ada peningkatan ya bu? ( <i>So, do you think that there is an improvement?</i> )   |
| ET | : Iya pasti itu mbak. Kelihatan kok. ( <i>Yes.</i> )   |
| P  | : Kalau untuk penggunaan media cue cards itu sendiri bu, bagaimana menurut ibu? ( <i>What do you think about using cue cards as media?</i> )   |
| ET | : Bagus mbak. Kreatif sekali. Anak-anak jadi terstimulasi dengan melihat gambar dan klu. Caranya juga dengan menempelkan kartu itu diatas kertas kan? Jadi anak-anak bisa kreatif mengurutkan runtutan cerita sesuai dengan kreatifitasnya. ( <i>It is very creative. The students became stimulated with the pictures and clues. They have to glue the cards on a piece of paper based on their creativity, right? it is good.</i> )  |
| P  | : Menurut ibu, apakah saya perlu melakukan cycle selanjutnya? ( <i>So, is it necessary to conduct the next cycle?</i> )  |
| ET | : Sepertinya sudah cukup mbak. Anak-anak sudah bisa lanjut ke materi yang lain. Nanti hasil post-test nya besok juga bisa saya ambil nilai untuk writingnya. ( <i>I think we do not need to do that. The students can continue to another material. Can I take the result of post-test as the writing score of students?</i> )   |
| P  | : Siap bu, nanti saya serahkan nilainya. Berarti penelitian saya bisa dihentikan ditahap ini ya bu? ( <i>Yes of course. Later, I will give you the score. So, how if we stop the actions in this cycle?</i> )  |
| ET | : Iya mbak. Sudah cukup. ( <i>Yess, it is enough.</i> )  |

Based on the interview transcripts above, the English teacher thought that the actions were successfully improved the students' ability in writing. Therefore, the researcher and collaborators took decision to stop in this cycle. In conclusion, the problems of students in writing especially recount text was successfully solved the second cycle.

#### d. Finding of Cycle 2

In cycle 2, the researcher tried to solve the problems of teaching and learning writing by using cue cards media. After cycle 2 was conducted, the researcher and collaborators found some improvements. The improvements are presented in Table 12.

**Table 12: Finding of Cycle 2**

| <b>Before the actions</b>   | <b>After the actions of cycle 2</b>  |
|---|--|
| <b>Vocabulary mastery</b>   |  |
| The students lacked vocabulary mastery.   | The students learned about vocabulary using pictures. They looked so happy and enthusiastic. Moreover, they also got vocabulary lists related to the topic so they could know the new vocabularies. They were also asked to consult dictionary and to bring their own every meeting. |
| <b>Students' awareness about dictionary</b>   |  |
| Few students brought dictionary.  | Most of the students brought their own dictionary. They were allowed to use manual and online dictionary. They became independent to find the new vocabularies from their dictionary.  |
| <b>Students' grammar</b>  |  |
| The students had difficulties in understanding the concept of simple past tense. They also confused to translate the sentences. | The students already understood about simple past tense by having some practices. They also got feedback on their work. Besides, they got explanation of grammar using cue cards so they became easier to understand the material.   |

Furthermore, the post-test was conducted on Wednesday, March, 23<sup>rd</sup> 2016. The purpose was to measure the improvement after implementing the actions in cycle

2. The result of post-test was better than in the pre-test. It was because the researcher used cue cards during the actions. It could be seen from the score, observations, and interviews. The students could develop their idea using pictures and improved their vocabulary through the clues. The examples of students' work in post-test are presented below.

NAME : Muhammad Dava Athar Gibran.  
 NUMBER : 20  
 CLASS : 8E



Write a story about your unforgettable experience in the box below.

| My Holiday   |
|--|
| Last holiday, I and my family went to Japan. We went to Japan from Yogyakarta at 7 A.M. We went to Japan by plane. We arrived in Japan at 10 A.M.  |
| After that, we went to hotel. There, we just put our things. After that, we went to Osaka. We saw many Sakura trees around this hotel. We went to Osaka by taxi. On the way, we saw beautiful scenery. After thirty minutes, we arrived in the Osaka. After three hours in there, we came back to hotel. |
| Next day, we went to Disney Land. The location was not so far from the hotel. We went there by taxi. After one hour, we arrived there. There, we saw many toys. We played all toys there. We spent three hours there. After that we went to hotel.   |
| Finally, we came back to Indonesia. We arrived in Indonesia at 10 A.M. After that, we went to our home. We felt so happy. Japan is so beautiful, but Indonesia is more beautiful. This was unforgettable holiday.  |
|  |
|  |
|  |
|  |
|  |

Figure 9: The example of students' work in the post-test

NAME : Nabila Hendra  
 NUMBER : 24  
 CLASS : VIII E



Write a story about your unforgettable experience in the box below.

### Slipped

When I was grade six, my school held camp to celebrate our school birth day. We spent two days for it. We would do it at our school holiday. Before it we had prepared for the party. After we discussed what should we perform, we chose dance. Exactly, it was a modern dance.

I started to prepare things that I need. After that, I went to the school. When I arrived, I came late and I saw my tent was built. My tent colour was pink. The first activity was cooking. Because I late so I had to cook for my team. I would make the fried rice with egg.

Then the second activity was praying and made the hand made. After that we prepared costum and make up for the dance. We did it together. At the night, we waited our turn for performed our dance.

Finally my team name was called into the stage. I was so nervous at that time, When I went up the stairs. I didn't see if the stair was wet. I kept walking and "Omg" I slipped and fell, so shy. The audiences started to laugh at me. My friend helped me to stand up. After that I continued to show the dance.

Figure 10: The example of students' work in the post-test

Based on the examples above, it can be concluded that some aspects of writing such as content, vocabulary, and language use had been improved. Moreover, the researcher compared the result of students' score in cycle 2 and post-test. The result is presented in Table 13 and 14.

**Table 13: The Result of Writing Score in Cycle 2**

| <b>Test</b>       | <b>Content</b> | <b>Organization</b> | <b>Vocabulary</b> | <b>Language Use</b> | <b>Mechanic</b> |
|-------------------|----------------|---------------------|-------------------|---------------------|-----------------|
| Rater 1           | 26             | 20                  | 17                | 18                  | 5               |
| Rater 2           | 28             | 20                  | 18                | 20                  | 5               |
| <b>Mean Score</b> | <b>27</b>      | <b>20</b>           | <b>17.5</b>       | <b>19</b>           | <b>5</b>        |

**Table 14: The Result of Writing Score in Post-test**

| <b>Test</b>       | <b>Content</b> | <b>Organization</b> | <b>Vocabulary</b> | <b>Language Use</b> | <b>Mechanic</b> |
|-------------------|----------------|---------------------|-------------------|---------------------|-----------------|
| Rater 1           | 29             | 20                  | 19                | 23                  | 5               |
| Rater 2           | 28             | 20                  | 17                | 22                  | 5               |
| <b>Mean Score</b> | <b>28.5</b>    | <b>20</b>           | <b>18</b>         | <b>22.5</b>         | <b>5</b>        |

Based on the tables above, it can be concluded that the students' score in five aspects of writing is increased in the post-test. The comparison of the mean score from the second cycle to the post-test can be seen after gaining the score. The information of the students' mean score in five aspects is provided in Table 15.

**Table 15: The Comparison of Students' Mean Score in Cycle 2 and Post-test**

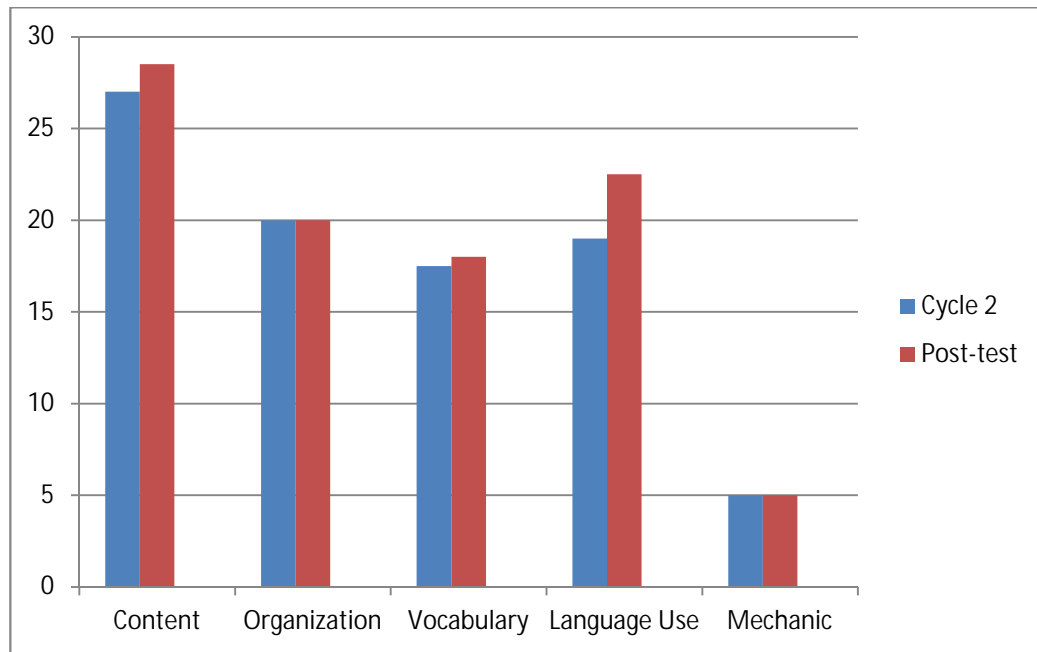
| <b>Test</b>         | <b>Content</b> | <b>Organization</b> | <b>Vocabulary</b> | <b>Language Use</b> | <b>Mechanic</b> |
|---------------------|----------------|---------------------|-------------------|---------------------|-----------------|
| Cycle 2             | 27             | 20                  | 17.5              | 19                  | 5               |
| Post-test           | 28.5           | 20                  | 18                | 22.5                | 5               |
| <b>Gained Score</b> | <b>1.5</b>     | <b>0</b>            | <b>0.5</b>        | <b>3.5</b>          | <b>0</b>        |

Based on the table above, the score of students' writing is improved. It was taken from the score of cycle 2 and post-test. It presents the mean score based on five aspects. They are content, organization, vocabulary, language use, and mechanic. The descriptions are presented as follows.

The first aspect is content. In the second cycle, the mean score is 27. While in the post-test, the mean score is 28.5. Thus, the gained score from the content aspect is 1.5. The second aspect is organization. In the second cycle, the mean score is 20. While in the post-test, the mean score is 20. Thus, the gained score from the organization aspect is 0. Then, for the vocabulary aspect, in the second cycle, the mean score is 17.5. While in the post-test, the mean score is 18. Thus, the gained score is 0.5. The next aspect is language use aspect. In the second cycle, the mean score is 19. While in the post-test, the mean score is 22.5. Thus, the gained score is 3.5. The last aspect is mechanic. In the second cycle, the mean score is 5. While in the post-test, the mean score is 5. Thus, the gained score is 0.

From the description above, the organization and mechanic aspect do not give any improvement because the result is already good from the second cycle. Thus, the

improvement can be seen from the three aspects that are content, vocabulary, and language use. The improvement is presented in the following chart.



**Figure 11: The students' mean score in cycle 2 and post-test**

Then, to measure the students' improvement from the pre-test to post-test, the researcher compared the students' score. The comparison of the students' score in the pre-test and the post-test is presented in Table 16.

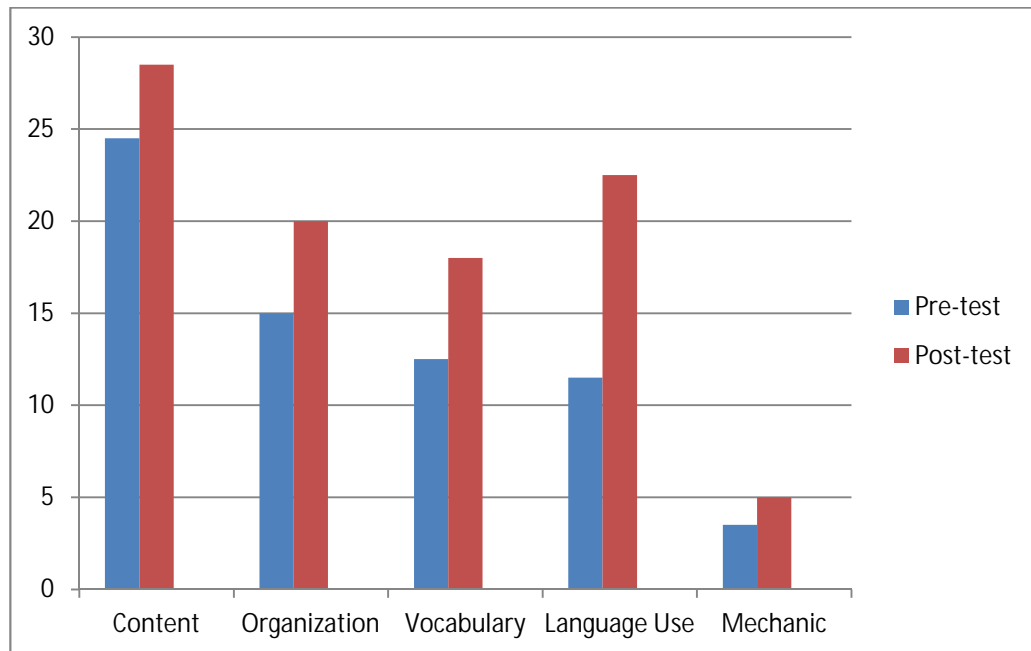
**Table 16: The Comparison of Students' Mean Score in Pre-test and Post-test**

| Test                | Content  | Organization | Vocabulary | Language Use | Mechanic   |
|---------------------|----------|--------------|------------|--------------|------------|
| Pre-test            | 24.5     | 15           | 12.5       | 11.5         | 3.5        |
| Post-test           | 28.5     | 20           | 18         | 22.5         | 5          |
| <b>Gained Score</b> | <b>4</b> | <b>5</b>     | <b>5.5</b> | <b>11</b>    | <b>1.5</b> |

Based on the table above, the score of students' writing is improved in all aspects. It was taken from the score of pre-test and post-test. It presents the mean score based on five aspects. They are content, organization, vocabulary, language use, and mechanic. The descriptions are presented as follows.

The first aspect is content. In the pre-test, the mean score is 24.5. While in the post-test, the mean score is 28.5. Thus, the gained score from the content aspect is 4. The second aspect is organization. In the pre-test, the mean score is 15. While in the post-test, the mean score is 20. Thus, the gained score from the organization aspect is 5. Then, for the vocabulary aspect, in the pre-test, the mean score is 12.5. While in the post-test, the mean score is 18. Thus, the gained score is 5.5. The next aspect is language use aspect. In the pre-test, the mean score is 11.5. While in the post-test, the mean score is 22.5. Thus, the gained score is 11. The last aspect is mechanic. In the pre-test, the mean score is 3.5. While in the post-test, the mean score is 5. Thus, the gained score is 1.5.

From the description above, all aspects shows a significant improvement. The improvement is presented in the following chart.



**Figure 12: The students' mean score in pre-test and post-test**

Based on the chart above, the researcher and the collaborators concluded that the students' writing ability is improved by using cue cards as media to teach recount text. Moreover, the students also showed the positive attitudes during teaching and learning process. They looked very enthusiastic with the lesson because of the cue cards as interesting media. They became actively participate in the learning process. Their scores also showed a significant improvement. Therefore, the researcher and the collaborators decided to stop the actions in this cycle.

### **C. Discussions**

Based on the result of cycle 1 and cycle 2, the students showed some improvements. First, their writing ability was increased. The students could develop the ideas easier and construct the sentences better because there were pictures and clues. Besides, the students' understanding about simple past tense was also increased. They could write a recount text using past tense. Moreover, they knew about the new vocabularies related to the topic based on the clue card. It showed that cue card in the form pictures and clues was very useful for improving students' writing ability. This is in relation with Harmer (2007: 134-156)'s theory that pictures in the classroom can be used for having some activities such as drills, games, understanding, ornamentation, prediction, and discussion.

The other improvement came from the students' motivation. By using cue card media, the students became motivated in learning writing. They seemed so happy and interested in the pictures. They also became active in the class by asking questions. They looked very enthusiastic in doing the tasks. Most of them did not forget to bring and check their dictionary. It proved the statement of Brinton (2001) that media helps the teachers to motivate students.

In addition, by using cue card media, the teaching and learning process became interesting. The students not only just listened to the teacher's explanation, but also did the tasks in groups, pairs, or individually. Thus, they became actively participate in the learning process.

## **CHAPTER V**

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

#### **A. Conclusions**

This research was conducted at grade VIII-E of SMP Negeri 4 Yogyakarta from January to March 2016. The purpose of this research was to improve the students' writing ability through the use of cue cards media. Based on the results and discussions in the previous chapter, it can be concluded that cue cards media successfully improved students' writing ability. The description of conclusions are presented below.

The first conclusion is that cue cards can be used to improve students' writing motivation in learning writing. Besides, it also can engage the students' attentions and interests during the teaching and learning process. Moreover, there is positive attitude towards writing from the students. They do what the researcher asks enthusiastically. They are actively participated in the class activity by asking questions related to the material. They are not afraid of making mistakes anymore because they will get feedback from the researcher and chance to correct their mistakes.

The second conclusion is that the implementation of cue cards in teaching and learning process improved the students' writing ability. It also enabled the students to express the ideas into written text. The students have improvement in some aspects of writing such as content, organization, vocabulary, language use, and mechanic. It can be seen from the students' scores. There is improvement of students' score from pre-

test to post-test. Thus, the implementation of cue cards is believed to be effective to facilitate the students to improve their writing ability.

### **B. Implications**

Based on the result of the research, the implementation of cue card is successful to improve the students' writing ability in SMP Negeri 4 Yogyakarta especially in class VIII-E. Besides, it also improved students' motivation in learning writing. The use of cue card can be in various forms such as picture, picture series, and clues card which can facilitate the students to improve their writing ability. Therefore, based on the result of this research, cue card can be used by all teachers in every school to teach writing because it is very beneficial as media to be implemented in the writing teaching and learning process.

### **C. Suggestions**

Some suggestions are proposed after conducting the research. They are for English teacher and other researcher. The description is presented as follows.

#### **1. For English teacher**

In the teaching and learning process, teacher should be able to make the students interested with the lesson. One way to make them interested and motivated is using media. Cue card is very beneficial to be used as media. It consists of pictures and clues which are considered effective to be implemented in teaching and learning process of writing to improve the students' ability.

## 2. For other researchers

This research discusses the implementation of cue cards to improve the students' writing ability in SMP Negeri 4 Yogyakarta. Related to the focus of the study, it is expected that the result of the study can be used as an additional reference for the other researcher who conduct the similar studies especially dealing with the teaching of writing.

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# Appendices

# **Appendix A**

## **Interview Guidelines**

## INTERVIEW GUIDELINES

### BEFORE THE ACTION

#### A. FOR TEACHER

1. Selamat pagi, Bu. Apakah saya boleh bertanya tentang proses belajar mengajar bahasa Inggris dikelas bu?
2. Kalau boleh tau, sekarang materinya sampai dimana?
3. Apakah skill *writing* sering diajarkan dalam pembelajaran bahasa Inggris dikelas?
4. Bagaimana antusias anak-anak dalam belajar *writing*?
5. Teknik apa yang ibu gunakan dalam proses pembelajaran *writing*?
6. Media apa yang sering ibu gunakan dalam proses pembelajaran *writing*?
7. Permasalahan apa yang sering ibu temui dalam proses pengajaran *writing*?
8. Apakah upaya ibu untuk mengatasi masalah tersebut?

#### B. FOR STUDENTS

1. Hai, nama kamu siapa?
2. Apakah kamu suka dengan pelajaran bahasa Inggris? Kenapa?
3. Apakah kalian tertarik dengan cara mengajar guru?
4. Apakah guru menggunakan media dalam mengajar bahasa Inggris? Apa?
5. Seperti apakah belajar bahasa Inggris yang menyenangkan bagi kamu?
6. Apakah kamu suka menulis dalam bahasa Inggris? Kenapa?
7. Apakah kamu pernah belajar menulis dengan bahasa Inggris menggunakan media kartu bergambar?

## INTERVIEW GUIDELINES

### DURING THE ACTION

#### A. FOR COLLABORATORS

1. Bagaimana pendapat anda tentang saya ketika saya mengajar?
2. Apakah ada masukan untuk saya?

#### B. FOR THE STUDENTS

1. Apakah kamu tadi bisa mengerjakan latihan soalnya? Kenapa?
2. Bagian mana yang sulit?
3. Apakah soal-soal latihannya tadi mengasyikkan?
4. Apakah kamu suka belajar bahasa Inggris menggunakan media seperti tadi?
5. Apakah kamu suka dengan cara belajar seperti tadi?
6. Kesulitan apa yang masih sering kamu hadapi?

## INTERVIEW GUIDELINES

### AFTER THE ACTION

#### A. FOR COLLABORATORS

1. Bagaimana pendapat anda tentang saya ketika saya mengajar selama ini?
2. Bagaimana pendapat anda tentang penerapan *cue cards* sebagai media untuk mengajar *writing* yang telah saya terapkan?
3. Bagaimana menurut anda perkembangan kemampuan siswa dalam menulis setelah saya menerapkan *cue cards* sebagai media?
4. Apakah ada masukan untuk saya?

#### B. FOR THE STUDENTS

1. Apakah kamu suka menulis *recount text*?
2. Bagaimana tadi menulis *recount text* nya?
3. Apakah ada kesulitan?
4. Kalau dibandingkan dengan sebelumnya yang tidak menggunakan media *cue cards* (gambar dan *clue*), apakah sekarang kamu lebih mudah menulis *recount text*?
5. Apa harapan kamu kedepannya?

# **Appendix B**

## **Interview Transcripts**

No : IT. 01  
 Hari, tanggal : Senin, 18 Januari 2016  
 Jam : 09.00 – 09.45 WIB  
 Tempat : Ruang Piket Guru  
 Responden : Ibu Panca Dewi L, S.Pd (Guru Bahasa Inggris Kelas VIII-E)

**P : Peneliti**  
**GBI : Guru Bahasa Inggris**

P : Selamat pagi ibu.  
 GBI : Iya selamat pagi.  
 P : Begini bu, maksud kedatangan saya kemari, saya ingin bertanya kepada ibu terkait proses belajar mengajar. Apakah ibu ada waktu?  
 GBI : Oh iya silahkan mbak. Ini saya sedang tidak mengajar.  
 P : Sekarang sampai mana ya bu pelajarannya?  
 GBI : Saya melanjutkan recount text. Recount text itu kan ada di semester 1 terus dilanjut di semester 2. Semester 1 kemarin hanya teori sama latihannya, nanti di semester 2 ini sudah saya mulai writingnya. Saya sudah mau mulai focus sama writingnya ini mbak. Saya beri contoh, lalu anak-anak saya suruh bikin dirumah dengan tema yang berbeda.  
 P : Jadi writingnya itu dikerjakan dirumah ya bu?  
 GBI : Iya, biasanya kalau 3 jam pelajaran itu 1 jam saya kasih contoh. Terus anak-anak latihan dulu. Saya Pakai metode mind-mapping itu lho mbak.  
 P : Oh begitu ya bu. Lalu, sampai sekarang ini, bagaimana proses belajar mengajar writing di kelas? Anak-anaknya seperti apa?  
 GBI : Kalau menyimpulkan hasilnya belum. Tiap kelas saya kasih tugas yang sama. Kalau 3 jam pelajaran belum selesai ya saya suruh bawa pulang untuk dikerjakan. Setelah itu saya lanjut materi berikutnya. Saya sudah tekankan anak harus mandiri.  
 P : Apakah permasalahan yang sering ibu hadapi dikelas terkait dengan pengajaran writing?  
 GBI : Tiap tahun permasalahannya anak-anak itu sulit untuk mengungkapkan ide ceritanya secara tertulis, mereka masih terpola bahasa indonesia yaitu pengartikan kata-perkata. Sehingga meaningless. Ada juga masalah pemilihan kata dan grammar. Jujur saya prihatin tiap tahun kok makin menurun ya menulisnya. Ada kecenderungan mereka cuma copy paste dari internet. Dari semester 1 saya sudah menyuruh menulis kalimat. Semakin lama semakin panjang. Saya menekankan pada struktur kalimat.  
 P : Kalau masalah yang lain bu?  
 GBI : Yang utama itu. Tapi kalau saya memandang yang lain bukan masalah. Anak-anak kan baru proses, jadi kalau ada masalah sama diksi saya rasa itu wajar.  
 P : Kalau untuk motivasi dari tahun ketahun dilihat dari hasilnya?

- GBI : Saya mengaitkan dengan materi jadi tidak kemana-mana. Misal awal semester 1 saya beritahu siswa bahwa nilai recount akan saya ambil dan nanti digunakan untuk latihan speaking juga.
- P : Jadi dari 4 skill bahasa Inggris, writing termasuk yang sering diajarkan atau tidak bu?
- GBI : Walaupun sedikit iya. Karena keterbatasan waktu mbak.
- P : jadi jalan keluarnya anak-anak disuruh mengerjakan dirumah ya bu?
- GBI : Iya mbak.
- P : Setelah itu dikoreksi bu?
- GBI : Saya lihat. Karena ada kelas yang cepat, ada juga yang lambat.
- P : Lalu, kira-kira ibu merekomendasikan kelas apa untuk objek penelitian saya nanti bu?
- GBI : Kalau mau PTK itu kan harus ada tantangannya mbak. Kalau menurut saya, kelas VIII-E itu kemampuan anak-anaknya biasa, tapi ramainya minta ampun. Kalau mbak Tika mau ambil kelas itu ya monggo.
- P : Baik bu, nanti disesuaikan saja sama jadwal dan keperluan ibu. Lalu, ibu mengajar recount text menggunakan mind-mapping ya bu? Itu menggunakan media apa ya bu?
- GBI : Saya mengajar 5 kelas mbak dan setiap kelas itu kemampuannya berbeda-beda. Awalnya dulu saya menggunakan media LCD. Tapi lama-kelamaan ada ketidaksiapan. Jadi saya menggunakan media seadanya. Saya tukis dipapan tulis pakai spidol.
- P : Hambatan yang sering dihadapi apa bu dari segi fasilitas atau materi?
- GBI : Kalau dari segi materi, anak-anak itu maunya yang up to date.
- P : Baik bu. Kira-kira kapan saya bisa masuk kelas ibu untuk observasi?
- GBI : Ya saya manut saja mbak. Hari Selasa di kelas VIII-E bagaimana?
- P : Iya bu tidak apa-apa. Kalau begitu sekian dulu tanya-tanyanya bu. Saya mohon pamit.
- GBI : Oke mbak. Sampai ketemu hari Selasa ya.

No : IT. 02

Hari, tanggal : Senin, 18 Januari 2016

Jam : 09.45 – 10.00 WIB

Tempat : Halaman Sekolah

Responden : Fitriana Nur Baiti dan Aristyani Putri Kayna (Siswa kelas VIII-E)

**P : Peneliti**

**S1 : Aristyani Putri Kayna**

**S2 : Fitriana Nur Baiti**

P : Halo, namanya siapa?

S1 : Aristyani.

P : Kalau kamu siapa?

- S2 : Fitri.  
P : Mbak mau tanya-tanya nih. Kalian suka pelajaran bahasa Inggris nggak? Kenapa?  
S1 : Suka mbak, kan bahasa Internasional.  
S2 : Nggak suka. Lha susah neranslate nya mbak.  
P : Emang gimana belajarnya dikelas?  
S1 : Kadang kurang jelas mbak.  
S2 : Kurang menarik juga.  
P : Pernah nggak gurunya mengajar pakai media?  
S1 : Paling pakai LCD mbak.  
P : Menurut kamu, belajar bahasa inggris yang menyenangkan tu gimana?  
S2 : Pakai game mbak, pakai gambar juga.

No : IT. 03  
Hari, tanggal : Selasa, 26 Januari 2016  
Jam : 10.00 – 10.30 WIB  
Tempat : Ruang Guru  
Responden : Wakasek Kesiswaan SMPN 4 Yogyakarta

**P : Peneliti**  
**W : Wakasek Kesiswaan SMPN 4 Yogyakarta**

- P : Permissi bu, nama saya Kartika dari UNY. Saya berencana akan melakukan penelitian disekolah ini bu. Saya menemui ibu bermaksud untuk menyerahkan surat pengantar dari universitas dan dinas sekaligus meminta ijin dengan ibu.  
W : Oh iya silahkan mbak. Saya tidak masalah.  
P : Apakah saya perlu bertemu dengan ibu Kepala Sekolah untuk meminta ijin bu?  
W : Oh tidak perlu mbak. Melalui saya saja juga tidak apa-apa.  
P : Baik bu, ini surat nya.  
W : Iya makasih mbak.  
P : Oiya bu, apakah saya juga perlu mengumpulkan proposalnya?  
W : Tidak perlu mbak. Nanti saja kalau sudah selesai semua skripsinya.  
P : Baik bu, terimakasih. Kalau begitu saya mohon pamit ya bu.  
W : Iya mbak, sama-sama.

No : IT. 04  
 Hari, tanggal : Selasa, 26 Januari 2016  
 Jam : 11.35 – 11.40 WIB  
 Tempat : Kelas VIII-E  
 Responden : Nabila Hendra Nur A (Siswa Kelas VIII-E)

**P : Peneliti**  
**S : Siswa**

P : Halo, namanya sapa?  
 S : Nabila mbak.  
 P : Gimana tadi belajarnya?  
 S : Ya gitu mbak. Masih bingung tentang recount text.  
 P : Oh begitu. Ya sudah mbak turun dulu ya.  
 S : Iya mbak.

No : IT. 05  
 Hari, tanggal : Selasa, 26 Januari 2016  
 Jam : 11.40 – 11.50 WIB  
 Tempat : Ruang Guru  
 Responden : Ibu Panca Dewi L, S.Pd (Guru Bahasa Inggris Kelas VIII-E)

**P : Peneliti**  
**GBI : Guru Bahasa Inggris**

GBI : Monggo mbak duduk sini.  
 P : Iya bu.  
 GBI : Bagaimana menurut mbak Tika tadi di kelas?  
 P : Anak-anak memang benar ramai bu. Sulit memperhatikan.  
 GBI : Iya kan?  
 P : Iya bu, jadi apa yang harus saya persiapkan ya bu?  
 GBI : Mentalnya mbak. Dan jangan lupa siapkan RPP sama silabusnya.  
 P : Baik bu saya siapkan dulu. Rencananya saya mau mengadakan pre-test.  
 Untuk jadwalnya nanti saya kabari lagi.  
 GBI : Iya mbak. Yang penting jadwalnya VIII-E itu hari Selasa dan Rabu.  
 P : Baik bu kalau begitu saya mohon pamit. Terimakasih.  
 GBI : Iya sama-sama.

No : IT. 06  
 Hari, tanggal : Jumat, 5 Februari 2016  
 Jam : 08.05 – 08.30 WIB  
 Tempat : Ruang Piket Guru  
 Responden : Ibu Panca Dewi L, S.Pd (Guru Bahasa Inggris Kelas VIII-E)

**P : Peneliti**  
**GBI : Guru Bahasa Inggris**

P : Selamat pagi bu.  
 GBI : Iya selamat pagi mbak.  
 P : Bagini bu, saya sedang mempersiapkan silabus dan RPP. Saya ingin bertanya lagi boleh bu?  
 GBI : Iya tentu boleh mbak.  
 P : Materinya masih recount text kan bu?  
 GBI : Iya masih mbak. Mbak juga mau mengajar itu?  
 P : Rencananya iya bu.  
 GBI : Yasudah tidak apa-apa dilanjutkan saja.  
 P : Kesulitannya apa ya bu selama ini dalam mengajarkan writing?  
 GBI : Seperti yang mbak lihat kemarin. Anak-anak masih ramai dan terlihat bingung.  
 P : Lalu solusi apa yang sudah ibu berikan?  
 GBI : Saya menggunakan metode main-mapping untuk membantu siswa memunculkan ide menulisnya.  
 P : Untuk media nya bu?  
 GBI : Terkadang saya menggunakan media LCD dan papan tulis mbak.  
 P : Kalau untuk karakteristik kelasnya sendiri bu?  
 GBI : Kemampuan kelas VIII-E sebenarnya cukup bagus kalau diasah. Masalahnya mereka suka ramai sendiri mbak. Ini lho saya kasih tau kerjaan mereka. Kemarin saya suruh nulis teks recount tapi hasilnya begini. Banyak yang belum selesai juga.  
 P : Oh begitu ya bu. Kalau begitu ibu masih menyarankan saya untuk melakukan penelitian disana bu?  
 GBI : Iya mbak disana saja. Jadwalnya disesuaikan sama jadwal pelajaran bahasa Inggris di kelasnya ya.  
 P : Baik bu. Untuk pelaksanaan pre-test bagaimana bu? Apakah saya bisa lakukan pada hari Rabu?  
 GBI : Boleh mbak. Tanggal 10 Februari ya mbak.  
 P : Baik bu, sampai ketemu. Saya mohon pamit.  
 GBI : Iya mbak.

No : IT. 07  
 Hari, tanggal : Rabu, 10 Februari 2016  
 Jam : 12.10 WIB  
 Tempat : Ruang kelas VIII-E  
 Responden : Dian Putri Pramesti (Siswa kelas VIII-E)

**P : Peneliti**  
**S : Dian Putri Pramesti**

P : Gimana menurutmu tes nya tadi?  
 S : Susah mbak.  
 P : Susah kenapa dek?  
 S : Aku tu bingung gimana nulisnya mbak. Itu lho aku sering blank gak ada ide.  
 P : Tapi suka nulis kan?  
 S : Nggak mbak. Pusing aku kalo suruh nulis. Banyak aturannya. Itu lho mbak grammarnya aku bingung. Yaudah sebisaku aja.

No : IT. 08  
 Hari, tanggal : Rabu, 10 Februari 2016  
 Jam : 12.30 – 13.00 WIB  
 Tempat : Ruang Piket Guru  
 Responden : Ibu Panca Dewi L, S.Pd (Guru Bahasa Inggris Kelas VIII-E)

**P : Peneliti**  
**GBI : Guru Bahasa Inggris**

P : Permisi bu. Ini hasil pre-test nya bu.  
 GBI : Mari sini mbak. Iya kan mbak, anak-anaknya memang seperti itu. Masih rame kalau mengerjakan. Atau mungkin mereka cepat bosan ya mbak.  
 P : Sepertinya begitu bu.  
 GBI : Mbak mau pakai media apa?  
 P : Cue cards bu. Jadi semacam kartu yang isinya gambar atau clues.  
 GBI : Oh iya iya bisa dicoba itu mbak.  
 P : Baik bu, nanti saya segera selesaikan silabus sama RPP nya ya bu. Setelah itu saya ingin konsultasi lagi dengan ibu.  
 GBI : Kapan mbak?  
 P : Bagaimana kalau tanggal 12 Februari bu?  
 GBI : Oke mbak.  
 P : Yasudah bu, saya pamit dulu. Terimakasih untuk hari ini ya bu.  
 GBI : Iya mbak sama-sama.

No : IT. 09  
 Hari, tanggal : Rabu, 12 Februari 2016  
 Jam : 09.00 – 09.30 WIB  
 Tempat : Pos Satpam  
 Responden : Pak Satpam

**P : Peneliti**  
**Sa : Satpam**

P : Selamat pagi pak.  
 Sa : Pagi mbak, mau bertemu siapa?  
 P : Mau bertemu ibu Panca pak.  
 Sa : Sudah buat janji?  
 P : Sudah pak.  
 Sa : Oh iya sebentar ya mbak saya panggilkan.  
 -----  
 Sa : Wah maaf mbak, bu Panca tidak ada di kantor. Mungkin sedang keluar.  
 Kalau boleh tau ada perlu apa ya mbak?  
 P : Ini pak, mau konsultasi RPP sama silabus.  
 Sa : Oh, ditaruh saja di meja beliau mbak. Mbak langsung masuk saja.  
 P : Begitu ya pak, yasudah terimakasih.  
 Sa : Iya sama-sama mbak.

No : IT. 10  
 Hari, tanggal : Selasa, 16 Februari 2016  
 Jam : 11.35 WIB  
 Tempat : Ruang Kelas VIII-E  
 Responden : Nabila Hendra Nur A (Siswa kelas VIII-E)

**P : Peneliti**  
**S : Nabila Hendra Nur A**

P : Gimana tadi belajar writingnya?  
 S : Lumayan enak mbak.  
 P : Enak gimana?  
 S : Ya enak mbak, kemaren kan gurunya pake mind-mapping to. Tapi masih bingung. Nah ini tadi contohnya ada gambarnya jadi lebih gampang mudheng maksudnya.  
 P : Oh gitu. Tadi ngerjain soal-soalnya bisa nggak?  
 S : Ya gitu mbak, masih suka bingung kalo nulis. Kan banyak aturannya kayak pakai past tense gitu. Kan bingung mbak. Kadang aku juga lupa ceritanya. Hehe.

P : Hehehe iya dek. Besok kita belajar lagi ya.  
 S : Oke mbak.

No : IT. 11  
 Hari, tanggal : Rabu, 17 Februari 2016  
 Jam : 12.20 WIB  
 Tempat : Ruang Kelas VIII-E  
 Responden : Rizki Amaliatussy S (Siswa kelas VIII-E)

**P : Peneliti**  
**S : Rizki Amaliatussy S**

P : Hai, kamu namanya siapa?  
 S : Rizki mbak.  
 P : Kok belum selesai? Temen-temennya yang lain sudah pulang lho.  
 S : Iya mbak, hehe. Maaf ya mbak.  
 P : Mbak suka lho sama anak yang mau tetep berusaha seperti kamu.  
 S : Hehehe makasih mbak.  
 P : Susah ya tugasnya?  
 S : Iya lumayan mbak. Tadi aku pakai pensil soalnya takut salah. Trus aku salin pake pulpen.  
 P : Ada yang masih bingung nggak?  
 S : Ada mbak. Yang kata kerjanya tu lho mbak. Kadang nggak tau bahasa inggrisnya. sama urutan kalimat yang banar.  
 P : Oh kalau gitu cek kamus dong yah.  
 S : iya mbak. Tapi aku suka lho kalo dikasih tugas-tugas kayak tadi. Jadinya nggak mengantuk. Seru juga ada gambarnya. Besok lagi yaa mbak.  
 P : Oke dek. Makasih ya.  
 S : Sama-sama mbak.

No : IT. 12  
 Hari, tanggal : Selasa, 23 Februari 2016  
 Jam : 11.05 WIB  
 Tempat : Ruang Kelas VIII-E  
 Responden : Nabila Hendra Nur A (Siswa kelas VIII-E)

**P : Peneliti**  
**S : Nabila Hendra Nur A**

- P : Kok masih sedikit dek?  
 S : Iya e mbak. Aku capek tadi habis pelajaran olahraga jadinya gak bisa mikir.  
 P : Yasudah dikerjakan pelan-pelan saja ya. Ada yang kesulitan gak?  
 S : Gimana ya mbak kalimatnya. aku bingung.  
 P : Bingung yang mana?  
 S : Ini lhooo mbaak. Bingung bahasa Inggrisnya gimana? Aku lagi capek mbak.  
 P : Yauda sebisanya aja ya.  
 S : Iya mbak. Maaf ya mbak.  
 P : Iya nggak apa-apa.

No : IT. 13  
 Hari, tanggal : Selasa, 23 Februari 2016  
 Jam : 11.40 – 12.00 WIB  
 Tempat : Ruang Guru  
 Responden : Ibu Panca Dewi L, S.Pd (Guru Bahasa Inggris Kelas VIII-E)

**P : Peneliti**  
**GBI : Guru Bahasa Inggris**

- P : Permisi ibu.  
 GBI : Mari mbak. Gimana mbak? Tadi anak-anak selesai ya ngerjainnya?  
 P : Belum bu, masi hada beberapa yang belum selesai terus saya suruh bawa pulang dan besok dikumpulkan.  
 GBI : Oh begitu. Berarti besok mbak Tika kesini lagi?  
 P : Iya bu, maaf ya bu. Anak-anak belum selesai tadi. Besok saya datang hanya mengambil tugas saja bu.  
 GBI : Yasudah tidak apa-apa mbak. Santai saja.  
 P : Begini bu, maksud saya menemui ibu, saya ingin berdiskusi hasil cycle yang pertama ini bu.  
 GBI : oh, iya yang pertama 3 pertemuan ya mbak? Bagaimana?  
 P : Alhamdulillah, cycle 1 sudah selesai bu. Bagaimana menurut ibu?  
 GBI : Iya, menurut saya anak-anak sudah ada peningkatan. Biasanya itu selalu ramai lho mbak pas pelajaran. Ini begitu dikasih tugas nulis jadi terkontrol. Hasilnya kemarin juga lumayan bagus mbak. Cuma memang kalau anak-anak itu belum bisa 100 persen benar grammarnya. Pasti masi hada salah-salahnya.  
 P : Jadi menurut ibu, apakah cycle 2 masih perlu untuk dilaksanakan?  
 GBI : Iya boleh mbak. Untuk memperbaiki grammarnya. Soalnya masih banyak yang bingung. Diksi nya juga masih banyak yang belum tepat.  
 P : Baik bu, berarti saya buat silabus sama RPP nya dulu ya bu. Kira-kira cycle kedua bisa dimulai kapan bu?

GBI : Iya dibuat dulu saja.  
P : Kira-kira kapan bu pelaksanaan cycle 2 nya?  
GBI : Kebetulan ini anak-anak besok hari Senin tanggal 29 itu ada UTS mbak.  
P : Oh begitu ya bu. Lalu menurut ibu, tanggal berapa bisa dimulai cycle kedua?  
GBI : Hari Rabu saja mbak. Tanggal 8 Maret. Jangan lupa dibuat dulu silabus sama RPP nya.  
P : Siap bu. Hehe, nanti insyaAllah tanggal 4 saya datang lagi untuk konsultasi.  
GBI : Oke mbak.  
P : Yasudah saya pamit dulu ya bu.  
GBI : Iya mbak hati-hati.

No : IT. 14  
Hari, tanggal : Jumat, 4 Maret 2016  
Jam : 09.00 – 09.15 WIB  
Tempat : Ruang piket guru  
Responden : Pak Satpam

**P : Peneliti**  
**Sa : Satpam**

P : Selamat pagi pak.  
Sa : Pagi mbak, mau mencari siapa?  
P : Mau mencari ibu Panca pak.  
Sa : Coba saya panggilkan sebentar ya mbak.  
P : Iya pak makasih.  
Sa : Tunggu saja disini.  
-----  
Sa : Bu Panca ada kepentingan diluar sekolah. Di SMS saja mbak.  
P : Iya pak, saya titipkan saja RPP sama silabus nya.  
Sa : Mari saya yang taruh di meja beliau saja mbak.  
P : Oh begitu ya pak, yasudah ini silabus sama RPP nya. Terimakasih banyak pak.  
Sa : Iya sama-sama mbak.

No : IT. 15  
 Hari, tanggal : Selasa, 8 Maret 2016  
 Jam : 11.35 WIB  
 Tempat : Koridor depan ruang Kelas VIII-E  
 Responden : Novita Putri Adisty (Siswa kelas VIII-E)

**P : Peneliti**  
**S : Novita Putri Adisty**

P : Halo, tadi gimana ngerjain soal-soalnya?  
 S : Ya gitu miss. Aku masih ada yang salah.  
 P : Asyik gak ngerjain soal-soal tadi?  
 S : Asyik kok miss sebenarnya. Tapi aku kok masih bingung ya.  
 P : Bingung yang mana?  
 S : Itu lho miss, caranya nulis kalimat. Aku kan udah punya ide to, tapi nulisnya bahasa Inggris masih bingung.  
 P : Kalau simple past tense udah mudheng kan dek?  
 S : Udah mbak rumusnya. Tapi kadang kok ya masih salah ya miss. Hehe.  
 P : Mungkin karena kurang latihan saja. Pasti kamu bisa kok dek.  
 S : Iya po mbak? Hehe.  
 P : Iya dong. Yauda besok belajar lagi ya.  
 S : Siap mbak.

No : IT. 16  
 Hari, tanggal : Selasa, 15 Maret 2016  
 Jam : 11.05 WIB  
 Tempat : Ruang Laboratorium  
 Responden : Muhharoni Surya Wibowo (Siswa kelas VIII-E)

**P : Peneliti**  
**S : Muhharoni Surya Wibowo**

P : Sip, lanjutkan ya.  
 S : Iya miss.  
 P : Bisa kan nulis recount text nya?  
 S : Bisa miss. Apalagi kalau ada gambarnya kayak gini.  
 P : Jadi itu gambarnya membantu ya dek?  
 S : Iya banget miss. Clues nya juga. Soalnya kan aku belum tau kata-kata yang baru itu miss.  
 P : Tapi habis itu tau kan?  
 S : Tau, lha wong aku catet kok miss.

P : Kalau nulis kalimat lampau bagaimana? Masih ada kesulitan?  
 S : Lumayan miss. Kesulitan sih ada, tapi aku bisa kok miss kan lihat contohnya kemarin.  
 P : Siip.

No : IT. 17  
 Hari, tanggal : Selasa, 15 Maret 2016  
 Jam : 11.20 WIB  
 Tempat : Ruang Laboratorium  
 Responden : Amaliya (Collaborator)

**P : Peneliti**  
**A : Amaliya**

P : Mel, anak-anaknya hari ini semangat banget ya. Aku jadi senang.  
 A : Iya Tik. Semangat banget. Trus kerjanya juga cepet, lancar lagi.  
 P : Kalau kayak gini berarti cycle 2 bisa berhanti di pertemuan ketiga dong ya.  
 A : Menurutku bisa.  
 P : Yauda nanti kita lihat saja hasilnya. Oh iya kamu tolong jangan lupa dokumentasi yang bagus-bagus ya. Hehe.  
 A : Siap Tik. Hehe.

No : IT. 18  
 Hari, tanggal : Selasa, 15 Maret 2016  
 Jam : 11.40 WIB  
 Tempat : Ruang Guru  
 Responden : Ibu Panca Dewi L, S.Pd (Guru Bahasa Inggris Kelas VIII-E)

**P : Peneliti**  
**GBI : Guru Bahasa Inggris**

GBI : Begini mbak, pertemuan ketiga kan rencananya besok, tapi besok itu anak-anak kelas VIII libur soalnya dipakai kelas IX.  
 P : Oh begitu ya bu. Berarti diundur hari Selasa depan?  
 GBI : Iya gimana mbak? Nggak apa-apa?  
 P : Yasudah bu, tidak apa-apa.  
 GBI : Oke berarti terakhir hari Selasa itu ya mbak? Tanggal 22?  
 P : Iya bu, rencananya saya juga akan mengadakan post-test sebagai hasil akhir dari siswa setelah melalui 2 cycles.

GBI : Oh ya kalau begitu hari rabu nya saja mbak. Kan 3 jam.  
P : Iya bu, nanti 2 jam untuk mengerjakan post-test terus 1 jam terakhir untuk pengisian kuesioner ya bu.  
GBI : Oke mbak. Saya manut saja.  
P : Baiklah bu, terimakasih atas dukungannya. Kalau begitu sya permisi dulu. Selamat siang.  
GBI : Sama-sama mbak, selamat siang.

No : IT. 19  
Hari, tanggal : Selasa, 22 Maret 2016  
Jam : 11.35 – 12.00 WIB  
Tempat : Ruang kelas VIII-E  
Responden : Nabila Hendra Nur, Lola Delilawati, Rizki Amaliatussy (Siswa kelas VIII-E)

**P : Peneliti**  
**S1 : Nabila Hendra Nur**  
**S2 : Lola Delilawati**  
**S3 : Rizki Amaliatussy**

P : Hai kalian kok belum pulang?  
S1 : Belum miss, masih mau ada latihan.  
P : Latihan apa?  
S1 : Latihan dance miss.  
S2 : Lha miss kok belum pulang?  
P : Iya nih pingin tanya-tanya dulu.  
S3 : Tanya apa miss?  
P : Gimana tadi? Masih ada kesulitan?  
S1 : Iya miss.  
R : Apa kesulitannya?  
S1 : Itu lho miss, yang caranya nulis kalimat yang bener.  
R : Trus apa lagi?  
S2 : Kata-kata miss. Aku gak artinya.  
S3 : Oh.. tapi kalo nulis recount text pakai kartu-kartu kayak tadi gimana?  
S3 : Enak miss soalnya ada gambarnya. Kan jadi bisa bayangin ceritanya.  
S2 : Gambarnya menarik miss. Ada klu nya lagi. Kan itu kata-kata susah yang kita belum tau artinya.  
R : Oh gitu ya. Berarti cara yang kemarin lebih gampang kan?  
S1 : Iya miss.  
P : Baiklah, miss turun dulu ya. Mau ketemu sama Ibu Panca.

S3 : Oke miss. Besok masih ngajar to miss?  
 P : Iya dek.

No : IT. 20  
 Hari, tanggal : Selasa, 22 Maret 2016  
 Jam : 12.05 – 12.15 WIB  
 Tempat : Ruang Guru  
 Responden : Ibu Panca Dewi L, S.Pd (Guru Bahasa Inggris Kelas VIII-E)

**P : Peneliti**  
**GBI : Guru Bahasa Inggris**

P : Permisi bu.  
 GBI : Iya, sudah mbak?  
 P : Sudah bu.  
 GBI : Maaf ya tadi saya tidak bisa ikut di kelas.  
 P : Iya bu, tidak apa-apa. Saya ingin berdiskusi dengan ibu tentang hasil cycle 2 ini bu.  
 GBI : Iya mbak.  
 P : Bagaimana menurut ibu tentang hasil cycle 2 ini bu?  
 GBI : Menurut saya anak-anak sudah mengalami peningkatan dalam kemampuan menulis. Kemarin yang saya lihat anak-anak juga meningkat motivasinya. Hasilnya juga, anak-anak jadi bisa menulis dengan lebih sistematis. Ceritanya juga banyak daripada waktu awal mbak.  
 P : Berarti sudah ada peningkatan ya bu?  
 GBI : Iya pasti itu mbak. Kelihatan kok.  
 P : Kalau untuk penggunaan media cue cards itu sendiri bu, bagaimana menurut ibu?  
 GBI : Bagus mbak. Kreatif sekali. Anak-anak jadi terstimulasi dengan melihat gambar dan klu. Caranya juga dengan menempelkan kartu itu diatas kertas kan? Jadi anak-anak bisa kreatif mengurutkan runtutan cerita sesuai dengan kreatifitasnya.  
 P : Menurut ibu, apakah saya perlu melakukan cycle selanjutnya?  
 GBI : Sepertinya sudah cukup mbak. Anak-anak sudah bisa lanjut ke materi yang lain. Nanti hasil post-test nya besok juga bisa saya ambil nilai untuk writingnya.  
 P : Siap bu, nanti saya serahkan nilainya. Berarti penelitian saya bisa dihentikan ditahap ini ya bu?  
 GBI : Iya mbak. Sudah cukup.  
 P : Baik bu, besok saya akan dating lagi untuk mengambil nilai post-test.  
 GBI : Iya mbak. Sampai ketemu besok ya.  
 P : Iya bu, permisi.  
 GBI : Iya hati-hati mbak.  
 No : IT. 21

Hari, tanggal : Rabu, 23 Maret 2016  
 Jam : 11.30 WIB  
 Tempat : Ruang kelas VIII-E  
 Responden : Muh. Dava Akbar Gibran (Siswa kelas VIII-E)

**P : Peneliti**  
**S : Muh. Dava Akbar Gibran**

P : Dava, nanti tolong temen-temen satu kelas disuruh jangan pulang dulu ya.  
 S : Ada apa mbak?  
 P : Mbak mau pamitan.  
 S : Wah udah selesai po mbak?  
 P : Iya dong, masa disini terus? Hehe.  
 S : Yah mbak cepet banget. Kayak baru sebentar ngajarnya.  
 P : Sekarang masih sulit nggak?  
 S : Lumayan mbak. Tapi lebih bisa daripada sebelumnya.  
 P : Kalau disuruh milih, kamu pilih nulis free style kayak gini atau pakai gambar?  
 S : Ya pake gambar lah mbak.  
 P : Tapi sudah bagus kok kerjaan mu.  
 S : Iya mbak. Sekarang aku lebih bisa. Kan terbiasa kemarin disuruh nulis macam gini terus.

# **Appendix C**

## **Observation Checklists**

### OBSERVATION CHECKLIST

No : Observation Checklist 1  
 Agenda : Cycle 1 meeting 1  
 Observer : Panca Dewi L, S.Pd  
 Day/Date : Tuesday, February 16<sup>th</sup> 2016

Check (✓) each item in the column that most clearly represents your observation and write the additional comments in the provided column.

| Activities  | Implementation  |  | Comments  |
|---|---|--|---|
|   | Yes   | No   |   |
| Opening   |   |  |   |
| <ul style="list-style-type: none"><li>➤ The teacher greets the students.</li><li>➤ The students respond to the teacher’s greeting.</li><li>➤ The teacher checks the students’ condition and the attendance.</li><li>➤ The teacher leads a prayer.</li><li>➤ The teacher reviews the previous materials.</li><li>➤ The teacher tells the goals of the teaching and learning process.</li><li>➤ The teacher is well prepared and well organized in class.</li></ul> | <ul style="list-style-type: none"><li>✓</li><li>✓</li><li>✓</li><li></li><li></li><li>✓</li><li>✓</li></ul> | <ul style="list-style-type: none"><li></li><li></li><li></li><li>✓</li><li>✓</li><li></li><li></li></ul> | <ul style="list-style-type: none"><li>➤ The teacher did not lead the prayer because it was not the first subject.</li><li>➤ The teacher did not review the material the previous materials because it was her first time to do the first cycle.</li></ul> |
| Main Activities   |   |  |   |
| <ul style="list-style-type: none"><li>➤ The students are ready to learn the materials.</li><li>➤ The teacher introduces examples of recount text.</li><li>➤ The teacher and the students discuss the language features and generic structure of a recount text.</li><li>➤ The teacher gives chances to the students to ask questions.</li></ul>   | <ul style="list-style-type: none"><li>✓</li><li>✓</li><li>✓</li><li>✓</li></ul>                             | <ul style="list-style-type: none"><li></li><li></li><li></li><li></li></ul>                              | <ul style="list-style-type: none"><li>➤ The students did not give any question because they were still shy.</li><li>➤ The students did not open the traditional dictionary</li></ul>  |



### OBSERVATION CHECKLIST

No : Observation Checklist 2  
 Agenda : Cycle 1 meeting 2  
 Observer : Panca Dewi L, S.Pd  
 Day/Date : Wednesday, February 17<sup>th</sup> 2016

Check (✓) each item in the column that most clearly represents your observation and write the additional comments in the provided column.

| Activities  | Implementation  |                                      | Comments  |
|---|---|--------------------------------------|---|
|   | Yes   | No                                   |   |
| Opening   |   |                                      |   |
| <ul style="list-style-type: none"><li>➤ The teacher greets the students.</li><li>➤ The students respond to the teacher’s greeting.</li><li>➤ The teacher checks the students’ condition and the attendance.</li><li>➤ The teacher leads a prayer.</li><li>➤ The teacher reviews the previous materials.</li><li>➤ The teacher tells the goals of the teaching and learning process.</li><li>➤ The teacher is well prepared and well organized in class.</li></ul> | <div>✓</div> <div>✓</div> <div>✓</div> <div></div> <div>✓</div> <div>✓</div> <div>✓</div> | <div></div> <div>✓</div> <div></div> | <div>➤ The teacher did not lead the prayer because it was not the first subject.</div>  |
| Main Activities   |   |                                      |   |
| <ul style="list-style-type: none"><li>➤ The students are ready to learn the materials.</li><li>➤ The teacher introduces examples of recount text.</li><li>➤ The teacher and the students discuss the language features and generic structure of a recount text.</li><li>➤ The teacher gives chances to the students to ask questions.</li><li>➤ The students deliver questions to the teacher.</li><li>➤ The teacher gives some writing tasks to</li></ul>        | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>             | <div></div> <div></div> <div></div>  | <div>➤ The students did not open the traditional dictionary because mostly they used the online dictionary and the vocabulary list.</div> |

|   |   |          |  |
|---|---|----------|--|
| <p>the students.</p> <ul style="list-style-type: none"> <li>➤ The students are motivated in doing tasks.</li> <li>➤ The teacher monitors and checks students' works.</li> <li>➤ The students use dictionary to help them in finding vocabulary.</li> <li>➤ The teacher asks the students to write a recount text based on the cue cards (pictures).</li> </ul>  | <p>✓</p> <p>✓</p>                                     | <p>✓</p> |  |
| Closing   |   |          |  |
| <ul style="list-style-type: none"> <li>➤ Teacher and students reflect to today's lesson.</li> <li>➤ The teacher summarizes the lesson.</li> <li>➤ Teacher gives feedback to students.</li> <li>➤ Teacher gives further guidance to students.</li> <li>➤ The teacher leads a prayer.</li> <li>➤ Teacher closes the teaching and learning process.</li> </ul>   | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> |          |  |
| Class Situation   |   |          |  |
| <ul style="list-style-type: none"> <li>➤ The students show their enthusiasm or motivation during the teaching and learning process.</li> <li>➤ The students actively take parts in each class activity.</li> <li>➤ The time allocation is appropriate.</li> <li>➤ The teacher manages the class well.</li> <li>➤ The media used by the teacher are sufficient in the teaching and learning process.</li> <li>➤ The teacher's instructions are clear.</li> </ul> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> |          |  |

### OBSERVATION CHECKLIST

No : Observation Checklist 3  
 Agenda : Cycle 1 meeting 3  
 Observer : Panca Dewi L, S.Pd  
 Day/Date : Tuesday, February 23<sup>rd</sup> 2016

Check (✓) each item in the column that most clearly represents your observation and write the additional comments in the provided column.

| Activities  | Implementation   |                          | Comments   |
|---|--|--------------------------|--|
|   | Yes  | No                       |  |
| Opening   |  |                          |  |
| <ul style="list-style-type: none"><li>➤ The teacher greets the students.</li><li>➤ The students respond to the teacher’s greeting.</li><li>➤ The teacher checks the students’ condition and the attendance.</li><li>➤ The teacher leads a prayer.</li><li>➤ The teacher reviews the previous materials.</li><li>➤ The teacher tells the goals of the teaching and learning process.</li><li>➤ The teacher is well prepared and well organized in class.</li></ul> | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | <div></div> <div>✓</div> | <div>➤ The teacher did not lead the prayer because it was not the first subject.</div> |
| Main Activities   |  |                          |  |
| <ul style="list-style-type: none"><li>➤ The students are ready to learn the materials.</li><li>➤ The teacher introduces examples of recount text.</li><li>➤ The teacher and the students discuss the language features and generic structure of a recount text.</li><li>➤ The teacher gives chances to the students to ask questions.</li><li>➤ The students deliver questions to the teacher.</li><li>➤ The teacher gives some writing tasks to</li></ul>        | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>              | <div></div> <div>✓</div> | <div>➤ They were reluctant to ask their question.</div>                                |

|   |   |  |  |
|---|---|--|--|
| <p>the students.</p> <ul style="list-style-type: none"> <li>➤ The students are motivated in doing tasks.</li> <li>➤ The teacher monitors and checks students' works.</li> <li>➤ The students use dictionary to help them in finding vocabulary.</li> <li>➤ The teacher asks the students to write a recount text based on the cue cards (pictures).</li> </ul>  | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>                   |  |  |
| Closing   |   |  |  |
| <ul style="list-style-type: none"> <li>➤ Teacher and students reflect to today's lesson.</li> <li>➤ The teacher summarizes the lesson.</li> <li>➤ Teacher gives feedback to students.</li> <li>➤ Teacher gives further guidance to students.</li> <li>➤ The teacher leads a prayer.</li> <li>➤ Teacher closes the teaching and learning process.</li> </ul>   | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> |  |  |
| Class Situation   |   |  |  |
| <ul style="list-style-type: none"> <li>➤ The students show their enthusiasm or motivation during the teaching and learning process.</li> <li>➤ The students actively take parts in each class activity.</li> <li>➤ The time allocation is appropriate.</li> <li>➤ The teacher manages the class well.</li> <li>➤ The media used by the teacher are sufficient in the teaching and learning process.</li> <li>➤ The teacher's instructions are clear.</li> </ul> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> |  |  |

### OBSERVATION CHECKLIST

No : Observation Checklist 4  
 Agenda : Cycle 2 meeting 1  
 Observer : Amaliya  
 Day/Date : Tuesday, March 8<sup>th</sup> 2016

Check (✓) each item in the column that most clearly represents your observation and write the additional comments in the provided column.

| Activities  | Implementation   |  | Comments  |
|---|--|--|---|
|   | Yes  | No   |   |
| Opening   |  |  |   |
| <ul style="list-style-type: none"><li>➤ The teacher greets the students.</li><li>➤ The students respond to the teacher’s greeting.</li><li>➤ The teacher checks the students’ condition and the attendance.</li><li>➤ The teacher leads a prayer.</li><li>➤ The teacher reviews the previous materials.</li><li>➤ The teacher tells the goals of the teaching and learning process.</li><li>➤ The teacher is well prepared and well organized in class.</li></ul> | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | <div></div> <div></div> <div></div> <div>✓</div> <div></div> <div></div> <div></div> | <ul style="list-style-type: none"><li>➤ The teacher did not lead the prayer because it was not the first subject.</li></ul>   |
| Main Activities   |  |  |   |
| <ul style="list-style-type: none"><li>➤ The students are ready to learn the materials.</li><li>➤ The teacher introduces examples of recount text.</li><li>➤ The teacher and the students discuss the language features and generic structure of a recount text.</li><li>➤ The teacher gives chances to the students to ask questions.</li><li>➤ The students deliver questions to the teacher.</li><li>➤ The teacher gives some writing tasks to</li></ul>        | <div>✓</div> <div></div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>               | <div></div> <div>✓</div> <div></div> <div></div> <div></div> <div></div>             | <ul style="list-style-type: none"><li>➤ The teacher did not show the examples of recount text because the teacher explained more about the grammar used (past tense) in recount</li><li>➤ The teacher did not ask</li></ul> |

|   |   |          |   |
|---|---|----------|---|
| <p>the students.</p> <ul style="list-style-type: none"> <li>➤ The students are motivated in doing tasks.</li> <li>➤ The teacher monitors and checks students' works.</li> <li>➤ The students use dictionary to help them in finding vocabulary.</li> <li>➤ The teacher asks the students to write a recount text based on the cue cards (pictures).</li> </ul>  | <p>✓</p> <p>✓</p> <p>✓</p>                            | <p>✓</p> | <p>the students to write a recount text because she asked them to practice more about the grammar used (past tense).</p>        |
| Closing   |   |          |   |
| <ul style="list-style-type: none"> <li>➤ Teacher and students reflect to today's lesson.</li> <li>➤ The teacher summarizes the lesson.</li> <li>➤ Teacher gives feedback to students.</li> <li>➤ Teacher gives further guidance to students.</li> <li>➤ The teacher leads a prayer.</li> <li>➤ Teacher closes the teaching and learning process.</li> </ul>   | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>          | <p>✓</p> | <ul style="list-style-type: none"> <li>➤ The teacher did not lead the prayer because the leader of the class did it.</li> </ul> |
| Class Situation   |   |          |   |
| <ul style="list-style-type: none"> <li>➤ The students show their enthusiasm or motivation during the teaching and learning process.</li> <li>➤ The students actively take parts in each class activity.</li> <li>➤ The time allocation is appropriate.</li> <li>➤ The teacher manages the class well.</li> <li>➤ The media used by the teacher are sufficient in the teaching and learning process.</li> <li>➤ The teacher's instructions are clear.</li> </ul> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> |          |   |

### OBSERVATION CHECKLIST

No : Observation Checklist 5  
 Agenda : Cycle 2 meeting 2  
 Observer : Panca Dewi L, S.Pd  
 Day/Date : Tuesday, February 15<sup>th</sup> 2016

Check (✓) each item in the column that most clearly represents your observation and write the additional comments in the provided column.

| Activities  | Implementation   |  | Comments   |
|---|--|--|--|
|   | Yes  | No   |  |
| Opening   |  |  |  |
| <ul style="list-style-type: none"><li>➤ The teacher greets the students.</li><li>➤ The students respond to the teacher’s greeting.</li><li>➤ The teacher checks the students’ condition and the attendance.</li><li>➤ The teacher leads a prayer.</li><li>➤ The teacher reviews the previous materials.</li><li>➤ The teacher tells the goals of the teaching and learning process.</li><li>➤ The teacher is well prepared and well organized in class.</li></ul> | <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> | <div></div> <div></div> <div></div> <div>✓</div> <div></div> <div></div> <div></div> | <ul style="list-style-type: none"><li>➤ The teacher did not lead the prayer because it was not the first subject.</li></ul>  |
| Main Activities   |  |  |  |
| <ul style="list-style-type: none"><li>➤ The students are ready to learn the materials.</li><li>➤ The teacher introduces examples of recount text.</li><li>➤ The teacher and the students discuss the language features and generic structure of a recount text.</li><li>➤ The teacher gives chances to the students to ask questions.</li><li>➤ The students deliver questions to the teacher.</li><li>➤ The teacher gives some writing tasks to</li></ul>        | <div>✓</div> <div></div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>               | <div></div> <div>✓</div> <div></div> <div></div> <div></div> <div></div>             | <ul style="list-style-type: none"><li>➤ The teacher couldn’t show the examples of the texts because there is no LCD projector in the laboratory.</li><li>➤ The students did not open the traditional</li></ul> |

|   |   |          |   |
|---|---|----------|---|
| <p>the students.</p> <ul style="list-style-type: none"> <li>➤ The students are motivated in doing tasks.</li> <li>➤ The teacher monitors and checks students' works.</li> <li>➤ The students use dictionary to help them in finding vocabulary.</li> <li>➤ The teacher asks the students to write a recount text based on the cue cards (pictures).</li> </ul>  | <p>✓</p> <p>✓</p> <p>✓</p>                            | <p>✓</p> | <p>dictionary because mostly they used the online dictionary and the vocabulary list.</p>                                       |
| Closing   |   |          |   |
| <ul style="list-style-type: none"> <li>➤ Teacher and students reflect to today's lesson.</li> <li>➤ The teacher summarizes the lesson.</li> <li>➤ Teacher gives feedback to students.</li> <li>➤ Teacher gives further guidance to students.</li> <li>➤ The teacher leads a prayer.</li> <li>➤ Teacher closes the teaching and learning process.</li> </ul>   | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>          | <p>✓</p> | <ul style="list-style-type: none"> <li>➤ The teacher did not lead the prayer because the leader of the class did it.</li> </ul> |
| Class Situation   |   |          |   |
| <ul style="list-style-type: none"> <li>➤ The students show their enthusiasm or motivation during the teaching and learning process.</li> <li>➤ The students actively take parts in each class activity.</li> <li>➤ The time allocation is appropriate.</li> <li>➤ The teacher manages the class well.</li> <li>➤ The media used by the teacher are sufficient in the teaching and learning process.</li> <li>➤ The teacher's instructions are clear.</li> </ul> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> |          |   |

### OBSERVATION CHECKLIST

No : Observation Checklist 6  
 Agenda : Cycle 2 meeting 3  
 Observer : Amaliya  
 Day/Date : Tuesday, February 22<sup>nd</sup> 2016

Check (✓) each item in the column that most clearly represents your observation and write the additional comments in the provided column.

| Activities  | Implementation  |   | Comments  |
|---|---|---|---|
|   | Yes   | No  |   |
| Opening   |   |   |   |
| <ul style="list-style-type: none"> <li>➤ The teacher greets the students.</li> <li>➤ The students respond to the teacher’s greeting.</li> <li>➤ The teacher checks the students’ condition and the attendance.</li> <li>➤ The teacher leads a prayer.</li> <li>➤ The teacher reviews the previous materials.</li> <li>➤ The teacher tells the goals of the teaching and learning process.</li> <li>➤ The teacher is well prepared and well organized in class.</li> </ul> | <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul> | <ul style="list-style-type: none"> <li>✓</li> </ul> | <ul style="list-style-type: none"> <li>➤ The teacher did not lead the prayer because it was not the first subject.</li> </ul>   |
| Main Activities   |   |   |   |
| <ul style="list-style-type: none"> <li>➤ The students are ready to learn the materials.</li> <li>➤ The teacher introduces examples of recount text.</li> <li>➤ The teacher and the students discuss the language features and generic structure of a recount text.</li> <li>➤ The teacher gives chances to the students to ask questions.</li> <li>➤ The students deliver questions to the teacher.</li> <li>➤ The teacher gives some writing tasks to</li> </ul>         | <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>            | <ul style="list-style-type: none"> <li>✓</li> </ul> | <ul style="list-style-type: none"> <li>➤ The teacher did not introduce the examples of recount text because the students were already asked to write their own recount text.</li> </ul> |

|   |   |  |  |
|---|---|--|--|
| <p>the students.</p> <ul style="list-style-type: none"> <li>➤ The students are motivated in doing tasks.</li> <li>➤ The teacher monitors and checks students' works.</li> <li>➤ The students use dictionary to help them in finding vocabulary.</li> <li>➤ The teacher asks the students to write a recount text based on the cue cards (pictures).</li> </ul>  | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>                   |  |  |
| Closing   |   |  |  |
| <ul style="list-style-type: none"> <li>➤ Teacher and students reflect to today's lesson.</li> <li>➤ The teacher summarizes the lesson.</li> <li>➤ Teacher gives feedback to students.</li> <li>➤ Teacher gives further guidance to students.</li> <li>➤ The teacher leads a prayer.</li> <li>➤ Teacher closes the teaching and learning process.</li> </ul>   | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> |  |  |
| Class Situation   |   |  |  |
| <ul style="list-style-type: none"> <li>➤ The students show their enthusiasm or motivation during the teaching and learning process.</li> <li>➤ The students actively take parts in each class activity.</li> <li>➤ The time allocation is appropriate.</li> <li>➤ The teacher manages the class well.</li> <li>➤ The media used by the teacher are sufficient in the teaching and learning process.</li> <li>➤ The teacher's instructions are clear.</li> </ul> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> |  |  |

# **Appendix D**

## **Field Notes**

|               |  |
|---------------|--|
| No            | : FN. 01                                   |
| Hari, tanggal | : Senin, 18 Januari 2016                   |
| Jam           | : 09.00 – 10.00 WIB                        |
| Tempat        | : Ruang Piket Guru                         |
| Kegiatan      | : Wawancara Guru Bahasa Inggris dan siswa  |
| Responden     | : Peneliti, Guru Bahasa Inggris, dan siswa |

Peneliti datang ke sekolah pada pukul 09.00. Peneliti bertemu dengan satpam dan menyampaikan maksud kedatangannya untuk bertemu dengan ibu guru Bahasa Inggris. Satpam memanggil guru Bahasa Inggris dan peneliti diminta menunggu di ruang piket guru.

Peneliti bertemu dengan ibu guru Bahasa Inggris dan mewawancarai terkait masalah yang dihadapi di kelas, upaya yang sudah dilakukan, *skill* apa yang perlu ditingkatkan, sejauh apa materi yang sudah diajarkan, jadwal observasi dan penelitian.

Peneliti lalu bertemu dengan beberapa siswa dan mewawancarai mereka secara bergantian. Setelah mendapatkan data yang diperlukan, peneliti kemudian berpamitan pulang.

|               |                                  |
|---------------|----------------------------------|
| No            | : FN. 02                         |
| Hari, tanggal | : Selasa, 26 Januari 2016        |
| Jam           | : 10.00 – 10.30 WIB              |
| Tempat        | : Ruang Guru                     |
| Kegiatan      | : Ijin observasi                 |
| Responden     | : Peneliti dan Wakasek Kesiswaan |

Peneliti datang ke sekolah pukul 10.00. Peneliti bertemu dengan satpam dan menjelaskan maksud kedatangannya. Satpam mengantarkan peneliti ke ruang Wakasek Kesiswaan untuk menyerahkan surat ijin observasi. Namun, pada saat itu Wakasek Kesiswaan sedang tidak berada di tempat, sehingga satpam meminta peneliti untuk menunggu di ruang guru.

Peneliti duduk di ruang guru untuk menunggu Wakasek kesiswaan. Peneliti bertemu dengan ibu guru Bahasa Inggris. Ibu Guru Bahasa Inggris mempersilahkan peneliti untuk masuk ke kelasnya jam 10.30 WIB.

Peneliti bertemu dengan Wakasek Kesiswaan. Peneliti menyerahkan surat ijin observasi dan menjelaskan maksud dari kegiatan observasi adalah untuk meneliti masalah yang terdapat di kelas yang digunakan untuk bahan dalam skripsinya. Wakasek Kesiswaan memberikan ijin kepada peneliti untuk melakukan penelitian di SMP Negeri 4 Yogyakarta.

No : FN. 03  
 Hari, tanggal : Selasa, 26 Januari 2016  
 Jam : 10.30 – 11.35 WIB  
 Tempat : Ruang kelas VIII-E  
 Kegiatan : Observasi  
 Responden : Guru Bahasa Inggris, peneliti, siswa

Peneliti masuk ke kelas pada pukul 10.30 bersama dengan Guru Bahasa Inggris. Peneliti lalu duduk dibangku paling pojok dan Guru Bahasa Inggris memulai pelajaran. Guru Bahasa Inggris membuka pelajaran dengan mengucapkan salam. Setelah itu Guru Bahasa Inggris membahas pertemuan sebelumnya yaitu tentang menulis diary menggunakan metode mind-mapping.

Guru Bahasa Inggris menjelaskan tentang mind-mapping untuk menulis diary menggunakan media papan tulis. Beberapa murid nampak tidak memperhatikan penjelasan Guru Bahasa Inggris. Terlihat beberapa siswa berbicara dengan siswa lainnya. Sebagian dari mereka juga belum menyelesaikan tugas yang diberikan.

Guru Bahasa Inggris menjelaskan tentang generic structure dari recount text dan juga grammar. Ketika diberi kesempatan untuk bertanya, murid-murid menjadi diam dan tidak ada yang bertanya. Guru Bahasa Inggris menawarkan beberapa kali tetapi murid-murid masih terlihat pasif.

Guru Bahasa Inggris lalu menyuruh murid-murid melanjutkan tugas yang belum selesai secara individu. Keadaan kelas terlihat ramai. Beberapa anak berjalan keluar dari bangkunya ke bangku temannya untuk bertanya tentang arti kata karena hanya beberapa anak yang membawa kamus. Ada juga yang terlihat lelah dan menempelkan kepala diatas mejanya.

Lalu, Guru Bahasa Inggris memberikan tugas untuk dikerjakan di rumah. Murid-murid diminta untuk menulis pengalaman menarik mereka. Beberapa siswa terlihat kurang tertarik dengan tugas tersebut. Bel pulang sekolah berbunyi. Ketua kelas memimpin doa, lalu murid-murid meninggalkan kelas.

No : FN. 04  
 Hari, tanggal : Jumat, 5 Februari 2016  
 Jam : 08.05 – 08.30 WIB  
 Tempat : Ruang piket guru  
 Kegiatan : Janjian penelitian  
 Responden : Ibu Guru bahasa Inggris

Peneliti datang ke sekolah pada pukul 08.00. Peneliti menunggu Guru Bahasa Inggris di ruang piket. Pada pukul 08.05, Guru Bahasa Inggris menghampiri peneliti.

Peneliti menanyakan beberapa pertanyaan terkait proses belajar mengajar *writing* di kelas, seperti materi yang sedang diajarkan, kesulitan dalam mengajar *writing*, solusi yang dilakukan, dan media yang digunakan. Peneliti menjelaskan gambaran penelitian yang ingin dilakukan. Guru Bahasa Inggris pun setuju.

Peneliti dan Guru Bahasa Inggris berdiskusi tentang kelas yang akan dijadikan objek penelitian. Guru Bahasa Inggris menjelaskan tentang karakteristik dari masing-masing kelas VIII. Lalu, Guru Bahasa Inggris menyarankan untuk melakukan penelitian di kelas VIII-E. Setelah itu, peneliti dan Guru Bahasa Inggris membicarakan tentang jadwal penelitian. Jadwal penelitian disesuaikan dengan jadwal mata pelajaran Bahasa Inggris di kelas VIII-E yaitu hari Selasa dan Rabu. Peneliti meminta izin kepada Guru Bahasa Inggris mengenai dengan jadwal *pre-test* yang akan dilakukan untuk mengukur kemampuan siswa sebelum dilakukan penelitian. Guru bahasa Inggris mengizinkan peneliti untuk melakukan *pre-test* pada hari Rabu, tanggal 10 Februari 2016.

No : FN. 05  
 Hari, tanggal : Rabu, 10 Februari 2016  
 Jam : 10.55 – 12.15 WIB  
 Tempat : Ruang kelas VIII-E  
 Kegiatan : Pre-test  
 Responden : Peneliti, Guru bahasa Inggris, dan Siswa

Peneliti bersama dengan Guru Bahasa Inggris menuju ke kelas VIII-E. Guru Bahasa Inggris membuka kelas dan mempersilahkan peneliti untuk mengambil alih kelas. Peneliti memperkenalkan diri dan menjelaskan maksud serta tujuan melakukan penelitian di kelas VIII-E. Siswa nampak antusias dengan keberadaan peneliti. Peneliti lalu membagikan lembar kerja dan menjelaskan instruksi kepada siswa. Siswa diminta untuk menulis tentang pengalaman liburan yang menarik.

Siswa diminta mengerjakan secara mandiri. Beberapa dari mereka nampak kebingungan. Peneliti memperbolehkan mereka membuka kamus, tetapi hanya 1 siswa yang membawa kamus. Selama menulis, tidak sedikit siswa yang bertanya kepada peneliti.

Bel tanda pulang sekolah berbunyi. Masih ada beberapa siswa yang belum selesai, namun peneliti meminta semua siswa untuk mengumpulkan pekerjaannya. Kemudian, peneliti menutup kelas.

No : FN. 06  
 Hari, tanggal : Rabu, 10 Februari 2016  
 Jam : 12.30 – 13.00 WIB  
 Tempat : Ruang guru  
 Kegiatan : Diskusi penelitian  
 Responden : Guru bahasa Inggris

Setelah selesai melakukan pre-test, peneliti keluar kelas dan menuju ke ruang guru. Peneliti bertemu dengan Guru Bahasa Inggris. Guru Bahasa Inggris menjelaskan kemampuan siswa-siswi kelas VIII-E kepada peneliti. Berdasarkan hasil pre-test, Guru Bahasa Inggris sangat mendukung peneliti untuk mencoba melakukan penelitian di kelas tersebut menggunakan media

cue cards. Peneliti membuat janji dengan Guru Bahasa Inggris untuk mengkonsultasikan RPP sebelum melakukan penelitian. Konsultasi RPP akan dilaksanakan tanggal 12 Februari 2016.

No : FN. 07  
 Hari, tanggal : Jumat, 12 Februari 2016  
 Jam : 09.00 – 09.30 WIB  
 Tempat : Ruang guru  
 Kegiatan : Konsultasi silabus dan RPP  
 Responden : Guru bahasa Inggris

Peneliti tiba disekolah pada pukul 09.00. Peneliti bertemu dengan satpam dan menjelaskan maksud kedatangannya untuk bertemu dengan ibu Guru Bahasa Inggris. Satpam masuk ke dalam untuk memanggil Guru Bahasa Inggris. Namun, pada saat itu, Guru Bahasa Inggris sedang tidak berada disekolah. Satpam pun meminta peneliti untuk masuk dan meletakkan RPP diatas meja Guru Bahasa Inggris.

No : FN. 08  
 Hari, tanggal : Selasa, 16 Februari 2016  
 Jam : 10.15 – 11.35 WIB  
 Tempat : Ruang kelas VIII-E  
 Kegiatan : Cycle 1 meeting 1  
 Responden : Peneliti, Guru Bahasa Inggris, kolaborator, dan siswa

Peneliti, kolaborator, dan Guru Bahasa Inggris menuju ke kelas VIII-E. Guru Bahasa Inggris lalu mempersilahkan peneliti untuk memulai mengajar. Peneliti membuka kelas dengan mengucapkan salam dan menanyakan kabar siswa. Selanjutnya, peneliti mengecek presensi siswa. Kondisi kelas aman terkendali.

Peneliti lalu menjelaskan topik pada hari itu, yaitu tentang teks recount. Pertama-tama, peneliti bertanya tentang teks recount kepada siswa untuk mengetahui pengetahuan siswa. Beberapa siswa dapat menjawab pertanyaan dengan yakin, tetapi ada beberapa siswa yang masih nampak kebingungan. Lalu, peneliti menunjukkan contoh teks recount kepada siswa yang berjudul “My Holiday”. Peneliti juga mencantumkan gambar yang berhubungan dengan cerita tersebut agar siswa dapat lebih mudah memahami cerita. Siswa nampak tertarik dan antusias. Selanjutnya, peneliti mulai menjelaskan tentang generic structure dan language features dari teks recount tersebut. Ketika diberi kesempatan untuk bertanya, belum ada siswa yang berani bertanya.

Setelah menjelaskan materi, peneliti memberikan soal latihan kepada siswa. Latihan yang pertama, siswa diminta untuk mencocokkan kalimat dengan gambar yang berhubungan. Siswa nampak senang dan dapat mengerjakan soal latihan tersebut dengan baik. Selanjutnya, mereka diminta untuk mengidentifikasi generic structure dan language features dari sebuah teks recount. Kondisi kelas aman terkendali.

Pada 40 menit terakhir, peneliti member soal latihan selanjutnya kepada siswa. Siswa diminta untuk menyusun kata dan kalimat acak secara berpasangan. Mereka dapat mengerjakan dengan baik, namun sebagian masih mengalami kesulitan pada kalimat yang agak lebih panjang. Peneliti berkeliling untuk mengecek dan membantu siswa. Soal latihan yang terakhir yaitu membuat kalimat berdasarkan gambar. Peneliti memberikan 6 gambar yang harus ditempelkan diatas kertas. Siswa lalu menempel gambar dan membuat kalimat yang berhubungan dengan gambar tersebut.

Bel tanda pulang sekolah berbunyi. Peneliti lalu menyimpulkan pelajaran dan menutup kelas dengan berdoa dan mengucapkan salam. Setelah kelas berakhir, peneliti menemui seorang siswa dan berbincang-bincang.

- Peneliti : Gimana tadi belajar writingnya?  
 Siswa 1 : Lumayan enak mbak  
 Peneliti : Enak gimana?  
 Siswa 1 : Ya enak mbak, kemaren kan gurunya pake mind-mapping to. Tapi masih bingung. Nah ini tadi contohnya ada gambarnya jadi lebih gampang mudheng maksudnya.  
 Peneliti : Oh gitu. Tadi ngerjain soal-soalnya bisa nggak?  
 Siswa 1 : Ya gitu mbak, masih suka bingung kalo nulis. Kan banyak aturannya kayak pakai past tense gitu. Kan bingung mbak.

No : FN. 09  
 Hari, tanggal : Rabu, 17 Februari 2016  
 Jam : 10.15 – 12.15 WIB  
 Tempat : Ruang kelas VIII-E  
 Kegiatan : Cycle 1 meeting 2  
 Responden : Peneliti, Guru Bahasa Inggris, kolaborator, dan siswa

Peneliti, Guru Bahasa Inggris, dan kolaborator menuju kelas. Pertama-tama peneliti membuka kelas dengan mengucapkan “good morning everyone.. how are you today?”. Siswa lalu menjawab “good morning miss.. I’m fine, and you?”. Peneliti menjawab “I’m fine too, thank you”. Lalu mengecek presensi siswa. Semua siswa hadir didalam kelas. Peneliti lalu bertanya tentang pelajaran sebelumnya.

Peneliti memulai pelajaran dengan memberikan contoh teks recount berjudul “Ging Fishing for the First Time” yang ditayangkan melalui proyektor. Siswa terlihat antusias karena contoh disertai dengan gambar. Setelah berdiskusi tentang generic structure dan language features, peneliti memberikan beberapa soal latihan kepada siswa. Yang pertama adalah mengartikan bahasa inggris kedalam bahasa Indonesia dan menulis kata kerja yang ditunjukkan oleh gambar. Latihan selanjutnya adalah mencari kata dalam huruf acak dan mengisi cerita rumpang dengan kata yang sudah tersedia di kolom. Setelah itu, peneliti dan siswa mendiskusikan jawaban yang benar.

Latihan terakhir yaitu membuat teks recount berdasarkan gambar

berseri secara individu. Siswa mendapat 6 gambar dan masing-masing gambar diceritakan sebanyak 3 kalimat. Seorang siswa bertanya “miss, convenient itu artinya apa?” peneliti lalu menjawab pertanyaan siswa tersebut. Peneliti berkeliling untuk mengecek pekerjaan siswa. Seorang siswa bertanya “miss, ini disuruh apa to?”. Lalu peneliti menjelaskan kembali kepada siswa tersebut. Lalu, seorang siswa lainnya bertanya “miss ku tuh masih bingung e bedanya in sama at”. Peneliti pun menjelaskan kepada siswa tersebut.

Beberapa siswa Nampak masih kebingungan mengerjakan latihan menulis teks recount. Sayangnya, tidak semua siswa membawa kamus. Peneliti lalu meminta siswa untuk membawa kamus pada pertemuan berikutnya. Kondisi kelas cukup ramai. Kolaborator membantu peneliti untuk menenangkan siswa. Setelah selesai mengerjakan, siswa mengumpulkan pekerjaannya kepada peneliti.

Bel pulang sekolah berbunyi. Setelah berdoa, peneliti menutup kelas dengan mengucapkan “that’s all for today.. see you next week.. wassalamualaikum..”. namun, ada satu siswa yang belum selesai mengerjakan latihan. Peneliti lalu menunggu siswa tersebut sembari berbincang.

Peneliti : Mbak suka lho sama anak yang mau tetep berusaha seperti kamu.

Siswa : Hehehe makasih mbak.

Peneliti : Susah ya tugasnya?

Siswa : Iya lumayan mbak. Tadi aku pakai pensil soalnya takut salah. Trus aku salin pake pulpen.

Peneliti : Ada yang masih bingung nggak?

Siswa : Ada mbak. Yang kata kerjanya tu lho mbak. Kadang nggak tau bahasa inggrisnya. sama urutan kalimat yang banar.

Peneliti : Oh kalau gitu cek kamus dong yah.

Siswa : Iya mbak. Tapi aku suka lho kalo dikasih tugas-tugas kayak tadi. Jadinya nggak ngantuk. Seru juga ada gambarnya. Besok lagi yaa mbak.

Peneliti : Oke dek. Makasih ya.

Siswa : Sama-sama mbak.

No : FN. 10

Hari, tanggal : Selasa, 23 Februari 2016

Jam : 10.15 -11.35 WIB

Tempat : Ruang kelas VIII-E

Kegiatan : Cycle 1 meeting 3

Responden : Peneliti, Guru Bahasa Inggris, kolaborator, dan siswa

Peneliti, Guru Bahasa Inggris, dan kolaborator menuju ruang kelas VIII-E. Guru bahasa Inggris duduk dipojok belakang kelas. Peneliti membuka kelas dengan mengucapkan salam dan menanyakan kabar siswa. Siswa menjawab dengan serempak. Tiba-tiba seorang mahasiswa dari Universitas Ahmad Dahlan datang ke kelas dalam rangka observasi. Guru Bahasa Inggris mengizinkan masuk untuk melihat peneliti sedang mengajar.

Peneliti menanyakan kepada siswa tentang pelajaran minggu lalu. Siswa menjawab dengan antusias. Lalu, peneliti memberikan contoh teks recount yang berbeda kepada siswa. Peneliti menjelaskan kembali tentang generic structure dan language features dari teks recount berjudul “My Holiday in Indrayanti Beach”. Selanjutnya, peneliti memberikan dua jenis soal latihan kepada siswa. Yang pertama, siswa diminta untuk melengkapi teks rumpang dengan kata kerja yang benar. Yang kedua, siswa diminta untuk mencocokkan kata kerja pertama dan kedua dengan tepat. Siswa nampak lancar mengerjakan latihan tersebut. Setelah itu, peneliti dan siswa mencocokkan jawaban bersama-sama.

Kegiatan selanjutnya yaitu siswa diberi selembar kertas lalu diminta untuk menulis teks recount berdasarkan cue cards yaitu 6 kartu berisi gambar dan 1 kartu yang berisi clues atau kata bantu. Setelah menjelaskan perintah kepada siswa, peneliti memberikan waktu 40 menit untuk mengerjakan. Suasana kelas Nampak ramai karena banyak siswa yang bertanya kepada peneliti maupun kolaborator tentang bagaimana menerjemahkan bahasa Indonesia ke bahasa inggris.

Peneliti : Kok masih sedikit dek?

Siswa : Iya e mbak. Aku capek tadi habis pelajaran olahraga jadiya gak bisa mikir.

Peneliti : Yasudah dikerjakan pelan-pelan saja ya. Ada yang kesulitan gak?

Siswa : Gimana ya mbak kalimatnya. Aku bingung.

Bel pulang sekolah berbunyi. Beberapa siswa belum selesai mengerjakan. Peneliti lalu meminta siswa untuk menyelesaikannya di rumah dan membawa pekerjaannya keesokan harinya untuk dikumpulkan. Sebelum pulang, peneliti menyimpulkan pelajaran dan berdoa.

No : FN. 11  
 Hari, tanggal : Selasa, 23 Februari 2016  
 Jam : 11.40 – 12.00 WIB  
 Tempat : Ruang guru  
 Kegiatan : Konsultasi dengan kolaborator  
 Responden : Peneliti, Guru Bahasa Inggris, dan kolaborator

Peneliti dan kolaborator menuju ruang guru pada pukul 11.40 karena Guru Bahasa Inggris telah menunggu disana. Peneliti dan kolaborator bertemu Guru Bahasa Inggris lalu peneliti menjelaskan maksud kedatangannya yaitu untuk membahas hasil penelitian pada cycle pertama. Peneliti menanyakan pendapat Guru Bahasa Inggris. Guru Bahasa Inggris berpendapat bahwa kemampuan siswa sudah lumayan meningkat dibandingkan dengan hasil pre-test. Siswa sudah mulai dapat mengembangkan ide dan gagasan. Namun, ada beberapa aspek yang masih perlu untuk ditingkatkan, khususnya tentang grammar. Siswa masih sulit untuk menulis kalimat menggunakan simple past tense yang benar. Selain itu, pola menulis siswa masih terbawa oleh bahasa Indonesia. Sehingga mereka menulis kalimat bahasa Inggris dengan mengartikan persis dengan bahasa Indonesia. Kolaborator juga menambahkan, bahwa kesadaran siswa untuk membawa kamus saat pelajaran bahasa Inggris masih kurang sehingga mereka banyak bertanya tentang arti dari suatu kata.

Berdasarkan hasil diskusi, peneliti, Guru bahasa Inggris, dan kolaborator merasa perlu untuk dilakukan cycle yang kedua. Hal ini bertujuan untuk memperbaiki aspek-aspek yang kurang dan belum tercapai pada cycle yang pertama. Makadari itu, mereka sepakat untuk melakukan cycle yang kedua yang akan dimulai pada tanggal 8 Maret 2016.

Guru Bahasa Inggris mengingatkan kepada peneliti untuk segera membuat silabus dan RPP untuk cycle yang kedua. Peneliti lalu membuat janji dengan guru bahasa Inggris untuk mengkonsultasikan RPP dan silabus pada hari Jumat tanggal 4 Maret 2016. Setelah itu, peneliti dan kolaborator berpamitan pulang.

No : FN. 12  
 Hari, tanggal : Rabu, 24 Februari 2016  
 Jam : 10.20 -10.35 WIB  
 Tempat : Ruang laboratorium  
 Kegiatan : Pengumpulan tugas siswa  
 Responden : Peneliti dan siswa

Peneliti tiba di sekolah pada pukul 10.15. peneliti menghubungi Guru Bahasa Inggris. Guru Bahasa Inggris memberitahu bahwa hari itu kelas VIII-E dipindah ke ruang laboratorium karena kelasnya digunakan oleh kelas IX untuk try out. Peneliti lalu menuju ke laboratorium.

Sesampainya dikelas, Guru Bahasa Inggris mempersilahkan peneliti untuk sementara mengambil alih kelas. Peneliti membuka kelas dan menjelaskan tujuannya datang ke kelas. Siswa lalu mengeluarkan pekerjaan

mereka dan mengumpulkan kepada peneliti. Namun, ada beberapa siswa yang lupa membawa pekerjaan mereka. Setelah siswa mengimpulkan, peneliti berpamitan dan mengucapkan terimakasih kepada Guru Bahasa Inggris. Guru Bahasa Inggris pun melanjutkan mengajar.

No : FN. 13  
 Hari, tanggal : Jumat, 4 Maret 2016  
 Jam : 09.00 – 09.15 WIB  
 Tempat : Ruang piket guru  
 Kegiatan : Konsultasi silabus dan RPP  
 Responden : Peneliti

Peneliti tiba di sekolah pada pukul 09.00 dan bertemu dengan petugas keamanan sekolah. Peneliti lalu menjelaskan maksud dan tujuannya datang ke sekolah. Petugas keamanan lalu mempersilahkan peneliti untuk menunggu di ruang piket sembari memanggil Guru Bahasa Inggris.

Petugas keamanan menemui peneliti dan menjelaskan bahwa Guru Bahasa Inggris sedang tidak berada disekolah karena ada kepentingan diluar. Peneliti lalu menghubungi Guru Bahasa Inggris via sms. Selanjutnya, petugas keamanan menawarkan bantuan untuk meletakkan silabus dan RPP dari peneliti diatas meja Guru Bahasa Inggris. Peneliti pun setuju dan menitipkan silabus dan RPP kepada petugas keamanan. Setelah itu, peneliti berpamitan pulang.

No : FN. 14  
 Hari, tanggal : Selasa, 8 Maret 2016  
 Jam : 10.15 – 11.35 WIB  
 Tempat : Ruang kelas VIII-E  
 Kegiatan : Cycle 2 pertemuan 1  
 Responden : Peneliti, kolaborator, dan siswa

Peneliti dan kolaborator tiba di sekolah pada pukul 09.30 untuk menemui Guru Bahasa Inggris. Peneliti bertemu dengan seorang mahasiswa dari Universitas Ahmad Dahlan yang beberapa waktu lalu mengobservasi kelas VIII-E. Ia memberitahu bahwa Guru Bahasa Inggris sedang berhalangan hadir ke sekolah. Peneliti lalu meminta ijin untuk langsung masuk dan mengisi kelas VIII-E.

Peneliti membuka kelas dengan berkata “Assalamualaikum.. good morning everyone..”. Siswa lalu menjawab salam dengan serempak. Peneliti lalu menjelaskan topik yang akan menjadi fokus pada pelajaran hari itu. Siswa diberi beberapa contoh kalimat lampau untuk dipelajari. Setelah berdiskusi bersama-sama dengan peneliti, peneliti lalu memberikan beberapa soal latihan. Soal latihan yang pertama, siswa diminta untuk memilih kata kerja yang benar dari kalimat lampau. Kebanyakan siswa dapat mengerjakan dengan lancar. Soal latihan yang kedua, siswa diminta untuk menerjemahkan bahasa Inggris ke bahasa Indonesia dan sebaliknya. Suasana kelas cukup

ramai karena siswa banyak yang bertanya.

Siswa : Miss, jadi habis to itu harus verb satu ya? Terus kalau habis was were itu verb-ing?

Peneliti : Iya, tepat sekali.

Setelah siswa selesai mengerjakan soal latihan, peneliti dan siswa bersama-sama mendiskusikan jawaban yang tepat. Beberapa siswa sudah banyak yang benar. Bel pulang sekolah berbunyi. Peneliti meminta ketua kelas untuk memimpin doa pulang sekolah. Setelah mengucapkan salam, siswa keluar dari kelas untuk pulang. Saat berjalan keluar kelas, peneliti berjalan dengan seorang siswa. Mereka lalu berbincang-bincang.

Peneliti: Halo, tadi gimana ngerjain soal-soalnya?

Siswa : Ya gitu miss. Aku masih ada yang salah.

Peneliti: Asyik gak ngerjain soal-soal tadi?

Siswa : Asyik kok miss sebenarnya. Tapi aku kok masih bingung ya.

Peneliti: Bingung yang mana?

Siswa : Itu lho miss, caranya nulis kalimat. Aku kan udah punya ide to, tapi nulisnya bahasa Inggris masih bingung.

Peneliti: Kalau simple past tense udah mudheng kan dek?

Siswa : Udah mbak rumusnya. Tapi kadang kok ya masih salah ya miss.

Hehe.

No : FN. 15

Hari, tanggal : Selasa, 15 Maret 2016

Jam : 09.45 – 12.00 WIB

Tempat : Ruang laboratorium

Kegiatan : Cycle 2 pertemuan 2

Responden : Peneliti, kolaborator, dan siswa

Peneliti dan kolaborator tiba di sekolah pada pukul 09.30 dan menunggu di ruang piket. Tiba-tiba Guru Bahasa Inggris datang dan memberitahu bahwa kelas akan dimulai pada pukul 09.45 dikarenakan hari itu ada perubahan jadwal. Peneliti, Guru Bahasa Inggris, dan kolaborator berjalan menuju ruang kelas. Pada hari itu, kelas VIII-E juga berpindah ke ruang laboratorium dikarenakan kelas mereka digunakan oleh kelas IX untuk try out. Guru Bahasa Inggris mempersilahkan peneliti untuk mengajar.

Peneliti membuka kelas dengan mengucapkan salam dan menanyakan kabar siswa. Siswa menjawab dengan serempak. Lalu, peneliti menerangkan kegiatan yang akan dilakukan hari itu. Karena di ruang laboratorium tidak terdapat LCD, maka peneliti tidak jadi menunjukkan contoh teks recount kepada siswa. Namun, peneliti mengingatkan kembali tentang contoh teks recount yang digunakan beberapa waktu lalu.

Selanjutnya, peneliti meminta siswa untuk membentuk kelompok yang terdiri dari dua siswa dan membagikan selembarnya kertas. Lalu, peneliti juga membagikan cue cards yang terdiri dari 3 lembar kartu beserta satu kalimat yang dapat membantu siswa untuk menulis teks recount. Siswa pun menulis teks recount secara berpasangan. Suasana kelas agak sedikit ramai. Guru

Bahasa Inggris ikut membantu menertibkan siswa.

Kegiatan selanjutnya adalah membuat teks recount secara individu. Setiap siswa diberi tiga gambar yang masing-masing gambar terdapat satu kalimat sebagai kalimat utama. Lalu, ada juga kartu yang berisi kata-kata kunci. Siswa diberi kesempatan untuk menulis sebuah teks recount selama 45 menit.

Peneliti : Bisa kan nulis recount text nya?

Siswa : Bisa miss. Apalagi kalau ada gambarnya kayak gini.

Peneliti : Jadi itu gambarnya membantu ya dek?

Siswa : Iya banget miss. Clues nya juga. Soalnya kan aku belum tau kata-kata yang baru itu miss.

Peneliti : Tapi habis itu tau kan?

Siswa : Tau, lha wong aku catet kok miss.

Setelah selesai mengerjakan, siswa diminta untuk mengumpulkan kepada peneliti. Sebelum menutup kelas, peneliti menyampaikan pengumuman kepada siswa bahwa keesokan harinya akan libur dikarenakan kelasnya akan digunakan oleh kelas IX. Ketua kelas diminta untuk memimpin doa. Peneliti mengucapkan salam lalu mempersilahkan siswa untuk pulang.

No : FN. 16

Hari, tanggal : Selasa, 22 Maret 2016

Jam : 10.15 – 11.35 WIB

Tempat : Ruang kelas VIII-E

Kegiatan : Cycle 2 pertemuan 3

Responden : Peneliti, Guru Bahasa Inggris, kolaborator, dan siswa

Peneliti dan kolaborator tiba di sekolah pada pukul 09.30. Setelah menyapa petugas keamanan, peneliti dan kolaborator menunggu Guru Bahasa Inggris di ruang piket. Guru Bahasa Inggris datang pada pukul 10.00 dan memberi tahu bahwa beliau tidak bisa ikut di kelas karena ada keperluan penting.

Pada pukul 10.10, peneliti dan kolaborator menuju ke kelas. Peneliti membuka kelas pada pukul 10.15 dengan mengucapkan salam dan menanyakan kabar. Setelah itu peneliti mengecek presensi siswa dan menjelaskan kegiatan yang akan dilakukan. Siswa nampak kelelahan karena sebelum mata pelajaran bahasa Inggris, mereka mengikuti mata pelajaran olahraga.

Kegiatan yang pertama, siswa diminta untuk membuat 6 kalimat lampau berdasarkan gambar-gambar yang diberikan. Siswa dapat mengerjakannya dengan baik, namun beberapa siswa terlihat tidak semangat karena masih kelelahan. Peneliti memberikan tambahan waktu agar siswa dapat menyelesaikan pekerjaannya. Pada saat siswa mengerjakan soal latihan, seorang siswa bertanya kepada peneliti.

R : Kok belum dikerjakan?

T : Bentar miss masih belum pingin ngerjain.

R : Yasudah, tapi tetep dikerjain yah. 10 menit lagi dikumpulkan.

T : Iya miss.

Setelah itu, siswa diminta untuk mengerjakan latihan yang kedua yaitu menulis teks recount berdasarkan cue cards. Beberapa siswa sering bertanya kepada peneliti. Situasi kelas cukup ramai karena beberapa siswa saling berbicara satu sama lain dengan suara yang tidak pelan. Peneliti dan kolaborator berusaha untuk menertibkan siswa.

Bel pulang sekolah berbunyi. Ketua kelas diminta untuk memimpin doa sebelum pulang. Peneliti menjelaskan kegiatan keesokan harinya lalu menutup kelas dengan mengucapkan salam.

Setelah kelas berakhir, peneliti menemui beberapa siswa dan berbincang-bincang.

R : Gimana tadi? Masih ada kesulitan?

S1 : Iya miss

R : Apa kesulitannya?

S1 : Itu lho miss, yang caranya nulis kalimat yang bener.

R : Trus apa lagi?

S2 : Kata-kata miss. Aku gak artinya.

S3 : Oh.. tapi kalo nulis recount text pakai kartu-kartu kayak tadi gimana?

S3 : Enak miss soalnya ada gambarnya. Kan jadi bisa bayangin ceritanya.

S2 : Gambarnya menarik miss. Ada klu nya lagi. Kan itu kata-kata susah yang kita belum tau artinya

R : Oh gitu ya. Berarti cara yang kemarin lebih gampang kan?

S1 : Iya miss.

No : FN. 17

Hari, tanggal : Selasa, 22 Maret 2016

Jam : 12.00 – 12.30 WIB

Tempat : Ruang piket

Kegiatan : Konsultasi dengan kolaborator

Responden : Peneliti, Guru Bahasa Inggris, dan kolaborator

Peneliti dan collaborator menuju ke ruang guru untuk menemui Guru Bahasa Inggris. Setelah sampai diruang guru, mereka berdiskusi tentang hasil cycle 2. Guru Bahasa Inggris berpendapat bahwa anak-anak sudah mengalami kemajuan dalam kemampuan menulis dilihat dari attitude dan hasil writingnya. Penelit, collaborator, dan Guru Bahasa Inggris pun memutuskan untuk mengakhiri penelitian sampai dengan cycle kedua.

Setelah itu, peneliti memberitahu Guru Bahasa Inggris bahwa ia akan melakukan post-test guna mengukur kemampuan siswa setelah melalui 2 cycle yang terdiri dari 6 pertemuan. Guru Bahasa Inggris pun setuju dan mereka sepakat untuk mengadakan post-test keesokan harinya yaitu hari Rabu, tanggal 23 Maret 2016. Lalu, peneliti dan kolaborator berpamitan.

No : FN. 18  
 Hari, tanggal : Rabu, 23 Maret 2016  
 Jam : 10.15 – 12.15 WIB  
 Tempat : Ruang kelas VIII-E  
 Kegiatan : Post-test  
 Responden : Peneliti, Guru Bahasa Inggris, kolaborator, dan siswa

Peneliti dan kolaborator tiba disekolah pada pukul 09.00 lalu menunggu Guru Bahasa Inggris di ruang piket. Setelah beberapa saat, Guru Bahasa Inggris datang menghampiri. Peneliti dipersilahkan untuk melakukan post-test, tetapi Guru Bahasa Inggris tidak dapat hadir di kelas karena ada kepentingan lain.

Setelah berbincang-bincang, peneliti dan kolaborator menuju ruang kelas pada pukul 10.00. Pada pukul 10.15, peneliti membuka kelas dengan mengucapkan salam dan mengecek presensi siswa. Setelah itu, peneliti menjelaskan apa yang harus dilakukan oleh siswa. Peneliti memberikan tiga topik dan siswa harus memilih salah satu topik. Lalu, siswa diminta untuk menulis teks recount berdasarkan topik yang telah dipilih. Peneliti membagikan lembar kosong kepada siswa dan mempersilahkan siswa untuk mulai mengerjakan. Siswa diberi waktu selama 80 menit (2 jam pelajaran). Kondisi kelas lumayan ramai. Peneliti meminta tolong kepada ketua kelas untuk membantu menertibkan siswa. Peneliti lalu berbincang dengan salah satu siswa.

P : Sekarang masih sulit nggak?

S : Lumayan mbak. Tapi lebih bisa daripada sebelumnya.

P : Kalau disuruh milih, kamu pilih nulis free style kayak gini atau pakai gambar?

S : Ya pake gambar lah mbak.

P : Tapi sudah bagus kok kerjaan mu.

S : Iya mbak. Sekarang aku lebih bisa. Kan terbiasa kemarin disuruh nulis macam gini terus.

Bel tanda pergantian jam pelajaran pun berbunyi. Siswa diminta untuk mengumpulkan pekerjaan mereka kepada peneliti. Setelah semua siswa mengumpulkan pekerjaannya, peneliti menyuruh siswa untuk kembali duduk di tempatnya. Kemudian, peneliti menggunakan waktu satu jam terakhir untuk meminta siswa mengisi kuisioner.

Bel tanda pulang sekolah berbunyi. Peneliti meminta siswa mengumpulkan kuisioner diatas meja. Peneliti lalu berpamitan kepada siswa dan berfoto bersama.

# **Appendix E**

## **Couse Grids**

## SILABUS

Cycle 1  
(3 pertemuan)

Nama Sekolah : SMP NEGERI 4 YOGYAKARTA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Alokasi Waktu : 7x40 menit

Skill : Writing

Jenis Teks : Recount

Standar Kompetensi :

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

Kompetensi Dasar :

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*.

| Tujuan pembelajaran  | Indikator  | Kegiatan Belajar-Mengajar   | Materi Pembelajaran   | Cue Cards   | Penilaian    |  |                  | Alokasi Waktu | Sumber  |
|--|--|---|---|---|--------------|--|------------------|---------------|---|
|  |  |   |   |   | Teknik       | Instrumen  | Contoh Instrumen |               |   |
| <ul style="list-style-type: none"> <li>Pada akhir pembelajaran, siswa diharapkan mampu menulis teks <i>recount</i> berdasarkan <i>cue cards</i> yang diberikan.</li> </ul> | <ul style="list-style-type: none"> <li>Mengidentifikasi fungsi sosial yang terdapat dalam teks,</li> <li>Mengidentifikasi <i>generic structure</i> dan <i>language feature</i> dari teks,</li> <li>Menyocokkan kalimat dengan gambar yang sesuai,</li> <li>Menyusun kata-kata menjadi kalimat</li> </ul> | <p><b>Pertemuan Pertama</b><br/><u>Presentation</u></p> <ul style="list-style-type: none"> <li>Guru memperkenalkan topik dengan bertanya kepada siswa tentang pengalaman menarik yang pernah mereka alami.</li> <li>Guru menunjukkan contoh teks <i>recount</i> kepada siswa dengan judul <i>My Holiday</i>.</li> </ul> | <ul style="list-style-type: none"> <li><b>Teks <i>recount</i></b> <ol style="list-style-type: none"> <li><i>My Holiday</i></li> <li><i>A Trip to Lombok</i></li> <li><i>My Holiday in Indrayanti Beach</i></li> </ol> </li> <li><b>Pengertian teks <i>recount</i></b><br/>Teks <i>recount</i> adalah teks yang menceritakan kejadian dimasa lampau. Tujuan dari teks ini adalah untuk menggambarkan kejadian tersebut kepada pembaca tentang apa, dimana, dan kapan kejadian tersebut terjadi.</li> </ul> | <ul style="list-style-type: none"> <li><b>Gambar</b></li> <li><b>Gambar seri</b></li> </ul> | Tes tertulis | Menulis teks <i>recount</i> berdasarkan <i>cue card</i> (gambar) yang diberikan. | Terlampir        | 7x40 menit    | <p>Priyana, Joko, et al. 2008. <i>Scaffolding English for Junior High School</i>. Depdiknas. Jakarta.</p> <p>Internet: <a href="http://www.google.com">www.google.com</a></p> |

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|--|---|--|--|--|--|--|--|--|--|
|  | <p>yang benar,</p> <ul style="list-style-type: none"> <li>▪ Menyusun kalimat-kalimat menjadi paragraf yang benar,</li> <li>▪ Menulis kalimat berdasarkan gambar,</li> <li>▪ Mengartikan beberapa kata kedalam bahasa Indonesia,</li> <li>▪ Menuliskan kata kerja berdasarkan gambar,</li> <li>▪ Menemukan kata-kata yang berhubungan dengan topik,</li> <li>▪ Mengisi rumpang dengan</li> </ul> | <ul style="list-style-type: none"> <li>▪ Guru dan siswa bersama-sama mengidentifikasi <i>generic structure</i> dan <i>language feature</i> dari teks tersebut.</li> </ul> <p><u>Practice</u></p> <ul style="list-style-type: none"> <li>▪ Siswa diminta menyocokkan kalimat dengan gambar yang sesuai.</li> <li>▪ Siswa mengidentifikasi <i>language features</i> dari teks <i>recount</i> secara berpasangan.</li> </ul> <p><u>Production</u></p> | <ul style="list-style-type: none"> <li>▪ <b>Generic structure dari teks <i>recount</i></b></li> <li>a. <b>Orientation</b><br/>Bagian ini menceritakan siapa, kapan, dan dimana kejadian ini terjadi.</li> <li>b. <b>Events</b><br/>Bagian ini menceritakan urutan peristiwa yang telah dialami oleh penulis.</li> <li>c. <b>Reorientation</b><br/>Pada bagian ini, penulis menyimpulkan ceritanya. Terkadang penulis mencantumkan pendapat dan perasaan mereka terhadap kejadian tersebut.</li> <li>▪ <b>Language features dari</b></li> </ul> |  |  |  |  |  |  |
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|--|--|--|--|--|--|--|--|--|--|
|  | <p>kata yang tepat,</p> <ul style="list-style-type: none"> <li>Menuliskan kata kerja bentuk lampau dari kata kerja yang tersedia dan membedakan <i>regular</i> dan <i>irregular verbs</i>,</li> <li>Menulis teks <i>recount</i> berdasarkan <i>cue cards</i>.</li> </ul> | <ul style="list-style-type: none"> <li>Secara berpasangan, siswa diminta untuk menyusun kata dan kalimat acak sehingga menjadi kalimat dan paragraf yang benar.</li> <li>Siswa membuat kalimat berdasarkan gambar yang diberikan secara mandiri.</li> </ul> <p><b>Pertemuan Kedua</b></p> <p><u>Presentation</u></p> <ul style="list-style-type: none"> <li>Guru menunjukkan contoh teks <i>recount</i> berjudul <i>Going</i></li> </ul> | <p><b>teks <i>recount</i></b></p> <p>a. Menggunakan <i>simple past tense</i> dengan rumus S+V2.<br/>Contoh: <i>I went to Jogjakarta last week.</i></p> <p>b. Menggunakan kata kerja dan keterangan waktu dalam bentuk lampau.<br/>Contoh: <i>played, kicked, yesterday, last week.</i></p> <p>c. Menggunakan kata sambung untuk meruntutkan kejadian.<br/>Contoh: <i>next, then,</i></p> |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

|  |  |  |                    |  |  |  |  |  |  |
|--|--|--|--------------------|--|--|--|--|--|--|
|  |  | <p><i>Fishing for the First Time</i> kepada siswa untuk dibaca dan dipelajari.</p> <ul style="list-style-type: none"> <li>▪ Guru meminta siswa untuk mengidentifikasi dan menjelaskan <i>generic structure</i> dan <i>language features</i> yang terdapat pada teks tersebut.</li> </ul> <p><u>Practice</u></p> <ul style="list-style-type: none"> <li>▪ Siswa mengartikan beberapa kata kerja kedalam bahasa Indonesia.</li> <li>▪ Siswa menuliskan kata kerja</li> </ul> | <i>after that.</i> |  |  |  |  |  |  |
|--|--|--|--------------------|--|--|--|--|--|--|

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  | <p>dalam bahasa inggris sesuai dengan gambar.</p> <ul style="list-style-type: none"> <li>▪ Siswa mengerjakan latihan soal yang terdiri dari <i>word search</i>, <i>cloze exercise</i>, mengubah <i>verb 1</i> ke <i>verb 2</i>.</li> </ul> <p><u>Production</u></p> <ul style="list-style-type: none"> <li>▪ Secara individu, siswa membuat kalimat berdasarkan gambar-gambar yang diberikan.</li> </ul> <p><b>Pertemuan</b></p> |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  | <p><b>Ketiga</b></p> <p><u>Presentation</u></p> <ul style="list-style-type: none"> <li>▪ Guru memberikan contoh teks <i>recount</i> berjudul <i>My Holiday in Indrayanti Beach</i>.</li> <li>▪ Guru dan siswa bersama-sama mengidentifikasi <i>generic structure</i> dan <i>language features</i> dari teks tersebut.</li> </ul> <p><u>Practice</u></p> <ul style="list-style-type: none"> <li>▪ Siswa melengkapi sebuah teks rumpang dengan <i>verb</i> yang benar (<i>cloze exercise</i>) dan memilih</li> </ul> |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

|  |  |   |  |  |  |  |  |  |  |
|--|--|---|--|--|--|--|--|--|--|
|  |  | <p><i>irregular verb</i> yang benar.</p> <ul style="list-style-type: none"> <li>▪ Siswa menukarkan jawabannya dengan temannya dan guru mencocokkan jawaban bersama-sama.</li> </ul> <p><u>Production</u></p> <ul style="list-style-type: none"> <li>▪ Siswa menulis sebuah teks <i>recount</i> berdasarkan <i>cue cards</i> (gambar seri).</li> </ul> |  |  |  |  |  |  |  |
|--|--|---|--|--|--|--|--|--|--|

## SILABUS

Cycle 2  
(3 pertemuan)

Nama Sekolah : SMP NEGERI 4 YOGYAKARTA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Alokasi Waktu : 6x40 menit

Skill : Writing

Jenis Teks : Recount

Standar Kompetensi :

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

Kompetensi Dasar :

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*.

| Tujuan pembelajaran  | Indikator   | Kegiatan Belajar-Mengajar   | Materi Pembelajaran   | Cue Cards   | Penilaian    |  |                  | Alokasi Waktu | Sumber  |
|--|---|---|---|---|--------------|--|------------------|---------------|---|
|  |   |   |   |   | Teknik       | Instrumen  | Contoh Instrumen |               |   |
| <ul style="list-style-type: none"> <li>Pada akhir pembelajaran, siswa diharapkan mampu menulis teks <i>recount</i> berdasarkan <i>cue cards</i> yang diberikan.</li> </ul> | <ul style="list-style-type: none"> <li>Menerapkan <i>past tense</i> dalam kalimat.</li> <li>Mengartikan kalimat bahasa Inggris ke bahasa Indonesia dan sebaliknya.</li> <li>Melanjutkan satu kalimat pokok menjadi sebuah paragraf.</li> <li>Menulis kalimat lampau berdasarkan gambar.</li> <li>Menulis</li> </ul> | <p><b>Pertemuan Pertama</b></p> <p><u>Presentation</u></p> <ul style="list-style-type: none"> <li>Guru memberikan beberapa contoh kalimat lampau.</li> <li>Guru dan siswa mengidentifikasi dan membahas kalimat-kalimat tersebut.</li> </ul> <p><u>Practice</u></p> <ul style="list-style-type: none"> <li>Siswa mengerjakan soal-soal latihan <i>past tense</i> dalam</li> </ul> | <ul style="list-style-type: none"> <li><b>Teks <i>recount</i></b><br/><i>Going Fishing for the First Time</i></li> <li><b>Pengertian teks <i>recount</i></b><br/>Teks <i>recount</i> adalah teks yang menceritakan kejadian dimasa lampau. Tujuan dari teks ini adalah untuk menggambarkan kejadian tersebut kepada pembaca tentang apa, dimana, dan kapan kejadian tersebut terjadi.</li> <li><b>Generic structure dari teks <i>recount</i></b></li> </ul> | <ul style="list-style-type: none"> <li><b>Gambar</b></li> <li><b>Gambar seri</b></li> <li><b>Clues</b></li> </ul> | Tes tertulis | Menulis teks <i>recount</i> berdasarkan <i>cue card</i> (gambar dan clues) yang diberikan. | Terlampir        | 6x40 menit    | <p>Priyana, Joko, et al. 2008. <i>Scaffolding English for Junior High School</i>. Depdiknas. Jakarta.</p> <p>Internet: <a href="http://www.google.com">www.google.com</a></p> |

|  |  |   |  |  |  |  |  |  |  |
|--|--|---|--|--|--|--|--|--|--|
|  | teks<br><i>recount</i><br>berdasarka<br>n <i>cue</i><br><i>cards</i> . | kalimat.<br><br><u>Production</u><br><ul style="list-style-type: none"> <li>Siswa mengartikan kalimat bahasa Inggris ke bahasa Indonesia dan sebaliknya.</li> </ul><br><b>Pertemuan Kedua</b><br><u>Presentation</u><br><ul style="list-style-type: none"> <li>Guru menunjukka n contoh teks <i>recount</i> berjudul <i>Going Fishing for the First Time</i> kepada siswa untuk dibaca dan dipelajari.</li> <li>Guru dan siswa mencari</li> </ul> | <p><b>a. <i>Orientation</i></b><br/>Bagian ini mencaerita kan siapa, kapan, dan dimana kejadian ini terjadi.</p> <p><b>b. <i>Events</i></b><br/>Bagian ini mencerita kan urutan peristiwa yang telah dialami oleh penulis.</p> <p><b>c. <i>Reorientat ion</i></b><br/>Pada bagian ini, penulis menyimpul kan ceritanya. Terkadang penulis mencantu mkan pendapat dan perasaan mereka</p> |  |  |  |  |  |  |
|--|--|---|--|--|--|--|--|--|--|

|  |  |   |  |  |  |  |  |  |  |
|--|--|---|--|--|--|--|--|--|--|
|  |  | <p>pokok pikiran dari masing-masing paragraf dalam cerita tersebut.</p> <p><u>Practice</u></p> <ul style="list-style-type: none"> <li>Secara berpasangan, siswa diminta untuk membuat paragraf dengan dibantu oleh <i>cue cards</i>.</li> </ul> <p><u>Production</u></p> <ul style="list-style-type: none"> <li>Secara individu, siswa mengemban kalimat pokok menjadi paragraf.</li> </ul> | <p>terhadap kejadian tersebut.</p> <ul style="list-style-type: none"> <li><b>Language features dari teks recount</b> <ol style="list-style-type: none"> <li>Menggunakan <i>simple past tense</i> dengan rumus S+V2.<br/>Contoh: <i>I went to Jogjakarta last week.</i></li> <li>Menggunakan kata kerja dan keterangan waktu dalam bentuk lampau.<br/>Contoh: <i>played, kicked, yesterday, last week.</i></li> <li>Menggunakan kata sambung untuk</li> </ol> </li> </ul> |  |  |  |  |  |  |
|--|--|---|--|--|--|--|--|--|--|

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  | <p><b>Pertemuan Ketiga</b></p> <p><u>Presentation</u></p> <ul style="list-style-type: none"> <li>▪ Guru <i>me-review</i> kembali mengenai apa yang telah dipelajari.</li> </ul> <p><u>Practice</u></p> <ul style="list-style-type: none"> <li>▪ Siswa menulis kalimat lampau berdasarkan gambar.</li> <li>▪ Siswa diberi <i>feedback</i> berdasarkan hasil pekerjaan.</li> </ul> <p><u>Production</u></p> <ul style="list-style-type: none"> <li>▪ Siswa menulis sebuah teks <i>recount</i> berdasarkan</li> </ul> | <p>meruntutk<br/>an<br/>kejadian.<br/>Contoh:<br/><i>next, then,<br/>after that.</i></p> |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

|  |  |                                      |  |  |  |  |  |  |  |
|--|--|--------------------------------------|--|--|--|--|--|--|--|
|  |  | <i>cue cards</i><br>( <i>clue</i> ). |  |  |  |  |  |  |  |
|--|--|--------------------------------------|--|--|--|--|--|--|--|

# **Appendix F**

## **Lesson Plans**

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

### CYCLE 1

|                |                               |
|----------------|-------------------------------|
| Nama Sekolah   | : SMP NEGERI 4 Yogyakarta     |
| Kelas          | : VIII-E                      |
| Semester       | : 2                           |
| Mata Pelajaran | : Bahasa Inggris              |
| Keterampilan   | : Menulis (Writing)           |
| Jenis Teks     | : Recount                     |
| Alokasi Waktu  | : 7x40 menit (tiga pertemuan) |

#### A. Standar Kompetensi

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

#### B. Kompetensi Dasar

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*.

#### C. Indikator

Diakhir pembelajaran, siswa diharap dapat:

- Mengidentifikasi fungsi sosial yang terdapat dalam teks,
- Mengidentifikasi *generic structure* dan *language feature* dari teks,
- Menyocokkan kalimat dengan gambar yang sesuai,
- Menyusun kata-kata menjadi kalimat yang benar,
- Menyusun kalimat-kalimat menjadi paragraf yang benar,
- Menulis kalimat berdasarkan gambar,
- Mengartikan beberapa kata kedalam bahasa Indonesia,
- Menuliskan kata kerja berdasarkan gambar,

- Menemukan kata-kata yang berhubungan dengan topik,
- Mengisi rumpang dengan kata yang tepat,
- Menuliskan kata kerja bentuk lampau dari kata kerja yang tersedia dan membedakan *regular* dan *irregular verbs*,
- Menulis teks *recount* berdasarkan *cue cards*.

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan mampu menulis teks *recount* berdasarkan *cue cards* yang diberikan.

#### E. Materi Pembelajaran

- Teks recount  
Teks *recount* adalah teks yang menceritakan kejadian dimasa lampau. Tujuan dari teks ini adalah untuk menggambarkan kejadian tersebut kepada pembaca tentang apa, dimana, dan kapan kejadian tersebut terjadi.  
*My Holiday*  
*A Trip to Lombok*  
*My Holiday in Indrayanti Beach*
- Generic structure
  - a. **Orientation**  
Bagian ini menceritakan siapa, kapan, dan dimana kejadian ini terjadi.
  - b. **Events**  
Bagian ini menceritakan urutan peristiwa yang telah dialami oleh penulis.
  - c. **Reorientation**  
Pada bagian ini, penulis menyimpulkan ceritanya. Terkadang penulis mencantumkan pendapat dan perasaan mereka terhadap kejadian tersebut.
- Language features of recount text
  - a. Menggunakan *simple past tense* dengan rumus **S+V2**. Contoh: *I went to Yogyakarta last week.*
  - b. Menggunakan kata kerja dan keterangan waktu dalam bentuk lampau. Contoh: *played, kicked, yesterday, last week.*
  - c. Menggunakan kata sambung untuk meruntutkan kejadian.  
Contoh: *next, then, after that.*

## F. Metode Pembelajaran

PPP (*Presentation, Practice, Production*)

## G. Proses Belajar Mengajar

### PEMBUKA

| No. | Kegiatan                                     | Kalimat yang diucapkan  | Alokasi waktu |
|-----|--|---|---------------|
| 1   | Mengucapkan salam                            | <i>Good morning everyone.</i>   | 5 menit       |
| 2   | Menanyakan kabar                             | <i>How are you today?</i>   |               |
| 3   | Berdoa                                       | <i>Before we start our lesson today, let's have a prayer. Shall we.</i> |               |
| 4   | Mengecek presensi siswa                      | <i>Who's absent today?</i>  |               |
| 5   | Menjelaskan tujuan dan kegiatan pembelajaran | <i>Today we are going to learn about .....</i>                          |               |

### KEGIATAN INTI

#### PERTEMUAN PERTAMA

| Kegiatan   | Alokasi waktu |
|--|---------------|
| <u>Presentation</u> <ul style="list-style-type: none"> <li>Guru memperkenalkan topik dengan bertanya kepada siswa tentang pengalaman menarik yang pernah mereka alami.</li> <li>Guru menunjukkan contoh teks <i>recount</i> kepada siswa dengan judul <i>My Holiday</i>.</li> <li>Guru dan siswa bersama-sama mengidentifikasi <i>generic structure</i> dan <i>language feature</i> dari teks tersebut.</li> </ul> | 10 menit      |
| <u>Practice</u> <ul style="list-style-type: none"> <li>Siswa diminta menyocokkan kalimat dengan gambar yang sesuai.</li> <li>Siswa mengidentifikasi</li> </ul>   | 20 menit      |

|   |          |
|---|----------|
| <i>language features</i> dari teks <i>recount</i> secara berpasangan.   |          |
| <u>Production</u> <ul style="list-style-type: none"> <li>▪ Secara berpasangan, siswa diminta untuk menyusun kata dan kalimat acak sehingga menjadi kalimat dan paragraf yang benar.</li> <li>▪ Siswa membuat kalimat berdasarkan gambar yang diberikan secara mandiri.</li> </ul> | 40 menit |

### KEGIATAN INTI

#### PERTEMUAN KEDUA

| Kegiatan  | Alokasi waktu |
|---|---------------|
| <u>Presentation</u> <ul style="list-style-type: none"> <li>▪ Guru menunjukkan contoh teks <i>recount</i> berjudul <i>Going Fishing for the First Time</i> kepada siswa untuk dibaca dan dipelajari.</li> <li>▪ Guru meminta siswa untuk mengidentifikasi dan menjelaskan <i>generic structure</i> dan <i>language features</i> yang terdapat pada teks tersebut.</li> </ul> | 10 menit      |
| <u>Practice</u> <ul style="list-style-type: none"> <li>▪ Siswa mengartikan beberapa kata kerja kedalam bahasa Indonesia.</li> <li>▪ Siswa menuliskan kata kerja dalam bahasa Inggris sesuai dengan gambar.</li> <li>▪ Siswa mengerjakan latihan soal yang terdiri dari <i>word search</i>, <i>cloze exercise</i>, mengubah <i>verb 1</i> ke <i>verb 2</i>.</li> </ul>       | 40 menit      |

|   |          |
|---|----------|
|   |          |
| <p><u>Production</u></p> <ul style="list-style-type: none"> <li>▪ Secara individu, siswa membuat kalimat berdasarkan gambar-gambar yang diberikan. (1 gambar 3 kalimat).</li> </ul> | 60 menit |

### KEGIATAN INTI

#### PERTEMUAN KETIGA

| Kegiatan  | Alokasi waktu |
|---|---------------|
| <p><u>Presentation</u></p> <ul style="list-style-type: none"> <li>▪ Guru memberikan contoh teks <i>recount</i> berjudul <i>My Holiday in Indrayanti Beach</i></li> <li>▪ Guru dan siswa bersama-sama mengidentifikasi <i>generic structure</i> dan <i>language features</i> dari teks tersebut.</li> </ul>            | 10 menit      |
| <p><u>Practice</u></p> <ul style="list-style-type: none"> <li>▪ Siswa melengkapi sebuah teks rumpang dengan <i>verb</i> yang benar (<i>cloze exercise</i>) dan memilih <i>irregular verb</i> yang benar.</li> <li>▪ Siswa menukarkan jawabannya dengan temannya dan guru mencocokkan jawaban bersama-sama.</li> </ul> | 15 menit      |
| <p><u>Production</u></p> <ul style="list-style-type: none"> <li>▪ Siswa menulis sebuah teks <i>recount</i> berdasarkan <i>cue cards</i> (gambar seri).</li> </ul>   | 55 menit      |

**PENUTUP**

| No. | Kegiatan                         | Kalimat yang diucapkan                                   | Alokasi waktu |
|-----|----------------------------------|--|---------------|
| 1   | Merangkum materi pelajaran       | <i>So, what we have learned today?</i>                   | 5 menit       |
| 2   | Merefleksi kegiatan pembelajaran | <i>You did a great job today. Is there any question?</i> |               |
| 3   | Berdoa                           | <i>Before we go home, let's have a prayer. Shall we.</i> |               |
| 4   | Salam                            | <i>Good morning everyone.</i>                            |               |

#### H. Sumber Pembelajaran

Priyana, Joko, et al. 2008. *Scaffolding English for Junior High School*. Depdiknas. Jakarta.  
Internet: [www.google.com](http://www.google.com)

#### I. Rubrik Penilaian WRITING

| Aspect              | Level                 | Score | Criteria   |
|---------------------|-----------------------|-------|--|
| <b>Content</b>      | Excellent – Very good | 30-27 | Relevant to the topic, give the detail information, and match the purpose of recount text. |
|                     | Good – Average        | 26-22 | Mostly relevant to the topic, lacks of detail.   |
|                     | Fair – Poor           | 21-17 | Inadequate development of the topic, almost match to the purpose of recount text.          |
|                     | Very poor             | 16-13 | Does not relate to the topic, does not match the purpose.                                  |
| <b>Organization</b> | Excellent – Very good | 20-18 | Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.     |
|                     | Good – Average        | 17-14 | Loosely organized, limited support, logical but incomplete sequencing.                     |
|                     | Fair – Poor           | 13-10 | Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.       |

|                     |                       |       |  |
|---------------------|-----------------------|-------|--|
|                     | Very poor             | 9-7   | Does not communicate, no organization, not enough to evaluate.   |
| <b>Vocabulary</b>   | Excellent – Very good | 20-18 | Use effective word/ word choice/word usage, word form mastery.   |
|                     | Good – Average        | 17-14 | Occasional errors of word form, choice, usage but meaning not obscured.  |
|                     | Fair – Poor           | 13-10 | Frequent errors of word form, choice, usage and meaning obscured/ confused.  |
|                     | Very poor             | 9-7   | Essentially translation, little knowledge of English, not enough to evaluate.  |
| <b>Language use</b> | Excellent – Very good | 25-22 | Few errors of agreement, tense, and word order.  |
|                     | Good - Average        | 21-18 | Several errors of agreement, tense, and word order.  |
|                     | Fair – Poor           | 17-11 | Frequent errors and meaning obscured.  |
|                     | Very poor             | 10-5  | Dominated by error, does not communicate, not enough to evaluate   |
| <b>Mechanics</b>    | Excellent – Very good | 5     | Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.                    |
|                     | Good – Average        | 4     | Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability        |
|                     | Fair – Poor           | 3     | Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability.                                |
|                     | Very poor             | 2     | Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication. |

*Adapted from: Jacobs, 1981*

Guru Mata Pelajaran

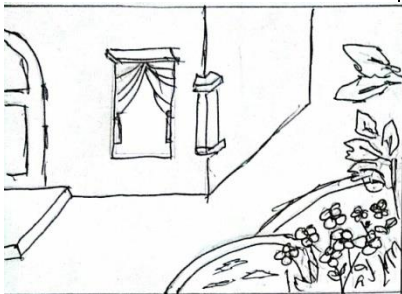
Peneliti


Panca Dewi L, S.Pd  
NIP. 19670121 199103.2 010

Kartika Dewi Purnama  
NIM. 12202241001

**J. Lampiran****Lampiran 1****PERTEMUAN PERTAMA**

**Read the following recount text carefully.**

| My Holiday  |  |             |
|---|--|-------------|
|  | <p>Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.</p>  | Orientation |
|   | <p>In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we took pictures of beautiful scenery. After that, we took a rest and had lunch under a big tree. Before we go home, we went to the zoo at Wonokromo. We went home in the afternoon.</p> | Events      |

|   |   |                       |
|---|---|-----------------------|
|  | <p>We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.</p> | <p>Re-orientation</p> |
|---|---|-----------------------|




(Adapted from: [www.andrewseaton.com](http://www.andrewseaton.com) in *Scaffolding Grade VIII*, 2008)




### Task 1

**Put the right number of sentence in the space provided based on the appropriate picture.**

#### Sentences:

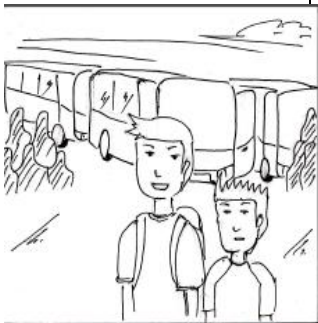
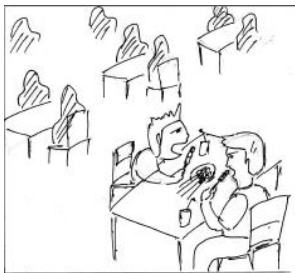
1. I saw a beautiful garden with colorful flowers in my grandma's house.
2. The scenery was very beautiful.
3. We rode on horseback.
4. He climbed Mount Bromo last year.
5. Last week, I rode motorcycle to go to my friend's house.
6. She took a picture of beautiful beach.

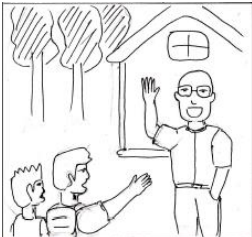
|   |  |   |
|---|--|---|
|  |  |  |
| <p>.....</p>  | <p>.....</p>   | <p>.....</p>  |

|   |  |   |
|---|--|---|
|  |  |  |
| .....   | .....  | .....   |

## Task 2

Identify the generic structure and language features of the recount text below.

| My Trip to Jakarta  |   |       |
|---|---|-------|
|  | <p>Last week, my brother and I spent our holiday in Jakarta. We stayed in our uncle's house. We went there by bus.</p>  | ..... |
|  | <p>We left from Yogyakarta on Friday. Before we went there, we prepared some things. First, we booked two tickets at the ticket agent. Then, we got on the bus from Giwangan bus station at 3 pm. Next, we stopped to have dinner at Ajibarang. After having dinner, we continued our</p> | ..... |

|   |   |       |
|---|---|-------|
|   | travel. We arrived at Lebak Bulus bus station. From the bus station, we took the bus no. C09. |       |
|  | Finally, we arrived at our uncle's house. It was a long trip, but we enjoy it.                | ..... |

(Adapted from: *Scaffolding Grade VIII*, 2008)

### Language features

Verbs :

---

Signaling order :

---

### Task 3

#### A. Arrange these following words to be appropriate sentences.

1. afternoon – went – the – We – home – in – .
2. holiday – wasn't – . - It – good – a – very
3. couldn't – we – , – see – Unfortunately – sunset – the – .
4. trip – continued – we – Tanjung Benoa – our – . – Then – to – ,
5. went - uncle's house – long – . – year – Batam – I – holiday – the – in – Last – my – to – on – ,

#### B. Arrange these following sentences to be an appropriate paragraph and write it in the box provided.







- There, we visited many tourism places such as Lasiana beach, Kristal cave, and Tablolong beach.
- Last holiday, my family and I went to Kupang, East Nusa Tenggara.
- I was very happy.

- Finally, we came back to Yogyakarta by plane.
- Then, we ate grilled fish at Kampung Solor.



#### Task 4

Put the pictures in the box and write a sentence for each pictures using simple past tense.

| A   | B  | C   |
|---|--|---|
|  |  |  |
| D   | E  | F   |
|  |  |  |

**Answer:**

**A:**

---

—

**B:**

---

—

**C:**

---

—

**D:**

---

—

**E:**

---

—


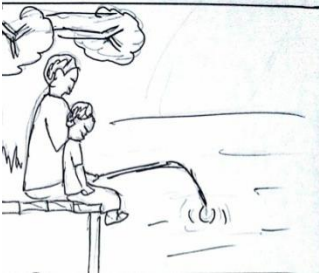

**F:**


---

—

**Lampiran 2**

**PERTEMUAN KEDUA**

| Going Fishing for the First Time   |  |             |
|--|--|-------------|
|   | <p>Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.</p>  | Orientation |
| <br> | <p>We left at 9 am. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.</p> <p>Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground.</p> | Events      |

|   |  |                       |
|---|--|-----------------------|
|  | <p>Thank God, I was safe even though I have mud all over my face. It was embarrassing!</p> | <p>Re-orientation</p> |
|---|--|-----------------------|



(Source: Scaffolding Grade VIII, 2008)

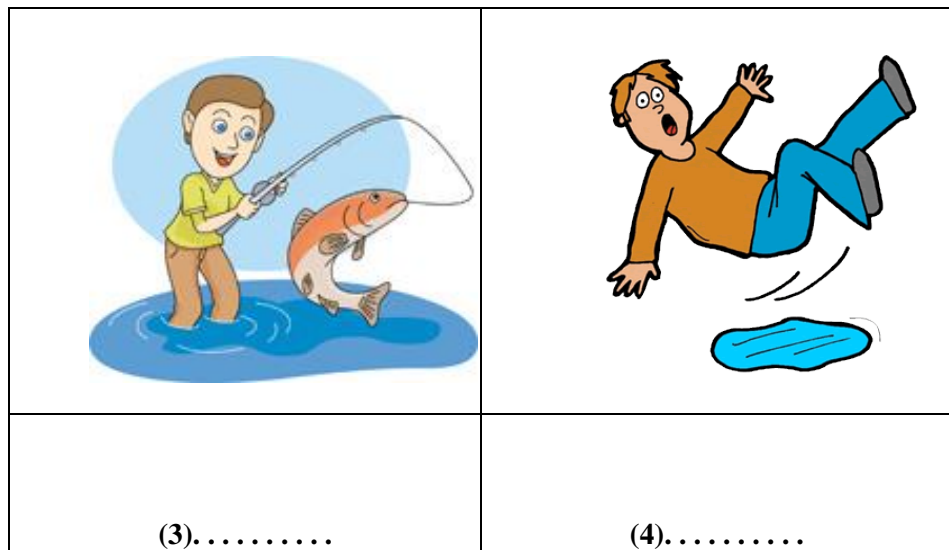
### Task 1

#### A. Write the meaning of the following words in Bahasa Indonesia.

1. Excited : \_\_\_\_\_
2. Convenient : \_\_\_\_\_
3. Equipment : \_\_\_\_\_
4. Mat : \_\_\_\_\_
5. Heavy : \_\_\_\_\_
6. Hook : \_\_\_\_\_
7. Grass : \_\_\_\_\_
8. Slippery : \_\_\_\_\_
9. Mud : \_\_\_\_\_
10. Embarrassing : \_\_\_\_\_

#### B. Write the verbs related to the pictures in the space provided.

|   |  |
|---|--|
|  |  |
| <p>(1).....</p>   | <p>(2).....</p>  |



### Task 2

A. Please find in the box below words related to holiday. Each starts with the letter in bold. The letter can go across, down or diagonal. Write your answer below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

|          |   |          |          |   |   |          |   |          |          |   |          |          |   |   |   |
|----------|---|----------|----------|---|---|----------|---|----------|----------|---|----------|----------|---|---|---|
| B        | A | I        | A        | L | F | <b>B</b> | O | L        | A        | K | E        | Y        | C | L | E |
| O        | U | <b>P</b> | L        | A | N | E        | R | A        | <b>B</b> | I | N        | M        | L | Y | R |
| <b>T</b> | F | S        | E        | L | I | A        | T | X        | T        | U | <b>H</b> | K        | R | J | F |
| I        | J | <b>G</b> | O        | K | K | C        | E | I        | Y        | E | S        | A        | D | B | N |
| C        | Q | F        | W        | E | E | H        | Q | K        | D        | R | I        | V        | P | R | L |
| K        | Q | E        | E        | T | R | U        | C | <b>P</b> | I        | C | N        | I        | C | P | P |
| E        | E | W        | T        | G | X | L        | A | R        | R        | I | A        | G        | E | C | Y |
| T        | H | E        | <b>A</b> | R | R | I        | V | E        | E        | E | D        | <b>T</b> | R | I | P |

**B. Fill in the blanks with the appropriate words in the box provided.**

Travel on the Plane for the First Time

When I was young, I did not really like (1) . . . . . I preferred (2). . . . . games on the computer. I never travelled (3). . . . . on the plane until 2012. At that time, I (4). . . . . .. 20 years old.

My first (5). . . . . was a 4-day trip to Taipei. Before I came to the (6). . . . . I did not know how to check-in. All procedures were so new to me. I remembered I was so (7). . . . . . . . . . when the plane (8). . . . . I really enjoyed my trip at that time.

After that trip, I like travelling. I also travelled to Korea, France, Germany, Switzerland, Italy, and Australia.

(Adapted from: [www.simonblog.com](http://www.simonblog.com) in *Scaffolding Grade VIII*, 2008)

|            |          |
|------------|----------|
| playing    | trip     |
| travelling | took off |
| was        | airport  |
| abroad     | excited  |

**C. Change the words below into V2**



1. Play : \_\_\_\_\_
2. Swim : \_\_\_\_\_
3. Arrive : \_\_\_\_\_
4. Enjoy : \_\_\_\_\_
5. Cut : \_\_\_\_\_
6. Sing : \_\_\_\_\_
7. Go : \_\_\_\_\_


8. Is : \_\_\_\_\_

9. Buy : \_\_\_\_\_

10. Bring : \_\_\_\_\_

### Went to the Cinema

|                           |   |  |
|---------------------------|---|--|
| <p><b>Orientation</b></p> |    |  |
| <p><b>Events</b></p>      |  |  |

|                       |   |  |
|-----------------------|---|--|
| <b>Re-orientation</b> |  |  |
|-----------------------|---|--|

**Name** :

**Number** :

### **Vocabularies**

|           |               |
|-----------|---------------|
| Afraid    | : takut       |
| Cinema    | : bioskop     |
| Cry       | : menangis    |
| Dream     | : mimpi       |
| Ghost     | : hantu       |
| Horror    | : horor       |
| Movie     | : film        |
| Nightmare | : mimpi buruk |
| Watch     | : menonton    |

|                   |
|-------------------|
| <b>Lampiran 3</b> |
|-------------------|

**PERTEMUAN KETIGA****My Holiday in Indrayanti Beach**

Last weekend, my family and I visited my grandparent at Wonosari Gunung Kidul by our own car. We wanted to spend our holiday there. My father asked us to visit some places in Wonosari. We decided to visit Indrayanti beach.

The way to Indrayanti beach is quite zigzag. Fortunately, the driver was very good so we could enjoy the trip. After arrived there, we were tired and wanted to find a hotel. We hardly got a hotel to stay because it was long weekend.

The first day in Indrayanti beach, I woke up so early in the morning so could enjoy the sunrise landscape at the beach. After having breakfast, we went to the beach. My brother was playing white sand while I took his picture. Mt family and I enjoyed the scenery all day long.

The second day, it was the time to go home to Yogyakarta. Before that, we went to the shopping centre to buy some souvenirs. My mother bought a bag and two clothes. My brother brought some small stones.

After we had lunch, we came back to Yogyakarta. I was so sad to leave Wonosari. It was a great holiday for me.

**Task 1****A. Fill in the blanks with the correct verbs.****A Trip to Borobudur Temple**

Last week, my family and I spent our holiday in Yogyakarta. We went to Borobudur Temple. It located in Magelang. My family and I (1)\_\_\_\_\_ there early morning by private car.

I had prepared everything before we went to Yogyakarta. On the way to Borobudur temple, we (2)\_\_\_\_\_ beautiful scenery. We could see some beautiful views of mountains, forests, and waterfalls. It was amazing.

My family and I (3)\_\_\_\_\_ at Borobudur Temple at 11:30. Borobudur Temple was crowded in that holiday vacation. I saw many

tourists. I (4)\_\_\_\_\_ one of foreign tourists and practiced speaking English. His name was Jack. He was very friendly.

We went back at 04:30. I was very tired, but it was a very interesting vacation. I wish I (5)\_\_\_\_\_ go there again someday.

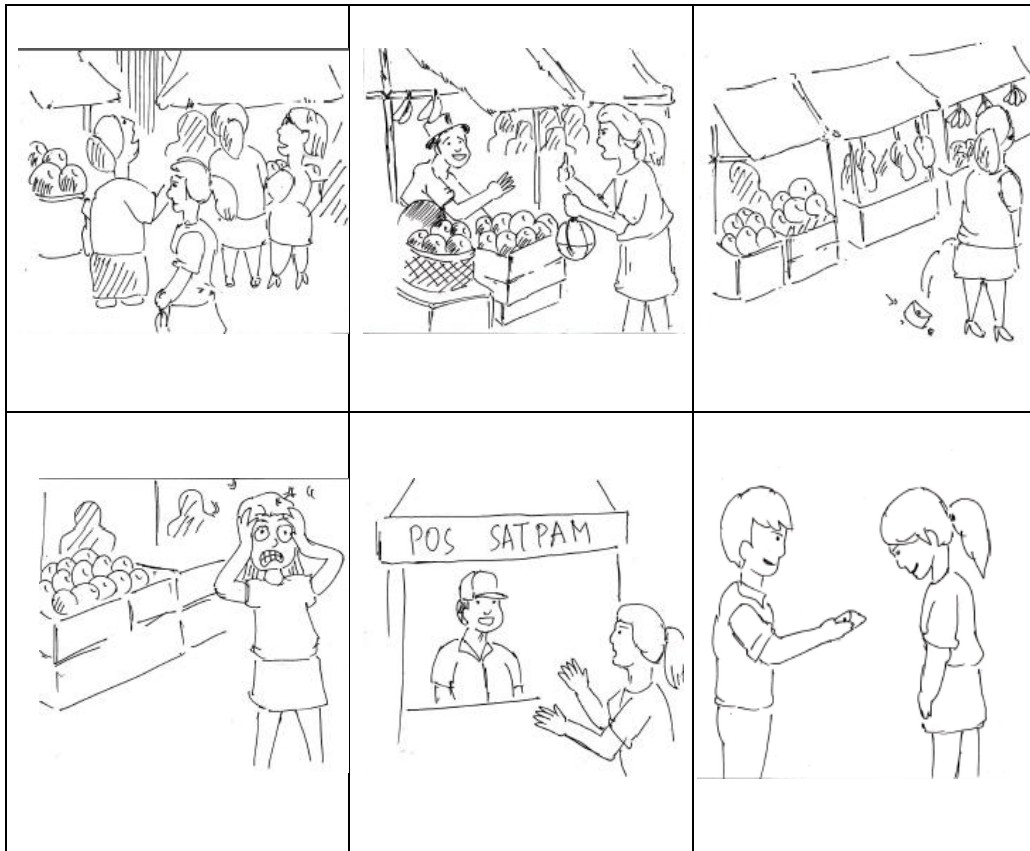
**B. Draw a line to connect the appropriate irregular verbs with the words below.**

| Verb 1   | Irregular verb |
|----------|----------------|
| 1. spend | a. had         |
| 2. go    | b. spent       |
| 3. have  | c. were        |
| 4. can   | d. went        |
| 5. see   | e. saw         |
| 6. are   | f. could       |

**Task 2****Write a recount text based on the cue cards.**

|                          |  |
|--------------------------|--|
|                          |  |
| Put the picture(s) here. |  |
| Put the picture(s) here. |  |
| Put the picture(s) here. |  |

## Cue cards



Arrange the cards into correct the order, then make a recount text. After that, give the title of the story. You have to make at least four sentences for each picture. The following clues will help you.

**Verbs 2**

Looked for : mencari  
 Brought : membawa  
 Bought : membeli  
 Fell down : jatuh  
 Asked : bertanya  
 Told : menjelaskan  
 Met : bertemu  
 Returned : mengembalikan

**Nouns**

Seller : penjual  
 Price : harga  
 Purse : dompet

**Adjectives**

Lost : hilang  
 Careless : ceroboh  
 Crowded : ramai  
 Confused : bingung

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

### CYCLE 2

|                |                               |
|----------------|-------------------------------|
| Nama Sekolah   | : SMP NEGERI 4 Yogyakarta     |
| Kelas          | : VIII-E                      |
| Semester       | : 2                           |
| Mata Pelajaran | : Bahasa Inggris              |
| Keterampilan   | : Menulis (Writing)           |
| Jenis Teks     | : Recount                     |
| Alokasi Waktu  | : 6x40 menit (tiga pertemuan) |

#### A. Standar Kompetensi

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

#### B. Kompetensi Dasar

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*.

#### C. Indikator

Diakhir pembelajaran, siswa diharap dapat:

- Menerapkan *past tense* dalam kalimat.
- Mengartikan kalimat bahasa Inggris ke bahasa Indonesia dan sebaliknya.
- Melanjutkan satu kalimat pokok menjadi sebuah paragraf.
- Menulis kalimat lampau berdasarkan gambar.
- Menulis teks *recount* berdasarkan *cue cards*.

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan mampu menulis teks *recount* berdasarkan *cue cards* yang diberikan.

## E. Materi Pembelajaran

- Teks recount  
Teks *recount* adalah teks yang menceritakan kejadian dimasa lampau. Tujuan dari teks ini adalah untuk menggambarkan kejadian tersebut kepada pembaca tentang apa, dimana, dan kapan kejadian tersebut terjadi.  
Attached: *Going Fishing for the First Time*
- Generic structure
  - a. **Orientation**  
Bagian ini menceritakan siapa, kapan, dan dimana kejadian ini terjadi.
  - b. **Events**  
Bagian ini menceritakan urutan peristiwa yang telah dialami oleh penulis.
  - c. **Reorientation**  
Pada bagian ini, penulis menyimpulkan ceritanya. Terkadang penulis mencantumkan pendapat dan perasaan mereka terhadap kejadian tersebut.
- Language features of recount text
  - d. Menggunakan *simple past tense* dengan rumus **S+V2**. Contoh: *I went to Yogyakarta last week.*
  - e. Menggunakan kata kerja dan keterangan waktu dalam bentuk lampau. Contoh: *played, kicked, yesterday, last week.*
  - f. Menggunakan kata sambung untuk meruntutkan kejadian.  
Contoh: *next, then, after that.*

## F. Metode Pembelajaran

PPP (*Presentation, Practice, Production*)

## G. Proses Belajar Mengajar

### PEMBUKA

| No. | Kegiatan          | Kalimat yang diucapkan        | Alokasi waktu |
|-----|-------------------|-------------------------------|---------------|
| 1   | Mengucapkan salam | <i>Good morning everyone.</i> | 5 menit       |
| 2   | Menanyakan kabar  | <i>How are you today?</i>     |               |
| 3   | Berdoa            | <i>Before we start our</i>    |               |

|   |  |   |  |
|---|--|---|--|
|   |  | <i>lesson today, let's have a prayer. Shall we.</i> |  |
| 4 | Mengecek presensi siswa                      | <i>Who's absent today?</i>                          |  |
| 5 | Menjelaskan tujuan dan kegiatan pembelajaran | <i>Today we are going to learn about .....</i>      |  |

### KEGIATAN INTI

#### PERTEMUAN PERTAMA

| Kegiatan  | Alokasi waktu |
|---|---------------|
| <u>Presentation</u> <ul style="list-style-type: none"> <li>Guru memberikan beberapa contoh kalimat lampau.</li> <li>Guru dan siswa mengidentifikasi dan membahas kalimat-kalimat tersebut.</li> </ul> | 10 menit      |
| <u>Practice</u><br>Siswa mengerjakan soal-soal latihan <i>past tense</i> dalam kalimat.   | 30 menit      |
| <u>Production</u><br>Siswa mengartikan kalimat bahasa Inggris ke bahasa Indonesia dan sebaliknya.   | 30 menit      |

### KEGIATAN INTI

#### PERTEMUAN KEDUA

| Kegiatan   | Alokasi waktu |
|--|---------------|
| <u>Presentation</u> <ul style="list-style-type: none"> <li>Guru menunjukkan contoh teks <i>recount</i> berjudul <i>Going Fishing for the First Time</i> kepada siswa untuk dibaca dan dipelajari.</li> <li>Guru dan siswa mencari pokok</li> </ul> | 10 menit      |

|  |          |
|--|----------|
| pikiran dari masing-masing paragraf dalam cerita tersebut.   |          |
| <u>Practice</u><br>Secara berpasangan, siswa diminta untuk membuat paragraf dengan dibantu oleh cue cards. | 40 menit |
| <u>Production</u><br>Secara individu, siswa mengembangkan kalimat pokok menjadi paragraf.                  | 60 menit |

### KEGIATAN INTI

#### PERTEMUAN KETIGA

| Kegiatan  | Alokasi waktu |
|---|---------------|
| <u>Presentation</u><br>Guru me-review kembali mengenai apa yang telah dipelajari.   | 5 menit       |
| <u>Practice</u> <ul style="list-style-type: none"> <li>Siswa menulis kalimat lampau berdasarkan gambar.</li> <li>Siswa diberi <i>feedback</i> berdasarkan hasil pekerjaan.</li> </ul> | 25 menit      |
| <u>Production</u><br>Siswa menulis sebuah teks <i>recount</i> berdasarkan <i>cue cards</i> (clue).  | 40 menit      |

**PENUTUP**

| No. | Kegiatan                         | Kalimat yang diucapkan                                   | Alokasi waktu |
|-----|----------------------------------|--|---------------|
| 1   | Merangkum materi pelajaran       | <i>So, what we have learned today?</i>                   | 5 menit       |
| 2   | Merefleksi kegiatan pembelajaran | <i>You did a great job today. Is there any question?</i> |               |
| 3   | Berdoa                           | <i>Before we go home, let's have a prayer. Shall we.</i> |               |
| 4   | Salam                            | <i>Good morning everyone.</i>                            |               |

#### H. Sumber Pembelajaran

Priyana, Joko, et al. 2008. *Scaffolding English for Junior High School*. Depdiknas. Jakarta.  
 Internet: [www.google.com](http://www.google.com)

#### I. Rubrik Penilaian WRITING

| Aspect              | Level                 | Score | Criteria   |
|---------------------|-----------------------|-------|--|
| <b>Content</b>      | Excellent – Very good | 30-27 | Relevant to the topic, give the detail information, and match the purpose of recount text. |
|                     | Good – Average        | 26-22 | Mostly relevant to the topic, lacks of detail.   |
|                     | Fair – Poor           | 21-17 | Inadequate development of the topic, almost match to the purpose of recount text.          |
|                     | Very poor             | 16-13 | Does not relate to the topic, does not match the purpose.                                  |
| <b>Organization</b> | Excellent – Very good | 20-18 | Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.     |
|                     | Good – Average        | 17-14 | Loosely organized, limited support, logical but incomplete sequencing.                     |
|                     | Fair – Poor           | 13-10 | Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.       |

|                     |                       |       |  |
|---------------------|-----------------------|-------|--|
|                     | Very poor             | 9-7   | Does not communicate, no organization, not enough to evaluate.   |
| <b>Vocabulary</b>   | Excellent – Very good | 20-18 | Use effective word/ word choice/word usage, word form mastery.   |
|                     | Good – Average        | 17-14 | Occasional errors of word form, choice, usage but meaning not obscured.  |
|                     | Fair – Poor           | 13-10 | Frequent errors of word form, choice, usage and meaning obscured/ confused.  |
|                     | Very poor             | 9-7   | Essentially translation, little knowledge of English, not enough to evaluate.  |
| <b>Language use</b> | Excellent – Very good | 25-22 | Few errors of agreement, tense, and word order.  |
|                     | Good - Average        | 21-18 | Several errors of agreement, tense, and word order.  |
|                     | Fair – Poor           | 17-11 | Frequent errors and meaning obscured.  |
|                     | Very poor             | 10-5  | Dominated by error, does not communicate, not enough to evaluate   |
| <b>Mechanics</b>    | Excellent – Very good | 5     | Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.                    |
|                     | Good – Average        | 4     | Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability        |
|                     | Fair – Poor           | 3     | Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability.                                |
|                     | Very poor             | 2     | Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication. |

*Adapted from: Jacobs, 1981*  
Peneliti

Panca Dewi L, S.Pd  
NIP. 19670121 199103.2 010

Kartika Dewi Purnama  
NIM. 12202241001

## **J. Lampiran**

|                   |
|-------------------|
| <b>Lampiran 1</b> |
|-------------------|

### **PERTEMUAN PERTAMA**

#### **Read the following sentences.**

1. I walked to school yesterday.
2. He lived in Paris for ten years, but now he is living in Rome.
3. I bought a new book three days ago.
4. I stood under a tree when it began to rain.
5. When she heard a strange noise, she got up to investigate.
6. Last night at 8 o'clock, I was studying.
7. Last year at this time, I was standing here.
8. I was walking down the street when it began to rain.
9. While I was walking down the street, it began to rain.
10. I was standing under a tree when it began to rain.

#### **Task 1**

#### **Choose the right verbs in the brackets to complete the sentences.**

1. Last year, I (travel, travelled, traveling) around the world.
2. I was (sleep, slept, sleeping) when you called my name.
3. She (buys, bought, buying) two watermelons this morning.
4. We did not (know, knew, knowing) about the problem.
5. Tomi already (has, had, having) his breakfast.

**Change the verbs in the brackets into past form.**

1. Last Saturday night, I just (stay) \_\_\_\_\_ at home.
2. My teacher (bring) \_\_\_\_\_ the students' book to the teacher office yesterday.
3. My brother (watch) \_\_\_\_\_ Doraemon movie in the cinema last Sunday.
4. Santi (drink) \_\_\_\_\_ a cup tea in the café two days ago.
5. I (see) \_\_\_\_\_ you in the library this morning.

**Task 2****Change these following sentences into English.**

1. Kemarin, ibu menyuruhku untuk membeli tiga jeruk dipasar.
2. Ketika aku kelas VII, aku mengikuti lomba menyanyi.
3. Ayah telah tiba dari Jakarta pagi ini.
4. Aku sangat senang pada saat itu.
5. Dua hari yang lalu, dia (laku-laki) belajar matematika.

**Answer**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_


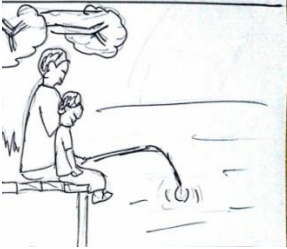
**Change these following sentences into Bahasa.**



1. Arfi did her homework with her brother last night.
2. Anna won a scholarship to Oxford University.
3. The teacher asked John a question related to the lesson.
4. Miko returned to New York yesterday.
5. Mr. Budi lost his wallet at the supermarket a week ago.

**Answer**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Lampiran 2****PERTEMUAN KEDUA**




| Going Fishing for the First Time  |  |             |
|---|--|-------------|
|  | <p>Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.</p>  | Orientation |
|  | <p>We left at 9 am. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.</p> <p>Suddenly, in the</p> | Events      |

|   |  |                       |
|---|--|-----------------------|
|  | <p>middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground.</p> |                       |
|  | <p>Thank God, I was safe even though I have mud all over my face. It was embarrassing!</p>   | <p>Re-orientation</p> |

(Source: Scaffolding Grade VIII, 2008)

### Task 1

Write a story based on the cue cards. One paragraph consists of five sentences. The first sentence has been done for you.

|   |  |   |
|---|--|---|
|  |  |  |
| <p>Last year, my family and I went to the Zoo.</p>                                  | <p>I arrived there at 9 am.</p>  | <p>Finally, I had to go home.</p>   |

[illegible]

## Task 2

Write your own story based on the cue cards. Each paragraph consists of four sentences. The first sentence of each paragraph has been done for you.



**Yesterday, I celebrated my birthday party.**



**The party began at 7 pm.**



**After that, we had dinner together.**



**Finally, the party was over.**

### Clues

|                 |            |
|-----------------|------------|
| Blew (V2)       | : meniup   |
| Began (V2)      | : mulai    |
| Gift (N)        | : kado     |
| Opened (V2)     | : membuka  |
| Surprised (Adj) | : terkejut |

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor discoloration or shadows, suggesting it's a physical scan. There is no handwriting or other markings on the paper.

|            |
|------------|
| Lampiran 3 |
|------------|

### PERTEMUAN KETIGA





Write sentences using past tense based on the pictures.



Answer:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Write a story based on the cue cards.

|  |   |  |
|--|---|--|
|  |  A black and white line drawing of a young boy with short hair, wearing a short-sleeved shirt and shorts, running towards the right. He has a backpack on his back and is smiling. The background shows a brick wall and a tiled floor.  |  |
|  | <br> Two black and white line drawings. The top one shows a boy with a backpack looking startled, with his mouth open and hands outstretched, as a cat jumps towards him. The bottom one shows the boy crouching down, holding a small bottle, and petting the cat. The background shows a brick wall and a tiled floor. |  |
|  |  A black and white line drawing of a boy standing and playing with a cat. The boy is holding a ball, and the cat is jumping towards it. The background shows a brick wall and a tiled floor.   |  |

## Clues:

Found (V) : menemukan

Played (V) : bermain

Injured (Adj) : terluka

Took care (V) : merawat

Heal (V) : sembuh

Gave (V) : memberikan

# **Appendix G**

## **Media**



**Figure 13: Cue Cards in the Form of Pictures**



**Figure 14: Cue Cards in the Form of Picture series**



Figure 15: Cue Cards in the Form of Picture series

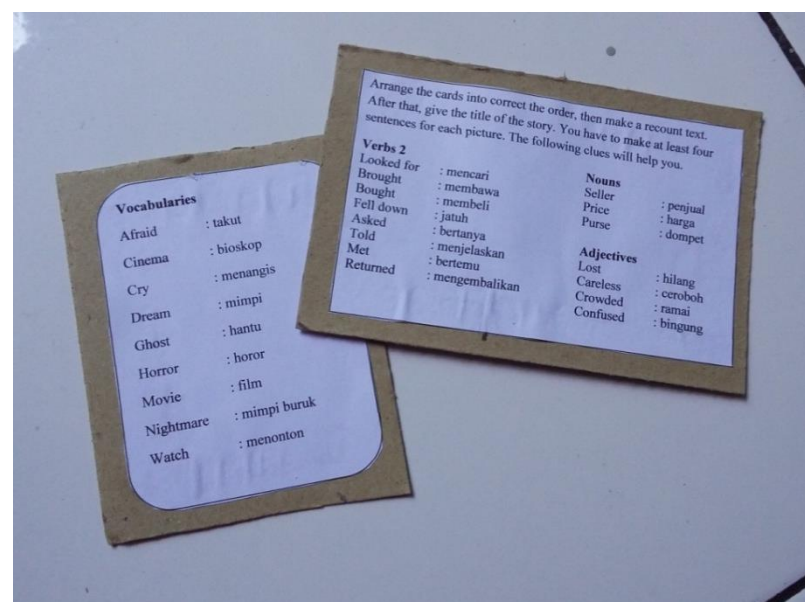


Figure 16: Cue Cards in the Form of Clues

# **Appendix H**

## **Students' Writing Scores**

## Pre-test

| No. | Nama                      | C  | O  | V  | LU | M | Total Score |
|-----|---------------------------|----|----|----|----|---|-------------|
| 1   | Adfi Naila Ahdisidqi      | 25 | 17 | 14 | 16 | 5 | 77          |
| 2   | Akbar Sigit Putra         | 25 | 17 | 16 | 18 | 4 | 80          |
| 3   | Alfito Fahreza Putra      | 25 | 9  | 9  | 10 | 2 | 55          |
| 4   | Amalia Intan Putri        | 25 | 13 | 10 | 11 | 3 | 62          |
| 5   | Andhika Louis Surya       | 25 | 18 | 15 | 17 | 4 | 79          |
| 6   | Arbian Surya Sasmita      | 25 | 13 | 14 | 16 | 4 | 72          |
| 7   | Aristyani Putri Kayna     | 25 | 17 | 14 | 19 | 4 | 79          |
| 8   | Dian Putri Pramesti       | 16 | 11 | 10 | 12 | 2 | 51          |
| 9   | Dini Wulandari Saputri    | 25 | 15 | 15 | 18 | 4 | 77          |
| 10  | Fitriana Nur Baiti        | 25 | 17 | 14 | 19 | 4 | 79          |
| 11  | Hafizh Rauf Firdaus       | 25 | 13 | 14 | 16 | 4 | 72          |
| 12  | Hanif Parusa              | 25 | 14 | 11 | 13 | 4 | 67          |
| 13  | Hesti Indah Septiana      | 25 | 12 | 10 | 12 | 2 | 61          |
| 14  | Hetiningtyas              | 25 | 17 | 14 | 18 | 5 | 79          |
| 15  | Istiqomatun Na'imah       | 25 | 16 | 15 | 18 | 3 | 77          |
| 16  | Justica Ariance Warroka   | 25 | 13 | 15 | 13 | 4 | 70          |
| 17  | Lola Delilawati           | 25 | 17 | 14 | 11 | 4 | 71          |
| 18  | Maritza Ramadyana         | 25 | 17 | 12 | 17 | 4 | 75          |
| 19  | Miranda Diah Adisti       | 25 | 15 | 16 | 18 | 4 | 78          |
| 20  | Muh. Dava Akbar Gibran    | 24 | 14 | 11 | 13 | 4 | 66          |
| 21  | Muh. Iqbal Nursyahbana    | 25 | 16 | 11 | 18 | 4 | 74          |
| 22  | Muh. Rafiq Al-Mahdi       | 25 | 10 | 12 | 16 | 3 | 66          |
| 23  | Muhharoni Surya Wibowo    | 25 | 17 | 14 | 18 | 4 | 78          |
| 24  | Nabila Hendra Nur A       | 25 | 16 | 14 | 10 | 3 | 68          |
| 25  | Nadilla Andhini Putri     | 25 | 14 | 15 | 18 | 4 | 76          |
| 26  | Fajar Novansyah           | 25 | 13 | 14 | 18 | 4 | 74          |
| 27  | Novita Putri Adisty       | 25 | 15 | 16 | 18 | 3 | 77          |
| 28  | Radita Novi Aryani        | 25 | 16 | 14 | 18 | 4 | 77          |
| 29  | Rayhan Qalbain            | 25 | 15 | 14 | 17 | 4 | 75          |
| 30  | Rizki Amaliatussy S       | 25 | 17 | 16 | 19 | 5 | 82          |
| 31  | Sri Widiati               | 25 | 13 | 13 | 18 | 4 | 73          |
| 32  | Syahredha Muh.J           | 25 | 10 | 11 | 11 | 3 | 60          |
| 33  | Titan Pradhita Hermansyah | 25 | 14 | 13 | 18 | 4 | 74          |
| 34  | Adiva Salsabila Mahardika | 25 | 17 | 15 | 19 | 4 | 80          |

## Cycle 1

| No. | Nama                      | C  | O  | V  | LU | M | Total Score |
|-----|---------------------------|----|----|----|----|---|-------------|
| 1   | Adfi Naila Ahdisidqi      | 22 | 15 | 17 | 17 | 4 | 75          |
| 2   | Akbar Sigit Putra         | 24 | 15 | 15 | 19 | 4 | 77          |
| 3   | Alfito Fahreza Putra      | 24 | 15 | 15 | 19 | 4 | 77          |
| 4   | Amalia Intan Putri        | 26 | 15 | 14 | 18 | 3 | 76          |
| 5   | Andhika Louis Surya       | 25 | 14 | 15 | 18 | 3 | 75          |
| 6   | Arbian Surya Sasmita      | 23 | 15 | 16 | 18 | 4 | 76          |
| 7   | Aristyani Putri Kayna     | 25 | 16 | 16 | 18 | 4 | 79          |
| 8   | Dian Putri Pramesti       | 17 | 19 | 11 | 13 | 3 | 63          |
| 9   | Dini Wulandari Saputri    | 24 | 15 | 17 | 20 | 4 | 80          |
| 10  | Fitriana Nur Baiti        | 24 | 15 | 14 | 18 | 3 | 74          |
| 11  | Hafizh Rauf Firdaus       | 25 | 16 | 14 | 18 | 3 | 76          |
| 12  | Hanif Parusa              | 25 | 14 | 15 | 20 | 3 | 77          |
| 13  | Hesti Indah Septiana      | 25 | 15 | 14 | 18 | 3 | 75          |
| 14  | Hetiningtyas              | 25 | 16 | 16 | 18 | 3 | 78          |
| 15  | Istiqomatun Na'imah       | 24 | 13 | 14 | 19 | 3 | 73          |
| 16  | Justica Ariance Warroka   | 24 | 17 | 14 | 15 | 4 | 74          |
| 17  | Lola Delilawati           | 25 | 17 | 14 | 13 | 4 | 73          |
| 18  | Maritza Ramadyana         | 25 | 17 | 14 | 11 | 4 | 71          |
| 19  | Miranda Diah Adisti       | 17 | 15 | 15 | 18 | 4 | 69          |
| 20  | Muh. Dava Akbar Gibran    | 24 | 19 | 14 | 13 | 5 | 75          |
| 21  | Muh. Iqbal Nursyahbana    | 25 | 16 | 12 | 18 | 4 | 75          |
| 22  | Muh. Rafiq Al-Mahdi       | 23 | 16 | 15 | 19 | 3 | 76          |
| 23  | Muhharoni Surya Wibowo    | 25 | 17 | 14 | 20 | 4 | 80          |
| 24  | Nabila Hendra Nur A       | 26 | 20 | 15 | 15 | 4 | 80          |
| 25  | Nadilla Andhini Putri     | 25 | 15 | 16 | 18 | 3 | 77          |
| 26  | Fajar Novansyah           | 25 | 15 | 19 | 19 | 4 | 80          |
| 27  | Novita Putri Adisty       | 23 | 16 | 12 | 16 | 4 | 71          |
| 28  | Radita Novi Aryani        | 25 | 16 | 16 | 19 | 4 | 80          |
| 29  | Rayhan Qalbain            | 24 | 18 | 16 | 18 | 4 | 80          |
| 30  | Rizki Amaliatussy S       | 25 | 15 | 14 | 18 | 3 | 75          |
| 31  | Sri Widiati               | 25 | 15 | 16 | 18 | 3 | 77          |
| 32  | Syahredha Muh.J           | 25 | 15 | 16 | 18 | 3 | 77          |
| 33  | Titan Pradhita Hermansyah | 25 | 15 | 14 | 18 | 4 | 76          |
| 34  | Adiva Salsabila Mahardika | 24 | 16 | 16 | 20 | 4 | 80          |

## Cycle 2

| No. | Nama                      | C  | O  | V  | LU | M | Total Score |
|-----|---------------------------|----|----|----|----|---|-------------|
| 1   | Adfi Naila Ahdisidqi      | 26 | 16 | 17 | 21 | 4 | 84          |
| 2   | Akbar Sigit Putra         | 16 | 17 | 17 | 21 | 4 | 75          |
| 3   | Alfito Fahreza Putra      | 26 | 15 | 17 | 21 | 4 | 83          |
| 4   | Amalia Intan Putri        | 26 | 17 | 17 | 20 | 4 | 84          |
| 5   | Andhika Louis Surya       | 26 | 17 | 16 | 20 | 4 | 83          |
| 6   | Arbian Surya Sasmita      | 25 | 17 | 17 | 20 | 4 | 83          |
| 7   | Aristyani Putri Kayna     | 25 | 16 | 17 | 19 | 4 | 81          |
| 8   | Dian Putri Pramesti       | 24 | 21 | 13 | 14 | 4 | 76          |
| 9   | Dini Wulandari Saputri    | 25 | 16 | 17 | 20 | 4 | 82          |
| 10  | Fitriana Nur Baiti        | 25 | 15 | 14 | 18 | 3 | 75          |
| 11  | Hafizh Rauf Firdaus       | 26 | 17 | 17 | 19 | 4 | 83          |
| 12  | Hanif Parusa              | 25 | 14 | 15 | 21 | 4 | 79          |
| 13  | Hesti Indah Septiana      | 25 | 16 | 15 | 18 | 4 | 78          |
| 14  | Hetiningtyas              | 26 | 16 | 17 | 20 | 4 | 83          |
| 15  | Istiqomatun Na'imah       | 25 | 15 | 16 | 20 | 4 | 80          |
| 16  | Justica Ariance Warroka   | 25 | 19 | 16 | 16 | 4 | 80          |
| 17  | Lola Delilawati           | 26 | 18 | 16 | 17 | 4 | 81          |
| 18  | Maritza Ramadyana         | 26 | 19 | 16 | 17 | 4 | 82          |
| 19  | Miranda Diah Adisti       | 18 | 15 | 16 | 14 | 4 | 67          |
| 20  | Muh. Dava Akbar Gibran    | 26 | 20 | 17 | 18 | 5 | 86          |
| 21  | Muh. Iqbal Nursyahbana    | 26 | 17 | 17 | 21 | 4 | 85          |
| 22  | Muh. Rafiq Al-Mahdi       | 25 | 18 | 20 | 20 | 4 | 87          |
| 23  | Muhharoni Surya Wibowo    | 26 | 17 | 17 | 20 | 4 | 84          |
| 24  | Nabila Hendra Nur A       | 28 | 20 | 18 | 20 | 5 | 91          |
| 25  | Nadilla Andhini Putri     | 26 | 16 | 17 | 20 | 4 | 83          |
| 26  | Fajar Novansyah           | 26 | 17 | 17 | 21 | 4 | 85          |
| 27  | Novita Putri Adisty       | 26 | 16 | 17 | 20 | 4 | 83          |
| 28  | Radita Novi Aryani        | 26 | 17 | 17 | 21 | 4 | 85          |
| 29  | Rayhan Qalbain            | 26 | 17 | 16 | 20 | 4 | 83          |
| 30  | Rizki Amaliatussy S       | 26 | 17 | 17 | 21 | 4 | 85          |
| 31  | Sri Widiati               | 26 | 17 | 16 | 20 | 4 | 83          |
| 32  | Syahredha Muh.J           | 26 | 17 | 16 | 20 | 4 | 83          |
| 33  | Titan Pradhita Hermansyah | 26 | 17 | 16 | 20 | 4 | 83          |
| 34  | Adiva Salsabila Mahardika | 26 | 17 | 16 | 20 | 4 | 83          |

## Post-test

| No. | Nama                      | C  | O  | V  | LU | M | Total Score |
|-----|---------------------------|----|----|----|----|---|-------------|
| 1   | Adfi Naila Ahdisidqi      | 29 | 20 | 19 | 23 | 5 | 96          |
| 2   | Akbar Sigit Putra         | 28 | 18 | 18 | 21 | 4 | 89          |
| 3   | Alfito Fahreza Putra      | 26 | 18 | 19 | 21 | 5 | 89          |
| 4   | Amalia Intan Putri        | 26 | 19 | 18 | 22 | 5 | 90          |
| 5   | Andhika Louis Surya       | 27 | 19 | 17 | 21 | 5 | 89          |
| 6   | Arbian Surya Sasmita      | 25 | 19 | 19 | 21 | 5 | 89          |
| 7   | Aristyani Putri Kayna     | 25 | 19 | 15 | 18 | 5 | 82          |
| 8   | Dian Putri Pramesti       | 28 | 19 | 19 | 23 | 5 | 94          |
| 9   | Dini Wulandari Saputri    | 26 | 18 | 18 | 20 | 3 | 85          |
| 10  | Fitriana Nur Baiti        | 25 | 18 | 19 | 22 | 5 | 89          |
| 11  | Hafizh Rauf Firdaus       | 29 | 19 | 19 | 22 | 5 | 94          |
| 12  | Hanif Parusa              | 25 | 17 | 17 | 20 | 5 | 84          |
| 13  | Hesti Indah Septiana      | 28 | 19 | 18 | 22 | 5 | 92          |
| 14  | Hetiningtyas              | 29 | 20 | 20 | 23 | 5 | 97          |
| 15  | Istiqomatun Na'imah       | 27 | 19 | 17 | 20 | 5 | 88          |
| 16  | Justica Ariance Warroka   | 30 | 20 | 18 | 23 | 5 | 96          |
| 17  | Lola Delilawati           | 28 | 20 | 19 | 23 | 5 | 95          |
| 18  | Maritza Ramadyana         | 27 | 19 | 18 | 18 | 4 | 86          |
| 19  | Miranda Diah Adisti       | 30 | 20 | 19 | 22 | 5 | 96          |
| 20  | Muh. Dava Akbar Gibran    | 29 | 20 | 19 | 23 | 5 | 96          |
| 21  | Muh. Iqbal Nursyahbana    | 26 | 19 | 17 | 17 | 4 | 83          |
| 22  | Muh. Rafiq Al-Mahdi       | 23 | 18 | 14 | 18 | 5 | 78          |
| 23  | Muhharoni Surya Wibowo    | 27 | 19 | 18 | 19 | 5 | 88          |
| 24  | Nabila Hendra Nur A       | 28 | 20 | 17 | 22 | 5 | 92          |
| 25  | Nadilla Andhini Putri     | 25 | 19 | 14 | 15 | 5 | 78          |
| 26  | Fajar Novansyah           | 27 | 19 | 16 | 17 | 4 | 83          |
| 27  | Novita Putri Adisty       | 24 | 17 | 19 | 17 | 5 | 82          |
| 28  | Radita Novi Aryani        | 28 | 18 | 18 | 23 | 5 | 92          |
| 29  | Rayhan Qalbain            | 25 | 19 | 19 | 21 | 4 | 88          |
| 30  | Rizki Amaliatussy S       | 27 | 17 | 15 | 18 | 5 | 82          |
| 31  | Sri Widiati               | 27 | 18 | 17 | 18 | 4 | 84          |
| 32  | Syahredha Muh.J           | 24 | 19 | 14 | 19 | 4 | 80          |
| 33  | Titan Pradhita Hermansyah | 26 | 19 | 17 | 20 | 5 | 87          |
| 34  | Adiva Salsabila Mahardika | 26 | 16 | 14 | 20 | 5 | 81          |

# **Appendix I**

## **Questionnaires**

### THE BLUEPRINT OF THE QUESTIONNAIRE

| No. | Aspect   | Item Number       |
|-----|--|-------------------|
| 1   | The students' attitude towards writing   | 1                 |
| 2   | The students' writing abilities  | 2,3,4,5           |
| 3   | The roles of the teacher   | 6,11,12           |
| 4   | The learning materials   | 7, 8,9,10         |
| 5   | The classroom activities   | 13,14,17          |
| 6   | The benefit using cue cards (pictures) in the teaching and learning process of writing | 15,16, 18, 19, 20 |

Kepada

Siswa - siswi kelas VIII E SMP NEGERI 4 Yogyakarta

Di SMP NEGERI 4 Yogyakarta.

Dalam rangka penelitian untuk menyelesaikan tugas akhir skripsi tentang meningkatkan kemampuan menulis berbahasa Inggris siswa-siswi kelas VIII-E SMP NEGERI 4 Yogyakarta dengan media gambar, saya mengharap kesediaan Adik untuk meluangkan waktunya mengisi angket ini.

Pertanyaan-pertanyaan dalam angket ini bertujuan untuk mengetahui pendapat Adik mengenai proses belajar mengajar dan kemampuan menulis berbahasa Inggris Adik setelah mengikuti pembelajaran menulis berbahasa Inggris dengan media gambar.

Angket ini tidak bermaksud untuk menguji atau menilai Adik, melainkan untuk mencari gambaran tentang hasil dari usaha meningkatkan kemampuan menulis berbahasa Inggris bagi siswa-siswi kelas VIII-E SMP NEGERI 4 Yogyakarta dengan media gambar. Angket ini tidak akan mempengaruhi nilai Adik, melainkan akan sangat mempengaruhi data penelitian. Oleh karena itu, Adik dimohon untuk jujur dan juga teliti dalam memberikan jawaban.

Akhirnya, atas bantuan dan kesediaan adik untuk mengisi angket ini, Saya ucapkan terima kasih.

Yogyakarta, 7 Februari

2016

Peneliti

Kartika Dewi Purnama

### KUESIONER

#### Hasil Pembelajaran Menulis Bahasa Inggris dengan Media Gambar

Nama :

No.absen :

Kelas :

Sekolah :

Pilihlah jawaban dibawah ini dengan cara menuliskan tanda centang (✓) pada salah satu kolom yang tersedia.

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

| No. | Pertanyaan  | SS | S | TS | STS |
|-----|---|----|---|----|-----|
| 1   | Kemampuan menulis itu penting.                                  |    |   |    |     |
| 2   | Menulis dalam Bahasa Inggris itu mudah.                         |    |   |    |     |
| 3   | Kemampuan menulis saya baik.                                    |    |   |    |     |
| 4   | Saya dapat dengan mudah mendapatkan ide untuk menulis.          |    |   |    |     |
| 5   | Saya menggunakan <i>grammar</i> yang benar ketika menulis.      |    |   |    |     |
| 6   | Penjelasan guru mengenai <i>grammar</i> mudah dipahami.         |    |   |    |     |
| 7   | <i>Handout</i> yang diberikan guru membantu saya dalam belajar. |    |   |    |     |
| 8   | Materi-materi yang diberikan mudah.                             |    |   |    |     |

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 9  | Materi-materi yang diberikan menarik.                                      |  |  |  |  |
| 10 | Kamus membantu saya untuk menemukan arti kata yang baru bagi saya.         |  |  |  |  |
| 11 | Saya mendapat koreksi dan <i>feedback</i> dari guru.                       |  |  |  |  |
| 12 | Guru berkeliling ketika kami mengerjakan tugas-tugas.                      |  |  |  |  |
| 13 | Saya mendapatkan banyak latihan untuk menulis.                             |  |  |  |  |
| 14 | Dalam mengerjakan tugas, saya berlatih dengan kelompok maupun berpasangan. |  |  |  |  |
| 15 | Guru menggunakan media gambar dalam kegiatan-kegiatan kelas.               |  |  |  |  |
| 16 | Gambar yang diberikan menarik dan mudah dipahami.                          |  |  |  |  |
| 17 | Kegiatan-kegiatan menggunakan gambar mudah dan menarik.                    |  |  |  |  |
| 18 | Gambar-gambar yang diberikan memotivasi saya menulis dalam bahasa Inggris. |  |  |  |  |
| 19 | Gambar-gambar yang diberikan membantu saya menuliskan ide-ide.             |  |  |  |  |
| 20 | Saya dapat memperkaya kosa-kata saya melalui gambar-gambar yang diberikan. |  |  |  |  |

# **Appendix J**

## **Questionnaire Analysis**

## Hasil Kuisisioner

Skala:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Total responden: 34 siswa kelas VIII-E SMP Negeri 4 Yogyakarta

| Aspek                                  | Nomer   | Pernyataan   | Ops                 | Cycle 1   |            | Cycle 2   |            |
|--|---------|--|---------------------|-----------|------------|-----------|------------|
|  |         |  |                     | Frekuensi | Prosentase | Frekuensi | Prosentase |
| The students' attitude towards writing | 1       | Kemampuan menulis itu penting.                         | Sangat Setuju       | 30        | 88         | 30        | 88         |
|  |         |  | Setuju              | 4         | 12         | 4         | 12         |
|  |         |  | Tidak Setuju        | 0         | -          | 0         | -          |
|  |         |  | Sangat Tidak Setuju | 0         | -          | 0         | -          |
| The students' writing abilities        | 2,3,4,5 | Menulis dalam Bahasa Inggris itu mudah.                | Sangat Setuju       | 4         | 12         | 3         | 9          |
|  |         |  | Setuju              | 23        | 68         | 23        | 68         |
|  |         |  | Tidak Setuju        | 7         | 21         | 8         | 24         |
|  |         |  | Sangat Tidak Setuju | 0         | -          | 0         | -          |
|  |         | Kemampuan menulis saya baik.                           | Sangat Setuju       | 6         | 18         | 3         | 9          |
|  |         |  | Setuju              | 26        | 76         | 25        | 74         |
|  |         |  | Tidak Setuju        | 2         | 6          | 6         | 18         |
|  |         |  | Sangat Tidak Setuju | 0         | -          | 0         | -          |
|  |         | Saya dapat dengan mudah mendapatkan ide untuk menulis. | Sangat Setuju       | 3         | 9          | 4         | 12         |
|  |         |  | Setuju              | 26        | 76         | 25        | 74         |

|                          |           |  |                     |    |    |    |    |
|--------------------------|-----------|--|---------------------|----|----|----|----|
|                          |           | Saya menggunakan <i>grammar</i> yang benar ketika menulis.         | Tidak Setuju        | 5  | 15 | 5  | 15 |
|                          |           |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
|                          |           |  | Sangat Setuju       | 3  | 9  | 2  | 6  |
|                          |           |  | Setuju              | 23 | 68 | 28 | 82 |
|                          |           |  | Tidak Setuju        | 8  | 24 | 4  | 12 |
|                          |           |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
| The roles of the teacher | 6,11,12   | Penjelasan guru mengenai <i>grammar</i> mudah dipahami.            | Sangat Setuju       | 14 | 41 | 19 | 56 |
|                          |           |  | Setuju              | 15 | 44 | 15 | 44 |
|                          |           |  | Tidak Setuju        | 5  | 15 | 0  | -  |
|                          |           |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
|                          |           | Saya mendapat koreksi dan <i>feedback</i> dari guru.               | Sangat Setuju       | 11 | 32 | 14 | 41 |
|                          |           |  | Setuju              | 23 | 68 | 20 | 59 |
|                          |           |  | Tidak Setuju        | 0  | -  | 0  | -  |
|                          |           |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
|                          |           | Guru berkeliling ketika kami mengerjakan tugas-tugas.              | Sangat Setuju       | 17 | 50 | 26 | 76 |
|                          |           |  | Setuju              | 15 | 44 | 8  | 24 |
|                          |           |  | Tidak Setuju        | 1  | 3  | 0  | -  |
|                          |           |  | Sangat Tidak Setuju | 1  | 3  | 0  | -  |
| The learning materials   | 7, 8,9,10 | <i>Handout</i> yang diberikan guru membantu saya dalam belajar.    | Sangat Setuju       | 14 | 41 | 17 | 50 |
|                          |           |  | Setuju              | 20 | 59 | 17 | 50 |
|                          |           |  | Tidak Setuju        | 0  | -  | 0  | -  |
|                          |           |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
|                          |           | Materi-materi yang diberikan mudah.                                | Sangat Setuju       | 8  | 24 | 13 | 38 |
|                          |           |  | Setuju              | 23 | 86 | 17 | 50 |
|                          |           |  | Tidak Setuju        | 3  | 9  | 4  | 12 |
|                          |           |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
|                          |           | Materi-materi yang diberikan menarik.                              | Sangat Setuju       | 12 | 35 | 20 | 59 |
|                          |           |  | Setuju              | 20 | 59 | 12 | 35 |
|                          |           |  | Tidak Setuju        | 2  | 6  | 1  | 3  |
|                          |           |  | Sangat Tidak Setuju | 0  | -  | 1  | 3  |
|                          |           | Kamus membantu saya untuk menemukan arti kata yang baru bagi saya. | Sangat Setuju       | 24 | 71 | 25 | 74 |
|                          |           |  | Setuju              | 10 | 29 | 9  | 26 |
|                          |           |  | Tidak Setuju        | 0  | -  | 0  | -  |

|  |                   |  |                     |    |    |    |    |
|--|-------------------|--|---------------------|----|----|----|----|
|  |                   |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
| The classroom activities   | 13,14,17          | Saya mendapatkan banyak latihan untuk menulis.                             | Sangat Setuju       | 15 | 44 | 18 | 53 |
|  |                   |  | Setuju              | 18 | 53 | 16 | 47 |
|  |                   |  | Tidak Setuju        | 1  | 3  | 0  | -  |
|  |                   |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
|  |                   | Dalam mengerjakan tugas, saya berlatih dengan kelompok maupun berpasangan. | Sangat Setuju       | 10 | 29 | 9  | 26 |
|  |                   |  | Setuju              | 22 | 65 | 25 | 74 |
|  |                   |  | Tidak Setuju        | 2  | 6  | 0  | -  |
|  |                   |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
|  |                   | Kegiatan-kegiatan menggunakan gambar mudah dan menarik.                    | Sangat Setuju       | 14 | 41 | 23 | 68 |
|  |                   |  | Setuju              | 20 | 59 | 11 | 32 |
|  |                   |  | Tidak Setuju        | 0  | -  | 0  | -  |
|  |                   |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
| The benefit using cue cards (pictures) in the teaching and learning process of writing | 15,16, 18, 19, 20 | Guru menggunakan media gambar dalam kegiatan-kegiatan kelas.               | Sangat Setuju       | 9  | 26 | 24 | 71 |
|  |                   |  | Setuju              | 24 | 71 | 10 | 29 |
|  |                   |  | Tidak Setuju        | 1  | 3  | 0  | -  |
|  |                   |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
|  |                   | Gambar yang diberikan menarik dan mudah dipahami.                          | Sangat Setuju       | 16 | 47 | 22 | 65 |
|  |                   |  | Setuju              | 17 | 50 | 12 | 36 |
|  |                   |  | Tidak Setuju        | 1  | 3  | 0  | -  |
|  |                   |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
|  |                   | Gambar-gambar yang diberikan memotivasi saya menulis dalam bahasa Inggris. | Sangat Setuju       | 10 | 29 | 12 | 35 |
|  |                   |  | Setuju              | 24 | 71 | 22 | 65 |
|  |                   |  | Tidak Setuju        | 0  | -  | 0  | -  |
|  |                   |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
|  |                   | Gambar-gambar yang diberikan membantu saya menuliskan ide-ide.             | Sangat Setuju       | 15 | 44 | 17 | 50 |
|  |                   |  | Setuju              | 18 | 53 | 17 | 50 |
|  |                   |  | Tidak Setuju        | 1  | 3  | 0  | -  |
|  |                   |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |
|  |                   | Saya dapat memperkaya kosa-kata saya melalui gambar-gambar yang diberikan. | Sangat Setuju       | 16 | 47 | 16 | 47 |
|  |                   |  | Setuju              | 18 | 53 | 17 | 50 |
|  |                   |  | Tidak Setuju        | 0  | -  | 1  | 3  |
|  |                   |  | Sangat Tidak Setuju | 0  | -  | 0  | -  |

# **Appendix K**

## **Attendance List**

**DAFTAR HADIR**  
**VIII-E**  
**SMP NEGERI 4 YOGYAKARTA**  
**2015/2016**

Semester : 2/genap

Jumlah siswa : 34

| No. | Nama                       | Pre-test | Cycle 1        |                |                |
|-----|----------------------------|----------|----------------|----------------|----------------|
|     |                            |          | Pertemuan<br>1 | Pertemuan<br>2 | Pertemuan<br>3 |
| 1   | Adfi Naila Ahdisidqi       | ✓        | ✓              | ✓              | ✓              |
| 2   | Akbar Sigit Putra          | ✓        | ✓              | ✓              | ✓              |
| 3   | Alfito Fahreza Putra       | ✓        | ✓              | ✓              | ✓              |
| 4   | Amalia Intan Putri         | ✓        | ✓              | ✓              | ✓              |
| 5   | Andhika Louis Surya        | -        | ✓              | ✓              | -              |
| 6   | Arbian Surya Sasmita       | ✓        | ✓              | ✓              | ✓              |
| 7   | Aristyani Putri Kayna      | -        | ✓              | ✓              | ✓              |
| 8   | Dian Putri Pramesti        | ✓        | ✓              | ✓              | ✓              |
| 9   | Dini Wulandari Saputri     | ✓        | ✓              | ✓              | ✓              |
| 10  | Fitriana Nur Baiti         | ✓        | ✓              | ✓              | ✓              |
| 11  | Hafizh Rauf Firdaus        | ✓        | ✓              | ✓              | ✓              |
| 12  | Hanif Parusa               | ✓        | ✓              | ✓              | ✓              |
| 13  | Hesti Indah Septiana       | ✓        | ✓              | ✓              | -              |
| 14  | Hetiningtyas               | ✓        | ✓              | ✓              | ✓              |
| 15  | Istiqomatun Na'imah        | ✓        | ✓              | ✓              | ✓              |
| 16  | Justica Ariance<br>Warroka | ✓        | ✓              | ✓              | ✓              |
| 17  | Lola Delilawati            | ✓        | ✓              | ✓              | ✓              |
| 18  | Maritza Ramadyana          | ✓        | ✓              | ✓              | ✓              |
| 19  | Miranda Diah Adisti        | ✓        | ✓              | ✓              | ✓              |

|    |                           |   |   |   |   |
|----|---------------------------|---|---|---|---|
| 20 | Muh. Dava Akbar<br>Gibran | ✓ | ✓ | ✓ | ✓ |
| 21 | Muh. Iqbal<br>Nursyahbana | ✓ | ✓ | ✓ | ✓ |
| 22 | Muh. Rafiq Al-Mahdi       | ✓ | ✓ | ✓ | ✓ |
| 23 | Muhharoni Surya W         | ✓ | - | ✓ | ✓ |
| 24 | Nabila Hendra Nur A       | ✓ | ✓ | ✓ | ✓ |
| 25 | Nadilla Andhini Putri     | ✓ | ✓ | ✓ | ✓ |
| 26 | Fajar Novansyah           | ✓ | ✓ | ✓ | ✓ |
| 27 | Novita Putri Adisty       | ✓ | ✓ | ✓ | ✓ |
| 28 | Radita Novi Aryani        | ✓ | ✓ | ✓ | ✓ |
| 29 | Rayhan Qalbain            | ✓ | ✓ | ✓ | ✓ |
| 30 | Rizki Amaliatussy S       | ✓ | ✓ | ✓ | ✓ |
| 31 | Sri Widiati               | ✓ | ✓ | ✓ | ✓ |
| 32 | Syahredha Muh.J           | ✓ | ✓ | ✓ | ✓ |
| 33 | Titan Pradhita H          | ✓ | ✓ | ✓ | ✓ |
| 34 | Adiva Salsabila M         | ✓ | ✓ | ✓ | ✓ |

**DAFTAR HADIR**  
**VIII-E**  
**SMP NEGERI 4 YOGYAKARTA**  
**2015/2016**

Semester : 2/genap

Jumlah siswa : 34

| No. | Nama                    | Cycle 2        |                |                | Post-test |
|-----|-------------------------|----------------|----------------|----------------|-----------|
|     |                         | Pertemuan<br>1 | Pertemuan<br>2 | Pertemuan<br>3 |           |
| 1   | Adfi Naila Ahdisidqi    | ✓              | ✓              | ✓              | ✓         |
| 2   | Akbar Sigit Putra       | ✓              | ✓              | ✓              | ✓         |
| 3   | Alfito Fahreza Putra    | ✓              | ✓              | ✓              | ✓         |
| 4   | Amalia Intan Putri      | ✓              | ✓              | ✓              | ✓         |
| 5   | Andhika Louis Surya     | ✓              | ✓              | ✓              | ✓         |
| 6   | Arbian Surya Sasmita    | ✓              | ✓              | ✓              | ✓         |
| 7   | Aristyani Putri Kayna   | ✓              | ✓              | ✓              | ✓         |
| 8   | Dian Putri Pramesti     | ✓              | ✓              | ✓              | ✓         |
| 9   | Dini Wulandari Saputri  | ✓              | ✓              | ✓              | ✓         |
| 10  | Fitriana Nur Baiti      | ✓              | ✓              | ✓              | ✓         |
| 11  | Hafizh Rauf Firdaus     | ✓              | ✓              | ✓              | ✓         |
| 12  | Hanif Parusa            | ✓              | ✓              | ✓              | ✓         |
| 13  | Hesti Indah Septiana    | ✓              | ✓              | ✓              | ✓         |
| 14  | Hetiningtyas            | ✓              | ✓              | ✓              | ✓         |
| 15  | Istiqomatun Na'imah     | ✓              | ✓              | ✓              | ✓         |
| 16  | Justica Ariance Warroka | -              | ✓              | ✓              | ✓         |
| 17  | Lola Delilawati         | ✓              | ✓              | ✓              | ✓         |
| 18  | Maritza Ramadyana       | ✓              | ✓              | ✓              | ✓         |
| 19  | Miranda Diah Adisti     | ✓              | ✓              | ✓              | ✓         |
| 20  | Muh. Dava Akbar Gibran  | ✓              | ✓              | ✓              | ✓         |

|    |                           |   |   |   |   |
|----|---------------------------|---|---|---|---|
| 21 | Muh. Iqbal Nursyahbana    | ✓ | ✓ | ✓ | ✓ |
| 22 | Muh. Rafiq Al-Mahdi       | ✓ | ✓ | ✓ | ✓ |
| 23 | Muhharoni Surya Wibowo    | ✓ | ✓ | ✓ | ✓ |
| 24 | Nabila Hendra Nur A       | ✓ | ✓ | ✓ | ✓ |
| 25 | Nadilla Andhini Putri     | ✓ | ✓ | ✓ | ✓ |
| 26 | Fajar Novansyah           | ✓ | ✓ | ✓ | ✓ |
| 27 | Novita Putri Adisty       | - | ✓ | ✓ | ✓ |
| 28 | Radita Novi Aryani        | ✓ | ✓ | ✓ | ✓ |
| 29 | Rayhan Qalbain            | ✓ | ✓ | ✓ | ✓ |
| 30 | Rizki Amaliatussy S       | ✓ | ✓ | ✓ | ✓ |
| 31 | Sri Widiati               | ✓ | ✓ | ✓ | ✓ |
| 32 | Syahredha Muh.J           | ✓ | ✓ | ✓ | ✓ |
| 33 | Titan Pradhita H          | ✓ | ✓ | ✓ | ✓ |
| 34 | Adiva Salsabila Mahardika | ✓ | ✓ | ✓ | ✓ |

# **Appendix L**

## **Photographs**



**The students checked their dictionary**



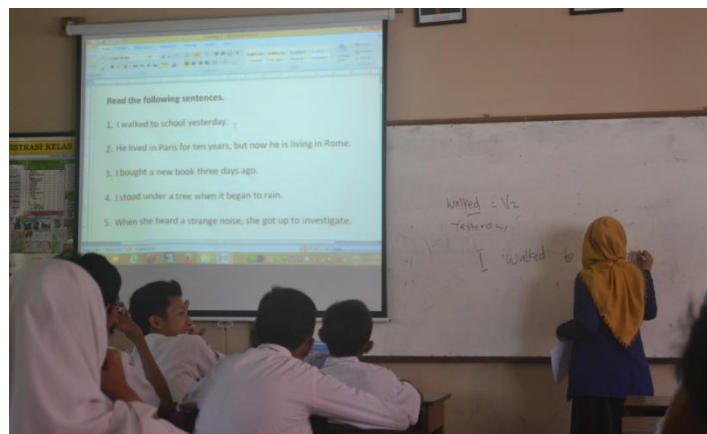
**The researcher used Power Point as media to explain the material**



**The students opened dictionary to find difficult words**



**The researcher used white board as media to explain the material**



**The researcher taught grammar using white board**



**A student rose her hand to ask questions**



**The students did the task in pairs**



**The students stuck the cards on a paper**



**The researcher distributed the worksheet to the students**



**The students did the task seriously**



**The students were actively participate in the class**



**The English teacher observed the researcher**



**The students did the task in groups and checked their dictionary**



**The researcher gave feedback to the students**



**The researcher discussed with the English teacher**

# **Appendix M**

## **Letters**



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

Jalan Colombo No.1 Yogyakarta 55281 ☎ (0274) 550843, 548207; Fax. (0274) 548207  
Laman: fbs.uny.ac.id; E-mail: fbs@uny.ac.id

FRM/FBS/33-01  
10 Jan 2011

Nomor : 136e/UN.34.12/DT/II/2016  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

Yogyakarta, 5 Februari 2016

Yth. Walikota Yogyakarta  
c.q. Kepala Dinas Perizinan Kota Yogyakarta  
Kompleks Balai Kota, Timoho, Yogyakarta

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 STUDENTS' WRITING ABILITY THROUGH THE USE OF CUE CARD MEDIA AT GRADE EIGHT OF SMPN 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2015/2016**

Mahasiswa dimaksud adalah

Nama : KARTIKA DEWI PURNAMA  
NIM : 12202241001  
Jurusan/Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Februari – Maret 2016  
Lokasi Penelitian : SMPN 4 Yogyakarta

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

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

Yogyakarta, 5 Februari 2016  
Inisiatif dan Bimbingan Pendidikan FBS,  
Inisiatif Probo Utami, S.E.  
NIP. 19670704 199312 2 001

Tembusan:  
- Kepala SMPN 4 Yogyakarta



PEMERINTAHAN KOTA YOGYAKARTA  
**DINAS PERIZINAN**  
 Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515865, 515866, 562682  
 Fax (0274) 555241  
 E-MAIL : perizinan@jogjakota.go.id  
 HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id  
 WEBSITE : [www.perizinan.jogjakota.go.id](http://www.perizinan.jogjakota.go.id)

### SURAT IZIN

NOMOR : 070/0454

0887/34

Membaca Surat : Dari Dekan Fak. Bahasa Dan Seni UNY  
 Nomor : 136e/UN/34/12/DT/II/2016 Tanggal : 5 Februari 2016

Mengingat : 1. Peraturan Gubernur Daerah istimewa Yogyakarta Nomor : 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;  
 2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;  
 3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
 4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
 5. Peraturan Walikota Yogyakarta Nomor 20 tahun 2014 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Dijijinkan Kepada : Nama : KARTIKA DEWI PURNAMA  
 No. Mhs/ NIM : 12202241001  
 Pekerjaan : Mahasiswa Fak. Bahasa Dan Seni UNY  
 Alamat : Jl. Colombo No.1, Yogyakarta  
 Penanggungjawab : Dra. Jamilah, MPd.  
 Keperluan : Melakukan Penelitian dengan judul Proposal : IMPROVING STUDENTS' WRITING ABILITY THROUGH THE USE OF CUE CARDS MEDIA AT GRADE EIGHT OF SMPN 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2015/2016

Lokasi/Responden : Kota Yogyakarta  
 Waktu : 9 Februari 2016 s/d 9 Mei 2016  
 Lampiran : Proposal dan Daftar Pertanyaan  
 Dengan Ketentuan : 1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
 2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat  
 3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah  
 4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan  
 Pemegang Izin

KARTIKA DEWI PURNAMA

Dikeluarkan di : Yogyakarta  
 Pada Tanggal : 09-02-2016  
 An. Kepala Dinas Perizinan  
 Sekretaris

Drs. HARDONO  
 NIP. 195804101985031013

Tembusan Kepada :

Yth 1. Walikota Yogyakarta (sebagai laporan)  
 2. Ka. Dinas Pendidikan Kota Yogyakarta  
 3. Kepala SMP Negeri 4 Yogyakarta  
 4. Dekan Fak. Bahasa Dan Seni UNY  
 5. Ybs.



**PEMERINTAH KOTA YOGYAKARTA  
DINAS PENDIDIKAN  
SMP NEGERI 4**

Jl. Hayam Wuruk 18 Yogyakarta Kode Pos: 55211 Telp./Fax : (0274) 513079

Email : [smpn4yogyakarta@gmail.com](mailto:smpn4yogyakarta@gmail.com)

Hotline SMS : 08127780001 Hotline email : [upik@jogjakota.go.id](mailto:upik@jogjakota.go.id)

Website : [www.jogjakota.go.id](http://www.jogjakota.go.id)

**SURAT KETERANGAN**

No : 070/

Yang bertanda tangan dibawah ini :

Nama : Yuniarti, S.Pd  
NIP : 19590616 198303 2 008  
Pangkat : Pembina Tk I  
Golongan : IV/b  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 4 Yogyakarta

Dengan ini menerangkan bahwa :

Nama : Kartika Dewi Purnama  
N I M : 12202241001  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Yang bersangkutan telah melaksanakan penelitian dengan judul ;" IMPROVING STUDENTS' WRITING ABILITY THROUGHT THE USE OF CUE CARD MEDIA AT GRADE EIGHT OF SMPN 4 YOGYAKARTA IN THE ACADEMIC YEAR 2015/2016"pada tanggal 10 Februari s/d 23 Maret 2016 .

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Yogyakarta, 14 April 2016  
Kepala Sekolah



Yuniarti, S.Pd  
NIP 19590616 198303 2 008



SEGORO AMARTO

SEMANGAT GOTONG ROYONG AGAWE MAJUNE NGAYOGYAKARTA  
KEMANDIRIAN-KEDISIPLINAN-KEPEDULIAN-KEBERSAMAAN